

TEACHING VOCABULARY ON CONCRETE NOUN THROUGH CROSSWORD PUZZLE

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Abstract: The purpose of this research is to find out the level of the effectiveness of using crossword puzzle to enrich the vocabulary of Year-8 students of “SMPN 16 Pontianak” in Academic Year 2014/2015. This research was a pre-experimental study. The sample was a purposive sampling, that is, Class VIII E that consists of 36 students. The data were collected from the pre-test and post-test. The data were analyzed by using Effect Size (ES) formula. The research finding shows that the effect size of the treatment is 1.27 (> 1.00). It is categorized “strong”. It indicates that crossword puzzle is very effective to teach vocabulary to Year-8 students.

Key words: crossword puzzle, teaching vocabulary

Abstrak: Penelitian ini bertujuan untuk mengetahui tingkat efektifitas dari *crossword puzzle* untuk memperkaya kosa kata siswa kelas 8 SMPN 16 Pontianak tahun ajaran 2014/2015. Penelitian ini adalah sebuah penelitian pre-experimental. Teknik pengambilan sampel yang digunakan adalah *purposive sampling*. Sampel dalam penelitian ini adalah siswa kelas VIII E yg terdiri atas 36 siswa. Data-data di ambil dengan menerapkan rumus *ES* (tingkat efektifitas). Hasil penelitian menunjukkan bahwa tingkat efektifitas dari penggunaan *crossword puzzle* adalah 1.27 (> 1.00). Hasil ini dikategorikan memiliki efek yang kuat. Hal ini menunjukkan bahwa *crossword puzzle* sangat efektif untuk mengajarkan kosa kata kepada siswa kelas 8.

Kata kunci: *crossword puzzle*, mengajarkan *vocabulary*

In order to master English as a foreign language, students need to master “vocabulary” as the first step in learning. It is commonly defined as all the words used by the speakers when using their language. Cunningsworth (1983) refers vocabulary to all words in a language, which communicate meaning. Harris and Hodges (1981) define vocabulary as words known or used by a person or group. Hornby (1989) defines vocabulary as (1) all the words that a person knows or uses (2) all the words in a particular language (3) the words that people use when they are talking, and (4) a list of words with its meanings especially in a book for learning foreign language. It also is basic for the students to learn. Wilkins cited in Thornbury (2002) claims that without vocabulary nothing can be

conveyed. Therefore, without vocabulary, the students cannot master the language.

Vocabulary can be categorized mainly into content words and function words. Content words are productive to accept the addition of new words, such as; verbs, nouns, and adjectives. To communicate in English, the students must master at least these three main kinds of content words. Function words are not easy to add new items or lose the old one. They include prepositions, conjunctions, pronouns, adverbs and verbs. These functional words are used to make the construction grammatical. This research only focuses on concrete noun. This topic is productively used in Junior High School. The students study it based on descriptive texts. This type of text describes things, people, or place. When the students describe things, they need concrete nouns, such as, animals and rooms. In order to understand descriptive texts or to describe an object in English, students must have sufficient concrete nouns.

In learning vocabulary, many aspects need to learn by the students. They are meaning, spelling, pronunciation, and the use of words. This research focuses on two aspects. They are meaning and spelling. The students in this level are expected to memorize the words with the spelling and the meaning. The students must know the meaning of words in order to understand spoken texts, to understand written texts, and to express ideas via speaking and writing. According to the pre-observation, most of the students cannot master vocabulary well. Many students fail to recall the vocabulary immediately when the teacher asks them to write it down on the paper. Therefore, it will affect their ability in all of skills. They become poor in listening, speaking, reading and writing.

Then, it is a teacher's task to find a suitable way to teach vocabulary in an enjoyable way. This problem may be solved by applying an interesting and appropriate technique to help the students memorize the words easier. Hubart cited in Uberman (1998) says that it is necessary for a teacher to choose a technique that introduces new words in a "memorable way". It is a way for students to present new words and to memorize them effectively. One of potential techniques to teach the students vocabulary is playing games. Games can help the students enrich their vocabulary and establish those words in their memory for a long period, too. Therefore, they can recall the relevant words when they need to use them.

The students of Year-8 love playing games so much that will be very g. There are many reasons why games should be applied in the class. First, they can increase the amount of attention that students give to the material, thus increasing retention (Klepper,2003). Then, playing games is a desirable learning method as they can make studying more enjoyable (Weisskirch, 2006). One of games that can be used to teach vocabulary is crossword puzzle. It is a game, which can increase the student's interest in learning vocabulary. According to Karim and

Hasbullah (1986), crossword puzzle is an interesting material and media in teaching language. A game involves arranging the blank square with a right letter, so letters will be a good and right word. The square has two forms. They form across and down. To arrange the puzzle, the students will be given clues based on the words asked. The clues can be a picture or a sentence that describes the words.

The crossword puzzle stands as a classroom tool. Crosswords have been used successfully in many different disciplines (Childers, 1996), showing their versatility and flexibility. They are also useful tools to most people who are already familiar with them, which reduce the need to explain directions, saving class time (Weisskirch, 2006). Additionally, these puzzles are often perceived as being a recreational activity, therefore making them more enjoyable and less threatening than traditional teaching techniques (Childers, 1996). Adenan (1992) says that puzzle and games are obvious types of self-motivating activity, which are interesting and challenging to teach language. Crossword puzzle can be a good choice to teach the students because it will motivate the students to learn in an active way. Rahmawati (2004) in her research showed that the use of crossword puzzle treatment could effectively improve students' motivation in learning English.

In conclusion, it is expected that applying crossword puzzle can help the students to enrich their vocabulary easier and happily. This technique needs students to work in groups. Students will discuss and find the right letters to fill the squares. Moreover, these letters will be a good and right word. It will train the students to be more creative. It also provides the students to share their ideas and find the solution. In addition, when the students answer it correctly, it will motivate them to learn more vocabulary. Those benefits can lead the students to enrich their vocabulary. Therefore, it will make them easier to improve their ability in speaking, listening, reading and writing.

METHOD

In order to know how effective crossword puzzle is to teach vocabulary on concrete noun, the writer decided to conduct pre-experimental research. Cohen (2000) divides pre-experimental study into three types. They are one-shot case study, one group Pre-test and Post-test, and static group comparison. The researcher chooses One Group Pre-test and Post-test design in this research. This study is chosen to find out how effective the use of crossword puzzle is to enrich students' vocabulary.

The population of this research is Year-8 students of "SMPN 16 Pontianak" in Academic Year 2014/2015. There are ten classes of Year-8. Each class consists of 34 to 37 students. The sampling of this present research is purposive sampling. It is class VIII E.

The data are collected by a measurement technique with the written test formed multiple as the tool. The pre-test was given before the treatment held to know the students' pre-condition or vocabulary mastery before the treatment. After giving the treatment teaching technique, the post-test was administered to see the effect of crossword puzzle to enrich student's vocabulary on concrete noun.

To find out the level of effectiveness of the treatment, the effect size formula was applied.

$$ES = t \sqrt{\frac{1}{N}}$$

“(t)” of the above effect size formula is calculated by following formula.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

To compute the students' interval score (D) of the above formula, the following formula is applied.

$$D = X_2 - X_1$$

The students' average of pre-test (X_1) and the students' average of post-test (X_2) from the above formula were computed by this following formula.

$$X_1 = \frac{\sum X_1}{N} \qquad X_2 = \frac{\sum X_2}{N}$$

RESULTS AND DISCUSSIONS

Results

To answer the research question, the following statistical computation using effect size formula is presented. The effect size is 1.27 as detailed below.

$$\begin{aligned} ES &= t \sqrt{\frac{1}{n}} \\ &= 7.48 \sqrt{\frac{1}{36}} \\ &= 7.48 \sqrt{0.03} \\ &= 7.48 (0.17) \\ &= 1.27 \end{aligned}$$

Before computing the effect size as shown in above, the “t” is computed and the result is 7.48. It is detailed below.

$$\begin{aligned}
 t &= \frac{md}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}} \\
 &= \frac{14,22}{\sqrt{\frac{9664 - \frac{(512)^2}{n}}{36(36-1)}}} \\
 &= \frac{14,22}{\sqrt{\frac{9664 - \frac{262144}{36}}{36(35)}}} \\
 &= \frac{14,22}{\sqrt{\frac{9664 - 7281.78}{1260}}} \\
 &= \frac{14.22}{\sqrt{\frac{2382.22}{1260}}} = \frac{14.22}{\sqrt{1.89}} \\
 &= \frac{14.22}{1.9} = 7.48
 \end{aligned}$$

To compute the difference of score of pre-test from that of post-test (md) is needed. The result is 14.22, which is detailed below.

$$\begin{aligned}
 md &= \overline{X}_2 - \overline{X}_1 \\
 &= 73.78 - 59.56 \\
 &= 14.22
 \end{aligned}$$

The computation of the mean score of pre-test (X_1) and post-test (X_2) is as follows:

$$\begin{aligned}
 \overline{X}_1 &= \frac{\sum X_1}{N} & \overline{X}_2 &= \frac{\sum X_2}{N} \\
 &= \frac{2144}{36} & &= \frac{2656}{36} \\
 &= 59,56 & &= 73, 78
 \end{aligned}$$

Hypothesis Testing

As shown in the result of data analysis, the effect size is 1.27. It is categorized “high”. Therefore, the hypothesis A, B, and C are rejected, and hypothesis D is accepted.

Discussion

It is found out that crossword puzzle is very effective to teach vocabulary on concrete noun. The students increased their mastery of vocabulary. In the treatment, the researcher focused on teaching vocabulary on concrete noun by using crossword puzzle. The researcher explained about the crossword puzzle itself, and the rules to play it. First, some students were still confused about how to play it and how to win the game. But explanation from the researcher help them to understand how to use crossword puzzle as the technique. Students were very active during teaching learning process. They were also motivated in learning; they were interested looking at the puzzle and discussed the correct word to complete the puzzle. Besides, they asked some questions about the crossword puzzle, the tips to find the correct word for the puzzle. At the end of the treatment, the researcher asked the students about their opinion of using crossword puzzle in learning concrete nouns. They said that it helped them remember the words, they could memorize the word easier in a fun way and they enjoyed it.

Crossword puzzle may be one of the appropriate techniques that can be used as an innovation in teaching concrete noun. Students can enjoy and profit from the game and discussion experience in terms of improved vocabulary, creativity, communication skill, increased social awareness, and independent thinking.

Moreover, in view of theoretical framework and related studies, crossword puzzle is an enjoyable and communicative activity in which learners are given to complete the puzzle and in order to ensure the word is correct, the students discuss together, they told what their opinion, and what they known is unknown by the others. For further explanation, crossword puzzle helps the individual to become more active and flexible in acquiring the new words. Through crossword puzzle, they can memorize the words in memorable way. It means that they can memorize it in long and period and the can recall the words whenever they need it.

Furthermore, in its implementation, crossword puzzle encouraged students' braveness to express their ideas in discussion session. They were being more motivated in teaching learning process by a friendly and enjoyable situation created by the teacher. They can convey their questions without being afraid and give their opinions.

On the other hand, the teacher also monitored time management, for example, how long the students finish the puzzle should be, because it can be a challenge for the effectiveness of this technique implementation. Therefore, the teacher should know how to control the class and the students, so the technique can be more effective for the students.

In conclusion, based on the research findings, theoretical, and related studies, it can be concluded that crossword puzzle is very effective to teach

concrete noun and it significantly increases the students' ability in learning concrete noun.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings, the writer concludes: (1) Crossword puzzle is one of various techniques appropriate to teach concrete noun, (2) The use of crossword puzzle to teach concrete noun is very effective, and (3) The significant difference of students' ability can be proved by t-test (7.48) which is higher than t-table (1.691).

Suggestions

Referring to the result of data analysis and the conclusion of conducting this research, in this case the researcher would like to provide some suggestions. (1) The teacher should use crossword puzzle as an alternative technique to teach students vocabulary whether for Junior High School or Senior High School, (2) The teacher should provide an interesting and fun way in teaching vocabulary to the students. In this case, the use of crossword puzzle is recommended, (3) The teacher should give more space and time for the students to do the independent work by letting them to learn in a group. This activity is very important to encourage the active participation and to develop the students' social interaction, (4) In applying this technique, the teacher should control their students' activity and manage the class situation well, so that the students can discuss well and memorize the word automatically, and (5) The teacher should manage the time effectively by giving the attention of technique implementation, because it can influence the successes of students vocabulary achievement.

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