

CHAPTER I

INTRODUCTION

A. Background of Problem

English as an international language becomes the most important of the foreign language to be taught. It makes English is the first foreign language subject to teach in Indonesian formal education institutions. Marcellino (2008, p. 62) stated that English is mandatory at high schools and that the students are obliged to learn it.

Teacher plays an important role in teaching English, because teacher must be able to develop students' English communicative competences and performances in the four language skills, which is: listening, speaking, reading, and writing. In addition, students should also be able to master the other sublinguistic, aspects, covering grammar, pronunciation, and vocabulary. Ratnawati (2013, p. 23) suggested that to support the four skills above, we need vocabulary. Vocabulary is a basic level of English learning, because we need a store of words to listen, to read, to speak, and to write in learning language. Vocabulary is "one of the language components and no language exist without words" (Napa, 1991, p. 6).

Vocabulary is a complex process in which teacher teaches students to recall the words at will and to recognise them in spoken and written forms. In teaching vocabulary, teacher does not rarely get problems with it. Many students always feel bored of remembering many words and the classroom atmosphere. Sometimes, in one

side they forget the word meanings that teacher has given and explained. In the other side, teachers are still using conventional method to teach vocabulary in one-way teaching. Teacher teaches vocabulary in which students role in memorizing the vocabulary and putting them in some blank spaces of sentences as their exercises; and have taught with lack of examples and techniques of how to help them grasp the vocabulary and keep them in their memory in a durable length of time.

Viewing the results of teaching, it is a certain that the students will get less vocabulary or even nothing after completing their study grade by grade. To cope with and prevent the worse result of learning vocabulary by the students, the use of conventional teaching should be put aside. A teacher should be more creative to find and use techniques of teaching vocabulary. Besides preventing the boredom, creative teaching way will create conducive classroom atmosphere. In addition, it may encourage students and vocabulary learning, in specific and the sublinguistic aspects, in general. By so-doing, the teacher will enable students to acquire the vocabulary durably.

Other creative techniques of teaching might be the use of games, such as, hangman, flash, picture, crossword puzzle, and such other kinds. Especially the latest, Karim and Hasbullah (1986, p. 36) emphasized that one of the interesting techniques in teaching language is crossword puzzle. This shows that crossword puzzle could be used to sustain students' interest, and later help students keep and recall the vocabularies they have been taught.

The previous related research conducted by Sandy (2011) revealed that crossword puzzle significantly affected vocabulary learning achievement. Sandy's experimental research entitled "The Effect of Using Crossword Puzzle on the Tenth Year Students' Vocabulary Achievement at SMAN Tempeh Lumajang". The result of the previous study was that teaching vocabulary by using crossword puzzle was more effective than that using conventional and question-answer techniques. Sandy's finding inspired the researcher to conduct a similar research. However, realizing that language teaching and learning are situational, the researcher tried to do the research to students and compared the results. In addition, the researcher was willing to know whether crossword puzzle could also result in significant effect to the first graders' vocabulary at SMAN 3 Tambun Selatan.

B. Research Problem

Based on the background of problem, the research identified the research problem, as stated follow: "Was there any significant effect of using crossword puzzle on the first graders' vocabulary at SMAN 3 Tambun Selatan?"

C. Research Objective

The goal of this research was to find out the effect of using crossword puzzle on the first graders' vocabulary at SMAN 3 Tambun Selatan.

D. Significances of the Research

The researcher greatly expected the results of this research could give useful information and contribution to teacher candidates and teachers.

1. To teacher candidates, to increase their knowledge about the use of crossword puzzle in vocabulary learning.
2. To teachers, to use crossword puzzle in vocabulary teaching.

E. Scope of the Research

Due to the researcher's time and budget constraints, the subjects in this research were limited only on the first graders of X-1 and X-5 at SMAN 3 Tambun Selatan in 2013/2014 academic year. The research was experimental. Besides, the research used crossword puzzle in free form crossword type as a technique in teaching vocabulary.

F. Operational Definition

1. Vocabulary, a number of words covering English nouns, verbs, adjectives, and adverbs based on the subject matters taught at SMAN 3, Tambun Selatan.
2. Crossword Puzzle, one of techniques in vocabulary teaching through which the words are fitted into horizontal and vertical patterns based on the clues.