

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is the most important language in the world, which is used by people all over the world as an international language to communicate to one another either in spoken or written interaction. Based on the needs to communicate to others, people more realized that English is very important to be learnt. However, students sometimes do not realize that mastering English is important. They learn English just because it is a compulsory subject and what they want to achieve is getting good marks and passing the exam. Because of motivation that depends on needs, interests and sense of values, they start to learn English seriously. “Motivation is process of motivating or as the act, being motivating of the condition, influence or stimulus, a motivating force, drive, incentive, something (such as a need or desire) that causes a person or student to act” (Williams & Williams, as cited in Meriam-Webster, 1997:2).

Nowadays, in line with the government’s plan for the nine-year basic education, English teaching at elementary school has been possible. The additional lesson should be in line with the needs of the local community. The examples of the additional lesson offered by some schools are dancing, handicraft, gardening, and English. Curriculum of K13 is defined as a plan for learning or a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or

certification or for entering into a professional or vocational field (Ahmad as cited in Good, 1959, quoted in Connelly and Lantz, 1991:15). So, English can be taught as Muatan Lokal (Mulok), or a local content subject. At the elementary school, English is a part of a local content which is taught from the fourth grade, while in level junior high school, from the eight grade. Based on the local content curriculum of elementary school, English is the international language that should be taught for development of science, technology, culture and also the relationship with other countries. English can be taught in school, and English becomes society need. Because of the reason, English is not compulsory taught in elementary school, but it can be taught as a local content. Learning english it self began to be taught in level of junior high school, that is in eight grade. The role of the instructional teaching as it provides basis for the content of lesson, the balance of skills taught, and the kinds of language practice students (Richards, 2001:252).

It is said before that in elementary school, English is taught as one of the local contents subject. Here, the students learn English for the first time. The function of teaching English in the elementary school is to introduce English as the first foreign language of our country to the elementary school students. Teachers have been taught English to 4, 5, and 6 grades of students. The aim of teaching English here is to motivate these students to learn English at higher levels of education, in this case is in junior high schools. Therefore, they just learn the simple English patterns including vocabulary, but they still have difficulties in speaking.

Alqahtani (2015:21) defines, "Vocabulary learning is an essential part in

foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms". It means that children learn vocabulary both at home and school. In daily life, they use their mother tongue to communicate with their family, teachers, friends, and others. They do not feel difficult because they use it since they were children. As the writer's statement above, English is a foreign language not the first language. Therefore, the children cannot master the vocabulary items automatically.

Teaching vocabulary is not easy for teachers. Although, the teaching of English vocabulary starts at elementary schools for several areas, the result has been considered unsatisfactory. In this case, effective and professional teachers are needed. The teachers must be creative to select the best technique to be used in the classroom. For successful teaching according to Tamura (2006:169), teachers are required several initiatives, there are :1). To awake and develop the potentiality and ability of students for studying. 2). To help students develop habits through frequent repetition. 3). To inspire, to kindle the interest of the students in studying. 4). Also, the teacher should know the next performance from easy stages to more difficult ones.

In addition, there are some problems which arise because of the lack of vocabulary in speaking at SMP N 01 Badegan, students can not speak English fluently, students at that class had low performance in speaking, most of them were not actively involved in the learning process and they had low self-confidence in producing their sentences, so they could not speak well and were easy to be bored in memorizing some vocabulary. So, in this case the researcher

used word puzzle to improve vocabulary in speaking, to make them enjoy and to motivate them in studying vocabulary and get them understand, and memorize some vocabularies in speaking easily by using word puzzle.

According to Yasar et al. (2012:228), puzzles which are regarded as an educational material are used for various age groups and make a positive contribution to children's cognitive, language, motor and social-emotional development. Moreover, Yasar et al. (2012:228) as cited in Arslan (2000:40) stated that Puzzles support learning through playing; at the same time they make a positive contribution to the development of mental skills such as perception, recollection, resolution, making analysis, forming part whole relationship, concentration and making observations. Therefore, Moursund (2007:98) defines a puzzles is a type of game. Then, he also thinks about some populer puzzles such as crossword puzzles, jigsaw puzzles, and logic puzzles (often called brain teasers). In every case, the puzzles-solver's goal is to solve a particular mentally challenging problem or accomplish particular mentally challenging task. Still in line, Byre and Ashley (2001:224) considered that The students play the word that is taught by the teacher. So, the teacher should place a higher priority on having fun in her teaching. The students are interested in games while they learn something through it.

From the quotation above, the researcher comes to a conclusion that teaching vocabulary in speaking through a puzzle is one of the appropriate techniques to interest junior high schools students in learning English especially vocabulary. By the use of puzzle, it is expected that students can master

contextual vocabulary items. The words should be taught in context because the meaning of certain words change according to their uses in particular sentences. So, researcher is interesting to write a research entitled “The Implementation of Word Puzzle to Improve Student Vocabulary in Speaking For Eight Grade Students of SMPN 01 Badegan In Academic Year 2017/2018”.

1.2 Statement of the Problem

The problem in this study as follow: how can word puzzle improve student’s vocabulary in speaking at eight grade of SMP N 01 Badegan in academic year 2017/2018 ?

1.3 Purpose of the Study

Based on the statement of problem above, the purpose of this research is: to know the implementation of word puzzle can improve student’s vocabulary in speaking skill at eight grade of SMP N 01 Badegan in academic year 2017/2018.

1.4 Significance of the Study

The result of the study is expected for :

1. The Students
 - a) To know students competence and their potential in learning
 - b) To improve students comprehension through vocabulary
2. To Teacher
 - a) To improve the teachers spirit and motivation to create the strategy help students problem in learning

- b) To help teacher find strategy to teach English
 - c) To help the teacher reach the goal of learning
3. For other researcher

The result of the study as the reference to conduct further research to develop another technique to motivate the student to understand English through vocabulary in speaking.

1.5 Scope and Limitation of the Study

Based on the background of the study above, this study is limited to find out the implementation of students' vocabulary in speaking by using Word Puzzle. The scope of the study is the eight grades of SMP N 01 Badegan in academic year 2017/2018.

1.6 Definition of Key Terms

From the title above, the researcher defines to avoid misunderstanding of this research are as follows :

Vocabulary : an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Alqahtani, 2015:21).

Speaking Skill : ability to function in another language is generally characterized in terms of being able to speak that

language (Nunan, 1990:225).

Word Puzzle : a type of game. Then, he also think about some populer puzzles such as crosswordpuzzles, jigsaw puzzles, and logic puzzles (often called brain teasers). In every case, the word puzzles solver's goal is to solve a particular mentally challenging problem or accomplish particular mentally challenging task (Moursund, 2007:98).

