CHAPTER I

INTRODUCTION

1.1   Background of the Study

In this century, mastering languages, especially English becomes a necessity when people want to get a better future. People want to be able to communicate both in oral and written English because they are needed for international communication. Kitao (1996: Vol.II, No.4: 1) states:

> "English is used for everything from international academic conferences to news reports to popular music lyrics. It is used not only for communication between native speakers and nonnative speakers of English but between nonnative speakers. Even though it does not have the greatest number of speakers in the world, it is the most widely used language in the world, and it will be used by more people in the future."

In Indonesia, English becomes the first foreign language that must be studied. For that reason, the government starts to appeal schools to introduce English as early as possible. In general, they start to give English to their pupils in Elementary School but there are some schools that have already given it to their pupils since kindergarten. The process of teaching English itself is not as an easy as it looks since there are three components that must be taught; sound, vocabulary and structure. Among those three, vocabulary is considered the most important component. Shepherd (1973:109) also supports this idea by stating "The most important among three language components: sound, vocabulary, and structure is vocabulary". By mastering the vocabulary of the target language, the pupils will be able to learn the skills; listening, speaking, reading, and writing easier. As supported by Nation (1994:8) "A rich vocabulary makes the skills of listening, speaking reading and writing easier to perform". Without vocabulary, the pupils will find difficulties in producing the skills. Meanwhile, vocabulary is considered to be a factor that influences the language development. The teachers must be sure that their pupils have

sufficient vocabulary mastery. In teaching vocabulary, to equip pupils with sufficient vocabulary the teachers should have various techniques so that pupils will not get bored when they transfer their knowledge.

There are various techniques that teachers can use to teach vocabulary to their pupils such as; word lists, puzzles, and pictures. The idea of teaching English using word lists is supported by Waring (2001:1) by stating that the first stage of learning vocabulary is to make a connection between the meaning and the form (its spelling or pronunciation) of the word. The first stage of learning vocabulary is quite easy and the idea how to do this is by using word lists. There are some ways of teaching vocabulary by using word lists. By doing this, teachers can give the lists of the new vocabulary with its meaning or they can give the word lists in a form of word card (the word on one side of a piece of paper, and its translation on the other), (Waring, 2001:1). For her thesis, the writer chooses the word lists for teaching vocabulary that gives the lists of the new vocabulary with its meaning. From teaching practice, the writer realizes that the technique of teaching vocabulary using word lists with its meaning is still used.

Teaching vocabulary by using word lists is considered monotonous by some people. Shepperd (1973:2) supports this idea by stating that vocabulary learning can be dull if the teacher only gives a list of words to be memorized. It is because the pupils inclined to look up the list of words as drudgery. Teacher usually gives word lists and asks pupils to memorize them. After a long period of time, most of the vocabularies learned disappear from the pupils' memories.

To solve this problem, teachers can use media to teach vocabulary. Just like what Davis (1991:1) confirms "Media in the classroom are appropriate for triggering ideas, holding attention on important ideas, and for making difficult subjects more understandable." In this study, the writer focuses more in the technique of teaching

vocabulary. He also added by stating "The balancing of using media to explain or illustrate is the key to using it successfully". Moreover, he added that media is also used to create situations where the subject is seen freshly as often as possible not only for the pupils but also for the teacher. Sheperd (1973:2) supports this idea by suggesting using pictures, objects, dramatizations and audio-visual aids to give concrete illustration of a word.

In line with that in this thesis, the writer chooses pictorial crossword puzzle as a media for teaching vocabulary for year seven pupils. Pictorial crossword puzzle is the combination between crossword puzzle and pictures. In pictorial crossword puzzle for teaching vocabulary, pupils have to guess the target vocabularies based on the pictures and the clues given. By using pictorial crossword puzzle, pupils can learn to discuss the answer of the puzzle with their friends by using the target language. Wharton (1995:47) supports this idea by stating that crossword puzzle is as one means of providing pupils with practice in the use of incorporating crossword puzzles into communicative activity.

Thus, this study is attempted to investigate the effects of pictorial crossword puzzle on the vocabulary achievement for the year seven pupils.

1.2   Statement of the Problem

In this thesis, the writer states the problem as follows: "Do year seven pupils who are taught vocabulary using pictorial crossword puzzle have a higher vocabulary achievement than those taught using word lists?"

1.3   Objective of the Study

In line with the statement of the problem above, the writer would like to find out whether the year seven pupils who are taught vocabulary using pictorial

crossword puzzle have a higher vocabulary achievement than those taught using word lists.

1.4   Significance of the Study

The result of this study is expected to give some contributions both to the pupils and to the field of vocabulary teaching.

For the pupils, the used of pictorial crossword puzzle for teaching vocabulary is expected to be able to help pupils to improve their vocabulary mastery. It also expected that it can help them to develop their guessing skills based on the pictorial crossword puzzle given.

While for the field of vocabulary teaching in teaching vocabulary, the used of pictorial crossword puzzle is expected to give variety in vocabulary teaching-learning activities in order to avoid the pupils' boredom. When the pupils tend to find out the pictorial crossword puzzle interesting enough as a means of teaching vocabulary, they will be interested to learn the vocabulary given in class.

1.5   Theoretical framework

There are some theories that support this thesis. They are the importance of teaching vocabulary, the role of vocabulary in the reading process, techniques of vocabulary teaching, vocabulary teaching using pictorial crossword puzzle and vocabulary teaching using word lists.

1.5.1   The Importance of Vocabulary Teaching

In the context of teaching English as a foreign language, the pupils are demanded to master the vocabulary since it is the most important element of a foreign language. Just like Mendez and Ramos (2006:10) state "Vocabulary is an

essential element in learning a foreign or second language." Vocabulary is the total number of words that make up a language**.** In the language, vocabulary is considered as the most significant aspects of language development (Nation, 1990:3). This refers to the fact that vocabulary comprises the words of a language. The importance of vocabulary is also supported by Wilkins in www.auburn.edu.html that states "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (Wilkins, 1972:111). Also "When pupils travel, they don't carry grammar books, they carry dictionaries." (Lewis, 1993: iii in www.auburn.edu.com)

Vocabulary is considered the most important component among others, supported by Shepherd (1973:109) by stating "The most important among three language components: sound, vocabulary, and structure is vocabulary". Krashen (1988:155) also supports this idea by stating "Knowing the words, even without the syntax, provides the listener with enough information so that a great deal can be understood". Here, the writer can say that it does not mean other components are not important but it will be much better if teachers focus more on teaching vocabulary.

1.5.2   The Role of Vocabulary in the Reading Process

As mention earlier, vocabulary is considered as the most important component in the language that influences the other language components and the language skills. In this study, the writer presents a close relationship between vocabulary and reading. Vocabulary and reading can not be separated since they depend on each other in order to make the language meaningfully. Moreover, the school where the writer takes her treatment often gives the new vocabulary taken from the reading texts.

Vocabulary has the important roles, since vocabulary is crucial in reading comprehension. According to Kreidler (1979:33) "Reading is a medium of communication to get the information –meanings- from a printed page." Also, in

reading, adequate vocabulary stock and mastery are needed. This refers to Dobson's opinion (1973:4) "A sizeable vocabulary is crucial to success in reading." Finally, the vocabulary development will lead to the reading comprehension development. Wiener (1988:5) supports this idea by stating "As people's vocabularies improve, they will be able to understand and interpret their reading. On the other hand, as people learn to comprehend and interpret better, people will gain more clues about the meaning of words."

1.5.3   Techniques of Vocabulary Teaching

There are some techniques to teach vocabulary that teachers can use. In fact, these techniques may be used alone or in combination. The important thing is teachers can use those techniques in such away to help pupils expand their vocabulary. Mendez and Ramos (2006:1) support this idea by stating "Using a wide range of techniques brings variety to the classroom and helps the pupils remain alert."

According to Gairns and Redman's (1986:73–76) classification, presentation techniques are divided into two groups: visual and verbal. Visual techniques are realia, pictures, mime and gesture. Meanwhile, verbal techniques are definitions and illustrative sentences, synonyms and antonyms, and explanations.

For her thesis, the writer uses pictorial crossword puzzle as a media for teaching vocabulary for the year seven pupils. Pictorial crossword puzzle is the combination between pictures and explanations. Since, in pictorial crossword puzzle the pupils will get the explanation of the new vocabulary as the clue and also the picture.

1.5.4 Vocabulary Teaching Using Pictorial Crossword Puzzle

Pictorial crossword puzzle in teaching vocabulary is the combination between crossword puzzle and pictures. Kreidler (1968:1) defines pictures as "Kinds of instruments that can help the teachers add variety, clarity and especially reality to the classroom reading situation, which can be useful in the teaching learning process." Werff (2003:1) adds by stating "With pictures we can teach, practice, or review new vocabulary". Meanwhile, crossword puzzle in teaching vocabulary is the most common variety of word puzzle in the world. Puzzle itself is a problem or mystery that challenges ingenuity.

Pictorial crossword puzzle in teaching vocabulary takes the form of a square grid of black and white squares; the aim is to fill the white squares with letters, forming words (or word phrases) reading across and down, by solving clues and pictures which yield the words. The black squares are used to separate words. Squares in which answers begin are usually numbered; the clues are then referred to by these numbers and a direction –for example, "1-Across" or "17-Down". The total number of letters is sometimes given for the convenience of the solver (Wikipedia.org/wiki/crossword#other_Puzzles.iteslj.org).

Teachers can use pictorial crossword puzzle to teach vocabulary. Wharton (1995: 47) supports this idea by mentioning that one of the objectives of using crossword puzzle is to reinforce pupils' vocabulary. They can ask pupils to expand their vocabularies by finding the words based on the clues and the pictures given. The reason for giving pictures besides clues is to help pupils understand the vocabularies given easier since they will find not only noun but also verb and adjective. By using pictorial crossword puzzle in teaching vocabulary, pupils can learn to discuss the answer of the puzzle with their friends by using the target language. Wharton

(1995:47) supports this idea by stating that a crossword puzzle is as one media of providing pupils with practice in the use of incorporating crossword puzzle into communicative activity. A pictorial crossword puzzle for teaching vocabulary can be made by the teachers themselves since it is quite easy to create. First, make a list of words with which the pupils should be familiar. This is a good way to introduce or to recycle vocabulary for teaching vocabulary so that pupils get used to see and hear it. Then, give the clue and picture for each number. After that, search for a letter common to two words and it is done!

1.5.5   Vocabulary Teaching Using Word Lists

Word lists can be used to teach vocabulary, just like Waring (2001:1) states "The first stage of learning vocabulary is made connection between the meaning and the form (its spelling or pronunciation) of the word." The first stage of learning vocabulary for teaching vocabulary is quite easy and the idea how to do this is by using word lists.

There are some ways of teaching vocabulary by using word lists, teachers can give lists of the new vocabulary for teaching vocabulary with its meaning or they can give the word lists for teaching vocabulary through the media in a form of word card (the word on one side of a piece of paper, and its translation on the other), (Waring, 2001:1).

For her thesis, the writer chooses the word lists for teaching vocabulary by giving the lists of the new vocabulary with its meaning, since some teachers in Junior High Schools still use this kind of word lists for teaching vocabulary.

1.6   Hypothesis

The Hypothesis is formulated as follows:

- Alternative Hypothesis:

There is a significant difference between the vocabulary achievements of the year seven pupils taught using pictorial crossword puzzle and those taught using word lists.

- Null Hypothesis:

There is no significant difference between the vocabulary achievements of the year seven pupils taught using pictorial crossword puzzle and those taught using word lists.

1.7   Scope and Limitation

The population and sample of this study are limited to year seven pupils of SLTPK St. Yosef Surabaya at Jl. Joyoboyo 19 Surabaya, of the 2007-2008 school year. The reason for choosing year seven pupils is based on the fact that these pupils have got adequate stock and mastery of English vocabulary as they have been learning English since Elementary Schools. Both groups (the experimental and the control groups) are given different treatments. The experimental group receives vocabulary teaching through the pictorial crossword puzzle, while the control group receives it through the word lists. The treatments given are limited to three meetings for each group. Each meeting lasts for forty-five minutes. It discusses one pictorial crossword puzzle for the experimental group and one word list for the control group that has the same topic of discussion, with its vocabulary exercise.

The themes of the reading texts in this study are limited based on the themes of the 2004 English Curriculum for Junior High School. Three themes are chosen based on the Junior High School English teaching program of the school year 2007-

2008 (Akhmadi et al, 2004: 14-56). In the experimental and control groups, one theme is presented for each quarter. They are Personal Identity, School Life, and Family Life. Then, each theme is represented by one pictorial crossword puzzle in experimental group and one word list in control group.

The reading texts for the control and experimental group are taken from Smart Steps The Smartest Way to Learning English, written by Akhmadi, et al, 2004. The reading texts for both of the groups have some adjustments that are needed for the pupils. The vocabularies given are limited to nouns, verbs, and adjectives, which are found in the reading texts pointed out by the English teacher.

The vocabulary teaching through pictorial crossword puzzle discusses the vocabulary by asking the pupils to fill in the puzzle by themselves based on the clues and the pictures given. The pupils can discuss the answer with their friends or by searching for the answer in the reading text. The vocabulary teaching through word lists discusses the vocabulary by asking the pupils to memorize them and the teacher asks the pupils to ask their friends about the vocabulary that they have memorized in turns.

1.8   Definition of Key Terms

To avoid misunderstanding, the following key terms need explanation. They are:

• Vocabulary:

"Total number of words that make up a language (Oxford, 1989:1425)".

• Vocabulary Teaching:

"The teaching of word meaning and how they are used together with other words in context (Harmer, 1993:24)".

- Achievement:

  "Performance by a student in a course: quality and quantity of a student's work during a given period (Webster, 1986:16)".

- Pictures:

  Defines pictures as "Kinds of instruments that can help the teachers add variety, clarity and especially reality to the classroom situation, which can be useful in the teaching learning process (Kreidler 1968:1)".

- Puzzle:

  In wikipedia, puzzle is defined as a problem or mystery that challenges ingenuity.

- Crossword Puzzle:

  The crossword puzzle is the most common variety of word puzzle in the world.

- Pictorial Crossword 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 pictures and clues so that usually most letters appear as part of two words.

- Word List:

  Is a list containing sound or combination of sound (or the written or printed symbols) forming a unit of the grammar or vocabulary of a language (Hornby, 1974).

1.9 Organization of Thesis

This study consists of five chapters. Chapter I deals with the introduction of the study. Chapter II attempts to describe the review of related literature and the

theories underlying this thesis. Chapter III presents the research methods. Chapter IV

sets the discussions of the data analysis and the interpretation of the findings. Chapter

V serves to present the conclusion and the suggestions for further research.