CHAPTER I

INTRODUCTION

1.1.The Background of the Study

Teaching and education are processes with a goal that must be achieved. It is possible to understand objectives as an effort to formulate the outcomes that students should anticipate from the learning process. The learning outcomes that students have reached show one method in which academic goals have to be achieved. Students who perform well show that they have good knowledge (Njoroge, M.C., Ndung'u, R.W., Gathigia, 2013). In an educational setting, education is defined more broadly than only learning. The personal process of knowledge transformation is given increased attention in teaching. Education is a two-way process of communication that involves internalizing moral principles in addition to changing knowledge.

Etymologically, education comes from the word "pedagogy" from the Grecians means to lead, so when you interpret pedagogy, it means teaching given to children. First, in Roman education, it comes from the word "education", which means to bring out something that is inside. Second, in the same English language, education is called "educate", which means to improve morals and educate intelligence according to Sholichah A. S. (2018). Based on the writer's experience in field observations carried out at SMPS Amal Bakti Medan, in SMPS Amal Bakti Medan still uses the K13 Curriculum in learning English, several problems emerged during classroom learning. The writer

choosen two problems which are the basis of all the problems that arise in the classroom, of the many problems that arise in the course of learning activities, namely, limited media problems in learning English and limited vocabulary knowledge possessed by the majority of class VIII students.

The writer knows about this problem based on various evidence collected during observations at the SMPS Amal Bakti Medan school. Among them, many students ask about English vocabulary which is relatively simple and often used in assignments. Apart from that, these students still use a monotonous and limited vocabulary. Students also have difficulty understanding the text, even after using translation methods, because there is a lot of vocabulary that they do not understand, which creates conflicts in the meaning of the sentences to be read and translated. Authentic evidence can also be seen in the results of observations made by teachers of class VIII students which show that students and their vocabulary knowledge in English are still weak.

The limitations of media in learning and the vocabulary possessed by class VIII students lead to imperfections in studying descriptive texts and students' English language skills in developing the four English language skills. So the writer decided to do a research entitled "Crossword Puzzles In Studying Text Descriptions For 8th Grade Students Of SMPS Amal Bakti Medan". Conduct research related to learning descriptive text using crossword puzzles and increasing students' vocabulary, it is hoped that they will show an increase in their vocabulary which is expected to help students improve their English

language. And after considering various learning media, the author decide to use crossword puzzle media to build vocabulary. The author chose crossword puzzle media by considering evidence of success from various studies conducted in various countries.

Writing as part of language abilities must be instructed ideally by instructors to the understudies. Through composing understudies can trade thoughts, contemplations, and encounters. Besides, to precise sentiments, needs and wants in composed shape, understudies require composing aptitudes. Based on the 2013 Educational modules, the current instructive educational programs, There are three sorts of monolog content that must be instructed in instructing composing for moment review junior high school understudies. The class of this content is graphic, describe and method writings. (Ministry of National Education, Indonesian Education Department, 2013:70).

The descriptive text comprises of three things. The primary is clear content centers on particular members. The second is clear content employing a straightforward strategy Show Time. The final one is clear content utilizing descriptive words and adverbs. Many junior high school understanding are not curious about graphic composing content since it appears troublesome for them. They found a few issues in composing such as a lack of lexicon, moo linguistic use and spelling abilities, a need of inspiration to memorize, and challenges in investigating thoughts. Separated from challenges on the portion of students, teachers moreover experience these troubles in instructing expressive content. The teacher's trouble is in utilizing the correct media for the instructing and learning

prepare. The media utilize by teachers has not overcome all students' issues in composing clear writings. To overcome the issues over, instructors ought to discover and utilize appropriate media to assist understudies in educating writing expressive content. Media could be implied, sending or telling messages. According to Naz (2010), from the point of view of educating and learning, media is used to effectively communicate substance to understanding. In this case, the utilize of media within the educating and learning process is have to be compelled to attract students' consideration and make educating and learning exercises more interesting and effective. Media can attract students' interest and students' curiosity, so that learning becomes more enjoyable. Media such as simulations and interactive games can actively involve students in the learning process thereby fostering deeper understanding.

One alternative media that can be used to educate clear content is crossword puzzles. Crossword puzzles are a well-known amusement that can be coordinates effortlessly within the classroom characterizes crosswords as word puzzles in a box dark and white box. The objective is to compose one letter in each white square to create up the words given by the clues. Utilizing crossword puzzles, the educator will appear lexicon that will be used in expressive content. Crossword puzzles can offer assistance understudies in composing graphic content since it can solve student problems and find appropriate vocabulary.

Learning has shifted to using technology and the shift towards the use of English in education is indeed growing, because it helps students develop language skills in more interactive and interesting way. E-crossword puzzles can

be a fun and effective tool for improving vocabulary, spelling, and critical thinking skills in English. This makes writers interested in using e-crossword puzzles (Yusnaini & Slamet, 2019). In the all-digital 4.0 Era, it made easier for students to carry out activities effectively and efficiently. Apart from that, Serna (2011:2) also stated that crossword puzzles in learning activities have been proven to have several benefits. First, in teaching vocabulary, crossword puzzles are utilized to present modern vocabulary to students. Second, in educating articulation, crossword puzzles are utilized to teach spelling words. Third, teachers can create fun learning activities by utilizing crossword puzzles confounding. Fourth, crossword puzzles can stimulate students' minds and give enthusiasm to think consistently.

The important role of language as an instrument of communication in interpersonal relationships is essential. Pronunciation, grammar, and vocabulary are the three fundamental elements of learning English that need to be taught. Thornbury (2002) stated that English is one of the most essential international languages since it serves as a bridge for communication.

All of them play crucial functions that must be taught, but vocabulary plays a major role in helping students learn English successfully since communicating with students is much more difficult when vocabulary is lacking than it is when grammar is. It follows that expanding one's vocabulary is crucial to learning the language. If students have deficiency vocabulary, they cannot express their thoughts, and it is inconceivable to communicate effectively between students and individuals. Since vocabulary is one of the components of language and

constitutes the knowledge of meaning, Studying vocabulary could be a significant component of learning a language.

In teaching vocabulary you too need to choose the most excellent and most suitable method, this is often since English words are complicated and this complexity brings difficulties for students in learning English. To maintain a strategic distance from major challenges, teachers must be able to educate in a way that's straightforward, curiously, and simple to get it. This will avoid students from feeling bored or giving up when they experience difficulties in learning English. Attempting to make a different way of instructing will make students feel loose enjoy, and less demanding to memorize vocabulary.

There are numerous ways to educate dialect to students to teach vocabulary, one of which is by utilizing diversions. Diversions can be translated as something or an instrument used to draw in student inspiration to take part within the instructing and learning handle. Recreations are related with sentiments of joy. Therefore, most students appreciate the diversion and appreciate taking an interest in it, indeed in the event that they are not commonplace with the rules.

This means that diversions are instruments that can motivate students and make them appreciate the teaching and learning process. Learning vocabulary through games is a successful and locks in way that can be implemented in any English course and makes learning more active for language learners. This means that games are an effective, fun and curiously way to improve students' capacity to memorize vocabulary. Really, there are numerous recreations that can be

utilized in teaching and learning Interesting process, researchers select crossword puzzles.

By using crosswords, students can obtain new vocabulary and improve their vocabulary. (Country 2008, p.45) states that crossword puzzles are an appropriate strategy to let students to learn vocabulary. Crosswords can moreover prepare students' brains to keep in mind unused words. Be that as it may, students will learn English by sharing with their companions to complete crossword puzzles.

In the Oxford Learner's Dictionary, a crossword perplex may be a puzzle where the words must be speculated based on clues and composed in spaces in a box. Crosswords are word puzzles that are ordinarily formed like white squares or rectangles and are shaded. Puzzles are games that must be instructed carefully in arrange to be able to reply. (Oxford Learner Word reference; 2003, p. 349). Puzzles are recreation to prepare the intellect (Longman Handy Learners' Dictionary of American English: 2000, p.336).

Students will be inspired to attempt to solve the crossword problem by the difficulty it presents (Widaningsih, 2009). Furthermore, according to Dewi (2010:18), crossword puzzles can be incorporated into the teaching process to engage students, inspire them to learn English, and ultimately help them feel more at confidence. It has proven useful in the process of teaching and learning. Students get plenty of opportunities to spell and pronounce the terminology.

In addition, a game like a crossword puzzle can add an element of interest to the teaching and learning process. The students will feel fun, relaxed, and enjoyable, and they will memorize the vocabulary. There are horizontal and

vertical hints in standard crossword puzzles. Thus, in order to enhance the students' writing abilities and create their writing assignments, the writer in this study selected crossword puzzles. Differently, that is by rewriting them.

According to the phenomenon, the writer is interested in the study research with the title **"DEVELOPING CROSSWORD PUZZLES IN STUDYING TEXT DESCRIPTIONS FOR 8TH GRADE STUDENTS OF SMP SWASTA AMAL BAKTI MEDAN".**

1.2. The Problem of the Study

Based on the background of the research as previously presented, the investigate focuses on formulating the problem of study as follows:

1. How is the use of crossword puzzles in studying text descriptions for 8Th grade Students of SMPS Amal Bakti Medan?

2. Why can crossword puzzles be an effective way to improve vocabulary?

1.3. The Objectives of the Study

Based on the formulation of the problem above, the object of this research was to find out;

1. whether the utilize of Crossword puzzles can offer assistance students in studying text descriptions and whether utilizing Crossword puzzles are effective learning media that can offer assistance students increment vocabulary since students got to search for equivalent words, get it context, and keep in mind modern words.

2. Crossword puzzles improve student's vocabulary because the method effectively moves forward memory and understanding of language. Crossword puzzle offer a challenge that will motivate student's to solve puzzle by making learning fun and relax.

1.4. The Scope of the Study

The scope of this study was restricted to the analysis of the Utilize of Crossword puzzles in studying text descriptions for 8Th grade Students of SMPS AMAL BAKTI Medan. Students may expand their vocabulary, develop critical thinking skills, and enjoy the learning process by utilizing crossword puzzles. To learn text descriptions, writers can utilize five texts and five crossword puzzles.

1.5. The Significances of the Study

The result of the study is expected to provide valuable data appropriate the Utilize of Crossword puzzles in studying text descriptions for 8Th grade Students of SMPS AMAL BAKTI Medan as follows:

1. Theoretically, this study is expected to give further information or references about teaching media for studying text descriptions.

2. Practically, this study is expected to be useful for:

   a. The teachers get valuable information about alternative media that can be used to increase students' vocabulary, especially the use of crossword puzzles. Teachers can also increase their creativity in the learning process.

Apart from that, teachers can use the results of this research as feedback in English language learning.

b. Students, it is anticipated that the findings of this study would broaden their vocabulary, inspire them to learn English and help them comprehend descriptive writings. It is believed that this research would benefit students and help them meet their learning goals.

c. Researcher, the author hopes that the results of this research can provide data to others. This research can be a reference for future writers to improve students' vocabulary in studying descriptive texts by implementing crossword puzzles at school.