

**THE COMPARATIVE STUDY OF THE STUDENTS' MASTERY
IN ENGLISH VOCABULARY BY USING CROSSWORD AND SCRABBLE
AT THE SEVENTH YEAR STUDENTS OF *SMPN 1 SUMBERJAYA***

A THESIS

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By

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ABSTRACT

WIWIN WINARTI: “The Comparative Study of the Students’ Mastery in English Vocabulary by Using Crossword and Scrabble at the Seventh Year Students of *SMPN 1 Sumberjaya*”

This research is conducted to compare the teaching English vocabulary using crossword and scrabble to the Junior High School students. Teaching vocabulary to Junior High School students is not an easy task. It requires a lot of creativity from a professional teacher. The objective of the study is to identify whether there is any significant difference in students’ achievement in vocabulary between those who were taught by using crossword and those who were taught by using scrabble. This way, hopefully, would be useful for teachers and students in language teaching and learning process.

The Junior High School students have different characteristics with adults; they easily get bored, losing interest after ten minutes or so. A teacher of this level has got a challenging task to motivate them. He or she needs to modify the way of their teaching. So, they can use the media in order to attract their attention and interest.

The method of the research is a quantitative research by using the t-test formula. In this research, the population is all of the seventh year students of *SMPN 1 Sumberjaya* with the total number 190 students and the sample is the total number 60 students, and the writer uses some techniques to collect data as follow: observation, interview, and test.

The students’ mastery in English vocabulary by using crossword can concluded that the highest score is 93 and categorized “outstanding”, the lower score is 60 and categorized as “very weak”. The mean score is 80.9. While the students’ mastery in English vocabulary by using scrabble can concluded that the highest score is 80 and categorized “satisfactory”, the lower score is 60 and categorized as “very weak”. The mean score is 73.6.

The t-test application to the scores of the two groups showed that the value (18.71) is higher than the t-table number (2.002). Therefore, the way of teaching vocabulary by using crossword presented in this final project was proved to be better.

There is difference between the students’ mastery in English vocabulary by using crossword and scrabble. The teacher should be able to use the various methods in the process of teaching and learning English, so that they can enjoy and interest to follow the English lesson.

PREFACE

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realizes this thesis is still far from being perfect and it needs some improvement.

The writer believes that this thesis is far from perfect, so the writer hopes and accept all the critics and suggestions from the reader and hopefully this thesis will be useful to the writer, readers, and also for developing of Indonesia education though English.

Cirebon, September 2012

The writer

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Language is very important for human being, without language we can not communicate with one another. Language is an important element in the world, people always use language in their communicate. We have to deal with language skills namely reading, speaking, listening, and writing. When we learn the language, we also learn the vocabulary of its language in other word, learning English can not separate be form learning vocabulary. Alkhuli said that:

English is an International language and it is often used as the International communication language. As we know, language is a medium of communication for human beings. Language allows people to express their feelings, opinions, ideas, etc. (Alkhuli, 1976: 7).

According to this definition, language is an arbitrary system of vocal symbol used to communicate ideas and express feelings among the members of a certain social community. Language is word corps. So if people want to study a Language, he has to learn by heart first its words. Lesson of English Language not merely studying just glossary/vocabulary but something else, as grammar, reading comprehension, conversation etc.

A vocabulary item, sometimes called a lexical item, can be:

1. A single word, for example: cat and table

2. Two or three words that go together to make one meaning, for example, a noun like washing machine or a phrasal verb like pass out or come out with.
3. A multi-word phrase or chunk of language like as a matter a fact, never mind, by the way.

English is one of the subjects, which is considered as a complicated study especially for the students in the junior high school as the first foreign language and it is different from their mother tongue. An English teacher that teaching English to the young learners needs to know the students' level. The first thing that has to be taught to the students of Junior High School is vocabulary, because it is the most important thing before they are being able to read, to listen, to speak, and to write. Vocabulary mastery plays a very important role in all levels of study including Junior High School. Therefore, vocabulary mastery in learning English, as a foreign language must be emphasized.

Vocabulary is total number of words, which make up a language. It contains words to express ones taught opinion and idea. People will not be able to communicate without vocabulary (Hornby, 1987: 979). From the statement above, we know that vocabulary is very important in teaching English. In teaching learning process, teachers have an important role, because teachers are the most influence people and a model in the classroom and student only learn on the teachers. It means that, the teachers have to get motivate the students to learn English well in the class. Therefore, teachers

have to be able to select and use good and interesting instructional, material, and media.

The media that used by the teacher must be suitable with the situation and students. The teacher must be able to select and used good and interesting materials and media in order to motivate the students. Building student's motivation is not easy. Many studies have been conducted related to the importance of motivation in the teaching learning process and media we used as a means to helps teachers to build the student's motivation. Picture, poster, word games, transparencies, calendar, map, song, real object, film and television are kinds of media for teaching English in Junior High School. They can make class situation more alive, because the media can attract the students' attention.

The writer would like to focus the research in students' vocabulary mastery. Based on the writer observation at the seventh years of the *SMPN 1 Sumberjaya* in academic 2012/2013. These seventh years are new students who entered junior high school, so they are very poor vocabulary mastery. They still can not define a list of words in the Indonesian language to English or English to Indonesian Language. Such as car=*mobil*, shoes=*sepatu*, kitchen=*dapur*, etc

Learning English, exactly vocabulary with use of media is very effective, in this research the use of media is words game. Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. With games, learning English to relax and

enjoy, students can master the vocabulary more quickly than learning without using any media. And the media that the writer used is word games that are crossword and scrabble. Crossword involves the player using clues to guess various words. And Scrabble is a word game that formed across and down in crossword fashion and must appear in a standard dictionary.

Both of the same game of word game, but crossword in guide with a question while scrabble only in guide with one word which must in making to become some word differ of the word. With that game the writer can know ability of student vocabulary with different game and can compare it.

Based on the fact above, the writer tries to do the research by the title “The Comparative Study of the Students’ Mastery in English Vocabulary by Using Crossword and Scrabble at The Seventh Years of *SMPN 1 Sumberjaya*.”

B. The Identification of Problem

The problem in this research is classified into the following sections:

1. The Field of The Research

The field of the research of this thesis is Vocabulary.

2. The Kinds of The Problem

The kind of the research of this thesis is quantitative approach.

3. The Main Problem

The Main of Research of this thesis is to find out the students’ mastery in English vocabulary by using crossword and scrabble.

C. The Limitation of The Problem

In limiting the problem, the writer picks out some areas of discussion as the following:

- a. The application of word games.
- b. The students' mastery in English vocabulary.
- c. The comparative study of the students' mastery in English vocabulary by using crossword and scrabble.

D. The Questions of The Research

1. How is the students' mastery in English vocabulary by using crossword?
2. How is the students' mastery in English vocabulary by using scrabble?
3. Is there any positive and significant comparison between the students' mastery in English vocabulary by using crossword and scrabble?

E. The Aims of The Research

The aims of the research that will be obtained are as follows:

1. To find out the students' mastery in English vocabulary by using crossword.
2. To find out the students' mastery in English vocabulary by using scrabble.
3. To find out any positive and significant comparison between the students' mastery in English vocabulary by using crossword and scrabble.

F. The Use of The Research

The research product hoped to be able to increase developing of language learning, especially in increase the students' mastery in English vocabulary by using crossword and scrabble.

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