CHAPTER I
INTRODUCTION

A. Background of the Study

In the context of English language learning, vocabulary teaching can be crucial. According to Read in Pertiwi's research,[1] being good in vocabulary is one of the key components of learning English. It will have an impact on the students' ability in learning the four language skills. In line with this statement, Saeidi and Mozaheb in Sianturi and R hung's research state that for language learners, vocabulary is key for language and a crucial component of language education.[2] Therefore, vocabulary development is important component of English language learning at all levels of education.

Vocabulary is an important element in language activities related to the communication of ideas and thoughts from speaker to speaker. It involves one's ability to understand or absorb the ideas or thoughts communicated by others. Winarti contends that it is important for students to understand and learn vocabulary as doing so will enhance their language abilities both in

[1] Dewanti Ratna Pertiwi, "Blended Learning to Improve the Students' Vocabulary Mastery for Mechanical Engineering Purposes at STT Adisutjipto Yogyakarta," *Ahmad Dahlan Journal of English Studies)* 5, no. 1 (2018): 1–11.

[2] Alex Dharmawan Sianturi and Ruei Tang Hung, "A Comparison between Digital-Game-Based and Paper-Based Learning for EFL Undergraduate Students' Vocabulary Learning †," *Engineering Proceedings* 38, no. 1 (2023), https://doi.org/10.3390/engproc2023038078.

terms of vocabulary quantity and quality.[3] According to Dewi and Syahuma's research vocabulary is necessary for students to easily learn English. If students have a limited vocabulary, they will never be able to use the English language more effectively.[4] In addition, R. Carther and M. Mc Carthy state in their book that Vocabulary knowledge appears to be the most easily distinguishable component of skills in reading.[5]

The researcher conducted a pre-research observation at SMAN 3 Kota Serang and found information about the problems of students' vocabulary mastery. One of the problems identified was students' limited vocabulary, which resulted in their passive response in learning English. This is supported by the teacher's report which states that the limited vocabulary causes students to be passive.This vocabulary limitation causes students to not understand the vocabulary in the material presented. This causes students to have difficulty following the teacher's explanation and doing the exercises. In addition, this vocabulary limitation also causes students to not be able to write words with the correct spelling. This causes students to hesitate in using words in sentences and make sentences that are not in accordance with

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[3] Winarti, "Efforts to Improve Vocabulary Learning Outcomes Through Word Game Methods with Media Pass Picture in Grade 2 Students at SDN 3 Mendenrejo," *Social, Humanities, and Education Studies* 3, no. 3 (2020): 1416–21, https://jurnal.uns.ac.id/shes.

[4] Novi Rina Dewi and Alfany Fardan Syahuma, "An Analysis of Students' Vocabulary Mastery by Using Word Chain Game at Basic Level of AVON English School Kepung Pare," *ETJaR: English Teaching Journal and Research* 2, no. 1 (2022): 81–112, https://doi.org/10.55148/etjar.v2i1.287.

[5] Ronald Carter and Michael Mccarthy, *Vocabulary and Language Teaching (Applied Linguistic and Language Study)*, ed. Christopher N. Candlin (Routledge, 2013).

English rules. The limited vocabulary and passive responses of students in learning English are expected to have an impact on the achievement of their learning achievements. This can be seen from the students' low final scores, where many students do not reach the minimum completion criteria determined by the teacher.

In another problem, the use of conventional learning media also causes students to feel more bored to participate in learning activities. This also has an impact on students' passive responses when participating in English language learning. Therefore, it is important to enhance students' vocabulary mastery and encourage them to be more active in learning English. One of the ways that can be implemented is by using interesting and interactive learning media, such as crossword puzzle games and combined with the use of technology, which is a digital crossword puzzle game

According to Prayoga in his research that teaching language might be challenging, particularly for younger students who are easily distracted by distractions. So, the teacher's contribution is crucial in helping students learn in a creative and interesting way, utilizing educational materials like music, movies, or games could maintain their interest.[6]

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[6] Gede Hermawan Adi Prayoga, "Enhancing Vocabulary Skills for Young Learners Using Crossword Puzzle Mobile Game," *Exposure : Jurnal Pendidikan Bahasa Inggris* 11, no. 1 (2022): 142–49, https://doi.org/10.26618/exposure.v11i1.7018.

Furthermore, the environment has an impact on children's language abilities. According to Pertiwi's research, students' inappropriate vocabulary mastery is expected to be mostly caused by a lack of opportunities and an unsupportive English environment, However, technology has been the first to bring about improvements in the study of English, and a lot of students have grown used to using technology, and many of them are proficient in its use.[7] The easy accessibility of this technology could help students in overcoming their vocabulary mastery.

After knowing the problems that exist in SMAN 3 Kota Serang. The researcher concluded that it is necessary to have a variety of teaching for vocabulary learning so that they can be motivated in learning vocabulary in a fun way. Various learning media can be chosen to stimulate students' interest in learning vocabulary. One of the learning media in the form of game is crossword game. Crossword puzzle games can stimulate students' interest in vocabulary. This is supported by previous research, which was conducted by Adeela Pohloh and Sayid Ma'rifatulloh's research with the title "The Use of Crossword Puzzle to Improve Vocabulary Mastery (An Experimental Study at Ban Chokok School Thailand)".[8] The results showed that the

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[7] Ratna Pertiwi, "Blended Learning to Improve the Students' Vocabulary Mastery for Mechanical Engineering Purposes at STT Adisutjipto Yogyakarta."

[8] Adeela Pohloh and Sayid Ma'rifatulloh, "The Use of Crossword Puzzle to Improve Vocabulary Mastery (An Experimental Study At Ban Chokok School Thailand)," *IRecall Journal: An Indonesian Journal for Language Learning and Teaching* 1, no. 1 (2023): 1–14, https://journal.irecall.id/index.php/IrecallJournal.

students could memorize and can spell the vocabularies taught and their meaning and pronounce the words correctly.

Based on the explanation above, researchers are interested in examining the problem of student vocabulary mastery with learning media in the form of crossword puzzle game. In contrast to the previous study, the present one will make use of digital technology to teach vocabulary using crossword puzzles. It is expected that the combination of crossword games with digital technology will help students to maximise the use of digital technology in vocabulary learning. Therefore, "The Utilizing of Digital Crossword Puzzle Game to Enhance Students' Vocabulary Mastery" is the title of this study.

B. Identification of the Problem

The researcher has determined the following problems based on the problem context:

1. Students are inactive or passive in learning English.

2. Students' limited vocabulary in learning English

3. The use of digital technology in English learning has not been properly maximized.

C. Scope and Limitation of Problem

In this present study, the researcher limits the study on utilizing of digital crossword puzzle game to enhance students' vocabulary mastery and

implementation of Digital Crossword Puzzle Game to enhance students' vocabulary mastery. The researcher will use the website www.puzzel.org as the use of digital crossword puzzle game. The data is collected from the students' vocabulary mastery pre-test and pos-test which is accordance with the material for the tenth grade of senior high school. The Population of tenth grade are 585 students. The sample consist one class from X (35 students) in SMAN 3 Kota Serang.

D. **Formulation of the Problem**

    The researcher's identification of the problem in this study is as follows:

1. How does the implementation of Digital Crossword Puzzle Game to enhance students' vocabulary mastery?

2. Is there any enhancement on students' vocabulary mastery by using Digital Crossword Puzzle Game?

E. **Objective of the Study**

    Based on the formulation of problem above, the researcher has some objective of the problem as follows:

1. To investigate the implementation of Digital Crossword Puzzle Game to improve students' vocabulary mastery.

2. To know the enhancement on students' vocabulary mastery by using Digital Crossword Puzzle Game.

F. Significance of the Study

The researcher hopes that the significance of this study will help the students, the teacher and another researcher:

1. For the student, the results of this study can help overcome to enhancing in student vocabulary mastery.

2. For the teacher, the researcher hopes the results of this study can be used as an alternative for teachers to overcome the enhancing student vocabulary mastery.

3. For the other researcher, the results of this study may contribute to future research interested in the digital use of crossword puzzle games in vocabulary learning.

G. Previous Study

The researcher found what was related to this study. It can be explained as follows:

The first previous study was conducted by Hiyashinta A Klise, Noldy Pelenkahu and Tirza A. Kumayas. The research is entitled "The Use of Crossword Puzzle Game to Improve Students' Vocabulary Mastery at SMP Negeri 2 Tornado". 2023. [9]

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[9] Hiyashinta A Klise, Noldy Pelenkahu, and Tirza A Kumayas, "The Use of Crossword Puzzle Game to Improve Students' Vocabulary Mastery at SMP Negeri 2 Tornado," *JoTELL Journal of Teaching English, Linguistics, and Literature* 2, no. 6 (2023): 727–40.

The aim of this research was to determine whether using crossword puzzle games in vocabulary teaching could enhance students' vocabulary mastery. The method used in this research is a quantitative approach through a pre-experimental design, involving one group with a pre-test and post-test, comprising 20 students. The results indicated that the mean score (X) for the pre-test (T1) was 62 and the standard deviation (S12) was 65, whereas the mean score (X) for the post-test (T2) was 85 and 5 with a standard deviation (S22) of 90. Therefore, this research concluded that crossword puzzle games are effective in teaching vocabulary to improve students' vocabulary mastery at SMP Negeri 2 Tornado.

The second previous research is conducted by Elva Utami, Yosi Marita and Wiwin Martina. The reseacrh is entitled "An Analysis of Crossword Puzzle to English Vocabulary Mastery" 2022. [10]

The aim of the research is to enhance the vocabulary of students who use crossword puzzles. This study was descriptive qualitative. The result showed that the crossword puzzle method is so effective and can help students memorize vocabulary. Another problem that

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[10] Elva Utami, Yosi Marita, and Wiwin Martina, "An Analysis of Crossword Puzzle to English Vocabulary Mastery," *Edu-Ling: Journal of English Education and Linguistics* 5, no. 2 (2022): 162–68, https://doi.org/10.32663/edu-ling.v5i2.2981.

students frequently face is that boring instruction lacks any kind of technique, making it quite difficult for them to memorize vocabulary.

The third previous study is conducted by Evi Muflihah. The research is entitled "The Use of Bingo Game to Improve Students' Vocabulary (An experiment study at Second Grade Student's Senior High School SMAN 1 Petir Kab. Serang)" 2017. [11]

The purpose of this study is to determine students' vocabulary proficiency in SMAN 1 Petir, improve students' vocabulary mastery through the bingo game, and give different vocabulary learning by using Bingo Game. The study used a quasi-experimental quantitative method. The result of this research show that hypothesis H0 is rejected and Ha is accepted by result, if the alternative hypothesis is accepted. It means there is influence of using Bingo game to improve students' vocabulary.

Based on the previous research, researcher found similarities and differences with this study, the similarities are the same as using crossword puzzle games as learning media, it has the same dependent variable, which is vocabulary mastery. The difference is that the

[11] Evi Muflihah, "The Use of Bingo Game to Improve Students' Vocabulary (An Experiment Study at Second Grade Student's Senior High School SMAN 1 Petir Kab. Serang)" (The State Institute for Islamic Student (IAIN) Sultan Maulana Hasanuddin Banten, 2017).

crossword puzzle game learning media is used digitally by using a website, and researcher use pre-experimental as research method.

H. Writing Organization

The researcher will arrange five chapters and each chapter contains some points to explain the chapter:

Chapter I Introduction, it consists Background of the study, Identification of Problem, Scope and Limitation, Formulation of Problem, Objective of Study, Significance f Study, Hypothesis and Previous Study.

Chapter II Theoretical Framework, it concludes Explanation of Digital Technology, Definition of Game, Crossword Puzzle, Definition of vocabulary and Vocabulary Mastery.

Chapter III Research Methodology, it consists Research Design, Location and Time of Study, Object of Study, Population and Sample, Instrument Data Collecting, and Technique of Data Analysis.

Chapter IV Research Finding and Discussion. This chapter consists of the result of the research and discussion

Chapter V Conclusion and Suggestion, this chapter consists of the conclusion from the statement of problems and some suggestions.