



## IMPROVING THE STUDENTS ENGLISH VOCABULARY BY USING THE CROSSWORD MEDIA AT GRADE X OF SMA SWASTA TAMANSISWA KISARAN IN ACADEMIC YEAR OF 2016/2017

Hamidah Sidabalok

### ABSTRACT

*The objective of the study is intended to describe the implementation of crossword e method in improving the English vocabulary at grade X student of SMA Swasta Tamansiswa Kisaran in Academic Year of 2016/2017. this study is classroom action research. The subject of this study is the grade X students of SMA Swasta Tamansiswa Kisaran. There are 18 male students and 22 female students in that class. The conclusions of the study are (1) the implementation of the first cycle lasts well but is less conducive. The average results value of 71 with learning completeness reached 73.30% or as many as 27 students, and the remaining 13 persons or 26.70% did not pass the study, (2) The implementation of the second cycle lasts good and conducive. The average results value of 79 with learning completeness reached 90% or as much as 37 students, while students who do not pass the study is 10% or as much as 3 students. Thus, activity on the second cycle need not be repeated because it exceeds the specified indicators of success that is as much as 85% of students scored  $\geq 65$ , and (3) By using crossword puzzle method especially on vocabularies, learning results in grade X SMA Tamansiswa Kisaran can be improved.*

**Key words:** *Improving, English Vocabularies, The Crossword Media*

### INTRODUCTION

In the past, English was only taught from Junior High School to Senior High School. In the current years, however, it has been extended to Pre Elementary or Elementary Schools in Indonesia. Many elementary schools have determined it as a compulsory subject.

One of the most important things in learning English language is learning vocabulary, because by learning vocabulary, the student can improve their skill in reading, writing, listening, and speaking. In general, teaching vocabulary means giving the students

some words and its meaning, then, they have to memorize it. In this activity, the teacher has to introduce the English words clearly and correctly, so that they can imitate and practice them easily without mistakes.

In the fact, students seem to be reluctant when they learn English with common teaching method. They have to memorize new vocabulary while the environment does not support them just like when they learn Indonesian. They feel bored with the old teaching technique because it is far from their natural intuition.



Beside that the students' achievement in vocabulary is still low. It can see in English teacher's document, the result of the students' daily test showed that the mean score of the students was only 6,00. Moreover, if it is compare with the minimum passing grade of the school, it is also considered as insufficient because the minimum passing grade for English is 68.

To solve the problem above, one of the method that can be used in teaching vocabulary is by using crossword puzzle method. Cross word puzzle can be a good choice to the teacher to attract the students. It will be easier for the students to memorize the words they learn. By means of this activity, they will think that English is not a difficult subject to learn.

Based on the above reason, the research is interested into conduct a research with the title "Improving the Students' English Vocabularies by Using Crossword Media to grade X students in SMA Swasta Tamansiswa Kisaran in academic year 2016/2017"

Talking about vocabulary, there is a general perception that vocabulary is always related to words and dictionary. Vocabulary is a central of language and of critical importance to typical language learner. Without sufficient vocabulary, people cannot communicate effectively or express his/her ideas in both oral and written form. Vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

## 2. RESEARCH METODOLOGY

### 2.1 The Subject of the Study

The subject of this study is the grade X students of SMA Swasta Taman siswa Kisaran in Academic Year 2016/2017. The researcher chooses the grade X students of SMA Swasta Taman siswa Kisaran as the subject of this study because, based on the preliminary observation showed that those students have a problem in English vocabulary. They cannot memorize the English words that have been thought by the teacher easily. Based on that problem the researcher will try to find the solution for the students so they can memorize the English words easily by changing the teaching technique with crossword puzzle. There are 18 male students and 22 female students in that class.

### 2.2 Research Instruments

Three instruments are going to be used to collect the data for this study, those instruments are:

#### 1. Observation Sheet

Observation sheet is used to collect the data from the observation during the teaching and learning process. The observation sheet will be used to record any activities during the application of the crossword puzzle on the teaching and learning process. The record will be more emphasized on the students' behavior during the application of the technique. The information from this instrument will be very important to see whether or not the application of crossword puzzle can make the students enjoy the English class.

#### 2. Test

The test will be conducted in order to find out the problem of the students.



will be used to see the result of crossword puzzle toward the students' mastery in recalling English vocabulary each cycles.

### 3. Questionnaire

The questionnaires will be administered at the end of cycle II. The questionnaires are aimed to know the opinion of the students about the game that is applied by the teacher during the teaching and learning processes.

### 2.3 Data Analysis and the Criteria of Success

The success criteria of this research is the students get achievement with the mean score at least 65 as what

Criteria	Mark
Excellent	90 – 100
Good	73 – 89
Enough	64 – 72
Less	54 – 63
More less	< 53

Percentage of passing of examination classically can be formulated as:

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

Explanation:

D : Percentage of passing of examination classically

X : Amount of the students that passed of examination.

N : Amount of all the students.

(Arikonto, 2009 : 68)

Then, for passing of examination of the students have criteria of passing examination individually and classically, namely:

Individually, someone can be said passing of examination if the students obtained 65 score.

had been set by school as minimum learning mastery standard. The score of test 1 to 20 each correct answer will be scored 1, if the students did 20 correct answers then they will get 20 point, so:

$$PPH = \frac{B}{N} \times 100\%$$

The explanation:

PPH : The Result of Studying Presentation

B : Correct Answer

N : Total Score

(Arikonto, 2009 :69)

### 2.4 The Indicator of Score

For knowing the level of the ability, we can see the level category classification and percent at 1 table:

A class can be said passing examination if the class obtained 85% of the students that obtained passing examination that is taken from excellent and good criteria.

## 4. DISCUSSION

Each cycle consisted of one session of 90 minutes divided into four steps which consist of the planning, implementation, observation and reflection. The results were taken through the observation of students, the results of the test cycle of action and final test results from all cycles. To find out the results of previous students' learning, the researchers conducted



initial tests with a time of 30 minutes.

#### 1. Cycle I

##### a. Implementation Actions

- 1) The teacher explains the material to be studied.
- 2) Apperception which will be teachers with methods of frequently asked questions about dialogue.
- 3) While traveling teacher give individual counseling for students who are experiencing difficulties.
- 4) In the end the teacher gives conclusion lessons through the frequently asked questions about mixed integer arithmetic operations.
- 5) The teacher asks the students to make a brief dialogue as a test cycle of action I.

##### b. Observation

- 1) The researcher observed the process of learning.
- 2) Researchers assessing the results of the test cycle of action I.
- 3) From the observation of the test cycle first action cycle, the findings obtained as follows:
  - a. Most of the students are less interested in making a vocabularies through Crossword Puzzle.
  - b. Only some students who can make a good vocabularies through crossword puzzle.
  - c. Level of student weakness in vocabularies through

crossword puzzle is different, there is nothing wrong and there is little harm in a lot.

- d. Of the 40 students who take the test cycle of action I, 27 students scored  $\geq 65$  and 13 students are still getting  $<65$  (minimum score of mastery learning students), students are still difficulties in solving problems due to lack of students' skills in vocabularies through crossword puzzle.
- e. First cycle test results:
  1. Pass the study: 27 people  
The percentage completeness: 73.30%
  2. Not pass the study: 13 People  
The percentage completeness: 26.7%

##### Reflection

Based on data in the first cycle above, then the conclusion of research results which then are reflected as follows:

- 1) Most of the students are less interested in making a vocabularies through crossword puzzle.
- 2) There are many students who have difficulty in vocabularies through crossword puzzle. Thus, teachers are encouraged to explain the return of the vocabularies through crossword puzzle.



- 3) Teachers have to motivate cooperation among students in group discussions.
  - 4) Teachers lack an understanding of the potential is actually owned by students, teachers also often measure students' ability to use standard exceeds the reality. To overcome this, teachers must understand the true potential of students held by teachers conducted frequent questions and answers that lead to the subject matter, other than that avoid questions that invite answers from the students simultaneously, and questions are also not too easy that many students who can answer it. Teachers also do not direct questions to specific students, but for all students.
  - 5) The intensity of the teacher in providing guidance to students as a group are still not adequate. To that end, teachers should give free time to provide guidance to students in groups outside school hours though, or if you need to be given additional hours for students who want guidance.
  - 6) Broadly vocabularies, the implementation of the first cycle lasts well but is less conducive. The results average value of 71 with learning completeness reaches 73.30%. Thus, activity in the first cycle should be repeated for student learning outcomes through the application of crossword puzzle methods can be improved.
2. Cycle II
    - a. Implementation of Learning
      - 1) In a classical teacher to explain again about the vocabularies through crossword puzzle.
      - 2) The teacher gave the questions that lead to the steps in creating a vocabularies through crossword puzzle.
      - 3) While traveling teacher gave guidance to groups who have difficulties.
      - 4) When finished, the teacher asks the students to create a vocabularies through crossword puzzle, as a test cycle II action.
    - b. Observation
      - 1) The researchers studied the learning process.
      - 2) Researchers assessing the results of the test cycle II action.
      - 3) The class orderly, controlled and conducive to the implementation of the second act of the test cycle to run good.
      - 4) From the observation in second cycle test results, obtained following findings:
        - a) Students are more and more enthusiastic in making the vocabularies through crossword puzzle



- b) It is evident from the work of students who make fewer mistakes.
- c) Of the 40 students who take the test cycle II action, 37 students received  $\geq 65$  and 3 students received  $<65$ .

Cycle II test results:

- 1) Pass the study: 37 people  
The percentage completeness: 90%
- 2) No thorough study: 3 People  
The percentage completeness: 10%

## REFERENCES

- Arikunto, S. 2009. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Diamond, L., and Gutlohn, L. 2006. *Teaching Vocabulary*. Accessed on <http://www.readingrockets.org/article/9943/22><sup>nd</sup> February 2013.
- Freeman, D L . 2008. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Harmer, J. 2003. *The Practice of English Language Teaching*. Malaysia: Longman Education Limited.
- Jones, K. 2007. *Teaching with Crossword Puzzles*. Accessed on <http://www.vocabulary.co.il/22><sup>nd</sup> February 2013.
- Jones, K. 2013. *Learning English Vocabulary*. Accessed on <http://www.vocabulary.co.il/22><sup>nd</sup> February 2013.
- Joyce, B. 2009. *Models of Teaching*. New York: Pearson Education.
- Lado, R . 2003. *Language Teaching; A Scientific Approach*. New York. McGraw-Gill, Inc.
- McCarten, J. 2007. *Teaching Vocabulary, Lessons from the Corpus, Lessons for the Classroom*. New York: Cambridge University Press
- Nagaraj, G , 2003. *English Language Teaching Approaches and Methods Techniques*, Calcutta: Sangam Book L.td.
- Rahajeng. 2010. *Teaching English Vocabulary to Elementary School Students By Using Crossword Puzzle*. Accessed on <http://www.studymode.com/essay>

## CONCLUSION

After analyzing the data, so can get the conclusion as the following:

1. The students can be able in vocabulary English by crossword puzzle .
2. The students have known the language features of crossword puzzle.
3. By using crossword puzzle method especially on vocabularies, learning results in grade X Swasta Tamansiswa Kisaran can be improved.



- [s/Using-Crossword-To-Teach-Vocabulary-454166.html](#) 21<sup>st</sup>  
February 2013.
- Sardiman.A.M.  
2009.*InteraksidanMotivasiBelajar Mengajar*. Jakarta. Rajawali Pers.
- Wiriaatmadja, R. 2007.  
*MetodePenelitianTindakanKelas*.  
Bandung: RemajaRosdakarya
- Allen, Virginia French, *Techniques in Teaching Vocabulary*,  
Oxford: Oxford University Press, 1982.
- Arikunto, Suharsimi, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2006.
- Bailey, Kathleen M ,*Learning about Language Assessment*  
: Dilemmas, Decission, and Directions,  
Henle & Henle Publishers, London: 1998
- Baumfield, Vivienne, *Action Research in the Classroom*,  
London: SAGE, 2008.
- Braine, George and Claire May, *Writing from Sources: A Guide for ESL Students*California: Mayfield, 1996.
- Djamarah, Syaiful Bahri dan Aswan Zain, *Strategi Belajar Mengajar*,  
Jakarta: PT Rineka Cipta, 2006