

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

In teaching and learning English, vocabulary is one of the building blocks or sub-skills that must be taught to learners. Vocabulary is central and important for language learners. According to Richard and Renandya (2002), vocabulary is a core component of language proficiency, providing the basis for how well a learner can speak, listen, read and write. In other words, words help us share our thoughts and also help us understand the thoughts of others. Moreover, Rivers said learning a language without vocabulary mastery was not easy. Learning vocabulary is an essential part for mastering a second language. If students want to master language skills such as listening, speaking, reading and writing, students need to have a large number of vocabularies. With a limited vocabulary students will also have a limited understanding in skills of language. In other word, mastery of a language means the ability to use or even to understand the words of a language. The students hear, speak, read and write words. It can be said that students with a small vocabulary have a difficult time acquiring English proficiency. Without proper vocabulary, no one can communicate effectively or express their thoughts because they are thinking in words. Vocabulary plays an important role in communication, so students cannot be able to communicate well without sufficient vocabulary. By comprehending vocabulary, it will be easier for people when they want to say something in foreign language (Aminatun & Oktaviani, 2019).

Vocabulary plays an important role in learning English. Learning vocabulary in English is not easy, especially for students in vocational high school. Vocabulary is very important because learning vocabulary is the main capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English. In addition, they have special characteristics. With emphasis on these different characteristics, it can be concluded that teachers who teach vocational learners have a challenging task to be able to motivate them in the learning process. In this case, teachers must be more creative and keep their students away from boredom while learning English vocabulary. They must prepare material to be given to students and also choose appropriate techniques to use (Yudha & Mandasari, 2021).

Most of the time, teachers give the text to the students and ask them to translate it into Indonesian in order to improve their vocabulary of the explanatory text. Students think it's not a challenge for them. So, we easily forget new words that we have learned before. Based on the case, the author would like to use a different strategy to improve the students' using crossword puzzle game and descriptive text multiple choice. The success of the teaching-learning process is highly influenced by the patterns of interactions that appeared in classroom activities (Sari, 2018).

There is an alternative for teachers to make the class interesting by using a learning application since it is also a trigger for students to learn in a very attractive way and boost their English skills without having a monotonous activity in a class (Wahyudin & Rido, 2020). There are many techniques and strategies teachers can use to improve student's vocabulary: pictures, cards, games, songs. For this study,

the researcher chooses a game called the crossword puzzle game. It is a better choice to increase the student's descriptive vocabulary.

Crossword puzzle game is a type of question that describes something in a difficult and confusing way and has a clever or funny answer. Teaching vocabulary with descriptive text multiple choice by using crossword puzzle game is very convenient because the materials and the game related to each other. According to Kramer (2000), everything that is in the rules is part of the game. In learning vocabulary, using crossword puzzle game needs ingenuity in playing words formed. It may arouse students' critical thinking. Mayfield (2008), states that critical thinking brings conscious awareness, skills, and standards to the process of observing, analyzing, reasoning, evaluating, reading, and communicating. In crossword puzzle game, students have critical thinking in enjoyable way.

While the students are finding the answers, they have critical thinking. This means that they think critically and to be aware in every single word. It can help them in learning English vocabulary such as nouns, verbs, adjectives, and adverbs that usually exist in the descriptive text. In addition, the students can practice this game outside the class. This game does not need many tools to conduct. Thus, the students can practice every time they want and their vocabulary may improve accordingly. Through crossword puzzle game, students may motivate to learn vocabulary of descriptive text because they were study with game. They can have sense of excitement about words and meanings.

This research would be conducted at SMKN 9 Bandar Lampung, because the author had conducted teaching training activities at the school and decided to help improving students' skills in vocabulary mastery using the crossword puzzle game

method, because vocabulary is very important because learning vocabulary is the main capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary was make it easier for someone to read, write, listen and speak English. Based on the explanation above the author is eager to conduct research with title “*The Use of Crossword Puzzle Game to Improve Students’ Vocabulary Mastery in 10th Grade at SMK 9 Bandar Lampung*”. Hopefully, the use of crossword puzzle game can improve students’ vocabulary mastery of descriptive text.

1.2 Research Question

This research attempted to answer the following problem: Is there any significant improvement in students’ vocabulary mastery after being taught through crossword puzzle game?

1.3 Research Objective

The research objective of this research is to find out whether there is a significant improvement in students’ vocabulary mastery after being taught through crossword puzzle game.

1.4 Use of Study

1.4.1 Theoretically

This research expected to help SMK Negeri 9 Bandar Lampung students to use crossword puzzle game as a learning method to help the students to improve students’ vocabulary mastery.

1.4.2 Practically

a. Students

Crossword puzzles involve active student participation from the start of learning activities because they are required to participate mentally and physically during the learning process. The function of the crossword puzzle is to build brain nerves to work optimally but in a relaxed atmosphere. Students are also invited to review the learning material that has been given so that learning objectives are achieved both from cognitive, affective and psychomotor aspects.

b. Teachers

Crossword puzzle games can also help teachers find new learning methods so students don't feel bored during the teaching and learning process, and can make teachers more relaxed in teaching and to reduce tension in the learning process with relaxed, positive information would be obtained about how teachers can improve the quality of learning, as well as material to what extent learning outcomes are achieved. This reflection activity can be used for reviewing a class so as to get an overview of the condition of a class.

c. Further Researchers

For further researcher this research expected to be useful for future research in with this research, it is hoped that it can become a reference material for future research and help teachers and prospective teachers use this learning method so that this research can be used by further researchers.

1.5 Scope of Study

This research objectives are to find out whether crossword puzzle game is an effective technique to enhance students' vocabulary mastery. This research was conducted in the 2023-2024 academic years, The sample is taken out from SMK Negeri 9 Bandar Lampung in 10th grade, this school using curriculum 2013. Data collection techniques that would be carried out by the researcher are pre-test and post-test using 30 multiple choices with 25 students. The researcher intended to provide a test to the students in order to determine their vocabulary mastery. The researcher also provides the students the material about giving a descriptive text. In practice, and the sample is not randomly selected. On One-Group design just using one class of tenth grade students, this pretest-posttest design has a pretest before being given treatment. With thus the results of the treatment can be known more accurately, because it can compare with the conditions before being given treatment and after being given treatment. This research was focus on the effect of crossword puzzle game as a one of learning technique for students, so the researcher wants to see the effectiveness of crossword puzzle game to improve students' vocabulary mastery.