The Effect of Crossword Puzzle on Developing Students' Vocabulary at Seven Grade of SMP Pangeran Antasari Medan

| Nurmahyuni Asrul[1] | Azizah Husda[2] | Dwi Suci Amaniarsih[3] |

[1,2]FKIP, University of Prima Indonesia, Medan, Indonesia

[3]FISK, University of Potensi Utama, Medan, Indonesia

[1]nurmahyuniasrul@unprimdn.ac.id
[2]azizahhusda@unprimdn.ac.id
[3]amaniarsih86@gmail.com

ABSTRACT
The researchers' aim for this research was to determine the significance of using crossword puzzles in developing students' vocabulary at Pangeran Antasari Medan's seventh grade. The quantitative design was used in this study. This study's population consisted of 50 students. Furthermore, the researchers used 50 students as a sample and divided them into two different groups, experimental and control groups. The study's instrument was a fill-in-the-blanks (Pre-test and Post-test) or crossword puzzle. Based on the clarification over, the author analyzed the score utilizing the T-test equation, and the result was T-observed was 2.92 and t-table was 1,684, indicating that T-observed was more prominent than T-table. At the critical level, $p= 0.05$ and $df= nx=ny-2 = 48$. This implies that Crossword Puzzle Strategy features a noteworthy affect on students' learning.
KEYWORDS
crossword puzzle; vocabulary; vocabulary mastery

INTRODUCTION

One of the aspects of English is vocabulary. It is crucial for learning English. It will be difficult for a learner who only learns grammar and no vocabulary to express him or herself. However, learners who only learn vocabulary, examined content, or open a word reference will be able to say something. Vocabulary is required to progress the four English aptitudes of tuning in, talking, perusing, and composing. This implies that lexicon is imperative for their field of ponder (Alqahtani. M. 2015)

Students with limited vocabulary will struggle to understand the text, will be incapable to talk English, and will struggle to express their own ideas. In expansion, understudies must learn a scholarly word list in arrange to get the vocabulary. Concurring to Scott Thornbury, 2002, a as of late distributed scholarly word list comprises of as it were 570 word families covering a wide extend of disciplines – expressions, commerce, law, and science – and incorporates terms like analyze, concept, information, and investigate. This can be noteworthy since scholastic words can help understudies in learning a huge sum of vocabulary in class. (Scott Thornbury, 2002)

On the other hand, most analysts presently suggest an essential vocabulary of at slightest 3.000 word families, with a working lexicon of over 5,000 word families likely alluring for more specialized needs. Vocabulary securing may be a troublesome handle. In any case, when it comes to instructing English, numerous understudies are still uncertain around how to utilize vocabulary in their composing. Numerous understudies were incapable to choose and utilize suitable and rectify vocabulary.

When the instructor utilized English in lesson, the understudies inquired the educator to interpret into Indonesian. Furthermore, teachers seldom utilize media, and tedious educating

bores understudies. When the author coordinates the educator, he gotten that data. Based on the variables recorded over, instructors ought to give understudies with a assortment of strategies for expanding their vocabulary.

As a result, a specific strategy is required to aid in the resolution of the problem. Crossword puzzles are one of the strategies for teaching vocabulary. Using a crossword puzzle can help students focus on their learning, and the game can be used to teach and learn a language because they will use logic to fill in the blanks. Crossword puzzles are one type of game that can be used to teach students. A puzzle is a game that requires you to think carefully in order to answer or complete it. (Widyasari, 2010; Oxford Learner Dictionary)

A crossword puzzle can be utilized to help within the teaching and learning prepare. It'll offer assistance understudies move forward their lexicon since it is one of the recreations that utilize words. Crossword puzzles have been proposed as a educating – learning elective amusement. Concurring to Dhand (2008), crossword puzzles are perplexes with sets of squares to be filled in with words/numbers, one letter/number to each square. Equivalent words and definitions of words are given with numbers comparing to square numbers. In reaction to clues, letters/words are organized in a numbered square pattern.

Agreeing to Harmer (2002), crossword confuses are a well-known astound amusement in which the objective is to unravel a particular rationally challenging issue or total a particular rationally challenging assignment. A crossword perplex is an course of action of numbered squares to be filled in with words, with a letter doled out to each square so that a letter showing up in a word set on a level plane is ordinarily too portion of a word set vertically: numbered equivalent words and definitions are given as clues for the words (Webster, 2004).

There have been a few great past considers done on crossword confuses. Martin (2013), for illustration, conducted inquire about on the impact of crossword confuses on students' lexicon authority. The investigate found that the lesson that utilized crossword confuses as a strategy of lexicon instruction performed way better within the posttest than the course that utilized conventional lexical pedagogy.

According to the explanation above, it is clear that conducting research on crossword puzzles and vocabulary is necessary. As a result, the writer will jot down the title on the impact of crossword puzzles on students' vocabulary mastery.

However, learning vocabulary is difficult. Vocabulary is a major issue that many students face when learning English. According to the results of an interview with the subject teacher, the students have a lot of trouble mastering English words, which makes them lazy to study English. Students regard learning vocabulary as a time-consuming task because they must memorize a list of words and their definitions (Gathgia, M.G. 2013).

In fact, most teachers teach vocabulary by asking students to consult their dictionaries when they are unsure of the meaning of certain words, and they sometimes give the meaning without having the students practice the words in context.

They have a limited vocabulary to comprehend the meaning of a text, they are unable to complete their writing assignment successfully, they are unable to recognize the meaning of each other's words, and they struggle to state some sentences in English. Of course, it will bore and frustrate them.

Thus, in order to solve the problems, each teacher should experiment with various methods and identify those that work best for him and the subject matter at hand. They are also looking for more effective methods, such as using language games, because language games can motivate students to learn vocabulary in an enjoyable environment, so they are not bored until the lesson is over. Language games assist teachers in creating contexts where language is useful and meaningful.

The Crossword Puzzle technique is one of the language games used to teach vocabulary. Using this method will allow students to learn more words and enjoy the words game while studying vocabulary, as well as motivate and encourage students to learn.

The analysts found two pertinent considers that are related to this think about. The primary is "The Utilize of Crossword Confuse to Make strides Lexicon Authority (Classroom Activity Inquire about on SMP N to begin with Review Understudies)" by (Widyasari). The objective of this think about is to decide whether employing a crossword confuse makes strides students' lexicon accomplishment. Typically illustrated by the students' excitement for crossword astounds, and the lion's share of students understand what the instructor instructed superior in Cycle II than in Cycle I. Moreover, employing a crossword astound in their test progressed the students' lexicon accomplishment. At last, the t-test calculation cycle I result is 5.97 and cycle II result is 6.33.

Second, the consider *"The Adequacy of Word Discover Astound to Instruct Common Things for Fifth Grade Basic School"* composed by (Ainatus Sholikhah). The reason of this consideration is to compare the adequacy of word discover astound on common things between understudies who were instructed utilizing word discover confuse and understudies who were not instructed utilizing word discover perplex, particularly in SDN 03 Pekalongan. The inquire about comes about appear that the test lesson had a pretest cruel esteem of 54.60 and a post-test cruel esteem of 74.00, whereas the control lesson had a pretest cruel esteem of 52.0 and a post-test cruel esteem of 59.40.

So, for the reasons expressed over, it has been chosen to conduct a consideration on the impact of the Crossword Puzzle technique on students' vocabulary mastery.

RESEARCH METHODS

The quantitative investigate approach was utilized in this research. The exploratory strategy was utilized, with a pretest and post-test test plan. This think about utilized the exploratory inquire about strategy, with two groups, the test group and the control group. The test bunch was instructed utilizing the Crossword Puzzle method, whereas the control group was instructed utilizing the conventional strategy. The study's objective was to see into the impact of utilizing the Crossword Astound Strategy on creating students' vocabulary dominance.

Table 1. Pretest and Posttest Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Teaching by Four Square Writing Method	√
Control	√	Teaching without Four Square Writing Method	√

This study's population consisted of 50 students. And the researcher divided the sample of 50 students into two groups: control and experimental. Each group was made up of 25 students. The analyst utilized the cluster arbitrary testing method to choose sample about test. The analyst separated the populace into bunches some time recently selecting a test from the populace utilizing straightforward random sampling. The understudies within the control gather were taught utilizing conventional strategies, while the understudies within the test gather were instructed utilizing the Crossword Puzzle strategy.

The data for this study were obtained from the pretest and post-test scores of both the experimental and control groups. After completing all pretest, treatment, and post-tests, the students' scores will be the research data, which was analyzed using a t-test to compare the mean value of the experimental group and the control group. The Arikunto t-test formula is used by the researcher to test the difference in mean between the experimental and control groups. There was as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t	= overall score
Mx	= experimental group mean
My	= control group mean
Nx	= denotes the number of students in the experimental group.
Ny	= denotes the number of students in the control group.
dx2	= experimental group standard deviation
dy2	= control group standard deviation

RESULTS AND DISCUSSION

After completing all of the research steps, the t –test formula revealed some information that the students who are in the experimental group taught by using the Crossword Puzzle technique outperformed the group of students who are in the control group taught without using the Crossword Puzzle strategy. 64.68 became the mean pretest score in the experimental group, while it is 60.84 in the control group. It means that the data got in the class of experimental in the pretest score is higher than the score in the control group for pretest score. Meanwhile, 79.04 were the mean post-test score in the experimental group, while it was 65.04 in the control group.

Table 2. The mean Score of Pretest and Posttest

No	Group	Score of Pretest	Score of Posttest
1	Experimental	64.68	79.04
2	Control	60.84	65.04

We can see from the data that the students in the experimental group outperformed the students in the control group. The total score of the Pretest, on the other hand, was 1617, and the total score of the Posttest was 1976. There are various numbers that indicate that students' vocabulary mastery was achieved after the teaching process. The pretest had a lowest score of 10 and a highest score of 100, while the post-test had a lowest score of 26 and a highest score of 100.

The data calculation in the testing hypothesis revealed that t observed > t table in degree of freedom 48, or 2.92 > 1.684. It denotes that the hypothesis (Ha) has been accepted. As a result, using the Crossword Puzzle strategy has a significant effect on developing students' vocabulary.

CONCLUSION

It was discovered after analyzing the data that using a crossword puzzle strategy has a significant impact on developing students' vocabulary mastery. Using a crossword puzzle strategy may entail developing vocabulary mastery. The data from the experimental group's post-test show that the total score in the post-test was 1976 and the mean score was 79.04, whereas the data from the control group showed that the total score in the post-test was 1626 and the mean score was 65.04. As a result, the experimental group students outperformed the control group students. The testing hypothesis data calculation revealed that t observed is greater than t table (2.92 1.684).

Nurmahyuni Asrul, Azizah Husda, Dwi Suci Amaniarsih

It is recommended that teachers use crossword puzzles as an active learning strategy when teaching vocabulary to help students understand the material more easily. It is suggested that other researchers explore skills in conducting research similar to or related to this research by developing knowledge with a better strategy or method at this time.

REFERENCES

Alqahtani, M. (2015). The importance of Vocabulary in Languange Learning and how to be taught. Saudi Arabia. *International Journal of Teaching and Educational*.

Ary. D. (2010). Introduction to Research in Education. Eight Edition. USA. Printed in Canada.

Arikunto. (2014). Dasar-Dasar Evaluasi Pendidikan. Jakarta : PT.Bumi Aksara

Carter. (1987). Vocabulary and Languange Teaching.Nottingham. England

Dhand. (2008). Benefits of Using Crossword Puzzles. Inc Seventh edition

Ellis. (2002). The practice of English languange teaching. England and Acociated Companies through the world

Gathgia, M.G. (2013). The use of Crossword Puzzle as a Vocabulary Strategy Learning. Kenyan Internasional Journal of current Research

Martin, C. (2013). The use of Crossword Puzzle as a vocabulary strategy learning. *Kenyan international journal of current Research*

Purwanto. N. (2009). Prinsip-Prinsip dan teknik Evaluasi Pengajaran. Bandung: PT. Remaja Rosdakarya

Sudjana, S. (2005). Metoda statistika.Bandung : PT. Tarsito Bandung

Utami. (2014). Improving students' vocabulary mastery using crossword puzzle for grade VII of SMPN2 Srakandan. Yogyakarta state University. Thesis

Scott, Thornbury. (2002). How to Teach Vocabulary.Pearson Education.

Wright, Andrew. (2006). Games for Language Learning, Third Edition: Cambridge University Press

Wallace. (2002). Teaching vocabulary: (Sydney :University of New South Wales)

Webster. (2004). Srategy for crossword puzzle. Second edition, (Cambridge uiversity)

Wharton. (1995). Type of crossword Puzzle.New york: Mc Graw-hill

Widyasari. (2010). The Use of Crossword Puzzle to Improve Vocabulary Mastery, Skripsi at English Departement of Education Faculty State Islamic Studies Institute (STAIN) Salatiga

P. Gisbert. (2010). Fundamentals of Sociology, Orient Blackswan Publisher, 3rd edition

Poulet, Georges. (1956). Studies in Human Time. London: The John Hopkins Press.

Welman, C., Kruger, F. & Mitchell, B. (2010). Research methodology. 3rd edition. Cape Town: Oxford University Press Southern Africa.

Yair Amichai-Hamburger. (2013). The Social Net: Understanding our online behavior, 2nd edition, Oxford University, pp. 15-21