

## **BILINGUAL CROSSWORD PUZZLE TO IMPROVE THE STUDENTS' VOCABULARY ACHIEVEMENT**

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**Abstract:** The objective of this study entitled "The Use of Bilingual Crossword Puzzle to Improve the Students' Vocabulary Achievement of Fifth Grades in MI Salafiyah – Selopuro Academic Year 2012-2013" was to find whether or not teaching vocabulary by using Bilingual Crossword Puzzle Game could improve students' vocabulary achievement. The study used quasi-experimental with one group pretest posttest design. The population of the study was all of students in MI Salafiyah Selopuro and the sample of the research was entire fifth grade totally 20 students. Because using one group pretest posttest design, there is no control or experimental group in this study. Data of this research was collected by using pretest and posttest. The collected data were analyzed using t-test formula. The results of the data analysis showed that mean score of pretest was 64,70 and mean score of posttest was 79,40. After analyzing the data of pretest and posttest, the result of T count was 3,419 and the T table with df 19 and the significance level at 5% was 1,729. Based on the data analysis above the alternative hypothesis was accepted because the T count was higher than the T table ( $3,419 > 1,729$ ). It meant that teaching vocabulary by using bilingual crossword puzzle game was effective to improve students' English vocabulary achievement of the fifth grade at MI Salafiyah Selopuro Blitar academic year 2012/2013.

**Keywords:** Vocabulary achievement, bilingual puzzle game.

Based on the interview which was done by the researcher before the research, the English teacher said that students face many problems in learning English, especially in vocabulary. Many of them don't understand about its meaning because they were lazy to memorize it. Some of them cannot spell it correctly whether in spoken form or written form. The teaching and learning process in the class is pronounce, memorize the vocabularies and its meaning. From that explanation, it can be concluded that the students feel bored and lazy because the teacher's strategy was so monotone. As an English teacher, we have to be able to find an interesting strategy or method in teaching English especially in mastering vocabulary. The teacher should be able to find and use the appropriate strategy or method which is suitable with the students' condition.

Based on the problems above, the writer is interested to find out the use of bilingual crossword puzzle game to improve students' vocabulary achievement. The researcher used the game in teaching vocabulary because the students in

elementary school like playing games. By using crossword puzzle the students will remember easily the material which just they learnt by counting the square. Beside it they can look at the clue (letter) which is the answer of other question as a direction. So they can learn and memorize vocabulary while enjoy the games. In addition they will be able to write the words in the correct spelling. As stated by *Jill hadfield* that game is an activity with rules, a goal and an element of fun. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student. As told by the English teacher that the students often enjoy playing and chatting with their friends in the class. So, the researcher hopes that the students memorize English vocabulary easier by attract their attention with game.

According to Cahyono (2010:128) teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Harmer (2007:23) said that teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

As a part of language component, vocabulary consists of words which are used in communication through language whether in the written form or spoken form. In communication, vocabulary is an important component. Most of the meaning of discourse as a form of language using is affected by the vocabularies used. In delivering a message, the selection of appropriate diction is an important thing to convey what the speakers' mean. (Soenardji, 1996:42)

Teaching vocabulary often as means assigning a corpus of words rather than exploring words meaning and relationships that contribute to students' conceptual awareness and understanding of a subject. Once teacher clarify the relationship between words and concepts, they are receptive to instructional alternatives (Vacca : 1999 ). Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes. Thus, good vocabulary mastery supports mastery of each of language skills, both receptive (listening and reading) and productive (speaking and writing) (Bambang, 2011:107)

Based on the definition above, the writer concludes that vocabulary is one of the most important components in expressing ideas, feeling, and message, without it we cannot combine or produce linguistics elements further more in reading, writing, speaking, and listening.

## **RESEARCH METHOD**

The research design in this study was pre-experimental design with one group pretest posttest. This design involves one group only, so there was no experimental and control group. Firstly they were taught using traditional method and got the pretest, then they got posttest after they were treated using bilingual crossword puzzle game. The population of this study was all students of students of MI Salafiyah Selopuro Blitar in the academic year 2012/ 2013. The

sample was all of fifth grade which consists of 20 students. The research instrument was test. The data analysis was using T test.

## **DISCUSSION**

From the data analysis, the researcher know that significant level is bigger than t table at 0,05 which is mean the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there is significant different in vocabulary achievement of fifth year students of MI Salafiyah Selopuro Blitar between students taught by using bilingual crossword puzzle game and students who are taught without using bilingual crossword puzzle game. The mean's score of pretest is 64.70 meanwhile the mean's score of posttest is 79.40.

Based on research finding, it showed that the mean scores seem significant different between pretest that using traditional method and posttest that using bilingual crossword puzzle game. The mean score of pretest is lower than the mean score of posttest. Therefore, group that taught using bilingual crossword puzzle game has higher score. .

As stated by John (1984:92) that games are an agreeable way of getting a class to use its initiative in English. As they are gently competitive, they increase motivation. They are also a contrast to periods of intensive study. As stated Slattery and Wilis (2001) that using imagination and playing belong to young learners' characteristics. This means that playing comes part of their life as well as their learning activities. That is why, using games to teach young learners vocabulary is suggested because games will help them to have relaxing and enjoyable learning atmosphere.

After the researcher did the research in teaching vocabulary of the fifth year student at MI Salafiyah Selopuro, the theory of Slattery and Wilis above has developed. Bilingual crossword puzzle game not only motivate the students to learning vocabulary easily in enjoyable learning atmosphere, but also by those they can work in pair to solve the bilingual crossword puzzle cooperatively that they could not solve by alone quickly. So, they can learn to develop their ability to socialize.

In this research Bilingual crossword puzzle is effective in teaching vocabulary. It can be evidenced by previous studies which examines the effectiveness of using crossword puzzle in teaching vocabulary was done by Vina Asyifa' (2011) at the State Islamic Collage of Tulungagung (STAIN Tulungagung). Here she used crossword puzzle as teaching media. The result of the study showed that the students get better achievement in vocabulary score after taught by using the treatment. It can be conclude that teaching vocabulary by using crossword puzzle media is effective and can improve the students' vocabulary achievement.

The similar study conducted by Dwi (2010) at fourth year student of SDN 02 Jatikarang Trenggalek. She used Puzzle game to improve students' vocabulary mastery. Her research was succeeded and shows a better result. In this research, the researcher uses the different puzzle that is called bilingual crossword puzzle. The instruction of puzzle here is only translating the

vocabularies from Indonesian to English. The clue (question) is in Indonesian, so they must fill the square of puzzle in English. So, actually the concept is still same with usual practice.

Based on the explanation above, bilingual crossword puzzle game surely showed the real effectiveness in teaching vocabulary because it can help the student to improve their achievement of the fifth year students of MI Salafiyah Selopuro Blitar. Beside the students were able to memorize the vocabulary and its meaning easily in an exciting way, they were able to write the vocabulary in a correct spelling especially in its written form.

## CONCLUSION

Based on the research which is done for two weeks with implementing the treatment twice, it can be concluded that there is significant difference in vocabulary achievement between students before they were taught using bilingual crossword puzzle game and after they were taught using bilingual crossword puzzle game of the fifth year of MI Salafiyah Selopuro Blitar. This conclusion is gotten from analyzing the result of statistical test by using t test showing that the  $t_{count}$  is bigger than  $t_{table}$  at the significant level 0,05 and df 19. The result of t test is 3,419 while the t table shows 1,729. The students' mean score had improved from the pre test was 64.70 is being 79.40 in post test. Besides that, the students were more active in the teaching learning process. The implication of this conclusion is the bilingual crossword puzzle game can be used by the English teacher as alternative way in teaching vocabulary, especially for elementary students.

## SUGGESTION

From the research the researcher recommended some suggestions to improve vocabulary mastery achievement as follow:

For the elementary school teacher, it is suggested that because of the effectiveness of bilingual crossword puzzle game in teaching vocabulary, the researcher recommended them to use bilingual crossword puzzle in teaching learning process. Beside used as a vocabulary practice, it can be used as a teaching media by the elementary teacher.

For the elementary students, it is recommended to use bilingual crossword puzzle game when they are learning and memorizing the vocabulary. Because it was proved that by using bilingual crossword puzzle game, students' vocabulary mastery can be improved. Furthermore, by using bilingual crossword puzzle game, students not only learn to memorize words easily, but they also can learn to write it in a correct spelling. In addition they can enjoy it by filling the puzzle.

For future researcher, because this study is limited in the teaching vocabulary in MI Salafiyah Kasim Selopuro Blitar, they are hoped to conduct the research in similar area, especially on using bilingual crossword puzzle game, but using other school.

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