

**Using Crossword Puzzle to Improve the Tenth Grade Students'
Vocabulary Mastery at SMK PGRI 3 TULUNGAGUNG in
Academic Year 2015/ 2016.**

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ABSTRACT From the research findings, it can be concluded that crossword puzzle has improved the students' vocabulary mastery. The result of this study, from preliminary study showed that the students' vocabulary mastery was poor. The result of the cycle II indicated that students who passed the test increased from 9 students or 45% in cycle I to 16 student or 80% in cycle II. Therefore the researcher concludes that teaching vocabulary using crossword puzzle to the tenth grade students of SMK PGRI 3 TULUNGAGUNG is effective to improve the students' vocabulary mastery, And questionnaires given to the students showed that the students enjoyed and increased their vocabulary mastery by using crossword puzzle game.

Key Term : Crossword Puzzle, Vocabulary Mastery

In Indonesia, English is a foreign language which is taught in Indonesia educational system. English is taught as one of the lessons from elementary school to university. It is learnt by the students in Indonesia to face the global era to help the students having capability to comprehend the contents of information in English. Moreover to support the students in learning English, they should expand their vocabulary.

Vocabulary is one of language components in English. Vocabulary is needed to improve the four English skill; listening, speaking, reading and writing. Vocabulary is best learned when someone feels that a certain word is needed (Allen,1983:17). It means that the vocabulary plays an important role for study.

The students, who are less in vocabulary, will be different in understanding the text, unable to speak English, and difficult to write their own idea.

Learning vocabulary may be boring, activities for students. It becomes interesting if teacher can choose and use various ways in teaching vocabulary that suitable with the students' age, condition and situation of the class. The teacher needs to create a comfortable situation in teaching learning process. The teacher can use cloze test, completion sentence, looking for the synonym, definition of vocabulary and game as media to motivate the students interest in teaching learning process.

In this study, the researcher uses game for teaching and learning vocabulary. Game is one of methods which is used by the teacher that can make students enjoy in learning. The teachers have to use on appropriate method in teaching learning process that can make the students easy in acquiring the new vocabulary. Game is one of methods that can make students feel enjoy in learning. The students can do both of learning new vocabulary and playing game. In addition, games are helpful because they can make students feel that certain words are important and necessary (Allen; 1983:54). Without those words, the students can not finish the game.

There are many games which can be used in teaching learning process. One kind of games is crossword puzzle. Crossword Puzzle is a group of words that have been arranged horizontally and vertically in a grid. Using crossword puzzle, the students can get new vocabularies and improve their vocabulary. According to Edward (2006;74), there are some activities that will help building vocabulary, for example using word conversation and doing crossword puzzle. Therefore, the researcher suggests crossword puzzle in teaching vocabulary. Crossword puzzle can stimulates the student's brain to recall the new words. Moreover, the students will learn English by sharing with their friends to finish the crossword puzzle.

Crossword puzzle is a group of words that have been arranged horizontally and vertically so that each word crosses at least one other word at a common letter (Oxford, 2003:103).

In Oxford advanced learner's dictionary of current English (by Hornby 2000: 310) Crossword is a game in which you have to fit words across and downwards

into spaces with numbers in a square diagram. Puzzle is game that you have to think about carefully in order to answer it or do it (Oxford learner dictionary, 2003:349)

RESEARCH METHOD

Population is a group of people interest to the researcher, its group which she would like to make the result of the study to be reported. In this case, the population of this research was all students in the tenth grade of SMK 3 PGRI Tulungagung in the academic year of 2014/2016. The sample of this research is a X class that consist 20 students.

In collecting data in this research, the researcher uses the lesson plan, observation sheet, the vocabulary test, and the questionaries. The lesson plan contains of some guidances points which will use by the teacher in order to manage the classroom situation while the crossword puzzle in game form was applied.

In this study, there are qualitative and quantitative data. Qualitative data is the result if the observation concern on the researcher's planning, the assesment of process which included the activities of teacher and student.

The next data is quantitative data. It is related to the students' score in answering the vocabulary test, so the teacher can determine the students' vocabulary mastery.

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The quantitative is used to analyze the data, such as the result of the students' questionnaire and the result of the student' vocabulary test. In analyzing quantitative data, the researcher uses statistical analysis metod. The researcher uses Guttman scale to analyze the questionnaire's answer. "Yes" answer is given score 1 and "No" answer is given score 0 (Riduwan, 2005:17). She analyzes in every item.

The researcher finds the percentage of score by using the formula as follows:

$$\% S = \frac{1}{N} \times Y \times 100\%$$

% S : Percentage of score

Y : Number of students who answer yes

N : Total of students

Then the researcher compares the percentage with the criteria of interpretation score. It is show as follows:

0% - 20% = very weak

21 - 40% = weak

41% - 60% = average

61% - 80% = strong

81% - 100% = very strong

And to analyze the result of the test, the researcher uses the formula of the percentage of succes from Agustina (1999:32). The formula is :

$$\% X = \frac{X1}{N} \times 100\%$$

Notes:

% X = Percentage of the success

X1 = The number of students who passed the test

N = Total of students

RESEARCH FINDING AND DISCUSSIONS

By observing the students' vocabulary mastery in preliminary study, there was significance development of their vocabulary mastery. In the preliminary study there were 9 or 45 % students classified into successful while the 11 students or 55 % were unsuccessful in vocabulary test.

Whereas, from the cycle I there 12 or 60% students who passed the just while the other 8 or 39% students failed. There was increasing students' vocabulary mastery from preliminary study. Then, from cycle II, 16 or 80% students passed the test and the 4 or 12% students failed in the vocabulary test in the cycle II.

The researcher gave some items in questionaire to know the students response of the strategy. The researcher made closed question with 2 options: "Yes" answer score 1 and "NO : answer score 0. (Ridwan, 2005 : 17).

The percentage of each items is analyzed by using the formula as follows "

$$\% S = \frac{1 \times Y}{1 \times N} \times 100\%$$

%S = Precentage of scale

Y = number of students who answer "yes"

N = total of students

The precentage is compared to the criteria of the interpretation.

0 % - 20% = very weak

21 % - 40 % = weak

41 % - 60 % = average

61 % - 80 % = strong

81 % - 100 % = very strong

Based on the result of the use of the test and observation above, the use of crossword puzzle game technique in improving the vocabulary mastery of the tenth students of SMK PGRI 3 TULUNGAGUNG was succesfull. It showed from their scores during vocabulary test, the score higher than before.

CONCLUSION AND SUGGESTION

From the result of preliminary study, the researcher found out that the students' vocabulary mastery was weak, because their vocabulary mastery still low and less

motivation. It was shown that their scores were low because there more just 49% of students who passed test.

After the researcher did the cycle I, it was known that the result of students' vocabulary test score was increasing. 61% or 15 students of 20 students who passed the test.

So that researcher had to do cycle II. In this cycle, the score of the student's vocabulary test were increase. It coul be seen there were 80 % or 16 students who passed the test. In this cycle, the criteria of success were achieved and was successfull.

Based on the research above, it can be concluded that implementing crossword puzzle game makes the English class fun and interesting besides, this game makes students active.

After knowing the result of the study, the researcher tries to give some suggestions to English teachers, the students, and the other researchers.

1. The Teachers

It is suggested for the English teacher to apply crossword puzzle game to the students improve their vocabulary mastery.

2. The Students

The students are suggested to use the crossword puzzle in mastering the vocabulary and to recall their vocabulary.

3. The Others Researcher

The result of the study hopefully can be used as a contribution for the future. In the next researchers hopefully to increase the students' motivation. And the last hopefully the other researcher can make the solve

problems in the teaching and learning process, especially improving vocabulary mastery.

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