

CHAPTER I

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1.1 Background of the Study

English as an International language is learnt and taught to Indonesian students for the purpose of having a foreign language ability and competence which they may use in the following ways: to read and understand linguistic, literature, scientific or technical works, to listen to the tape or radio, to understand conversation in the movies or to communicate in English.

There are problems in language teaching and learning like answerless riddles they can never completely be overcome though many ways have been tried to solve them. What we do is trying to minimize the problems.

Among many problems, the one that needs the writer's attention is vocabulary. Vocabulary is one of the major problems confronting English language Learners (Adil, 1988). The number of words which are learned in a new language is a burden for most beginners. Since they are beginners and are asked to memorize the words, which may cause tiredness, boredom and frustration. As a result, they only obtain limited vocabulary which can make them difficult to either communicate or express simple ideas.

Nowadays, the teaching and learning of vocabulary is the most neglected areas of all in language teaching, said Paulston and Bruder as quoted FX Mukarto

(February, 1989). Too much time is spent on the teaching of structure and reading comprehension, while very little time is spent on the teaching of vocabulary, so the students should have sufficient knowledge of vocabulary in order to be able to comprehend English instruction in an English textbook.

Teaching vocabulary using monotonous technique can cause the students to be lazy and bored to learn vocabulary. To avoid this problem, the writer suggests Crosspic Puzzles as a variation to reinforce the students' mastery of vocabulary. From her private teaching, she got the idea to write this study. She has tried Crosspic Puzzles with satisfying results to her private students. Crosspic Puzzles, in fact, can create fun and excitement which make the students interested to study.

1.2 Statement of the Problems

The writer has stated the problem as follows: Do the students who get Crosspic Puzzles as a means of reinforcement in teaching vocabulary get better results than those who do not?

1.3 Objective of the Study

Based on the problems above, this study is intended to find out whether the student who get Crosspic Puzzle as a means of reinforcement in teaching vocabulary get better results than those who do not.

1.4 Significance of the Study

In this study, the writer tries to find out the best way to teach vocabulary to beginners in a course by using Crosspic Puzzles.

The writer expects that Crosspic Puzzle will encourage the students to use and understand the puzzle exercises in order to be able to improve the students' vocabularies. Thus, the students are eager to study and do not feel bored in class.

1.5 Theoretical Framework

There are some theories that need further explanation in order to enable the readers to understand them when they read this study.

The theories which are defined are:

1.5.1 Teaching Vocabulary

According to Mary Finocchiaro (1974) states that at the beginning level, we should concrete on the function words and the more frequently used vocabulary items which are needed to give practice in the basic structures and sound of the language. However, it should be given to the vocabulary which is intimately related to the environment and experiences of the pupils.

Krashen and Shepherd (1988) have the same idea about the importance of vocabulary. They conclude that knowing the words, without grammar, are able to make the listener understand the information. Martin also supports the idea above

that vocabulary is really important in communication because people can communicate by using words only.

1.5.2 The Role of Repetition as A Reinforcement

Another important thing of vocabulary learning is repetition. Soenardi (1989) states that the teacher should provide frequent repetition in order to make the learners keep the words in mind. Mukarto also support the idea above that the learners have to memorize the words when they hear or read only once but they must have enough repetition.

1.5.3 Teaching Vocabulary by Using Pictures

According to W.R. Lee and Helen Coppen (1970) say that using pictures can bring more variety and interest to learners. The most important thing is the learners need variety of activities and a new focus of interest.

Elraby has also stated that Junior High School Students tend not to listen what the teacher is saying. Visual aids will help them to concentrate and have attention in the lesson.

According to Lado (1973) pictures have been successfully used to show the meaning of words and utterance. They are particularly effective to cue the meaning stimulus in practice exercises.

1.5.4 The Uses of Games in Teaching Vocabulary

Mukarto states that games are used to release tension. When the learners play game, they will unconsciously influence in the game. They also concentrate in the game until they feel excited. It also provides fun and relaxation so the learners and the teachers will not easily feel tired and bored.

1.5.5 The Uses of Crosspic Puzzle in Teaching Vocabulary

Crosspic Puzzle encourages students in expressing their ideas and participating actively. According to Alan Chamberlain (1981), puzzles can also be used to make the students think fast.

Besides that, Crosspic Puzzle can create fun and excitement in learning vocabulary. They can make the students avoid boredom and interested in learning vocabulary.

1.6 Hypothesis

To answer the above question, the following hypothesis are stated:

- The after Alternative Hyphotheses:

The student who get crosspic puzzle as a means of reinforcement in teaching vocabulary get higher score than those who do not get crosspic puzzle as a means of reinforcement in teaching vocabulary.

- The Null Hypotheses:

There is no significant difference between the means of the students who get crosspic puzzle as a reinforcement and those who do not.

1.7 Limitation of the Study

To do this study, there were actually many varieties of techniques in improving the students' vocabularies, such as dialogues, songs and anecdotes. Yet, the writer limited the study only to use Crosspic Puzzles as a means of reinforcement in teaching vocabulary.

She chose Crosspic Puzzle because she is sure it gave challenge to the students to improve their vocabulary and gave fun to the students in relieving boredom.

The Crosspic Puzzles she used in this thesis are not expensive and they were very easy to understand and suitable for the elementary level. The students only had to guess to fill in the puzzle. It was very useful for the students to improve their guessing ability and to widen their vocabulary.

This Crosspic Puzzle in this study was premeditated only for English vocabulary exercises for beginners.

Concerning the limited time, energy and being aware of how broad this study is the writer feels it necessary to limit the scope of this study. The treatment is given three times to the groups.

The writer takes beginners who are mostly Junior High School students as the sample because they are new in studying English and the writer helps them to enrich their vocabulary.

Due to constraint in time and energy, the treatment is given three times to the groups.

1.8 Definition of Key Terms

There are some terms that need further explanation in order to enable the readers to understand them when they read this study.

The terms which are defined are:

- Crosspic Puzzle, “A puzzle in which words are filled into a pattern of numbered squares in answer to correspondingly numbered clues and in such a way that they read across and down with some pictures so that usually most letters appear as part of two words”. It means that the teacher clues some puzzles and asks the students to guess the answers across and down with the help of pictures. So that the students will get fun and be relieved from the boredom in class.
- Reinforcement, according to Merriem Webster, Webster’s Third New International Dictionary of English Language (1986), “Any event which strengthens behavior. It explores or manipulates its surroundings, and eventually it may do something which provides satisfaction or reduces its tension.
- Teaching, according to Brown (1980:7), “Teaching is helping someone, giving instruction, guiding students in the study of something, providing with knowledge, causing to know or understand”.

It means that the teacher should encourage the students to be active and the students must get something in order to improve their knowledge.

- Vocabulary, according to Merriem Webster, Webster's Third New International Dictionary of English Language (1986), "Vocabulary is a collection of words or of words and phrases usually alphabetical arranged and explained or defined".

It means that students must get vocabulary as much as possible so that they will easily master vocabulary in order to use and understand simple ideas.

- Achievement, according to Merriem Webster, Webster's Third New International Dictionary of English Language (1986), "Achievement is performance by a student in a course: quality and quantity of a student's work during a given period (standardized test to measure).

1.9 Organization of the Paper

This thesis will be divided into five chapters. In chapter I the writer discusses the Specification of the thesis and chapter II discusses the Review of the Related Literature and in chapter III, Research Methodology. The following chapter, chapter IV discusses Findings and Interpretation. And the conclusion and recommendations are presented in chapter V.