CHAPTER 1

INTRODUCTION

1.1 Background of Study

Language is a system of communication used by the people of a particular country or profession. According to the philosophy expressed in the myths and religions of many people, language is the source of human life and power. According to the definition above, we know that language cannot be separated from human live, because it takes almost all the part of human lives. They use it for taking communication with other human.

English as a foreign language has been taught in Indonesia. We know that English is international language, so it is very important for us to learn English language. Many people in the world use English. Smith (in Talebinezhad and Aliakbari, 2001), states that English is a language that is learned by many people and they often use in international trade, diplomacy, and tourism. It shows that English is very interesting to learn. We can have many advantages in learning English because it is a useful language.

One of English component which is important to learn is vocabulary. Coady and Huckin (in Prambudi, 2012:2) stated vocabulary is central of language that will be the characteristic to the language learner. Vocabulary is the main of learning language. In learning of language, especially English, there are four skills that should be learned by the students. The four language skills are reading,
listening, speaking and writing. To get the goal in teaching four skills, teachers have to teach their students vocabulary, so when their students have vocabulary mastery they can learn English well. For example the students who have ability in vocabulary, their speaking will be more fluently than the students who do not have sufficient on vocabulary mastery.

Vocabulary is a tool of communication. According to Wilkins, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Dellar and Hocking, Innovation LTP said that the improvement of learning English will be seen if we spend our time to learn vocabulary than grammar. Someone who does not has vocabulary mastery, they will find very difficult to speak English well. Having the vocabulary mastery, they will more easier to speak English with other people. In the same way, vocabulary really needed for everyone who learns English as a tool to communicate with others in that language.

Most of Indonesian students think that learning vocabulary only learns a group of words. They think that it is so boring. In their mind, learning vocabulary is memorizing a group of words which is not interesting for them. They have to recognize the words in their mind everyday. The teachers also ask some of them to open their dictionary to find out the new words that they have not found before. It is very boring. For that reason the students will not understand the vocabulary material given by the teachers.
Realizing the importance of vocabulary in the process of teaching and learning English, the teachers have to create the interesting materials which use different techniques. Brown (in Prambudi, 2012:2) stated technique is part of exercises, activities, or devices which is used to gain the purpose of study in language classroom. The aim in using different techniques in teaching and learning process is to make the students to avoid the boredom. It is the role of the teacher to grow up their enthusiasm in learning English. Besides, the unique technique also will make the students easier to understand the lesson that is taught by the teachers.

Another thing that has to be provided by the teacher to get successful in teaching vocabulary is make a fun class. If the class has a good condition to learn, students will enjoy more and enthusiastic to follow the teaching and learning process. Teachers also have to create the interesting topic every meeting to persuade the students to enjoy in the class. If they feel comfortable in class, they feel fun; they will feel easier to understand the topic in teaching and learning process.

A game is one of media that can be used in teaching vocabulary. According to Hadfield (in Deesri, 2002), “Game is an activity with rules, a goal and an element of fun." Based on Wright, et. al (2006:1) “Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others”. According to the definition, the students who are taught using games will more easily learn language. Many teachers not
only in primary school but also in junior high school often use games in teaching and learning process. According to Paul (2003), playing game is an important and natural part of growing and learning. Children like playing games and they can learn a lot from them. Through games, they can learn things in a fun way. As they enjoy the activities of a game, the children will not be afraid to speak English and will likely use it as a natural part of the game. Games also help the teacher to create context in which language is useful and meaningful (Wright, et. al, 2006:2). Games will support and make the students enjoy in teaching and learning process. The students will feel easier to get the point of the lesson that has been taught by teachers.

According to A’yun, in her thesis (2012), “Improving Vocabulary Mastery Using Beberan Board Games for Grade 8 Students in SMP Plus Hidayatul Mubtadi’in Singosari Malang,” using games as a teaching media in teaching vocabulary make the students more easily understand the material in teaching and learning process. They also feel enjoyable in the class and interested in the material that is given by a teacher using games.

According to Mardiningrum, in her thesis (2010), “Increasing Students’ Mastery of Vocabulary to the Second Grade Students through “What Missing” Game at SMPN 3 Pasuruan” using games in mastery vocabulary is very effective media. The students will be conscious in following the teaching and learning process. They also are interested in the material. Using games also make the students not bored.
A words-search puzzle game is one media which can be used in teaching vocabulary. This game is seldom used by other teacher because it is not familiar. This game also can be used by students in every level. Words-search puzzle games will help students who learn vocabulary and motivate them in teaching and learning process. It is not only a game, but also as teaching media to build the students ability in learning vocabulary. It will provide best exercise for the students to confirm the meaning of words in students’ mind.

MTs Muhammadiyah 1 Malang is the place which will be used by the researcher to conduct her research. There are some reasons why the researcher chooses this school to conduct the research. First, vocabulary is the basic aspect for the students to learn English. Automatically, learning vocabulary is needed in this school. Second, based on the researcher’s experiences in practical teaching, most of the students had low motivation in learning English. They could not understand the material well because they were not interested in the material given by teacher. Then, the method used by the teacher made them so bored. Prominently, the vocabulary mastery of most students is very low. In conclusion, this research is needed to solve the problem about low the vocabulary mastery in that school. The other importance of this research is to show whether word-search puzzle games could improve vocabulary mastery to the students or not.
1.2 Statement of Problem

1. Is there any significant difference in the students’ vocabulary mastery between those who are taught by using word-search puzzle game and those who are not taught by using word-search puzzle game for the students of first grade in MTs Muhammadiyah 1 Malang?

1.3 The Purpose of Study

1. To describe the significant difference in the students’ vocabulary mastery between those who are taught by using word-search puzzle game and those who are not taught by using word-search puzzle game for the students of first grade in MTs Muhammadiyah 1 Malang.

1.4 Hypothesis

In order to give tentative answers of the research problem, the hypotheses are formulated as follows:

- Null Hypothesis (H₀): There is no significant difference in the students’ vocabulary mastery between those who are taught by using word-search puzzle game and those who are not taught by using word-search puzzle game for the students of first grade in MTs Muhammadiyah 1 Malang.

- Alternative hypothesis (H₁): There is significant difference in the students’ vocabulary mastery between those who are taught by using word-search
puzzle game and those who are not taught by using word-search puzzle
game for the students of first grade in MTs Muhammadiyah 1 Malang.

1.5 Significance of Study

The result of this study is expected to discover the innovation of English
teaching and learning especially vocabulary. The contribution is hoped to have
either theoretical or practical value. Theoretically, it gives more explanation about
the games which is used in teaching vocabulary and enriches the reader
knowledge about teaching vocabulary through games. Practically, this study is
expected to be useful for the students of English Department who want to know
other method which can be considered for teaching vocabulary. This
information will give benefits if the students want to adapt the method for their
future when they become a teacher. Then for the students, this study is hoped to
improve the English vocabulary which can support the ability of other skill. This
study is hoped to give feedback to MTs Muhammadiyah 1 Malang about strategy
used. It is hoped that the teacher can apply this strategy in teaching and learning
process. It also can be a reference for the teacher by using another design to
develop the students’ vocabulary mastery.
1.6 Scope and Limitation

The scope is focused on the use of Word-Search Puzzle Games as the instructional media in teaching vocabulary. In addition, the limitation of this study is vocabulary “verb” at the first grade students of MTs Muhammadiyah 1 Malang.

1.7 Definition of Key terms

1. Effectiveness in this research is defined as the treatment given to the students in order to meet the purpose of study. In this case, it can be seen from the data that is collected by the researcher through pre-test and post-test.

2. A Word-Search Puzzle is defined as a game of puzzle that includes set of words in which the player should find the word based on the list of words that is given. The player should find a list of words which is hidden horizontally, vertically, and diagonally.

3. Teaching vocabulary is defined as developing students’ knowledge by using set of words aimed to improve their capability in learning language.