CHAPTER I

INTRODUCTION

This chapter presents several aspects that underlie the topic of the research conducted. They are Background of the Study, Research Question, Research Objective, Research Hypothesis, Significance of the Study, Scope and Limitation Research, and Definition of the Key Terms.

A. Background of the Study

Language is used to communicate feelings, ideas, love, information, etc. Language is also very helpful for human life to interact with each other, because it is impossible for everyone to interact with each other without language. English is an important communication tool used by many countries in the world. English also plays an important role as an international language in many countries around the world, including Indonesia. This is why the Indonesian government chose English as the first foreign language to be taught in schools. English was introduced as a compulsory subject to be taught from the seventh year of Junior High School to the twelfth year of Senior High School students. Usually teaching English aims to develop and improve students' competence in four language skills: listening, speaking, reading and writing. To achieve these four language skills, language components such as grammar, vocabulary, and pronunciation are also given to students.

But the reality is that not all students have succeeded in learning English. Students can't even keep up when it comes to mastering English vocabulary, which

should be fundamental to learning the language. Vocabulary is actually one of the elements or subskills that students need to learn when studying English. Learning vocabulary is essential and crucial for language learners. One of the biggest obstacles that foreign language learners encounter when learning a language is expanding their vocabulary. According to Thornburry (2002), vocabulary is more important than other components like grammar because without vocabulary, nothing can be communicated. It means that vocabulary is a very important part in learning English. Lack of vocabulary prevents students from being able to read, write, or articulate their ideas, making it difficult for them to comprehend what others have said. Lack of a method or technique for teaching vocabulary to students may be the reason of their lack of vocabulary. To facilitate and enhance the learning process, an appropriate approach or strategy is required. An interesting method or technique will encourage students to learn vocabulary more easily.

Teachers have an important role in helping students achieve better outcomes during the teaching-learning process. According to Bhuana (2021), 76% of teachers stated that they were unsure of how to give the subject to the students and that they were still unsure of which media to employ as instructional media. Because they only employ the same learning resources repeatedly, caused learning becomes monotonous. So, in order for a student to stay focused and interested in the course of the lesson while participating in learning process, teachers must take extra care in choosing methods and media that are effective for improving students' abilities. There are a variety of techniques and media that can help students become more willing to follow the lesson, especially in learning new vocabulary, for example by

the use of games, illustration, etc. Students will be more active and excited to participate in English class if they are connected to appealing methods, techniques and media.

The importance of using methods in teaching English is evident from the results of researchers' observations in X class of SMAN 1 Durenan, many students did not listen and were bored with the teacher's explanations who only read textbooks. They are busy playing on their cellphones and ignore the teacher who explains in front of the class. The English teacher who teaches also seems indifferent to students who don't listen to him. He also teaches in the old-fashioned way of just reading textbooks which of course makes students bored and uninterested. added to this, students are no longer interested because English is a foreign language to them, causing students to be lazy about studying or adding new English vocabulary. Teachers should be able to encourage students to learn to master English vocabulary which is a basic skill in foreign languages using interesting media or learning methods. And one of the many media that can be used to mastery vocabulary is the crossword puzzle.

In a crossword puzzle, words are entered into a pattern of numbered boxes to match clues that are numbered appropriately and so that the words read from top to bottom, according to Webster (1990). Crossword puzzles are described by Wahyuningsih (2009) as a game in which words are arranged according to their definitions into white and black box diagrams. Crossword games are an alternative method for teaching vocabulary that can aid pupils in word recognition and retention (Rabi'ah, 2018). This method can also help students increase and

strengthen their command of terminology. Based on the statement above, it can be concluded that the use of crossword puzzles in the teaching and learning process can stimulate students' interest and enthusiasm in learning English and increase their vocabulary. The use of crossword puzzles as a learning medium encourages direct student involvement and participation in learning. Therefore, crossword puzzles can have an impact on students' vocabulary mastery because they will repeat and remember the words they made in the crossword puzzle.

Research regarding the effectiveness of using the crossword puzzle method for students' vocabulary mastery has been carried out by several previous researchers. Istiqomah (2022) conducted research entitled "The Effectiveness of Using Crossword Labs to Teach Vocabulary Mastery at The Eleventh Grade Students of SMAN 1 Weru in The Academic Year 2022/2023". In this study, previous researchers have succeeded in proving that the use of crossword labs is effective for teaching vocabulary mastery to eleventh grade students.

Another research was conducted by Salimah (2022) entitled "The Effectiveness of Crossword Puzzle in Teaching Vocabulary at The Second Semester of Seventh Grade at MTS Mathlaul Anwar Cintamulya South Lampung in The Academic Year of 2021/2022". In this study, previous researchers also succeeded in proving that using crossword puzzles is effective for teaching vocabulary to seventh grade students.

Another researcher who has also conducted research on this is Mustika (2022) with research entitled "The Use of Crossword Puzzle Game to Improve Students' Vocabulary". In this study, previous researchers succeeded in proving that

crossword puzzle games were effective in increasing the vocabulary of grade 7 students.

In all previous research, it can be proven that the crossword puzzle method is successful in improving students' vocabulary. However, the majority of previous research was conducted on junior high school students, and now researchers want to prove whether this method will also be effective if used on the tenth grade students at SMAN 1 Durenan. Therefore, the researcher took the research entitled **"The Effectiveness of Using the Crossword Puzzle on Students' Vocabulary Achievement of the Tenth Grade Students at SMAN 1 Durenan"**.

B. Research Question

Based on this research background, the main objective of this research is to see the effectiveness of using the crossword puzzle on students' vocabulary achievement of the tenth grade students at SMAN 1 Durenan. The research problem is formulated as follows:

1. Is there any significant difference score on students' vocabulary achievement of the tenth grade students at SMAN 1 Durenan before and after using the crossword puzzle?

C. Research Objective

Based on the formulation of the problem above, the objectives of this study are:

1. To find out whether there is any significant difference score on students' vocabulary achievement of the tenth grade students at SMAN 1 Durenan before and after using the crossword puzzle.

D. Research Hypothesis

The hypothesis is not the final answer of research. This is an alternative answer that needs to be verified. The researcher's hypothesis must first conduct research empirically. The hypothesis in this study is:

1. Null Hypothesis (Ho): there is no significant difference score on students' vocabulary achievement of the tenth grade students at SMAN 1 Durenan before and after using the crossword puzzle

2. Alternative Hypothesis (Ha): there is a significant difference score on students' vocabulary achievement of the tenth grade students at SMAN 1 Durenan before and after using the crossword puzzle.

E. Significance of the Study

In this study, the researcher hopes that this research paper will have the following benefits:

1. For teachers

As information for English teachers about solutions or new media in improving students' abilities in mastering English vocabulary. Teachers also gain additional knowledge about interesting types of media that can be used in teaching English.

2. For students

This research can provide a solution for students to master a lot of English vocabulary in an interesting way. This research also gives students a choice of media that they like, namely crossword puzzles. So that students feel interested in

studying English lessons from before and have a good perception that English is not difficult.

3. For readers or other researchers.

The use of the crossword puzzle can help researchers to improve students' mastery of English vocabulary in a fun way. It also provides information to increase creativity in the English learning process. This research is also useful for readers and other researchers to add the desired information and knowledge.

F. Scope and Limitation of the Research

Scope is an explanation of the extent to which the research area will be explored in the research and determines the parameters that form the basis of the research. The researcher made the scope of this research to measure the effectiveness of using the crossword puzzle on students' vocabulary achievement of the tenth grade students at SMAN 1 Durenan. The media used in this study was a crossword puzzle applied in a worksheet for student practice.

Limitation is flow or shortcoming which could be the result of unavailability of resources, small sample size, flawed methodology, etc. Because the researcher used crossword puzzle media, where students would focus more on writing and reading, this study was limited to students' reading and writing abilities. So that the vocabulary taken and tested is more focused on the meaning of words, antonyms, and also synonyms.

G. Definition of Key Terms

To avoid misunderstanding the concepts used in this research, the researcher needs to provide some definitions of the terms used in this research. Those are:

1. Vocabulary

Vocabulary is the basic knowledge that the students have to know, because it is an important thing in learning a second language. Seal (1991) provides support for the idea that words, or more specifically, vocabulary, are regarded as reusable building blocks for second language acquisition. As a result, vocabulary is a fundamental aspect of language that is made up of a large number of words that can be used as tools to assist students in developing their second language proficiency and communicating effectively in that language.

2. Vocabulary Achievement

Vocabulary achievement is a component of language learning that may help students in understanding the language that has four basic skills. Nation (2002) say that vocabulary development is as such a crucial part of language acquisition that it deserved to be planned for, deliberately controlled, and monitored. So, vocabulary achievement is a tool to facilitate students to increase their language skills.

3. Crosswords Puzzle

The Oxford Learner Dictionary states that in a crossword puzzle, words must be deduced from given instructions and entered into boxes marked with spaces (Victoria, 2008). It states that crossword puzzles are games that add interest and fun to learning and teaching. Utilizing crossword puzzles to teach vocabulary has several benefits, including increasing students' enjoyment of the process, improving their vocabulary, and helping them comprehend word meanings.