

THE EFFECT OF USING CROSSWORD PUZZLE ON VOCABULARY ACHIEVEMENT OF THE EIGHTH YEAR STUDENTS AT SMP NEGERI 5 JEMBER

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Abstract : *This Research was intended to know the significant effect of using Crossword puzzle on vocabulary achievement of the eighth year students of SMP Negeri 5 Jember. The research design was Pre -experimental research with Nonequivalent-Group Post-test Only Design. The students' scores of Vocabulary Achievement were analyzed by applying t-test formula the result indicated that the value of t-test was 2.54, while the t-table with the significant level 5% and degree of freedom (Df) 72 was 1,67. The value of t-test was 2,54 and it was higher than 1.67 (2.54 >1.67). In conclusion, the null hypothesis (H0) was rejected while the alternate hypothesis (H1) was accepted. In conclusion, there was a significant effect of using Crossword Puzzle on Vocabulary achievement of the students at SMP Negeri 5 Jember.*

Key Words : *Crossword Puzzle, Vocabulary Achievement*

INTRODUCTION

English as an international language plays an important role in international community. The language is not only used in communication but also used in transferring information. Considering that English is the language of international communication, the students have to master English well both in oral and written forms. the objective of teaching English is to develop English communicative competence in the four language skills namely; listening, speaking, reading and writing. In addition to these, students should also be able to master the language components. They are structure, pronunciation, and vocabulary. Thus, to support the four skills above, we need vocabulary. Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words.

Rahmadi (1990:1) states that students still have problems with the four language skills due to lack of vocabulary achievement. It is difficult for them to develop their vocabulary because the students sometimes forget with the vocabulary materials that the teacher has explained. Occasionally, in teaching learning process, the students feel afraid of following the teaching learning process of English because they do not understand about the meaning of English words in English. To avoid that condition and to motivate the students in learning English, the teacher can use teaching aids to give

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