CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, many students do not have enough courage in mastering the four skills of language; listening, speaking, reading, writing. That is the common problem especially in our country, Indonesia, that is faced by the students from Elementry school until University level. One of the reasons why it happenes is the lack of vocabularies.

Vocabulary learning plays an important role in English language learners' succes because it is concern to all four language skills (Jordan, 1997:149). Language components consist of grammar, vocabulary, pronunciation, and spelling. Vocabulary is important part in language learning because it is very useful for communication with other people either in spoken or written form.

Learning vocabulary as foreign language is very important. Without learning vocabulary of foreign language, no one will succesful in that language. If students master vocabulary, they will practice it for comprehensible communication. By mastering number of vocabularies they will able to conceive what they hear and read, and better they will be able to say what they want to speak or write.

Based on the experience during the teacher training practice at Junior High School in Subulussalam, the researchs found that most off students got some problems learning English because of the vocabularies lackness. Teacher fell hard

to teach the students because everytime the students heard the new work they have to open the dictionary first to understand the meaning of the words. This can interfere the process of learning in the classroom, because the teacher should wait for the students until they found the suitable words from their dictionary. From the observasition that the researcher has also done in grade VII at SMP Muhammadiyah Subulussalam, the researher found that the students also faced the same problem where the lakcness of vocabulary is the main problem that limits them to write, speak, listen, and read. From 30 students in the classroom, almost all of them failed to achieve the passing grade which is made by their English teacher, where the score to pass is 75. Here is the data of students who couldn't reach the passing grade.

Table 1.1 Students who could not pass the kkm

No.	Number of Students	Score	KKM
1	9 students	10-39	75
2	12 students	40-59	75
3	6 students	60-75	75
4	3 students	75-100	75

Based on the data above, we can see that almost all students couldn't reach the KKM. By seeing the problem and the data above, the teachers have to find a good strategy to improve the students' vocabulary. Teacher should know how to manage the class and avoid the noise in the classroom during the learning process. By using a good and interesting strategy, the teacher can help improve the students' vocabulary achievement, especially in reading descriptive text. There are

so many strategies in teaching vocabulary. Some of them are: make a match, guessing word, gap fill, cross word, multi word gap fill, word map, and so on. Here, the writer would like to focus in Vocabulary Word Searh Puzzle to increase the students' vocabulary achievement in reading descriptive text.

Word serach puzzle helps students to make connections between thir prior knowledge and the new words. They show conceptual relationships between words. The word search puzzle is useful for helping students develop a general concept of definition. It can be use with a large group, small group, or individually. It focuses on three questions, "what is it?" "what is it like?" and "what are some examples?," to make students aware of the types o information that make up a definition and how that information is organized (Schwart & Raphael,1985). Vocabulary word search puzzle useful for helping students develop their understanding of a word. Most word search puzzle organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Relationships between words can be illustrated through word search puzzle. Create word search puzzle by reading the focus word in a central circle and then ask the students to brainstorm related words. Link these brainstormed words to the focus word as in an elementry mind puzzle. This is best completed in pairs or small groups to increase the students use of English. Because o word search puzzle shows the conceptual relationships between words, the students can modify their existing framework of knowledge and more effectively construct meaning when they meet the words in text.

One of genres that Junior high school students learn about type of texts based on the syllabus for grade VII in the first semester is descriptive text. Descriptive text is a type of text aimed to describe particular person, place, or thing (Knapp & Watkins, 2005).

A number of studies that the concept word search puzzle in vocabulary has become efective applied by researchers. Vossoughi (2009) had experimental concept word search puzzle in descriptive text for senior high school students in iran. Their study resulted that concept word reseach puzzle has excess to make the students interest and reach the goal of reading descriptive text.

One step of concept word search puzzle is giving the key words which can stimulate the sudents interest in learning and they more understand they keywods, than the material it itself. Rohani (2013) conducted concept word search puzzle on reading descriptive text process for senior high school in Golestan their study showed that concept word search puzzle proved to be effective in increasing students score on reading skill. It is because the key word wich is given by the teacher can sharpen the students memory and also help the students to make a story.

Besides those studies, Njoroge (2013) conducted sentence in reading descriptive text in poem for tenth grade of SMA Swasta Yaspenda. Based in the result of study, the students become easy to put their thought and feeling in to a poem. Becouse of the keywords which have been given by the teacher, the students more are easy to find to idea and the first word start their reading descriptive text. As additional, Angelia (2014) explained that the using of concept

word search puzze, the students are not difficult anymore to build a sentence in past tenses. Becouse in concept word search puzzle they were given a clue card wich presents a clue for simple past tense. In this case, the students feel easy to reveal their experience in past time.

Despite the benefits of those relevant studies focuses the use of word search puzzle in reading descriptive text in several fields because of its effectiveness to improve students' vocabulary achievement. In reading the descriptive text, based on its language features, the vocabularies of adjective words are very important. By using the word search puzzle, the students are able to figure out the adjective words so that they can use those words correctly in reading the descriptive text.

B. The Problem of the Study

"Does there any significant effect of word search puzzle on the students' vocabulary achievement in reading descriptive text?"

C. The Objective of the Study

The objective of the study to find out the effect of word search puzzle on the students' vocabulary achievement in reading descriptive text.

D. The Scope of the Study

The scope of the study was limited on the effect of word search puzzle in teaching vocabulary in reading descriptive text on the grade vii at junior high school.

E. The Significance of the Study

The result of this study was expected to contribute either the theories or practices.

1. For the English teacher, it is suggested to apply Word Search Puzzle in teaching vocabulary to the students because it can be a variation of teaching vocabulary strategy that can help them to increase the students' vocabulary achievement, especially in reading descriptive text, because it will lead the students to study words critically.

2. For the students, it is suggested to increase vocabulary achievement in reading descriptive text by using Word Search Puzzle since it can enhance students' intensity in learning English vocabulary and enrich their vocabulary achievement in reading descriptive text.