

INCREASING STUDENT VOCABULARY BY USING CROSSWORD PUZZLE EIGHT GRADE STUDENTS OF SMP NEGERI 1 GALANG

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ABSTRACT

The objective of the research is to prove whether the use of crossword puzzle is effective to increase students' vocabulary. This pre-experimental study uses 23 students as a sample. They are grade VIII^c of SMP Negeri 1 Galang. The procedure of this research consists of pretest, treatment, and posttest. The result of the analysis shows that crossword puzzle contributes greatly to increase the students' vocabulary. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test is 67.30 while in the post-test increase up to 90.87. The data of this research are analyzed by using SPSS Program version 16.0. Then the data of both tests are analyzed by using T-test, and the result shows that the T-test value 8.502 is high than T-table value 2.074. It can be inferred that crossword puzzle is very effective to increase students' vocabulary.

Keywords: Increasing, Crossword Puzzle, Vocabulary.

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah penggunaan tekateki silang efektif untuk meningkatkan kosakata siswa. Ini adalah pre-experimental desain yang menggunakan 23 siswa sebagai contoh. Mereka adalah kelas VIII^c dari SMP Negeri 1 Galang. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dari analisis menunjukkan bahwa crossword puzzle berkontribusi besar untuk meningkatkan vocabulary siswa. Itu dapat dilihat dari perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 67.03 sedangkan mean skor posttest meningkat menjadi 90.87. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya menunjukkan bawa nilai T-test 8.502 lebih besar dari pada nilai T-table 2.047. dapat disimpulkan bahwa tekateki silang sangat efektif untuk meningkatkan kosa kata siswa.

Kata kunci: meningkatkan, tekateki silang, kosakata

1. Introduction

English has four skills; they are listening, speaking, writing, and reading. Based on KTSP at Junior High School of SMP Negeri 1 galang, The curriculum emphasis that students are able to communicate in English by mastering the whole skills. However, mastering all skills are not easy for Indonesian students should have learned a lot about English vocabulary.

Reading, speaking, writing, and listening skill need a wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. It is fundamentals of a language because vocabulary has significant role in communicating process. The communication is success or not it depends on the accurate vocabulary understanding.

Vocabulary is a basic component in learning English because when students learn English, they must know vocabulary first. Vocabulary is needed to improve four language skills that include listening, speaking, reading and writing. Students who are less in vocabulary, will be difficult in understanding the text, unable to speak English, and difficult to write their own idea. Here, vocabulary is so important because it will carry students in learning process.

Vocabulary consists of words that construct a language. Jackson (2000:11) argues that term vocabulary, lexis and lexicon are synonymous. That refers to the total stocks of words in a language. Along with sets or sets of words, i.e. vocabulary items that have a specific meaning.

Kamil and Hiebert (2005:1) states that words represent complex and, often, multiple meanings. Moreover, she adds that furthermore, these complexes, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts.

Vocabulary is used in contexts. In line with Kamil and Hiebert about contextual use of words, Jackson (2000) cites that we shall consider the vocabulary of English as a package of subsets of words that are used in particular context. These contexts are geographical, social, occupation, and soon. To conclude, vocabulary refers to words and its subsets that become one of crucial aspect in a language construction. It conveys meaning in the language that used in different kinds of context.

Crossword puzzle has been proposed as one of alternatives game in teaching-learning. Dhand (2008 :55) defines a crossword puzzle with sets of squares to be filled in with words/numbers, one letter/ number to each square. Synonyms or definitions of words are given with number corresponding to number in the squares. Letter/ words are fitted into a pattern of numbered squares in answer to clues.

According to Moursund (2007:8) crossword puzzle is a popular game which in every case, the puzzle-solver's goal is to solve particular mentally challenging problem or accomplish a particular mentally challenging task.

In referent from statements above, crossword puzzle is a popular game that has sets of grids to be filled with word or letter. It has become one of alternative game in teaching-learning, including language learning. This game is categorized into challenging game.

Based on the problem above the researcher would like to propose solution to overcome the problem, the solution is crossword puzzle games. This game is believed as an effective way to improve students' vocabulary because it can make the students' memorizing vocabularies easily, this game also can make the students more relax in learning.

Based on the explanation above the researcher would like to carried out a investigation to increase student vocabulary by game crossword puzzle the Eight grade of SMP Negeri 1 Galang.

2. Method of the Research

2.1 Research Design

The design of this research is Pre-experimental research in more specific it belongs to one group pre-test and post-test design. Experimental research is research that was carried to investigate the effect of one variable to another variable in this research were two variables, they were depended variable and independent variable. The depended variable was the student vocabulary and independent variable was Crossword Puzzle.

In conducting the research, the researcher used pre-experimental research design. It means that was only class. It was the VIII grade students of SMP Negeri 1 Galang.

3. Findings and Discussion

3.1 Findings Research

In this chapter the researcher analyzed the data of the research by using statistical analysis. The researcher used statistic analysis to analyze the result of the main idea from the pre-test and post-test.

3.1.1 The Result of Pre-Test

The Researcher gave a pretest to students on April 17th, 2017. This is done before providing treatment to them. It is very important to measure students' skills in vocabulary. Pretest results are presented in the following table

Table 3.1 The Result of Pretest

No	student name	test items		maximum score	total score	classification	criteria
		multiple choice	matching test				
1	HDR	12	18	50	60	very poor	Failed
2	ARF	7	13	50	40	very poor	Failed
3	IRF	16	18	50	68	poor	Failed
4	MMD	17	18	50	70	poor	Failed
5	DKW	21	18	50	78	good	Successful
6	PRD	11	18	50	58	very poor	Failed
7	MDF	12	18	50	60	very poor	Failed
8	DWY	14	18	50	64	very poor	Failed
9	ADR	13	18	50	62	very poor	Failed
10	NRR	15	20	50	70	poor	Failed
11	SRI	24	20	50	88	very good	Successful
12	FLS	25	20	50	90	very good	Successful
13	SLF	15	20	50	70	poor	Failed
14	MDM	14	20	50	68	poor	Failed
15	WDW	18	20	50	76	good	Successful
16	JMT	19	20	50	78	good	Successful
17	USF	14	20	50	68	poor	Failed
18	RFL	14	20	50	68	poor	Failed
19	INT	8	12	50	40	very poor	Failed
20	MTE	15	9	50	48	very poor	Failed
21	ANS	14	20	50	68	poor	Failed
22	WWK	16	18	50	68	poor	Failed
23	NPW	24	20	50	88	very good	Successful
		358	416		1548		

The table above shows that there were 3 out of 23 students (13%) got very good score, 3 out of 23 students (13%) got good score, 9 out of 23 students (39%) got poor score and 8 out of 23 students (35%) got very poor.

3.1.2 The Result of Posttest

The researcher administered post-test to the students on may 06th it was conducted after giving treatment to the students that presented in the following table :

Table 3.3 students' score in posttest class VIII^c

no	students' name	test items		maximum score	total score	classification	criteria
		multiple choice	matching Test				
1	HDR	27	20	50	94	very good	Successful
2	ARF	21	18	50	78	good	Successful
3	IRF	21	18	50	78	good	Successful
4	MMD	29	20	50	98	excellent	Successful
5	DKW	20	19	50	78	good	Successful
6	PRD	28	20	50	96	excellent	Successful
7	MDF	24	20	50	88	very good	Successful
8	DWY	27	20	50	94	very good	Successful
9	ADR	24	20	50	88	very good	Successful
10	NRR	20	20	50	80	good	Successful
11	SRI	28	20	50	96	excellent	Successful
12	FLS	27	20	50	94	very good	Successful
13	SLF	20	20	50	80	good	Successful
14	MDM	28	20	50	96	excellent	Successful
15	WDW	27	20	50	94	very good	Successful
16	JMT	28	20	50	96	excellent	Successful
17	USF	27	20	50	94	very good	Successful
18	RFL	28	20	50	96	excellent	Successful
19	INT	26	20	50	92	very good	Successful
20	MTE	26	20	50	92	very good	Successful
21	ANS	28	20	50	96	excellent	Successful
22	WWK	27	20	50	94	very good	Successful
23	NPW	29	20	50	98	excellent	Successful
SUM		590	455		2090		

Based on the table before, it was found that there were 23 out 8 students (35%) got score in range of interval 95-100, 10 out 23 students (43%) got score in range of interval 86- 94, 5 out 23 students (22%) got score in range of interval 66-74.

4. Research Discussions

In this part, 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 whether using crossword puzzle increasing students' vocabulary of the eight grade at SMP Negeri 1 Galang or not.

After establishing the data analysis, it shows that the mean score of students in pretest is 67.30. It indicates that students' ability of vocabulary was relatively low. And the second step of this research, the researcher conducted the treatment. It was done three times of treatment. The researcher taught the students by using crossword puzzle. This technique was applied in order to train the students to increase their vocabulary. At the beginning of the treatment, the researcher explained to the students about vocabulary and the instructed the students to read the question and answer the questions independently.

In the next meeting, the researcher review about the text to the students and the researcher help them when they got difficulties in understanding the text question. After that the researcher gave to them crossword puzzle and guided them while they did the exercises.

At the end of the meeting the researcher gave the students post-test in order to know the increasing the vocabulary. The students were easy to answer the question because they already understand well how to answer the question of the crossword puzzle. After conducted post-test, the researcher calculated and processed their scores. Based on the result was presented previously the mean score of post-test was 90,87. The students score in post-test was better than pre-test. It proved that the treatment through crossword puzzle was effective to increase students' vocabulary.

5. Conclusions

Crossword puzzle is effective to Increase students' vocabulary of the eight grade of SMP Negeri 1 Galang in academic year of 2016/2017. It was proved by the obtained score of t-test (t-count). The t-test (t-count) showed that t-score 8.502 was higher than t-table 2.074.

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