

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses: Background of study, problem of study, Objectives of the study, Hypotheses of the study, Variables of the study, The Limitation of the study, Assumption of the study, Significant of the study, Operational definition of key term and Theoretical framework.

A. Background of the Study

English is a foreign language in Indonesia, which is tested in National Examination. All of the people from over the world can communicate each other by using English because it is an international language used among them.

Vocabulary is a part of language components. The writer states vocabulary is consisted of the words that are used in language communicate on, both orally or witten. Also, in communication, vocabulary is a very important element. The meaning of an expression mostly is determined by the vocabulary which is used. Soenardi argues, from the vocabulary, the meaning of the expression is gained, besides from another element such as intonation and stressing.¹

The mastery vocabulary cannot sometimes be reached optimally. The mastery of vocabulary is needed by each language skill. In reading, for instance, the students will get difficulties in comprehending the text if they do

¹ M.Soenardi Dwijandono, *Tes Bahasa Dalam Pengajaran*, Bandung:ITB, 1996, p.42-43.

not know the words in the text. Similarly in speaking, they will have the same problem if they have only few vocabularies.

Endang Fauziaty states:

Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. When do not know how to enrich their vocabulary, for example, they gradually lose interesting learning.²

Vocabulary influences the successful of learning language, especially English as a foreign language in our country. Besides, vocabulary also influences the use of English maximally in using the structure and function of English itself, because vocabulary can improve the basic skills in English, such as speaking, writing, reading and listening. Teaching vocabulary should use media to make teaching learning process more interesting.³

Vocabulary has relationship with words, according to Vygotsky word is a microcosm of human consciousness⁴. Young learners learn about new language and they do not understand about the vocabulary of the language. It is a big problem that has to be solved by the teacher because if children do not have varied vocabulary they cannot say anything to express their idea. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In fact, young learners find difficulties to express their idea because they do not have varied vocabulary.

² Endang Fauziaty, *Teaching of English as Foreign Language*, Surakarta: Muhammadiyah University Press, 2001, p.155.

³ Jeremy Harmer, *ibid*, p.242.

⁴ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p.1

Media as teaching aids are needed to help the student's understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It also used to stimulate the students' motivation and student's interest to the lesson. In this study, the writer choose picture crossword in teaching learning vocabulary because it is one of media that is appropriate and interest to teach vocabulary in junior high school level. The writer is sure that using crossword puzzle game in teaching-learning vocabulary process will become a variation of teaching that helps students understand and memorize the English vocabularies easily.

The writer was using *Picture Crossword* as alternative ways to increase the students' vocabulary in MTsN Katingan Tengah. This game has not been used before in this school. *Picture crossword* is a game which the learners' attention is focused on words. It will be very helpful in learning vocabulary, because learners will get more words from others.

After interviewing certain students in MTsN Katingan Tengah the writer found some problems. Students said that their vocabulary is very limited, they feel bored and less motivated in learning English, and they think that English is very difficult to be learned. They further said that they memorized and accepted the English material which is taught by their teacher easily but they forget it easily as well.

Based on the explanation above, the writer would like to conduct the study with the title:

“THE EFFECT OF PICTURE CROSSWORD ON VOCABULARY SIZE AT SEVENTH GRADE STUDENTS OF MTsN KATINGAN TENGAH.”

B. Previous Study

In this chapter, some literatures related to study are reviewed as means to clarify the present study. There are some previous studies which having similar topic to the writers study.

Babayemi, J.O, studied about effects of crossword-picture puzzle teaching strategy and mental ability on students' achievement in basic science in southwestern nigeria. The result obtained revealed that there was a significant difference in the mean achievement scores of students exposed to Crossword-Picture Puzzle teaching and Conventional Lecture Method. Students in the Crossword-Picture Puzzle Based Teaching treatment group had the highest adjusted posttest mean achievement scores ($x = 16.921$) followed by students in the Conventional Lecture Method group ($x = 8.817$).⁵

Ola gunju, A.M studied about effects of crossword-picture puzzle teaching strategy and gender on students' achievement in basic science. The result obtained revealed that there was a significant difference in the mean achievement scores of students exposed to Crossword-Picture Puzzle Based

⁵ Babayemi, J.O, *Effects of crossword-picture puzzle teaching strategy and mental ability on students' achievement in basic science in southwestern nigeria*, Nigeria; University of Ibadan, 2014, p.8-13.

teaching and Conventional Lecture Method. Students in the Crossword-Picture Puzzle Based Teaching treatment group had the highest adjusted posttest mean achievement scores ($\bar{x} = 16.921$) followed by students in the Conventional Lecture Method group ($\bar{x} = 8.817$).⁶

The differences of this study and study above are; this study focused on vocabulary size, the study above focused on vocabulary achievement. The similarities of this study to the previous study are; we use vocabulary as the measured things in our thesis.

C. Problem of The Study

Do the students at seventh grade students of MTsN Katingan Tengah have better vocabulary size after given picture crossword then other learning media?

D. Hypotheses of The Study

The hypothesis divided into two categories, alternative hypothesis and Null hypothesis.

1. Alternative hypothesis (Ha)

Picture crossword will give significant effect for students in learning vocabulary at seventh grade students of MTsN Katingan Tengah.

2. Null hypothesis (Ho)

Pictures crossword will not give significant effect for students in learning vocabulary at seventh grade students of MTsN Katingan Tengah.

⁶ Ola gunju, A.M, *Effects of crossword-picture puzzle teaching strategy and gender on students' achievement in basic science*, Nigeria; University of Ibadan, p.6.

E. Delimitation of The Study

The scope of this study is only conducted to know the effect of picture crossword English vocabulary size, in particular of seventh grade students of MTsn Katingan Tengah. This research focuses on speaking skill based on the syllabus that is used at seventh grade students in MTsN Katingan Tengah

F. Assumption of the Study

There are three assumptions in this study, they are:

1. Picture crossword can be applied as media in teaching vocabulary
2. The students will interest in learning vocabulary when they are taught by using picture crossword.
3. Picture crossword will increase the students' score in learning vocabulary.

G. Objective of The Study

To measure the students' vocabulary size at seventh grade students of MTsN Katingan Tengah after given picture crossword have better than other learning media.

H. Significance of The Study

The study have two significances, the first will be theoretical and the second will be practical significance. Theoretically, to measure the the students' vocabulary size at seventh grade students of MTsN Katingan Tengah

after given picture crossword. Practically, the result of this study is to give a contribution to the teacher about the effect of picture crossword to students in increasing their vocabulary. The study purpose to help the students solve their vocabulary acquisition. Furthermore, the result of this study is probably give support to the teacher and students in developinbg the mastery of English vocabulary.

I. Operational Definiton of Key Term

1. Effect is result or consequence of an action.
2. Vocabulary size is the number of sample words he or she knows by the ratio that the sample of words bears to the total number of words in the dictionary.⁷
3. Picture crossword is a puzzle game which use pictures as clues to fill the white squares in the crossword.

J. Frame of Discussion

The framework of the discussion of this study as follows:

Chapter I : Introduction that consist of Background of study, Previous study, Problem of the study, Hypotheses of the study, Delimitation of the study, Assumption of the study, Objectives of the study, Significance of the study, Operational definition of key term, and Frame of Discussion.

⁷ Caroline t lines, *Practical English Language Teaching: Young Learners*,(New York: MC Graw Hill,2006).p.121

Chapter II : Review of related study, Definition of Vocabulary, Definition of Crossword, Definition of Picture, Definition of Games, and Quasi Experimental Study.

Chapter III : Research Type, Research Design, Variable of The Study, Population and Sample, Research Instruments of the Study, Data Collection procedure and Data Analysis Procedure.

Chapter IV : Data Presentation, Result of Data Analysis.

Chapter V : Discussion

Chapter VI: Conclusion, Suggestion.