INCREASING WORD COMPREHENSION BY USING CROSSWORD PUZZLE GAME AT THE EIGHT GRADES OF SMPN 273 JAKARTA

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Abstract: *Word comprehension is the essential learning for students to learn English well and correctly because it is the way to improve the students' English vocabulary mastery. The problem that the authors had outlined in this research deals largely with the study of reading. The subject of this research was twenty-eight students at the eighth grades of SMPN 273 Jakarta. The design of the research was classroom action research. It was conducted in two cycles; in cycle I and cycle II were conducted with two meetings. In this research the students were given pre-test before treatment and post-test after treatment. The data collection technique in this research was observation, field note, test, and documentation. The purposes of given pre-test and post-test are to know how far the students' word comprehension in English before and after being given treatment. The criteria of students' who got score at least 70. The class could be said successful in achieving the material if 85% of the students in that class got score at least 70 and they had activation at class more than 50%. The average of pre-test score in cycle I was 65 or 10 students got pass score, and post-test 1 70.7 or 16 students got good score and the average post-test 2 in cycle II was 77.8 or 24 students got good score. This fact showed that teaching English by using crossword puzzle game technique can increase word comprehension in reading English*

Keywords: *Word, Comprehension, crossword puzzle*

INTRODUCTION

The function and the role of language is an important element in communication, so that English become familiar as the international language and be used in formal education. Almost all the countries in this world apply and learn English as the main language in communication.

In Indonesia, English is the first foreign language, and it is a compulsory subject for students of junior and senior high schools. This is relevant to the fact that English has become the international language.

The purpose of teaching English as foreign language is to enable the students to use the language in communication in writing, speaking,

listening, reading is included in English teaching and learning.

After doing pre-observation, the researchers find out the identifying the meaning of word of the passage was a kind of problem for students. When they were asked to translate English to Indonesia, the students notice it was difficult to guessing or determine the meaning of word base on the context lexical meaning. It is very important to train the students to inferred meaning from context, in order give them powerful aid to word comprehension.

The researchers give the opinion of the problem occurred above because the students are not interested and less motivated with common technique that usually used in learning English. So, the students feel bored toward the material. Therefore, it is necessary for the teacher used the technique in teaching English. By using game, the teacher can create a good atmosphere at the class.

There are many games that can be used as the technique in teaching English, namely: scramble, hung man, crossword puzzle game, etc. In this research, the researcher wants focus on one game, namely crossword puzzle game to learning words comprehension. It combines teaching student's definitions by giving the student's experience in writing the words that effective part of memorizing vocabulary.

To motivate them, the teacher should find out the appropriate technique and strategies of teaching in order the students interesting in English learning. It is very important in teaching and learning process. For this reason, the researcher used game to make the teaching learning English more fun and enjoy in the classroom. Crossword puzzle game is a creative the way to practicing and testing the students to increasing word comprehension especially in reading.

THEORETICAL UNDERPINNING

That words are define as the smallest independent meaningful unit (Siahaan, 2008). It means that word is the basic components of through and speech, the signs, and symbol through which one communicates with other. Words not only help one communicates his think and ideas to his friends or someone else, but they also help one to understand what his friends or someone else think, feel, and sense. Etymologically, the word "comprehension" in (Hornby, 2010) is derived from word comprehend that can be define as understand something fully.

(Farell, 2002) defines reading as "what happen when people look at the text and assign meaning to the written symbols in the text". (Albert, 1984) states that "reading is a result of the interaction between the perception of graphic symbols that represent language and the reader 's language skills, cognitive skills, and knowledge of the word".

Furthermore, (Gillet, 1994) states that reading comprehension is search for meaning actively using our knowledge of the world and of texts to understand each new thing we read activities that require the readers to read meticulously in order to understand the total meaning. It means that to fundamentally comprehend connected text is to know the meaning of the words use the text. The more word meaning readers know, the better they

will be able to understand text that they can decode. Word knowledge should be the most important factor in reading comprehension.

Based on the definition above, the researcher concludes that word comprehension is a familiar term and relates to a reader's ability to follow the pattern of thinking structure in authors writing. In this sense, Comprehension is the ability to obtain meaningful messages, whether in the form of science or information symbols and written verbal symbols.

Crossword is one of media that make reading in English more fun. Crossword is puzzle in which words must be written (form numbered clues) vertically and horizontally (up and down) in scales on problem design to test person's knowledge in which words must be written vertically and horizontally in spaces on squared. A crossword puzzle is a game in which words must be fitted across and downwards into spaces with number in a square diagram (Munjayanah, 2016). It means that, crossword puzzle is game which is have shape of box and fill the blank of box by across also down. Based on (Lestari, 2018), crossword puzzle as the media of teaching could improve vocabulary mastery. Therefore, a crossword puzzle game was chosen because it could improve the students' vocabulary for reading comprehension

Crossword puzzle is a kind of a play on words by filling in the empty boxes as an answer to the question or question specified in the crossword puzzle. Using crossword puzzle can make the students more focused in learning and the game can be used in teaching and learning a language. Because they will use their logic to fill in the empty boxes. Crossword puzzle is one form of the games that can be applied in teaching students (Tarigan, 2011). In this definition, crossword puzzle games are popular games to solve mentally challenging task.

A previous study related to the use of a crossword puzzle for improving the students' vocabulary in reading comprehension was done by (Purwanti, 2017). She reported that the use of a crossword puzzle could improve the students' vocabulary achievement above the passing grade score by conducting Classroom Action Research. Many students got low scores in a preliminary study. The range of the score which they got was from 35 to 72.5. The study was implemented in one cycle. Similar action research that was conducted by (Widyasari, 2010). Semarang also found that the use of a crossword puzzle could improve the students' vocabulary mastery. She implemented the strategy in two cycles because the result of the first cycle in implementing the strategy could not meet the criteria of success. She took a test in the preliminary study and a test in cycle 1 and cycle 2. The range score of the test in the preliminary study was between 30 – 63, and the range score of the test in cycle 1 was between 3 – 76. Therefore, she implemented the strategy in the second cycle, and the range test score was between 43 -86. Based on the two studies above. Researchers only examined the benefits of using crossword puzzles to improve vocabulary skills. So, there is no research that discusses how to implement the use of cross word puzzles in word Comprehension skills.

Some of the main areas in which solving and creating crossword puzzles can benefit educational efforts include:

a. Vocabulary building

To solve any crossword puzzle, the students must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It enables the students to form the letters one by one to build vocabulary.

b. Reading skills

The clues and answers can be an engaging way for students learns English classification of different parts of speech, the investigation of more complex concepts like homonyms, synonyms and antonyms in reading carefully worded clues. So, while doing the crossword puzzle the students' reading skill will be improved.

c. Word comprehension skills

The students must use word clues to determine the correct word to fit into the crossword, either across the puzzle or up and down. While the students answer the clues, they will understand the use and the meaning of the words.

d. Dictionary skills

It can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which for students may mean practicing dictionary skills.

Using crossword puzzles within education can be a huge plus teachers have great teaching tools at their disposal, while allowing students to learn while having fun. Additionally, crossword puzzles can provide great value to "English as a Second Language" (ESL) teachers and also "English as Foreign Language (EFL).

The writer concludes that based on theories above, crossword puzzle games is a game that makes teaching learning process more fun. This game should be able to make learner thinking hardly about the answer and increasing Word Comprehension of learner from new words that the learners see. So, in reading, the learners can play puzzle with their own words.

METHOD

In this design, this research is classroom action research. According to (McNiff, 2002) action research is a recognized form of experimental research that focuses on the effects of the research direct actions of practice within a participant's community with the goal of improving the performance quality of the community social situation or area of concern.

The aim of the research is to find the problem solving. In this research the researcher needs a collaborator to help the writer in this research. Arikunto, 2002 clarifies collaboration research is research which be done together by helping a friend. In this study, collaborative Classroom Action Research was used, which meant I acted as an English teacher who implemented the strategy in the teaching and learning process, and my colleague became an observer for the teaching and learning process. "Crossword Puzzle Game" was the media that was implemented in the classroom to improve the students' vocabulary for teaching them. Thus, using collaborative CAR during the implementation of the strategy was

applied to collect the data. In the classroom action research, the researcher conducts the research in two cycles. Between one cycle to other has relationship they are: planning, action, and evaluation.

FINDINGS AND DISCUSSION

The novelty of this study is to further deepen the meaning of each word and increase the understanding of the readers. Based on the results of the previous study (Karakedo, Abileo Proano; Saukah, Ali; Muhtar, 2020) explained that the study only used I cycle using a classroom action research design with an increase of 70.06. Meanwhile, in this study, researchers used II cycles using classroom action research design and achieved an increase of 77.8 results. Another study from (Zahara, 2018) explained that researchers only examined the increase in the use of crossword puzzles to improve reading skills, not specifically explaining the meaning of each word so in this study we further deepened the increase in the meaning of each word read by students using crossword puzzles.

This research used action research approach. That has purpose to improve the activity and the study result of SMPN 273 Jakarta conducted in 2 cycles. The student's result was gotten through test that was given to the students in the begin research and in the end of every cycle, while the activity data was gotten from the observation the learning activity was happened.

The researcher collaborated its research with English Teacher of eight grade of students at SMPN 273 Jakarta. Before implementation the treatment the researcher and the collaborator prepared the lesson plan. One cycle in the research accomplish in two meeting (2x40minutes)

This research concerned four steps in every cycle: planning, action, evaluation, and documentation. The research focused on its finding of cycle I and cycle II by every step inside.

Cycle I (planning) made the instrument that would be examined as the pre-test and post-test in the cycle I. (Action) The acting in the cycle I consisted of two meeting. The first meeting was used to pre-test. The second meeting was used to the action and post-test 1. (Evaluation) Evaluation was given in cycle I are pre-test in beginning of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained the result: the highest score was 80 and the lowest score was 60. The average at the pre-test was 65. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 90 and the lowest score was 60. The average score of post-tests 1 was 70.7.

Cycle II (planning) The researcher prepared the lesson plan, prepared the material, prepared the media that used to word comprehend in reading, made observation sheet of the students' activity 2, identified the problems and found the cause of problems and try to overcome the problems. The researcher planned to give evaluation to measure the level of English reading that they have been master. (Action) The acting in the cycle II consists of two meeting, one meeting for the action, and one meeting for the post-test 2. (Evaluation) Evaluation was given on cycle II was post-test 2

was given at the end of learning. The result of test, the highest score was 90 and the lowest score was 60. The average score of post-tests 2 is 77.8. The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

Table 1. The Average of the Result

| | Test | | |
	Pre-action (pre-test)	Cycle I (post-test1)	Cycle II (post-test 2)
Total	1820	1980	2180
Average	65	70.7	77.8

Based on the table above, it can be described in the graph I as follow

Figure 1. The Average Score of the Test
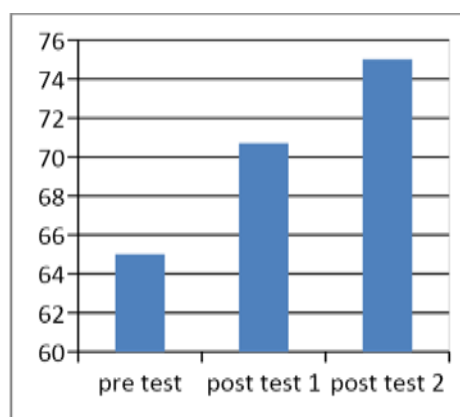
Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 65 to 70.7. There is increasing about 5.7 point. Then from the cycle II have progress average score from 70.7 to 77.8, there is increasing about 7.1 point.

Based on the discussion above, it can be concluded that the use of crossword puzzle game can improve the students' word comprehension in reading mastery. It is similar with the two previous studies which resulting an excalation scores. The first research who is conducted by Purwanti applied with one cycle. Meanwhile, the second research Widyasari conducted research through two cycles because she is unsatisfied with the result of one cycle.

CONCLUSION

Based on the result of implementation of learning word comprehension through crossword puzzle game in two cycles of the classroom action research, the researcher would like to give the conclusion as follows:

The students at the eighth grade of SMPN 273 Jakarta progress during the teaching and learning activity students by using crossword puzzle game technique is better. It is supported by result of pre-test that is lower than the result of post-test. The average score pre-test is 65, the average score of post-tests 1 in cycle I is 70.7 and the average score of post-tests 2

in cycle II is 77.8. So, there is progress from 65 to 70.7 and finally 77.8.

The process in students' activities can be seen from the data, such as: there is increasing about 25 points in the activity student give an attention to the teacher explanation, from the cycle I to the cycle II have progress average score from 60.7 to 85.7. Then from the cycle I to the cycle II in the activity student understand the material and make the note have progress average score from 53.5 to 78.5 there is increasing 25 points. Then in the activity student do practice to crossword puzzle game correctly from cycle 1 to the cycle 2 have progress average score from 46.4 to 82.1 there is increasing 35.7 point.

It means that by using crossword puzzle game can increase word comprehension at the eighth grade of SMPN 273 Jakarta.

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