

CHAPTER I

INTRODUCTION

A. Background of The Study

Vocabulary is one of the mandatory aspects to support English skills. It is an essential component of language proficiency and provides much of the basis for how learners speak, read, listen and write (Nasrullah et al., 2021). For example, in listening, to be able to understand speech, people needed to know the meaning of spoken words and phrases. Therefore, they know the intention of words and can respond with action or reacted to it using words, which they must use words to accomplish. To be able to understand what people are reading, they have to be able to understand the meaning convey by the written words. According to Thornbury & Scott in (Anwar & Efransyah, 2018) said without vocabulary nothing can be communicated, and very little can be expressed without grammar.

As was already noted, this demonstrates the significance of vocabulary in language learning. In this case, the researcher's analysis outcome of pupils in class XI A 2.5 SMAN 1 KRIAN, they were having trouble expanding their knowledge of English language especially in vocabulary. Because of this, pupils found it hard to distinguish nouns, verbs, adjectives, and adverbs. It is challenging for students to comprehend and study the English language due to their lack of vocabulary knowledge (Hafizhah & Pratolo, 2022).

The teacher had to come up with a solution based on the issue at present. Teachers had to find alternative strategies to teach pupils the new vocabulary they needed to learn in addition to mastering their issues with word learning. In line with (Panjaitan & Amaniarsih, 2021) learning process will more interested and fun by doing a game. According to (Astuti & Nurhayati, 2015) a game is one means for teaching students that specific words are vital and essential. There are many games which can be used in teaching

learning process. (Orawiwatnakul, 2013) said that a way to help students retain new words is to expose them to those words repeatedly by given the crossword game as the media in learning process. (Fitriana, 2018) said that using Crossword Game making the pupils more engaged and interested in English class. (Sunarko et al., 2019) claimed that students will be entertained and stimulated to think of relevant words to fill the blank areas if a crossword puzzle teaching approach is used to teach vocabulary. It also allowed students to practice vocabulary and developed their pronunciation (Alda & Wati, 2021). For pupils, it's an excellent method to increase their vocabulary. By playing crossword games, students can increase their vocabulary and discover new words.

Based on the assertion, the researcher found it intriguing to do study on how crossword games, an appropriate technique, could help pupils improve their vocabulary mastery.

B. Scope of The Research

The limitation of this research was class XI A2.5 in SMAN 1 KRIAN. The researcher uses Crossword Game while studying a concept or topic about Descriptive Text.

C. Research Question

Based on the limitations of the research above, the research question was; “How could Crossword Game improve to the student’s vocabulary achievements in class XI A2.5 at SMAN 1 KRIAN?”

D. Purpose of the Study

Based on the research questions above, the objective of the study was to prove whether Crossword Game could improve students' vocabulary achievements in class XI A2.5 at SMAN 1 KRIAN.

E. Significance of The Study

Practically, the findings from this study were expected to be useful:

1. **For students**, to be more interested and motivated in improving vocabulary.
2. **For English teachers**, Crossword Game as an alternative strategy to improve students' vocabulary mastery.