

## THE EFFECTIVENESS OF CROSSWORD PUZZLE GAMES TOWARD THE STUDENTS VOCABULARY ACHIEVEMENT AT VII GRADE IN SMPN 1 NANGARORO

Yustinus Tegu<sup>1)</sup>, Munawwir Hadiwijaya<sup>2)</sup>

(The authors' names are written without title with TNR-12, center alignment)

<sup>1)2)</sup> IKIP Budi Utomo

### SUBMISSION TRACK

Submitted : 24 March 2022  
Accepted : 10 May 2022  
Published : 30 May 2022

### KEYWORDS

Crossword Puzzle Games,  
Vocabulary Achievement

### CORRESPONDENCE

Phone: 0813330123012

E-mail: teguyustinus@gmail.com

### A B S T R A C T

The study about the effectiveness of Crossword Puzzle Games toward the Students Vocabulary at seventh grade in SMPN I Nangaroro in the academic year 2019/2020. The objective of this research is to find out the effectiveness or not using crossword puzzle games toward Students' vocabulary achievement in seventh grade in SMPN I Nangaroro. The sample of this research was seventh-grade students of SMPN I Nangaroro. They were VII-C as the experimental class which consists of 20 students. For the sampling technique, the researcher used purposive sampling. In getting the data, the researcher used pre-test and post-test. The instrument of this research was the test. In analyzing the data, the researcher used the T-test formula for analyzing. The result of this study showed students' pre-test means score in the experimental class was 53.5 while the post-test mean score was 76.5. The result of the statistical calculation, the hypothesis of this research used T-table at a significant level of 0.05. According to the T-table list, the value of the distribution table 19 as a degree of freedom was 1.05. However, in this research T-score (TO) is 4.30 and T-table is 1.05. It is known that T-score is bigger than T-table =  $4.30 > 1.05$ . Based on the result concluded Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. The finding of the study using crossword puzzle games in learning vocabulary is an effective way and quite a success it can improve the students' achievement in learning vocabulary.

### Introduction

Mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication because some problems are often faced by students such as teachers requiring students to use dictionaries to look up vocabulary new without having Students master the vocabulary and the new vocabulary is only used in one sentence context so that when they find the same word in different sentence contexts students feel confused, passive and less creative in playing words ( Beck, Perfiti, and Mckeown, 1982).

The next problem is concerned with the technique of teaching vocabulary and media used. The teaching of vocabulary needs more attention because vocabulary mastery is important in language proficiency. Teachers should prepare all the components in the teaching-learning process well. The components are the media, the materials, and the teaching method. In fact, teachers do not prepare them well. It means that teachers usually ignore one or two components. For example, they prepare the materials which are based on the lesson plan well, but they do not use the media or teaching method in the proper place. In this case, it can make the teaching-learning process ineffectively and the students will get the consequence such as they did not know what the teacher explains.

Unfortunately, mastering vocabulary is not easy for students, especially for students at SMP Negeri I Nangaroro where English is learned as a foreign language

because English is not used in daily communication. So, it is more difficult to master English vocabulary. As a result, the vocabulary mastery of students is still low.

Vocabulary is one of the language aspects. The students cannot read, speak, listen, and write without understanding the meaning of words. But, by teaching vocabulary first, the students easily able to read, understand, and memorize vocabulary more quickly because this is a very effective way. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Renandya, 2002). The words that students choose in speaking will affect how well they understand what a speaker says. In writing, students “vocabulary mastery describes how clearly they can convey the readers” thinking. Vocabulary mastery will affect their ability in comprehending and in understanding the writers’ message through the writers’ writing. The first thing people will understand a sentence by investigating the meaning of the vocabulary.

In addition, a better way and easier to teach English, especially vocabulary to students is by using games there are many kinds of crossword puzzle games, and one of them the researcher using teaching vocabulary is crossword puzzle games. Because this game could be an alternative or variation in the methods of English teaching for teachers. With this method, students will not feel bored in learning English. But they will become critical and active children in learning English. Crossword puzzle games can be designed for any educational level, which makes them an ideal learning activity for the students.

Teaching vocabulary using crossword puzzle games is not only in written activities and fun so that it would make the students passive learners but also the process of the teaching this vocabulary at to be applied in active activities in an of communication the students will be taught how to memorize for a spelling test to do a word search.

Thus, by using the crossword puzzles games technique, the researcher and the collaborator expects the students to have a pleasant atmosphere in learning English and help them to improve their vocabulary. This action is also expected to be able to solve the problems of teaching methods, students' low motivation and confidence, and the problem of vocabulary mastery (spelling, meaning, and contextual words using).

Based on the above statements, the writer of the title study follows teaching vocabulary using crossword puzzle games for the seventh-grade students of the State senior high school at SMP Negeri I Nangaroro. In this study, the authors aimed to compare the use of crossword puzzles in learning the vocabulary achievements of the SMP Negeri I Nangaroro.

## **Research Method**

In this research, the researcher collected the data by quantitative. In quantitative the researcher do the experimental teaching because the researcher applied crossword puzzle games in teaching vocabulary achievement at VII C grade in SMPN I Nangaroro. The researcher focused on pre-experiment. In this research, the researcher takes VII C grade pre-test and post-test. The researcher applied crossword puzzle games and teaching in tow times. Then the researcher used tests and questionnaires to measure. Therefore, two kinds of the test in this research, which are, Pre- test and Post-test. The last intention is to find out and explore the student's ability in vocabulary achievement by crossword puzzle games. First, the researcher gave the pre-test to the students in order to measure their ability vocabulary achievement. Then, the researcher gave treatment. The treatment was conducted for two days. And the end, the researcher gave the post-test to the students in order to see the significant differences.

The data collecting method is the method to obtain data. Data of this research are collected by administering the test. The test is a tool or procedure used to know or measured something in a condition, ways, and the rules are determined (Arikunto, 2010). The researcher as a teacher in this research teaches the students. In order to get high quality of data, the instruments used must meet the requirements as good instruments. An instrument is used to collect data in research and it is one of the significant steps in conducting the research. The instrument is to get the students' scores of vocabulary achievement. Therefore, the researcher must choose some instruments in the data collecting process. There were three steps of tests used in this research Pre-test and post-test.

This research used quantitative data analysis. The quantitative data of this research is numeric data and can be formulated by using a statistical method. In the experimental design, the data analyses are experimental one class, used pre-test, and post-test. The data analysis in this research is using a t-test.

## **Result and Discussion**

### *Results*

#### Pre-Test

In this pre-test, the researcher did not give any treatment about the crossword puzzle games to getting the pre-test score. This data was taken on February 20th, 2020. Here are the results of the pre-test. Crossword puzzle games in getting the post-test score. This data was taken on March 02th, 2020.

The mean of Post-Test 20 is 76.5. From the results, it can be categorized as good. From the data obtained can show that the highest score is 90 and the lowest score is 70.

#### The differentiate of Pre-Test and Post-Test

Students is 53.5. From the results, it can be categorized as poor. From the data obtained can show that the highest score is 70 and the lowest score is 40.

#### Post-Test

In this post-test, the researcher has given any treatment about was rejected. It means that the Crossword Puzzle Games method is not effective to be used in teaching vocabulary using Crossword Puzzle Games as a method.

Based on the statistical calculation, the hypothesis of this research used Ttable at a significant AVERAGE 53.5 76.5 23

According to the result of the pre-test and post-test from table 4.3.1 shows that the lowest score of the pre-test was 40 and the highest score was 70. Besides, the lowest score of the post-test was 70 and the highest score was 90. The average pre-test was 53.5 and the post-test was 76.5. After conducting a pre-test and posttest, the average gained score that the writer got was 23.

From the data analysis, it could be identified that:

1. When the value of  $T_{count} > T_{table}$  in df with the significant level 0.05, the Alternative Hypothesis ( $H_a$ ) was accepted, and Null Hypothesis was rejected. It means that the Crossword Puzzle Games method is effective to be used in teaching vocabulary.

2. When the value of  $T_{count} < T_{table}$  in df with the significant level 0.05, the Null Hypothesis ( $H_o$ ) was accepted, and the Alternative Hypothesis ( $H_a$ ) level of 0.05. According to Ttable list the value of the distribution table 19 as a degree of freedom

was 1.05. However, in this research Tscore (TO) is 4.30 and Ttable is 1.05. It is known that

Tscore is bigger than Ttable =  $4.30 > 1.05$ . So, that it can be concluded Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It means that there is any significant different vocabulary achievement score of first-grade students of SMPN I Nangaroro between before and after being taught by a crossword puzzle.

### *Discussion*

In the description of the data which was taken from 20 students of the experimental class, the researcher could explain briefly the data got from the students before they were analyzed. The smallest score in the pre-test is 40 and the highest score was 70. The description of the experimental class has the mean of pre-test 53.5 before using crossword puzzle games. It means the mean score is poor because it is lower than the standard minimum (KKM)

After giving 2 times treatment for the experimental class using crossword puzzle games, the researcher got the mean of post-test 76.5. It is good because the mean score has reached the standard maximum (KKM). The data showed in the post-test than the smallest score was 70 and the highest score was 90. It can be summarized that the lowest and the highest scores are post-test were higher than pre-test.

Based on the result of the statistical computation using the T- test, the result showed that there is any significant difference between the pre-test and post-test. The result T- test is 4.58, if the T-test is compared to T-table with the degree of freedom 19 as stated hypothesis testing; the T- test 4.58 is higher than the T-table 1.05. Therefore, based on the hypothesis testing, Ha is accepted and Ho is rejected, the theory is verified. It means that there was a significant difference between the score of pre- test and post-test.

Based on the explanation above, the advantages of the use of crossword puzzles games gives a positive effect towards students' vocabulary achievement. It has been verified by the result of data analysis in that there is a significant difference between students' vocabulary achievement before and after taught using crossword puzzles games. Thus, it can be concluded that the use of crossword puzzles games is effective toward students' vocabulary achievement in teaching vocabulary because it can help the students to improve their new words in the first grade of SMPN I Nangaroro.

### **Conclusion**

Many games and media that become a tool for teaching and learning activity effective such as cards, pictures, and pictures, the word well, etc. One of the games is a crossword puzzle that the writer expected effective for teaching and learning activity. So the writer did the research using crossword puzzle games in teaching vocabulary in SMPN I Nangaroro. Based on the analysis result of this research in significance T-test (to)  $>$  T-table ( $4.30 > 1.05$ ). Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

There are significant differences score of the students' vocabulary achievement before and after being taught by using a crossword puzzle game. The total score after being taught by using a crossword puzzle game is higher than before. Hence, it can be stated that the crossword puzzle game is effectively used in teaching vocabulary for first- grade students.

## References

- Kweldju, S. (2004). Lexically-based Language Teaching: An Innovative Step for ELT in Indonesia. In Cahyono, B. Y. & Widiati, U. (Eds.), *The Tapestry of English Language Teaching and Learning in Indonesia*.
- Priyono. (2004). Logical Problems of Teaching English as a Foreign Language in Indonesia. In Cahyono, B. Y. & Widiati, U.(Eds.), *The Tapestry of English Language Teaching and Learning in Indonesia* (pp. 17-28). Malang: State University of Malang Press.
- Richards, J. C. and Willy A. R., (2002) *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Thornbury, S. "Cited in David W. (2019)." How To Teach Vocabulary. (London: Nurteteng, N. and Nopitasari, D., *The Use of Crossword Puzzle towards the Students Vocabulary*.
- Dhand, H. (1990). *Techniques of teaching*. APH Publishing.
- Harmer, J. (2008). How to teach English. *ELT journal*, 62(3), 313-316.
- Bakhsh, S. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English language teaching* 9(7), 120-128.
- Jackson, H, & Etienne, Z. (2007). *Words, meaning and vocabulary: An introduction to modern English lexicology*. Bloomsbury Publishing