

I. INTRODUCTION

1.1 Background of the Problem

English has been playing an important role in communication as International language that can build up the communication. Learning language can not be separated from learning vocabulary because the language itself consists of vocabulary. Napa (1991) states that vocabulary is one of the component of language and there is no language exist without words. From that statement above, it is clear that people who learn a language will automatically learn its vocabulary.

According to English Curriculum (Depdiknas, 2006: 227-228), it is stated that Junior High School students are supposed to master approximately 600 – 1500 words. But in the reality, there are so many students cannot reach it. This condition has several background factors. One of them is as consequences of being lack of vocabulary mastery. Murcia (1978:253) says that some students claim that their primary problem in acquiring English is lack of vocabulary. It is supported by Efendi (1993) in his research he says that one of the weaknesses in using English well is that the learner is lack of vocabulary. If the learners master the structure or grammatical of that language, but they do not master the vocabulary, it would be still difficult for them to be able to learn English well, either in speaking or writing.

Based on the interview which was done by the writer, it was found that most of students of SMP N 10 Bandar Lampung were far from gaining the target planned. It can be seen from the student final result that could not reach the KKM (Kriteria Ketuntasan Minimal) of that school is 66 and the average score of final result was just 48,60. Obviously it could be seen that English score was very low. From the English teachers' experience, it was found that the students could not answer the teacher question, they kept asking the teacher to translate the question into Indonesian.

As the writer knew when the writer saw the teaching – learning process of SMPN 10 Bandar Lampung in the pre research, the writer was found that during the teaching - learning process which was very passive because the students depended on the dictionary. For the example when reading some textbooks the students did not know the content of the text even could not answer the question because they did not know the meaning of the text written in English. When the teacher asked them some questions in English, some of the students could understand the meaning of what the teacher said but they could not answer it by using English. In the other hand some of the students could not understand the meaning and they could not answer it, it was because they did not understand what their teacher said in English. The same as their writing ability, when the teacher asked them to make a sentence to describe their hobby, the students really depended on dictionary too and it is clear that the student's problem was on the vocabulary.

One thing that makes the students lack of vocabulary is the way or technique of presenting the available material in the class. The students did not learn many

vocabularies because teaching and learning process was not focus on vocabulary that was not the same as teaching the other skills or aspects such as structure, speaking, listening, reading and writing. This problem was taken from the observation in the pre research and it was supported by the interview between the first grade students of SMP N 10 Bandar Lampung. In the statement they said that they felt bored and there was no fun in learning vocabulary because English teachers teach in stiff a way. So they think that English is a foreign language and they will get many difficulties to learn it. They felt scary when they want to try to understand it.

To overcome this situation, the teachers should provide the technique, the material and also know how to implement them in the class so the students are interested in learning English especially in vocabulary learning. Walkin (1983:14) states those teachers have to find out any technique that is relevant to students' interest in order to get better result of the students' score. Hopefully, if they have mastered a large numbers of vocabulary, they would be successful in learning language. Tarigan (1986:2) states that the quality of one's language depends upon the quality of one's vocabulary. The richer one's vocabulary, the more he or she masters the language. It means that the more people learn, the more ideas people have. This is the teacher's responsibility to create or to choose interesting technique in order to make the students successful in learning English vocabulary.

For those reasons the writer used a game namely crossword puzzle in teaching vocabulary in order to create an interesting situation. The writer believes that crossword puzzle game can increase their motivation so they get the better score

in learning English especially in learning vocabulary. Meanwhile, the writer found that crossword puzzle game was rarely applied in learning vocabulary in SMPN 10 Bandar Lampung. So, the writer used crossword puzzle game to make different atmosphere in the class. Nation (1982; 253) says that puzzle are teaching techniques which bring their own motivation with them. They challenge the learner and focus attention on language. One kind of puzzle is crossword puzzle.

Crossword puzzle game is words puzzle that can be applied as an interesting means of improving the student's vocabulary in which words have to be guessed from the clues and written in spaces in a grid. The writer assumes that crossword puzzle game can make the different challenge for the learner and can be an interesting technique both for the students and the teacher. Because crossword puzzle game is good to make the students indirectly know the meaning of the word, know how to pronounce the word, know the using of the word that put as the clue, and know how to spell the word that put in the box of crossword puzzle.

Referring to the background stated previously, the writer focused the research on teaching vocabulary by using the crossword puzzle game in group work activity as a technique of vocabulary teaching and also focused on the process of teaching vocabulary through crossword puzzle game in group work activity. It is expected that the teaching learning process through crossword puzzle game can increase students' vocabulary achievement in group work activity at seventh grade of SMPN 10 Bandar Lampung.

1.2 Formulations of The Problem

Based on the background of the problem, the writer formulates the problem as follow:

1. Can crossword puzzle significantly increase student's vocabulary achievement in group work activity?
2. How is the process of teaching vocabulary by using crossword puzzle in group work activity?

1.3 The Objectives

Concerning the research problems, the objectives of this research are:

1. To find out whether crossword puzzle can significantly increase the achievement of students' vocabulary in group work activity.
2. To investigate the process of teaching vocabulary by using crossword puzzle in group work activity.

1.4 The Uses of The Research

The uses of the research are:

1. Practically, as an alternative technique for English teacher in teaching vocabulary.
2. Theoretically, as a contribution to further research development in crossword puzzle game.

1.5 Scope of the Research

The research conducted at seventh grade of SMPN 10 Bandar Lampung in the second semester of academic year of 2010/2011. The writer focused the research on teaching vocabulary by using the crossword puzzle game as a technique of vocabulary teaching. There were three time treatments. The class got the material and evaluation based on curriculum competency.

1.6 Definition of Terms

There are some terms that used in this research and to make it clearly, some definitions of term are presented as follow:

1. Vocabulary

Vocabulary is a set of lexeme include a single word, compound word, and idiom. Lamb (1963) defines a simple word as single word that may or may not have a prefix and suffix, compound word is, a word joined from two or more other words, idiom is a group of words with a meaning, which is different from the individual words and often difficult to understand the individual words.

2. Crossword Puzzle Game

Crossword Puzzle Game is a word game that the answers have to be guessed based on the clue and be written into numbered squares that go across down (Cambridge Dictionary).

3. Group Work

Group work is a group of people who recognize themselves one another and who meet in face to face situation to accomplish some purposes. The members of the group will help each other in order to accomplish their purposes (Flyn and Lafaso, 1974:4).