

**ARTICLE**

**THE USE OF CROSSWORD PUZZLE IN VOCABULARY MASTERY  
TO THE EIGHTH GRADE STUDENTS OF SMPN 5 KEDIRI  
IN ACADEMIC YEAR 2016/2017**



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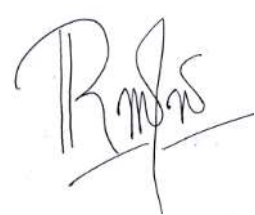
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# **THE USE OF CROSSWORD PUZZLE IN VOCABULARY MASTERY TO THE EIGHTH GRADE STUDENTS OF SMPN 5 KEDIRI IN ACADEMIC YEAR 2016/2017**

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## **ABSTRACT**

This research is aimed to find whether crossword puzzle can improve the student's interest toward English teaching and to find out crossword puzzle can improve the vocabulary mastery. Vocabulary is one of the language aspect that very important for studying English. But, most of the students in junior high school as the beginners in learning and mastering lesson get much difficulty to learn English especially in vocabulary. Therefore, the researcher would like to try crossword puzzle methods to solve some problems that experienced by most students. Then the problem research are (1) How is the teaching and learning process when crossword puzzle is implemented in vocabulary instruction to the eighth grade students' of SMPN 5 Kediri in academic year 2016/2017? (2) How effective is crossword puzzle in vocabulary mastery to the eighth grade students' of SMPN 5 Kediri in academic year 2016/2017? (3) What are the strengths and weaknesses of the using crossword puzzle in vocabulary mastery to the eighth grade students' of SMPN 5 Kediri in academic year 2016/2017? This research used quantitative method especially uses pre experimental design. The design of pre experimental is one group pre test and post test design. The subject of this research is the eighth grade students of SMPN 5 Kediri that uses as the sample class and consist of 35 students. The data analysis was done by test. The result of test was analyzed by using spss 21.0. The result show The result reports that the t-test was higher than t-table showed t-test is 25,286 and the t-table with degree of freedom 35 is 12,099 at the level of significance of 5%. It means t-test was higher than t-table ( $12,099 > 2,032$ ) and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, the means differences between pre-test and post-test score was 25,286. It means  $H_0$  was rejected and  $H_a$  was accepted. It can be defined that there was significant effect of crossword puzzle on vocabulary mastery than teaching vocabulary without crossword puzzle, alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis was rejected. In other words, crossword puzzle gives significant influence on students' vocabulary mastery of the eighth grade students in SMPN 5 Kediri. Finally, the researcher concludes that this research will be useful in the teaching vocabulary for the purpose of improving the students vocabulary mastery and the researcher also hopes that this research can be useful to the teacher, students, and the readers. The researcher suggestion for English teacher should improve the ability in the process of teaching and learning and the teacher should know toward the students' problem.

**Keyword: Teaching, Vocabulary Mastery, Crossword Puzzle**



## I. BACKGROUND

As we know that when we want to communicate with people we need a language as a means of communication. Without having the ability to express a language, then we are unlikely to communicate with others and in fact we will be hard to express our thoughts and feelings to others.

According to Brown (2000:5) he states:

"Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another".

It means that we can express a language through written or orally so that others can understand the thoughts, feelings and our ideas with ease. Moreover the language is a tool that can be used to communicate to others.

According to M.F.Patel and Praveen M. Jain (2008:6) he states: "English is the language of the world and the knowledge of the language makes a person, a citizen of the world". So it means that English is one of important language for all people. As we know that in Indonesia, we will be learning English formally beginning from elementary school to university even. As we know, that the Indonesian government is now

made English as one of the subjects in the national examination. In addition, government agencies are also often held a contest for the English language like poetry contest, debate, story telling etc. In fact, in addition to the English language may be easier for us to communicate with other people especially strangers and even English easier for us in trade and student exchanges. In the teaching and learning of English we will also learn the four language skills, such as: listening, speaking, reading and writing as well as component language, such as: grammar, pronunciation and vocabulary.

Each language skills and language components are intimately connected in learning English. According to Hackman (2008:3) he states:

Of course, everyday life provides most of the vocabulary we need - words are all around us - but taking them in takes time as we become acquainted with reviews their many uses and the contexts in the which they are appropriate .

It means that the vocabulary has a major role in learning a foreign language, especially language. Every day we need a vocabulary to communicate. Without the vocabulary, then we may not make a sentence to communicate and each vocabulary has a different context, and



therefore we should be able to set the context of the right vocabulary so that we can say whatever we want exactly. Because the vocabulary that will be taught in English will be very different from the language that we use everyday.

As we know when we want to make a sentence we certainly need vocabulary. Without the vocabulary, then we may not make a sentence much less to communicate. Without having sufficient vocabulary it will be difficult for students to learn language skills because we can master the language skills if we are able to have a mastery of vocabulary.

According to Cameron (2001:72) he states:

Children are still building up their first language vocabulary, and this development is intimately tied up with conceptual development. In planning and teaching a foreign language, we need to take account of this first language background to know what will work and what may be too difficult for children.

It means that children have difficulty in learning the vocabulary as a part of learning a foreign language. Therefore, the teachers should have the right strategy in teaching vocabulary to students be able to they can easily to improve their vocabulary. Because many students who lack the vocabulary so that it will be one of

the factors that cause students to be hampered in understanding the material.

As we know that in the Junior High School the focus should be on the vocabulary, over there the students still have a little vocabulary in their mind, because as an English teacher should be creative and innovative to find interesting ways in teaching learning process; it is especially supposed to help the students to enrich their vocabulary mastery, so they can enjoy joining in the class.

Mastery vocabulary is essential to improve our ability to investigate a material in the process of learning and teaching, and it is a supporting factor in learning the language. Mastery of vocabulary to help students to learn more effectively. Students can broaden their knowledge if they have a mastery of vocabulary. Mastery vocabulary will enable the pupils to understand better, improve self-confidence and are also better at learning English.

Therefore teachers should also be able to have a good medium to teach vocabulary mastery for students. To be more effective teaching and learning activities, making students more active, and students do not get bored easily. According to Moursund (2006:8), he states:

Games provide an excellent environment to explore ideas of

computational thinking. The fact that many games are available both in a non-computerized form and in a computerized form helps to create this excellent learning environment.

"

It means that the teacher can use games as a medium of learning so that students are more interested when studying English. Because the game can make students more able to be creative while learning.

According to Moursund (2006:40), he states "The discipline of Games-in-Education is of growing importance in both informal and formal education". It means that the teacher can teach the game during the process of teaching and learning. Because they have been taught to use the game has been developed as one of the media that is effective and easy to apply in formal or informal education.

According to Sugar (2002:163), he states "Crosswords can be used in place of worksheets to review concepts and vocabulary and to get students used to looking up what they do not know". So it means that, we can used crossword as the media that we can use in the process of teaching and learning vocabulary. Because in crossword puzzle, we can check the understanding of the students about vocabulay, and we can measure the students ability in mastery vocabulary.

Moreover, crossword game can make the students more enjoy because this game is very familiar with their daily life and this game can improve their concentration. And this game is very easy to do because the students just fill some of puzzle based on clue letter.

So, from the statement above the writer conclude that teacher must have media that can make students interest and make them enjoy when they are joining the class. Research problem of the study is formulated in the following questions: 1) How is the teaching and learning process when crossword puzzle is implemented in vocabulary instruction to the eighth grade students' of SMPN 5 Kediri in academic year 2017/2018? 2) How effective is crossword puzzle in vocabulary mastery to the eighth grade students' of SMPN 5 Kediri in academic year 2017/2018? 3) What are the strengths and weaknesses of the using crossword puzzle in vocabulary mastery to the eighth grade students' of SMPN 5 Kediri in academic year 2017/2018?

The results of this study are expected to :

1) For English teacher, hopefully, this study will help the teachers to improve their methods in teaching learning process in the classroom. So, the problems that the students and the teacher face in the teaching learning process can be minimized. In addition, teachers can apply

this new method in their classroom to make the teaching more interesting 2) For the students, this study can motivate the students to be active in thinking, expressing their idea, enjoying and understanding the material 3) For the researcher, it will enrich her knowledge about using crossword puzzle in vocabulary mastery. The researcher will get experience how to make a good research next time 4) For the reader, It will give knowledge about vocabulary and crossword puzzle.

## II. METHOD

In this research, the writer used an experimental research. Experimental research might be used to determine if a certain material is fire-resistant or if a new teaching method achieves better results. The steps to collecting the data, the writer used kinds of pre-test, treatment and post-test designs.

The procedures of the research are as follows:

### 1. Conducting Pre-test

In this step, the writer gives the students pre-test to know the students' vocabulary mastery before they are taught using crossword puzzle. In here the researcher will test used multiple choice about vocabulary based on text.

### 2. Giving Treatment

In this step the researcher taught used crossword puzzle. The researcher makes some clues as the question based on text. The students should fill some blank boxes in crossword puzzle. In here the researcher can give the knowledge on students vocabulary mastery used crossword puzzle.

### 3. Conducting Post-Test

In this step, the writer gives the post test to the students. Post test given for the students after the treatment. It has purpose to compare the students' scores from pre-test and post-test

## III. FINDINGS AND DISCUSSION

Knowing the result of data analysis above, the researcher can be conclude that the result of the pre-test and post test is different. The mean score of pre- test is lower than post test with the mean score 58,14 and the post test score is higher with the mean score 83,43. It can be proven that crossword puzzle gave a positive influence on students' vocabulary mastery, so that is a different way to teach vocabulary and it can make the students easy to learn new vocabularies.

Based on paired samples test table above, it showed t-test is 25,286 and the t-table with degree of freedom 35 is 12,099 at the level of significance of 5%. It means t-test was higher than t-table ( $12,099 >$



2,032) and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, the means differences between pre-test and post-test score was 25,286.

According to researcher's study finding and the data above, it can be concluded students' vocabulary mastery before being taught through crossword puzzle was low, and students' vocabulary mastery after being taught through crossword puzzle was increased and also there was significant influence of crossword puzzle as a media on vocabulary mastery.

#### IV. CONCLUSION

After the researcher knows the result of data analyzing in the chapter 4, it can be explained that the use of crossword puzzle gives influence in students' vocabulary mastery to the eighth grade students of SMPN 5 Kediri.

As we know that vocabulary is important because we need vocabulary to communicate with other people around the world. Without vocabulary mastery we will get difficulties in the process of teaching and learning English. First, vocabulary is very important in any foreign language, it has a close relation with the intellectual thinking of the students and it also helps them to improve their language skill.

Second, media that are used in teaching vocabulary is crossword puzzle because it can improve the student's motivation in learning English vocabulary. The media in here is crossword puzzle. In fact, when the reseacher use crossword puzzle ,it helps every student can memorize some words quickly in the short time without feeling bored and makes the students feel relax and enjoy in the teaching learning process. Moreover, crossword puzzle can gives the contribution to help the students easy to learn. It can be seen from the significant improvement of students' result score between pre- test and post test.

In addition, the result of using crossword puzzle in vocabulary mastery to the eighth grade students of SMPN 5 Kediri in teaching and learning English was very effective. Because the students can easier to learn the new vocabulary and explore their idea. In fact, there is significance in teaching vocabulary using crossword puzzle, because after giving some treatment using crossword puzzle the students' vocabulary mastery is increasing.

According to the data analysis of this research, there is positive influence using crossword puzzle in vocabulary mastery. The researcher would like to give some suggestions for the better teaching and learning process are proposed as follows:



1. For the teacher
  - a. They should improve their ability in the process of teaching and learning, and the teacher should know toward students' problem. The strategy of teaching vocabulary will give the influence to the students' ability.
  - b. They should use varied crossword in teaching and be creative in facilitating the process of teaching and learning activity to the classroom, so the students will be more active.

2. For the students

In this part the researcher suggests to the students that any problem can be solved using crossword puzzle in teaching and learning vocabulary., because using crossword puzzle in teaching and learning vocabulary can help the students to mastered the vocabularies. Then the students should give more attention, keep their attitude when the teacher explain the lesson and teach them.

3. For the other researcher

Hopefully, this research can be a reference who ever interested in conducting in the similar studies in the future. This can increase the knowledge and contribute to all people who involves in developing quality of English education. Then future

researcher can develop this research by adding some material that researcher did not know.

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