

# TEACHING ENGLISH VOCABULARY USING CROSSWORD PUZZLE GAME AT THE SEVENTH GRADE STUDENTS

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## Abstract

Teaching English is one of activity in the classroom. A game can use to improve students' vocabularies mastery in the process of teaching learning, so students do not get bored while studying English. This research is attempted to verify the effectiveness of the Crossword Puzzle Game in teaching vocabulary at the seventh grade students of SMPN 10 Cimahi. The main objective is to figure out whether the crossword puzzle game is effective to improve the students' vocabularies or not. The method is used quantitative research and pre-experimental research design conducted in one class. The populations of this research are the seventh grade students. And the sample is one class of the seventh grade students, which is class VII.E that consists of 32 students. The data is collected with the pretest and posttest as an instrument. The data analysis shows the result of mean score of posttest is higher than mean score of the pretest. The result of computation using Wilcoxon based on the table of test statistics, asymptotic significance (2-tailed) = 0.000 which is lower than 0.05. It means the alternative hypothesis is supported. Therefore, teaching English vocabulary using crossword puzzle game is effective to improve the students' vocabulary.

**Keywords:** Teaching, Vocabulary, Crossword Puzzle Game

## INTRODUCTION

English can be used for distinct goals so it has a very significant role in Indonesia, like as teaching, cultural and among others. Vocabulary is one aspects that important in English. Students will find in difficult to say something in communicating with others when they are lack of vocabulary even though they have learned the grammar. For example, when someone ask you "what are you doing this morning?" actually you want to reply that you do sport "run" this morning, but you don't know the vocabulary, so you answer these questions with the body movements such as running.

Students can say something even though they only read a text or vocabulary in dictionary, as stated by Astriyanti & Anwar (2016:41) "Vocabulary is needed to improve the four English skills; listening, speaking, reading, and writing". This means that one of the important elements in learning English is vocabulary. Students will find it difficult to express their ideas when they do not have sufficient vocabulary as supporter to be able to understand and speak English. In addition Thornbury & Scott (2002:13) stated "Without grammar very little can be conveying, without vocabulary nothing can be conveyed.

As mentioned above it shows how important vocabulary in learning language, without knowing vocabulary we cannot express our feeling and it would be impossible to understand something and communication among people would never be reached. So, vocabulary is one of the important thing in English learning.

The researcher needs to implementate a method which interested the students in learning. In improving the student's achievement in teaching learning process, the teachers have an important role. Teachers are in constant search of essential activities that allow students to improve their learning abilities of foreign language. The teachers have to know the situation of the students and use the suitable technique in order to make students enjoy in learning and easy to gain the new vocabulary. Besides, a game also can improve students' vocabulary. According to Nurhayati (2015:221) "Game is one of method that could render students feel that certain words are important and necessary". There are many games which can be used in teaching learning process. One kind of game is crossword puzzle. By crossword puzzle, the students can obtain new vocabularies and makes their vocabularies better. In line with Widyasari (2010:14) "there a several activities that would assist to build up the vocabulary which apply words in converse and deed the crossword puzzle". Crossword puzzle could nurture the brain of students to memory the new words. in addition the students would train to finish the crossword puzzle by divide with their friends. Therefore, the researcher are interested to use crossword puzzle games as a tool to teaching vocabulary at the seventh grade students of SMPN 10 Cimahi.

In accordance with Brown (2000:7) "Teaching is setting the learning condition by guiding and facilitating learning, allow the students to learn". And teaching is showing somebody to study, giving instruction, guiding, providing with knowledge, make to know or grasp (Brown, 2000:7). It signifies that teaching is the way to give some new information by giving instruction, guiding in the study and deliver new information or understand about something. Based on the definition, the researcher deduced that teaching is not more than transferring the knowledge, but the teacher have to be facilitator and guide to shape the students who have good behavior and can improve their knowledge.

Vocabulary is the one of language system components that is important to be learned. According to Richard (2001:4) in Yuliawati (2013:20) vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. If people could be mastered vocabulary well, they will speak, listen, read and write. various ways are done to manipulate the vocabulary that aims to improve the ability of writers and speakers to make emotive effects and construct a smooth and coherent of the discourse. While, Freeman (2000:29) says that "vocabulary is emphasized over grammar although work on all four skills (reading, writing, speaking, and listening) occurs from the start oral communication is a seen a basic".

Montgomery (2007:2) stated that there is a list of vocabulary types, where each type of vocabulary has different purpose and vocabulary development in one facilitates growth in another.

- a. Speaking Vocabulary. It is the words that people use in their speech.
- b. Listening Vocabulary. It is the words that people hear and understand.
- c. Writing Vocabulary. It is the words which are people use in written either in formal or informal forms.
- d. Reading Vocabulary. It is the words which are people know and understand when reading text.

From the upon statement, it can be deduced that vocabulary is one aspect of language which is important in learning language because vocabularies carry meaning which are used in communication.

According to Salen & Zimmerman (2004:14) “A puzzle is a special kind of game in which there is a single correct answer or set of correct answer”. In addition, Wharton (1995:48) in Rimbayanti (2016:16) affirmed that “A puzzle is still the most popular word game. It lies in the ease with which it can be constructed. The words are fun together horizontally and vertically. That puzzle is very simple to create in order to employ in the language classroom. By making a list of words which are your students should be familiar. Based on the statement, the writer concluded, to assist the students build and improve their vocabulary mastery with the ways students’ can be practice with answer and question which had prepared by teacher to figure out the correct clues we can use a technique named puzzle.

According to Widyasari (2010:20) there are some kinds of crossword puzzles that can be performed in the process of teaching and learning vocabulary in the classroom using crossword puzzle game, those are:

- a. Oral Puzzle. It is a puzzle that is giving oral by teachers, and students are given only an empty crossword puzzles without a clue. Give instructions orally can train hearing students. Tell students to fill out what they could and then repeat the instructions again until they understand.
- b. Picture Puzzle. It is a puzzle using the picture as a clue. And only give the students the puzzle without the clues. For each clue, replaced with pictures. It works very well with a unit which embroiled many new vocabulary.
- c. Object Puzzle. It is the crossword where inside the object is written a clue. give a blank puzzle without a hint to the student. The goods placed around the room, each given a labeled with the prompts number. Then the students are asked to go around at different stations; allow them to pick up the objects as they complete the puzzle.

According to Plaister in Rimbayanti (2016:17) in teaching vocabulary there are some advantage of crossword puzzle that can be taken, namely:

1. Learning vocabulary by doing, because doing action would be more meaningful and motivating students.
2. By doing puzzle, students are trained to involve in the problem solving.
3. It is interesting and challenging for students. It can avoid students’ boredom of monotonous learning. In this case, puzzle tries to increase students’ attention, their lesson materials and this procedure better learning.
4. The puzzle in group or classroom discussion students is trained to be more critical thinking.
5. The puzzle in group will make the students feel fun, enjoy in their learning English. This is meaningful and helpful for students’ in learning English. It can encourage students’ to participate in their learning English.

Be based on the above statement, the writer concluded that by using puzzles game is a good way to improving students vocabulary, because using the crossword puzzle game have some benefits to increase students ability in learning English.

## **METHOD**

This research is about teaching English vocabulary through crossword puzzle game in the VII.E class at SMPN 10 Cimahi. the primary purpose of this research is to figure out if the crossword puzzle game is effective to improve the students’ vocabulary or not. The research method is quantitative research, and the pre-experimental research design conducted in one class. The populations of this research are the seventh grade students which consists of nine

classes. And the sample is class VII.E that consists of 32 students. The data is collected with the pretest and posttest as an instrument.

## RESULTS AND DISCUSSION

### Results

This section is intended to answer the research question whether crossword puzzle game is effective to improve students' vocabulary at the seventh grade of SMPN 10 Cimahi. The writer analyzed the data using *SPSS version 23* with the table below:

**Table 1. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,179	32	,010	,948	32	,124
posttest	,158	32	,041	,919	32	,019

a. Lilliefors Significance Correction

From the result of normality test over, it can be sum up that the score of pretest and posttest of Kolmogorov-Smirnov Normality test had Sig. 0.010 for the pretest and 0.041 for posttest which is less than 0.05. It means that the data is not normal and the calculation of pretest and posttest score is not done, therefore the researcher continue the calculation to Non-parametric Test.

Non-parametric test or Wilcoxon matched-pairs signed-rank test is used to decide if the scores from two samples that come from similar cases are significantly dissimilar with one another. The differences between pairs of scores are ranked in order of size, ignoring the sign or direction of those differences. The rank of the differences with the same signed are added together. If there are no differences between the score of two samples, the amount of positive ranked differences should be similar to the amount of negative ranked difference. The larger distinction between the positive and negative ranked differences, more likely two sets of scores differ significantly from each other (Cramer & Howitt, 2004:180 in Kaswan & Suprijadi, 2016:131) With the folowing hypothesis:

- If the test is (Asymp > .05) then the differences is non-significant
- If the test is (Asymp. < .05) then the differences is significant

**Table 2. The Result of Non-parametric Test Ranks**

		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	32 <sup>b</sup>	16,50	528,00
	Ties	0 <sup>c</sup>		
	Total	32		

- a. posttest < pretest
- b. posttest > pretest
- c. posttest = pretest

**Table 3.**  
**Test Statistics<sup>a</sup>**

	posttest - pretest
Z	-4,951 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the table above, the results of mean rank score is 16.50, sum of rank score is 528.00 and Z score is -4.951. and we can see the Asymp. Sig. (2-tailed) value is 0.000 which less than 0.05. It means that the dissimilar among pretest and posttest score are significant.

To know the mean and the standard deviation of the score, the researcher used descriptive statistic on SPSS. And the outcome of Descriptive Statistics can be observed on the following table:

**Table 4. The Result of Descriptive Statistics**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	5	60	29,69	15,342
Posttest	32	60	100	82,50	12,826
Valid N (listwise)	32				

Based on the table above we can see the improvement statistic of data pretest and posttest, the mean score of pretest is 29.69, the mean of posttest is 82.50, and the standard deviation decreased, it means the data is representative.

### Discussion

This part covers the discussion of the teaching English vocabulary through crossword puzzle game. The finding research proved that crossword puzzle game could increase students' vocabulary. It can be observed from the improvement of the students score. The students' mean score of pretest is 29.69. After the implementation of crossword puzzle game, the mean scores of posttest is 82.50 and it supported by the Asymp. Sig. (2-tailed) value is minus than 0.05. The dissimilar among pretest and posttest score are significant. It means the implementation of the crossword puzzle game improved the students' vocabulary. Besides, improving the students' score, the implementation of crossword puzzle game got positive responses from students in their teaching learning process of vocabulary and it good to be applied in the process of teaching learning particularly in improving their vocabulary mastery. It is able to help teacher and student to achieve the goal in their study activity.

### CONCLUSION

The researcher conducted this research by using pre-experimental design which is intended to figure out if crossword puzzle game is effective to improve students' vocabulary or not. Based on the statistical calculation above, there is a significant distinction among teaching English vocabulary through crossword puzzle game at the seventh grade students of SMPN 10 Cimahi.

Based on the outcome at the previous table, the result of the students' English vocabulary test increased from the pretest to posttest score. The average of the pretest is 29.69 and the posttest is 82.50. There are a significant distinction among pretest and posttest score. It could be deduced that the alternative hypothesis of this method is accepted, it means that the crossword puzzle game is effective and significantly improve the students' vocabulary mastery.

## ACKNOWLEDGMENTS

we would like to thank to Allah SWT who has given a strength and health to finish this journal. And thanks to IKIP Siliwangi especially English Education Study Program, also the greatest appreciation to Mr. Efransyah, for his advices, supervision, and crucial contribution in the improvement of the result of this journal.

This research is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, the suggestion and critics are welcomed.

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