

**IMPROVING VOCABULARY MASTERY OF X 3
STUDENTS BY USING CROSSWORD PUZZLE GAME :
A CLASS ACTION RESEARCH AT SMAN 6 MATARAM
ACADEMIC YEAR 2015/2016**



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IMPROVING VOCABULARY MASTERY OF X 3 STUDENTS BY USING CROSSWORD PUZZLE GAME : A CLASS ACTION RESEARCH AT SMAN 6 MATARAM ACADEMIC YEAR 2015/2016

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ABSTRACT

The aim of this study is to increase students vocabulary mastery by using crossword puzzle game. This study was conducted in X 3 class at SMAN 6 MATARAM academic year 2015/2016. The total number of students in the class is 45 students. This study took two cycles until the students vocabulary achievement finally and pass the increased. Before doing the treatment, a pre-test was given to the students to help the researcher defining their vocabulary mastery. This pretest also help the writer to map difficult vocabularies encountered by the students. On the implementation a bunch of crossword puzzle game given to the students. At the end of the first cycle the mean score of students achievement was score 70.3 with students activeness score counted at 69.5 % of the students actively follow the class. In the second cycle, with some improvement within, students mean score increased to 82,6 with activeness score of 88.3% students actively participated in the class. From the data, researcher concluded that the result of this crossword puzzle game treatment could increase students vocabulary mastery that lead them to achieve better score in class .

Keywords: Vocabulary, Teaching, Crossword Puzzle Game

ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa dengan menggunakan permainan teka-teki silang. Penelitian ini dilakukan di kelas X 3 di

SMAN 6 MATARAM tahun ajaran 2015/2016. Jumlah siswa di kelas adalah 45 siswa. Penelitian ini mengambil dua siklus hingga prestasi kosa kata siswa akhirnya meningkat dan mealmpai *passing grade*. Sebelum melakukan *treatment*, tes awal diberikan kepada siswa untuk membantu mengetahui sejauh mana kosa kata mereka. Pretest ini juga membantu penulis untuk memetakan kosa kata yang sulit yang dihadapi oleh siswa. Pada pelaksanaannya, permainan teka-teki silang yang diberikan kepada para siswa. Pada akhir siklus pertama, skor rata-rata prestasi belajar siswa adalah skor 70,3 dengan nilai keaktifan siswa sebesar 69,5% siswa secara aktif mengikuti kelas. Pada siklus kedua, dengan beberapa perbaikan di dalam, nilai rata-rata siswa meningkat menjadi 82,6 dengan nilai keaktifan 88,3% siswa berpartisipasi aktif di kelas. Dari data tersebut, peneliti menyimpulkan bahwa hasil dari permainan teka-teki silang ini dapat meningkatkan penguasaan kosa kata siswa sehingga membawa mereka meraih nilai yang lebih baik di kelas

Kata kunci: Vocabulary, Teaching, Crossword Puzzle Game

INTRODUCTION

Today, the passing grade of subject matter is increasing from time to time. This minimum achievement is applied in every subject matter offered in schools. The only way to face that phenomenon is a synergy from both teacher and student in order to pass the minimum score. Teacher can help the students to increase their point by adding extra time after school for teaches them the material intensively. Moreover, students also have more opportunity outside the school by being involved in private education center to increase their ability in one subject matter or more for facing any subject matter they fear of.

One of the subject matters most feared by students is English. This subject mostly has no relation with number, but language acquisition in it is the main problem faced by the students as a terrific horror. When trying to acquire the language, students are expected to master the four skills in English language; they are: speaking, reading, writing and listening. Those skills are spread up into two kinds of skills, those are: productive skill and receptive skill. Productive skills consist of speaking skill and writing skill, while for listening skill and reading skill are considered as receptive skills. Productive skill means that the skill is used by students to deliver their ideas in an expression both in words or speech. While receptive skill is more likely related to comprehending a language to get and digest the meaning. From all those skills, the base, that critically hard to overcome by the students is the vocabulary mastery

Vocabulary is the core of the learners to be able to learn a language. According to Collin COBUILD dictionary (2006), vocabulary is the total number of words someone knows in a particular language. Specifically, according to Hornby (1995), vocabulary is a list of words with their meanings, especially in a book for learning a language. So in learning English both students and the teacher will have no choice except applying their vocabulary list in all learning activity, because without sufficient vocabulary it will be a kind of wasting time when practicing activity such as listening, speaking,

reading and writing. As the one who needs to pass the subject matter, in this case, indeed, student's English vocabulary mastery is a must.

. In teaching learning process, it would be better if a teacher uses a media to make it more attractive and memorable for students, for example, a game. Games can be a good solution in order to motivate students in learning activity. Slattery and Willis (2001) state that games will help students become familiar with new word in an enjoyable way. Moreover Antonaros and Couri (2003) state that games in language learning activity could encourage and develop students' character such as respecting rules, cooperating with others, and being self-disciplined. Of course all of benefit above can be achieved if the teacher can choose a good game that easily catches by fresh students and encourage their self-esteem that vocabulary is not as hard as their thought, in this case, by using a crossword puzzle game.

Considering the description above, here, the researcher tries to answer students of X 3 problem in vocabulary problem by using a crossword puzzle game. The writer thinks it is necessary to use this kind of game to improve their vocabulary mastery in the class. This simple game is chosen because it already proved on many studies and disciplines such as in medical education (Saxena et al, 2009), psychology (Crossman et al, 1983), sociology

(Childers,1996), communications (Whisenand et al, 2010), nursing (Raines, 2010), and biology (Franklin et al, 2003).

Based on the description of the background above, the research question for this study is: Is crossword puzzle game could effectively increase vocabulary mastery of X 3 students of SMAN 6 MATARAM academic year 2015-2016?

Related from the research question, the purpose of this study is to increase X 3 students of SMAN 6 MATARAM academic year 2015-2016 vocabulary mastery

Theoretically, the result of this study may encourage and develop student's character that they become respecting rules, cooperating with others, and got self-dicipline. Practically, Teacher can increase their number of teaching strategy by adding simple and fun word games into their learning strategy list so their teaching learning activity is varied. Beside that it also could inspire other researcher to replicate and develop this research so that they can find an advanced alternative in solving the same learning problem

REVIEW OF RELATED LITERATURE

There are some studies with varying technique, method and media that show the result of students' vocabulary mastery are developed well. One of them can be seen in the study which was done by Yusuf, M (2007) on his

paper titled “An Experimental Study on The use of English Pop Songs as A means to Improve Students’ Vocabulary Retention: An Experimental Study at Madrasah Aliyah NW Rensing-Rajak, West Sakra East Lombok Academic Year 2006-2007”. From the title, we know that he used English pop songs as a media in improving students’ vocabulary with certain technique. He gave treatment for 4 times in two weeks by using English pop songs in the experimental group, while for control group he gave the vocabulary material, explained the meaning of that vocabulary, and then the researcher gave example for every single vocabulary before he asked the students to do the exercise as a post test. The result was the mean score of experimental group on post-test was higher than of control group.

Successful research was also done by Aryani (2011). Her research paper was entitled “improving students’ vocabulary through word games, an experimental study at 7th year students of SMPN 1 Batulayar academic year 2010/2011”. The study shows that there are some improvements from the students mark at the post test. In her study Aryani tried to attract student’s attention by offering a fun and enjoy environment through word games. She gave treatment by using some word games such word chain, hangman and crossword game.

Research in vocabulary field also was done by Orawiwatnakul (2013) from Thailand. His journal titled “Crossword Puzzles as a Learning

Tool for Vocabulary Development” show that the subject of the research showing positive attitudes in the process of learning using crossword puzzles which indicated that the students liked learning with fun. In his conclusion he noted that students tend to be more active in learning, which affect their performance resulted in higher learning achievement. At last, he also states that student motivation to learn can be increased if the teacher provides them with enjoyable learning environments.

RESEARCH METHODS

This research was a Classroom Action Research. Ferrace (2000) describes it as a kind of collaborative activity among colleagues in searching solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase students’ achievement. So a class action research is a kind of reflective improvement action conducted in school to improve students’ ability and find solution of learning problem

This research was held in X 3 class of SMAN 6 Mataram. There were 45 students consisting of 23 males and 22 females. The implementation of this classroom action research was conducted in second semester academic year 2015-2016.

This research was conducted in two Cycles. Before taking the main action a pre-test was given to students to find out their vocabulary mastery. The activity in each Cycle was adjusted with the change that is highlighted in every observation. The steps that was conducted covers:

(a) plan; (b) action and observation; and (c) reflection. (McTaggart cited in Sujana 2010)

Planning was the first step considered as a critical activity faced by researcher. Firstly, the researcher must know what the students' problem in learning is. After the problem was identified the researcher designing and preparing all material needed to fit the purpose. In this research writer found that students' problem in learning was their interest in learning. Then researcher tried to develop a material related with students' main problem in learning. Here are some materials that was developed and prepared by the researcher in planning step of this study: (1) Designing evaluation tools, (2) Making learning scenario, (3) Preparing observation sheet, and at last (4) Developing learning material.

Theoretically, output of planning the material could be seen in the action of the study in form of the lesson plan (RPP), learning material, Learning media, observation sheet consisting of student and researcher observation sheet, and assessment sheet (test).

While the action based on the lesson plan (RPP) was taken, the researcher was helped by a collaborator, observed the flow of the class

interaction activity which involved every aspect of this research by using observation sheet. The main step of this action was the researcher gave the student a news item text which related with natural disaster. As planned before, a cross word game was delivered by the researcher as a problem solver which could encourage them in the learning process. At the end of the action, the researcher gave the students a test (post-test) to determine their vocabulary achievement, whether it increase or not.

The output of this action and observation step appeared in form of test result and observation sheet result. All the result then was analyzed by the researcher to determine the study is success or not.

The test result and observation sheet were collected and analyzed at the end of the first Cycle in order to give some reflection whether the action improves students' ability or not.

The result of analysis was taken as a consideration to the following action. If the result is positive (their ability improved) the study is success but if it shows the opposite result so the researcher must prepare for the second Cycle with some improvement according to the reflection of the learning process.

This research was done in two Cycles. The first Cycle was not quite success; their result showed they could not pass the standard score meaning their vocabulary mastery did not improved well enough. After analyzing the data (score and their behavior in class),

the researcher tried to improve his performance in the next Cycle by reflecting on any mistake or mislead in this Cycle.

In the second Cycle the researcher was prepare new lesson plan that hopefully could do better than the previous Cycle. A new improved lesson plan and lot of improvement in way of teaching was carried in this Cycle. Students seat arrangement and more fun class atmosphere led this Cycle become more enjoyable than the previous treatment in the first Cycle.

The kinds of data which was collected in this study include quantitative and qualitative data consist of: (1) Students' test result, (2) Lesson plan, (3) Observation result through teaching-learning process, and (4) Reflection of teaching-learning process.

Necessary data of this research was collected by using some technique, namely:

- i. Observation to collect data about teaching-learning activity (interaction teacher-student), activity of the student.
- ii. Reflection is retelling about conducted activities in teaching-learning process.
- iii. Written test to gather data about students' achievement and to find out students' activity in answering the question.

The collected data was analyzed according to qualitative and quantitative method. Qualitative analysis was conducted to know students' activity in the class and how the teaching learning process was done. This type of data was collected from the observation sheet.

As the teaching and learning process was conducted, the researcher was also collecting a quantitative data from students posttest which then considered as a parameter to describe their achievement point, whether they could pass or not.

As this study was a class action research, performance indicators are needed to determine if this study is success or not. To fulfill that standard the indicator of this research are : (1) There is improvement of students' vocabulary mastery in category of 85% students pass the standard score, (2) 75% of the class actively participated in the class activity.

FINDINGS AND DISSCUSSION

This research was a classroom action research. This research took some steps when implemented, they are; planning, action, observation and reflection. The purpose of this study was to improve student's vocabulary mastery through crossword puzzle game. There were two findings in this study, they were quantitative and qualitative findings. The quantitative finding showed students achievement in term of mean score and percentage, which

could be achieved from the pretest until the posttest. The results of the two tests were compared in order to know whether the student's vocabulary improved or not by applying crossword puzzle as the teaching media in the class. Meanwhile, the qualitative finding was obtained from the observation sheets during the treatment to know what situation was like in the class during the action.

Observation in this research was conducted on 21st April 2016. From that day, the English teacher in the class was followed by the researcher when conducting teaching learning activity. The researcher started to take note of any student's behavior and how the class worked. In this observation, after the teacher finished the class, the researcher was also gave questionnaire to the students about how the class and teaching learning process work. This questionnaire could lead the researcher to a perspective of how to manage the class when the treatment was given.

Before applying crossword puzzle game media to the students, a pretest was administered to the students. This pretest was aimed to find out the student's vocabulary mastery related to the designed material, in this case a news item text. In this study pretest was conducted on april 28th 2016 at SMAN 6 Mataram. After getting the total score of student's achievement in the pretest, the researcher was analyzing the quantitative data to determine their score. The result of the diagnostic test (pretest) showed that the student's achievement was poor since the mean score of the students was 49.24.

After administrated diagnostic data, the writer ready to conduct the first cycle. In this stage, there were several steps in teaching and learning activities used in the classroom to help the students overcome their problem, in this case, their problem was the lack of vocabulary mastery. in the first Cycle of treatment the teacher was preparing all the material (drilling test and post-test in the end of Cycle) and the media (puzzle game) related to the study theme. Here, the preparation took form as a RPP (lesson plan) which become the basic rule of the treatment. As the flow of the class, the teacher began the class by greeting the students and then jumped to specific theme which involved telling and asking the students if they have heard about any natural disaster happened around them or maybe in the media such as in television or internet. After such question and answer session the teacher then began to give the students an exercise paper which included a puzzle game within. The teacher then asked them to solve the question and also the puzzle in it. While the teacher gave them exercise, our collaborator started to observing students and teacher behavior as an input in form of critique or suggestion in the end of the Cycle if they found any miss-treat or anything wrong related to the teaching and learning process. in the process of answering the question the teacher will help the students to decoding the meaning of any word by giving them description of words by proving its meaning, synonym or antonym of the target word that the students feel bad in decoding it. Not just by telling the students one by one the teacher also using the white board to dealing with the

less known word or any strange sentences found in the exercise paper. The teacher tried hard to get students attention so they could understand any explanation given by our researcher. Some homework also given by the teacher to drill them the target word related to the material. In the last session in the Cycle 1, a post test was given to all students in order to know student's achievement after applying the treatments in this Cycle. Post test was conducted on may 18th 2016

From the data result the researcher concluded that the activeness of the students in the class was only 69,5 % so the researcher need to think about how to increase the activeness in the class. The mean score of students in post test 1 was 70.32, 17 students were passed, but 28 more did not. Even the mark was good enough but it could not fulfill the requirement stated in the performance indicator, so the revising cycle is needed.

After making some reflection in Cycle 1 a lesson plans also have been made according to the topic, beside that new class arrangement also applied to help less active students which were noted less active from observation in Cycle 1. This plan was used to facilitate the researcher to deliver more effective and efficient treatment which hopefully could increase the students' performance better than what they did in the Cycle 1. Some instruments also have been prepared by the researcher to support the teaching and learning process, in this case the instruments used were lesson plan, news item text, and crossword puzzle as the learning media. By providing some improvement

in the way of teaching using crossword puzzle as the media there was a hope that it could improve student's vocabulary mastery and pass the standard score. Considering the reflection in Cycle 1, the researcher also made new seat arrangement which could help less active students in the class that they got new seat among other active friends in order to create encouragement from the friends beside them.

In this stage, there were several steps in teaching and learning activities used in the classroom to help the students overcome their problem, in this case, their problem was the lack of vocabulary mastery. in this Cycle of treatment, the teacher was preparing all the material (drilling test and post-test in the end of Cycle) and the media (puzzle game) related to the study theme. Here, the preparation took form as a RPP (lesson plan) which already enriched according to reflection given in Cycle one. As the flow of the class, the teacher began to start the class by greeting the students. After greet them the teacher then put the new seat order so the less active students forced to seat among a group of more active students in the class. After seat arrangement was done, then the researcher jumped to specific theme which involved telling and asking the students if they have heard about any natural disaster happened around them or maybe in the media such as in television or internet. After such question and answer session, the teacher then began to give the students an exercise paper which included a puzzle game within.

More time were spent by the researcher to watch the progress of less active students in Cycle 1. In this Cycle, less active students were more cooperative that they freely asked the teacher how to answer the question or sometimes asked about the meaning of a word.

When the teacher felt the time was up for answering the question The teacher then asked them to solve the question and also the puzzle in front of the class. While the teacher gave them exercise, our collaborator started to observe students and teacher behavior as an input in form of criticizes or suggestions at the end of the Cycle if they found anything wrong related to the teaching and learning process.

In the process of answering the question the teacher will help the students to decoding the meaning of any word by giving them description of words by proving its meaning, synonym or antonym of the target word that the students feel bad in decoding it. Not just by telling the students one by one the teacher also using the white board to dealing with the less known word or any strange sentences found in the exercise paper. The teacher tried hard to get students attention so they could understand any explanation given by our researcher. Some homework was also given by the teacher to drill them the target word related to the material.

In the last session in the Cycle 2, a post test was given to all students in order to know student's achievement after applying the treatments in this Cycle. From the data result the researcher concluded that the activeness of the

students in the class was 88,3 % . According to the performance indicator this data showed that the minimum score of activeness is passed, the post test was conducted on 1st june 2016.

Based on the result of the Cycle 2, the result could be concluded that it well enough (, most of the students got poor marks in the pretest or in the post test 1 shown that there was an increase when they doing the post test 2. As the minimum requirements stated in indicator was 85% so that this posttest could end the research because it already passed the minimum score.

this treatment result was classified as completed because more than 85% of students passed in post test 2 and the activeness score was above 75% which mean that post test 2 ended all the Cycle in this study.

CONCLUSION AND SUGGESTIONS

Applying crossword puzzle game as a media in teaching learning process it could increase student's attention and intention in learning English. This game could attract students attention. It encouraged the students that they could solve the puzzle while unconsciously scanning all words related to the target word thus mean they absorb a lot of words in a single task. The atmosphere in the classroom was more conducive than a conventional teaching and learning process that they seriously follow the teacher instruction and listen to any description of words given by the teacher to solve the puzzle. The use of crossword puzzle game significantly improves the vocabulary

mastery of X3 SMAN 6 Mataram students in learning vocabulary related to news item text. The increase of student's achievement was showed from the result of posttest 1 to the posttest 2.

From the data the researcher could concluded that the result of this study was in line with the hypothesis stated before that the use of crossword puzzle game could increase students vocabulary mastery that lead them to achieve better score in class . Not just about the students score, student's activeness in class also increased greatly (from 69.5% to 88.3%) that less active students in the class could encourage themselves and started to follow the flow of the class and feel secure to asked the teacher anything freely.

As the class flow, the writer realized that the student's activeness in learning this subject also related with how the teacher stimulated the class. Good stimulation from the teacher itself could lead the students become more relax and they could enjoy the class.

At last, a friendly teacher was the one needed by the students to overcome their fear about a subject in school. Empowered with good teaching media, a friendly teacher could effectively increase students achievement in class.

After getting the result of this research which followed that the use of crossword puzzle game could significantly increase student's mastery in vocabulary the researcher are put some suggestion as follow:

- a. This game can be an alternative way in teaching English while the teacher found out their students are feel bored in the class.
- b. Cross puzzle game is an easy to do game, it can cover many subject in school as long as it needed, along side with that the use of this game significantly increase students attention and intention in learning activity in the class.
- c. In using the word puzzle game, the teacher should be more selective to choose proper word as a clue or as an answer in the box related to the material, that teacher should know how far their students vocabulary mastery so that it will not discourage them in the class.

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