

THE USE OF CROSSWORD PUZZLE ON STUDENTS' INTERACTION IN LEARNING VOCABULARY

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah *crossword puzzle* dibutuhkan untuk mempengaruhi interaksi siswa dalam pembelajaran kosa-kata dan untuk menelaah motivasi siswa dalam berinteraksi ketika mereka belajar kosa-kata. Desain penelitian ini adalah kualitatif fenomenological. Subjek penelitian ini adalah siswa kelas VIII B di SMPN 8 Bandar Lampung, tahun ajaran 2013-2014. Peneliti menggunakan tiga instrumen pengambilan data: observasi, dokumentasi, dan wawancara. Data dianalisis dengan menggunakan teori interaksi. Hasil penelitian menunjukkan bahwa total interaksi yang tercipta sekitar 150 interaksi, 133 interaksi siswa-siswa (89.26 %) dan 17 lainnya interaksi antara siswa-guru (10.69 %). Jumlah akhir interaksi siswa-siswa lebih tinggi dari interaksi siswa-guru di dalam kelas. Dapat dikatakan *crossword puzzle* memiliki pengaruh positive terhadap interaksi siswa di kelas dan dapat memotivasi siswa untuk berinteraksi aktif dalam proses belajar.

This research was intended to find out whether a crossword puzzle game was needed to affect the students' interaction in learning vocabulary and to investigate the students' motivation to interact when they was learning vocabulary. This research used phenomenological qualitative study. The participants were students at SMPN 8 Bandar Lampung, VIII B class in academic year 2013-2014. Researcher used three data collecting techniques: observation, documentation, and interview. The data were analyzed using some theory interaction patterns and interaction categories. The results showed that the total numbers of interactions in the class were 150 interactions, 133 interactions (89.26 %) were students-students interactions, and 17 interactions (10.69 %) were student-teacher interactions. The total number of students-students interaction was higher than students-teacher interactions. It means that crossword puzzle game has influenced positively the students' interaction and motivated the students to interact actively in learning process.

Key Words: *Crossword Puzzle, Learning, Students' Interaction, Vocabulary.*

INTRODUCTION

Interaction is one of the main components in the class that make the teaching and learning process more interesting. Students' low motivation in learning material in the class may affect them to be passive at doing some interactions with other students, so when they feel uncomfortable in the class it may affect their spirit to study and it also makes them feel bored and lazy to learn something in the class. In learning language the students were forced to be active to communicate and can use language as medium of communication, but when they learn language in the class with low motivation and low interaction they will have difficulties to master the language.

To master the language the first step that students should know is vocabulary. They should understand language vocabulary which is very important component of language. Vocabulary is one of the language components that is very important to help students in learning English language. The basic one to know English is vocabulary, when students start to study English in their elementary school; the first kind of material that they learn is vocabulary. Vocabulary is also important to be understood by students when they learn four skills like listening, speaking, writing, and reading. On the other hand, many students still have difficulties in understanding English vocabulary although they have studied English for long time in their school.

Several students claim that their primary problem at acquiring English is teacher's teaching technique that did not build up their ability to make good interaction in the class; so the students felt uninterested in the learning process, this is the one of

students' problem in learning English language. So, the quality of interaction in the class may become the main problem for students to be interested in learning process.

The main problem in learning process may come from how a teacher creates the whole interaction with students in the class to make them interest and enjoy in learning vocabulary. The interaction can come from between teacher and students or students and students, it can be said that this problem is categorize as external problem that comes from the interaction of student in learning process. Interaction in the class has its own part to push up or throw out students interesting in learning vocabulary in the class. So, the teachers should have other ways to be used as a teaching technique, It can be some interesting media which can push up the students' interaction.

From some problems above, maybe there is something wrong in learning process, or may be problem in the teachers' own personality in teaching in front of the class. To overcome this situation, some researchers have investigated many techniques, and media to help teachers teach vocabulary in the class. There are some researchers, who focus on the increasing students' achievement in learning vocabulary, but there is a little research about using some techniques or media in learning vocabulary which is focused on the interaction of students, about how the techniques or media can affect students' interaction.

For those reasons the writer tried to observe some kinds of interesting media to show the interactions of the students when they learn vocabulary in the class. The researcher chose the puzzle game to be a media that be used to see the students'

interaction in learning vocabulary because puzzle may be one of the media which bring their own motivation to study about language. There are many kinds of puzzle namely jigsaw, picture puzzles, crossword puzzles, Sudoku puzzles, and logic puzzles. The writer only chooses one kind of puzzle game that is crossword puzzle game. Franklin et al (2003) states that crossword puzzles game can significant increase students' motivation and students' interest in the topic at hand. The researcher delivered the crossword puzzle games with group work among the students to build their interaction.

A crossword word puzzle is a puzzle game which normally takes the form of a square or a rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.

The writer conducted the research in SMPN 8 Bandar Lampung, because there is no research conducted there especially about the problem that was researcher observe. The writer has done the pre observation in SMPN 8 Bandar Lampung and put the focus on the second grade students. The puzzle games used in this study has been matched to the second grade learning materials. The learning process showed that some of students still passive in the class and feel shy to speak English because they have lack of vocabulary. This condition can be affect students' interaction in the class.

There are several pattern of classroom interaction according to Edge (2001): T – Ss (teacher - students), Ss – T (students - teacher), T – S (teacher – student), S – T (student - teacher), T – S – S (teacher - student – student), S – S (student – student). The researcher focused on how is students' interaction when they are learning vocabulary using crossword puzzle.

METHOD

This research was a qualitative study which was focused on one type of qualitative, a Phenomenological. Suparman (2009) states Phenomenological study is a study that represents a psychological approach of a phenomenon. In this research a psychological approach helped the researcher observed the phenomenon in the class when the students were learning vocabulary using crossword puzzle. The participants of this research were the second grade students of SMPN 8 Bandar Lampung, in class VIII B that consists of 24 students. The researcher observed and collected the data from three data collecting techniques like observation, interview, and documentation in order to know the use of crossword puzzle on students' interaction in learning vocabulary.

The research instrument was vocabulary game in which in this research the researcher used crossword puzzle game. The students were taught using crossword puzzle game and the researcher observed the students' interaction in the class and made some documentation of students' conversation. After the class end, the researcher was interviewing some students to make the data more

complete. The researcher was analysis the data using some theory of interaction and motivation.

RESULTS AND DISCUSSION

Result

The first and second data collecting techniques helped writer answer the first research question. From the result of pre-observation the writer showed that the learning process in the class was teacher-centered, the students were passive and just listen what the teacher said. The teacher taught the students vocabulary using common way. When the teacher tried to make the students work in group they were braver to speak up in the class although they were still shy to be active in building interactions in the class.

The writer made observation sheet to deal with the points which had been scored. The pre-observation sheet was not filled by the writer only, butthe real observation sheet was filled in by the writer, the English teacher, and also one co-observer. After doing pre-observation the writer taught the students English vocabulary using crossword puzzle game, and after that the writer did second observation to know the students' interaction after being taught using crossword puzzle game. The writer divided the students in 4 group works that consists of 6 students in one group; these helped the writer monitored the students' interaction easier. If students learn vocabulary in group work the students were more active to create some interactions in the class.

The behavior that was written down in observation sheet was every positive behavior of the students in learning process. The score of behavior interpreted the level of students' activeness (interaction). It could be seen that there are significant increase in students' interaction before and after they learned vocabulary using crossword puzzle game.

In the result of documentation the data was conversation among the students in their group. The data showed the activeness of students in building interactions when they are learning vocabulary using crossword puzzle. The result of documentation was analyzed by interaction patterns theory.

In analyzing interaction pattern, the writer used Edge's theory (2001). There are six patterns of interaction which were analyzed: Teacher-Students [T-Ss], Students-Teacher [Ss-T], Teacher-Student [T-S], Student-Teacher [S-T], Teacher-Student-Student [T-S-S], Student-Student [S-S]. The number and percentage of six interaction pattern categories can be seen in the following table.

Table 4.3. The Number and Percentage of Six Interaction Pattern Categories

| No. | Interaction Pattern | The number and percentage | |
|-----|-------------------------------|---------------------------|--------|
| | | N | % |
| 1 | Teacher-Students [TSS], | 2 | 1.34% |
| 2 | Students-Teacher [SsT], | 2 | 1.34% |
| 3 | Teacher-Student [TS], | 3 | 2.01% |
| 4 | Student-Teacher [ST], | 10 | 6.67% |
| 5 | Teacher-Student-Student [TSS] | - | - |
| 6 | Student-Student [SS]. | 133 | 89.26% |
| | Total | 150 | 99.95% |

Students' interaction dominated the percentage of total number interactions in the class with carried 89.26%. It can be concluded that students become more active in the class, and the class becomes students centered not teacher centered.

The second research question was answered by the result of two data collecting techniques: documentation and interview. From documentation the researcher got the result in conversation form which was transcribed with interaction theory and the result from interview was interview sheet that was analyzed to help the researcher completed the answer of second research question.

Data from documentation conversation among the students in their group work which had been analyzed and transcribe using interaction theory: interaction categories, and interactive principle. In analyzing interaction categories the writer used interaction analysis system proposed by Flanders (1963) namely Flanders interaction analysis categories (FIAC).

Table 4.4. The Number and Percentage of Three Main Categories

| Categories | | | The number and percentage | |
|---------------|-------------------|---------------------------------------|---------------------------|--------|
| | | | N | % |
| Teacher Talk | Indirect Influent | 1. Accept feeling: | - | - |
| | | 2. Praises or encourages; | 1 | 0.67% |
| | | 3. Accept or uses ideas: | 2 | 1.34% |
| | | 4. Ask question: | 1 | 0.67% |
| | Direct Influent | 5. Lectures: | 1 | 0.67% |
| | | 6. Gives direction: | 4 | 2.68% |
| | | 7. Criticizes or justifies authority: | - | - |
| Students Talk | | 8. Student talk response: | 110 | 73.33% |
| | | 9. Student talk initiation: | 21 | 14% |
| Silence | | 10. Silence of confusion: | 10 | 6.67% |
| Total | | | 150 | 100% |

From Table 4.4 shown above, it can be seen that the total number of interaction in three main categories was 150 interactions

After the data analyzed using interaction patterns and interaction categories, the writer also analyzed it using interactive principles. Interactive principle was analyzed the data on how crossword puzzle can influence students' motivation directly. There were seven interactive principles proposed by Brown (2001:56): *automaticity, intrinsic motivation, strategic investment, risk taking, communicative competence, inter language, the language culture connection*. From those seven interactive principles there was one focus on students' motivation: *intrinsic motivation*

The data from interview was secondary data to complete the data from documentation.

Table 4.6. The Result of Interview

| Classification of the questions | Number of Students | % |
|---|------------------------------------|----------|
| Students who like English lesson | 7 Students (3 males, 4 females) | (70%) |
| Students who like learning vocabulary using media | 7 Students (4 males, 3 females) | (70%) |
| Students who have problems in learning English | 8 Students (5 males, 3 females) | (80%) |
| Students who have low motivation in learning English | 5 Students (4 males, 1 females) | (50%) |
| Students who have high motivation in learning English | 5 Students (2 males, 3 females) | (50%) |
| Students who enjoy do some interaction in learning vocabulary | 9 Students (4 males, 5 females) | (90%) |
| Students who like crossword puzzle game as media of learning. | 8 Students (5 males, 3 females) | (80%) |
| Source of data are 10 students of 8 B class | | 99.99 % |

From these data it could be clearly seen that in the students with low motivation and the students with high motivation have balance percentage each of them have 50 %, it means crossword puzzle was increased students' motivation, although in this case there are 3 female students in high motivation and 4 male students in low motivation, this conclude that female student was more motivated than male students.

Discussion

The research showed that crossword puzzle game in group working can be said as one of useful media to minimize students' problems in building some interactions when they have learning process. Students' interaction in VIII B became more active and can made effective atmosphere in the class that made students put their interest in learning vocabulary.

Weisskirch (2006) found that students are more interested in completing the puzzles when given time to do them in class, and when given the chance to work collaboratively with others, students found the puzzles to be more useful and enjoyable than when doing them on their own. Weisskirch's research found that with completing crossword puzzle game the students felt more enjoyable, it means that crossword puzzle game minimized the student's problems in the class.

In observation sheet, the students' behavior in learning process showed that students in learning vocabulary using crossword puzzle were braver to overcome their own problems with asking some questions and discussions with other friends.

On the other hand, the result of the last observation sheet after the students learned using crossword puzzle game as media showed that there are 548 interactions, have increased 100 interactions from pre observation. Group 1 (females Group) have interaction about 22.62 % (22.32 % in pre observation). Next, group 2 (females and males Group) had interaction about 27.18 % (from 25.66 %) of the pre observations' interactions. Meanwhile, group 3 (males Group) had interaction about 21.35 % (from 19.64 %) and the last group had 28.83 % (from 28.79 %).

It can be stated that crossword puzzle game can influence the students' interaction. In this result, crossword puzzle game can improve students' activeness and help students to build good interaction in the class. So, students are braver and enjoy interacting with each other in the class.

The result of documentation and interview are used to answer the second research question. From that result, it can be seen that there are different motivations between male and female students to interact in learning vocabulary using crossword puzzle game. Male students in average have low motivation in building more interaction in the class; therefore female students have high motivation in learning process. The result of data analysis showed from some classification of questions interview female students have higher percentage than male students. From the first classification, 30 % of male students like English lesson and 40% of female students like English lesson. There was a difference about 10 % from both of them.

Male students also have more difficulties in understanding vocabulary in the class, so they chose to be passive and did not want to build some positive interaction in the class. When these problems appeared male students thought lazy and felt that they had lower ability to learn English than female students. From that kind of reason, male students suggested themselves bad influent which made them pessimist in learning something in the class, it made their motivation became lower than female students. Tricia M, et al (2009) in their research found that crossword puzzle could influence positively in students' interaction, it push up students' interesting to be active in learning process. But this research found something different; crossword puzzle game has another role in motivating students to interact actively in the learning process.

Crossword puzzle game has influence students' motivation to interact in learning vocabulary, although male students still have difficulty to increase their motivation. But compared with males' motivation in pre observation, there is a little difference in quality of motivation which male students have when they are learning vocabulary using crossword puzzle game. From all the result of data analysis, it can be stated that crossword puzzle game has big role on students' interaction in learning vocabulary in group work activity.

- Student 2 : *satumenurun*
 Student 2 : *suatuhari orang pergikemesjiduntukberdoa*
 Student 3 : *apasih, Tanya Miss aja. Miss apasihartinya?*
 Teacher : *haridimana orang-orang pergike masjid untukshalatbersama.*
 Student 4 : *ouJum 'atjum 'atya miss jawabanya..yegw yang nempel, Friday.*

The students have motivation to speak with their teacher; they were very active and enthusiastic in the class. It means that the second principle proposed by Brown, intrinsic motivation was appeared in this class.

Based on motivation theory there are five level of human motivation: Physiological, Safety, Belonging and love, Esteem and Self-actualization. The students' interaction in learning vocabulary using crossword puzzle showed the positive response. The students were more active to build interactions in the class. The students' interactions reach the highest level of motivation theory by Maslow (2009). In has been showed in the following conversation.

- Student 5 : *cobabuatkalimat*
 Student 2 : *anisa*
 Student 3 : *ihanisasemua*
 Student 1 : *iya lo rang inipeninggw*
 Student 3 : *yadahyuniaaja*
 Student 1 : *oh iyaini“ yuniabahagiamelihatgebetannyalewatdepankelas”*

The students were open to speak up with their friends. It means that they reached the highest level of motivation; Self-actualization. Self-actualization is the top level of hierarchy of needs and contains the morale, reactivity, openness and clear mildness. The students have chance to do some challenging projects in learning vocabulary using crossword puzzle game.

CONCLUSIONS AND SUGGESTION

Conclusions

Based on the results of the data analysis and the discussion, the writer draws the following conclusions:

1. The crossword puzzle game can influence the students' interaction in learning process and make students more active in the class. The total number of interaction that the students show in the class when they are learning vocabulary using crossword puzzle is about 133 interactions(89.26 %) out of the total number of interactions, it was higher than the total teacher interaction. So the center of the class is the students, the teacher just as a facilitator.
2. Learning vocabulary using crossword puzzle game can also improve the students' motivation to interact in learning process. The Students' interaction in the class dominated the whole interaction, so learning process can be students-centered learning where the teacher is a facilitator and corrector when students do some mistakes.

Suggestions

Considering the conclusions of the research above, the writer would like to propose some suggestions as follow:

1. The writer suggested the English teacher should apply crossword puzzle game in teaching learning vocabulary at the second grade of student in order

to avoid students' boredom and makes the different atmosphere. Meanwhile, the students are motivated and feel relaxed in learning process.

2. In applying the game the teachers act as monitor and facilitator to make students centered-learning in building good interactions in the class, so students will enjoy and be active in learning process. The students also can increase their abilities to communicate and interact with their friends in getting the right answer of the game in group work.

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