# COMPARATIVE STUDY OF STUDENTS' VOCABULARY ACHIEVEMENT BETWEEN THOSE WHO ARE TAUGHT THROUGH SPELLING PUZZLE AND CROSSWORD PUZZLE TECHNIQUES AT THE FIRST GRADE OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG

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**Abstrak.** Penelitian ini bertujuan untuk mengetahui apakah teknik *Spelling Puzzle* lebih efektif untuk meningkatkan kosa kata dalam bahasa inggris siswadari pada teknik *Crossword Puzzle* dan mengetahui bagaimana respon siswa terhadap penerapan teknik *Spelling Puzzle* dan *Crossword Puzzle*. Penelitian ini adalah penelitian kuantitatif., dengan menggunakan 2 kelas sebagai sampel penelitian, yaitu 35 siswa dari kelas 7D dan 33 siswa dari kelas 7E tingkat pertama SMP Muhammadiyah 3 Bandar Lampung. *Pre-test, post-test* dan kuisioner digunakan sebagai alat untuk pengambilan data. Hasil penelitian pertama menunjukan bahwa teknik *Spelling Puzzle* lebih efektif daripada teknik *Crossword Puzzle*. Pada Kelas Eksperimen 1 nilai rata-ratanya meningkat dari 68.79 menjadi 80.91 dengan selisih 12.12 angka. Sedangkan, pada Kelas Eksperimen 2 nilai rata-ratanya meningkat dari 58.78 menjadi 72.93 dengan selisih 14.15 angka. Hal ini dibuktikan dengan nilai rata rata dari Kelas Eksperimen 1 lebih besar daripada nilai Kelas Eksperimen 2. Hasil penelitian kedua menunjukkan bahwa siswa menerima penerepan dari teknik *Spelling Puzzle* dan *Crossword Puzzle.*

**Abstract**. The aims of this research were (i) to find out whether Spelling Puzzle technique was more effective to increase students' vocabulary achievement than Crossword Puzzle technique (ii) to find out students' responses of the implementation of Spelling Puzzle and Crossword Puzzle techniques. The research design was a quantitative research conducted in two classes. The subjects were 33 students of class 7D and 35 students of class 7E in SMP Muhammadiyah 3 Bandar Lampung. The data were elicited through the pre-test, the post-test and the questionnaires. The first result showed that Spelling Puzzle was more effective than Crossword Puzzle. In Experimental Class 1 the mean score increase from 68.79 to 80.91 with the gain 12.12 points. Meanwhile, in Experimental Class 2, the students' mean score increased from 58.78 to 72.93 with the gain 14.15 points. The second result showed that the students enjoyed both the application of Spelling Puzzle and Crossword Puzzle techniques. This suggests that Spelling Puzzle is effective to enrich students' vocabulary.
**keywords**: *vocabulary,spelling puzzle, crossword puzzle.*

## INTRODUCTION

English has been considered as an essential language to be learnt in order to meet the communication needs in this globalization era. Indonesia has organized English to be taught in formal school as a compulsory subject. As stated in the standard of content by Kemendikbud 2013, the teaching of foreign language, specifically English, is aimed to develop students' ability to communicate with global society. Therefore, it is taught in different kinds of grade levels. The teaching includes the teaching of the four skills, listening, speaking, reading, and writing. Vocabulary is one of crucial aspects to support those skills. As stated by Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis of how well learners listen, speak, read and write.

Knowledge about vocabulary is important. Students will get their success in mastering English if they have some number of vocabularies. If students have some number of vocabularies they will easily express their emotion, ideas and expression. They will be able to make a sentence to build some kinds of texts in English. According to Edward (2006), students with a small vocabulary also read slowly because they do not understand many words or have to stop reading and look up for the words in dictionary.

The vocabulary achievement will affect someone's ability in using the language either in spoken or written form. Learner, who just learns grammar without vocabulary will be hard for them to convey what they want to say, they will get difficulties in understanding the text, will not be able to speak English, and it will be hard for them to express or write their own idea. Hammer (2001) states learner who just learn vocabulary or just read text or looking up dictionary will be able to say something.

As stated by Wilkins in Thornbury (2002), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It tells us that if someone wants to be able to convey meaning they need vocabulary. Although someone has known sentence structure but if they do not master vocabulary, they will remain unable to say or write anything and the grammar knowledge will be useless. Thus, by improving the vocabulary, it will be a basic for someone to communicate well.

The researcher assumed that the students' learning vocabulary development, especially junior high school students, is somewhat causing apprehension. During the observation in the field practice program around

July to August 2016, the researcher found out that students of MTs Maftahul Choiriah, Central Lampung were still considered having difficulties in vocabulary achievement. They got some difficulties to write some sentences in English because they are lack of vocabularies. They often look up the dictionary to find some words in English, and they cannot memorize the words well. Meanwhile, in interview conducted in SMP Muhammadiyah 3 Bandar Lampung, it was found that the students' vocabulary achievement was insufficient. The report of students' score result showed that their average score was 55 and it was below the average score of minimum criteria of completeness or KKM (60). Furthermore, they were also asked to read some English texts from their handbooks. It was also found that most of them frequently opened their dictionary while they read the text.

The students could not do the reading exercise well because they lack of vocabulary. Most of them got difficulties in understanding the content of the text. They spend a long time to consult the dictionary to get the meaning of most of the words in the text. It is such a waste of time so that the students could not answer all of the questions. It is also happened in speaking, most of the students were reluctant to speak because of their limited number of vocabularies.

The problems are related to the teaching technique, the teacher only applies a monotonous traditional technique that is to translate words isolation from English to Indonesian. In the beginning of each meeting the teacher wrote ten words on the board and the students were asked to translate into Indonesian. The students sometimes find it hard and they also discourage in learning vocabulary. The students are also rarely given chances to practice the words that had been given in other activities. They learn the words naturally at the different opportunity of teaching-learning. Therefore, they merely know the words meaning and forget the words easily.

The teacher should make learning vocabulary more effective and efficient. It is not enough for the teacher of English to give the students words to memorize. They have to use other alternative ways to increase students' vocabulary. To solve this problem, of course, the creativity of teachers in choosing a technique is needed. The technique which is used by the teacher can make students interested in learning. The teacher must apply an interesting technique in teaching learning process that can make students acquire new vocabulary easily. For this reason, the researcher used a game to motivate the students in learning English vocabulary. Game is one of techniques that can make

students feel interested in learning. The students can do both learning new vocabulary and playing game at the same time. In addition, games are helpful because they can make students feel that certain words are important and necessary (Allen: 1983). Without those words, the students cannot finish the game.

Hurwitz (1969) states that game awakens the student eagerness to learn, to think, to imagine, to listen, to create and express their idea. So, the lesson will be more absorbed by the student and the students are involved in the activities directly because game gives a pleasant variation in learning. There are many games that can be used as technique in teaching language; name is scrabble, hung man, crossword puzzle, spelling puzzle and many others. In this research, the researcher focused on two kinds of games related to vocabulary, namely spelling puzzle and crossword puzzle. The researcher decided to use spelling puzzle and crossword to help the students to increase their vocabulary achievement. As stated by Tarigan (1986), puzzles are a kind of games done by filling the blank form scrambled letter forming words and contains of some picture as the answer of the question given. The game aims to train vocabulary achievement. According to Dhand (2008: 55-56) explained different kinds of benefits for using crossword puzzles included, it is as a fun and

raise students' motivation. Crossword puzzle is a kind of games done by filling the blank form presented with letters forming words as the answer of the question given.

Referring to the background stated above, the researcher focused the research on teaching vocabulary by using spelling puzzle and crossword puzzle as a technique in teaching vocabulary. It is expected that the teaching-learning process through spelling puzzle and crossword puzzle technique can increase the students' vocabulary achievement.

There are two research questions on this research, they are : (i) Which one between spelling puzzle and crossword puzzle techniques will be more effective to increase students' vocabulary achievement at the first grade students of SMP Muhammadiyah 3 Bandar Lampung?; (ii) What are students' responses toward the application of spelling puzzle and crossword puzzle techniques at the first grade students of SMP Muhammadiyah 3 Bandar Lampung?

**METHODS**
This study was a quantitative research which used two groups pre-test post-test design. This research was conducted at the first grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year of

2016/2017. The research took two classes through lottery technique as the sample of this research. The class of 7D were of 35 students and 7E were 33 students. The instrument of this research was vocabulary tests. There were 5 meetings at this research. The first meeting was a pre-test in which to know the students vocabulary achievement before the treatment. Then, the other three meetings were treatments. In the treatments, the researcher applies Spelling Puzzle technique in 7D as the Experimental Class 1 and Crossword Puzzle technique in 7E as the Experimental Class 2. The last meeting, the researcher conducted a posttest in order to measure how far the improvement of students' vocabulary achievement after the treatments. The students' scores of pre-test and post-test were analyzed to know the students' vocabulary achievement before and after having the treatments. After scoring students' work, the data were analyzed by using *Independent Group T-test* to compare the data of two means score.

## RESULTS AND DISCUSSION
### Result

The researcher used statistical computation that was *Independent Group T-Test* to determine whether the result of the gain score between two groups was significant. Then, the researcher compared the gain from the score of pre-test and post-test of the

students in both classes. The result of computation is as follows:

**Table 1. Independent Group T-Test**

|  | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pre-test | A | 33 | 68.79 | 12.486 | 2.174 |
|  | B | 35 | 58.79 | 15.463 | 2.614 |
| Post-test | A | 33 | 80.91 | 7.038 | 1.225 |
|  | B | 35 | 74.71 | 14.812 | 2.504 |

The result from the calculation by using *Independent Group T-Test* (SPSS 16.0) shows that the mean scores of pre-test result in Experimental Class 1 is 68.79 while in the post test is 80.91 in which the difference is 12.12. The mean score of pre-test for the Experimental Class 2 is 58.79 while in the post-test is 74.71 in which different is 15.29.

**Table 2. The Summary of the Students' Result in each Aspect**

| No | Score | Experimental Class 1 | | | Experimental Class 2 | | |
|---|---|---|---|---|---|---|---|
|  |  | Pre-test | Post-test | Gain | Pre-test | Post-test | Gain |
| 1 | Highest | 85 | 92.5 | **7.5** | 82.5 | 95 | **12.5** |
| 2 | Lowest | 35 | 67.5 | **32.5** | 27.5 | 30 | **2.5** |
| 3 | Mean | 68.79 | 80.91 | **12.12** | 58.79 | 74.71 | **15.29** |
| 4 | Total | 2270 | 2670 | **400** | 205 7.5 | 26 15 | **55 7.5** |

The table shows that the students' score improved after being taught through Spelling Puzzle and Crossword Puzzle Technique. Spelling Puzzle is more effective than Crossword Puzzle techniques.

In Experimental Class 1, the increase is 400 points for the total point after being given the treatments through Spelling Puzzle. The highest score in pre-test increases from 85 to 92.5 in post-test and the lowest score in pre-test increases from 35 to 67.5 in post-test. Moreover, the mean of the pre-test that is 68.79 increases to 80.91 in post-test. Then, in Experimental Class 2, the increase from students' achievement mean from pre-test to post-test is 15.29.

## Discussion

This research finding is in line with the experts' opinions. Allen (1983) states games are helpful because they can make students feel that certain words are important and necessary. Hurwitz (1969) states that game awakens the student eagerness to learn, to think, to imagine, to listen, to create and express their idea. So, the lesson will be absorbed better by the student and the students are involved in the activities directly because game gives a pleasant variation in learning.

Referring to the explanation above, it can be inferred that Spelling Puzzle technique is more effective than Crossword Puzzle technique. By using Spelling Puzzle and Crossword Puzzle techniques in learning English student can encourage their attention and motivate in learning English. They are happy to learn with their friends and find it easier to do the vocabularies task.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Referring the discussion of the research findings, the implementation of Spelling Puzzle and Crossword Puzzle techniques can improve the students' vocabularies achievement. It can be seen from the gain of the students' mean score in the pre-test and post-test. Beside, after being taught by using Spelling Puzzle and Crossword Puzzle, the students' score is increase. It might be easy for the student to pronounce and spell some words in English and the students able to identify the words classes.

### Suggestion

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

1. Teachers are recommended to use Spelling Puzzle in teaching noun and verb.
2. Teachers are recommended to use Crossword Puzzle in teaching adjective and adverb.

3. In teaching vocabulary through Spelling Puzzle, teachers are suggested to give students more explanation about adjective and adverb and words use. Teachers also should describe how to identify words by giving more examples about them to train students' understanding. In addition, teacher also should give more practice in pronouncing the words.

4. In teaching vocabulary through Crossword Puzzle, teachers are suggested to decrease the speed and speak more clearly to students to help students follow the instruction. Teachers are also suggested to give more practice in pronunciation and ask student to listen carefully so that they could catch what teacher said and found out the words to be filled in the puzzle. Last, teachers are suggested to be more careful in managing time so students could finish the assignment well.

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