

**IMPROVING STUDENTS' PARTICIPATION AND VOCABULARY
ACHIEVEMENT BY USING CROSSWORD PUZZLES
AT THE CLASS VIII-B OF SMPN 1 SUKORAMBI
IN 2016/2017 ACADEMIC YEAR**

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Abstract: The purpose of this research was to find out how the use of Crossword Puzzle could improve students' active participation and vocabulary achievement of the VIII-B at SMPN 01 Sukorambi in 2016/2017 Academic Year. Kind of this research was Classroom Action Research. The subject of this research was the students of VIII-B class. Test and Observation Checklist were used to obtain the data. The design of action research were preliminary study, planning, acting, observing and reflecting. The mean score of preliminary study was 62 and the students who achieved standard score was 11 (39.3%), while 17 (60.7%) failed. Crossword Puzzles could improve students' active participation and vocabulary achievement in two cycles. The average result of students participation was 67.85% in Cycle 1 to 78.57% in Cycle 2. It means that cycle 1 was not achieved but in cycle 2 the target score was achieved. The vocabulary achievement test were 74.3% in Cycle 1 to 80.37% in Cycle 2. It means the target score in cycle 1 was not achieved. But Cycle 2 it as achieved the target score that was 75%. Based on the data above, it could be concluded that the use of Crossword Puzzles could improve students' vocabulary achievement and active participation.

Key words: Students' Active Participation, Vocabulary Achievement,
Crossword Puzzles

**MENINGKATKAN KEMAMPUAN PENCAPAIAN PARTISIPASI
KEAKTIFAN DAN KOSA KATA SISWA DENGAN MENGGUNAKAN
TEKA-TEKI SILANG PADA KELAS VIII-B SMPN 01 SUKORAMBI
TAHUN AJARAN 2016/2017**

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Abstract: tujuan penelitian ini adalah untuk menemukan bagaimana penggunaan teka-teki silang dapat meningkatkan partisipasi keaktifan dan pencapaian kosa kata siswa pada kelas VIII-B SMPN 01 Sukorambi T.A 2016/2017. Subjek dari penelitian ini adalah siswa kelas VIII-B. Tes dan daftar hasil pengamatan digunakan dalam memperoleh data. Model penelitian tindakan ini adalah studi pendahuluan, perencanaan, pelaksanaan, pengamatan, dan refleksi. Nilai rata-rata pada hasil studi pendahuluan adalah 62 dan siswa yang mencapai nilai target adalah 11 (39.3%) siswa, sementara 17 (60.7%) siswa gagal. Teka-teki silang dapat meningkatkan partisipasi keaktifan dan pencapaian kosa kata siswa dalam dua siklus dari perolehan nilai rata-rata 67.85 di siklus 1 menjadi 78.57 pada siklus 2. Disimpulkan bahwa pada siklus 1 tidak mencapai target dan siklus 2 mencapai target. Dari tes pencapaian kosa kata diperoleh 74.3% pada siklus 1 menjadi 80.37% pada siklus 2. Hal ini disimpulkan bahwa pada siklus 1 tidak mencapai target. Dan pada siklus 2 mencapai target yaitu 75%. Menurut data di atas, dapat disimpulkan bahwa Teka-teki silang dapat meningkatkan partisipasi keaktifan dan pencapaian kosa kata siswa.

Kata kunci: Partisipasi Keaktifan, Pencapaian Kosa Kata Siswa, Teka-teki silang

INTRODUCTION

An international community needs an international language to communicate with each other. English is one of the international languages which play an important role in international society. According to Crystal (2003:110), English is used as the media in the world's knowledge. It is not only used for transferring information for any field or study, science, technology, academic, and many others, but it is also used an international communication. Therefore, everyone must be able to master English well when he/she wants to have a chance to communicate in international community. By mastering English well, someone can find a better job in international community. With English, people can communicate each other although they come from many different countries with different languages. Therefore, teaching English should be able to increase students' ability to communicate in the international community.

The English skills including listening, speaking, reading, and writing. There are three language components that the students should master, they are: pronunciation, vocabulary, and grammar. Vocabulary is one of the language components that is very important in the teaching learning process. Wilkins (in Thornbury, 2005:13), states that someone will gain more improvement in learning a language if they learn more words and expressions.

The research was conducted in SMPN 1 Sukorambi. Based on the interview and observation with the English teacher, there were some problems about achieving vocabulary faced by the students. The teacher pointed a class having the problem, that is VIII B grade. There were many students of VIII B who experienced difficulty to enrich and enlarge their vocabulary because they easily forgot vocabulary materials taught by the teacher. In mastering vocabulary, the teacher gave a list of words and discussed the meaning. Besides, sometimes the teacher wrote difficult words and the meanings on the whiteboard, and asked the students to memorize them. The students got bored with that way of learning vocabulary class. Probably the factor was the teacher rarely used media and games in teaching vocabulary. This condition was shown by the vocabulary achievement result conducted by the teacher of VIII B of SMPN 1 Sukorambi. There were 60.7% (17 students out of 28 students) got the score below 75 which means that they did not reach the standard score in that school, that is 75.

RESEARCH METHOD

This research is Classroom Action Research. It is implemented five stages, explained by Arikunto, 2010:137, there are preliminary study, planning, acting, observing, reflecting. The VIII-B class is the subject of research. The instrument was used to collect the data in this research. They were vocabulary test and observation checklist.

In this research, to analyze the data of the students' vocabulary test, the researcher uses this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : The percentage of the students who achieved score ≥ 75

n : The number of students who don't achieved score ≥ 75

N : The number of the subjects

The observation focuses on the indicators of students' contribution in process of learning and active participation during the school hours. The instrument that will be used in this method is a checklist.

No.	Name	Indicators			Active	Passive
		1	2	3		
1						
2						
3						
Total						

The Indicators are:

1. The students find nouns, verbs, adjectives, and adverb in the text with their group.
2. The students discuss with their group about the clues in the crossword puzzles.
3. The students find the answer about the clues in the crossword puzzles.

In this classroom action research, observation by using observation checklist was used to collect the data about students' active participation during the teaching and learning process of vocabulary by using Crossword Puzzles. According to Arikunto (2010:202), variable list that will be collected the data. The result of this observation is 75%.

THE RESULT OF THE RESEARCH DISCUSSION

This result of the research presents the result of cycle 1 and cycle 2 of using Crossword Puzzles to improve students' active participation and Vocabulary Achievement.

Description of Research Setting

This action of the first cycle was conducted in two meetings. The first meeting was done on May 16, 2017, and the second meeting was done on May 17th. Writing test was given on May 18, 2017 in cycle one. Every meeting covered four stages of activity namely, (1) the planning of the action, (2) the implementing of the action or acting, (3) the observing of the action, and (4) the reflecting of the action. The implementing of the action was the application of the lesson plans which had been made in the planning the action. The time allocation of the lesson plan in each meeting was 2 x 90 minutes, and explanation of every meeting is presented in the following.

a. First Meeting

The action of the first meeting of Cycle 1 was carried out on Tuesday, May 16, 2017. The action in this meeting was done collaboratively by the researcher and the English teacher. There were 28 students as the subject of the research attended the class in the first meeting.

The analysis of the active students in Cycle 1

Meeting 1	Meeting 2
$Active = \frac{18}{28} \times 100 = 64.28\%$	$Active = \frac{20}{28} \times 100 = 71.41\%$
$Passive = \frac{10}{28} \times 100 = 35.71\%$	$Passive = \frac{8}{28} \times 100 = 28.57\%$

The Average Result of the Students' Participation in Cycle 1

No.	Meeting	Percentage	
		Active Students	Passive Students
1	Meeting 1	64.28%	35.71%
2	Meeting 2	71.41%	28.57%
	Average	67.85%	32.14%

The vocabulary test was administered to measure students' achievement in vocabulary after the implementation of the action. This test was administered in the last meeting in the first Cycle, on May, 18, 2017. The time allocation for the vocabulary test was 60 minutes. The material used to construct this test was vocabulary covering nouns, verbs, adjectives, and adverbs consisting of 40 items, 12 items for nouns, 11 items for verbs, 10 items for adjectives, and 7 items for adverbs. All of those words were the words that had been taught by the researcher in meeting 1 and meeting 2. The minimal score needed to pass the vocabulary test was 75 and this research was considered successful if at least 75% of the students got score 75 in the vocabulary test. Further, to know the percentage of the students who could achieve the standard minimum score that was ≥ 75 , the researcher analyzed the result of the students' vocabulary achievement test by using the formula stated in Chapter III. There were 28 students attended the vocabulary test, where 14 students (50% of students) got the score of 75 or higher in the vocabulary test of the first cycle. Therefore, 50% of the students (14 students) got the score less than 75 in that vocabulary test. The mean score of the vocabulary test from cycle 1 was 74.3%. From that result of the vocabulary test in the first cycle, it can be interpreted that the result of that vocabulary test had not achieved the target of success from the criteria of the research. The target that should be achieved was 75% of the students who had to get the score more than 75. Therefore, the researcher continued the action to the second cycle by revising some weaknesses of the action in the first cycle.

The Result of Vocabulary Test in Cycle 1

The Data Results	Cycle 1
The mean score of vocabulary test	74.3
The percentage of the students who scored ≥ 75	50%
The percentage of the students who scored ≤ 75	50%

The Reflection of Cycle 1

Based on the result of the reflection, it was known the weaknesses of the action in cycle 1:

The weaknesses of Cycle 1	The solutions in Cycle 2
The researcher did not give easy explanation about the Crossword Puzzles. So the students got difficulties to understand the main idea of learning.	The researcher gave easy explanation about the Crossword Puzzles. So, they understood the main point of learning.
The researcher were not confident to show up in	The researcher started with good performance

the class. It made the teaching process was not satisfied to the students in the class.	to show up in the class. It made the students were interested in class.
The researcher could not control the class when some students did not pay attention to the teacher explanation.	The researcher tried to be clear to the students and invited them to be focus in class. So, the students paid attention to a teacher.
The researcher did not give instruction to bring the dictionary in English class. So, it was difficult to find and help the students in learning process.	The researcher gave clear instruction before that they had to bring dictionary in English class in helping them to find vocabularies.

The action in Cycle 2 was conducted on May 20 – 23, 2017. The action in Cycle 2 was also done in 3 meetings including the time for vocabulary achievement test. In this cycle, the researcher taught the students for two meetings. Meanwhile, the English teacher observed the students' participation during the teaching and learning process in the first and the second meeting of the second cycle. The time allocation for every meeting was 2 x 90 minutes.

The analysis of the active students in Cycle 2

Meeting 1	Meeting 2
$Active = \frac{20}{28} \times 100 = 71.42\%$	$Active = \frac{24}{28} \times 100 = 85.71\%$
$Passive = \frac{8}{28} \times 100 = 28.57\%$	$Passive = \frac{4}{28} \times 100 = 14.28\%$

The Average Result of the Students' Participation in Cycle 2

No.	Meeting	Percentage	
		Active Students	Passive Students
1	Meeting 1	71.42%	28.57%
2	Meeting 2	85.71%	14.28%
Average		78.57%	21.43%

The vocabulary test in the form of multiple-choice and crossword puzzle were administered to measure the students' vocabulary achievement after having the actions. There were 25 items for multiple choises and 15 items for crossword puzzle. This research the target score of the students was ≥ 75 .

The vocabulary test in cycle 1 was conducted on May 23, 2017 to know how far the students improve their vocabulary achievement after implementing the action by using crossword puzzles. The test was followed by 28 students.

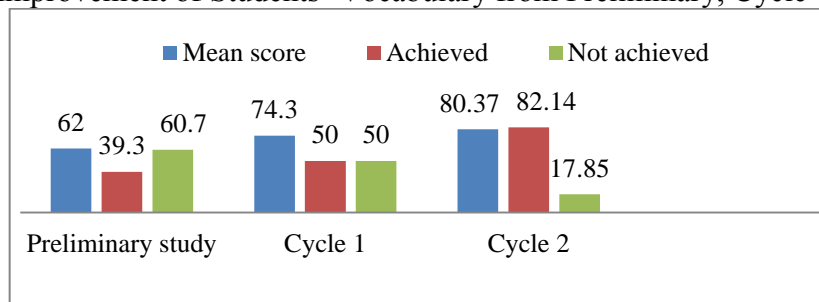
Based on the result of the vocabulary test, it was found that there were 23 of 28 students (82.14%) who got score ≥ 75 in cycle 2 (see appendix). As mentioned before, the cycle of this research was considered to be successful if 75% students get score ≥ 75 . It means that the action in cycle 2 was successful and it was not necessary to continue to the next cycle.

The Result of Vocabulary Test in Cycle 2

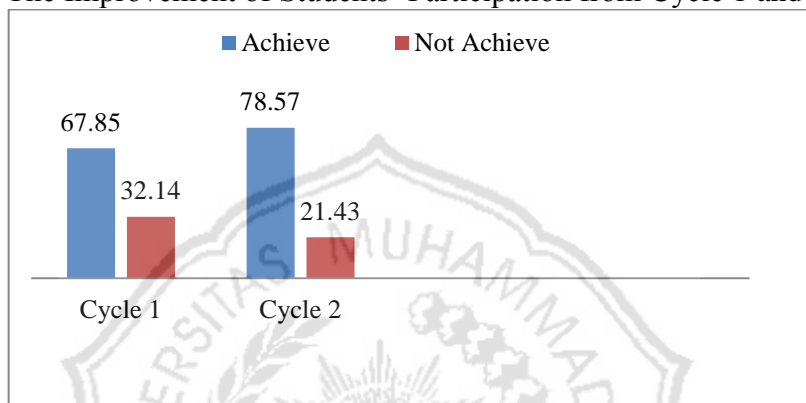
The Data Results	Cycle 2
The mean score of vocabulary test	80.37
The percentage of the students who scored ≥ 75	82.14%
The percentage of the students who scored ≤ 75	17.85%

The Result of the Research

The Improvement of Students' Vocabulary from Preliminary, Cycle 1 and 2



The Improvement of Students' Participation from Cycle 1 and 2



From the chart above, it can be concluded that the criteria of success of the students score ≥ 75 .

CONCLUSION AND SUGGESTION

CONCLUSION

The use of Crossword Puzzles could improve students' active participation in the classroom during the teaching learning process of vocabulary of the VIII-B of SMPN 01 Sukorambi. This is proved that the use of Crossword Puzzles could arouse the class VIII-B students' active participation during the classroom activities. According to Carlos et al (2012:1) One technique used in crossword puzzles can be tailored to the particular concepts of interest. When the students feel interested in learning vocabulary, they can improve their participation. The use of Crossword Puzzles could improve passive to be active students in learning process in the classroom, could get attention the students to be more active during learning vocabulary, could make the students interested in learning vocabulary.

The use of Crossword Puzzles could improved the students' vocabulary achievement of the VIII-B at SMPN 01 Sukorambi. The use of Crossword Puzzles on the vocabulary could stimulate their thought to find new vocabularies, could make the students easy to understand the new vocabulary, could arouse their knowledge.

SUGGESTION

In relation to the research results, the use of Crossword Puzzles could improve the students' active participation and vocabulary achievement. There are some suggestions for the English teacher, the students, and the future researcher.

1. The English Teacher

It is suggested that English teacher consider use Crossword Puzzles as the way to teach vocabulary in the classroom. Crossword Puzzles give the motivation of the students to participate briefly in the teaching learning process. It can also decrease the teacher's difficulty in choosing technique of teaching the students new vocabularies. The teacher has to know that this technique provides various materials that can be easy to implement in teaching and it also makes the atmosphere be fun for the students at class.

2. The Students

It is suggested to the students to increase their vocabulary by using Crossword Puzzles because it can help the students to enlarge and easy to apply the vocabulary. It is considered that Crossword Puzzles can improve the students' vocabulary.

3. The Future Researcher

It is suggested to the the future researchers as the reference to conduct further research by using crossword puzzles on students' participation and vocabulary achievement.

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