THE EFFECTS OF CROSSWORD PUZZLE GAME ON SPEAKING ACHIEVMENT AT THE SECOND GRADE OF MUHAMMADIYAH

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Abstract: In the teaching of speaking in the class, there are two problems the students faced: (1) they get difficulties to communicate in English and (2) they cannot express their ideas. Therefore, the objectives of this research are to find out whether the crossword puzzle game can be used to improve the students' speaking ability and to determine whether there is a significant different before and after being taught through crossword puzzle game.

This research was quantitative by nature. The design of this research was one group pretest-posttest. The subjects were class VIII D Muhammadiyah Junior High School 3 consisting of 36 students. In collecting the data, the researcher administered speaking test and interview.

The result show that the mean score of the students' pretest 58.00 and the posttest 82.00. By comparing between the mean score of pretest and posttest, it can be found that increase was 24.00. From the computation, it can be found that t-value (35.994) is higher than t-table (2.042). It means that there was improvement in speaking ability. The data show that value of two tail significance was 0.000 and the sign $< \alpha$ (0.000 < 0.05). It could be stated that the hypothesis alternative was accepted.

Keywords: *Speaking, Crosswords Puzzle Game*

Efek dari Permainan Menyusun kata-kata dalam Pelajaran Berbicara pada Kelas Dua di SMP Muhammadiyah 3 Bandar Lampung

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Abstrak: Dalam pembelajaran berbicara didalam kelas, ada dua masalah yang dihadapi siswa: (1) mereka kesulitan berkomunikasi dalam Berbahsa Inggris dan (2) mereka tidak dapat mengekspresikan ide. Tujuan dari penelitian ini adalah untuk menemukan apakah permainan penyusunan kata-kata dapat meningkatkan kemampuan berbicara siswa dan untuk megungkapkan apakah ada perbedaan significant sebelum dan sesudah diajarakan menggunakan permainan penyusunan kata-kata.

Penelitian ini adalah kuantitatif. Desain dari penelitian ini adalah one group pretest-posttest. Subjek nya kelas VIII D SMP Muhammdiyah 3 berisi 36 siswa. Dalam pengumpulan data, peneliti mengadakan test berbicara dan wawancara.

Hasil penelitian menunjukan bahwa nilai rata-rata siswa sebelum tes adalah 58.00 dan setelah tes adalah 82.00. Dengan membandingkan antara nilai rata-rata sebelum dan sesudah, dapat di temukan peningkatan nilai adalah 24.00. Dari perhitungan, ditemukan bahwa t-value (35.994) lebih tinggi daripada t-table (2.042). Berarti siswa dapat meningkatkan kemampuan berbicara. Data menunjukan bahwa significant dari value of two tail adalah 0.000 the sign $< \alpha$ (0.000 < 0.05). Maka dapat dinyatakan bahwa alternative hypothesis telah diterima.

Kata kunci: Berbicara, Permainnan penyusunan kata-kata

Introduction

English, as a compulsory subject is taught to junior high school (SMP) level. Balitbang Depdiknas (2002:42) states that "the goal of teaching and learning English for this level is to improve the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school (SMP) students".

In Indonesia, English has been introduced as a foreign language in Elementary School, Junior High School, Senior High school, and University level. Richards (2007:2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. English is no longer viewed as the property of the English-speaking countries, but it is an international commodity sometimes referred to as World English or English as an International Language.

Speaking lesson was learned by students from Elementary School to Senior High School. It is useless to master so much vocabulary and grammar if they cannot use them for communication and interaction with others.

Lado (1976:240) defines speaking as the ability to express oneself in life situation, or the ability to converse, or the ability to express a sequence of ideas fluently. Speaking is a process of communication between at least two people and a way to express someone's idea.

According to Brown (2000:7) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

The researcher faced the problem in Junior High School, she found that every student was able to make good dialogue, but they could not improve their speaking ability. It might be caused by the fact the students only had little vocabulary and they felt afraid of making mistake. Besides that, the students could not communicate in English. They answered the teacher's questions using Indonesian language. This could be seen from the students' feeling shyness to answer the question. For example, when the researcher tried to interact to the students, they wanted to give an answer in English but they still answered in Indonesian language.

There are many techniques that can be used to enhance students' speaking ability. One of them is game. In this case, the researcher used crosswords puzzle as technique to improve students' speaking ability. The most of the teachers in Junior High School do not use good technique when they teach English's speaking to their students. It makes the students feel bored when teaching learning process.

Paul (2003:99) says that puzzle is wonderful way for the lesson. Paul adds that the combination of puzzle solving and fun can create a powerful learning tool. Jones (2007) says that puzzles involve several useful skills including vocabulary, reasoning,

spelling, and word attack skills. Lestariningsih (2008) shows that the result of the observation games treatment significantly improve the students 'achievement.

Based on the previous research, the researcher assumes that game could solve the students' problem. The previous researcher could solve the students' problems by using puzzle game.

Based on background of the problem above, the researcher is intended to find out whether crosswords puzzle game can significantly improve the students' speaking ability through her research entitles "The Effects of Crossword Puzzle Game on Speaking Achievement at the Second Grade of Muhammadiyah Junior High School 3 Bandar Lampung"

Based on the quatitation above, the purpose of this study was to determine how crossword puzzle game can improve the students' speaking ability. The objectives of this research are:

1. to find out whether crossword puzzle game can be used to improve students' speaking ability.

2. to investigate whether there is significant difference of students' speaking ability before and after being taught through crossword puzzle game.

Methods

This research is quantitative by nature. The researcher carried out the study to find out how crossword puzzle game can give effects to the students' speaking ability. The researcher used one group pretest-posttest. The researcher conducted pretest, treatments, and posttest.

The population of this study included 36 students class VIIID. This class was chosen based on the low score in English. They were 23 female and 13 male students. In collecting data, the researcher administered speaking test and interview consist of five questions.

The researcher distributed the speaking test to the students before and after their performed dialogue. The students performed their dialogue based on the topic that they chosen. The researcher interviews the students to know the students' opinion about crossword puzzle game. The question consists of 5 items which each item proved whether crossword puzzle game is good or not for their level. The data from speaking test were analyzed to measure their improvement in speaking. The analyses were conducted by using SPSS 17.0. Nitko (1983: 395) states that a reliable measure in one that provides consistent and stable indication of the characteristic being investigated. Hatch and Farhady (1982:250) defined validity as "the extent to which the result of the procedure serves the uses for which they were intended".

The researcher analyzed the quantitative data by using reliability analysis to find out the speaking improvement. This analysis was used to measure whether crossword puzzle reliable or not.

Results and Discussions

In this research, data collecting technique was done by conducting the test. The researcher analized the result of pretest and posttest in speaking abililty. Data collection involved the second grade students' of Muhammadiyah Junior High School 3 Bandar Lampung.

Graph 1 The improvement of five aspects of speaking
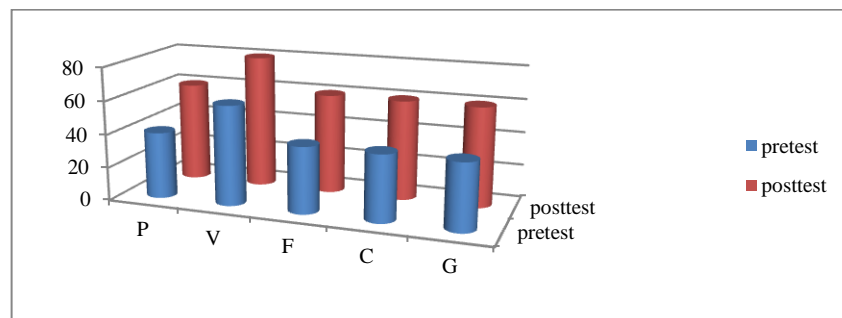
Source: SPSS 17.0

Based on graph 1 above, we can see the improvement of students' pretest and posttest.

In the pretest, the students got score 40 on pronunciations, it caused that the students can pronounce some the word correctly. The students was good on vocabulary, they got score 60 because they only used the easy word to explain their idea. The students got score 40 on fluency, it was the same score with pronunciation, it might be caused the students could speak doubtfully due to the limited knowledge in English. It always happened because of the limited on pronunciation. The students got score 40 on comprehensions, because the students were weak to understand the material. It might be caused of the teacher used English to explain the material. The

last aspect is grammar, the students got score 40. Because of the students was making mistake in using simple sentence and also they did not understand the using of subject, verb, and object.

After the researcher gave treatment, the students improved their speaking ability. It can be seen form graph 4 that all of aspects got high score. The students got score 60 on pronunciations, because most of students pronounced the word correctly. Vocabulary is the most aspect which was improved. The students got score 80 because the students used new word in the sentence and also they know the meaning of that word. On the fluency, the students got score 60 because the students could speak clearly. It is same on comprehension, the students got score 60 because the students understood the material, so the content of their dialogue full of their idea. In the last aspect which has good score was grammar, the students got score 60 because the students could make dialogue or sentence clearly, and they also knew the use of subject, verb, and object.

Table 1 Distribution of the Pre Test Score

Score Interval	Number of Students	Percentage %
0 – 20	1	3
21 – 40	6	20
41 – 60	15	47
61 – 80	9	22
81 - 100	5	8

Table 1 above shows the distribution of the students' scores before treatment. It can be seen that there were one student (3%) who got the score 0 – 20; six students (20%) got the score 21 – 40; 15 students (47%) got the score 41 – 60; nine students

(22%) got the score 61 – 80; five students (8%) got the score 8 –100. The minimum score of English lesson (KKM) at Muhammadiyah Junior High School 3 is 65. Based on table 1, there were five students who can achieve the KKM and the other students got the score under 65. The highest score was 92, and the lowest score was 40. The median score was 62 and the mode was 56.

Table 2 Distribution of Post-test Score

Score Interval	Number of Students	Percentage %
0 – 20	0	0
21 – 40	0	0
41 – 60	8	24
61 – 80	19	55
81 - 100	9	21

Table 2 above shows the distribution score of the students after the treatment. It can be seen that there were no student (0%) who got score 0 – 20 and intervals 21 – 40, but there were 8 students (24%) got 41 – 60, 19 students (55%) got score 61 – 80, and 9 students (21%) got 81 – 100. Based on the table, all of students could achieve the KKM. The lowest score was 60 and the highest score was 100. The median was 80 and the mode was 80.

Graph 2 the improvement from pretest to posttest
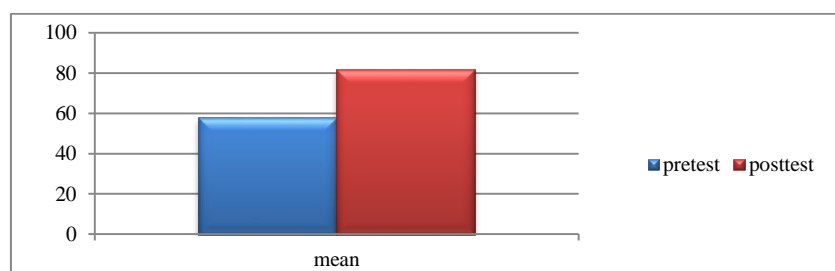
Source: SPSS 17.0

Based on the graph 2 above, we can see the improvement of mean before and after the treatment. The mean before treatment was 58 whereas the mean after treatment was 82. It means that the students could improve their speaking ability.

Table 3 the analysis of the Hypothesis

Group Statistic

Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58.0000	36	6.742642	2.125774
	Posttest	82.0000	36	8.079052	2.714882

	Paired Differences					t	df	Sig.(2-talled)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Pretest Posttest	7.40847	7.40847	2.48823	-66.321828	-75.544836	-35.9942	35	.000

Source: SPSS 17.0

Table 3 showed that value of two tail significance was 0.000. Since the sign $< \alpha$ (0.000 < 0.05). The tail of the table was big because the interval of students' mean was up to 20.

The researcher analyzed the students' opinion. The students' opinion about the crossword puzzle game was good. They stated that crossword puzzle game could make them more active, and also they got a lot of new vocabulary. As recorded, the researcher asked: *"What do you think about this game, is it suitable or not for your ability?"* the students answered: *"Yes, I feel enjoy following the game"*. More than half of the students in the class like crossword puzzle game. Based on the students' opinion, the researcher saw all of aspects can improve. But there is one aspect got high improvement, there is vocabulary. It might be caused that the students never got many vocabulary before.

Jones (2007) says that puzzles involve several useful skills including vocabulary, reasoning, spelling, and word attack skills. Lestariningsih (2008) shows that the result of the observation games treatment significantly improve the students 'achievement.

After the researcher conducted the treatment through crosswords puzzle game, the researcher found that crosswords puzzle game can improve the aspects of speaking. It means that crosswords puzzle game is one of puzzle which improves all of aspects speaking. In the other hand, the researcher and the previous research used different puzzle. If the previous research used picture puzzle game, the researcher used crossword puzzle game. The previous research used picture puzzle as media to improve the students' speaking ability. The researcher used crossword puzzle game as an alternative technique. It means that crossword puzzle game as an alternative

technique is better that as picture puzzle game as media. It means that crosswords puzzle game as an alternative technique is better than as media.

In this research, the researcher concluded that there was a significant different before and after being taught through crosswords puzzle game.

Conclusion

Crosswords puzzle game can improve the students' speaking ability. Besides that, crosswords puzzle game give some effects in teaching learning process. There are:

- Improving their ability to speak. The students can add the knowledge in vocabulary, can pronounce the word, knowing the meaning of the word, and also apply the word in the sentence used subject, verb, and object.

- Crossword puzzle game not only teaching about the English, but also teaches the students how to interact with the other using language, communicate to express the idea, and how to work in group.

- The students enjoyed the process of teaching learning in teaching because the students played the game, and they were not feeling bored in the class, and also they were not feeling afraid of making mistake.

The result of the posttest was higher than the result of the pretest. The mean of posttest was 82, and mean of pretest was 58. The result of the hypothesis test shows that the hypothesis was accepted ($p<0.05$, $p=0.000$). Based on this result, the

researcher concluded that crossword puzzle game can help the teacher to improve students' speaking ability.

The researcher assumed that crosswords puzzle game can be an alternative technique in teaching learning. In this research, the researcher concluded that is there was a significant difference before and after being taught through crosswords puzzle game.

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