

CHAPTER I INTRODUCTION

1.1 Background of the Problem

One of the most difficult aspects of learning a foreign language is the retention of vocabulary. Vocabulary learning plays a major role in English language learners' success. Vocabulary is one of the aspects of language because it is impossible to learn language without vocabulary. Vocabulary cannot be separated from language because vocabulary is a part of language. Thus, vocabulary is an essential part of language, which makes the language meaningful. Therefore, vocabulary has an important role in learning a language.

Vocabulary is important for learning language because of several reasons. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. Second, vocabulary acquisition is an important aspect to master all language skills; listening, speaking, reading, and writing (Edge, 1993).

Vocabulary is the first step to be taught before teaching other aspects of language. Vocabulary mastery is always being an essential part of English as a foreign language. There is no doubt that vocabulary mastery plays an important role in the four language skills. It gives contribution for the learners to perform or practice their skills better. It means that by mastering the vocabulary, the learners will be able to produce so many sentences easily either in spoken or written one and to

receive words in reading and listening. It is impossible for the learners to perform their English well if their vocabulary is very poor or limited. They will find many difficulties in expressing or mastering their language skills because of having too limited vocabulary.

Vocabulary must not be neglected by anyone who learns a language. It even needs to be mastered if learners want to master the language. It is so important that the teaching of vocabulary must be considered as the most important thing in the English language teaching.

Vocabulary is considered important for those who learn a language since it is one of the aspect the students should acquire to communicate effectively. The mastery of structure of the language without adequate mastery of vocabulary could not guarantee a capability of communication in English. Vocabulary is very important to be mastered since it is an essential means for conducting communication. Therefore, vocabulary mastery must be on the first priority in English language teaching and learning. Without mastering the vocabulary, the learners will be difficult to master the other language skills.

Unfortunately, based on the researcher's experience when teaching in junior high school, it was found out that 8 out of 10 students lack vocabulary. They often forgot the vocabulary that has been learnt so that their communication cannot run well. In addition, the students felt frustrated when they could not reveal what they had in their minds. Sometimes they could not find the appropriate words to express their thought and ideas. This may affect the students' motivation in

learning language. For example; they became lazy to learn language, what else. Due to that condition, the students may lose their courage to study vocabulary.

Another possible problem is that the way teaching and learning vocabulary used by the teacher is monotonous. It can make the students feel bored in teaching learning process.

Therefore, the English teacher has the responsibility to create and determine the way of teaching which is effective to improve the students' vocabulary. English teacher is forced to be creative to implement such an interesting and existing way of teaching that may create a good atmosphere in the classroom. It is hoped that the students pay attentions to the lesson and the process of vocabulary acquisition will be successful.

A better strategy in teaching vocabulary should be used in order that the teaching of the vocabulary useful so that it enables the students to achieve as many vocabulary as they can. It is hoped that vocabulary in students' minds would work on over a longer period of time in their memories. The students are expected to learn words meanings at a deeper level of understanding which can be considered as an important of sustained vocabulary growth.

In teaching-learning process, the teacher should present the materials to the students well. It will be more effective if the teacher uses tools or devices that can help the students catch the material easier.

Logico and crossword puzzle are examples of media, which encourage students to learn vocabulary. *Logico* is one of media that can be used to teach students at

junior high school. It is easy to handle, fun and very motivating, it also helps the students to learn vocabulary easily. By using logico, the teacher helps her students become self- directed learners, it is also ideal for differentiated, individualized and independent learning.

Meanwhile, *Crossword puzzle* is a word puzzle that can be applied as interesting means for improving the students' vocabulary in which words have to be guessed from contextual clues and written in spaces in a grid, as it gives the students pleasure. While they play the crossword puzzle and get some pleasures on it, they also improve their vocabulary.

Based on the paragraphs above, logico and crossword puzzle can be used for teaching vocabulary in order to attract students' attention and to increase students' motivation.

Realizing the importance of students' vocabulary mastery in learning language, the researcher is interested in investigating the use of logico and crossword puzzle. Therefore, the present study compares students' vocabulary achievement between those who are taught through Logico and those taught through crossword puzzle.

1.2 The Identification of the Problems

The problems that she found during the field practice were: Several problems can be identified:

1. The students were difficult to understand contextual meaning of words.
2. The students were lack motivation.

3. The students were still passive in the class.
4. The students do not have good self confidence in learning English.
5. The teacher was lack of appropriate teaching media

1.3 The Limitation of the Problem

Based on the identification of the problems above, the researcher limited the problem about media that was used by teacher; the researcher was interested in investigating whether there is any difference of vocabulary achievement of students if they were taught by interesting media in teaching vocabulary. Logico and crossword puzzle were two media that would be used to teach vocabulary to investigate whether these media could be used to increase students' vocabulary achievement or vice versa. The researcher also wanted to identify which one was better to teach English vocabulary, logico or crossword puzzle. The researcher chose teaching vocabulary through logico and crossword puzzle at SMP Negeri 21 Bandar Lampung.

1.4 The Formulation of the Problems

In line with the limitation of the problems, the research problems are formulated as follow:

- Is there any difference of students' vocabulary achievement between those who are taught through logico and those taught through crossword puzzle?
- Which one of the two media is more effective for teaching vocabulary?

1.5 Objectives of the Research

Given from formulation of the research problems above, the objectives of the research are:

- To find out whether there is a difference of students' vocabulary achievement between those who are taught through logico and those taught through crossword puzzle.
- To investigate which one of these two media is more effective to teach vocabulary.

1.6 Uses of the Research

This research is expected to have the following uses:

1. Theoretically

The results of this research may be used as a contribution for further research development in increasing students' vocabulary through logico and crossword puzzle.

2. Practically

The result of this research may be used as an alternative media in teaching and learning vocabulary for English teacher to select one of the two media which is more effective to teach vocabulary for the seventh years students in junior high school.

1.7 Scope of the Research

The materials that were used in this quantitative research were the vocabulary that referred to content words which only focus on concrete noun and verb. The materials taught were based on the KTSP 2006 English curriculum of SLTP, which were focused on vocabulary of variety of jobs. The materials covered the words which were related to profession especially about kinds of job would be taken from the text book “The Bridge English Competence for SMP I” (Kistono, et all). This research was conducted at seventh year students 2011/2012 of academic year in SMP Negeri 21, Bandar Lampung. The research was conducted in three meetings in which experimental class (class VII I) was taught through logico, and control class (class VII J) was taught through crossword puzzle. Another class (VII H) was taken as try out class. The focus on this research is to investigate which media (logico and crossword puzzle) is more effective for vocabulary teaching.

1.8 Definition of terms

Some terms are defined in order to give basic understanding of the related variables and concepts. These are stated below:

Vocabulary is a component of language that maintains all of information about the meaning and the using of word in language.

Logico is media which consist of colorful picture and attractive board that can motivate the students in learning vocabulary.

Crossword puzzle is a puzzle in which words have to be written vertically (clues down) and horizontally (clue cross) in spaces on chequered square.

Vocabulary Achievement is a number of vocabulary that have already been achieved by the students as their basic knowledge, and it will be achieved by them.