CHAPTER I

INTRODUCTION

This part covers the background of the study, statement of the problem, objective of the study, assumption, significances of the study, variable of the study, hypotheses, scope and limitation of the study, definition of key terms, and framework of the discussion.

A. Background of the Study

Language is very important for our life. People can know each other because they have language. One of the ways to communicate with other people is by using language. It cannot deny that by using it human being can express their ideas, feelings, and opinions. It it difficult to understand the other people if there is no language. So, it has the main role in the society.[1]

Language is a tool of communication among people. Because of that we can make conversation with the other people. We can share, give opinion about something from a language. It is important part in our life. We express our feeling, ideas, opinion, instruction and all event in a language. It is included all of tool communication among people.

Generally everybody has known about English language although only from television, radio, magazine, or just heard someone speaks in foreign language. It is a familiar language for student in Indonesia. As an international language, English

---

[1] *Oxford Advanced Learners' Dictionary of Current English*, (Jonathan Crowter: Oxford University Press, 1995), p 662.

☐

is used for communication in all over the world. In another word, English is the world of language. For examples in the washing machine, computer, radio, magazine, sewing machine, refrigerator and so on. Include English language in that tools. The instruction to use the tools are in that language.

Learning English means to learn communication. Therefore, English language teaching was directed to improve students' ability to communicate in English both orally and in writing. In contrast, there is no requirement for the students to used English in daily conversation. Thus, they do not have a chance to practice their English because there are a few people who use it around them. The goals of teaching English in different levels of education are different so that the materials are also different. In senior high school, the main goal of teaching English is to introduce English as a foreign language. The students are expected to have the skill of second language at least in simple communication. The students are generally beginners in learning English and some of them have been learning English for sometimes.[2]

Harmer said that Vocabulary is more than merely a list of words[3]. The words which express meaning but meanings are a slippery concept. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some words may also difficult to teach because their meaning way may change depends

---

[2] DwiWijayanti, "*Descriptive Study of Teaching Reading Comprehension Using Jigsaw to the Second Year Students of Smp N 2 SimoBoyolali Academic YEAR'S 2009/2010 (A Classroom Action Research)*", Unpublished Muhammadiyah University of Surakarta; Surakarta, 2010, p. 1, t.d. p. 1.

[3] Harmer, J. The Practice of English Language Teaching. London: Longman.

on the words they are attracted with.[4] According to Richard it is vital to know a lot of words if you want to make progress in a foreign language. Even if your grammar is excellent, you just won't be able to communicate your meaning without a wide vocabulary.[5] Since English is not our national language, it is not easy to learn it. Many student or learners find problem in mastering it. One of the basic problems is lack of vocabularies. Vocabulary is really important element of the language to be concerned with in order to master the four language skills.

The eleventh grade students are considered as intermediate level. The average student learns about 3.000 words a year, or six to eight words per day, a remarkable achievement, if students are taught new words at a rate of eight to ten words per week for 37 to 50 weeks, about 300 to 500 words per year can be taught direct instruction.[6] According to Nation, all learners need to know about 2,000 to 3,000 word level in order to function effectively in English.[7]

In teaching a language, English particularly is very complicated. In the classroom, we will face dozens of technique applied to the students under the expectation that they are able to or easy to understand the lesson. As a teacher, it is necessary to find new teaching media to overcome the problems and not to forget to motivate the students. Some teachers have used games, pictures, songs, real

---

[4] Jeremy Harmer, *The Practice of English Language Teaching*. London: Longman. 2001

[5] Pemberton.Richard. *Learning vocabualary.* 1997 httplc.ust.hk~sacadviceenglishvocabularyV1.html accessed in April 21, 2012

[6] Stahal, Steven A, *Vocabulary Development*. Cambridge, MA : Brookline Books, 1999, p.5-6

[7] Nation, I. S. P. *Learning vocabulary in another language*. Cambridge: Cambridge University. 2001.

object, cartoon and movie as their teaching media to grow the student creativity in learning process.

There are many media can be used to improve students' vocabulary mastery like audio aid, audio-visual aid and etc. Example for audio aid is radio, music, and so on while example of audio-visual aid is video, film/movie, and television, etc.

Media such as crossword puzzle has a very significant roles to motivate the students to learn vocabulary and to make the atmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of crossword puzzle they will become more active as participant and more confident in expressing their feeling.

According to Adenan, puzzle and games are obvious types of self motivating activity which are interesting and challenging to teach language.[8] One of the puzzles that can be given by the teacher to make the students interested in studying English especially vocabulary is Crossword Puzzle.[9] This is in line with Karim and Hasbullah's statement that an interesting material and media in teaching language is Crossword Puzzle. Karim and Hasbullah say that one of the interesting techniques in teaching language is Crossword Puzzle. This showed that Crossword Puzzle could be used to sustain students' interest and make the students feel

---

[8] Adenan, F. *Puzzles and Games: for students of IKIP*. Yogyakarta : Kanisius. 1992, p.25
[9] Karim, M. & Hasbullah, F. A. *Language Teaching Media*. Jakarta : Universitas Terbuka. 1986, pg.10

relax.[10] The construction technique consisted of arranging the words so that they crossed the appropriate points. The arrangement was then made to correspond to horizontal and vertical clues.

The students of SMA Muhammadiyah 1 Palangka Raya, however, master lack of vocabulary. Based on interview, the teacher confirmed that the students have lack of vocabulary. She stares at the case by the students' meeting activity. In the class the case creates a contradictive thing that may impact the students' English mastery and curriculum development. It should be solved as soon as possible.[11]

Based on the problems above, the writer is interested in carrying out the study entitle: **"AN EXPERIMENTAL STUDY OF CROSSWORD PUZZLE IN TEACHING VOCABULARY AT ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 PALANGKA RAYA"**

B. Previous Study

Related to the use of crossword puzzle in language learning, the previous research conducted by by Rahmawati proved that there was a significant effect of using Crossword Puzzle on the eight year students' vocabulary achievement at SLTPN 6 Jember with the degree of relative effectiveness was 6.163. Therefore it was proved that Crossword Puzzle was more effective technique that can be used

---

[10] Karim, M. & Hasbullah, F. A. *Language Teaching Media*. Jakarta : Universitas Terbuka. 1986. pg. 30

[11] Based on interview with Mrs. Siti Arofah, S.Pd, an English teacher at SMA Muhammadiyah 1 Palangka Raya, October 17, 2013.

in teaching learning activity especially in teaching vocabulary than as compared to the teaching vocabulary using Crossword Puzzle technique. [12]

Another previous research conducted by Fatimah which her thesis entitled"The Effectiveness of using picture on learners' vocabulary mastery at sixth grade of MIS Miftahul Huda 1 Palangka Raya". In her thesis, there are (1) Do the use of picture in learning vocabulary give effect toward the students' vocabulary mastery of the Sixth Grade Students at MIS Miftahul Huda 1 Palangka Raya? (2) How can the picture media improve the student's vocabulary mastery of the Sixth Grade students at MIS Miftahul Huda 1 Palangka Raya? The result of the research showed that Picture media gave significant effect toward the students' score vocabulary mastery at sixth grade students of MIS Miftahul Huda 1 Palangka Raya. At the first meeting, the students got explanation about the teaching learning activity. The teacher wrote the kinds of Jobs especially School Personal correctly and fluently. Meanwhile, the students paid attention to the whiteboard. Then students read together twice. The students were interested in reading the name of Jobs School Personal.[13]

The last previous research conducted by Kharisul Khafid with his thesis entitled "The Effectiveness of English Children Songs in Improving Students' vocabulary at the fourth grade students of MIS-Muslimat NU Palangka Raya. In

---

[12] Rahmawati, *Using Crossword Puzzle on the eight year students' vocabulary achievement at SLTPN 6 Jember*, 2004

[13] Fatimah, Thesis "*The Effectiveness of Using Picture on Grade of MIS Miftahul Huda 1 Palangka Raya*". STAIN Palangka Raya 2011.

his thesis, there was one research problem. It was (1) is there any significant effect of English children songs in improving student vocabulary at the fourth grade students of MIS-Muslimat NU Palangka Raya? He used a quantitative paradigm with experimental design. The result of that research concluded that used English children songs gave significant effect for students of MIS-Muslimat NU Palangka Raya. The beginning of the meating activities of the students were given materials and guidance that has been taught, the material contains song and teaching material that support form the syllabus and lesson plans, song as the main ingredient in the treatment of teaching, there are two song titles that are used in such treatment on the family and the daily activity.[14]

In this study the writer focuses to measure the effectiveness of using crossword puzzle in teaching vocabulary at eleventh grade students of SMA Muhammadiyah 1 Palangka Raya. The differences from present study are first, the writer use Crossword Puzzle as the media in teaching vocabulary, beside that the technique in applying Crossword puzzle in class has different with the previous study. In the first day, the learners are given a pretest. The test is developed based on the syllabus. The material of the study is noun in Report Text based on the curriculum 2013 and syllabus of SMA Muhammadiyah 1 Palangka Raya. Second the differences between the previous studies with the writer are

---

[14] *Kharisul Khafid, Thesis "The Effectiveness of English Children Songs in Improving Students' vocabulary at the Fourth Grade Students of MIS-Muslimat NU Palangka Raya".STAIN Palangka Raya 2012.*

related to the approach of the study that is used. The previous study used descriptive research meanwhile this study is experimental research.

C. Problem of the Study

The study was investigated about "How is the significant effect of using crossword puzzle in teaching vocabulary?"

D. Hypotheses of the Study

There are two hypotheses of the study:

Ha   : Using Crossword Puzzle can be used to stimulate the student to increase their English vocabulary.

Ho   : Using Crossword Puzzle can not be used to stimulate the student to increase their English vocabulary.

E. Delimitation of the Study

According to the background and the problem of the study, the writer makes scope and limitation to the research.

The study belongs to Quasi Experimental study. It measures the effectiveness of using Crossword Puzzle, especially the effect of using crossword in teaching vocabulary with the material based on the standard competence in curriculum 2013 at the Eleventh Grade students of SMA Muhammadiyah 1 Palangka Raya.

The Limitation of the study is noun and adjective used in Report Text. The study is limited at Eleventh Grade Students of SMA Muhammadiyah 1 Palangka Raya. The numbers of population was 58 students in two classes. Cluster sampling used as the technique in taking sampling.

F. Assumption of the Study

There are some assumptions of this study as follow:

1. Crossword Puzzle is one of effective media that could be used in teaching learning vocabulary process.

2. The students' vocabulary score would increase by teaching using crossword puzzle.

G. Objective of the Study

The objective of the study is: to measure and describe the effectiveness of using Crossword puzzle in teaching vocabulary.

H. Significances of the Study

The study has two significances. The first is Theoretical significance and the second is Practical Significance.

Theoretically, the study supports the theory of language learning especially crossword puzzle. It can improve the student mastery of vocabulary and toward students' English achievement

Practically, the study can be used as alternative solution to increase the students' vocabulary mastery. Not only that, but it can also give the students new experience in learning English vocabulary.

I. Operational Definition

In order to clarify what variables are involves in the study some definitions are put forwards:

1. **Vocabulary** is the total number of words in language. It means if it is used with varying meanings, English students need to be able to recognize quickly. Writer defines vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, writer uses vocabulary to refer to the kind of words that students should know in increasingly.

2. **Teaching Vocabulary** is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

3. **Crossword puzzle** is an arrangement of numbered squares to be filled in with words, a letter to each square, so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically: numbered synonyms and definitions are given as clues for the words.

J. Frame of Discussion

The systematic of the discussion of the study as follows:

Chapter I   :   Introduction, it consists of background of the study, statement of the problem, objective of the study, assumption, significance of

the study, variable of the study, hypotheses, scope and limitation, definition of key term and framework of discussion.

Chapter II : The review of related literatures consists of previous study, definition of vocabulary, importance vocabulary, types of vocabulary, teaching vocabulary, direct and indirect vocabulary teaching, vocabulary learning occurs implicitly in classrooms across disciplines, definition of crossword puzzle, history of crossword puzzle, the kinds of crossword puzzle, the benefits of using crossword puzzle in the language class, the use of crossword puzzle in teaching vocabulary, the procedures using crossword puzzle in vocabulary teaching, and educational value of crossword puzzle.

Chapter III : Research method that consists of research design, population and sampling, time and place of the study, instrument of research (instrument try out of the study, instrument validity of the study and instrument reliability of the study), normality test, homogeneity test, index difficulty, the procedure of collecting data, data analysis procedures.

Chapter IV : Result of the Study that consists of Description of the data, Testing Normality and Homogeneity of the data, and Testing the hypothesis.

Chapter V : Discussion.

Chapter VI : Closing consists of Conclusion, and Suggestion.