# THE COMPARISON ENGLISH TEACHING LEARNING TECHNIQUE USING CROSSWORD PUZZLE GAME AND SCRABBLE GAME IN IMPROVING VOCABULARY MASTERY AT THE SECOND GRADE OF SMPN 5 BANDAR LAMPUNG

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Abstrak: Penelitian ini bertujuan untuk mengetahui perbedaan yang signifikan terhadap penguasaan kosakata siswa setelah diajarkan melalui permainan *crossword puzzle* dan *scrabble* dan megetahui tehnik permainan mana yang lebih memotivasi siswadalam belajar bahasa Inggris. Sasaran penelitian ini mencakup dua kelas di SMPN 5 Bandar Lampung, yaitu kelas VIII F dan kelas VIII H. Penelitian ini menggunakan *Independent Sample T-test* di SPSS 22.0 untuk menganalisis nilai siswa. Hasil menunjukan bahwa terdapat perbedaan namun tidak signifikan. Hal itu dapat terlihat dari uji T-test menyatakan bahwa hasil tes tersebut tidak signifikan karena pada hasil uji T-test menunjukan bahwa T-hitung lebih rendah dari pada T-tabel (-1.762<2.66) pada derajat kebebasan (df)= 55 dengan signifikansi 0.01. Rata-rata nilai pre-tes pada kelas *crossword puzzle* adalah 61.50, sedangkan rata-rata nilai post-test 84.18, dan selisih nilainya adalah 22.68. Sebaliknya, rata-rata nilai pre-tes pada kelas *Scrabble* adalah 48.24, sedangkan rata-rata nilai post-test 75.62, dan selisih nilainya adalah 27.38. Ini berarti siswa yang diajar dengan melalui permainan *scrabble* menunjukan hasil yang lebih tinggi daripada permainan *crossword puzzle* dengan peningkatan nilai 27.38. Oleh karena itu, dapat disimpulkan bahwa permainan scrabble sama unggulnya dengan permainan crossword puzzle untuk membantu menguasai kosakata.

**Kata Kunci**: crossword puzzle, scrabble, penguasaan kosakata, perbedaan, peningkatan.

Abstract: The objectives of this research are to find out whether there is significant difference of students' vocabulary mastery taught through crossword puzzle and scrabble game and to know which technique is better for students in learning English. The subject of this research is two classes at SMPN 5 Bandar Lampung, it is class VIII F and VIII H. This research was analyzed using Independent Group T-test through SPSS 22.0. The result showed that there is no significant different. It could be seen from the increase of students' mean score from pre-test to post-test and T-test revealed those result is no significant because in Independent Group T-test result, it is showed that t-count is lower than t-table (-1.762<2.66) at df=55 with significant level 0.01. The mean score of pre-test in crossword puzzle class is 61.50 while mean score of post-test is 84.18, and the increase is 22.68. On the contrary, the mean score of pre-test in scrabble class is 48.24 while the mean post-test score is 75.62, and the increase is 27.38. This means, students who were taught using scrabble game has higher result than crossword puzzle game with the increase score is 27.38. Therefore, it can be concluded that scrabble and crossword puzzle game is equally good to help students to master the vocabulary.

**INTRODUCTION**

Vocabulary is one of the essential language components in studying English. When a new language is being learnt, the learners should have enough vocabulary. According to Wilkins (1972), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first that to be master for language learner in learning language especially English is vocabulary. Even they don't know the grammar, they must be able to understand vocabulary.

However, learner who just learn vocabulary or just read text or open dictionary will be able to say something (Harmer, 2001). Vocabulary is needed to improve the four English skills; listening, speaking, reading, and writing. This means that the vocabulary plays an important role for the study in their field of study. The students, who are less in vocabulary, will be difficult in understanding the text, unable to speak English, and difficult to write their own idea. In addition, students with a small vocabulary also read slowly because they do not understand many of words or have to stop and look them up in dictionary (Edwards, 2006).

There are a number of reason affecting the problems why, some of students are still have less vocabulary. Sometimes they don't understand what the teacher says. Moreover, the students are still difficult to communicate using English. It can make the students lazy to learn English. The students don't give attention when the teacher is explaining the material in the class. Furthermore, they just keep silent if the teacher asked them in English. So, most of students just acquire a few vocabularies.

As a consequence, the need to implement innovative teaching technique which helps students to improve their vocabulary mastery is crusial by guiding, facilitating, and motivating them. A young learners, they need to be served with playful and energetic activities, because one of the young learners' characteristics is they love playing. "They learn best when they are enjoying themselves" (Scott and Ytreberg, 1990). It means that they will be interested when the teacher should use interesting teaching technique to attract the students' attention during the teaching learning process.

Briggs (1977) argues that learning may be a suggests that of physical media to offer content / learning material inclusive of books, movies, videos thus on and so forth. For mastering vocabulary, there are a lot of teaching media developed to teach English vocabulary among crossword puzzle and scrabble game. A crossword puzzle, according to Wahyuningsih (2009) is a game in which words, guessed from their definitions, are fitted into a diagram of white and black squares. The pattern of black squares usually serves to separate each word from adjacent words. Correctly, deciphering a crossword requires correct spelling, which for students may mean practising dictionary skills. Besides that, there is scrabble game. According to Christopher (2009), scrabble is a board games and a game for arranging letter that will be played by 2 or 4 people who set the point base on the score of word which is formed by letter on board game that it is forming square word/ cross word (15 rows and 15 columns). Scrabble is indirect learning. When the students play the game, they do not realize that they are learning. Students also get new words or vocabulary naturally. Through this game, the students will give their full attention and concentration to study (Klimova, 2015).

Based on the rationale above, the researcher proposed crossword puzzle and scrabble game can improve students' vocabulary mastery, it is necessary to do a research in order to know which the most effective teaching medium in the teaching and learning process is, especially in teaching English vocabulary. Therefore, the writer intends to conduct a research entitled the comparison English teaching learning technique using crossword puzzle and scrabble game in improving vocabulary mastery at the second grade of SMPN 5 Bandar Lampung.

**METHODS**

This research is a quantitative research with Independent Group T-test (two group pre-test ans post-test design) (Setiyadi, 2006). In this research, the students were given pre-test before treatment to find out the students' vocabulary mastery before and then they were given post-test after treatment to see student improving in vocabulary mastery. Two classes were used in this research, first class was given treatment using crossword puzzle game and the second class was given treatment

using scrabble game. This research was conducted five meetings, the first meeting was pre-test session, then the next three meetings were the treatments for the students, and the last meeting was for post-test session.

This research was conducted at the second grade students of SMPN 5 Bandar Lampung. The students were given 30 multiple choice items for both classes in order to find the difference achievement between students who taught through crossword puzzle and scrabble game. The data were analyzed by using Independent Sample T-test in SPSS 22.0.

## RESULT AND DISCUSSION

### Result

After conducting a research, the researcher gathered the result of pre-test and post-test in the first class which using crossword puzzle game and the second class which using scrabble game. Then, the researcher analyzed the result test of pre-test and post-test which is displayed in the following tabble:

**Table 1. Students' Vocabulary Achievements**

| Mean Score | | | |
|---|---|---|---|
| | Pre-test | Post-test | Gain |
| Crossword Puzzle game | 61.50 | 84.18 | 22.68 |
| Scrabble game | 48.24 | 75.62 | 27. 38 |

From the analysis of students' score in pre-test and post-test, the researcher found the data about the increasing of vocabulary mastery achievement. The data showed that the pre-test to post-test mean score of crossword puzzle and scrabble game are increase. According to that, scrabble game gets higher increasing score.

The following is the result of Independent Group T-Test. The aim of this test is to find out whether there is significant differences of students' vocabulary mastery achievement taught through crossword puzzle and scrabble game technique. This test was done by using SPSS 22.0 program.

**Table 2. The Gain Score of Independent Sample Test**

| Independent Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Gain | Equal variances assumed | 12,239 | ,001 | -1,747 | 55 | ,086 | -4,701 | 2,691 | -10,093 | ,692 |
| | Equal variances not assumed | | | -1,762 | 46,324 | ,085 | -4,701 | 2,669 | -10,071 | ,670 |

Based on the result of calculation, t-count is -1.762. Hypothesis of this study uses t-table at significant level of $\alpha = 0.01$. According to t-table, the value of distribution table at 55 as degree of freedom is 2.66. It can be concluded that t-count is lower than t-table (-1.762<2.66). So, $H_o$ is accepted and $H_1$ is rejected. It means that there is no significant difference of students' vocabulary mastery after being taught through crossword puzzle and scrabble game technique.

**Discussion**

Based on the data analysis pre-test scores, it shows that crossword puzzle and scrabble game are normal and have homogeneous variances. It means that both of

the techniques are in the same condition. So, that classes could be compared and taken as sample of this research. Afterwards, both of classes were given same learning material in the treatment and same items of post-test. The data from the score of tests are analyzed using SPSS 22.0 and it can show the result.

The result of vocabulary test showed that the class which taught using crossword puzzle game increases the score about 21.32, it is from 61.50 to 84.18. On the other hand, scrabble game class increases about 27.38, it is from 48.24 to 75.62. It means there is an improvement of students' vocabulary mastery achievment taught through crossword puzzle and scrabble game. It also supported by Donmus (2010) who stated that the value of educational games has been increasing in language education since they help to make language education entertaining. Azar (2012) added that games can be media that will give many advantages for teacher and the students either. From the explanation above, it can be concluded that game is a medium that will provide the benefit for teachers and students in increasing language knowledge if it is taught in a fun way.

Both game techniques are aqually good to help students to improve their vocabulary mastery because these game techniques have two similarities, there are: 1) playing in a group, and 2) connecting one word to another word.

However, crossword puzzle and scrabble game have the differences. In playing scrabble, the students always repeated the words that had been arranged to connect other words, but they had to think about where they put the letters so they didn't get stuck. Even this game is played a group but the students have to get the score individually, so inevitably they need to cooperate actively. In addition, in played scrabble, they were free to use whatever words they wanted, so they also learned about conjunctions or affixes.

While in played crossword puzzle, they only filled in the fields that had been provided, so they could not explore more vocabulary. Moreover, every answer to the crossword puzzles is continuous. So students were confused if they could not answer one of the questions and it would affect the students' answers whose letters were related to questions that students cannot answer.

Although both of games are good and fun learning techniques for remembering vocabulary, but the researcher observation in crossword puzzle class, this game is less effective, they were very noisy. They wanted to fill the puzzle together, whereas the researcher had sorted who filled for the first to the last group. One or two students of each group come in front the class, it disturbed other students' concentration who was trying to answer the puzzle. They can easily answer it because the clues used simple sentense. In the forth meeting, the students' did the puzzle in pair so that they worked together cooperatively.

In other case, the learning proses in scrabble game class was conducted. Only in the beginning of the game they were confused because of the many rules of the game. But, after several time the researcher explained how Scrabble was played and gave an example, then they understood it. They did the game enjoyably and they could be controlled. Even so by looking at the result of students' assignment, Crossword Puzzle and Scrabble Game could increase students' vocabulary achievement.

Before the learning process was begin, the students answered the researchers' question that their teacher had never taught using Crossword Puzzle and Scrabble Game technique before. The researcher also observed that the students' in Crossword Puzzle and Scrabble Game class get difficulties in learning English such as they dont know the meaning of English words. So, the researcher asked them to

bring dictionary in English class but less of them who brought it. Then, they were asked to borrow it to other class.

The calculation testing of hypothesis is the main calculation to answer the research problem of this research that whether there is any significant differences of students' vocabulary mastery achievement after taught through crossword puzzle and scrabble game technique. The researcher uses *Independent Group T-test* formula in the significant level of $\alpha = 0.01$. The result shows that that t-count is lower than t-table (-1.762<2.66). It means that $H_o$ is accepted and $H_1$ is rejected. From the result of vocabulary and hypotheses test, there is an improvement but no significant difference of students' vocabulary mastery taught through crossword puzzle and scrabble game technique.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the result of this research at SMPN 5 Bandar Lampung, the researcherconcludes that there is an improvement, but it is no significant on students' vocabulary mastery achievement taught through crossword puzzle and scrabble game. It is proved by the result of hypothesis testing of -1.762 compared with significant level 1% N=55 as degree of freedom is 2.66. It can be concluded that t-count is lower than t-table (-1.762<2.66). So, Ho is accepted and H1 is rejected. It means that there is no significant difference of students' vocabulary mastery after being taught through crossword puzzle and scrabble game technique.

Besides, Vocabulary mastery taught using Scrabble Game is as good as than using Crossword Puzzle Game because both of these games have same type of game, it

is play with arranging the letter and connecting one word to another word. These games are same in playing in a group.

**Suggestions**

1. For the teacher

   The researcher recommend English teacher to implement scrabble game as a technique, because the researcher found that scrabble gameis good, it avoid the students from boredom and to attract the students' motivation to learn more about English. Through this game, the students become more enjoy and active in teaching learning process.

2. For the Further Researcher

   This study was conducted in the Junior High School level. Therefore, the further researcher can try to find out the comparison study using crossword puzzle and scrabble game in different level.

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