

THE IMPLEMENTATION OF CROSSWORD PUZZLES IN VOCABULARY TEACHING

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Abstract

Vocabulary learning is an important and inseparable part of every language learning process for learners. In this research, the implementation of crossword puzzles is considered as an effective way to teach vocabulary to students. Therefore, it is important to make teachers and students familiarized with this relaxed but useful technique. This study intends to describe the process of applying crossword puzzles in vocabulary teaching. This research was carried out at SMP SAIS Soreang Bandung School in class VIII as subjects. Qualitative methods are applied and for triangulation three data collection techniques are chosen such as observation, questionnaire, and interview. Observations were made twice. To complete the data, researchers used observation sheets during the learning process in class. Besides, researchers use learning plans to answer the first research question. To support the data, the results of the questionnaire were analyzed after observation. The interview is conducted with the teacher. The results showed that students were enthusiastic about learning vocabulary through crossword puzzles. Crosswords are good for facilitating thinking and problem-solving. Besides, students also experience increased vocabulary mastery through crossword puzzles.

Keywords: Crossword Puzzles, Vocabulary, Teaching

INTRODUCTION

English is considered as an important language that must be considered to meet communication needs in this globalization era. Given the importance of the benefits of English, Indonesia has implemented English as a compulsory subjects in schools. Vocabulary is an important aspect to support the language skills that students must learnt. English as part of all English skills students just learn. This is supported by Nunan (1991) in Heha et al., (2018) "Vocabulary is one of the important parts to use a second language." Vocabulary mastery will affect a person's ability to use the language both in spoken and written form. Vocabulary mastery can help students more easily learn. In listening skill, someone be able to understand the vocabulary spoken by others if they know the meaning of what that person is saying by reacting through actions and answering them using words too. Likewise in the ability to speak, people must be able to compose words to convey a meaning.

The importance of vocabulary expressed by Wilkins (1976, cited in Thornbury 2002) in Mirzaai, (2012) "Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed." This tell us that if someone wants to be able to convey meaning, they need vocabulary. Even if someone already knows the structure of sentences but if he does not master the vocabulary, he will still not be able to say or write anything.

Definition of Vocabulary

Vocabulary is part of the language component and list of words used by a person to communicate. It is supported by Nation (2001) in Orawiwatnakul, (2011) “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.” Besides, vocabulary learning is an important role in foreign language learning, both in the first language and second language.

Some experts have classified types of vocabulary. Harmer (1991) in Sahib (2019) states that there are two types of vocabulary, they are as follows :

- a. **Active Vocabulary**
Active vocabulary refers to the vocabulary that has been taught or learned by students and which they are expected to use.
- b. **Passive Vocabulary**
Passive vocabulary refers to the vocabulary that is often used by students but whose meaning is not understood both in oral and written contexts.

Smith and Jhonson in Mastura (2000) in Sahib, (2019) also states that receiving the vocabulary can be through listening and reading skills. While creating the can be through speaking and writing skills.

- a. **Listening Vocabulary**
Listening vocabulary are words that we hear and understand.
- b. **Speaking Vocabulary**
Speaking vocabulary is the words we use in conversation.
- c. **Reading Vocabulary**
Reading vocabulary are words that we can read.
- d. **Writing Vocabulary**
Writing vocabulary are words that we use to express ourselves in written form.

Crossword Puzzles

Increasing vocabulary requires a precise and fun method. One of them is by using crossword. Crossword can be considered as a tool used to attract students' motivation in following the teaching and learning process because crossword can make students focus more on learning because they don't feel forced to learn. Crossword puzzles is an alternative in the teaching and learning process. Oxford learner's dictionary (2003) in Journal et al., (2018) the crossword puzzle are words that must be guessed from clues and written in spaces in squares. Crossword is a puzzle in which the words have to guess the clues that are in the box. From this definition, the writer can conclude several meaning of crosswords :

- a. Crossword puzzle is a game that you have been thinking about very carefully which is squares of boxes with empty spaces that must be filled with related words.
- b. Crossword puzzle is a game to train the mind with squares of empty spaces that must be filled with words that are linked horizontally and vertically.
- c. Crossword puzzle is a game that you have think about carefully which is normally takes the form of a square or rectangular grid of white and shade square.

This study intends to describe the process of applying crossword puzzles in vocabulary teaching.

METHOD

This research uses descriptive qualitative. According to Fraenkel and Wallen (2008) in Puspita & Sabiqoh (2017) qualitative research is research that investigates the quality of relationships, activities, situations, or material. The data is collected in the form of descriptive data that describes the conditions that occur in the field. This study discusses about the implementation of crossword in teaching vocabulary in the eighth-grade, especially VIII B class of SMP SAIS School at Soreang Bandung which consists of 48 female students. The purpose of this study is to make effective crosswords to improve student vocabulary. Data collection was carried out by using observations, interviews, and questionnaires instruments.

Observation is the process of gathering information directly by gathering people and places in the study location (Jhon, 2005) in Puspita & Sabiqoh, (2017). In this study, the observation was used to obtain data about the process of implementation crossword in teaching vocabulary to SMP SAIS School students. After observing their teaching and learning process, researchers interviewed teachers about the application of crosswords in vocabulary teaching. The interview is a conversation between two people (the interviewer and the interviewee) in which the question will be asked by the interviewer to get information from the interview Sugiono (1972) in Puspita & Sabiqoh, (2017).

Then a questionnaire was carried out to make the observations and to get more data related to this research. The questionnaire is a list of questions used by researchers to obtain data from students through the statement process (Jhon, 2016) in Puspita & Sabiqoh, (2017). There are 3 students selected by the researcher to respond the statements given to see further the students' problem in learning vocabulary using Crossword. One student with an above-average ability, one student with equivalent ability, and one student with below-average ability.

To obtain the accurate data, the researcher will follow the procedures of research in the following steps based on Creswell's, Educational Research.

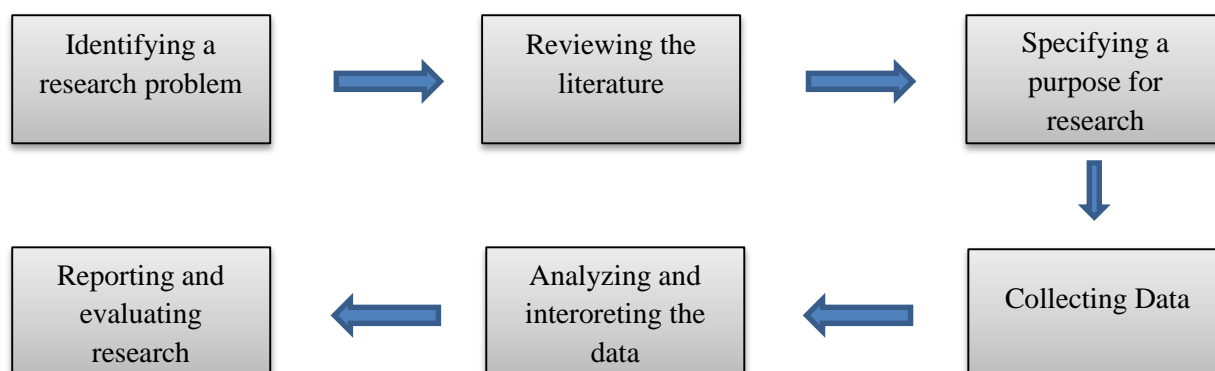


Figure 1. The procedure of Research

RESULTS AND DISCUSSION

Results

The results of this study can be seen in the teaching and learning process in the classroom. The results of the data show that the implementation of crossword can improve students' vocabulary mastery. Based on qualitative data, most students are active in learning activities. This can be seen from the participation of students in responding to the researchers' instructions and the value of their assignment scores.

The following are the results of some data obtained such as observations, interviews with teachers, and student questionnaires.

Table 1. Observation Data

	ACTIVITIES	YES	NO	EVIDENCE
PRE-ACTIVITY	The student were engaged in the activity.	√		They are can review the previous lesson, and motivated in the activity.
	The student participated actively in the activity.	√		They ask things they don't understand and answer teacher questions that refer to the material.
	The students understand learning easily.	√		They can say vocabulary that was not previously understood.
	The students could construct the vocabulary.	√		They can pronounce easier the vocabulary around them.
WHILST-ACTIVITY	The students understand the vocabulary instruction.	√		After the teacher provides instructions, students immediately compile vocabulary.
	The students have difficulty completing their assignment.		√	The students could do the task easily.
	The students solved the vocabulary problem.	√		Although they found problem, they can solve it. The students who did not know some words in English they directly opened the dictionary.
	The students can work in pairs or groups.	√		Students can work together in group learning.
POST-ACTIVITY	The students enthusiastically shared vocabulary with friends.	√		Because of time limitation, only three students who can share their text in front of the class.
	The students comprehended the material.	√		They are able to make sentences with the new vocabulary they understand.

The students can explain the materials.	√	They could finish their vocabulary with crossword.
The students can conclude the lesson.	√	The students said that they were able to make sentences with vocabulary

Table 2. Interview Data from Teacher

No	Questions	Answers
1	Does the learning that has been carried out make you have a high willingness to teach vocabulary?	"This is the first time I have done vocabulary learning using crossword puzzles, seen from the pleasant learning conditions, I have a high desire to be able to teach students in a fun way like this."
2	Does the learning that has been done eliminate mistakes in teaching vocabulary?	"Learning that is carried out can minimize errors that occur, because the concept is structured and clear."
3	How does the learning that has been carried out give meaning and make it easier to understand the material?	"Yes, the learning that is carried out provides a very easy understanding."
4	Does the implementation of the lesson make it easy for you to understand what has been taught?	"Yes, learning is very easy to understand."
5	Is the learning carried out interesting, fun, and not boring?	"Yes, learning vocabulary using crossword is very fun and not boring."
6	Do you feel that the time needed to provide an understanding of this learning is getting shorter?	"No, because learning vocabulary using crossword is very effective so that it can provide understanding within a certain period of time."
7	Are you motivated to do well in teaching?	"Yes, I am very motivated by this learning."
8	Does the learning given can lead to students' critical thinking?	"Yes, this learning can improve my critical thinking, because this learning can also solve problems in learning."
9	Do you feel more valued for providing direction during learning?	"Yes, I feel proud to be rewarded with an effective learning concept."
10	Are you more courageous in expressing your opinion in the learning process?	"Yes, I dare."

From the data above, it can be concluded that the results of the interviews obtained from the English teacher regarding vocabulary learning using crossword are very fun, effective, and also easy to understand by all students.

Table 3. Questionnaire Student 1 (High)

No	Statements	Responses	
		Yes	No
1	The learning that is applied makes me have a high willingness to follow the lessons.	√	
2	The learning that is applied can eliminate my learning mistakes.	√	

3	The learning that is applied made it easier to understand the material.	√
4	The learning makes it easier to understand the material being taught.	√
5	The learning is interesting, fun, and not boring.	√
6	I feel the time spent understanding this learning is getting shorter.	√
7	I am motivated to get good achievements.	√
8	The learning can improve my individual critical thinking.	√
9	I feel more valued in expressing opinions while studying.	√
10	I feel more willing to express opinions in the learning process.	√

Table 4. Questionnaire Student 2 (Middle)

No	Statements	Responses	
		Yes	No
1	The learning that is applied makes me have a high willingness to follow the lessons.	√	
2	The learning that is applied can eliminate my learning mistakes.		√
3	The learning that is applied made it easier to understand the material.	√	
4	The learning makes it easier to understand the material being taught.	√	
5	The learning is interesting, fun, and not boring.		√
6	I feel the time spent understanding this learning is getting shorter.		√
7	I am motivated to get good achievements.	√	
8	The learning can improve my individual critical thinking.		√
9	I feel more valued in expressing opinions while studying.		√
10	I feel more willing to express opinions in the learning process.	√	

Table 5. Questionnaire Student 3 (Low)

No	Statements	Responses	
		Yes	No
1	The learning that is applied makes me have a high willingness to follow the lessons.		√
2	The learning that is applied can eliminate my learning mistakes.		√
3	The learning that is applied made it easier to understand the material.		√
4	The learning makes it easier to understand the material being taught.	√	
5	The learning is interesting, fun, and not boring.		√
6	I feel the time spent understanding this learning is getting shorter.		√
7	I am motivated to get good achievements.	√	
8	The learning can improve my individual critical thinking.		√
9	I feel more valued in expressing opinions while studying.		√
10	I feel more willing to express opinions in the learning process.	√	

Based on the data questionnaire, several students gave different responses to the statements given by the researcher. The first response from students with above average abilities really liked learning vocabulary using this crossword, because it could increase their self-confidence and also felt motivated to achieve even higher achievements in further learning. the second was a response from a student whose ability was equivalent to the average, he stated that he was beginning to adjust his ability in this study, even though he still could not catch up skillfully what he was learning. the last response from students with lower average abilities, he stated that he had not been able to master this learning but was still trying to follow the learning well. The conclusion of the responses to this questionnaire is that most students feel they can accept this learning with pleasure and follow the effectiveness of learning.

The test was given at the time of the study. This is intended to gain understanding of students' vocabulary. The number of questions given by the researcher was 30 questions consisting of blank filling tests. Respondents or research subjects totaled 48 students. The test data can be seen in the following table.

Table 6. The result of Test

No	Subject	Score	No	Subject	Score
1	Student 1	64	26	Student 26	64
2	Student 2	56	27	Student 27	76
3	Student 3	72	28	Student 28	72
4	Student 4	76	29	Student 29	76
5	Student 5	76	30	Student 30	80
6	Student 6	84	31	Student 31	72
7	Student 7	80	32	Student 32	72
8	Student 8	76	33	Student 33	84
9	Student 9	68	34	Student 34	60
10	Student 10	60	35	Student 35	76
11	Student 11	76	36	Student 36	72
12	Student 12	76	37	Student 37	72
13	Student 13	84	38	Student 38	44
14	Student 14	60	39	Student 39	48
15	Student 15	68	40	Student 40	64
16	Student 16	76	41	Student 41	64
17	Student 17	76	42	Student 42	52
18	Student 18	72	43	Student 43	72
19	Student 19	88	44	Student 44	60
20	Student 20	72	45	Student 45	48
21	Student 21	56	46	Student 46	52
22	Student 22	52	47	Student 47	68
23	Student 23	68	48	Student 48	60
24	Student 24	64	Total		3288
25	Student 25	80	Mean		68.5

The data above shows that the maximum score is 88 and the minimum score is 44. There is a significant distance between the maximum score and the minimum score with a range of 44. The total test score is 3288. while the average test score is 68.5. This means that the students' vocabulary skills are quite good.

Discussion

Based on the results of interviews and observations, it can be concluded that the learning in this study went well and was full of enthusiasm from all students. The teacher can handle the class well because some students seem to play an active role in classroom learning. The teacher have a good teaching methods. The books used by the teacher are standard school books in general. It can be concluded that the books used by the teacher are good. The researcher used a questionnaire to find out students' problems in learning vocabulary by using crossword. The results of the questionnaire showed that most students were interested in the learning method using crossword.

In this section, the researcher wants to discuss the findings of the vocabulary teaching process using a crossword by grade VIII students of SMP SAIS School Soreang Bandung. From the data obtained through observation, the researchers assumed that the process of implementation crossword in vocabulary learning was quite effective. Both teachers and students can anticipate if there are obstacles to learning. The results of the interview also showed that there were no

obstacles to learning in the classroom. The results of the questionnaire showed that most students did not experience difficulties in learning vocabulary. The students do not feel ashamed and are not afraid to making mistakes. After the researcher analyzes and finds research findings, the researcher tries to teach vocabulary learning in a better way. This gives good encouragement to students. Besides, the crossword that have been applied by the teacher is one of the effective methods that can be used in learning vocabulary because using crossword can develop students' vocabulary mastery, practice pronunciation, spelling, and so on. Therefore, good results from the use of good media can have a good impact on the vocabulary learning ability of students.

CONCLUSION

Based on the data analysis, it can be concluded that:

The process of implementation crosswords in teaching and learning vocabulary goes well. The teacher does not get into trouble or when applying crosswords in teaching vocabulary and can control the class. Similarly, students who learn vocabulary using crossword games are many students who are enthusiastic about the methods and media provided by the teacher because they think the teacher's explanation is very interesting, and they think learning vocabulary is not as difficult as they had previously imagined. the conclusion of this research is that the process of applying crossword puzzles in vocabulary teaching works effectively and can improve students' vocabulary mastery.

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