CHAPTER 1

INTRODUCTION

This chapter presents an introduction of this research. It is divided into six parts: The Background, Research Problem, Objective of The Research, Operational Definition, The significance, and the Scope of the Research.

1.1 Background of the Research

Vocabulary is one of crucial aspects to support other skills of English learning .As stated by Renandya (2002:258), vocabulary is a core component of language proficiency and provides much of the basic of how well learners speak, listen, and write. The vocabulary mastery will affect someone's ability in using the language either in spoken or written form. In listening skill, to be able to understand someone utterance, people should know what the meaning of words and sentences being said.

Based on the result of the preliminary study which was done by giving interview with the English teacher of the seventh year students at SMP Balung 03 2016/2017 academic year in order to get supporting data, He said that there were still a lot of words that the students do not know the meaning. They asked a lot of words' meaning during the teaching learning process. As like having difficulties in understanding the instructions they found in the text book or tasks they were doing,and many verb they do not know the meaning. Sometimes they remember the meaning but easy to forget especially in literary of that word, frequently they also miss-spell words when they were writing, and miss pronounce when they were speaking.

Other problem was related to the teaching method, the teacher usually only use monotonous traditional method like as translating splitting words from English to Indonesian. In the beginning of each meeting the teacher wrote ten words on the board and the students were asked to translate it to Indonesia. The students were also has given rarely chance to practice the word that had been given in other activities. It is good way to gain more vocabulary but they also forget it easily.

Therefore, based on the problems and focussing in Hubbard (1983:50), If the teachers want students to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting. "memorable way"., the researcher concluded that, the students of grade VIIA in SMP N 03 Balung still have problems in vocabulary mastery aspects. So the researcher has done literature review about the way to overcome the problems. The way that can be used to solve vocabulary problems is must easy to remember even lexically or literary and interesting along the learning process, consider to the SMP Negeri Balung 03 2016/2017 Academic Year the researcher determained the way to teach is using Crossword Puzzle with Hot Potatoes.

The effectiveness of crossword puzzles has been proved in many studies. For examples, Vocabulary as a tool for learning Tabtimsai (2003:256) and Williams (2007) indicating the similary conclusion that the use of crosswords can help improve students' learning outcome.In another study, it was found that the crossword puzzles could increase motivation and students' interest in the topic Franklin (2003). To make the process of teaching and learning more interest, the researcher has choose an application that will help creating puzzles easily, the name is Hot Potatoes, it is good for teaching and fun.

Considering the background above the researcher combining the Crossword Puzzles and Hot Potatoes application for his research, so the title is "Improving The Students' Vocabulary Mastery Using Crossword Puzzles with Hot Potatoes For Grade VIIA of SMP Negeri Balung 03 2017/2018 Academic Year.

1.2 Research Problem

Based on the background of the study mentioned above, the problem of the research is formulated as follows: How can vocabulary exercises through Crosword Puzzles with hot potatoes improve the seventh grade students' vocabulary achievement at SMP Balung 03 2017/2018 academic year.

1.3 Objective of the Research

The objective of this research referring to the research problem is to know how to improve the seventh gradestudents' vocabulary mastery by giving vocabulary exercise through crossword puzzle with hot potatoes at SMPN Balung 03 2017/2018 academic year.

1.4 Operational Definition

Operational definitions of the research are necessary in order to avoid misunderstanding of the research concept. The operational definitions in this research cover the following terms:

1.4.1 Crossword Puzzles

Using crossword puzzles as a game in teaching vocabulary mastery

1.4.2 Vocabulary Exercises Through Crossword Puzzles

Vocabulary exercise through Crosword Puzzles in this research means a passage given to the students containing deleted nouns, verbs, adjectives and adverbs which the students should fill in deleted words in the text with the appropriate words.

1.4.3 Vocabulary Achievement

The term vocabulary achievement that is used in this research indicates the level or amount of vocabulary knowledge and learning activities that the students have got after learning English vocabulary. It is known from the students' vocabulary achievement test score covering the materials of the words about nouns, verbs, adjectives and adverbs.

1.4.4 Hot Potatoes Application

Usefull application for teaching with electronic media, one of the option is to make crossword puzzles, hope it can make the students enthusiasm to learn vocabulary.

1.5 The Significances of the Research

The results of this Classroom Action Research are expected to give advantages to the following people:

1.5.1 The English Teacher

The results of this research may encourage the English teacher to apply the vocabulary exercise through Crossword Puzzles in teaching vocabulary to improve the level of students' vocabulary achievement as an alternative teaching technique.

1.5.2 The Students

It is expected that the students improve their vocabulary mastery through the use of the variations of technique. Therefore, they learn English easier and become more motivated in the English class. Since it is important as a tool to support the improvement of the English language skills (reading and writing skills).

1.5.3 The Other Researcher

Hopefully, the result of this research will give information and can be used as a reference for future researchers to conduct a further research dealing with a similar problem but with different English skills or components, for example: improving students' reading comprehension by giving exercise through descriptive text

1.6 Scope of the Research.

The independent variable is the use of vocabulary exercises through crossword puzzles on hot potatoes in teaching vocabulary mastery and dependent variable improvement the students' vocabulary mastery. The population or subjects is seventh grade students . The location at SMP Balung 03 in the 2017/2018 academic year.