

CHAPTER I

INTRODUCTION

This chapter presents the discussion of some aspects related to the topic of the research. The chapter comprises: the background of the research, the problem of the research, objective of the research, the operational definition of the terms, students' vocabulary achievement, the significance of the research, scope and limitation of the research.

1.1 The Background of the Research

An international community needs an international language to communicate with each other. English is one of the international languages which play an important role in international society. According to Crystal (2003:110), English is used as the media in the world's knowledge. It is not only used for transferring information for any field or study, science, technology, academic, and many others, but it is also used an international communication. Therefore, everyone must be able to master English well when he/she wants to have a chance to communicate in international community. By mastering English well, someone can find a better job in international community. With English, people can communicate each other although they come from many different countries with different languages. Therefore, teaching English should be able to increase students' ability to communicate in the international community.

The English skills including listening, speaking, reading, and writing. There are three language components that the students should master, they are:

pronunciation, vocabulary, and grammar. Vocabulary is one of the language components that is very important in the teaching learning process. Wilkins (in Thornbury,2005:13), states that someone will gain more improvement in learning a language if they learn more words and expressions. He also says that without vocabulary, there will be no information gained. In other words, we need vocabulary very much to communicate and to express our ideas to others. Similarly, Thornbury (2005:23), states that learner needs either to learn a lot of words or to remember them. When the students need to explain their ideas in the class, they need to put appropriate vocabulary to make the audiences can understand what they are going to present in the class. On the other hand, the students find some difficulty to express their ideas if they do not have sufficient vocabulary. Consequently, to deliver such information, the students must have sufficient collected vocabulary.

The research was conducted in SMPN 1 Sukorambi. Based on the interview and observation with the English teacher, there were some problems about achieving vocabulary faced by the students. The teacher pointed a class having the problem, that is VIII B grade. There were many students of VIII B who experienced difficulty to enrich and enlarge their vocabulary because they easily forgot vocabulary materials taught by the teacher. In mastering vocabulary, the teacher gave a list of words and discussed the meaning. Besides, sometimes the teacher wrote difficult words and the meanings on the whiteboard, and asked the students to memorize them. The students got bored with that way of learning vocabulary class. Probably the factor was the teacher rarely used media and games in teaching vocabulary. This condition was shown by the vocabulary achievement

result conducted by the teacher of VIII B of SMPN 1 Sukorambi. There were 60.7% (17 students out of 28 students) got the score below 75 which means that they did not reach the standard score in that school, that is 75.

Considering the problems found in the preliminary study, the researcher discussed with the English teacher to teach the students' vocabulary by using game. Game is an activity that can make the students feel fun in doing it. This idea is supported by Thornbury (2007:102) who states that it will be easier for the students to memorize the word through fun ways of learning. The researcher used crossword puzzles as the game. It is selected because it is considered as an interesting game. According to Carlos et al (2012:1) one technique used in crossword puzzle can be tailored to the particular concepts of interest. While playing the game, students will find words by filling the blank squares using their thought and their imagination. Connected with the fact above, the researcher is going to conduct a classroom action research entitled "Improving Class VIII B Students' Participation and Vocabulary Achievement by Using Crossword Puzzles at SMPN 1 Sukorambi in 2016/2017 Academic Year".

1.2 The Problems of the Research

Based on the background of the research above, the problems to discuss are formulated as follows:

1. How can the use of crossword puzzles improve students' participation in the teaching learning process of vocabulary of the VIII-B at SMPN 1 Sukorambi in 2016/2017 academic year?

2. How can the use of crossword puzzles improve students' vocabulary achievement of the VIII-B at SMPN 1 Sukorambi in 2016/2017 academic year?

1.3 The Objectives of the Research

The objectives of the research are as follows.

1. To improve students' participation in the teaching learning process of vocabulary of the VIII-B at SMPN 1 Sukorambi in 2016/2017 academic year.
2. To improve students' vocabulary achievement by using crossword puzzles of the VIII-B at SMPN 1 Sukorambi in 2016/2017 academic year.

1.4 The Operational Definition of the Terms

In order to avoid misunderstanding among the reader and the writer, the researcher presented an operational definition of the key terms in this chapter. Operational definition becomes a guide to the reader to understand the concept of the research used by the writer. The definition of the terms used in this research covers:

1.4.1 Vocabulary Achievement

Vocabulary achievement in this research is represent by the students' scores of vocabulary test, which consists of nouns, verbs, adjectives, and adverbs. The vocabulary achievement test is conduct after the students have been taught vocabulary by using crossword puzzles in each cycle.

1.4.2 Students' Participation

Students' participation deals with students' willingness to get involved during the teaching and learning vocabulary by using crossword puzzles. It can be seen from the students' activities during teaching and learning process. Students' activities are students' activity in discussing with their group in finding nouns, verbs, adjectives, and adverb in the text; discussing with their group about the clues in the crossword puzzle until the students find the answer about the clues in the crossword puzzles. Students' participation can not be active if they do not interest in teaching learning process. So it depends on how the way to motivate the students active in class by using good materials.

1.4.3 Crossword Puzzles

Crossword puzzles in this research refers to the games used during teaching vocabulary. Crossword puzzles are applied at the students' exercises. There is an exercise with 20 clues in the first cycle. Those exercises are crossword puzzles by using phrases or sentences as the clues. The students do the exercises in groups.

1.5 The Significances of the Research

Hopefully, this research may give contributions to English teachers, the students, and the future researchers.

a. For the English Teachers

The results of the research hopefully can help the English teacher of eighth grade students of SMPN 1 Sukorambi in teaching vocabulary. This method will overcome their problems in vocabulary.

b. For the Students

The students are expected to improve their ability in English, mainly by using crossword puzzles. Moreover, the students can experience the new way of learning vocabulary.

c. For the Future Researchers

The result of this research gives the reference for those who keep on doing classroom action research whose topic is to improve students' participation and students' vocabulary achievement by using crossword puzzles.

1.6 The Scope and Limitation of the Research

The scope of the research is using crossword puzzles in teaching learning process to improve the students' participation and vocabulary achievement. The research will be conducted at VIII – B class of SMPN 1 Sukorambi, which is located in Sukorambi – Jember. The subject of the research is the VIII – B students' of SMPN 1 Sukorambi in 2016/2017 academic year. There are 28 students in VIII – B class.