THE INFLUENCE OF PUZZLE GAME ON STUDENTS' VOCABULARY MASTERY

Aena Naedi Gustriana
Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Subang
aenagustriana80@gmail.com

Abstract

The purpose of this study was to determine the extent of vocabulary mastery in SMA PGRI 1 Subang students, the researchers applied a method in the classroom that could motivate students to learn vocabulary to find out that crossword puzzles were effective in increasing students' vocabulary or not. The subjects of this study were students of class 10 IPS 2. A class consisting of 36 students. The method used in this research is quantitative technique and pre-experimental research design carried out in one class. Data collection using pre-test and post-test instruments. Researchers conducted tests before (pre-test) and after (post-test). At the first meeting the author gave a pre-test to students to obtain data on students' abilities before using the Puzzle method. Then the writer treats the students. Then at the final meeting students were given a new test to see if the method could affect students' ability to memorize vocabulary.

Keywords: research, vocabulary, puzzles

INTRODUCTION

There are many foreign languages in the world, and English is a foreign language which is very important for us to know and learn, because English is included in the International language. In Indonesia, English has begun to be studied in elementary schools. Speaking foreign languages can improve brain function. To be able to speak English we must know more about more vocabulary. A list collection of words and phrases usually alphabetically arranged, explained, and defined a sum stock of words employed by a language, group, individual, or work or in a field of knowledge. Vocabulary is one component of language that can help students learn a language.

Vocabulary is a term that describes how people learn the meaning of words. Student can learn the meanings of words by using context clues, word part instruction and graphic organizers. Meaning vocabulary entails words for which their meanings are understood and it is an important component of comprehension. According to Nunan (1991), the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, it unable to use the structure and functions, we may have learned for

comprehensible communication, also in contrast with the development of other aspects of second language. Mastery of vocabulary is a necessary for anyone who wants to understand in reading, speaking, or writing. So, vocabulary is very important in learning foreign language.

To teach vocabulary to students in class with using puzzles as a medium in working on language learning activities to increase vocabulary for students. According to Nurhayati (2015) Game is one of method that could render students feel that certain words are important and necessary. Activities that will one by students done individually, in pairs and in groups. Task may involve solving word problems and create puzzles. The puzzle used to increase students' vocabulary is a crossword puzzle.

Definition of crossword puzzle, an arrangement of numbered squares to be filled in with words, a letter to each square, so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically: numbered synonyms and definitions are given as clues for the words.

According to Plaister in in Anwar Taofik Yayang and Efransyah (2018) in teaching vocabulary there are some advantage of crossword puzzle that can be taken, namely:

1. Learning vocabulary by doing, because doing action would be more meaningful and motivating students.
2. By doing puzzle, students are trained to involve in the problem solving.
3. It is interesting and challenging for students. It can avoid students' boredom of monotonous learning. In this case, puzzle tries to increase students' attention, their lesson materials and this procedure better learning.
4. The puzzle in group or classroom discussion students is trained to be more critical thinking.
5. The puzzle in group will make the students feel fun, enjoy in their learning English. This is and helpful for students' in learning English.

Based on this statement, the researcher indicate that crosswords could increase students' vocabulary.

METHOD

Researchers used a quantitative approach. According to Sugiyono (2013), the quantitative method is called the traditional method because this method has been used for a long time so that it has become a tradition as a method for research. This method is called the positivistic method because it is based on the philosophy of positivism. This method is called the quantitative method because the research data is in the form of numbers and analysis uses statistics.

According to Sugiyono (2017) it is said that pre-experimental design is not yet a real experiment because there are still external variables that also influence the formation of the dependent variable so that the experimental results which are the dependent variable are not solely influenced by the independent variable. This can happen because there are no control variables and the sample is not chosen at random.

According to Arikunto (2014) provides two types of pretest and posttest in a pre- experimental design. Preliminary tests were conducted to determine students' ability to understand reading texts. Given at the first meeting before the treatment was carried out. In addition, the post-test was conducted after the researcher did the treatment in the classroom. The results of the pre-test and post-test were compared to determine the students' ability to master vocabulary before and after using the Crossword Puzzle method.

Population, According to Arikunto (2010) population is a group of entities or people to whom the research results are intended to apply. The population of this research is students who study at SMA PGRI 1 Subang academic year 2021-2022. The population number of this study is 248 students consisting of all class X classes.

Sample, According to Arikunto (2010) the sample is part of the population, in this case the example of this study is the Tenth Grade IPS 2 students at SMA PGRI 1 Subang with a total of 36 students. The researcher take the sample by using purposive sampling. Purposive sampling is takes the sample through certainly consideration.

Based on Arikunto (2014) in this design, observations were carried out 2 times, namely before the experiment and after the experiment. Observations conducted before the experiment were called pre-test and observations after the experiment were called posttest.

To make it easier to understand this research paradigm, it can be seen in the image below:

O1 X O2

Information:

O1 = Pretest

X = Treatment O2 = Posttest

No	Indicators	Pretest	Posttest
1	Verb		
2	Noun		
3	Adjective		
4	Pronoun		

Table 1. Scoring Criteria

CONCLUSION

Hypothesis is a temporary answer or a conclusion of the research. Where the researcher suspects that from this study using a crossword puzzle can affect the vocabulary increase of Tenth Graders at SMA PGRI 1 Subang. The explanation above is a plan where it can change depending on how the situation is.

REFERENCES

Anwar Y. T., Efransyah (2018) Teaching English Vocabulary Using Crossword Puzzle Game At The Seventh Grade Students Project Professional Journal Of English Education Volume 1, No. 3.

Nurhayati D. A. W. (2015) Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game. Dinamika Ilmu Vol. 15 No. 2.

Sadiyah W. H., Septiani W., Karevieti E. (2019). Improving English Vocabulary Mastery By Using Crossword Puzzle, Project Professional Journal Of English Education Volume 2, No. 2.

Sulistyowati A., Sarosa T., & Martono (2012), Improving Students' Vocabulary Mastey By Puzzles

Arikunto, S. (2014) *Prosedur Penelitian Suatu Penektan Praktik, Rineka Cipta*, Jakarta

Sugiyono. (2013) *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* Alfabeta, Bandung.

Sugiyono. (2017) *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D),* Alfabeta, Bandung.

Nunan. (1991) Language Teaching Methodology, New york: Prentice Hall.