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The Effect of Using Crossword Puzzle on Vocabulary Achievement of the Eighth Grade Students at SMP Negeri 6 Bondowoso

Abstract

This research was conducted to know whether or not there was a significant effect of using Crossword Puzzle on vocabulary achievement of the eighth grade students at SMPN 6 Bondowoso. The total number of the population was 147 students. Based on the homogeneity test result, the researcher chose the experimental group and control group by lottery, because the result of the test was homogeneous. Class VIII E was the experimental group and class VIII C was the control group. The experimental group with the mean score of 71.07 and the control group with mean score 58.83. The experimental group consisted of 28 students who were taught by using Crossword Puzzle, while control group consisted of 30 students who were taught by using lecturing technique or without using Crossword Puzzle. The primary data of this research were gained from the students' vocabulary achievement test. The supporting data were gained from the interview with the English teacher and from documentation. The primary data were analyzed by using Independent sample t-test. Based on the calculation, the value of t-computation was 6.16 while the t-table was 1.67 with degree of freedom 56 on the 5% significant level. It means that the value of t-computation was higher than value of t-table ($6.16 > 1.67$) which means that the null hypothesis (H_0) formulated: "there is no significant effect of using crossword puzzle on the eighth grade students' vocabulary achievement at SMP Negeri 6 Bondowoso in the 2013/2014 academic year" was rejected, thus the alternative hypothesis: "there is significant effect of using crossword puzzle

on the eighth grade students' vocabulary achievement at SMP Negeri 6 Bondowoso in the 2013/2014 academic year" was accepted. Based on the result of this research, the teacher is expected to use and apply crossword puzzle as the teaching media especially in teaching vocabulary to make students interested and motivated in learning English. Besides, the students are suggested to use crossword puzzle not only in school but also at home to develop their vocabulary achievement, because studying vocabulary by using Crossword Puzzle is interesting, motivating, and challenging the students to check the meaning of the words. Moreover, the future researchers are also suggested to conduct a research further with a similar problem but using different research design or research subjects to improve the students' vocabulary achievement.

Keywords: Vocabulary achievement, Crossword puzzle.

Introduction

English as an international language has an important role in many aspects of life. It means that people throughout the world do not only use English to communicate but also to interact, and to transfer informations to other people. Therefore, it is regarded as a compulsory subject which is taught in Junior High School until University level.

There are four language skills that must be mastered by the students in learning English. They are listening, reading, speaking, and writing. Besides, there are three language components; vocabulary,

grammar, and pronunciation. Vocabulary is the basic thing in the language learning. In fact, lack of vocabulary will make the students difficult in mastering the language. Vocabulary plays an important role in learning English because it gives input for the students in mastering the new language. Through vocabulary, students will be able to get much information that can enrich and improve their knowledge.

Vocabulary is the basic thing in the language learning. We cannot understand written or oral language without knowing the meaning of the words. Vocabulary helps the reader and listener understand both spoken and written form. Moreover, lack of vocabulary will make the students difficult to master the language. In other words, the teacher must have an interesting technique or media in teaching vocabulary. One of the media that can be used is puzzle. Puzzle can be taught by the teacher in vocabulary to support the English teaching learning process. Crossword Puzzle is one of the puzzles that can be used by the teacher to arouse the students' interest to study English especially vocabulary.

Then it can be concluded that the students' vocabulary achievement is the students' ability in mastering the collection of words recognized and understood with successful effort. In this research, the students' vocabulary achievement was measured by using the vocabulary test that covers nouns, verbs, adjectives and adverbs. It can be seen from their vocabulary test score. This research used Crossword Puzzle. As stated by Karim and Hasbullah (1986:36) an interesting technique in teaching language is Crossword Puzzle. Therefore, in this research the researcher applied Crossword Puzzles in the teaching of vocabulary.

The researcher used both of the Crossword Puzzles by using the clues in the form of pictures and the Crossword Puzzles by using the clues in the form of phrases or sentences. The first is used as introduction to make the students' interested in the teaching learning process of vocabulary while the second one is used as the main activities and in the vocabulary test to make it is easier to construct and more appropriate for teaching vocabulary in the teaching learning process to the respondents in the research.

Research Method

A research design is needed before conducting the research. In this research, the researcher used quasi experimental research because the researcher wanted to know whether or not there was any effect of using Crossword puzzle on vocabulary achievement on the eighth grade students at SMP N 6 Bondowoso in the 2013/2014 academic year.

This research was conducted at SMP Negeri 6 Bondowoso. This area was determined purposively based on a certain reason (McMillan, 1992:76). The research area took purposively by considering three reasons. The first was that Crossword Puzzle had never been applied by the teacher in teaching vocabulary at this school. The second was that the research about the use of Crossword Puzzle in teaching vocabulary had never been conducted at this school. The third reason was the possibility in conducting the research in this school because of the permission from the school Principal and from the English teacher. The population of this research was the eighth grade students at SMP N 6 Bondowoso in the 2013/2014 academic year. The eighth grade students consisted of five classes, in which each class consisted of 30 students. So, there were 147 students of the eighth grade of SMP Negeri 6 Bondowoso in the 2013/2014 academic year.

This research used two classes. The first group was the experimental group and the second group was the control group (Bieger and Gerlach, 1996: 53). The experimental group receives a treatment of some sort (such as a new textbook or different method of teaching), while the control group receives no such treatment. In this research, the experimental group was taught by using Crossword Puzzle, while the control group was taught by using lecturing technique as what the teacher usually used. Both groups received the same material and tasks.

The respondent was chosen by using cluster random sampling. Before taking the sample, the researcher conducted homogeneity test to the population. The result of homogeneity test was analyzed by using ANOVA formula. If the result of the homogeneity test is greater than 0.05, it means that the population is homogenous. So the researcher chose the two classes from the population randomly by using lottery. If the result of homogeneity test is less than 0.05, it means that the population is

heterogeneous. So the researcher chose two classes that had the same or the closest mean difference.

Discussion

Based on the data analysis of the students' scores of post test, it was known that the value of t-test was 6.16 and it was higher than 1.67. It means that Crossword Puzzle had a significant effect on vocabulary achievement of the eighth grade students at SMPN 6 Bondowoso in the 2013/2014 academic year. In other words, the experimental group that was taught Vocabulary by using Crossword Puzzle got better achievement than the control group that was taught Vocabulary by using lecturing technique.

The result of this research was in line with the experts' opinions such as Karim and Hasbullah (1986:36) state that one of the interesting techniques in teaching language is Crossword Puzzle. This means that Crossword Puzzle can be used to sustain students' interest and make the students feel relax.

The construction technique in Crossword Puzzle consists of arranging the words so that they form a word either horizontally or vertically. Considering the opinion above, it can be concluded that Crossword Puzzle can be used by the teachers to arouse the students' interest and motivation in learning English vocabulary.

Jones (2007:1) states the advantages of Crossword Puzzle solving involves several useful skills including vocabulary, reasoning, spelling and word attack skills. In vocabulary teaching, Crossword Puzzle is very useful to help students learn new words. Crossword Puzzle can be used in teaching learning process to increase students' interest and motivation in learning English and make the students feel more relax (Karim and Hasbullah, 1986:2.34). In short, Crossword Puzzle can make the students practice to think and study English words and memorize words indirectly which resulting in their vocabulary improvement.

In this research, teaching vocabulary was taught by using Crossword Puzzle in the form of picture and Crossword Puzzle by using clues in the form phrases and sentence for the experimental class

and the control class was taught by lecturing method. The materials that were taught recount text with the theme of holiday and football, in the first meeting there was a problem. The problem was the students still got confused with the Crossword Puzzle. The students did not understand about the procedure how to fill the puzzle by using clues in the form of phrases or sentences given by the teacher. So the students often asked to their friends. In the second meeting there was no problem, because the students had understood about the procedure to fill Crossword Puzzle. Thus the students did not ask to their friends and the students did the Crossword Puzzle by themselves.

The result of this research was also in line with that of Rahmawati (2004) who did the experimental research focusing on the use of Crossword Puzzle. She found that Crossword Puzzle gave a significant effect on the eighth grade students' vocabulary achievement at SMPN 6 Jember in the 2007/2008 academic year with the degree of relative effectiveness was 6.16. Therefore it was prove that Crossword Puzzle was more effective technique that can be used in teaching learning activity, especially in teaching vocabulary. It was compared to another previous research findings were disclosed from a research conducted by Damai (2006) which proved that the use of Crossword Puzzle could improve the vocabulary achievement of the eighth year students at SMPN 2 Tegalsari Banyuwangi in the 2010/2011 academic year it was prove by the increasing 4.18 point from the first circle implementation of the treatment. In brief, there was an increse of point from the first implementation to second implementation. There was evidence that the use of media was useful in teaching vocabulary because it raised the students' vocabulary achievement.

Based on the explanation above, the results of this research when compared with the research result of Rahmawati who has used the same treatment and respondents, this the research result is lower than the research result of Rahmawati, because the students achievement was low and the students were lazy to use dictionary.

The treatment of this research was done in two meetings. In the first meeting the students experienced difficulties in filling the Crossword Puzzle. It was shown when the students filled the

Crossword Puzzle they still asked their friends. On the other hand, in the second meeting the students could answer the Crossword Puzzle by themselves. It can be concluded that using Crossword Puzzle could increase learning motivation, and reduced learning anxiety. In addition, learning vocabulary through Crossword Puzzle involves several useful skills including vocabulary. In the classroom Crossword Puzzle is associated with recreation and it is less intimidating for the students as review tools. It can be concluded the Crossword Puzzle can be used as a computation tool between the students provide the students with challenge will keep their enthusiasm and make them motivated to completely finish the Crossword Puzzle quickly because every student wants to be the winner.

From the above explanations, it could be stated that Crossword Puzzle had significant effect on learning English, especially it is effective on developing the students' vocabulary achievement. Finally, it could be concluded that there was a significant effect of using Crossword Puzzle on vocabulary achievement of the eighth grade students at SMP N 6 Bondowoso.

Conclusion and Suggestion

The result of the data analysis showed that the value of t-test was 6.16 and it was higher than 1.67. Therefore, it can be concluded that there was a significant effect of using Crossword Puzzle on Vocabulary Achievement of the Eight Grade Students at SMP N 6 Bondowoso in the 2013/2014 academic year. It means that the experimental group that was taught by using Crossword puzzle got better vocabulary achievement than the control group that was taught by using Lecturing method.

Since the use of Crossword puzzle gave a significant effect on the students' vocabulary achievement, this media can be used as media in teaching English especially teaching vocabulary. However, some suggestions are proposed to the following people.

It is suggested to the English teachers of SMP N 6 Bondowoso to apply Crossword Puzzle in teaching learning process. Especially in teaching vocabulary. Crossword Puzzle might be implemented in the classroom activity by using the interesting clues, such as pictures and colors, so that the students

will be motivated to join and participate in the activity because they are interested in our lesson. The students are expected to be motivated in the teaching learning process because Crossword puzzle can motivate them in learning vocabulary. The researcher hopes that the result of this research useful for other researchers as a reference to conduct a further research with a similar topic with different research designs or on different skills or components, such as a classroom action research to improve the students' vocabulary achievement by using Crossword Puzzle.

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