CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language is a system of spoken communication and expression that all human societies have. Language is a method, a set of codes, a signal, a mean for communication to express one's ideas, meaning, feeling or emotions, it can be both auditory and non-auditory, visual, etc. Thus, we have sign and body language as well. Even a photo can be a language too as a picture may speak a thousand words.

According to Elizabeth (2010: 7-8), language consists of numerous devices that perform these different functions. However, when one looks at language, aspects that relate to more than informational content and to language function as well as form are highlighted. In this way, the role of language in social interaction is further illuminated. Different types of nouns and verbs have different meanings that are used for specific purposes. Different sentence types and grammatical constructions have similar but varied applications.

Vocabulary is the first aspect that must be learned by students in learning a language. It is the most necessary element to enrich language. Without sufficient vocabulary, we cannot communicate and express ideas easily in both oral and written form. Brown (1992) stated that vocabulary is the foundation to build a language that plays a fundamental role in communication.

One of the ways of teaching strategies that can make students motivated to learn English is using the suitable strategy, such as games. The use of games not

only will change the dynamic of class but also, we help student study easily and help the brain to learn more effectively. Fromme, (2003) agreed with McFarlane and Sakellariou (2002) as they all emphasize the advantages of games from different sorts and points of view. First, games can lower anxiety, thus making the acquisition of the second language more likely. Second, they are highly motivating and entertaining and they can give shy students the opportunity to express their opinions and feelings. Finally, games enable students to acquire new experiences within a foreign language and add diversion to the regular classroom activities. Thus, creating a relaxed atmosphere in which students remember things faster and better.

One of the techniques in teaching vocabulary is using crossword puzzles. Webster (1990: 310) states that crossword puzzle is a puzzle on which word are filled into a pattern of numbered squares in answer to correspondingly numbered clues and in such a way that the words read across and down. Case (1994: 5) states that puzzle is useful for language learners because the enjoyment, satisfaction, reflection, and play can focus learners' attention on the language in a concentrated but non-stressful way.

Based on the researcher observations when doing a practical teaching in Senior High School N 3 Jambi City, the researcher found that the students' is still having a difficulty in understanding English vocabulary. Some students found that it is hard to find the meaning of some vocabularies in English text. It is heavy to memorize the meaning of words because there are a lot of vocabularies in English.

Based on the problems above, the researcher concerned in conducting this research entitled "The Effect of Crossword Puzzle Game Towards Students'

Vocabulary Mastery at the Eleventh Grade of Senior High School N 3 Jambi City".

1.2 Identification of the Research

Based on the background of the research above, the researcher would identify the several things, as follows:

1. Students are having some difficulties in learning English vocabulary.
2. Students need a new technique in order to master their vocabulary.
3. The effect of students' achievement in vocabulary mastery by using crossword puzzle game.

1.3 Limitation of the Research

Based on the identification of the research, the researcher would limit this research on the effect of crossword puzzle game towards students' vocabulary mastery. This research is only conducted at the eleventh grade of Senior High School N 3 Jambi City.

1.4 Formulation of the Research

Based on the background of the research above, the researcher would formulate this research problems, as follows:

"Is there any significant effect of crossword puzzle game towards students' vocabulary mastery at the eleventh grade of Senior High School N 3 Jambi City?"

1.5 Objective of the Research

Based on the background of the research, the objective of the research is to find out the effect of crossword puzzle game towards students' vocabulary mastery at the eleventh grade of Senior High School N 3 Jambi City.

1.6 Significance of the Research

The findings of this research are expected to have both theoretical and practical importance to the field of teaching and learning process.

1. Theoretical Benefits

Theoretically, the result of this research may give valuable information and enrich the knowledge to develop students' vocabulary mastery by teachers in the teaching and learning process.

2. Practical Benefits
    a. For English teachers, they can use crossword puzzle game to develop the students' vocabulary mastery.
    b. For students, they can develop their understanding about English vocabulary using crossword puzzle game.
    c. For readers, have the basic information of the use of crossword puzzle game to develop students' vocabulary mastery.

1.7 Definition of Key Terms

1. Effect

According to Oxford Dictionary, effect is a change which is a result or consequence of an action or other cause.

2. Crossword Puzzle Game

Webster (1990: 310) states that crossword puzzle is a puzzle on which word are filled into a pattern of numbered squares in answer to correspondingly numbered clues and in such a way that the words read across and down.

3. Vocabulary Mastery

Vocabulary is an object in language as linguists who are involved in the teaching of methodology of any foreign language, as we know from the statement in the former chapter that vocabulary is one of the language aspects which is very important to master the language competence. That vocabulary influence the mastery of English is stated by Richard and Renandya (2002:255). They further state that vocabulary is a core component of proficiency and provides much of basis of how well learners speak, listen, read and write.