

## INCREASING STUDENTS' VOCABULARY OF X GRADE AT SMA NEGERI 3 TOLITOLI THROUGH CROSSWORD PUZZLE

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### ABSTRACT

This research aimed to find out the use of crossword puzzle to Increasing students' vocabulary. The data were obtained through a pre-test and post-test. The result of this research showed that the X Grade students of SMA Negeri 3 Tolitoli had inadequate score in pre-test with the mean score 56.97. However, after receiving treatments by using Crossword puzzle Method they got high score in post-test: their mean score had increased up to 79.82. The data were analyzed by using t-test and the result showed that the t-test value 19.484 was greater than t-table value 2.037. It meant that there was a significant difference of students' vocabulary before and after the application of it can be concluded that the use of Crossword puzzle could increase students' vocabulary.

**Key words:** Increasing vocabulary of crossword puzzle.

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui penggunaan teka teki silang untuk meningkatkan kosa kata siswa. Data diperoleh melalui pre-test dan post-test. Hasil penelitian menunjukkan bahwa siswa kelas X SMA Negeri 3 Tolitoli memiliki skor yang tidak memadai dalam pre-test dengan skor rata-rata 56,97. Namun, setelah menerima pembelajaran dengan menggunakan metode teka-teki silang mereka mendapat nilai tinggi dalam post-test: skor rata-rata mereka meningkat hingga 79,82. Data dianalisis dengan menggunakan t-test dan hasilnya menunjukkan bahwa nilai t-test 19,484 lebih besar dari nilai t-tabel 2,037. Artinya, ada perbedaan kosa kata siswa yang signifikan sebelum dan sesudah penerapannya dapat disimpulkan bahwa penggunaan teka-teki silang dapat meningkatkan kosa kata siswa.

**Kata kunci:** Meningkatkan kosa kata teka-teki silang.

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### 1. Introduction

Language is very important in human life. It is used by people to communicate one another. Without language, it will be difficult for people to convey their idea to the others. There are many languages, which are used and learned by people in many different places in many different ways.

English is one of the language used by people to interact each other. As one of the international languages, English is used and learned many by people in the world. In Indonesia, English is the first foreign language learned and taught in most school. It starting from the elementary school until university.

Vocabulary is one of the important elements in language, without vocabulary, we cannot communicative effectively. So the first step to learn English is learning vocabulary because it is very prominent in language and always taught in language classes. Therefore, it is very important to learn vocabulary earlier, introduce vocabulary to the student facilities the learners to achieve their skills in English.

Vocabulary is "a list of words with their meaning, response which accompanies a text book in foreign language (Hornby, 1974). Moreover, according to "The Advance Learner's dictionary", "vocabulary is (range of words) know to, or used by a person profession

(Hornby, 1983)". The definition suggest that in order to have a communication or perform a profession, we should have or know a range of words. Vocabulary is a set of words. A vocabulary is as unique to a content area as fingerprints are to a human being (Richard, 1999).

Vocabulary is the content and function words of a language which are learned so thoroughly that they become a part of a child understands speaking. And letter reading and writing those Vocabularies. Moreover, "Vocabulary is the words having meaning when heard or seen even though not produced by the individual himself or communicate with other" (Good, 1959: 642). Vocabulary is the worlds having meaning.

This means to make the students ready and they could gain the main objectives of the teaching. Allen and Corner (1978: 8) suggested the need of technique: " Technique is the implementation that actually takes place in a classroom. It is particular contrivance used to accomplish immediate objectives".

This deals only with the description of the test, and for what purpose. Therefore, to know directly the progress, the vocabulary teaching or the student's achievement, we should test them. According to Heaton (1975), it purpose as intructional, administrative, and guidance functions. To test vocabulary achievement there are some types of test that could be developed: Fill-in and match. the vocabulary test is to determine the student's degree, Heaton (1975: 41) suggest that a first task for researcher (test maker) of the vocabulary test is it to determine the degree to which he wishes to concentrate on testing the student's active or passive vocabulary.

Crossword puzzle are filled of numbered squares, Webster (1990: 310) states that crossword puzzle is a puzzle on which word are filled into a pattern of numbered squares in answer to correspondingly numbered clues and in such away that the words read across and down. According to Zaini (2002), crossword puzzle is one of the active learning for students that can be used as a learning tool without losing the essence of the ongoing study. Case (1994: 5) states that puzzles are useful for language learners because the enjoyment, satisfaction, reflection, and play can focus learners attention on the language in a concentrated but nonstressful way.

*Crossword Puzzle* according to Rinaldi Munir (2005) is a game with tempelate rectangular consisting of squares is colored in black and white, and features two lanes, namely landscape (collection box in the form of one row and multiple columns) and decreases (collection box one column and multiple rows).

The crossword puzzles have variety of ways to apply, According to the Jones (1992), the crossword puzzles can be used in a variety of ways: to teach new vocabulary, to help students to memorize what they already know. So it can be concluded that crossword puzzle is a puzzle on which word corresponding to numbered clues are fitted into a pattern of horizontal and vertical squares to measure somebody's knowledge.

Some puzzle are involve language, According to Case (1994: 5), not all puzzle are involve language. Crossword puzzle can teach in some way, According to Case (1994: 5), the puzzles are designed to be incorporated alongside the practice the student. In the classroom, puzzles can be used in the way students would normally use in written exercises or reading comprehension tasks.

Crossword puzzle can teach in some way, Case (1994: 5) states that puzzles are useful for language learners because the enjoyment, satisfaction, reflection, and play can focus learners attention on the language in a concentrated but nonstressful way. Crossword puzzles is useful for language learning especially in teaching vocabulary because it can be solution in

solving the problem student faced in learning vocabulary. So it can help student in increasing the vocabulary and memorize it.

The advantages of this crossword puzzle that is simpler to be taught, but it can train the accuracy or foresight students in answering questions and sharpen the brain. The disadvantages of crossword puzzle learning methods are any answers to a crossword puzzle letters there are continuous. So students feel confused if they are not able to answer one question, and it will affect the students' answers to the letters pertaining to questions that students could not answer. In addition, this method can only be given at the end of the lesson to be evaluated by the teacher to determine the extent of students' understanding after doing the learning.

The students had problems in learning vocabulary; they found difficulty to understand a word in English. In addition, they were confused when it found a word that was difficult to interpret because it took a long time to seek and find the meaning of the word. Based on the above problems, the researcher was use the crossword puzzle as the media in an effort to increase the students' vocabulary.

The use of media crossword puzzle can help students quickly understand and master the vocabulary that of the crossword puzzle for all the questions that exist in crossword puzzle associated with nouns. Additionally, it can save time students when they fill about crossword puzzle.

The students had to find some answers to questions and directions given by the teacher. Teacher should provide an understanding of the given problem on the crossword puzzle in the learning process. This strategy is expected to increase students' vocabulary.

## **2. Method of the Research**

The researcher employed pre-experimental research design that involved one group pre-test and post-test. The pre-test was conduct before giving treatment. Then the researcher treated the students for several meeting by using crossword puzzle. After conducting several meetings, the students were tested again in post-test to measure the students' increase vocabulary achievement after conducting the treatment. The sample of this research was of X Iis 1 grade students at SMA Negeri 3 Tolitoli, in academic year 2016/2017. It was determined by applying purposive sampling. The total numbers of sample were 33 students.

## **3. Findings and Discussion**

### **3.1 The Result of Pre test**

Pretest was given to know the students' reading comprehension before treatment. Pretest was conducted on March, 15<sup>th</sup> 2017. To know the result of the students score in reading comprehension, it could be seen on the table below:

**Table 1. The Result of Pretest**

NO	NAME	TOTAL SCORE (X)	OBTAIN SCORE	RATE
1	ANB	28	70	Failed
2	APY	21	52	Failed
3	ALS	20	50	Failed
4	ADH	20	50	Failed
5	AHK	20	50	Failed
6	ASG	28	70	Failed
7	DPA	22	55	Failed
8	DJR	20	50	Failed
9	FJD	26	65	Failed
10	FH	21	52	Failed
11	FAM	25	62	Failed
12	FA	23	58	Failed
13	IMS	24	60	Failed
14	MA	20	50	Failed
15	MAQ	24	60	Failed
16	MFF	25	62	Failed
17	MRT	30	75	Failed
18	MAR	23	58	Successful
19	RFK	28	70	Failed
20	RSN	19	48	Failed
21	WI	20	50	Failed
22	ASR	22	55	Failed
23	ARD	24	60	Failed
24	DA	26	65	Failed
25	HRN	21	52	Failed
26	JYT	23	58	Failed
27	MLD	21	52	Failed
28	PAA	25	62	Failed
29	PMR	22	55	Failed
30	RSL	21	52	Failed
31	SWN	20	50	Failed
32	WW	20	50	Failed
33	ZPM	21	52	Failed
<b>AVERAGE SCORE</b>			<b>56.97</b>	

Based on the table above, the researcher found that the most of the students got failed score. Total of the student who got failed score was 32 students and the student who got successful score was 1 students. The researcher concluded that students of X grade at SMA Negeri 3 Tolitoli still had less of vocabulary

### 3.2 The Result of Post tes

Post test was given to know the effect of the treatment, whether the treatment was successful or not. Posttest was conducted on April, 26<sup>th</sup> 2017. To know the result of the students score in vocabulary

**Table 2. The Result of Posttest**

NO	NAME	TOTAL SCORE (X)	OBTAIN SCORE	RATE
1	ANB	34	85	Successful
2	APY	33	82	Successful
3	ALS	29	72	Failed
4	ADH	31	78	Successful
5	AHK	30	75	Successful
6	ASG	33	82	Successful
7	DPA	29	72	Failed
8	DJR	34	85	Successful
9	FJD	31	78	Successful
10	FH	30	75	Successful
11	FAM	35	88	Successful
12	FA	33	82	Successful
13	IMS	35	88	Successful
14	MA	35	88	Successful
15	MAQ	31	78	Successful
16	MFF	35	86	Successful
17	MRT	36	90	Successful
18	MAR	29	72	Failed
19	RFK	34	85	Successful
20	RSN	30	75	Successful
21	WI	28	70	Failed
22	ASR	33	82	Successful
23	ARD	31	78	Successful
24	DA	30	75	Successful
25	HRN	32	80	Successful
26	JYT	32	80	Successful
27	MLD	32	80	Successful
28	PAA	32	80	Successful
29	PMR	32	80	Successful
30	RSL	32	80	Successful

31	SWN	32	80	Successful
32	WW	31	78	Successful
33	ZPM	30	75	Successful
<b>AVERAGE SCORE</b>			<b>79.82</b>	

Based on the table above, the researcher found that the most of the student got success score. Total of the students who got failed score was 4 students. And the student who got successful score was 29 students. The researcher concluded that students' vocabulary in multiple choice and complete sentence of X grade at SMA Negeri 3 Tolitoli could be increased vocabulary through crossword puzzle.

#### 4. Discussion

The researcher discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this research. The discussion is intended to know the students' vocabulary of the ten grade at SMA Negeri 3 Tolitoli through crossword puzzle. The description of the data collected through the objective test shows that crossword puzzle in vocabulary test increase significant. It is also supported by the mean score of the students on pre-test is 56.97 classified as fair classification, and the mean score of students on post-test is 79.82 classified as very good classification, with the different score between pre-test and post-test is 22.85. It indicates that their vocabulary was almost much closer together. The value of t-test is greater than t-table ( $19.484 > 2.037$ ). It means the hypothesis of this research is acceptable. Acceptable means that, the students' vocabulary by crossword puzzle can increase. It means that students' vocabulary got the increased. This implied that crossword puzzle is one of the some effective ways to increasing the students' vocabulary. That crossword puzzle is one of the some effective ways to increasing the students' vocabulary.

#### 5. Conclusion

The conclusion in this chapter is given based on the research finding and discussion. The students' highest score of pre-test is 75 and the lowest score is 48, differences with the pre-test, in the post-test data the students' score was increase where the lowest score is 70 and the highest score is 90. It means that, there is improvement score in post-test data. In addition, between the result pre-test and post-test there are significant differences result, it is caused by the application of crossword puzzle as long the treatment time. It can be conclude that is the students' vocabulary ability can be increase by using crossword puzzle and hypothesis of the research is accepted.

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