

The Use of Crossword Puzzle to Improve Vocabulary Mastery of the Second Grade Students of SMPN Neonbat

Silfester Sina¹, Maria Wihelmina Wisrance², Anselmus Sahan³

Email: sinasilfester@gmail.com
Universitas Timor, Nusa Tenggara Timur

ARTICLE INFO

Article history:

Received: 15/03/2023

Revised: 29/03/2023

Accepted: 17/04/2023

Available online: 30/04/2023

Keywords:

Crossword puzzle,
Improve,
Mastery,
Vocabulary.

ABSTRACT

This study is entitled "The Use Of Crossword Puzzle To Improve Vocabulary Mastery" of The Second Grade Students of SMPN Neonbat In The School Year 2021/2022. It aimed at finding out this answer the following questions: (1) Does crosswords puzzle improve students' vocabulary mastery, and (2) To what level does the crosswords puzzle improve students' vocabulary. This study was conducted at SMPN Neonbat. The method used in this study was pre-experimental with one group pre-test post-test design. The 27 students were the sample of this study. The results showed that crossword puzzle improved students' vocabulary mastery. It is proved by the improvement of the pre-test mean score 71.86 to post-test mean score 79.26 the percentage improving was 27.41%. Thus, the hypotheses that the use of crossword puzzle enhances students vocabulary mastery is accepted. Based on the result of this study, the writer suggests that 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 and more importantly to improve students vocabulary mastery.

© 2022 L'Geneus. All rights reserved.

1. Introduction

Vocabulary is an important element in learning English; it is the first step for the students' if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. Vocabulary is crucial need for supporting learners to master English language. The students need to continuously learn words as they learn structure and as they practice the sound system. They are demanded to have good vocabulary knowledge as it is the core of communication, learning, and thinking. If language structure makes up the skeleton of language, then vocabulary provides the vital organs and the flesh. Thus, without any sufficient vocabulary, students will have difficulties in learning a language.

According to Webster in Tino (2011) crossword puzzle is an arrangement of numbered squares to be filled in with words, in where a letter is to each square so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically, and numbered synonyms and definitions are given as clues for the words.

Njoroge, Ndung'u and Ganthigia (2013: 313-321) define that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary. Then, crossword puzzle is a suitable game used to help students to master vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary.

Considering the importance of vocabulary, a teacher needs to propose a good method and technique in teaching it. The students should feel interested and enjoy its teaching and learning process. A conventional teaching of vocabulary (without media) will make the students feel

bored. To solve this problem, there are many techniques which can be used to improve vocabulary mastery. One of them is crossword puzzle.

Further, some experiences the researcher has faced on the teaching program he was engaged to, some students in junior high school have less vocabulary. Sometimes they don't understand what their teachers say. This situation made them difficult to communicate one to another. This fact trigger the researcher to conduct a research on "the use of crossword puzzle to improve vocabulary mastery" of the second grade of Students of SMP Negeri Neonbat to see whether or not it can improve the students' vocabulary mastery.

There are a lot of researchers that deal with teaching vocabulary as follow:

Yunita (2013) conducted a research entitled "The implementation of Using Crossword Puzzle Game To Increase Students' Vocabulary Of The Fourth Grade Students Of SD Negeri Bapangsari The Academic Year 2013". This research investigated whether or not Crossword Puzzle can increase students' vocabulary mastery. The research instruments in this research were observation, tests, and interview. He employed a pre-expermental design. After applying crossword puzzle, the researcher found that there were good responses from the students and they were more enthusiastic in studying English and it can also help the students to increase their vocabulary.

Rusnawan (2018) conducted study about "Using crossword puzzle to increase students' vocabularies for writing skill in descriptive text for the second grades at SMP Negeri 5Pasuruan". This study purpose to know using media puzzle improve the students writing descriptive text. The result of this study showed that using crossword puzzle can improve the students' writing skill in teaching learning english.

Putri (2015) conducted a study on Using Crossword Puzzle to Enhance Students' Vocabulary (An Experimental Study at the Second Year Students of SMP Negeri 20 Makassar). This study was conducted to find out whether or not Crossword Puzzle can improve students' vocabulary mastery. The result showed that Crossword Puzzle can enhance the students' vocabulary mastery.

The above previous studies show that, crossword puzzle can improve students' vocabulary mastery. Thus, by conducting this research, the researcher hopes, crossword puzzle and also improve the second grades students' vocabulary mastery of SMPN Neonbat.

According to Adger (2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how the learn words and the relationship between words, phrases, categories of words and phrases. Widaningsih (2009) said that Vocabulary is of primary importance to language teaching and learning because it plays a pivotal role in molding the four language skills: reading, writing, speaking and listening.

Cummins (1999) in Herrel (2004) states that there are different types of vocabulary, that are (1) reading vocabulary, this refers to all the words an individual can recognize when reading a text, (2) listening vocabulary, it refers to all the words an individual can recognize when listening to speech, (3) writing vocabulary, this includes all the words an individual can employ in writing, (4) Speaking vocabulary; this refers to all the words an individual can use in speech. So, based on types of vocabulary above, the researcher conclude that vocabulary as a fundamental of being learning language as an independent and successfully writer and reader; and is compresses of the words that are understands when read or hear. The researcher will be focused on reading vocabulary to enhancement their vocabulary mastery.

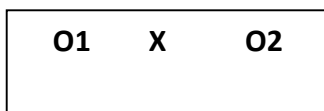
Hadfield, (2004:89) Crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts because the need to spell items correctly to complete the puzzle, students will be able too to use the words correctly because they connect facts as the puzzle clue to the words which have to be known the spelling. Clearly, it is to the learners'

advantage to be exposed to a variety of classroom techniques so that interest is asserted. It is evident from our experience as EFL learners that the more words students exposed to, crossword puzzle is words have to be guessed from clues and written in spaces in a grid and a crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares. It is the funny way learning a language in using crosswords puzzle games that improve the knowledge of learners during the process is running.

2. Methods

This study will apply pre-experimental method with one group pre-test – post-test design. Pre-experimental design is the only method of the research that can truly test hypotheses concerning cause and effect relationships. And then, experimental researchers test and idea (or practice or procedure) to determine its effect on an outcome. (Gay 1992:298) That describes a project in which data are collected from the treatment group taking pre-test and post-test. Then, the researcher compares before-treatment score to after-treatment score.

1. The one group pre-test – post-test is represented in the following diagram:



2. Classifying the students’ raw score into five levels as follows:

Score 91 – 100 : Very Good

Score 76 – 90 : Good

Score 61 – 75 : Fair

Score 51 – 60 : Poor

Score less than 50 : Very Poor (Depdikbud, 1981)

3. Finding the information percentage of the students improvement in vocabulary. The formula as follows:

$$\% = \frac{x2 - x1}{x1} \times 100$$

Where:

% = the percentage of improvement

X2 = the total score of Post-test

X1 = the total score of Pre-test (Gay, 1981)

3. Result and Discussion

To find out the pre-test and post-test were administered to answer the research questions, the researcher administered tests which given twice such as pre-test and post-test. Both scores of pre-test and post-test were compared to see whether or not there was significant difference of the achievement of the students before and after giving the treatment by using crossword puzzle to improve vocabulary mastery.

The results of the test are presented in the following tables:

Table 1. Students' Pre-Test and Post-Test scores

No	Initial	Pre-test	Post-test	Mean score
1	AB	75	80	77,7
2	AM	72,5	80	76,25
3	AP	67,5	75	71,25
4	AA	67,5	77,5	72,5
5	AN	77,5	87,5	82,5
6	AU	80	90	85
7	CM	77,5	77,5	77,5
8	CL	65	75	70
9	DB	70	72,5	71,25
10	DD	75	80	77,5
11	EM	77,5	85	81,25
12	EZM	70	77,5	73,75
13	IAK	75	77,5	76,25
14	IK	32,5	47,5	40
15	JL	70	75	72,5
16	KU	70	80	75
17	LP	80	85	82,5
18	ML	80	87,5	83,75
19	MS	77,5	82,5	80
20	MA	80	90	85
21	MK	75	80	77,5
22	PM	65	77,5	71,25
23	RA	80	90	85
24	RTL	65	72,5	68,75
25	STK	62,5	70	66,25
26	YF	75	82,5	80,25
27	ZM	77,5	85	81,25
	Total	1.940	2.140	2.041,5
	Mean	71.86	79.26	
	Max	80	90	
	Min	32,5	47,5	

From the table above we can see that, the total number of the test were 27 students got improvement by gaining score before and after treatment. The improvement could measured by presenting the total score, the maximum, the minimum and the mean score was pre-test and post-test. The total score of pre-test and post-test was 1.940 and 2.140, the maximum score of was 80 and 90, the minimum was 32,5 and 47,5. The mean score of pre-test was 71.86 and post-test was 79.26.

Graphic 1. The graphic of the above data can be seen as follows:

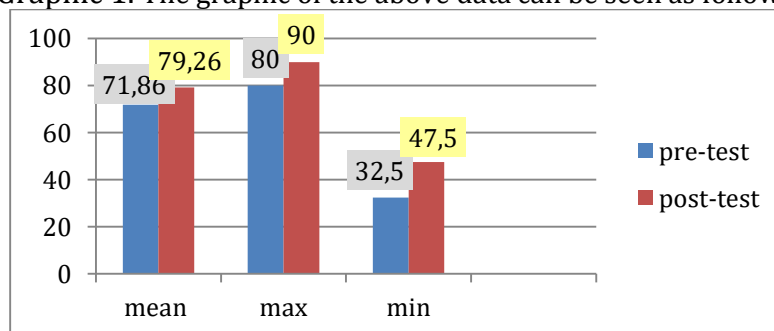


Table 2. The Students' Levels of Mastery

No	Initial	Mean score	Level of mastery
1	AB	77,7	Good
2	AM	76,25	Good
3	AP	71,25	Fair
4	AA	72,5	Fair
5	AN	82,5	Good
6	AU	85	Good
7	CM	77,5	Good
8	CL	70	Fair
9	DB	71,25	Fair
10	DD	77,5	Good
11	EM	81,25	Good
12	EZM	73,75	Fair
13	IAK	76,25	Good
14	IK	40	Very Poor
15	JL	72,5	Fair
16	KU	75	Fair
17	LP	82,5	Good
18	ML	83,75	Good
19	MS	80	Good
20	MA	85	Good
21	MK	77,5	Good
22	PM	71,25	Fair
23	RA	85	Good
24	RTL	68,75	Fair
25	STK	66,25	Fair
26	YF	80,25	Good
27	ZM	81,25	Good

The data on the table, showed there is no students who got very good level. There are 16 students are in good level, 10 students are in fair level, there is no students who got in poor level, and only 1 student in very poor level. It could be seen that before giving treatments, student's vocabulary mastery is got low score. It showed that majority of the students got low score, most of the students got Fair, Poor, and Very Poor. Then, After giving treatments The students vocabulary mastery is improve.

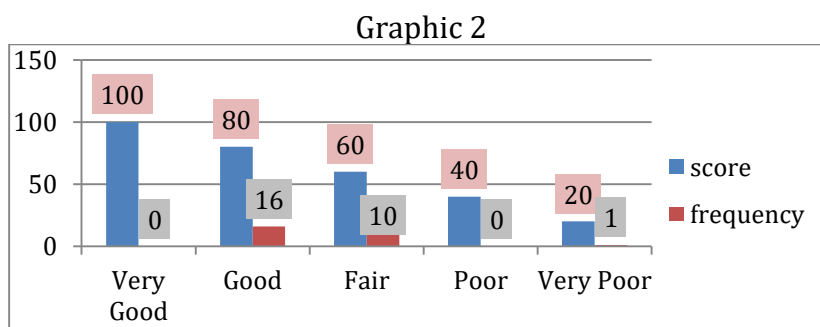
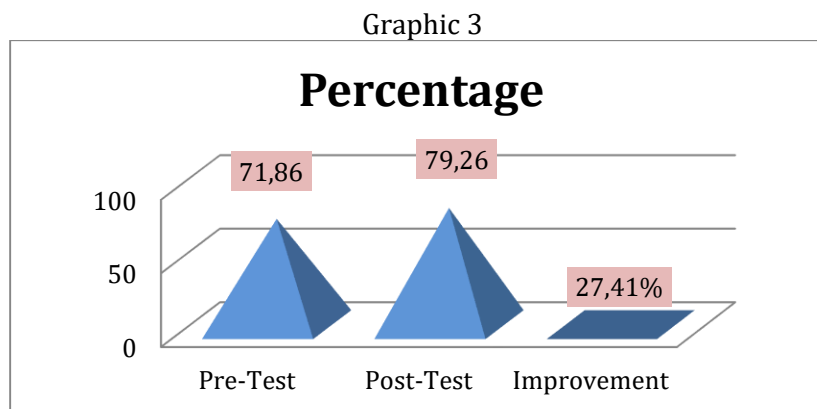


Table 3. The Percentage of Students' Improvement

Test	Mean score	Improvement
Pre- Test	71.86	27.41%
Post-Test	79.26	
Total	27	100%

Table above showed that, the mean score pre-test was 71.86 and post-test was 79.26. The score of post-test was higher than pre-test. From pre-test to post-test can improved on 27.41%.



4. Conclusion

Based on the findings and discussion of the study, the researcher concludes: Crossword puzzle at the second grade students of SMP Negeri Neonbat Kefamenanu can enhance students' vocabulary. The English vocabulary mastery of the second grade students of SMP Negeri Neonbat Kefamenanu is improved by using Crossword Puzzle. It is proven by the result of students' pre-test and post-test in experimental class, where the mean score of post-test (79.26) was greater than the mean score of pre-test (71.86). There are 16 students are in good level, 10 students are in fair level, there is no students who got in poor level, and only 1 student in very poor level. The percentage of pre-test and post-test is improved on 27.41%. It is also proven by the result of significance was ($t = 1.0$) degree of freedom ($df = N - 1$) = ($df = 27 - 1$) = 26. Thus, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected.

5. Reference

- Adger, C.T. 2002. What teachers need to know about language. McHenry, IL: Centerfor Applied Linguistics.
- Cummins, J, 1999-2000. BICS and CALP: Clarifying the distinction. Retrived from ERIC database (ED 438551).
- Depdikbud. 1985. Garis-Garis Besar Pengajaran Bahasa Inggris. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Gay, L.R. 1981. Educational Research Competencies for Analysis and Application. Application. Columbus: Merrill Publishing Company.
- Hadfield, J.(2004:89). Intermediate Vocabulary Games. Essex: Pearson Education Limited.
- Haerullah. 2008. Improving The English Vocabulary of The Second Year Year Students of MAN Mariorawa Soppeng in Academic Year 2008/2009 by Using Crossword Puzzle of Hot Potatoes. Thesis: FBS UNM
- M.C, Njoroge, Ndung'u, R.W., and Gathigia. 2013. International Journal of Current Research Vol. 5(2), 313-321: The use Crossword Puzzle as a Vocabulary Learning Strategy. A Case of English as a Second Language in Kenyan Secondary School.
- Rusnawan, P.N (2018). Using Crossword Puzzle to Increase Students' Vocabulary for Writing Skill in Descriptive Text. English Franca: Academic Journal of English Language and Education, 2(1), 13.
- Yunita, I. 2013. "The Implementation of Using Crossword Puzzles Game to Increase Student's Vocabulary of the Fourth Grade Students of SD Negeri Bapangsariin". Thesis. STAIN