

Improving Students' Vocabulary by Using Crossword Puzzle Games in Eighth Grade SMPN 1 Watang Pulu

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ABSTRACT

Crossword Puzzle Games provides a number of questions or word phrases as a key to fill in a series of blank boxes that are designed in such a way. Crossword Puzzle can be used as a good games and fun learning without losing the essence of learning. The researcher applied a quasi-experimental method in this research. For the population, SMPN 1 Watangpulu has 210 students in eighth grade which is divided into 7 classes. Then, with 27 students in class VIII D as the experimental class and 19 in class VIII C as the control class. The results showed an improvement in the vocabulary mastery of students who used the Crossword Puzzle Games compared to students who used the Word Searches game. This was evidenced by the average score of students before treatment was the experimental class obtained 42.85 and the mean score of class control was 45.26. So, it can be concluded that applied the Crossword Puzzle is an effective to improving students' vocabulary mastery in Eighth grade of SMPN 1 Watangpulu for the 2021/2022 academic year.

Keyword: Crossword Puzzle, Games, Vocabulary, Memorizing.

ABSTRAK

Permainan Teka Teki Silang menyediakan sejumlah pertanyaan atau kalimat kata sebagai kunci untuk mengisi rangkaian kotak kosong yang didesain sedemikian rupa. Permainan Teka Teki Silang dapat dijadikan sebagai permainan belajar yang baik dan menyenangkan tanpa menghilangkan esensi dari pembelajaran. Peneliti menerapkan metode kuasi eksperimen dalam penelitian ini. Untuk populasi, SMPN 1 Watangpulu memiliki 210 siswa kelas VIII yang terbagi menjadi 7 kelas. Kemudian, dengan 27 siswa di kelas VIII D sebagai kelas eksperimen dan 19 siswa di kelas VIII C sebagai kelas

control. Hasil penelitian menunjukkan adanya peningkatan penguasaan kosakata siswa yang menggunakan Crossword Puzzle Games dibandingkan dengan siswa yang menggunakan permainan Word Searches. Hal ini dibuktikan dengan skor rata-rata siswa sebelum perlakuan kelas eksperimen diperoleh 42,85 dan skor rata-rata kelas kontrol 45,26. Jadi, dapat disimpulkan bahwa penerapan Permainan Teka Teki Silang merupakan permainan yang efektif untuk meningkatkan penguasaan kosakata siswa kelas VIII SMPN 1 Watangpulu tahun pelajaran 2021/2022.

Kata Kunci: Teka-Teki Silang, Permainan, Kosakata, Menghafal.

Introduction

In practice, English lessons are give at every level of the educational process from elementary school to university level. Many children think that English is a difficult subject for them because they have to be able to master reading, writing, and listening. English is a language that can be used for oral and written communication. In addition to serving as a tool in improving interpersonal interactions, exchanging information, and appreciating the aesthetics of language in English culture, English serves as a means of communication for accessing information. It goes without saying that pupils must acquire language in order to grasp reading, writing, and listening.

Learning English words is one aspect of learning a language. A language's vocabulary is its body of words or grammatical constructions. A person's vocabulary is defined as the set of all words understood by others or all words that are possible for people to construct new sentences. Vocabulary richness is generally considered to be a reflection of intelligence. Understanding one vocabulary is considered an important part of the process of learning a language or developing students' abilities or skills in learning English which is a foreign language for all students and the Indonesian people. If students have adequate English vocabulary, it will automatically more helpful in English empathy competence, and vice versa without having an adequate vocabulary students will have difficulty in fulfilling English competence. Teachers must be able to change these assumptions, therefore English lessons are sought to make students feel interest with using Games. English teachers must be able to educate students to utilize acceptable and correct language in writing, and they must make an effort to do so. The teacher can assist

students in improving their language skills by using educational materials or media especially games. In addition to the teaching methods and learning resources they use, there are other factors that also determine student success in learning, this factor is interest. In learning activities, interest has a very important role because if the student learns with great interest and attention to the object being studied, the results obtained are better.

Likewise in the process of teaching English Learning, the level of students' vocabulary will certainly have an influence on the abilities and Student learning objectives that they will meet. The limited vocabulary of the students and the teacher's usage of little media during the teaching process. It can affect students' learning outcomes by making them enthusiastic or disinterested in studying English, particularly in vocabulary. Based on the problems above, the researcher provides an alternative learning games. The games is Crossword Puzzle. Crossword Puzzle Games is one form of educational media that helps enhance vocabulary skills in students. Based on the description above, the researcher encourages to raise this issue into research material with the title "Improving Students' Vocabulary Mastery by Using Crossword Puzzle Games in Eighth Grade SMP N 1 Watang Pulu"

Method

The researcher used quasi by applying i experimental method by applying Crossword Puzzle Game to improving students' vocabulary. This research has been conducted for six meetingd. The first meeting was pretest, the next four meetings were for giving treatment, and the last meeting was for giving posttest. The population of this research was SMPN 1 Watang pulu. While the sample were VIII D as the Experimental class and VIII C as the control class.

Result

The mean score of students in experimental class was higher than the mean score of control class (exp. Class : 80.74 and ctrl class : 62.63) This indicates that H_0 was rejected and H_1 is accepted. The t-test value is 2.75 better than t-table with a degree of freedom ($df = n - 1$) 26 for a significance level 0.05. so, it can be concluded that applied the Crossword Puzzleis an effective to improving students' vocabulary mastery in Eighth grade of SMPN 1 Watangpulu for the 2021/2022 academic year.

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No	Classification	Predicate	Score	Pre-test	
				F	%
1	Very Good	A	90-100		
2	Good	B	80-89		
3	Fair	C	65-79		
4	Poor	D	<64	5	19
5	Very Poor	E	<54	22	81
Total				27	100

Table 4.1 Students' Pre-test percentage score in Experimental Class

The total score obtained by the experimental class students before the researcher applied the Crossword Puzzle Game can be seen in the table above. The researcher found that the average students are scored below the standard. As for the percentage of students who have a score below 54 was 80% or 22 students. Then the percentage of students who got the score below 64 was 20% the same with 5 students with a total of 27 students.

No	Classification	Predicate	Score	Pre-test	
				F	%
1	Very Good	A	90-100		
2	Good	B	80-89		
3	Fair	C	65-79		
4	Poor	D	<64	4	21
5	Very Poor	E	<54	15	79
Total				19	100

Table 4.2 Students' Pre-test percentage score in control Class

And for the control class students who were given treatment using Word Searches game, the researcher found something similar to the experimental class. The percentage of students who scored below 54 also 80% the same with 15 students. Then the percentage of students who scored below 65 were 4 students or 20% with a total of 19 students. Based on the percentage scores above, the researcher can conclude that students still lack understanding regarding the pre-test questions about vocabulary.

1. The rate percentage score of Post-test

No	Classification	Predicate	Score	Post-test	
				F	%
1	Very Good	A	90-100	8	29
2	Good	B	80-89	12	44
3	Fair	C	65-79	3	12
4	Poor	D	<64	1	3
5	Very Poor	E	<54	3	12
Total				27	100

Table 4.3 Students' Post-test percentage score in Experimental Class

After being given treatment, the percentage of scores obtained by experimental class can be seen in the table above. There are the differences in the post-test and pre-test scores because in the pre-test there were no students who got a good classification. Students who scored above the average was 20 students, where in the pre-test table there were no students achieved the standard value to the score with the best predicate.

No	Classification	Predicate	Score	Post-test	
				F	%
1	Very Good	A	90-100	2	10
2	Good	B	80-89	2	10
3	Fair	C	65-79	4	21
4	Poor	D	<64	5	26
5	Very Poor	E	<54	6	33
Total				19	100

Table 4.4 Students' Post-test percentage score in Control Class

Then for the control class, there are 8 students who got an average score up to the best predicate. With each percentage of students who score 65-79 as many as 21%, students with score 80-89 as many as 10% and students who scored 90-100 also as many as 10% from 19 total of students.

2. The mean score and standard deviation of students in pre-test and post-test

No	Class	Mean	N	Std.	Std. Error
				Deviation	Mean
1	Experimental	41.85	27	11.10	2.138
2	Control	45.26	19	10.20	2.341

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Table 4.5 The mean score and standard deviation of students in pre-test

Based on the table above, as we can see that the average score of the experimental class and control class in the first meeting (pre-test) was still low. The average score in the experimental class was 41.85 and the average score of control class was 45.26.

Then the standard deviation listed, it shows that the standard deviation of both classes are various. The standard deviation in experimental class was 11.10 and 10.20 for the control class.

No	Class	Mean	N	Std. Deviation	Std. Error Mean
1	Experimental	80.74	27	14.65	2.821
2	Control	62.63	19	15.57	3.574

Table 4.6 The mean score and standard deviation of students in post-test

The two tables above show the results of the vocabulary proficiency of students' standard deviation. The standard deviation in the experimental class was 11.10 from the average score of 41.85, and the standard deviation in the control class was 10.20 from the average score of 45.26 before the researcher applied the treatment to both classes.

The standard deviation of the experimental class after treatment was 14.65 from the average score of 80.74, and the standard deviation of the control class after treatment was 15.57 from the average score of 62.63, the researcher discovered the varied score from students after treatment. This indicates that following treatment, students' vocabulary skills increase.

The standard deviation score indicates how far from the average the data is; the greater the score, the wider the range of possible data deviations. It can be claimed that a performance is better if the standard deviation score is higher than the average score.

3. The Hypothesis Testing

b. Type of test	Level Significant	T-Test Value	T-Table Value
Pre-test and Post-test	0.05	2.752	1.705

Table 4.7 the result of statistical analysis of students' vocabulary mastery

Based on what is listed in table 4.7, it can be seen that the level of significance or $\alpha = 0.05$. besides that the T-Test shows the number 2.752 where there the number is higher than the 1.705. Because H_0 is rejected, H_1 is accepted, meaning that there is a

significant statistical difference in grade VIII.D students after gave Crossword Puzzle Games.

Discussion

Vocabulary refers to all the words in a language that are understood by a particular person or group of people. According to Kirdalaksana, Vocabulary is a part of language that includes all information on the definition and application of words. Second, a speaker's or a language's author's vocabulary is their collection of words. Third, vocabulary is a list of words that is organized similarly to a dictionary but also includes succinct and useful explanations.

Before conducting the research, the researcher first made observations to find out how far the students' vocabulary skills were. During the observation activities, the researcher can conclude based on the statements presented by Mrs. Misriyani and Mrs. Emilia as English teachers for class VIII, that students' vocabulary skills are still very minimal. The last material taught to students before researching was spelling each name in English.

After knowing the shortcomings, the researcher decided to apply teaching to students in learning process. The proposed games is Crossword Puzzle Games. In previous studied, this games was enough to make good changes in improving students' vocabulary skills. As for the most important part that distinguishes this research from previous studies, namely there are differences in the sample and the character of each student. Besides that, in this study there was the application of the Word Searches game as a media comparison between the experimental class and the control class.

As explained by Anwar & Efransyah (2018) in their research Crossword Puzzle Games could increase students' vocabulary. Besides, improving the students' score, the implementation of Crossword Puzzle Game also got positive responses from students in their teaching learning process of vocabulary and it is good to be applied in the process of teaching learning particularly in improving their vocabulary mastery. It is able to help teacher and students to achieve the goal in their study activity.

In the first stage of this research, the researcher started by giving a pre-test to students. Before starting the program, a pre-test was provided to gauge the students' vocabulary proficiency. Students received a score of five points of multiple choices and five points matching games at the first meeting.

In this reseach, the researcher applied a treatment Crossword Puzzle Games to motivate students so that students were excited and relaxed when studied English

Lessons. The game applied to the Experimental Class was Crossword Puzzle Games and in Control Class the researcher applied Word Searches Game.

The researcher divided the students of experimental class and control class into 5 groups. After that the researcher gave the directions about the game that would be played. For each class, students were given a crossword puzzle sheet for experimental and word searches sheet for control class along with some questions related to nouns, animals, verb, and parts of body.

As a consideration in this research, there are several tables that show the results of the data in Experimental Class and Control Class (table 4.3 and table 4.4). The average score of the experimental class and the control class are slightly different, with standard deviations of each class being 11.10 and 10.20, respectively, in Table 4.5.

Then, in post-test, after the researcher applied Crossword Puzzle Games for experimental class and Word Searches Game in control class, it can be seen in table 4.6 that there is a significant comparison of the average scores of each class. The average score of experimental class was 80.74 with a standard deviation 14.65, while the control class obtained an average score was 62.63 with standard deviation 15.57.

Regarding the effectiveness of the game which was applied to each class, in the experimental class, the students doing the learning process well using crossword games. Students were focused in receive teaching materials. Then, in control class, the game that was applied was Word Searches. the learning process went well at first because students and the researcher were not too close. Then after the research went on for 2 meetings, students began to joke often so that the material presented was not received well. This also causes the value of the control class to be lower than the experimental class.

Based on the results of the research that has been done, the researcher can conclude that the Crossword Puzzle Games can more motivated the students in learning. As stated by Novia Lestari; Yuyun (2018) The planning was modified from the first cycle in the second cycle, and the students participated more actively in the instructional activity by playing the Crossword Puzzle Game in groups. They appeared enthusiastic as seen by their participation in the crossword puzzle. This statement also supported by previous research from Khaerunnisa Dwidananti Putri (2015) that The treatment were very well received by the students during the learning process. The students used crossword puzzle games to study vocabulary for the first time during this lesson. The

researcher provided the students various assignments at the start of the course utilizing the Crossword Puzzle Game and other types of vocabulary tests by using hints. It made the students enjoy the tasks because it was a fun game and they could work in team.

Conclusion

This study aims to determine the effect of Crossword Puzzle Games to improve the vocabulary skills of eighth grade students of SMP N 1 Watang Pulu. After applied Crossword Puzzle games to experimental class and Word Searches game in control class, When compared to the control class, which conducted word searches, the researcher discovered that the vocabulary abilities of the experimental students had improved more.

The researcher analyzed that using Crossword Puzzle Games to improve students; vocabulary skills was an appropriate because applying games in learning process could help students receive the subject material well. In addition, Crossword Puzzle Games also teaches students about teamwork.

The effectiveness of this games also can be seen from the students' score improvements in experimental class after the researcher gave the treatment. Where the average score of experimental class in post-test was 80.74 while the average score of control class who were given Word Searches was 62.63.

Suggestion

For teachers, researchers suggest using Crossword Puzzle Games in the learning process because this games was effective for students to understand vocabulary well so that teaching materials can also be well received by students. Apart from being an effective medium, the game method can also make students more relaxed during learning activities. This research can be used as a reference that by applying the Crossword Puzzle game can increase students' vocabulary.

Students are expected to be more focused when studying. In terms of vocabulary, you should continue to train because in English, the first thing that must be mastered is vocabulary. Vocabulary is the most important part in verbal communication. With many vocabulary mastered, people can mastering more varied language. By using crossword puzzles, the researchers hope that students' vocabulary mastery can be further improved in the future.

I hope this research can be an additional reference for future researchers. hopefully in the future the research process related to this crossword puzzle can run well

and have enough time to complete so that the researcher would get more data and experience.

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