

EFL Education Journal

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The Effect of Using Crossword Puzzle on the Eighth Grade Students' Vocabulary Achievement at MTs Kebunrejo Banyuwangi

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Abstract: This research was an experimental research. It was intended to know the significant effect of using Crossword Puzzle on vocabulary achievement of the eighth grade students of MTs Kebunrejo Banyuwangi. The design of this research was experimental research using Post-test only control group design. The treatment was given to the Experimental group that was taught vocabulary by using Crossword Puzzles. The primary data of this research were obtained from the students' scores of vocabulary test. The data were analyzed by using t-test formula. The result indicated that the value of t-test was 3.58, while the t-table with significant level 5% and degree of freedom (Df) 82 was 1.98. The value of t-test was 3.58 and it was higher than 1.98 ($3.58 > 1.98$). It means that the null hypothesis (H₀) was rejected while the alternative hypothesis (H₁) was accepted. In conclusion, there was a significant effect of using Crossword Puzzle on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi.

Keywords: Experimental Research, Crossword Puzzle, Vocabulary Achievement

Language has an important role in education. In educational institutions from the elementary level until university level, the students learn some languages. One of the languages that is learnt by the students is English. Since English is an International language, it is very useful for the students to communicate with other people from other countries. Besides, English is also used in many aspects of life such as, technology, culture, and arts. By mastering English, the students will have more chance to get jobs in the future. Based on the reasons above, the students are expected to master English well. There are four language skills that should be mastered by the students, namely listening, speaking, reading, and

writing, and the language components, such as grammar, vocabulary, and pronunciation. To support the language skills, it is very important for the students to learn vocabulary, since it will help the students learn English easily.

Vocabulary is the knowledge of meanings of words (Hiebert and Kamil: 2005:3). It means that learning a vocabulary is also learning about its meaning. Without understanding the meaning of words, the students will be difficult to use the language. They will not be able to understand about the language in the spoken or written form. According to Walkins, in Thornbury (2007:13), without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It means that, it is impossible to learn a language without vocabulary because the language itself consists of vocabulary.

Before conducting the research, a preliminary study was done by interviewing the English teacher of MTs Kebunrejo Banyuwangi in August 2014. Based on the result of interview, the teacher said that vocabulary was taught integrated with the other language skills, such as listening, speaking, reading, and writing. She also said that the students still have some difficulties in learning vocabulary. Many students still have some difficulties in learning vocabulary. Most of the students faced some difficulties in memorizing the words, understanding the meanings of the words, and understanding the teacher's instructions. Those difficulties make the students difficult to enlarge their vocabulary. The students also often feel bored to follow the teaching learning process. Based on the condition above, the researcher suggested to the English teacher to make the classroom more interesting by using some more attractive techniques to teach the vocabulary.

One of the techniques that can be used by the teacher to solve those problems is by using a game. Ersoz (2000:1) states that games are highly motivating because they are amusing and interesting. By using a game, the students can involve into many activities which are useful for the teaching learning process. There are lots of games that can be used in the teaching learning process, especially in teaching vocabulary. Useful games are those that encourage learners to recall words and, preferably, at speed (Thornbury, 2007:102).

According to Gilbert et al. (2011:178) there are many kinds of game which can be used in teaching vocabulary and one of them is Crossword Puzzle. Karim and Hasbullah (1986:2.36) state that with Crossword Puzzle, students are trained to think and look for the relationship with their knowledge to fill in the Crossword Puzzle. Those statements affirm that Crossword Puzzle is one kind of game that can be used in teaching and learning vocabulary. By using Crossword Puzzle, the students will be more interested in learning the vocabulary and also can learn many new vocabularies from the clues of the Crossword Puzzle and the words asked in the clues of the Crossword Puzzle.

Some previous research findings on the use of Crossword Puzzle were conducted by some researchers. One of them was an experimental research which the findings proved that there was a significant effect of using Crossword Puzzle on the tenth year students' vocabulary achievement of SMAN Tempeh Lumajang. Another research also proved that there was a significant effect of using Crossword Puzzle on the tenth year students' vocabulary achievement at SLTPN 6 Jember. From the results of the previous researches above, it can be concluded that there was a significant effect of using Crossword Puzzle on the students' vocabulary achievement.

Based on the reasons above, the writer would investigate the effect of implementing Crossword Puzzle on the eighth grade students' vocabulary achievement in MTs Kebunrejo Banyuwangi.

Research Method

This research was a quasi experimental research. Creswell (2012:295), states that in an experimental research, a researcher tests an idea or procedure to determine whether or not it gives a significant effect to the dependent variable. The objective of this research was to know whether or not there was a significant effect of using Crossword Puzzle on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi.

The area of this research was MTs Kebunrejo Banyuwangi. This school was chosen purposively because the use of Crossword Puzzle had never been applied in teaching learning process this school. The population of this research was the eighth grade students of MTs Kebunrejo Banyuwangi in the 2014/2015 academic year. The research respondents of this research were chosen by considering the results of the homogeneity test. As the results of homogeneity test showed that the population was homogeneous, the two classes were chosen by using cluster random sampling by lottery. The experimental class (VIII D) was given a treatment that was taught vocabulary by using Crossword Puzzle, while the control class was taught using question and answer technique.

The data of this research were collected from students' scores of vocabulary test, interview, and documentation. The vocabulary achievement test was collected from the post test score. Then, it was analyzed statistically by using t-test

formula to find the significant difference between the experimental and the control group.

The activities of the research used the following procedures: firstly, the researcher conducting a preliminary study by interviewing the English teacher of the eighth grade students of MTs Kebunrejo Banyuwangi to get the supporting data; then, the researcher administering the homogeneity test to see the homogeneity of the population; selecting the experimental group and the control group; doing the treatment to the experimental group (teaching the experimental group using Crossword Puzzle) and teaching the control group by using question and answer technique; then giving the try out test to the other class which was not included in experimental group and control group; the next step was administering the post-test; and the last was analyzing the results of the test.

Research results

The post test was done to both groups, the experimental group and the control group. The test was administered on December 4th, 2014 after the groups were taught twice by using different treatment. The scores of post test were used to investigate the significant difference between the experimental group and the control group. The post test consisted of 40 test items in the form of multiple choice. The results of post test were analyzed statistically by using independent sample t-test formula to know whether the mean difference between the experimental and the control groups was significance or not.

From the calculation of the post test score, it was found that the value of t was 3.582. Then, it was consulted to the t-table of 5% level and $Df=82$. The value of t-table of 5% with $Df=81$ was 1.989. The value of t-test was higher than the

value of t-table ($3.582 > 1.989$). it means that the null hypothesis (H_0) which says: "there is no significant effect of using Crossword Puzzle on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi" was rejected. On the other hand, the alternative hypothesis (H_a) which says: "there is a significant effect of using Crossword Puzzle on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi" was accepted. From the explanation above, it could be stated that there was a significant effect of using Crossword Puzzle on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi.

Discussion

From the result of this research it was known that Crossword Puzzle is one of the effective ways to teach English vocabulary to the students. The result of this research showed that the experimental group which was taught by using Crossword Puzzle got better result than the control group which was not taught by using Crossword puzzle. It could be seen from the mean score of the post test which showed that the experimental group got higher mean score than the control group ($87.89 > 83.09$). Moreover, the result of the data analysis of the post test showed that the value of the t-test was 3.58 and it was higher than 1.98. It means that there was a significant effect of using Crossword Puzzle on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi.

The result of this research was in line with the experts' opinions. Karim and Hasbullah (1986:2.34) state that Crossword Puzzle can be used in the vocabulary teaching learning process to make the students more interested and motivated to learn English and the students may feel more relax in following the lesson. Furthermore, Karim and Hasbullah (1986:2.34) also state that by using

Crossword Puzzle the students are trained to think unconsciously and relate the words with their knowledge to fill in the Crossword Puzzle. Therefore, the students feel more relax in following the teaching learning process. On the other words, it could be said that Crossword Puzzle helps the students easier in learning English because the students are practiced to think and memorize the words indirectly which can make the students get better vocabulary achievement. The treatment of this research was done in two meetings. The researcher done the teaching learning process in two meetings in order to ensure whether there was an effect of using Crossword Puzzle or not. In the first meeting, the students were taught how to fill in the Crossword Puzzle based on the text given. Then, the students were asked to do the exercises in the form of Crossword puzzle.

In doing the exercises, the students seemed still have some difficulties in filling the Crossword Puzzle because it was the first time Crossword Puzzle applied in the teaching learning process in that school. In the second meeting, the researcher also asked the students to do the exercises like in the first meeting but different material. In this meeting the students could finish the Crossword Puzzle by themselves and looked enjoy in doing the Crossword Puzzle. In other words, crossword puzzle had significant effect on the students' vocabulary achievement at MTs Kebunrejo Banyuwangi.

Conclusion

Based on the research results, crossword puzzle had significant effect on the students' vocabulary achievement at MTs Kebunrejo Banyuwangi. Therefore, the English teacher at the school should consider using crossword puzzle when English vocabularies. By using crossword puzzle, the students studying English

at the school might be motivated to participate in the teaching and learning process and they might as well increase their vocabulary.

The future researcher should also consider crossword puzzle to conduct further research by for example using classroom action research design in order to improve the students' vocabulary achievement.

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