

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses several points to support the topic of the research. Many points in this chapter are background of study, problem formulation, research objectives, hypotheses, research significance, scope and limit study and the last is definition of key terms.

A. Background of study

Language in everyday life plays an important role, especially in expressing one's thoughts or as a means of thinking, reasoning and living life. Language has a central role in the intellectual, social, emotional development of students and is a supporter of success in learning all fields of study. Language learning is expected to help students get to know themselves, their culture, and the culture of others. (Shofiani, 2019)

Early language introduction must be introduced with various methods in such a way that there is student interest in learning the language. Language teaching, especially English as one of the most important basics that must be mastered in the teaching and learning process is vocabulary. Because with vocabulary students can practice language skills well. Mastery of English vocabulary for elementary school children cannot be separated from the learning delivered by the teacher using methods or steps that can inspire the spirit of learning English. (Widyahening, 2022)

The purpose of language learning as stated by Enung Nur Aeni, M.Pd also states that there are four aspects, namely listening, speaking, reading, and writing skills. Likewise in learning English, Firmansyah Diyata, M.Pd also stated that

there are four skills that should ideally be mastered in learning English, namely: speaking, reading, listening, and writing. By mastering these four skills, it will facilitate the achievement of learning objectives and the achievement of indicators in each existing English learning material. (Puspitasari, 2013)

Based on the results of observations at SMPM 8 Laren, students' ability to master English vocabulary is still low. This can be seen from the daily scores of even semester students for the 2022/2023 academic year which are still low and the oral tests carried out by teachers in the teaching and learning process in the classroom. From 22 students only 13 students who get a score of more than or equal to the KKM that is 65.

Lack of application of appropriate learning models in teaching students' vocabulary. So far, the learning model applied is still conventional and focuses more on lectures in front of the class. Vocabulary or in English is called vocabulary, is one of the important components in language. By mastering vocabulary well, you can connect the four skills of speaking, listening, reading, and writing. As Nunan said, "vocabulary is an important part that facilitates the use of a second language, because without the right vocabulary the language will not be able to function structurally and will be difficult to understand. (Slamet, 2012)

Mastery of vocabulary well will make language mastery also better. Delivering spoken language will be easier and clearer to understand if the vocabulary is mastered well. Submission of language in written form will also be easier and clearer to understand also that vocabulary has an important role in language. The more vocabulary you have, the easier it will be to understand what

you hear and what you read. Various efforts were made to improve vocabulary mastery as one of the aspects of supporting language skills in accordance with the curriculum determined by each school. These efforts by using methods that are creative and not monotonous in learning, students can be more enthusiastic and interested in participating in learning English. (Kuncoro, 2017)

With regard to the above background, it is necessary to take better actions, such as providing encouragement to student achievement in learning English. The game method is a learning method that can arouse enthusiasm and enthusiasm for learning with pleasure so that students are not bored and even happy with the learning even though the material may be difficult. This game is used to change learning that was originally passive to active, rigid in motion, from bored to cheerful. (Safaringga, 2022)

One of the games that can improve vocabulary mastery is a crossword puzzle game or what is called a crossword puzzle or abbreviated as TTS, a game that is distributed to remind students' memories of the material that has been studied and train students' accuracy or foresight in learning. answer questions so that strategies can be used. improve student achievement and vocabulary mastery. (Huda, 2020)

This study aims to package learning with interesting and fun strategies so that students pay attention to the teacher and learning materials. A teacher must use learning strategies that can attract students' attention, and involve students in the learning process directly (students are active in the learning process). If students' attention is focused on learning, it will give the impression to students to understand the subject matter that has been delivered by the teacher. In the

learning process, the use of appropriate strategies by the teacher will facilitate the achievement of learning objectives. Therefore, before the teaching and learning process is carried out, the teacher must first choose a learning strategy based on its efficiency to achieve the goals that have been set.

There have been many previous studies examining the effectiveness of crossword puzzles in improving English vocabulary. such as the thesis written by Evita Korniasari, a student of Muhammadiyah University of Surakarta with the title "Improving Students' Vocabulary Ability Using Crosswords in English Subject Class IV SD Negeri 2 Karanglo Polanharjo Klaten 2013/2014 Academic Year. However, from the results of the study, the gap of this research is mastery of English vocabulary still has a score below the minimum completeness criteria (KKM), so the strong reason for the researcher wants to examine how the effectiveness of crossword puzzle games in increasing the English vocabulary of class IX students of SMPM 8 Laren is good with crossword puzzle method, class IX students of SMPM 8 Laren can get a perfect score above the KKM or vice versa.

Then there is a study conducted by Millata Choir students at Sultan Agung University Semarang, namely "Using Crossword Puzzles to Improve Students' Vocabulary Mastery (Seventh Case of At-Taufiqiyah Grobogan Middle School". The gap of this research is The the researcher gives very few questions in the crossword puzzle game for students. The author wants to examine the effectiveness of crossword puzzles with more questions so that they can determined whether this crossword is effective or not.

A previous study by Vienna students Halimatus Sadiyah, Wina Septiani and Evie Kareviati from IKIP Siliwangi entitled "Improving Mastery of English Vocabulary Using Crosswords". The gap of this research is the lack of explanation of the theoretical studies in the research. Then the method is also not explained in more detail so that the reader cannot fully understand the research. Therefore, the researcher wants to explain whether there are differences in students' vocabulary understanding using crossword puzzles or without using them clearly and completely so that the research can be clearly understood by the reader.

The next previous study was the research of Sinde Elisa Lumban Raja, a student of Ganesha University of Education with the title "Improving Vocabulary Mastery Regarding Singular and Plural Nouns Through Crosswords and Crosswords for Class VIII Junior High School Students". The gap from this research is the data analysis technique is not explained in more detail. The research method only explains that the approach used is qualitative and quantitative without an explanation of how the data analysis is carried out. Therefore, in this study the author wants to conduct research by explaining how the data analysis was carried out by the researcher in full, the reader can find out the research process carried out.

Based on the above background, a research entitled **The Effectiveness of Using Crossword Game on Students English Vocabulary Mastery of The 9 Grades Students at SMPM 8 Laren Lamongan** will be conducted to see if games can improve vocabulary mastery.

B. Problem Formulation

This research is experimental research using 2 groups of students in grades 9A and 9B at SMPM 8 Laren. Based on the background described above, the problem can be formulated “Is there any significant difference in the vocabulary mastery between the students taught using crossword game and those who are not?”

C. Research Objectives

The objectives to be achieved from this research are:

The objective is to find out the significant difference in the vocabulary mastery between the students taught using word cross game and those who are not.

D. Hypotheses

The position of the hypothesis in quantitative research is important, because with this hypothesis the researcher will have a clear direction to make a conclusion. A hypothesis is a temporary answer that is built or formulated based on a study of theoretical concepts, findings of previous research and or researchers' observations of the field phenomena to be studied. Therefore, it is a provisional answer, so the hypothesis needs to be tested for truth. The formulation of the hypothesis in this study is :

- b. Null hypothesis (H_0): there is no significant difference in the vocabulary mastery between the students taught using word cross game and those who are not

- c. Alternative hypothesis (H_a): there is any significant difference in vocabulary mastery between students who are taught using crossword games and those who are not

E. Research Significance

The benefits of this research include the following:

Practical Benefits

1. For educators or prospective educators

For educators or prospective educators, the results of this study can increase knowledge and skills in increasing English vocabulary, namely by using Word cross game.

2. For students

For students from the results of this study, it is hoped that it will be easier to capture newly known English vocabulary so that they can improve English vocabulary.

F. Scope and Limits of Study

To achieve the research objectives, limit the problem to students' mistakes in the form and use of word cross to improve English vocabulary mastery for 9th grades at SMPM 8 Laren Lamongan for the academic year 2021/2022.

G. Definition of Key Terms

To prevent misunderstandings in interpreting the keywords in this study, the researcher explains some of the keywords as follows:

- 1) **Analysis**, activities that contain a number of activities such as parsing, distinguishing, sorting things to be classified and regrouped

according to certain criteria, then look for the relationship and interpret its meaning.

- 2) **Vocabulary**, a type of noun which means the words used in a language.
- 3) **Crossword** (also called word puzzle games or word search games), board, or video games are often designed to test proficiency with language or to explore its properties. Word games are generally used as a source of entertainment, but can also serve as an educational purpose.