PENINGKATAN PENGUASAAN KOSA KATA SISWA MENGGUNAKAN CROSSWORD PUZZLE
(Penelitian Tindakan Kelas pada Siswa Kelas Tujuh SMPN 1 Andong Boyolali pada Tahun Ajaran 2014/2015)

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ABSTRAK
Penelitian ini bertujuan 1) untuk mencari tahu bahwa penggunaan Crossword Puzzle dalam proses belajar mengajar kosa kata meningkatkan penguasaan kosa kata siswa di kelas tujuh SMP Negeri 1 Andong Boyolali pada tahun ajaran 2014/2015; 2) untuk mencari tahu bahwa Crossword Puzzle dapat meningkatkan penguasaan kosa kata siswa di kelas tujuh SMP Negeri 1 Andong Boyolali pada tahun ajaran 2014/2015

Metode penelitian ini adalah penelitian tindakan kelas. Prosedur penelitian tindakan terdiri dari 1) perencanaan, 2) tindakan, 3) pengamatan, dan 4) refleksi. Teknik pengumpulan data menggunakan tes dan non tes. Untuk tes, peneliti menggunakan pre-test, postes 1 dan postes 2. Untuk non tes, peneliti menggunakan wawancara, pengamatan, dan dokumentasi. Teknik analisis data menggunakan analisis data kualitatif dan kuantitatif. Di dalam penelitian ini, peneliti menggunakan Crossword Puzzle untuk meningkatkan penguasaan kosa kata siswa.


Dari penelitian ini, peneliti menyimpulkan bahwa crossword puzzle dapat meningkatkan penguasaan kosa kata siswa di kelas tujuh SMPN 1 Andong Boyolali pada tahun ajaran 2014/2015. Crossword Puzzle menciptakan sebuah situasi yang menyenangkan dan nyaman dalam proses belajar mengajar dan juga telah meningkatkan motivasi siswa dalam belajar kosa kata. Oleh sebab itu, Crossword Puzzle dapat digunakan sebagai sebuah media yang menakjubkan dalam proses belajar mengajar kosa kata di kelas.

Kata kunci: Penguasaan Kosa kata, Crossword Puzzle, Penelitian Tindakan Kelas
IMPROVING STUDENTS’ VOCABULARY MASTERY USING CROSSWORD PUZZLE

(A Classroom Action Research at the Seventh Grade Students of SMP N 1 Andong Boyolali in 2014/2015 Academic Year)

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ABSTRACT

The research aims: (1) To find out that the use of crossword puzzles in teaching learning vocabulary improves the students’ vocabulary mastery at the seventh grade students of SMP Negeri 1 Andong Boyolali in 2014/2015 Academic Year. (2) To find out that crossword puzzle can improve the students’ vocabulary mastery at the seventh grade students of SMP Negeri 1 Andong Boyolali in 2014/2015 academic year.

The method of this research is Classroom Action Research. The procedures of Action Research consist of: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. The technique of collecting data used test and non-test. For the tests, the researcher used pre test, post test 1 and post test 2. For the non-tests, the researcher used interview, observation, and documentation. The techniques of analyzing data used qualitative and quantitative data analysis. In this research, the researcher used Crossword Puzzle to improve the students’ vocabulary mastery.

This Action Research was conducted at the seventh grade students of SMPN 1 Andong Boyolali. It was conducted on January 2015 until February 2015. The subject of this research was the students of class VII G at SMPN 1 Andong Boyolali in 2014/2015 Academic Year. The research was conducted in two cycles, both of cycle 1 and cycle 2 consisted of two meetings. The researcher found that Crossword Puzzle could improve the students’ vocabulary mastery and it made the students interested in teaching learning vocabulary and active in the classroom. The improvement of the students’ vocabulary mastery could be shown from the result of the tests. The mean score of pre test was 50.13. The mean score of post test 1 was 64.40. The mean score of post test 2 was 74.97. The t-value of cycle 1 was 15.56. The t-value of cycle 2 was 21.89. The result of implementation Crossword Puzzle at VII G class of SMPN 1 Andong Boyolali were as follows: (1) Most of the students improved their vocabulary mastery; (2) The classroom condition became more conducive, active, and effective in teaching learning vocabulary; (3) The students found new interesting ways to learn about vocabulary.

From the research, the researcher concluded that Crossword Puzzle could improve the students’ vocabulary mastery at the seventh grade students of SMP N 1 Andong Boyolali in 2014/2015 Academic Year. Crossword Puzzle created a fun and enjoyable situation in teaching learning process and it improved the students’ motivation in learning vocabulary. Therefore, Crossword Puzzle can be used as great media in teaching learning vocabulary in classroom.

Key words: Vocabulary mastery, Crossword Puzzle, Classroom Action Research
INTRODUCTION

English as a foreign language in Indonesia is taught from the elementary school up to university. It is based on Undang-Undang Republik Indonesia No. 20, 2003 about Sistem Pendidikan Nasional Pasal 33 No. 3, government explains that “Bahasa asing dapat digunakan sebagai bahasa pengantar padasatuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik”. It means that a foreign language may be used as the instruction language in specific education unit to support learners’ ability of foreign language.

In learning English, there are four language skills that should be learnt by the students. They are listening, speaking, writing, and reading. In studying English the character of the language, learning English is supported by vocabulary, grammar and pronunciation. In this case vocabulary is one of the most important aspects of teaching and learning English. Hatch and Brown (1995: 1) define that term vocabulary refers to a list or a set of words for a particular language or a list of words that individual speaker of language might use.

In SMP N 1 Andong Boyolali, the criteria of minimum score (KKM = Kriteria Ketuntasan Minimal) for English is 70. In learning English, students in class 7G had difficulties in mastering vocabulary. Barriers that exist in teaching and learning vocabulary could be seen from three factors: factor of students, teachers and schools. There were two problems found by the students in vocabulary: (1) understanding the meaning of unknown words
in a sentence; (2) using words in sentences. Factor of the teachers are: (1) the teacher still used the conventional method in teaching the material of English; (2) the teacher still used module or students’ worksheet LKS (Lembar Kerja Siswa) in doing exercises; (3) the teacher did not use media in teaching learning process; This method made the students sometimes felt bored and sleepy especially when English was taught in the last session. The other factors could be seen from the school facilities, such as: (1) There was no LCD in the classroom that teachers could use to support the teaching and learning process; (2) there was no additional media which could support teaching and learning process. Lack of vocabulary mastery, lack of facilities in teaching media and lack of student’s motivation to master English were the other causes that possibly made the problem occur.

One of an appropriate media to improve the students’ vocabulary mastery was Crossword Puzzle. According to Case (1994: 5) said that a crossword puzzle is helpful for language learning since it gives enjoyment, satisfaction, reflection, and play that can focus learners’ attention on the language in concentrated but non-stressful way.

The aims of study were: (1) To find out that the use of crossword puzzles in teaching learning vocabulary improves the students’ vocabulary mastery at the seventh grade students of SMP Negeri 1 Andong Boyolali in 2014/2015 academic year, and (2) To find out that crossword puzzle could improve the students’ vocabulary mastery at the seventh grade students of SMP Negeri 1 Andong Boyolali in 2014/2015 academic year.
RESEARCH METHODOLOGY

This research was conducted at SMP Negeri 1 Andong Boyolali. It is located at Jl. Andong no. 24, Kacangan, Andong Boyolali. This research was held from January 2015 until February 2015 in Academic Year of 2014/2015.

The subject of the research was the students of the seventh grade student of SMP N 1 Andong Boyolali in Academic Year 2014/2015. The total of the students in class VII-G were 32 students, they were 16 girls and 16 boys. The researcher chose this class as the subject of the research for some reasons. First, the researcher wanted to improve the students’ vocabulary, because their academic score was still low. Second, most of students had low motivation in teaching learning English because they thought English is difficult.

The method used in this research is Classroom Action Research (CAR). Kemmis S (in Hopkins, 1993: 44) states that “the Action Research is a form collective self-reflective inquiry undertaken by participant in social situation in order to improve the rationality and justice of their own social or educational practice, as well as their understanding of these practices and situation in which the practice are carried out”.

This activity contained several cycles. Each cycle consisted of four elements: planning, action, observation, and reflection.

The data for this study were collected using two techniques: (1) Non-Test Technique such as observation, interview, documentation, and document; and (2) Test Technique such as pre test and post test.
In the procedure of Action Research, the researcher took two cycles. Each cycle used six steps, they were: identifying the problem, planning the action, implementing the action, observing, reflecting, and revising the plan.

*Simple Action Research Model by Stephen Kemmis and Taggart*

(*1988: 14*)
In analyzing of the data, the researcher used Qualitative and Quantitative data analysis. In Qualitative Data Analysis, the researcher used interactive model by Miles and Huberman (in Sugiyono, 2010: 338), as the figure below:

![Component of data by Miles and Huberman’s](in Sugiyono, 2010: 338)

From the figure above, it could be explained that:

1. **Data Collection**: Data Collection is having collected data, a sub stage follows immediately or co-exists with the collection of the data – the generation of hypothesis. At the end of the data collection stage, not only have collected our data, but also established a number of hypothesis, construct or categories that begin to explain what is happening in the classroom;

2. **Data Reduction**: Data Reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete;

3. **Data Display**: Data Display is the second element or level in Miles and Huberman’s (in Sugiyono, 2010: 341)
model of qualitative data analysis. This step is describing the result of the research which is described in systematic and logic sentence. It can help us to understand what is happening and to do further analysis or action based on that understanding; (4) Conclusion Drawing/ Verification: This activity is the fourth element of qualitative data analysis. According to Miles and Huberman’s (in Sugiyono, 2010: 344), “Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand”. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. This step is very important to be done in order to get good research conclusion.

In Quantitative Data Analysis, the score analyzed by using pre-test and post-test to prove whether teaching learning speaking using Round Robin technique could overcome the students problems in speaking skill or not. The formula of pre-test and post-test was as follow:

a) The mean of the pre-test and the post-test could be calculated with the formula:

\[
\bar{X} = \frac{\sum X}{N}, \quad \bar{Y} = \frac{\sum Y}{N}
\]

Where:
- \(\bar{X}\) = means of pre-test score
- \(\bar{Y}\) = means of post-test score
- \(N\) = the number of students
b) The t-value could be calculated with the formula:

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

Where:
- \( t \) = the t-value for non independent (correlated means)
- \( D \) = the difference between the paired scores
- \( \bar{D} \) = the mean of the differences
- \( \sum D^2 \) = the sum of squared differences score
- \( N \) = the number of pairs

(Ary; Jacobs; and Razavieh, 1979: 155-165)

RESULT OF THE RESEARCH

The research was carried out at SMP N 1 Andong Boyolali in VII G class. The research was conducted through two cycles. In the first cycle, the researcher applied three meetings. Two meetings for teaching learning and one meeting for implementing Post Test 1. Before implementing first cycle, the researcher did the Pre Test to know how far the 7G students mastered about vocabulary. Then, in second cycle the researcher applied three meetings, two meetings for teaching learning and the last meeting for implementing Post Test 2. Every Cycle consisted of four steps: (1) Planning, (2) Action, (3) Observation, and (4) Reflection.

The pre test was held in Saturday, January 24\(^{rd}\), 2015 at 10.50 am until 12.10 pm. The type of the test was multiple choices. The tests consisted of 50
questions. The mean score of pre test was 50.13. This result was still far from the KKM 70.

In cycle I, it consisted of three meetings, two meetings for the actions and one meeting for post test one. The first meeting in cycle one was held on Monday, January 26\textsuperscript{th}, 2015, at 09.00 a.m. until 10.20 a.m. The second meeting was held on Saturday, January 31\textsuperscript{th} 2015 at 08.20 am until 09.55 am. The post test 1 was held on Monday, February 2\textsuperscript{nd}, 2015 at 08.20 a.m. until 09.55 a.m. The mean score of students’ exercise in meeting 1 was 53,06 and in the 2\textsuperscript{nd} meeting cycle 1, the mean score of students’ exercise was 61,29.

Post test 1 was held on Monday, February 2\textsuperscript{nd}, 2015 at 08.20 a.m. Until 09.55 a.m. There were some improvements that the students shown. It could be seen by the mean score of post test 1(64,40) was better than pre test (50,13). There was also the improvement on the students’ exercise. In the 1\textsuperscript{st} meeting cycle 1, the mean score of students’ exercise was 53,06 and in the 2\textsuperscript{nd} meeting cycle 1, the mean score of students’ exercise was 61,29. The several strengths and weaknesses in Cycle I were as follows:

1. Strengths

a. The Strengths of Vocabulary Mastery

1) The result of the first post-test was good enough. The mean score of the post-test 1 was (64,40). It was higher than the mean score of pre-test (50,13).

2) There was also the improvement on the students’ exercise. In the 1\textsuperscript{st} meeting cycle 1, the mean score of students’ exercise
was 53,06 and in the 2nd meeting cycle 1, the mean score of students’ exercise was 61,29.

b. The Strengths of Class Management

1) The students became more active in teaching learning process, using Crossword Puzzle

2) The students became more active in imagining the direction about new vocabularies that the researcher delivered.

2. Weaknesses

a. Vocabulary Mastery

1) There were several students felt difficult to understand what the researcher tried to deliver.

2) The students’ vocabulary mastery was still low.

b. Class Management

1) There were several students that played with their friends when the researcher explained the lesson.

Cycle 2 consisted of three meetings, two meetings for teaching learning process and one meeting for post test 2. The first meeting in cycle 2 was held on Saturday, February 7th, 2015 at 08.20 am until 09.55 am. The second meeting in cycle 2 was held on Monday, February 9th 2015 at 08.20 am until 09.55 am. Post test 2 was held on Monday, February 16th, 2015 at 08.20 am until 09.55 am. The mean score of the students’ exercise in 1st meeting was 70,32, and in 2nd was 74,35.
Post test 2 was held on Monday, February 16th, 2015 at 08.20 am until 09.55 am. And the the mean score of post test 2 (74.97) was better that post test 1 (64.40).

Based on the result above, the strengths and weaknesses were as follows:

1. The Strengths:

   a. In Vocabulary Mastery

      1) The students’ vocabulary mastery was better than in cycle 1. In cycle 1 (one) the average of the post-test was 64.40 and the result of post-test 2 in this cycle 2 (two) was 74.97.

      2) Students took good charges of vocabulary. The mean score in the 1st meeting cycle 2 was 70.32 and the mean score in the 2nd meeting cycle 2 was 74.35. This result was better that the students’ exercise in cycle 1.

   b. In Class Management

      1) The students were more active and understood about the direction to express the new vocabularies.

1. The weaknesses:

   a. In the Vocabulary Mastery

      1) Although the mean score of post test 2 (74.97) had passed the KKM that is 70.
b. In the Class Management

2) There were some students who did not pay attention with the teaching learning process. It could disturb other students.

The researcher decided to stop the cycle since the result in the last cycle had shown better improvements of students’ vocabulary mastery. It could be seen from the mean score of post test 2 (74,97) had passed the KKM (70). Thus, the researcher did not revise the plan.

DISCUSSION

After Action Research was conducted, the students vocabulary improved. The students could understand the meaning of the words, The students had more motivation to learn English, especially in vocabulary mastery. They became more active to ask some questions and tried to write down some vocabulary on the whiteboard because they liked finding some new words, the student also knew about how to pronounce the words correctly, the students felt easy and effective to communicate using English, and the classroom became more fun with Crossword Puzzle. The comparison between mean score or pre-test, post-test 1, post-test 2, could be seen in the following table:

<table>
<thead>
<tr>
<th>The Mean of Pre-Test</th>
<th>The Mean of Post-Test 1</th>
<th>The Mean of Post-Test 2</th>
<th>T-value of cycle 1</th>
<th>T-value of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>50,13</td>
<td>64,40</td>
<td>74,97</td>
<td>15,56</td>
<td>21,89</td>
</tr>
</tbody>
</table>

Table 1.5 The table of the result
The improvement of students’ vocabulary mastery using Crossword Puzzle increased the motivation and the participation of the students in the classroom, such as: 1) the students were more active, 2) the students were more interested in the teaching and learning vocabulary using Crossword Puzzle, 3) they also had a good response of the way of the teaching and the students were active during the teaching learning process.

CONCLUSION AND SUGGESTION

Based on the result of the research, the researcher could draw the conclusion considering the improving vocabulary mastery using Crossword Puzzle at the seventh grade students of SMP Negeri 1 Andong Boyolali 2014/2015 Academic Year. Most of the students had improved their vocabulary mastery using Crossword Puzzle. It is shown from the observation. It could be seen that the students could understand about the material that the researcher delivered, the students also could answer the researcher’s questions written or orally. Moreover, the students could do the test well. The students also knew more about words. As supporting the data, the result of the students’ test after the researcher computed the scores of the students using t-test formula showed that there was improvement of students’ vocabulary mastery. The mean of post test in cycle 1 (64.40) was higher than the mean of pre test (50.13) and the mean of post test in cycle 2 (74.97) was higher than the mean of post test in cycle 1.
There are some suggestions for English teacher, Students, and the other researchers. The suggestions are as follows:

1. To the English Teacher

   It was better for the teacher to use Crossword Puzzle which can be used in teaching learning vocabulary process and to improve the students’ vocabulary mastery.

2. To the Students

   Students should have good participation like to pay attention to the teacher’s instructions and the students should always be active in teaching learning process. The students also should open the dictionary more often to increase their vocabulary.

3. To the other Researchers

   The result of study can be used as the additional references for the other researcher and it can give good contribution for teaching learning vocabulary in SMPN 1 Andong Boyolali.

REFERENCES


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