
**Teaching English Vocabulary Through Crossword Puzzle at Eight Grade
Students of SMP 1 Simanjaya In The Academic Year 2020/2021**

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ABSTRACT

This research aims to discuss Teaching English Vocabulary Through Crossword Puzzle for Eight Grade Students at SMP 1 Simanjaya Academic Year 2020/2021. This research uses quantitative with Pre-Experiment research. The data of this study are collected by Test and Observation. The technique of data analysis in this research uses analysis of the descriptive statistics technique for analyzing the test data, and percentage for analyzing the observation data. The result of that Crossword Puzzle Media is effective to increase vocabulary ability at the students of eight grade students SMP 1 Simanjaya. It can be seen from the paired samples test showed sig (2-tailed) score $0,000 < 0,05$ which mean that there was significant effect of Crossword Puzzle Media to increase students' vocabulary mastery.

Keywords: Teaching, Vocabulary, Crossword Puzzle

I. INTRODUCTION

Language is a set of rules used by a human (Agoestyawati, 2007) as a tool of their communication. Vocabulary is (Agoestyawati, 2007) one of the fundamental factors that make it possible for a person to speak the language in a communication way (Siahaan, 2008). To improve the inadequacy of vocabulary, effective teaching techniques should be used, so that the goal of teaching English in Indonesia can be achieved. Besides that statement, it needs more effort and hard work both of the teacher and the students.

Vocabulary is one of the fundamental factors that make it possible for a person to speak the language in a communication way (Siahaan, 2008). To improve the inadequacy of vocabulary, effective teaching techniques should be used, so that the goal of teaching English in Indonesia can be achieved. Besides that statement, it needs more effort and hard work both of the teacher and the students.

This approach is a principled basis upon which the teacher can choose particular designs and techniques of

teaching a foreign language in specific contexts. Based on this supposition, the teachers must select appropriate methods and apply them in the teaching-learning process. They must make a great effort to create effective interaction between teacher and students, and they must be able to create a favourable learning situation or to encourage the students' motivation in learning.

Vocabulary has a significant contribution to support the successful students of learning English (Kholis & Aziz, 2020) because without grammar tiny things can be conveyed; without vocabulary, nothing can be conveyed (Thornbury, 2002). The best technique is by using an approach, which still has relation to their word. Based on the suppositions' explanation above the researcher concludes that vocabulary is not a simple thing. Some special media is needed a good technique completes that in teaching English vocabulary.

The students have problems in memorising vocabulary and this makes them often feel bored and frustrated (Aziz & Dewi, 2019) whereas vocabulary is one of the language components

which considered the most important aspect to be mastered. Moreover, One of the problems in Simanjaya's flagship junior high school is that there are too many memorising Al-Quran or prayers instead of learning English vocabulary so that there is still very little memorisation of English vocabulary. This consideration makes the teaching of it is done mostly, in a monotonous way by asking and answering, providing a list of words, drilling and asking the student to memorize it only. Seeing the importance, the teaching of vocabulary should get more attention to help the students.

Moreover, consistent with ndung'u and ganthigia (2015) the problem could be a game that creates the teaching-learning method engaging and funny and additionally provides much chance for college students to follow and repeat the sentence pattern and vocabulary. Then, a crossword puzzle is a suitable game wont to facilitate students to master vocabulary simply by giving opportunity for them to learn the maximum amount as doable vocabulary, for there'll be several words given as cues which will be understood by them so as to be ready to fill the

squares with the acceptable terms too. It will increase their curiosity and motivation to try to do the sport and increase their vocabulary mastery. Hence, the scholars won't feel bored in learning vocabulary because they're not demanded to know the words monotonously; however, they'll memorise the words with the proper spelling, the utilisation of the context and therefore the pattern, furthermore as get pleasure from the game.

To maximise the teaching-learning process and avoid students' boredom and also create interesting and varying activities in English class, the researcher is interested to conduct research on teaching vocabulary through a crossword puzzle. Therefore, this research is entitled 'Teaching Vocabulary Through Crossword Puzzle for Eighth Grade Students at SMP 1 SIMANJAYA.

II. Literature Review

1) Vocabulary

Vocabulary is a word with recognized meaning included in the list, so we use it as a language for oral and print communication (Susan, 2011). This means that when learning

a vocabulary, we must know its meaning and understand how to use it in the appropriate context, so in the end we can easily communicate with a large vocabulary and be able to use it in the appropriate context. Before learning vocabulary, students need to understand the definition of vocabulary first, because it makes it easier for students to understand vocabulary.

Vocabulary refers to a list or set of words that can be used by individuals in a language (Indriarti, 2014). For all the words that have meaning in the language, human beings express their thoughts as the speakers of life. They use words to convey meaning in communication so that others can understand them. In communication, especially when speaking, if there is a vocabulary, the message we want to convey will be accepted and understood by the listener. There are four types of vocabulary: adverbs, adjectives, nouns and verbs (Thornburry, 2002). In addition to the phonetic system, grammar and culture, vocabulary is one of the important factors for learning English. Students who want to learn

English as a first foreign language must learn these elements.

2) Teaching Vocabulary

Teaching is the job of teachers and the needs of students so that students can learn (Harmer, 2007). In terms of vocabulary, learning vocabulary is mainly about memorizing. Students generally need to read, speak, and write newly learned words many times before they can say they have learned them (McCarten (2007)). It must be called and used several times correctly so that the student can use it effectively according to the correct context. In this case, the teaching of vocabulary is necessary so that the pupils or students can use the appropriate vocabulary according to the context.

The teaching of vocabulary plays an important role in foreign language learning. Teachers must select and apply techniques and teaching aids appropriate to the needs of the students depending on the course. To achieve the goal of vocabulary teaching, teachers need to organize vocabulary learning creatively according to the context to be taught.

By teaching vocabulary, students will know that some words seem to be easier to learn than others. McCarten (2007) Some factors that make certain words more difficult than others are:

- a. Pronunciation; Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words are usually words that contain sounds that are unfamiliar to certain groups of students.
- b. Spelling; spelling mismatch is likely to be the cause of pronunciation or spelling errors, and will increase the difficulty of the word. Words containing silent letters are particularly troublesome.
- c. Grammar; there are also problems with grammar related to words. The grammar of phrasal verbs is particularly problematic.
- d. Meaning: When the meanings of two words overlap, students are likely to confuse them. Words with multiple meanings can also be problematic for students.
- e. Scope, connotation and idioms; words that can be used in a wide

range of contexts are often more limited and easier to understand than their synonyms.

Teaching vocabulary can be done through four phases (McCarten, 2007):

- a. Introducing: The teacher introduces new word with clearly and correctly pronunciation.
- b. Modeling: The teacher gives an example and act as a model.
- c. Practicing: The teachers train the students to imitate and practice.
- d. Applying: The students applying in the right situation with the help the teacher.

In summary, it can be said that vocabulary teaching is very necessary, especially to understand English in class. Among them, teachers must pay attention to teaching, select and apply some tailor-made skills and teaching aids. The needs of students. Based on the curriculum, it is divided into several stages.

3) crossword puzzle

Crosswords are effective teaching tools for linking key terms, definitions, spelling, and concepts

with related names, which can better retain and remember facts (Davisla, 2009). Because the correct spelling elements are required to complete the puzzle, students will also be able to use words correctly because they associate facts as clues to the puzzle with words that must be written.

Crossword is a game that makes the teaching process engaging and interesting. It also provides students with many opportunities to practice and repeat sentence patterns and vocabulary (Ndung`u and Ganthigia, 2013). In this case, the environment of the teaching and learning process will be more interesting. Also, this game is suitable for improving students' vocabulary mastery based on context, they can use words correctly, spelling and sentence patterns are good.

In addition, a crossword puzzle is a game in which the words guessed from the definition are packed into a black and white block diagram (Ndung`u, 2013). Crosswords have words written horizontally (across clues) and words written vertically (clues down). The pattern of black squares is usually used to separate

each word from adjacent words. Correctly decoding crosswords requires correct spelling, which means for students to practice dictionary skills. Reasoning, evaluating options, and drawing conclusions are important skills needed to complete a crossword puzzle.

From the above explanation, it can be concluded that the crossword puzzle is a word guessing game embedded in the chart. It serves as an effective teaching tool for matching terms, definitions, spelling, and key concepts with related names, thereby improving retention and memorizing facts. It makes the teaching process fascinating and interesting, and also provides students with plenty of opportunities to practice and repeat sentence patterns and vocabulary.

III. Research Method

1. Research Design

Research is divided into the research on the basis of course, the research on the basis of approaching, the research on the basis of science, the research on the basis of places, the

research on the basis of variables (Arikunto, 2006). This research used a pre-experiment research. Based on the explanation above, this study used quantitative research.

This study is kind of pre-experiment research, the pre-test is given at the beginning of the study in order to know the student's vocabulary mastery before the treatment and the post-test is offered later at the end of the treatment. During the treatments, the researcher gives explanation of crossword puzzle.

2. Research participants

States that population is the whole of the research subject (Arikunto, 2006). The population of this study is all tenth-grade students of SMP 1 SIMANJAYA class VIII-A.

States that sample is a part of population that has the same characteristic so will represent all population (Arikunto, 2006). The researcher took class VIII-A as the sample of this research. There are 45 students, so the sample is 45 students. This class was chosen as sample than other classes with consideration based on the students'

score that the researcher gotten in the preliminary research.

3. Research Instruments

The method of research is the way use by researchers in collecting data, while the instrument of research is a tool or facility that use by researcher in collecting data to facilitate, and get better results, in a more accurate, complete and systematic that easy to process (Arikunto, 2006).

Research instrument refers to any equipment used to collect the data. In order to collect data, this study conducted from the following instrumentation. Test vocabulary, there were two kinds of tests to measure ability of vocabulary, pre-test and post-test. The test was the consists of 10 numbers.

Based on the classification of the sample above, the researcher used a purposive sample because this sample is not basis of strata, random, or area. And the researcher chooses the eighth grade students as a sample because they have ability to learning more vocabulary but they are unwilling to study vocabulary by explanation of teacher, the researcher would like to

apply a new learning technique especially by crossword puzzle for them.

4. Data Collecting Technique

Data collection technique can help the researcher to find the result in the research. In this point, the researcher used two kinds of instrument to collect the data are Observation and Test. This observation will be done from the first meeting class until the end of meeting class and the all of research reached.

Observation

States that observation is the effective way to pay attention on the subject by using all sense (Arikunto, 2006). Using this observation the researcher can know mostly how the condition of the student's skill, classroom, school building, school officer, teachers and all of group in the school. Based on observer and observant relationship can be classified into two observations (Wina Sanjaya, 2008). They are participant and non-participant observation:

Participant observation is an observation where the investigator becomes participant or respondent of

a particular group or organization.

Non-participant observation is a procedure in which the investigator observes in a natural setting and it is not an actual participant in a particular group or organization.

This study used non-participant observation because the researcher was not active when doing observation. Besides, it kept the researcher's independence related to the result of the study. To get the data, the researcher used a checklist and joined in the classroom.

Test

Collecting data is observe variable that will be studied by using interview, test, observation, questioner, etc. (Arikunto, 2006). In this study, the researcher uses test as the tool to collect data. Test is some of questions or exercises and the other tools that are used for measure skill, knowledge, intelligence, ability or talent of individual or such groups (Arikunto, 2006).

Before giving the treatment, the researcher conducted a pre test for the sample group. The vocabulary test use several essay questions. The group is asked to do the test in 20 minutes by

matching the words of Crossword puzzle media as the correct answer.

After conducting the pre-test, the researcher conducts the treatments. After presenting the treatments, the researcher conducted a post-test. The difficulty of test between pre-test and post-test is the same, the substances is too. In using test method, the researcher gives pre-test and post-test to know the differences of students' vocabulary skill before and after giving treatment or some questions that consist of many items for the instrument to get data of students English's achievement accurately and to know the improving students' vocabulary ability toward vocabulary quiz. That is taken from score of the students or marks of the assessment before and after treatment.

5. Data Analysis Technique

Quantitative data that has been collected in correlation, comparative, Experiment research is processed by the pattern of statistic that has been provided, really by using the manual manner or by using computer service (Arikunto, 2006). If the data has collected, so is measured the data

using the quantitative data that is displayed with number types. The researcher using the formula of statistic to analyze this research, this technique is used on data of test and data of observation analyzing.

IV. Result and Discussion

This was presented by the researcher by calculating the mean score, finding out the standard deviation of the pre-test and pos-test, computing the frequency and the rate percentage students' scores using descriptive statistics and paired sample t-test analysis through SPSS 2.0 program. It could be seen on the table below:

Table 1. Descriptive Statistics

	Mean	N	Std. Deviation	Std. Error Mean
pretest	54.28	35	11.440	1.93
posttest	73.71	35	9.420	1.53

From the table showed that the score of vocabulary was improved by percentage is 36% from the mean score 54,29 in pre-test to be 73,71 in post-

test. The data were collected through the test and showed that students vocabulary got improvement.

Table 2. Paired Samples Statistics

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-19.429	13.272	2.243	23.988	14.870	-8.661	34	.000

The improvement of the student vocabulary can be see through the mean score of indicator pre test, post test and table of SPSS. The improvement of the student vocabulary the eight grade student of SMP 1 SIMANJAYA can be seen clearly in the above table. Showed 35 students as sample in pre-test and post test, then the table also showed mean score of the students vocabulary. The mean of the score students vocabulary about 54,28 in the pre-test with standart deviation 11,44 and standart error 1,93. While, the post-test was 73,71 with standar deviation 9,42 and standar error 1,53. From the paired samples test showed

sig (2-tailed) score $0,000 < 0,05$. it all provided by the students mean score of pre-test and post-test where the score is higher and has significant improvement than mean score of pre-test after gave treatment. Based on this result, it can be concluded that the use of crossword puzzle was effective.

The students' response toward the Crossword Puzzle is almost similar. Most of the students are interested with Crossword Puzzle that was presented by teacher for teaching vocabulary.

Furthermore, most of the students were also interested in the Crossword Puzzle which was never used by the teacher but it had been informed by the writer. So, it was not strange if most of them like the new media that were presented by the writer.

After observing the students' response, the writer also found the additional way that the teacher used in teaching English vocabulary that is vocabulary memorization. She asked the students to memorize the vocabularies on the Crossword Puzzle at home and present their

memorization in the next meeting. This way can be categorized as learner centered activity because this way lets the students to find and learn the words independently inside or outside of the classroom.

V. Conclusion

The researcher can conclude that the learning vocabulary process in the eighth-grade students at SMP 1 SIMANJAYA in the academic year 2020/2021 and the process of learning vocabulary can be done as the followings:

- a. Learning vocabulary through definition and synonym
- b. Learning vocabulary through objects and actions. All of the student learn vocabulary through objects and actions in order to make the students understand the material easily.
- c. Learning vocabulary through game (in the text and in classroom) In this case, one of the students learns vocabulary through game. So, she can make some variation in teaching vocabulary and effective in study the materials.

The problems are faced by students in learning vocabulary.

- a. The students do not have motivation to learn vocabulary. In this case, the teachers need to motivate the students more frequently when they begin to present the materials.
- b. The students also have difficulties to pronounce the words. They only study to pronounce the words in the classroom and never study the subjects in your home again and a large of them not repeat again of the materials from the teachers.
- c. They have difficulties to memorize the word and meaning. They only memorize the words and the meaning when they learn in classroom.
- d. They never learn to pronounce words at home and they do not have a textbook and dictionary.

Based on the Test and observation. The data analysis of Test displays that the value which is acquired on calculating of the pre-test and post-test can be concluded that the improvement is 54, 29 in pre-test and 73, 71 in post-test.

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