

## CHAPTER I

### INTRODUCTION

This study deals with The Use of Word Search Puzzle Game In Teaching Vocabulary at The Eight Grade of MTS. AL-Huda Sumber Nangka,Duko Timur, Larangan,Pamekasan. This chapter concerns with the research context, the statement of the problem, the objective of the study, the scope and limitation of the study and also definition of the key terms presented in the title.

#### **A. Research Context**

In this era of globalization, English is an international language that is used as a communication tool in everyday life and in academic activities.<sup>1</sup>In Indonesia, English is officially taught as a foreign language in schools, from high schools to universities. Studying English in Indonesia is first and foremost about doing academic studies.

In this modern world, it is full of challenges and intense competition. It requires not only a solid education, but also your vigilance and dedication. One of the most important skills today is English. Based on the explanation above, English is the language of the world, so those who want to be one step ahead of the general public must master English. In short, English is one of the skills that

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<sup>1</sup> Nurvitasari, *The Use Of Show And Tell (S&T) Method In Teaching Vocabulary At The Second Year Students Of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar*. 2017, p.1.

everyone should master in this modern era, because English helps people learn more about the progress of this era.

The ability to speak English is one of the most important skills for students. English is one of the subjects in the national exam (UN). Learning English is one of the most important things you can do to continue your education at university. Therefore, early learning must be provided to facilitate access to a more comprehensive English language learning.<sup>2</sup>

In addition to difficulties in learning English, language learning is also important, because language learning plays a very important role in almost all areas of life. Vocabulary is one of the components that students need to learn when learning English. Richard says that it is a key component in language skills, the basis for how well students speak, read and write words.<sup>3</sup>It can be said that students will have difficulty mastering English skills if they have limited vocabulary. Without sufficient vocabulary, one cannot communicate or express thoughts effectively because we think in words.

There is more, Learning vocabulary is an important part of learning a foreign language. In order for students to master language skills such as listening, speaking, reading and writing, students must have a large vocabulary. Students with limited vocabulary also have limited language comprehension.

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<sup>2</sup>MitaDwiAstuti, *The Effectiveness of Using Power Point as Media in Teaching Reading for The Second Grade Student of SMP 4 Depok Sleman Yogyakarta in The Academic Year of 2012/2013.*

<sup>3</sup>Jack C. Richards and Willy A. Reynanda, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 255.

In other words, mastering a language means being able to use or even understand the words of that language.<sup>4</sup> So many students need to master the vocabulary that they want to collect more about the English language.

Vocabulary is one of the most important elements in a language. It is one of the elements that link the four skills of speaking, listening, reading and writing. Vocabulary is a bridge that can express the thoughts of the speaker to the reader.<sup>5</sup> Without vocabulary, communication would be difficult, almost impossible. Therefore, vocabulary is very useful for students who want to master the language.

At this point, students are considered proficient in the language if they can understand what other people say or write, or if they can write the language orally or in writing. That is, the purpose of language learning is for students to master these four skills. listening, speaking, reading or writing. Students must master the vocabulary to cover all four language skills. Schmidt said that reading skills depend on vocabulary skills. The more vocabulary the students have, the more proficient they are in vocabulary reading skills. Vocabulary is not only related to reading skills, but also three other languages.<sup>6</sup> That is, vocabulary is closely related to language knowledge. Suci said in her

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<sup>4</sup>SuciKurnia Sari, *The Effectiveness of Crosword Puzzle Game Towards Student's VocabularyMastery at Second Grade of SMP PuspitaBangsaCiputat*. In Academic Year 2017, p. 1.

<sup>5</sup>Hari Supriyatna, " *The effectiveness Of Guessing Game Technique In Teaching Vocabulary At MTs Darussalam in Academic Year 2013/2014*, p.1.

<sup>6</sup>Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 155.

dissertation that vocabulary is needed to use meaning perception skills (listening (reading)) effectively (speaking and writing).<sup>7</sup>Students must have knowledge of the vocabulary of a language to communicate in that language. Acquiring a large and diverse vocabulary is one of the biggest challenges in learning a second language. The more we know the vocabulary, the better we will be at all aspects of English.

Vocabulary is an important element that students need to learn when learning English in Indonesia. Based on the explanation above, it is known that vocabulary is needed to express an idea about a person. Without a good vocabulary, speakers or writers will find it difficult to convey their message to their listeners or readers; they will tend to miscommunicate. In addition, the number of vocabulary mastered by a person is an indicator that can influence students to master the language. This is because the flow of human language can be inferred from how much vocabulary you have and how to use it effectively. Therefore, mastery of vocabulary is very important for students.

According to the results of an interview with an English teacher during premenery research, she said that teaching vocabulary is very difficult. Therefore, we need methods and means in the teaching process. Let students enjoy learning to master vocabulary easily. She says she likes changing methods and tools when learning vocabulary, including pictures and games.

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<sup>7</sup>SuciKurnia Sari, *The Effectiveness of Crosword Puzzle Game Towards Student's VocabularyMastery at Second Grade of SMP PuspitaBangsaCiputat*. In Academic Year 2017, p. 2.

One of the tools in the game is a puzzle. So that students can follow the learning process well in every English lesson, students must have fun and the learning process should not be boring.<sup>8</sup>

Teacher Students must have the correct vocabulary learning strategies. Harmer says that learning vocabulary is an important part of the art of a teacher.<sup>9</sup> Hatch Brown notes that teachers are always interested in ways to acquire students' vocabulary and recognize their work.<sup>10</sup> This means that vocabulary mastery should be interesting and satisfying for both the teacher and the students. The English teacher should think of the right methods, topics to use them in class. Teachers should have fun and creative strategies for learning vocabulary that might interest students. Pay attention to vocabulary mastery.

There are actually many methods that can be used to teach vocabulary, such as using pictures, songs and games. Learning vocabulary with pictures for the first time can be more fun for students, but this technique has been studied by many other researchers. Second, use songs, learn vocabulary by using songs or use cassettes, tapes of words; The disadvantage of using this technique is that it is quite difficult to adapt the vocabulary to the words of the song. and the last one is the use of games, which is a better choice for high school. Lessons will

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<sup>8</sup> Interview with Ukhrowiyah S.Pd, teacher at the eight grade, on Sunday, 01 November 2020 at 08.15-09.00

<sup>9</sup>Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition, (England: Pearson Education Limited, 2007), p. 229.

<sup>10</sup>Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 372.

be happier and more enjoyable, and students will not be bored. They will more easily master it to increase their vocabulary.

## **B. Research Problem**

According to Cresswell, research focuses on problems, controversies or pedagogical concerns that drive the need for research.<sup>11</sup> This means that the research problems we create must have educational problems, contradictions in order to be able to conduct research. Based on the context of previous research, the research problems are as follows:

1. How does the teacher apply word search puzzle game in teaching vocabulary at the eight grade of MTs. Al-Huda Sumber Nangka Duko Timur Larangan Pamekasan?
2. What are the students' responses about word search puzzle game in teaching vocabulary at the eight grade of MTS. Al-Huda Sumber Nangka Duko Timur Larangan Pamekasan?

## **C. Research Objective**

Research objectives are statements of intent used in qualitative quantitative research that define the objectives to be achieved by the researcher during the research.<sup>12</sup> That is, the research objective is what the researcher wants to know in his research.

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<sup>11</sup>John Creswell W. Educational Research; Planning, Conducting and Evaluating Qualitative and Quantitative Research. (University of Nebraska-Lincoln: Person Education.2012), p. 9.

<sup>12</sup>Ibid 111.

Based on the research problem, the objectives of this research are:

1. To describe how the teacher applied word search puzzle game in teaching vocabulary at the eight grade of MTs. Al-Huda Sumber Nangka Duko Timur Larangan Pamekasan
2. To know the students' responses about word search puzzle game in teaching vocabulary at the eight grade of MTS. Al-Huda Sumber Nangka Duko Timur Larangan Pamekasan.

#### **D. Significance of Study**

The importance of this research is the continuation of the research objectives.<sup>13</sup> This section describes its scientific and social significance. Therefore, the researcher hopes that this research is carried out with a theoretical-practical meaning.

##### **1. Theoretical significance**

Theoretically, it is the meaning used to develop knowledge.<sup>14</sup> The results of this study are expected to theoretically enrich knowledge about the puzzle method. Because this research provides a solution for using this method in teaching vocabulary.

##### **2. Practical Significance**

In practice, the results of this study can be useful.

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<sup>13</sup>Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 58.

<sup>14</sup> Arikunto, 61

a. For students

This research contributes to the students' ability to improve their vocabulary as they learn English.

b. For English teachers

Provide teachers with alternative techniques for teaching vocabulary.

c. For researchers

This research can be used as a reference for researchers, especially researchers who will teach students directly.

d. For the next researcher

Future researchers who are interested in learning vocabulary for high school can learn basic information about using crossword puzzles. In addition, they can use crossword puzzles in other English materials.

## **E. Definition of Key Terms**

To avoid misunderstanding on the part of the readers when classifying the main terms in the study, the researcher provides definitions of some of the terms used as keywords.

1. Game

Game is an activity with rules, where the game is a fun activity.

2. Word search puzzles



A word search game is a collection of letters arranged randomly in a box, usually a square. In this game, the player must find all the words hidden in the box.

### 3. Vocabulary

A set of words that one person or others may know, or which are also part of a particular language.

## **F. Previous Study**

Here the researcher gives some previous study related with researcher's study. The first comes from Syamsul Muarif entitled "Using Picture as Media in Teaching English Vocabulary"<sup>15</sup> it has similarity in teaching vocabulary and in it same used qualiatatif research, and the difference is beetween using picture and using word search puzzle game.

Ambiyatul UM is one ever did research with the title "Thge Influence Of Using Word Search Puzzle Game Towards Student's Vocabulary Mastery At The First Semester Of The Eight Grade Of SMP NI AmbarawaPringsewu ". the similarity beetween the researcher and Ambiyatul is using word search puzzle game in teaching vocabulary in junior high school, and the differencess between the researcher use qualitative research and Ambiyatul UM use experimental method. And this research use observation, interview and

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<sup>15</sup> Syamsul Muarif, "Using Picture as Media in Teaching English Vocabulary at Fourth Grade of MI. Miftahul Ulum I Tlaga, Blumbungan, Larangan,Pamekasan.

documentation to conduct the research, and Ambiyatul use pre-test and post-test.<sup>16</sup>

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<sup>16</sup> Ambiyatul UM, *The Influence of Using Word Search Puzzle Game Towards Students Vocabulary Mastery at The First Semester Of the Eight Grade of SMP NI Ambarawapringsewu* in The Academic Year 2017/2018