

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of the study, statements of problem, aims of the study, scope of the study, significance of the study, research methodology, population and sample, data collection, data analysis and organization of paper.

#### **1.1 Background of the Study**

In Indonesia, English has been taught from Elementary School as a local content and Junior High School until Senior High School as a compulsory subject. Unfortunately, most of Junior High School students in Indonesia still have lack of vocabulary which affects their poor achievement in reading. According to Jalal et.al (2009:6), in reading test, Indonesian Junior High School students ranked 48 of 57 countries surveyed. This phenomenon is also consistent with the statement by Sedita (2005) and McGrath (2002:99), students who lack of vocabulary have difficulty to get meaning from what they have read.

Furthermore, BNSP (National Bureau of Educational Standardization) argues that the importance of vocabulary teaching is implicitly stated in standard competency and basic competency (SK-KD) of Junior High School syllabus. In reading skill of eighth grader itself, it is stated that in standard competency 5 (SK 5), students should be able to understand a very simple recount text in school context. Specifically, in the basic competence (KD 5.1), it is stated that students should be able to read aloud and understand a very simple recount text with

correct pronunciation, stress, and intonation. As a result, it is likely that students in the level of Junior High School need more proportions in learning vocabulary which help them able to read and comprehend the text effectively (Ediger, 1999; Sedita, 2005).

However, it is not easy to create an appropriate teaching technique which can encourage students' willingness in learning vocabulary. According to Brown (2001:88), when the materials seem to be difficult for students, teacher has to make them interesting, lively and fun. Therefore, learning through game is a way to create enjoyable activities which help students to learn a subject easily. According to Huyen and Nga (2003), learning vocabulary through games is effective and interesting ways which can be applied in any classrooms. In line with that, a study by Diana (2010) also showed that using games in teaching-learning process can make the students more interested in learning the material.

Furthermore, one of the alternative games which can be applied to teach vocabulary is crossword puzzle. A previous study by Yulidesti (2010) on the implementing crossword puzzle to improve vocabulary achievement in the fourth grade students of an elementary school showed that crossword puzzle can improve students' vocabulary mastery.

In contrast, a recent study by Yulia (2010), demonstrated that crossword puzzle is not effective in improving the fifth grade students' vocabulary mastery. Meanwhile, the qualitative findings of her study showed that crossword puzzle encourages students' motivation, participation, challenge and critical thinking in

learning vocabulary. In addition, the interview findings of this study showed that several students feel confused and need much time to complete the puzzle.

Concerning the explanations above, the writer is interested in using crossword puzzle in teaching vocabulary to the eighth grade students of a Junior High School in order to find out whether or not crossword puzzle is effective to improve students' vocabulary mastery. Moreover, this study also investigates students' responses towards the use of crossword puzzle in teaching vocabulary.

### **1.2 Statements of Problem**

The primary purposes of this study are to answer the following questions:

1. Can crossword puzzle improve students' vocabulary mastery?
2. What are students' responses towards the use of crossword puzzle in teaching vocabulary?

### **1.3 Aims of the Study**

The aims of the study are:

1. To find out the effectiveness of using crossword puzzle in improving students' vocabulary mastery.
2. To investigate students' responses towards the use of crossword puzzle in teaching vocabulary.

#### **1.4. Scope of the Study**

In this study, the writer limits the problem on the effectiveness of using crossword puzzle in teaching vocabulary to the eighth grade students of a Junior High School. Furthermore, this study also investigates students' responses towards the use of crossword puzzle in teaching vocabulary.

#### **1.5 Significance of the study**

Findings of this study are expected to contribute and to give some informative inputs with empirical evidence on the effectiveness of using crossword puzzle in teaching vocabulary and students' responses towards the use of crossword puzzle in teaching vocabulary. Furthermore, the result of the study is hopefully able to give an alternative model for teachers to teach vocabulary.

#### **1.6 Research Methodology**

The research methodology which the writer was used in this study was Quasi experimental design. Since the population of the study has been already assigned to several classes, the writer chose non-equivalent group design. In this design, there were two groups as examined groups. One group was the experimental group and the last one was the control group. Furthermore, pre-test, post-test and questionnaire were carried out to obtain the data.

The experimental design in this study can be described as follows:

$$\begin{array}{c} \underline{G1 \ T1 \ X \ T2} \\ G2 \ T1 \ T2 \end{array}$$

G1 = Experimental group

G2 = Control group

T1 = Pre-test

X = Treatment

T2 = Post-test

(Hatch and Farhady, 1982: 22)

### 1.7 Population and Sample

The population of this study was the eighth grade students of a Junior High School in Bandung Barat. The population was selected based on the curriculum of simple recount text which is given to the eighth grade of Junior High School students. Furthermore, the selected population was narrowed into a sample. By considering to the design of this research, that was non-equivalent group design, the sample was not chosen randomly. There were two groups as the sample; one group was the experimental group which got crossword puzzle treatment for six meetings and the last one was the control group was applied non treatment.

## 1.8 Data Collection

This study used some techniques to obtain the data, those techniques are as follows:

- ❖ **Pre-test.** This test was given to both experimental and control groups before treatment. It was used to find out the initial differences of vocabulary mastery between the experimental and control groups.
- ❖ **Post-test.** This test was employed in the last program of this study and it was given to both experimental and control groups. The post-test is aimed to measure the effectiveness of using crossword puzzle in improving students' vocabulary mastery.
- ❖ **Questionnaire.** It was used to investigate students' responses towards the use of crossword puzzle in teaching vocabulary.

## 1.9 Data Analysis

To find out whether or not the use of crossword puzzle is effective to improve students' vocabulary mastery, data obtained from pre-test and post-test were analyzed by using independent t-test from the SPSS 16.0 program for windows. Furthermore, data obtained from questionnaire were classified and analyzed in order to investigate students' responses towards the use of crossword puzzle in teaching vocabulary.

## 1.10 Organization of Paper

This paper consists of five chapters, they are:

**Chapter I is Introduction.** This chapter discusses background of the study, statements of problem, aims of the study, scope of the study, significance of the study, research methodology, population and sample, data collection, data analysis and organization of paper.

**Chapter II is Theoretical Foundation.** This chapter provides theoretical foundation of the study which becomes source of references for investigating the statements of problem.

**Chapter III is Research Methodology.** This chapter describes explicit descriptions on research methodology which has been briefly introduced in Chapter I.

**Chapter IV is Findings and Discussion.** This chapter is about findings and discussion. It elaborates and interprets the findings and the discussion of data obtained from tryout test, pre-test, post-test and questionnaire.

**Chapter V is Conclusion and Suggestions.** This chapter involves conclusion and suggestions for further study.