THE EFFECTIVENESS OF CROSSWORD PUZZLE GAMES IN TEACHING VOCABULARY TO THE SEVENTH GRADERS AT SMPN 2 BOJONEGORO

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ABSTRACT

Vocabulary is essential in supporting the four skills in English, and vocabulary is the beginning of making it effortless for us to understand and apply English. This study aimed to determine the effectiveness of crossword puzzle games in teaching vocabulary to the seventh graders at SMPN 2 Bojonegoro. This study applied a quasi-experimental of quantitative research. The population was seventh graders students at SMPN 2 Bojonegoro. The samples of this study were the students of VII C as the experimental class and VII D as the control class. This study shows that; (1) the student's vocabulary achievement taught through crossword puzzle games was good. The mean score of the pre-test was 73.226; meanwhile, the mean score of the post-test was 89.677. Where the highest score was 100, and the lowest score was 75; (2) there is a significant difference in the student's vocabulary achievement taught using crossword puzzle games and those taught through the direct method using pictures. The independent sample t-test scores are 4.773 t-table = 2.000 with the level of significant 5%, df = 60. So, the t-test score was higher than the t-table. It indicates that Ha was accepted and Ho was rejected. As a result, crossword puzzle games effectively taught vocabulary to the seventh graders at SMPN 2 Bojonegoro.

KEYWORDS: crossword puzzle games, vocabulary

1.0 INTRODUCTION

Vocabulary is essential in supporting the four skills in English, and vocabulary is the beginning of making it effortless for us to understand and apply English. According to Fachrozi et al. (2021:252), vocabulary is the number of words people recognize and use in their language activities, a collection of words and meaning to communicate with others is a central part of the language. In learning English, we have to master a lot of vocabulary because if the vocabulary we master is still lacking, we will have difficulty reading, writing, speaking, and listening. Astriyanti & Anwar (2016:41), vocabulary is essential to enhance the four skills in English; reading, writing, listening and speaking. In addition, it is supported by Rohmatillah (2014:69), vocabulary is also an essential skill for speaking, reading, writing, and listening. Without sufficient vocabulary, people cannot communicate and express their feelings effectively, both orally and in writing. The more people master the vocabulary, the more they will read, write, listen, and speak as they need. But if we have a lot of vocabulary, it will make it obvious to express our ideas in writing, listening, speaking, or reading. That means to show

how important vocabulary is in learning the language. If we do not know grammar, we can still express our feelings and understand something when communicating. However, if we lack vocabulary, it will be difficult for us to express our feelings, and it will be difficult to understand something when communicating with people. Therefore, it is better if we increase our vocabulary.

Vocabulary is very important to make it straightforward for us to learn English. But during learning, of course, students have problems that make it difficult to improve vocabulary. After conducting research in seventh grade, the researcher concluded that the initial condition of students' vocabulary in seventh grade was very low. The following are some problems that cause students to have difficulty adding vocabulary; 1) The vocabulary of students is still limited; 2) Students are still lazy in adding vocabulary; 3) Students have difficulty remembering many vocabularies; 4) Students are not enthusiastic about adding vocabulary; 5) Many students' vocabulary pronunciation is still wrong; 6) Students are still wrong in reading vocabulary; 7) Many students' vocabulary writing methods are still wrong.

Through the problems that exist in seventh grade, Teachers use the media to assist student activities in achieving their goals. It means the media is a tool needed by the teacher. When it comes to teaching vocabulary, teachers can use a few media. The researcher used a crossword puzzle game media to help solve the problems faced by students in increasing vocabulary. Crossword puzzle games are a type of game that can utilize for learning. Students only need to fill in the blanks in crossword puzzle games according to the clues given by the teacher. According to Malunui in Nurteteng & Nopitasari (2019), crossword puzzles are a type of implementation in which the goal is to train vocabulary mastery by filling in the blank form with letters that create words as the response to the provided question. After the researcher applied the crossword puzzle games to students, it proved through the crossword puzzle game, that the vocabulary that students had was more than before. Besides, those students became easier to remember vocabulary, and pronouncing vocabulary was much better than before. Initially, students did not know how to read vocabulary correctly, and students already know how to read vocabulary correctly. Students who initially still had difficulty in writing vocabulary. Now students can write vocabulary correctly according to spelling. During vocabulary addition, students are more enthusiastic than before.

2.0 METHOD

This study employed a Quasi-Experimental design that includes a pre-test, treatments, and post-test procedures. In this study, the researcher used two groups design. An experimental group was taught through crossword puzzle games as a medium, and the opposite was a control group taught through the direct method using a picture. Taught each class in fourth meetings with the same learning material about a descriptive text related to the nouns and things in the classroom. The design of this study was described in Table 1

Table 1. Research Design of Experimental and Control Classes

Class	Pre-test	Treatment	Post-test
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Which:
E   : Experimental Class
C   : Control Class
X   : Treatment (Crossword Puzzle Games)
Y1   : Pre-test
        Y2   : Post-test

The population of this study was the seventh graders' students at SMPN 2 BOJONEGORO in the 2021/2022 academic year. This study employed cluster random sampling. The researcher used cluster random sampling to take the sample into a group. The researcher put the names of each class into a glass and shook it to determine which would be the experimental class and which would be the control class. The sample was VII C with 31 students as the experimental class and VII D with 31 students as the control class.

For the collection of data, the researcher prepared some steps, including;
1) Selected the population and sample;
2) Determining the experimental class and control class from the sample of study;
3) Giving a pre-test with the same question about 20 multiple choice questions related to things in the classroom for both classes;
4) After giving a pre-test for both groups, the experimental class gave treatment with taught use of crossword puzzle games. Meanwhile, the control group was taught the direct method using pictures. Both classes offered the same material, namely descriptive text related to things in the classroom;
5) Gave post-test for both classes with the same question about 20 multiple choice questions related to things in the classroom;
6) The researcher analyzed the beginning and final data to determine which media was more effective.

The pre-test and post-test data were performed using a normality test, homogeneity test, balancing test, and hypothesis test using the SPSS program.

3.0 FINDINGS AND DISCUSSION

The try-out analysis results show that there are 20 valid questions and 20 invalid questions. Besides that, the reliability test shows that the test is reliable with a value of 0.868. From those results, consider that 20 items were appropriate for the pre-test and post-test instruments. After the researcher got the data from pre-test and post-test students in both classes, the researcher described data from pre-test and post-test students using the normality test, homogeneity test, balancing test, and hypothesis test. The results of the data can be seen in Tables 2 and 3.

Table 2 Description Data of the Pre-Test in Both Classes

Description	Results of Students' Learning Data	
Class	Experimental Class	Control Class
Numbers of Students	31	31
Mean Score	73.226,	71.129
Highest Score	90	90
Lowest Score	60	40
Normality Test	Normal with a value of 0.058	Normal with a value of 0.123

| Homogeneity Test | Homogeneous with a value of 0.545 | |
| Balancing Test | t-count 0.748 and t-table 2.000, t-count<t-table. It means both classes do not have significant differences. | |

Table 3 Description Data of the Post Test in Both Classes

Description	Results of Students' Learning Data	
Class	Experimental Class	Control Class
Numbers of Students	31	31
Mean Score	89.677,	79.516
Highest Score	100	100
Lowest Score	75	65
Normality Test	Normal with a value of 0.155	Normal with a value of 0.082
Homogeneity Test	Homogeneous with a value of 0.709	
Hypothesis Test	t-count 4.773 and t-table 2.000, t-count > t-table. Ho rejected and Ha accepted	

After analyzing all of the tests, the researcher found two results. The first result shows that crossword puzzle games effectively increased students' vocabulary. Based on that statement, students in the experimental class experienced high scores after being taught through crossword puzzle games. The difference in the increase in experimental class scores from pre-test to post-test was 16.451. Besides that, the lowest score in the pre-test was originally 60, and the lowest score in the post-test was 75. During learning using crossword puzzles, students become easier to add vocabulary and remember vocabulary because students play a direct role in filling in crossword puzzles. This makes students more eager to add vocabulary.

The second result shows that crossword puzzle games were more effective than the direct method using pictures. It was evidenced by the difference in the post-test scores of both classes. The difference in post-test scores between both classes was 10.161. Apart from the difference in scores, it can be seen in the hypothesis test results. The hypothesis test results show a significant difference between the class taught using crossword puzzle games and the class taught through the direct method using pictures. Different mean scores of both classes were not that significant. But the experimental class scores were higher than the control class, and it can conclude that the direct method used pictures was not an effective way of teaching vocabulary. So, the researcher concluded that the crossword puzzle games were more effective in teaching vocabulary.

During the implementation of learning through the direct method of using pictures, students are not active because students do not play a direct role. In the experimental class taught using crossword puzzles, students are more active during teaching and learning. This makes it easier for students in the experimental class to improve their vocabulary.

Based on the description above, the students were active during learning and could increase vocabulary using crossword puzzle games, especially nouns related to things in the classroom. It means that the media has a significant effect on the students in vocabulary. The Crossword puzzle game was suitable for teaching vocabulary and significantly helped students increase their vocabulary ability. When conducting teaching and learning in the classroom using the crossword puzzle games, students have been able to answer the meaning of the word, which initially students did not know. Students can also answer the vocabulary at the crossword puzzle with the correct letters. When the researcher was asked to write ten nouns related things in the classroom, students also answered with the proper meaning and letters, and there were only a few words that wrote incorrectly.

It has been discussed that crossword puzzle games are one effective technique used for

teaching and learning. Crossword puzzle games were the most beneficial technique in teaching and learning, particularly in teaching vocabulary. The students will be encouraged to join and participate in the activity. According to Rizqi and Usman (2021), a crossword puzzle game is a game that aids teachers in learning vocabulary. Activities for learning and teaching are made more pleasurable by using this game. Students will become more engaged and motivated to participate in teaching and learning activities as students apply reasoning to fill in the blanks on the worksheet. Through crossword puzzle games, the students will actively participate in teaching and learning process because the students will be playing and studying simultaneously.

The writer indicated that crossword puzzle games encourage students to play more actively, and it can give students a chance to increase their vocabulary. This study revealed a significant difference between the use of crossword puzzle games and students' vocabulary. It shows that using crossword puzzle games and teaching vocabulary helped students increase their vocabulary of nouns related to things in the classroom.

4.0 CONCLUTION

Based on the result of this study presented in the previous chapter, it is possible to conclude that the use of the crossword puzzle game media affects the vocabulary achievement of the seventh graders at SMPN 2 Bojonegoro in the 2021/2022 academic year. Thus, it can say that there was any significant difference in teaching vocabulary between the students taught through crossword puzzle games and those taught using the direct method through pictures in the seventh graders' students at SMPN 2 Bojonegoro in the academic year 2021/2022. Students taught through the crossword puzzle games improved more than those taught through the direct method using pictures. It provides that teaching vocabulary using crossword puzzle games is more effective.

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