

THE IMPLEMENTATION OF CROSSWORD PUZZLE GAME TO IMPROVE ENGLISH VOCABULARY MASTERY OF THIRD GRADE ELEMENTARY SCHOOL STUDENTS

Diza Aliq

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract : The goal of this study was to find out how the crossword puzzle game can improve the third grade elementary school students vocabulary mastery. English is introduced first time to students through vocabulary. English become familiar for students especially young learners. This study used Classroom Action Research (CAR) strategy to solve the problem.. The researcher conducted the research to the 3rd grade elementary school students by implementing the crossword puzzle game about “Part of The Body” also “Food and Drinks” in the classroom. The researcher conducted the research in one cycle. The findings of cycle one are related with students interaction during teaching and learning process and the students’ vocabulary comprehension about food and drink and part of the body. The implementation of crossword puzzle game are effective to improve students’ vocabulary mastery of the 3rd grade students of SDN 1 Kepanjen. The crossword puzzle game provides an attractive pictures based on theme “Food and Drink and Part of the body”. It can help students to be more enjoy and happy to finished their work. The improvement on the students vocabulary mastery can be seen from their vocabulary test result. 76% students reached the target and it fits the criteria of success.

Keywords : Vocabulary Mastery, Crossword Puzzle, CAR

INTRODUCTION

English is introduced first time to students through vocabulary. Vocabulary is the important skill to learn English. Without enough vocabulary, someone can not communicate and share their ideas to each other effectively (Fauziyati, 2002:155). Teaching vocabulary also important especially in elementary school. It is not easy to teach vocabulary to young learners. So teacher can give the easiest way to learn new vocabulary. For instance, learning vocabulary through

games like crossword puzzle it can make students more interesting and fun to learn. This game also can help students to memorize the new words.

Hatch and Brown (1995:1) stated that, vocabulary is a group of word that can create an understandable word used by language speakers.

In this era, English become familiar for students especially young learners. At kindergarten, English is also taught. Usually the teacher taught young learners in kindergarten to sing a song and playing games. In kindergarten, young learners are introduced to alphabet, numbers, name of fruits, name of colors, name of things around them, etc. They were also taught how to pronounce every word. That can help them to build their speaking ability and also their vocabulary mastery. But there are still students who take a long time to understand the material and to memorize all the words that have been taught.

One of the fundamental goals of learning a language is to comprehend the meanings of the words, and vocabulary is an important factor of second language proficiency. You need to be able to communicate effectively in the second language. If we want to learn a language we should learn a lot of vocabulary too.

The researcher used game based learning method to solve the students' problem. In this case the researcher decided to use crossword puzzle. The problem faced by the 3rd grade students at this school is they were difficult to memorizing the words well. In this case, the researcher expected that the students should try new method to learn so, that can help students to improve their vocabulary mastery also can help memorizing the word. It can be difficult for students to memorize the new words if the teacher only said that word once but if there are any repetition for three or four times students can easily to remember it. According to Sabiqoh (2016), crossword puzzle is an effective learning tool for students especially young learners because in this case young learners no need to think heavy like when learning grammar. Nurteteng & Nopitasari, (2019) stated that puzzles can help students become more good in their language. Another study from Tambarijti, & Atsmawidjaja, (2020) also showed that after applying crossword puzzles in the classroom, students' English vocabulary was increased. Students especially young learners in this research can play the game with make some group in the classroom then each group throws a dice to get crossword puzzle sheet according to number they get then answer the questions from there.

There are some advantages using game based learning in learning process. First, by using games in learning process it can make more motivated students in the classroom. Second, it can motivate students to achieve their goal. Third, they can be more confident in learning foreign language and know how far their progress in learning.

For this research, the researcher used game based learning which never done before in this school to make students more enjoy the English lesson. Through this game based learning, the researcher observed about the crossword puzzle game while used it as learning media. The researcher conducted this research because the students in 3rd grade are still difficult to memorize and understand the new words. Therefore, the researcher is conducted the study under the title “The Implementation Of Crossword Puzzle Game to Improve English Vocabulary Mastery of Third Grade Elementary School Students”.

METHOD

This study used classroom action research (CAR) for collecting data. Classroom Action Research (CAR) is a study to help solving the problem that faced by students in the class.

According to Koshy (2005) & Bassey (1998) action research is a study which is carried out to understand, evaluate and modify the educational program to improve the educational practice. Koshy (2005), furthermore, states that an important characteristics of action research is the opportunities for collaborative work.

In addition, Mills (2003) says that action research is systematic study that conducted by teacher, researchers, principals, school counselors, or other stakeholders in education environment to gather information about how their particular schools operate, how they teach, and how well their students learn. The model of Classroom Action Research consists of four steps: (1) planning of the action, (2) implementing of the action, (3) observing of the action, and (4) reflecting.

SDN 1 Kepanjen is selected as the place where the researcher conducted her research. This school is accessible and suitable with the topic of thesis that students in 3rd grade in this school still have problem in English especially in memorizing the word and vocabulary mastery. For the subjects of this study is the 3rd grade of elementary school in SDN 1 Kepanjen, with 27 students, 14 male and 13 female.

The procedures of the research consist of planning, implementing, observation, reflection or evaluation. Before making plan the researcher did a preliminary study to identify the students' problem. The researcher found that students in third grade are still difficult to memorize and understand the vocabulary they get from learning. So, the researcher decided to use game based learning by applying crossword puzzle game to students to solve this problem.

FINDINGS AND DISCUSSION

Game based learning means that we learn something by games so that students especially young learners do not get bored quickly in the class. Also they can explore their imaginations during the learning process. Games are used to assist young learners during their language learning. They make classes entertaining and sustain effort and interest. According to Wright, Betteridge, & Buckby (2005), the students can create a meaningful atmosphere in the classroom to communicate with their friends before, during, and after the game. This situation can help students in comprehending what they have read and heard. (Krashen, 1985) including writing and speaking (Swain, 1993).

Crossword puzzles are generally associated with game playing, fun, and recreation, and therefore can be less intimidating for students as a learning tool. Goh and Hooper (2007) concluded that the use of a crossword puzzle game can challenge the students longitudinal thinking to solve the puzzle (p. 450). Nuriyah (2013) said that crossword puzzle is the easier game to train the students' memory in mastering the vocabulary especially in English also, it can make students feel happy and active during the learning process. Vocabulary is the important skill to learn English. Without enough vocabulary, someone can not communicate and share their ideas to each other effectively (Fauziyati, 2002:155).

Students especially young learners in this research could play the game with make some groups in the classroom then each group throws a dice to got the crossword puzzle sheet according to number they got then answer the questions from there. There are some benefits when playing the crossword puzzle game. Playing crossword puzzle game can release stress, help to keep the social bonding, keep our brain from mental illness because our brain always working when playing the crossword to solve the puzzle also help to train the students' memory in mastering the English vocabulary. Sukirman & Ningsih (2016) found that crossword is a suitable method to improve students' vocabulary mastery and ready to apply in the classroom.

The data presented in this section are related to students' interaction during teaching and learning process and the students' vocabulary comprehension about food and drink and part of the body. For the information on students' interaction during teaching and learning process using crossword puzzle game based on the observation sheet of each meeting in cycle 1. The implementation of crossword puzzle game was conducted on the first and second meeting in cycle 1. Two meetings cover three stages, those are explaining the material part of the body in first meeting then food and drink in second meeting, vocabulary repetition about food and drink and part of the body, and implementing the crossword puzzle game by using crossword puzzle sheet. Meanwhile, the achievement of students' vocabulary comprehension about food and drink and part of the body was obtained from the vocabulary test that given at the third meeting of cycle 1.

The students' interaction encompassed the interaction between the students with the teacher and the students with their group during the teaching and learning process of implementing crossword puzzle game. At the first meeting, students were more active to ask the questions related to the game or asked how to pronounce the words to the researcher. In this case, the interaction between students and teacher are good enough. Then, when students work in group, they could explore their idea and share it with their friends. They work together with discussing the answer and help each other when it is hard for them. At the second meeting, it is different from first meeting. Students rarely asked the question but they wanted to play the game as soon as possible. They scrambled when throw the dice. The interaction between students and their friends in group are very good. They could finish their work even though there are several students who were noisy.

The vocabulary test was already done in the last meeting of cycle 1. The test used multiple choice type with 20 questions and the students answered in 40 minutes.

The result showed that 19 students (76%) passed the average score. It means that students' achievement was improved and they could memorize and understand the meaning of vocabulary better than before. In this case 76% students could pass the vocabulary test well, so it means the first cycle was successful because it could achieve the criteria of success.

CONCLUSION AND SUGGESTIONS

The implementation of crossword puzzle game are effective to improve students' vocabulary mastery of the 3rd grade students of SDN 1 Kepanjen. The crossword puzzle game provides an attractive pictures based on theme "Food and Drink and Part of the body". It can help students to be more enjoy and happy to finished their work.

The improvement on the students vocabulary mastery can be seen from their vocabulary test result. 76% students reached the target and it fits the criteria of success. Some of them get 100 in vocabulary test and only 6 students who still under the average score. Their vocabulary mastery was increased it proved by they can mention their body part in English with the meaning and kind of food from the picture. During the implementation, the researcher always repeat the vocabulary about food and drink and also part of the body many times so, students can memorize and understand about the meaning too.

A brief explanation about how the crossword puzzle game was carried out. The researcher as a teacher in the classroom at the beginning of the class, after doing a brief introduction the teacher explain about part of the body material to the students. After that the students repeat the vocabulary who said by the teacher for several times. Then, the students gather with their group that discuss before and the teacher started to share the crossword puzzle sheet to each group there are 5 group. But before it, one of the student in each group should threw a dice to determine the number of crossword puzzle sheet so every group could not copy each other. After finished the work, each group submitted it to the teacher. At the second meeting also the same as first meeting but with another theme, the theme in second meeting is about food and drink.

Finally, the implementation of crossword puzzle game in one cycle was successfully improved the students' vocabulary mastery. To follow up the conclusion, some suggestions are addressed to English teacher, the 3rd grade students, and the future researchers. The crossword puzzle game was effective learning media to improve students' vocabulary mastery. Because there are some pictures and keywords that make students curious and want to know more about it. From there, students also could write the correct word and speak the words well.

For the future researcher, they could use another game when teaching vocabulary mastery who can help students more interesting and enjoy when learning while playing. They also can use LCD Projector to showing the pictures of vocabulary that students' learn. Besides that, they

can apply game based learning method for young learners in different level of student maybe at 1st grade or 2nd grade elementary school students or in higher level.

For English teachers, they should apply game based learning method in teaching and learning process. Teachers can use game with interesting media like Kahoot, Duolingo, Memrise, etc. By using learning media that mentioned before, it can help students improve their English skills not only in vocabulary mastery.

For students, they are suggested to found another crossword puzzle game in books or magazine to increase their vocabulary mastery. Students can found another game too to improve their vocabulary mastery. If possible, students can found crossword puzzle or another games with pictures and keywords so it can be easier for them to remember and understand the meaning.

Malang, 23 November 2022

Advisor I,



Dr. Dra. Mutmainnah Mustofa, M.Pd.

NPP. 1890200017

REFERENCES

- Fauziyati, E. (2002). *Teaching of English As a Foreign Language (TEFL)*. Pustaka Utama.
- Goh, T., & Hooper, V. (2007). To TxD or Not to TxD: That's the Puzzle. *The journal of Information Technology Education* , 441-453.
- Hatch, E.; Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge University Press.
- Koshy, V. (2005). *Action Research for Improving Practice*. London : Paul Chapman Publishing.
- Krashen, S.D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- Mills, (2018). *Action Research: A Guide for the Teacher Researcher*. Boston : Pearson.
- Nuriyah, F.I. (2013). Metode Permainan Crossword Puzzle Dalam Peningkatan Penguasaan Kosakata Bahasa Inggris Kelas IV SD. *Skripsi. Jurnal FKIP Universitas Negeri Surakarta*.
- Nurteteng, N., & Nopitasari, D. (2019). The Use of Crossword Puzzle towards the Students Vocabulary. *INTERACTION: Jurnal Pendidikan Bahasa*, 6(1), 9-17.
- Puspita, N. & Sabiqoh, N. 2017. Teaching Vocabulary by Using Crossword Puzzle. *English Education : Jurnal Tadris Bahasa Inggris*. 2017. 309-311.
- Sukirman & Ningsih, A.A. (2016). Designing Crossword Puzzle to Improve Students' Vocabulary Mastery of 3rd Semester in English Education Department of UIN Alaudin Makassar. *Eternal (English, Teaching, Learning, and Research Journal)*. 2016. Vol.2 No.1. 37
- Swain, M. (1993). The output hypothesis: Just speaking and writing aren't enough. *The Canadian Modern Language Review*, 50, 158-164.
- Tambarijti, V.N & Atmawidjaja, N.S. (2020). Improving Students' Vocabulary Mastery Using Crossword Puzzle. *PROJECT (Professional Journal of English Education)* 3(5), 588-596, 2020.
- Wright, A., Betteridge, D., & Buckby, M. (2005). *Games for language learning (3rd ed.)*. New York: Cambridge University Press.

