CROSSWORD GAME IN IMPROVING STUDENTS' ENGLISH VOCABULARY

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Abstract: This study is to investigate whether or not students' vocabulary may be improved through the use of crossword puzzles. The participants in this study were students from class VII of SMPN 16 Makassar, which is divided into two classes: VII-4, which served as the experimental class, and VII-6, which served as the control class. Each class has a total of twenty-three students. As a result of receiving treatment, the results demonstrated that the score was in an excellent position. After taking the test, students in the experimental class had an average score of 88.13, which was significantly higher than their pre-test score of 76.47. On the other hand, the average score for the control class before the test was 59.95, and the average score after the test was 66.86. It has been determined that the utilization of crossword puzzles is effective in enhancing the English vocabulary of students in the seventh grade at SMPN 16 Makassar.

Keywords: Vocabulary, Crosswords, Interests

1. INTRODUCTION

The English language is considered to be one of the most important languages in the world, particularly in Indonesia, where it is considered to be a foreign language. English should be taught to people of all ages around the world, but it is especially important in Indonesia because English is now one of the subjects taught in schools (Rahman & Indahyanti, 2021). English is the most important language for children to learn because it is used in many different fields in this world, including science, technology, computer services, politics, commerce, and the internet. We are not from a native English-speaking tribe. In Indonesian schools, learning it is a highly challenging course of study. Aside from the fact that Indonesian and English are not linked languages, there are a great deal of components that may be found in both languages that can contribute to issues. It is necessary for English teachers to devise a technique of instruction that is not only efficient but also engaging in order to alleviate the challenges that students have when attempting to learn English (Harmer, 2007).

In English, there are four different skills. hearing is the first talent that students acquire since it is the first skill that they learn by hearing. This indicates that listening is the most significant skill and serves as the first skill that students learn (Maris et al., 2022). In order for students to be able to follow what the Native Speaker says, it is essential for them to listen to the Native Speaker before they speak. This is the most significant aspect of mastery. Speaking is the second quality to possess. After listening, students are able to speak or produce the language they have been listening to. Speaking ability is an active

form of English, which implies that students are required to know English and have the opportunity to practice it with other students.

The ability to read is the third skill, and it is also an important skill. It is possible for students to acquire additional information and understanding by reading. The majority of the time, when students are reading, they learn more about the text, and teachers occasionally employ skimming and scanning. Writing is the fourth skill, and via writing, students are able to give expression to their ideas and imaginations while using the English language. According to Richards and Renandya (2002), the three components that make up the English language are vocabulary, pronunciation, and grammar. It is one of the most essential components that vocabulary knowledge continues to expand spontaneously in adulthood in response to new experiences, inventions, concepts, social trends, and opportunities for learning (Herzog, 2005). Vocabulary is one of the most important components.

Due to the fact that researchers had completed mini research, vocabulary is an effective subject to teach in junior high school, namely in the eighth grade levels. The majority of students are lacking in vocabulary because they lack the enthusiasm to learn English vocabulary, and the teacher does not employ any particular methods that would pique the students' interest in studying English vocabulary. Vocabularies that children acquire in school are less beneficial for them to employ in their regular communication. The teacher came up with an innovative plan to teach the students by using a game. Games can be used by teachers to teach vocabulary since, according to the findings of researchers, students like learning through the use of games. In addition to making it easier for students to retain language, it also made learning interesting for students (Bogard & Laufar, 2004).

The researchers utilized a game called the crossword game to teach vocabulary (Wright, 2006). These games are used to teach vocabulary. Students have the ability to relax their brains and have fun while learning English vocabulary, creating an environment that is conducive to student comprehension. The students may acquire language in a centralized manner, making it easier for them to comprehend the terminology that is introduced. Additionally, the crossword game could make the students more interested in interacting with other students in order to finish the crossword game. It is possible for students to improve their understanding and practice of language, as well as their ability to demonstrate passion, by filling out the crossword puzzle.

2. LITERATURE REVIEW

2.1. Definition of Vocabulary

According to Herzog (2005), vocabulary is the most essential factor in determining whether or not students are able to comprehend each and every word for themselves. The students should not be required to memorize

vocabulary; rather, they should be able to comprehend and comprehend it. This would make the vocabulary easier for the students to retain and utilize. In comparison to these components, vocabularies are in a category all their own. There is no such thing as a fully learned vocabulary, nor is it a talent that may be considered to be in the process of development. The words that are known, learned, utilized, and so on, as well as a brief list of terms along with their meanings, make up vocabulary. When it comes to the Logman Dictionary, researchers understand that students are not only interested in learning about words, but they also need to be aware of the meanings of those terms. This is because both the words and the meanings are extremely important, and it is necessary to strike a balance between everything.

When it comes to studying vocabulary, one of the most crucial components is to organize the words and expressions that you encounter. This will help students remember them more effectively (Sulviana & Mahendra, 2021). The acquisition of vocabulary on the part of those learning a second language is not only essential but also very straightforward. Because words are the fundamental components of language, the units of meaning from which larger structures like sentences, paragraphs, and entire texts are constructed, it is essential in the sense that words are the building blocks of language.

Students have the ability to plan time to study vocabulary (Nurjannah & Faisal, 2021. There will be more words for students to learn, and it will be easier for them to recall those terms if they adopt this method. Due to the fact that there are typical word combinations, there are many words that are linked. Words are the foundation upon which language itself is built, as students are required to have a working knowledge of words in order to communicate verbally and in writing. When students are required to talk and write in English, they will hunt for meaning from the English vocabulary. This is why meaning from vocabulary is vital.

2.2. Crossword Game

When students are learning a foreign language, games are a really engaging activity for them. One can choose from a variety of crossword games, including spin and spell, count on spelling, and other others. For the purpose of this study, the game that was utilized was the crossword game because it is sufficiently popular in Indonesia. To ensure that students have the most enjoyable and productive experience possible while learning new vocabulary, teachers of languages should incorporate crossword puzzles into their classrooms. According to Kim (1995), the utilization of crossword puzzles would result in the creation of a favorable learning environment for learners, which will, in turn, contribute to the enhancement of learners' performance in English lessons.

When you play crossword puzzles, you are actively learning vocabulary through the use of dictionary word searches, and you are acquiring sounds in English by reading each definition of a word. One of the most well-liked games

is the crossword puzzle, which helps children learn new words and provides them with some visuals to use as clues. Based on the definitions presented

above, the researcher has arrived at the conclusion that the crossword game is a well-liked and enjoyable game that is used to practice vocabulary. In this game, words are required to be written horizontally and vertically based on their clues. This is done in order to teach words that cross at least one other word at a common letter. The clues can be words, pictures, definitions, or sentences.

Furthermore, the usage of crossword puzzles is not only used to increase the students' vocabulary, but it is also used to improve the students' spelling skill, clarify the word forms in the correct manner, and also ensure that the students' pronunciation is correct. The objective of the crossword game is to locate the hidden list word based on the clues that are provided (Kim, 1995). The crossword game is one of the many instructional games that comprehend word-level into grid and make the class entertaining with puzzle clues. The use of a crossword puzzle as a method for teaching vocabulary is a method that is both successful and fascinating, and it may be implemented in the classroom.

3. METHODS

Quantitative research is carried out here. Due to the fact that it is associated with the calculation and examination of numerical data, it is referred to as the quantitative method. Quantitative, and there is always hypotheses, design, and data analysis to consider. According to Cohen, Manion, and Marion (2007), quantitative research is defined as the process of collecting and analyzing numerical data with the purpose of explaining, predicting, and controlling events of interest or concern. An approach known as quasi-experimental design was utilized by the researcher in their investigation. The treatment and the results are the primary concerns of the quasi-experimental design. Both the pre-test and the post-test were used to collect the data. The researcher utilized two different classes in their work. Among the classes, there is the experimental class that utilized the crossword game technique, and there is also the controlled class that utilized another technique. The students who were enrolled in the seventh grade at SMPN 16 Makassar during the 2016–2017 school year were counted as the population for this study. The ten classes are as follows: VII (1) to VII ten. This particular school has 210 students enrolled in the seventh grade. Overall, there are 210 students. The researcher took a sample from two different classes, namely the experimental group class (VII 4) and the control group class (VII 6). Each of the classes had a total of 23 students, and the total number of students in the class was 46.

4. RESULTS

4.1. Pre-test and Post-test Scores

Comparison Score of Experimental Class and Control Class. This section was used to answer the research question and conducted in both the Experimental Class and the Control Class by using SPSS.

Table 1. Comparison score of Experimental Class

Pair 1	N	Mean	Standard Deviation	Standard Error Mean
Pre-test	23	76,47	23,845	6,843
Post-test	23	88,13	18,157	3,671

The table above shows that the result of average from pre-test is 76.47. It is before researcher extended students crossword game and the result from post-test is 88.13. It is after researcher given student's crossword game. After conducting pre-test and post-test the researcher gained the standard deviation 18,157. The average of post-test after treatment using crossword game is higher than the avarage pre-test before the students given the treatment.

Table 2. Comparison score of Control Class

Pair 1	N	Mean	Standard Deviation	Standard Error Mean
Pre-test	23	59,95	14,919	4,552
Post-test	23	66,86	11,105	3,370

The table above shows the result of average from pre-test is 59.95 and the result from post-test is 66.86. After pre-test and post-test, the researcher gained the standard deviation 11,105. It means the gained score of control class is lower than experimental class.

5. DISCUSSION

In fact, the researcher administered a post-test successfully following treatment. The most recent study found that the students' vocabularies were expanding (Imran, 2022). As a result, the students' self-assurance suggests that the crossword game may be an effective means of enhancing their vocabulary (Franklin, Peat & Lewis, 2013). The experimental group achieved an average pre-test score of 76.47 prior to the intervention. Following the implementation of the crossword game treatment, the students' vocabulary scores increased to 88.13. The standard deviation obtained by the researcher was 18,157. The mean score on the post-test following the implementation of

the crossword game treatment for the students was greater than the mean score on the pre-test prior to receiving the treatment.

In the control group, the mean score on the pre-test was 59.95, and the mean score on the post-test was 66.86. As a result of the pre-test and post-test, the researcher obtained an 11.105 standard deviation. This indicates that the experimental class achieved a higher grade than the control class (Nonci, 2021). According to the results, students who prefer crossword games with subtle nuances received high and low scores, respectively. The students obtained high scores while enjoying the learning process through the crossword game (Vasougi, 2009). The researchers concludes on the basis of the aforementioned findings, that students appreciate the learning process when crossword games are utilized.

6. CONCLUSION

The application of crossword games to enhance the vocabulary of students at SMPN 16 Makassar is enhanced. It is demonstrated by the improvement between the pre-test and post-test scores. The experimental group achieved an average pre-test score of 76.47 prior to the intervention. Following the implementation of the crossword game treatment, the students' vocabulary scores increased to 88.13. The standard deviation obtained by the researcher was 18,157. In the control group, the mean score on the pre-test was 59.95, and the mean score on the post-test was 66.86. As a result of the pre-test and post-test, the researcher obtained an 11.105 standard deviation.

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