

IMPROVING VOCABULARY OF TENTH GRADE AT SMA WASILATUL HUDA BY CROSS WORD PUZZLE

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Abstract

In addition, teachers rarely use media and teaching with repetition makes students feel bored. In this case, students understand more in learning vocabulary because they have to fulfill hidden words given by the teacher using crossword puzzles and make it easy for them to remember vocabulary in a different way, namely rewriting. The reason for using this game is because students can enjoy learning the target language. Posttest was used to measure post-treatment outcomes.

Furthermore, a comparison of the post-treatment and pre-treatment results was carried out to determine the effectiveness of the crossword puzzle media. There is a difference in treatment between the experimental class and the control class. In the experimental class the researchers gave treatment using crossword puzzles as a medium to train students in learning vocabulary, while students in the control class were taught without using crosswords.

In the pretest, the mean score of students on vocabulary test before carrying out CAR is 52.81. It means that there are only three who are able to pass the KKM, and there are 46 students who are not able to pass the KKM. There are 34 students whose pass the KKM, and there are 15 students whose score still under the KKM. First, related to the test result, there was 20.85% improvement of students' mean score from pretest to the posttest of the second cycle.

Keywords: *improving, crossword, vocabulary*

Abstrak

Selain itu, guru jarang menggunakan media dan pengajaran dengan pengulangan membuat siswa merasa bosan. Dalam hal ini siswa lebih paham dalam mempelajari kosakata karena harus memenuhi kata-kata tersembunyi yang diberikan oleh guru dengan menggunakan teka-teki silang dan memudahkan mereka untuk mengingat kosakata dengan cara yang berbeda yaitu menulis ulang. Alasan menggunakan game ini adalah karena siswa dapat menikmati belajar bahasa target. Posttest digunakan untuk mengukur hasil pasca perawatan.

Selanjutnya dilakukan perbandingan hasil pasca perlakuan dan pra perlakuan untuk mengetahui keefektifan media teka-teki silang. Terdapat perbedaan perlakuan antara kelas eksperimen dan kelas kontrol. Pada kelas eksperimen peneliti memberikan perlakuan menggunakan teka-teki silang sebagai media untuk melatih siswa dalam mempelajari kosakata, sedangkan siswa di kelas kontrol diajar tanpa menggunakan teka-teki silang.

Pada pretest, nilai rata-rata siswa pada tes kosakata sebelum melaksanakan PTK adalah 52,81. Artinya hanya tiga yang mampu lulus KKM, dan ada 46 siswa yang tidak mampu lulus KKM. Ada 34 siswa yang lulus KKM, dan ada 15 siswa yang nilainya masih di bawah KKM. Pertama, terkait dengan hasil tes, terdapat peningkatan rata-rata skor siswa sebesar 20,85% dari pretest ke posttest siklus II.

Kata kunci: *meningkatkan, teka-teki silang, kosa kata*

INTRODUCTION

Vocabulary is one of the important language aspects in learning English. By having vocabulary, it is easier for students to understand the teacher's explanations and also helps them in learning the four language skills, namely listening, speaking, reading and writing.

Regarding the importance of vocabulary, students need to learn vocabulary because vocabulary is the key to learning a language and the most important aspect of using language. Students who have sufficient vocabulary can automatically speak and build sentences well. According to Jack Richards and Willy A. Renandya, (2002) "vocabulary is a core component of language proficiency. and provides much of the basis for how well learners speak, listen, read and write well". (Jack C. Richards and Willy A. Renandya, 2002) However, in terms of teaching English, many students are still confused about using vocabulary in their writing. In addition, there are several techniques and media that can build students' interest in learning vocabulary. One of the media that the writer wants to apply in teaching vocabulary is crossword puzzles. By applying the crossword puzzle, the writer hopes that it will be effective for students' vocabulary learning. (Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Gathigia, 2013)

"Crossword puzzles are games that make the teaching-learning process interesting." This means that crossword puzzles will motivate students to solve puzzles by making learning fun and relaxing. In this case, students understand more in learning vocabulary because they have to fulfill hidden words given by the teacher using crossword puzzles and make it easy for them to remember vocabulary in a different way, namely rewriting. The reason for using this game is because students can enjoy learning the target language. This is because students are involved in the learning process. In addition, crossword puzzles can also help students to get their interest in learning vocabulary by practicing and repeating sentence patterns. With this technique, it helps students see or think that

English is not a good subject. Based on these problems, the researchers conducted research on the use of crossword puzzles in the tenth grade of SMA Wassilatul Huda Dukuh Kidul, Ngasem, to determine the increase in students' vocabulary using crosswords.

RESEARCH METHOD

The purpose of this study was to obtain empirical evidence whether the use of crossword puzzles was effective in teaching vocabulary to class X students at SMA Wasilatul Huda. This study uses classroom behavior. Called the method of collective action because it relates to student behavior in the classroom. CAR to determine the effectiveness of using crossword puzzles as a medium for vocabulary education. Here, the researcher conducted pre-test and post-test in class. Pretest is used to get the initial value of the experimental class. Posttest was used to measure post-treatment outcomes. Furthermore, a comparison of the post-treatment and pre-treatment results was carried out to determine the effectiveness of the crossword puzzle media. There is a difference in treatment between the experimental class and the control class. In the experimental class the researchers gave treatment using crossword puzzles as a medium to train students in learning vocabulary, while students in the control class were taught without using crosswords.

Data collection techniques using in-depth interview, observation, and test. The instruments in this research were the interview guideline, observation checklist and field note. Data analysis used Qualitative data consists of observations in physical activity in the classroom and interviews to be presented to teachers and students. Qualitative data analysis used in this study was the observation of student activities during the teaching and learning process, and interviews before and after CAR. Then, "in the analysis of quantitative data, the writer took the average score of students' vocabulary in two cycle

RESULTS AND DISCUSSION

Many games and media that become effective tools for teaching and learning activity such as cards, word wall, etc. One of

games is crossword puzzle that the writer expected effective for teaching and learning activity. So, the writer did the research using crossword puzzle in teaching vocabulary in SMA Wasillatul Huda Dukuh Kidul Ngasem. First, related to the test result, there was 20.85% improvement of students' mean score from pretest to the posttest of the second cycle. In the pretest, there were three students who passed the KKM. Then in the result of posttest in cycle 1, there were 19 or 38.77% students in the class who passed the KKM considering their mean score of the test gained 64.70. Next in the result of posttest in the cycle 2, there gained 34 or 69.38% students who passed the KKM in which their mean score of vocabulary test derived 75.71.

Second, the observation result showed that the students were more active and interested in learning vocabulary through crossword puzzle games, because that games could make have fun, and help them learn vocabulary easily.

Third, based on the interview result, it could be concluded that the students could feel happy and enjoy in using this way, and they were very enthusiastic to follow the English class.

In addition, it can be seen from the comparison between the average score obtained by the experimental class and the average score obtained by the control class in the score table obtained by students, the average score obtained in the experimental class (21.22) is higher than that obtained . the average score in the control class (13.38). This means that crossword puzzles are effective in increasing students' vocabulary. Therefore, it can be concluded that the answers to the research questions prove that there is an effectiveness of crossword puzzles on the vocabulary of students at SMA X Wasillatul Huda in the 2021/2022 academic year.

After the researcher conducted the research, he wanted to give some suggestions that might be related to the results of the research and discussion. The results of this study indicate that crossword puzzles are effective to be applied in vocabulary learning. There are several things that researchers can suggest:

a. For Teacher

English teachers must be creative in developing teaching and learning activities and strategies in the classroom so that the class is lively and students are not bored. In addition, English teachers should encourage students to actively participate in classroom learning activities so that students will get vocabulary learning that is more effective and easier to understand the new vocabulary being taught. The English teacher must also motivate students that learning English, especially vocabulary, is an easy and interesting thing to learn.

b. For Student

Students must always be active in the teaching and learning process and not afraid or lazy in English lessons, so students must develop their motivation. In addition, students should pay more attention and maintain their attitude when the teacher explains the lesson and teaches them. The students also have to study hard to reduce their difficulties in learning English.

c. For Next Researcher

Researchers must develop learning by using media or strategies in understanding vocabulary to make students interested and understand the material easily. For example: using games, songs, pictures and crosswords.

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