



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 2 Tahun 2023 Page 827-834

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Improving Students' Vocabulary Ability Through Crossword Puzzle At Grade VIII Of MTS N 2 Konawe

Iin Wahyudi

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan

Universitas Lakidende Unaaha

Email: iinwahyudi33@gmail.com

Abstract

This research aimed to know whether crossword puzzle can improve student vocabulary ability the research methodology used in this research was classroom action research. The place of this research was at second grade of MTs N 2 Konawe. The subject of this research was class B which consists of 28 students. To find the improvement of students' vocabulary ability, the researcher used multiple choice tests. There were two cycles; each cycle consisted of two meetings and each meeting consisted of planning, action, observation, and reflection. The researcher found that the students involved actively in teaching learning processes, they more encouraged and were enjoyed in studying English than before. The result of students vocabulary test on pre test 9 students or 36% who got score above the Minimum Mastery Criterion meanwhile the other 19 students were below criterion, the first cycle 16 students or 64 % who got score above the Minimum Mastery Criterion meanwhile the other 11 students were below criterion. Then, on second cycle there are 22 students or 80 % who got score above the Minimum Mastery Criterion meanwhile the other 3 students were below criterion. So the result of students' achievement increases (16%) between cycle 1 and cycle 2. The last meeting crosswords puzzle applied teaching vocabulary ability of classification words as bellow: verb, noun, adverb and adjective could be effective improved vocabulary ability. Base on the result of the study concluded learning trough crossword puzzle suitable improve vocabulary ability students'.

Keywords: *Crossword Puzzle, Vocabulary and Classroom Action Research (CAR)*

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah teka-teki silang dapat meningkatkan kemampuan kosakata siswa. Metodologi penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Tempat penelitian ini di kelas II MTs N 2 Konawe. Subjek penelitian ini adalah kelas B yang terdiri dari 28 siswa. Untuk mengetahui peningkatan kemampuan kosakata siswa, peneliti menggunakan tes pilihan ganda. Ada dua siklus; setiap siklus terdiri dari dua kali pertemuan dan setiap pertemuan terdiri dari perencanaan, tindakan, observasi, dan refleksi. Peneliti menemukan bahwa siswa yang terlibat secara aktif dalam proses belajar mengajar, mereka lebih terdorong dan senang dalam belajar bahasa Inggris daripada sebelumnya. Hasil tes kosakata siswa pada pre test 9 siswa atau 36% yang mendapat nilai di atas KKM sedangkan 19 siswa lainnya di bawah kriteria, siklus I 16 siswa atau 64% yang mendapat nilai di atas KKM sedangkan yang lainnya 11 siswa berada di bawah kriteria. Kemudian pada siklus II terdapat 22 siswa atau 80 % yang mendapat nilai di atas KKM sedangkan 3 siswa lainnya di bawah kriteria. Jadi hasil pencapaian siswa meningkat (16%) antara siklus 1 dan siklus 2. Teka-teki silang pertemuan terakhir menerapkan pengajaran kemampuan kosakata klasifikasi kata-kata seperti di bawah ini: kata kerja, kata benda, kata keterangan dan kata sifat bisa efektif meningkatkan kemampuan kosakata. Berdasarkan hasil penelitian disimpulkan bahwa pembelajaran melalui teka-teki silang cocok untuk meningkatkan kemampuan kosakata siswa.

Kata Kunci: *Teka-Teki Silang, Kosakata dan Penelitian Tindakan Kelas (PTK)*

INTRODUCTION

Language is one of the communication tools that everyone must own to do social relationships with others or people can communicate with each other by using language. Learning the language is important thing in education and globalization era, both of them have the benefit such as increase the knowledge in progress of period in globalization, helps improve self-capacity, make people to be more competent and creative. People are learning the language to know more about the language, so there is nothing wrong with use the language. Its function is as communication tool, and as a unifying tool of a nation.

English is international language that was used by all of people in the world and as the first foreign language in Indonesia. English is learned from Elementary school until university. English is one of the subjects that important in school, university and in society especially in the development of English teaching and learning process. It is not just know about globalization era but learning of English have the benefit like facilitate someone to continue their study in other country. The purpose of English is to increase students' ability in English. English as a tools or supply when the people stride in globalization and education life in the future.

Vocabulary is collection of words owned by someone. The students cannot read, speak, listen, and write without understanding the meaning of words. But, by teaching vocabulary first, the students easily able to read, understand and memorize vocabulary more quickly because this is one of effective way. Vocabulary deals with words and meaning. Mastery itself means the comprehensive knowledge. Vocabulary ability is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning. The students, who are less in vocabulary, difficult in understanding the text, unable to speak English, and difficult to write their own idea. In addition, students with a small vocabulary also read slowly because they do not understand many of words or have to stop and look them up in dictionary, some of students in senior high school still have less vocabulary.

The students don't give attention when the Researcher is explaining the material in the class. Furthermore, they just keep silent if the Researcher asked them in English. So, most of students just acquire a few vocabularies. The researcher needs to implement a method that can make students interested in learning. Most of this situation is found in MTS N 2 Konawe too. Most of students did not understand what the Researcher said in English and they are difficult to remember news vocabularies that they have learned.

The Researchers must know the condition of the students. In the other hand, method has an important role in teaching learning process. Method which is used by the Researcher can make students enjoy in learning. The Researcher must use the appropriate method in teaching learning process that can make students is easy to acquire the new vocabulary. There are many games which can be was used in teaching learning process. One kind of game is crossword puzzle. The students can get new vocabularies and improve their vocabulary, there are some of activities that were help build vocabulary that are using words in conversation and doing crossword puzzle. Therefore, the researcher suggests crossword puzzle in teaching vocabulary because crossword puzzle can train the student's brain to recall the new words. Moreover the students were learning English by sharing with their friends to finish the crossword puzzle.

As found in MTs N 2 Konawe especially at grade eight students, the researcher did an observation and it was found that the Researcher has some problems in teaching learning process. For example, the students get bored in learning English students are afraid to learn English and students are still passive in the class. It makes the student's achievement in learning vocabulary low. And then the Researcher only read the material and did not use media during the teaching learning process. So that it was hard for them to achieve the target of teaching learning the problems above make the researcher choose that school to conduct the research.

In this research the researcher was choose class B to conduct the research because the information from the English Researcher that the students in this class have high motivation to master English but they feel so difficult to explore and express their ideas orally was used by the less of vocabulary. This class is known very noisy. This condition can be increase the researcher to attend the students to be active. Less of them pass in middle test, just several students who getting minimum value. And most of them feel bored and difficult in memorizing a new vocabulary.

Considering that, the researcher wants to give a solution especially in improving the student's vocabulary ability, so that later the students able to speak in English well. The solution is by teaching vocabulary using crosswords puzzle. Because crossword puzzle offer challenges that can motivate the students try to fulfill the crosswords. It gives much opportunity for the students to practice and repeat the sentence pattern and vocabulary.

Besides that, the crossword puzzle is a kind of games that was makes the teaching-learning process more attractive than before. The students were feeling fun, relaxed and enjoyable, and they were memorizing the vocabulary in different way, that is by rewriting them. Crossword puzzle can be was used to sustain students' interest and make the students feel relax. The construction media consisted of arranging the words so that they crossed the appropriate points. The arrangement was then made to correspond to horizontal and vertical clues.

RESEARCH METODOLOGY

This study was a Classroom Action Research (CAR). Action research covers four essential steps: planning, action, observation, and reflection that. This design was implementing in cycle form where one cycle consists of two meetings. In this case, the steps would be run systematically based on the order. The improvement of the problem in this research was brought into a series of cycles.

Classroom Action Research is a group activity, and a descriptive research carried out by a Researcher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation.

The implementation of Classroom Action Research, the Researchers need to do every step of this study together or collaborative from the beginning to end. There are two cycles applied in this research. There are four components in one cycle for doing Classroom Action Research consists of: (1) planning, (2) acting, (3) observing, (4) reflecting.

Based on the description above, the researcher concludes that Classroom Action Research is a systematic study conducted reflective of the various actions taken by the

Researchers as well as researchers, since the formulation of a plan to assess the real action in the classroom in the form of teaching and learning activities, to improve the conditions lessons.

RESULT AND DISCUSSION

Teaching English for children need certain treatment. Appropriate teaching with using crossword are necessary to make the teaching and learning process effective. Beside, the Researcher must know the learning characteristics of the students, so the Researcher can implement crossword to teach the students. Crossword create good atmosphere in classroom so that the students are motivate to learn more new words in fun and enjoyable situation.

At grade VIII^b of MTs N 2 Konawe consists of 25 students, the Students could be said success if minimally 80% of students have got score ≥ 65 individually. It is as minimal standard criteria (KKM) of MTs N 2 Konawe.

Herrell at et al (2000: 23) in cited delines crossword is "a term for real things concrete objects that are used in the classroom to build background knowledge and vocabulary."Crossword brings real life into your classroom; it connects children to the guess word, while they are learning they can touch, feel, and smell the material they learn.

Based on this finding, the researcher concluded that the level of students in class B of MTs N 2 Konawe in vocabulary ability was increased. It means that, there was significant improvement of students 'vocabulary score after applying crossword in teaching and learning process. The process of teaching was conducted into two cycles. Each cycle consists of two meetings. The students 'score for each cycle was described as follows:

The students'score can be described that from 25 students, there was not students that got very high score, there was ninth students got high score or (34%), nineteen students got enough score or (64%), and there was not students that got low score. While students 'maximum score was 95 and minimum score was 40. The above result can be interpreted that the students dominated score 50-80, classified enough. As the result of in the first cycle, the percentage who got score ≥ 65 only 80% where the indicator of successfulness was 80%.

Those all were reflected and improved to the next cycle. In the second cycle, the students 'score can be described that from 25 students. there was five students that got very high score, thirteen students got high score or (80%), ten students got enough score or (20%) and there was not students got low score.

While students maximum 95 and minimum get score was 65. The above result can be interpreted that the students dominated score 70-89 that classified into high. As the result of in

the second cycle, the percentage who got score ≥ 65 was 85. It means that the students achieved the target of the research.

CONCLUSION

1. Crossword can improve the students' vocabulary ability at grade VIII^b of MTs N 2 Konawe. Improvement of students 'vocabulary ability can be seen on percentage of target that had been determined by researcher. The researcher determined the target of students 'vocabulary ability was 80%. On first cycle only 64% from minimally standard 80%. It means that, students vocabulary achievement on first cycle was not achieved the target yet. There were some students still got problems in learning vocabulary by using crossword. It means that, the researcher planned to continue the activity in the next cycle to make more improvement on students 'vocabulary ability and more motivate the students in order to active in learning process. Then, after conducting the treatment on second cycle the percentage of students 'vocabulary ability was 80% from minimally standard 80%. It showed that, students 'vocabulary achievement on second cycle had achieved the target. It means that improved (16 %) if being compared to the first cycle. Because the target plan was achieved, therefore the treatment was stopped.
2. The teaching learning process by using crossword puzzle gives the positive effect in improving the student's vocabulary and the student's motivation in learning vocabulary. This is shown by the students' enthusiasm in doing crossword puzzle and most of the students more understand what the Researcher said in cycle II than in cycle I. Moreover, the student's achievement of vocabulary has improved by using crossword puzzle in teaching learning process. When we compare between preliminary test and post test, we was know that the students" score in post test is greater than pre test.

REFERENCES

- Bromley, K. D. (2002). *Stretching Students' Vocabulary*. New York: Scholastic Professional Books.
- Brown, D. (200)]. *Principles of language learning and teaching* New York: Longman.

- Burns, Anne. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York. Routledge
- Coats M. 2005. *Action Research s guide j?» associated lectures*. Open university, Walton hall Milton Keynes.
- Dave, 2007. *Introduction to Using Games in Edamtion' A Guide jhr Researchers and Parents*. Oregon. [htt ://ua-es.uore1on.edu/moursund/Books/Games/Games](http://ua-es.uore1on.edu/moursund/Books/Games/Games). df taken on 07/ 15/2015 .
- Nation, I.S.P. 2008. *Teaching Vocabulary: Strategies and Medias*. New York. Heinle Cengage Learning.
- Dhand, Harry. 2008. *Medias of Teaching*. New Delhi. APH Publishing Corporation.
- Fauziati, Endang. 2005. *Teaching of English as a Foreign Language*. Surakarta: Muhammadiyah University Press.
- Hedgcock, John S. and Dana R. Ferris. 2009. *Teaching Readers of English Students, Texts; and Contexts*. New York. Rutledge
- Hiebert, E. H., & Kamil, M. L. (2009). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Laurence Erlbaum.
- Jackson, Howard. 2000. *Words, Meaning and Vocabulary*. New York.
- Kate D. & Jennifer R. L. 2008. *Vocabulary Power 2 Practicing Essential Words*. Pearsion: Longman.
- Kemmis, Stephen and Taggart Me. 1990. *The action research planner*. Victoria. Australia: Deakan university press
- Lightbown, Patry M. and Nina Spada. 2006. *How Languages Are Learned, Third Edition*. New York. Oxford University Press
- Martasih, M. 2011. *Improving Students ' Reading Comprehension through Murder Media at Grade Xi q" SMA Negeri I Wawatobi*. Universitas Lakidende: Wawotobi.
- Morley, G. David, 2000. *Syntax in Functional Grammar: An Introduction to Lexico grammar in Systematic Linguistics*. London. Continuum Wellington House Momsund ,
- Nunan, David. 2003. *Practical English Language Teaching, First Edition*. New York. Mc Graw Hill
- Richards, Jack C. 2006. *Communicative Language Teaching Today*. New York. Cambridge University Press
- Richards, Jack. 2014. *Reflective Teaching in Second Language Classroom*. America: Cambridge University Press.
- Sayekti, Rama. 1985. *Modul Structure II*. Jakarta: Depdikbud.
- Sudijono, Anas . 2008. *Pengantar Evaluasi Pendidikan . Jakarta: PT. RajaGrafmndo Persada*.
- Todd, Loreto. 1987. *An Introduction to Linguistics*. Beirut. York Press

- Tuminah, 2009. Improving Students' vocabulary ability Using Beyond Centers and Circle Time Method (A Classroom Action Research in the Islam Kindergarten of Fahimna Sarakarta in the Academic Year 2008-2009).
- Vega-Singer, Alexis. How to Make Cross Word Puzzle. Taken from http://www.ehow.com/how_5378056_make-cross-word_puzzle.html#ixz22t5TKquP (taken on 12-02-2014)
- Widyasari, Zunita. (2010), The Use of Crossword Puzzle to Move Vocabulary ability (A Classroom Action Research in the First Year Students of MA Al-bidayah Candi Bandung in the Academic Year 2009/2010. Public the researcherd Thesis.