

INCREASING STUDENTS' VOCABULARY ON IRREGULAR VERBS BY USING CROSSWORD PUZZLE

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Abstract: This study looks into the use of crossword puzzles to help pupils build their vocabulary. The research subject for this study was decided upon in class VII b at SMP Negeri 3 Tondano. There are 20 students in this class. The pre-experimental design of this study included pre- and post-tests for a single group. Scores from the pre- and post-tests following therapy were used to collect the data. The minimum and maximum scores in this investigation were 50 and 90, respectively. The results showed that the pre-test mean score was 63 and the post-test mean score was 78.5. It indicates that the post-test result is better than the pre-test. As a result, it can be said that teaching vocabulary using crossword puzzles differs significantly from other methods. Thus, it can be said that crossword puzzles can help pupils in SMP Negeri 3 Tondano's seventh grade increase their vocabulary. This demonstrates how crossword puzzles can be used by English teachers to expand their pupils' vocabulary.

Keywords: *Vocabulary, Crossword Puzzle, Irregular Verbs, EFL*

INTRODUCTION

The sign we use to communicate is language. According to Tombeng et al., (2022) "Language is an essential tool for connecting individuals with one another. Language is needed to express thoughts, voice opinions, and ask questions. Learning new words might be difficult because they require media. Learning a language is also an indication of our goal because studying English is not the same as studying Indonesian. Learning English can get tiresome over time, especially if it has a limited

vocabulary, as it is unusual in that it is spoken differently from how it is written. Vocabulary development is a crucial ability when learning English. Since vocabulary is an essential component of a sentence, it is imperative to increase the number of words in a phrase.

Understanding a large amount of vocabulary has made it simpler for students to develop their communication abilities, which is why learning English is so vital. Salsabila, (2017) stated that vocabulary instruction is one of the linguistic components required to promote language skill development. According Wilkins Thornbury, (2002:13) in cite Pembelajaran et al., (2002), said that "nothing can be conveyed without vocabulary". Mozes, (2020) remarked that the media crossword problem is intriguing and that vocabularies should be taught in a straightforward and enjoyable manner. The researcher decided to employ crossword puzzle games as research material and junior high school kids as research subjects because she anticipated the issue of a lack of vocabulary. Even though crossword puzzles are categorized as traditional word games, their core function of expanding vocabulary is fairly effective, and when compared to the lecture method, this can speed up the brain's ability to remember vocabulary words that are unfamiliar.

Game of crossword puzzles is one of the mediums employed, according to Orawiwatnakul, (2013) the use of crossword puzzles seems to offer potential and a solution for the problem of learning vocabulary. This medium is effective since it can be used quickly and more cheaply. Learning through gaming media is an excellent strategy since it requires students to be independent and capable of critical thought, may enhance their activity level, and can add language components. Based on the foregoing, the researcher is interested in studying 20 students in grade VII B at SMP Negeri 3 Tondano for a study titled "Increasing Students' Vocabulary on Irregular Verbs by Using Crosswords Puzzle" to determine whether crossword puzzles can help students improve their vocabulary mastery.

RESEARCH METHOD

The pre-experimental design will involve a single group pretest and posttest, and the researcher will use quantitative research methodologies. Students take a pretest to gauge their abilities prior to treatment, and they can take a posttest following that. A posttest is a test designed to evaluate a student's language abilities following earlier instruction. Prior to the exam, each student was expected to fill in the gaps, which corresponded to the second or third form of change according to the test, without the use of a dictionary. The pretest consisted of 20 multiple-choice questions with irregular verbs that range in complexity. The crossword puzzle will then be used by the researcher as a therapy, and students are invited to complete it by filling in the blanks as directed. Next, during the post-test, the result can be seen below:

RESULT

Table 1. The data of students in pre-test (T1) and post-test (T2)

Number (N)	Pre-test (T1)	Post-test (T2)
1	60	80
2	70	90
3	70	80
4	60	70
5	80	90
6	60	80
7	60	70
8	50	70
9	60	80
10	80	90
11	60	70
12	60	80
13	70	80

14	80	90
15	50	70
16	60	70
17	50	70
18	60	80
19	70	90
20	60	70

Table 1. The results of the study show that this technique is successful in raising students' language skills because the post-test scores were higher than the pre-test scores. Therefore, it may be inferred that implementing this method in the classroom will result in improved student test scores.

Table 2. Frequency distribution matrix of pre-test (T1)

Scores	Tally	Frequency	Freq - %	Cumulative proportion	Cumulative presentation
80	<i>III</i>	3	15 %	20	100%
70	<i>IIII</i>	4	20 %	16	80%
60	<i>IIII IIII</i>	10	50 %	6	30%
50	<i>III</i>	3	15 %	3	15%

Twenty people took the pre-test. Three pupils, or 15% of the total, received eight, two, or 20%, seven, ten, or 50%, and three, or 15%, received six.

Table 3. Frequency distribution matrix of post-test (T2)

Scores	Tally	Frequency	Freq - %	Cumulative proportion	Cumulative presentation
90	<i>IIII</i>	5	25 %	20	100%
80	<i>IIII II</i>	7	35 %	13	65%
70	<i>IIII III</i>	8	40 %	5	25%

Twenty people took the pre-test. Five kids, or 25%, received nine, seven, or 35%, received eight, or 40%, received seven out of this group.

Table 4. Computation of Mean Score (\bar{x}) of Pre-test

Students' Number	X
1	60
2	70
3	70
4	60
5	80
6	60
7	60
8	50
9	60
10	80
11	60
12	60
13	70
14	80
15	50

16	60
17	50
18	60
19	70
20	60
Total	1.260

The mean score of computation above:

$$n = 20$$

$$x = \frac{\sum X}{n}$$

$$= \frac{1.260}{20}$$

$$= 63$$

The mean score of the pre-test is 63

Table 5. Computation of Mean Score (x) of Post-Test

Students' Number	X
1	80
2	90
3	80
4	70
5	90
6	80
7	70
8	70
9	80
10	90
11	70
12	80

13	80
14	90
15	70
16	70
17	70
18	80
19	90
20	70
Total	1.570

The mean score of computation above :

$$n = 20$$

$$x = \frac{\sum X}{n}$$

$$= \frac{1.570}{20}$$

$$= 78,5$$

The mean score of post-test is 78,5

Table 6. The Mean Score of Pre-test and Post-test

	Pre-test	Post-test
Mean Score	63	78,5

Figure 1. Frequency polygon of the pre-test (T1)

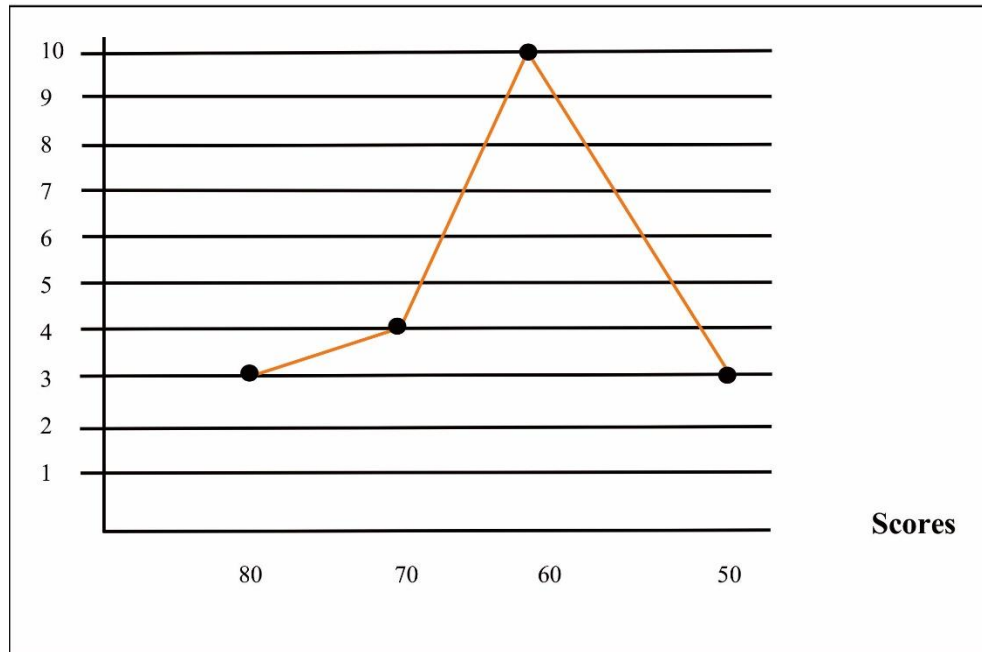
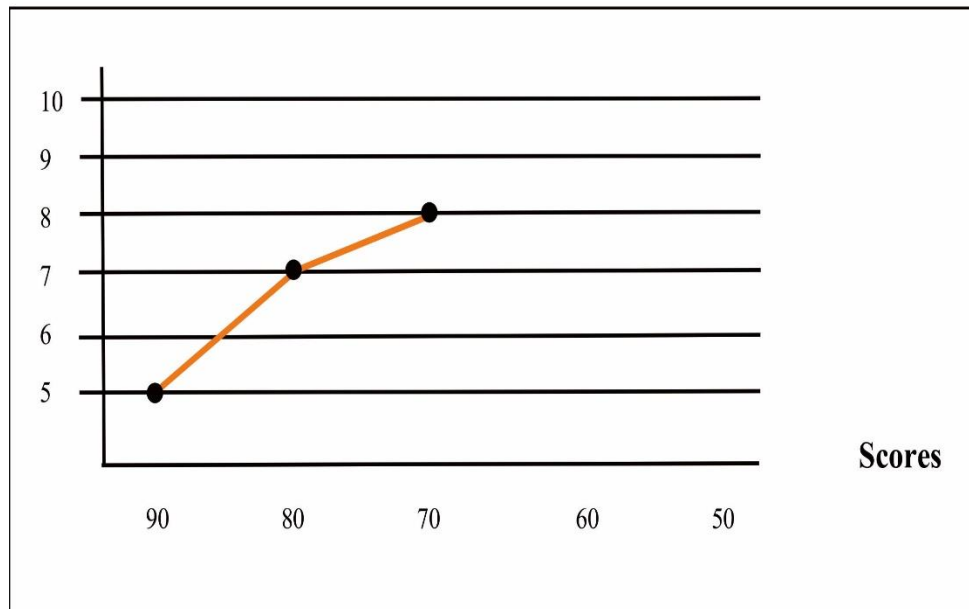


Figure 2. Frequency polygon of the post-test (T2)



CONCLUSION

Learning crossword puzzles can help students expand their vocabulary. Crossword puzzles are a great tool for kids to increase their vocabulary growth in English. The result of this research showed that the post-test scores were higher than the pre-test scores.

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