



## THE USE OF CROSSWORD PUZZLE ON THE STUDENTS' ACHIEVEMENT IN LEARNING VOCABULARY

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### Abstrak

Kosakata memiliki kontribusi besar untuk mendukung keberhasilan siswa dalam belajar bahasa Inggris, karena tanpa tata bahasa bukanlah masalah besar dalam berkomunikasi, tetapi tanpa kosakata merupakan masalah besar dalam berkomunikasi dengan siswa. Ini berarti bahwa kosakata adalah hal yang sangat penting dalam belajar bahasa Inggris. Penelitian ini dilakukan penggunaan crossword puzzle terhadap kemampuan siswa dalam belajar kosakata. Kriteria ketuntasan minimal pelajaran bahasa Inggris SMA Negeri 1 Badar = 60. Berdasarkan penelitian nilai rata-rata tes siswa pada pre test = 44,57. Nilai rata-rata posttest meningkat menjadi = 78,04 dan mencapai nilai KKM. Terdapat selisih 33,47 poin antara skor pre test dengan post test. Perhitungan data dengan menggunakan uji t diperoleh  $t\text{-observation} = 3,285$  kemudian dibandingkan dengan  $t\text{-tabel} = 2,074$  pada taraf  $\alpha = 5\%$ . Artinya hasil observasi lebih tinggi dari  $t\text{-tabel} = 3,285 > 2,074$ . Jadi, peneliti menyimpulkan bahwa ada pencapaian penggunaan crossword puzzle terhadap pembelajaran kosakata pada siswa SMA Negeri 1 Badar.

**Kata kunci:** *crossword puzzle, pembelajaran kosakata.*

### Abstract

Vocabulary has a big contribution to support the successful students' of learning English, because without grammar is not a big problem in communication, but without vocabulary is a large problem in communication with students. It means that vocabulary is very important in learning English. This research was conducted the use of crossword puzzle on the students' achievement in learning vocabulary. The minimum completeness criteria of English lesson SMA Negeri 1 Badar = 60. Based on the research mean score of students test on pre test = 44,57. The mean score on posttest improved become = 78,04 and it reached the minimum completeness criteria score. There were 33,47 point the difference between pre test to the post test score. The calculation of data by using t test and found the  $t\text{-observation} = 3,285$  then compared it with  $t\text{-table} = 2,074$  of level  $\alpha = 5\%$ . It meant that  $t\text{-observation}$  was higher than  $t\text{-table} = 3,285 > 2,074$ . So, the researcher concluded that there





were achievement on student use of crossword puzzle on the Students' in learning vocabulary on the X students' of SMA Negeri 1 Badar.

**Keywords:** *crossword puzzle, learning vocabulary*

## **INTRODUCTION**

Language as a tools of communication plays very important role in social relationship among human beings. English as one of the international languages is very important since it requires as a bridge of communication, (Thornburry 2002:13) said that in learning English, there are three basic components that need to be taught, and they are pronunciation, grammar, and vocabulary.

All of them have important roles that need to be taught, but vocabulary have a big contribution to support the successful students' of learning English, because without grammar is not big problem in communication, but without vocabulary is large problem in communication with students. It means that vocabulary is very important thing in learning English. If the students have lack of vocabulary, they cannot express their ideas, and it is impossible to communicate effectively among people.

The researcher focus on teaching english vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of language. Studying a language cannot be separated from studying vocabulary. It is very essential to improve the four language skills that are very useful in conducting communication and studying other language. By learning vocabulary first, learners will be able to communicate in English.

Based on researcher experience in teaching at SMA Negeri 1 Badar has found some problems of student in senior high school still have less vocabulary. Sometimes they don't understand what the teacher says. However, the students are still difficult to communicate in English. It can make the students lazy and hard to learn English. The students don't care when the teacher is explaining the material in the class. Therefore, they don't know the answer if the teacher asked them in English. So, most of students leak of vocabularies.

Teaching is a teacher's work and a need of students in order that the students can do learning. In the case of vocabulary, (McCarten 2007) states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. The words that have been memorized need to be called and used correctly not only once but for many times in order to be used effectively based on the correct context by the learners. In this cases, teaching vocabulary is needed to be done in order that the learners or students are be able to learn the use of appropriate vocabulary based on the context.

In teaching vocabulary also has to choose the best and right technique, it is because English words are complex and these complexities bring difficulties to the students in learning English. To avoid great difficulties, the teacher should be able to teach them in simple and attractive way and also easy to understand. It can makes the students not feel bored or give up when finding some difficulties in learning English. Trying to make a different way of teaching process will make the students feels, relaxed, enjoyable, and easier to memorize the vocabulary

There are many ways used in teaching language to students in teaching vocabulary, One of them is using game. Game can be defined as something or instrument that is used to attract students motivation to follow the teaching and learning process. Games are associated with a feeling of happiness. For this reason, most learners appreciate games and enjoy to participate in them, eventhough they are not familiar with their rules. It





means that games are the instrument that able to motivate students and make them enjoy in teaching and learning process.

Learning vocabulary through games is an effective and interesting way that can be applied in any English language classroom and makes the lessons more active for the language learners. It means that game is an effective, fun and interesting way to increase students ability in learning vocabulary.

Actually, there are many games which can be used in teaching learning process. The researcher interesting choosing crossword puzzle. Using crossword puzzle, the students can get new vocabularies and improve their vocabulary. (Nation 2008, p.45) stated that crossword puzzle is suitable method that will help the students in learning vocabulary. Crossword puzzle can also train the student's brain to recall the new words. However, the students will learn English by sharing with their friends to finish the crossword puzzle.

In Oxford Learner's dictionary (2003;103), crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid. A crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares (<http://www.wikipedia.org>). Puzzle is game that you have to think about carefully in order to answer it or do it (Oxford Learner dictionary; 2003, p. 349). Puzzle is game or toy to exercise the mind (Longman Handy Learners' Dictionary of American English: 2000, p.336).

The crossword puzzle is still the most popular word game. It lies in the ease with which it can be constructed. The words are run together horizontally and vertically. Crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts (Hadfield, 1990: 89). Because the need to spell items correctly to complete the puzzle, students will be able to use the words correctly because they connect facts as the puzzle clue to the words which have to be known the spelling.

This game can be done in individual, in pair, or in groups. The teacher gives a copy of the "crossword puzzle" and explains the rules, such as students have to complete it as quickly as possible. For the individual game, the student who can complete it first is the winner and gets the good point from the teacher. In pair work or group, the winner is the pair or group who can complete it first. All of the winners will have prizes from the teacher. It makes this game to be more attractive.

Base on those reasons above the researcher interesting to know how far crossword puzzle can improve students' vocabulary mastery. So, the researcher made formulate research: 1. How is the students skill in vocabulary taught by using crossword puzzle on the X class of SMA Negeri 1 Badar ? 2. How is the students skill in vocabulary without taught by using crossword puzzle on the X class of SMA Negeri 1 Badar ?

## **METHOD**

This research is conducted by using quantitative experiment. Quantitative experiment will use because it is suitable to the material of the research. Sugiyono (2010:13) state that quantitative experiment is the method that uses experimental class with statistic data analysis. In the experimental, will be used pre-test, treatment, and post-test. The class pre-test will used conventional technique in teaching vocabulary. After administering the pre-test, the treatment will give to the student. In this research teaching by using crossword puzzle is implemented after the student get the pre test from the teacher. The class post-test will taught by the teacher, in post-test, the student teach by using crossword puzzle and the teacher write the score of students.



The pre-test and post-test are given to take the score of the student's achievement before and after being teach using word search puzzle. Then both of the score is computed by using t-test to find out if there is significant effectiveness of students' vocabulary using crossword puzzle technique.

In this research the researcher applied a purposive sampling. According to (Arikunto 2010, p.183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

purposive sampling is a sampling technique used by researcher if the researcher have certain considerations in taking the sample. The reason for using purposive sampling is because researcher can only use one class of 7 classes and the research has special required to deciding the sample. The population used as sample is one class, namely X MIA 2 class of SMA Negeri 1 Badar as the subject of the research.

After collecting data from the test, the data will be calculated by using t- test. The following procedure will be implemented to analyze the data :Finding means ofpretest and post test, Finding of standard deviation of pretest and posttest, Finding standard error.

## RESULTSAND DISCUSSION

### DataCollection

The data collection researcher gave the students test by the use of *crossword puzzle* on the students and in order to measure the students' competence. The data was taken by giving pre-test and post-test. After that, the data areinterpretedas can beseen intablel below.

**Table1.The score ofPre-Test and Post – Test**

No.	Name	Class	X 1	X 2
			Pre Test	Post Test
1	AHS	X MIA II	50	70
2	ARN	X MIA II	45	65
3	AYA	X MIA II	50	75
4	YLS	X MIA II	55	70
5	MI	X MIA II	35	75
6	IM	X MIA II	45	80
7	SRM	X MIA II	30	80
8	IR	X MIA II	40	75
9	ER	X MIA II	35	75
10	PNT	X MIA II	40	80
11	F S	X MIA II	50	85
12	MTP	X MIA II	45	85
13	AM	X MIA II	45	85
14	YS	X MIA II	50	75
15	TP	X MIA II	60	85
16	SAM	X MIA II	45	75
17	SA	X MIA II	40	85
18	JSR	X MIA II	55	85
19	MYZID	X MIA II	40	85





20	S JNI	X MIA II	55	80
21	V D	X MIA II	40	70
22	I P	X MIA II	35	75
23	TFA	X MIA II	40	80
<b>TOTAL SCORES</b>			<b>1025</b>	<b>1795</b>
<b>MEAN</b>			<b>44,57</b>	<b>78,04</b>

The table above shows that the highest score of the pretest given at class X MIA II= 60 and the lowest score = 30 whereas the highest score on post test = 85 and the lowest =65.

**Tabel 2. Calculation of Pre - Test Data**

Score	Frequency	$fX$	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f(X_1 - \bar{X})^2$
Pretest ( $X_1$ )	( $f$ )	( $x$ )			
30	1	30	-14,57	212,15	6364,37
35	3	105	-9,57	91,49	3202,27
40	6	240	-4,57	20,84	833,65
45	5	225	0,43	0,19	8,51
50	4	200	5,43	29,54	1476,84
55	3	165	10,43	108,88	5988,66
60	1	60	15,43	238,23	14293,95
<b>Total</b>	<b>23</b>	<b>1025</b>			<b>321,68</b>
<b>Mean</b>		<b>44.57</b>			

**Tabel 3. Calculation of Post - Test Data**

Score	Frequency	$fX$	$X_2 - \bar{X}$	$(X_2 - \bar{X})^2$	$f(X_2 - \bar{X})^2$
Post test ( $X_2$ )	( $f$ )	( $x$ )			
65	1	65	-13,04	170,13	11059
70	3	210	-8,04	64,70	4529
75	7	525	-3,04	9,26	695
80	5	400	1,96	3,83	306
85	7	595	6,96	48,39	4113
<b>Total</b>	<b>23</b>	<b>1795</b>			<b>207,02</b>
<b>Mean</b>		<b>78.04</b>			

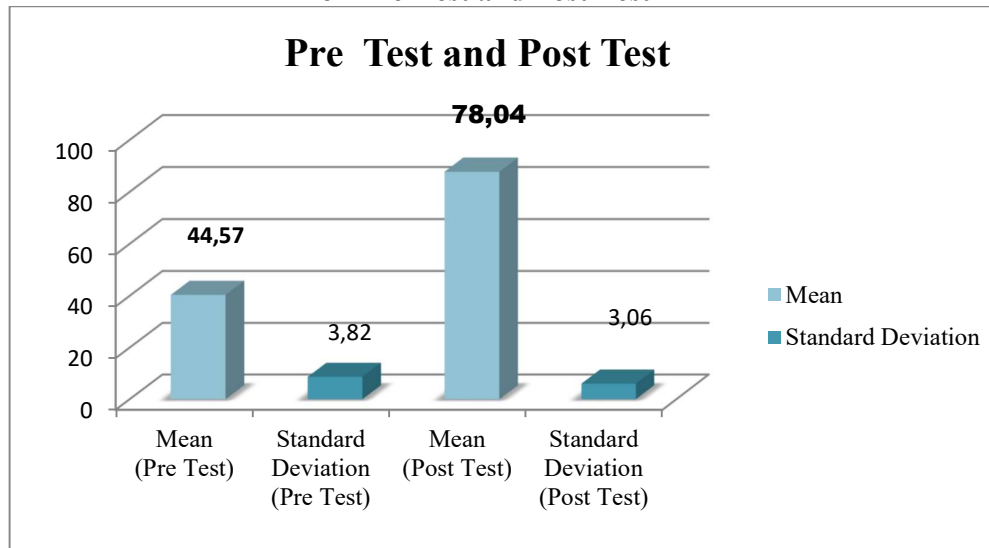


**Table. 4 The Different of Means of Pre-Test and the Post Test**

Coding	N	Mean	Std. Deviation	Std. Error
Students' Score Pre-Test	23	44,57	3,82	0,81
Students' Score Post Test	23	78,04	3,06	0,65

The table showed that the mean score before and after the increasing on transforming learning vocabulary by using of *crossword puzzle* on the students. In pretest, the mean on pre test=44,57, while in post test =78,04. To more clearly, the picture below describes the difference of means Pre Test and Post Test as follow :

**Picture.1 The Score of Mean and Standard Deviation on Pre-Test and Post Test**



The Picture 1 above showed the result of Means on Pre-Test= 44,57 while the result of the standard deviation=3,82. And the result of mean of post test =78,04while the result of the standard deviation = 3,06.

## DISCUSSION

Based on the data described previously, the conclusion can be drawn that teaching vocabulary by using crossword puzzle has given a positive effect, shown from mean from post-test. The mean of post-test which use crossword puzzle is bigger than the mean which use conventional method. This section presents the discussion of data analysis. The results are :

1. The researcher found that the mean of students' score on pre test =44,57 and the standard deviation= 3,82 The highest score = 60 and the lowest score =30.







2. The researcher found that the mean of students' score on post test =78,04 and the standard deviation =3,06. The highest score =85 and the lowest score =65.

The data from pretest and posttest was calculated by using t test, it was found that  $t_{\text{observation}}=3,285$  and finding t-table of level  $\alpha$  5% with  $df= n-1, = 2,074$ . The result showed that. There is achievement on student use of crossword puzzle on the students' in learning vocabulary on the X students' of SMA Negeri 1 Badar.

## CONCLUSION

Based on the data analysis and the discussions, the researcher took the conclusion as follows:

The minimum completeness criteria of English Lesson SMA 1 Negeri 1 Badar =60. The mean score of students test on pre test =44,57. The mean score on posttest improved become = 78,04 and it reached the minimum completeness criteria score. There were 33,47 point the difference between pre test to the post test score. The calculation of data by using t test and found the  $t_{\text{observation}}=3,285$  then compared it with  $t_{\text{table}}=2,074$  of level  $\alpha = 5\%$ . It meant that  $t_{\text{observation}}$  was higher than  $t_{\text{table}} =3,285 > 2,074$ . So, the researcher concluded that there were achievement on student use of crossword puzzle on The Students' in Learning vocabulary on the X students' of SMA Negeri 1 Badar.

1. The progress of 33,47% shows that *crossword puzzle* is effective to improve the students' ability in vocabulary.
2. The use of Crossword Puzzle in the teaching-learning process has some benefit for the students. The students not only learn about how vocabulary but also enjoy the subject.
3. It is suggested the students to motivate themselves to learn english more seriously. They should be encouraged to have more memorize vocabulary because more memorize vocabulary will certainly increase their achievement in practicing other skill. The students could be creative in learning.
4. Finally, it is suggested that further researcher could do better research related to Crossword Puzzle, which can be applied not only for teaching vocabulary but teaching other skill such us speaking and writing.

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