**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Problem**

Language is the main instrument of communication in human life. People need language to communicate and interact with one another. There are many languages in the world and one of them is English which has become an International language. There are many countries use this language as their introductory language based on formal or non-formal activities. In Indonesia, English stand as a foreign language. Indonesia has also decided English as the formal subject, that has been taught as a formal subject from elementary school to university. Language is a system of arbitrary conventionalized, vocal, written and gestural symbols that enable members of a given community to communicate intelligibly with one another.

A study of language includes four skills, namely listening, speaking, writing and reading. It is impossible that one masters one of them without mastering vocabulary. According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write. Vocabulary is the most useful component. Without it, the learners cannot speak, read and write. Of course vocabulary is not whole problem. The system of language is also important, how the plural is formed, how past tense is significant and so on. It is possible to have a good knowledge of how the system a language works which includes the mastery of vocabulary. So far, the failure in mastering the vocabulary by the students is still a crucial problem. In this case the teacher should be able to apply a suitable media that can easily be understood by them, so that they can master it better.

Many strategies in teaching vocabulary are basing on research findings in the second language acquisition. One of the findings shows a great emphasis on the teaching vocabulary based on the students’ participant in building practice on their own vocabulary. In teaching vocabulary, an English teacher can use several strategies. The aims of using the variety of strategies are to make the lesson easy for students to learn and understand. The teacher must know how to stimulate students’ curiosity and must be able to present the lesson so that is more interesting and relevant to the need of learning.

Teacher across the United States have learned, it is beneficial to use gamess when teaching ESL (English as a second language). They find when the students are relaxed, they more likely to entail information and understand their material more quickly. Games in the classroom force interaction and communication among the students. The teacher makes sure that everyone has a turn to participate in the game and assists with communication wherever necessary. Students are playing games to learn English strive to win the game. Through their language usage, the students learn to master the language, thus instil a sense of accomplishment when their working hard to help them to win.

One of the advantages of games to learn English is that a game motivates students to progress in the use of the language and to develop a real understanding of English. This is particularly through a game that challenges students in a manner that pushes their skills without making them feel defeated. Games helped teacher to create particular context where language is most meaningful and useful.

Word Square Media is one of the tools/instructional media in the form of the word boxes that contain a collection of letters. In the letter contains a collection of concepts that must be discovered by students in accordance with the question of goal-oriented learning Word Square Media is suitable for Junior High School, because Word Square is like a game, it is unable to make the students bored because it’s like playing word games, they can feel easy in remembering the vocabulary.

School as one of institutions where the students study English, can be chosen as the location of research. And in this study, the research will be held at Islamic Boarding School of Ar-RaudhatulHasanah. It is chosen as the location of research because it is found some problems in English. The problems are told by the English teacher. The students are very difficult to remember new words of English. Most of students are still unable to master vocabulary. While the teacher is speaking English in the class, the students don’t understand, so the teacher combines it with Indonesian language so that they can understand. Then the students’ limited vocabulary can be a problem for the teachers in that school. Whenever the teacher uses vocabulary either in spoken or written form, students will not appreciate because they don’t understand.

Based on explanation above, the researcher has chosen the topic because, the researcher wants the students can enjoy English subject and no pain to study it. Then, the students can more interesting, faster and easier to remember every new word in English, because this media is like playing word games, it is unable to make the students bored.

**1.2 Identification of the Problem**

The problem of this study is identified as follows:

1. The students’ difficulties in remembering vocabulary.
2. The students’ limited vocabulary.

**1.3 Limitation of the Problem**

The research focuses on the effect of using Word Square media on students’ vocabulary achievement for the seventh year students.

**1.4 Formulation of the Problem**

1. Is there any significant effect of using word square media on students’ vocabulary achievement?

**1.5 Objective of the Research**

Based on the Research question above, this research is aimed to giving answer the following problem: “Finding out the effect to use word square media on students’ vocabulary achievement.”

**1.6 Significance of the Research**

The significance of this research may be used as:

1. For the teachers, it can be used as an alternative way to increase students’ motivation in learning vocabulary.
2. For the students, it can be used to improve their vocabulary achievement and hope to be active to analyze the right word. So, students are expected to show ability in mastering vocabulary.
3. For the researcher, it can be used as reference in conducting research on English teaching and learning especially in the implementation of the use word square media.

**1.7 Hypothesis**

Based on the background of the study, the hypothesis can be formulated as follows:

Ha: There is a significant effect of using word square media on students’ vocabulary achievement for the first junior high school.

Ho: There is no significant effect of using word square media on students’ vocabulary achievement for the first junior high school.