

IMPROVING ENGLISH VOCABULARY MASTERY USING A GAMES OF CROSS PUZZLES IN CLASS VIII AT STUDENTS OF SMPN 1 KAYANGAN IN ACADEMIC YEAR 2022/2023.

Abdul Wahab, M.Pd & Karyawan Putraidi, M.Pd.BI

Lecturer of English Department at Qamarul Huda Badaruddin University

Abstrak

The purpose of this study is to find out vocabulary exercises by using crossword puzzles. The method used in this research is classroom action research (CAR). The subjects in this study were Grade VIII students of SMPN 1 Kayangan, North Lombok Regency. The problem solving framework in this study is formulated in several implementation methods, namely as follows. (1). The initial stage will begin with observing the potential of SMPN 1 Kayangan students, North Lombok Regency, North Lombok Regency. This observation is carried out by attending events held by this community to obtain the necessary data. (2). In the second phase, the research team will prepare various materials related to vocabulary practice using crossword puzzles. These materials are adapted to the experiences and heterogeneity of students at SMPN 1 Kayangan, North Lombok Regency, North Lombok Regency. (3). The final stage is implementation. The results of this study were that almost all participants were enthusiastic and felt the benefits of this training. The implementation of the research for students of SMPN 1 Kayangan, North Lombok Regency can be concluded that it was successful up to the training stage in mastering vocabulary using crossword puzzles. This success was shown, among other things, by: (1) the suitability of the material with the needs of students at SMPN 1 Kayangan, North Lombok Regency in improving their ability to master vocabulary. (2) there was a positive response from the participants considering that research activities were students' needs in order to improve their English skills, and (3) the majority (90%) of the participants had understood the concept of crossword games in improving their ability to master vocabulary so that they were successfully published in national journals.

Keywords: Vocabulary, Quantitative, Learning, Teaching, Crosswords

1. Introduction

Education is a basic right and basic need for every human being. As we all know in the 1945 Constitution, education is grouped into two parts, namely, formal education and non-formal education. Both education is a fundamental aspect in determining the quality of human life. Education that is obtained well and continuously can have a good impact on social life, and vice versa. Furthermore, education regulated in the Constitution aims to: develop all human potential

in order to create the welfare of the Indonesian people which includes clothing, food and shelter.

This is in line with the SISDIKNAS Law No. 20 of 2003, which describes education as a conscious, planned effort to actualize the learning process to guide students in expressing their potential to have religious spiritual strength, good self-control, good personality, intelligence, noble character and skills in playing a role in society according to the demands of Pancasila and the 1955 Constitution.



If education is carried out in accordance with existing rules, then it is certain that it can have a very positive influence on every actor involved in it. Which in the end will create economic, health and social balance in everyday life. To support the creation of a quality formal education process, schools are required to provide facilities that are summarized in Academic Culture and Academic Ecology. These two aspects absolutely must be provided in order to support all fun learning processes.

According to Badib. A (2003), Academic Culture is an academic benchmark used to measure whether a school has a number of tools needed to support the quality of the teaching and learning process, such as the number of teachers who have educational strata, libraries, curriculum, syllabus and lesson plans. While the academic ecology (Academic Climate) is all the facilities in schools that support all teaching and learning processes in schools. These parts are, the availability of toilets, parks, canteens, which are arranged in a clean and tidy manner (Badib. A, 2003).

In educational institutions, the library is the heart of every school. On the other hand, the library is a meeting place for the academic community to carry out joint activities. Therefore, the library is a meeting point for various parties, including the community. It is not surprising that the library is the foundation of all parties in improving knowledge. Libraries in the Western World have been transformed into digital libraries, no longer in the form of traditional libraries. The library is equipped with hundreds of laptops, and students can quickly access knowledge from anywhere. Thus students can learn effectively and efficiently.

In Indonesia this is still considered too luxurious, but even so it will not dampen the enthusiasm of the teaching and learning process for students and teachers at school. Currently, the government, through related agencies,

continues to improve the quality of graduates through international standard technology facilities in terms of academic culture and academic ecology.

Besides that, an aspect of academic ecology that is also very important for the government to pay attention to is the salaries of teachers and staff. Adequate salary will greatly affect their performance. As a consequence, high salaries require teachers to work on time, have good performance, and must attend school every day. By actually actualizing academic culture and academic ecology in schools, will support the creation of national standard quality students according to the demands of the SISDIKNAS Constitution.

Thus, Kayangan 1 Public Middle School is one of the schools that has made very serious efforts to improve the quality of graduates in accordance with government directives in all subjects. This can be proven by improving and increasing the quality of teaching staff and employees in the school environment on an ongoing basis. Along with these efforts, all study teachers continue to play an active role in improving the quality of students, especially English teachers. They continue to make maximum efforts to equip all students in mastering English effectively and in a directed way that is useful for their future. However, from a number of phenomena that occur, students of SMP Negeri 1 Kayangan still have difficulty remembering and understanding English vocabulary when participating in the learning process in class.

Based on all the illustrations above, the researcher believes that teaching English through the media of pictures to students is important because in essence, every student will experience difficulties in improving their ability to master the four skills if they are ignored in using media in the classroom.

Because of this, the researcher is interested in preparing a research with the title "Using Picture Media in Improving Vocabulary Mastery in Learning English in Grade VIII Students of SMPN 1 Kayangan in the Academic Year 2022/2023"

2. Research Method

According to Sutrisno (1979), the research method is "technique or way of doing research". This technique is carried out in a way that is common in every research, whether carried out in groups or individually with the aim of obtaining the required data in accordance with the problems to be found. In research, there are many types of research methods that can be used, but a researcher can use one of the method models according to the scope of the problem. Therefore, this study will use a quantitative descriptive research method, namely Classroom Action Research (CAR: Classroom Action Research). Kemmis.T (1983) explains that classroom action research is research that aims to examine the teaching process carried out by a teacher in the classroom with several cycles and stages to obtain data.

i. Research Procedure

On this occasion, researchers will use several procedures recommended by Kemmis Tagart in collecting data. The procedure consists of 2 cycles and several stages.

ii. Cycle One.

The steps taken are:

a) Planning

In this section, the researcher prepared several instruments, namely learning materials, syllabus, lesson plans, learning scenarios, observation sheets, and teacher worksheets.

b) Implementation

In this stage, the researcher applies everything that has been planned in the planning sheet. Besides that, the researcher conveyed the material in accordance with the contents that had been prepared in the lesson plan.

c) Observation

Researchers can observe all the learning processes in class by recording all the events that occur.

d) Reflection

In this section, the researcher can write and then follow up and correct errors or deficiencies that have been recorded in the observation sheet during the process of delivering the material. All of these deficiencies can be corrected by carrying out the process of implementing and re-observing using the same material.

e) Cycle Two.

In this cycle it has similarities with cycle 1 in the stages carried out. Basically what was done in cycle two was the result of analysis in analysis one.

iii. Population And Sample

a) Population

The population that will be used as the research subject is Class VIII.4 of SMP Negeri 1 Kayangan, North Lombok Regency, West Nusa Tenggara Province, Academic Year 2022/2023. Population is the total number of students who will be research subjects (Arikunto, 1985). In this study, the total number of students in class VIII was recorded at 256 students, which were divided into 4 classes, consisting of 76 girls, 57 boys. They have been taught the types and functions of using vocabulary in English, so this is not something new in the learning process being carried out.

b) Samples

According to Netra (1971: 15), the sample is representative of the total number of samples that will be used as research subjects. To find out the number of samples to be used, researchers used the opinion of Winarno Surahmad (1989: 15). He explained that, if the total sample size is more than 100 people, the researcher can use as much as 50% of the sample. But if the total

number of samples is less than 100 people, then the number of samples that can be used is 10-30%.

iv. Research Instruments

Arikunto (1985) defines that, a research instrument is a tool used by a researcher in conducting research. The types of instruments that are commonly used include tests, pictures, media, questionnaires, and so on. Therefore, to avoid difficulties in collecting and processing data, researchers use images as a research instrument.

v. Data collection techniques and instruments

This section consists of observations, test objectives and documentation.

a) Observation

As previously explained, the observations made must be part of the teaching process.

b) Test objective (Objective test)

This type of test is a type of test that is made based on the material that has been taught by the teacher to students. The range of questions consists of 20 questions. Meanwhile the part of the questions presented consists of several parts, namely, similarities and opposites, word meanings, and word recognition.

c) Documentation

Writing or recording all the learning processes in the implementation of learning and teaching is part of the documentation process which is a way of collecting data carried out in this study.

vi. Procedures in Analyzing Data

The data analyzed in this section is the result of observations made by researchers on the results of tests given to students. This analysis consists of two parts of completeness, namely:

i. Minimum Completeness

A student in participating in the learning process will be said to have completeness if they get a score greater than or equal to 65.

ii. Classical Completeness (Minimum Completeness)

To find out the classical completeness possessed by students is measured using the number 85% of the number of students who get scores above or equal to 65 on the results of tests that have been done by students.

a) The classical completeness formula is:

$$KK = X/Z \times 100\%$$

Where : KK: Classical completeness

X : The number of students who scored above 65

Z : The total number of students

vii. Indicators Research Achievement

Students will be said to be successful in participating in English lessons if they have achieved the classical completeness target or above the KKM (Minimum completeness Criteria). During this research, if students were active and had an increase in average scores in each cycle, this would identify success in research.

3. Result of Research

This section will explain the results of research conducted by English teachers. The form of research being conducted was classroom action research (CAR) in class VIII.4 students at SMP Negeri 1 Kayangan for the 2022/2023 academic year. This research was conducted to determine the improvement of English vocabulary mastery by using picture media. Furthermore, this research was carried out from April 21 to June 18, 2022/2023. Then, the research procedure consists of two cycles and several stages in collecting data. The data collected comes from the results of observations and evaluations of the questions that have been worked on by each student who is used as the research sample. As a result, from the 2 cycles that were applied then analyzed using the method described in the

previous chapter. The following will describe the data that has been obtained in this study:

A. Results of Data Analysis

This section will explain the results of the analysis which consists of two cycles.

Cycle One

Planning

In this stage the researcher made preparations such as by making lesson plans (RPP), preparing student and teacher observation sheets, providing Student Discussion Sheets (LDS), quiz questions and preparing evaluation tests (learning achievement tests).

Implementation

In this second stage, the implementation of cycle I was held in one meeting where at this meeting delivered material about the part of the human body, which in the planning emphasized as much vocabulary mastery as possible by all students in the class using picture media.

Observation and Evaluation

Based on the criteria for classifying student activities that have been observed individually in cycle I (One), as many as 20 students are categorized as active. From the results of the evaluation that was carried out during the research process, the researcher obtained data as shown in the table below:

Table 1.1 Student Evaluation Results for Cycle I

No	Nama Siswa	Nilai Siklus 1	Keterangan	
			Tuntas	Tidak Tuntas

1.	Abi Maulana	70		
2.	Agung Erlangga	70	✓	
3.	Alina Septia Ramadani	90	✓	
4.	Andas Permana	30		✓
5.	Arqiuna	90	✓	
6.	Bayunda Rizky Pratama	50		✓
7.	Dewi Nova Ardila	20		✓
8.	Dimas Peratama	90	✓	
9.	Eris Pratama Putra	70	✓	
10.	Evi RatnaSari	40		✓
11.	Febriantika	20		✓
12.	Hania Lestari	10		✓
13.	Helida Andara Fuspita	60		✓
14.	Intan Yosa Dela	40		✓
15.	Jagat Anggara	10		✓
16.	Musta'in Zakki	60		✓
17.	Nadin Tri Arianti	50		✓
18.	Natasya	50		✓
19.	Nina Yuliana Amelia	90	✓	
20.	Nita Tilana	50		✓
21.	Ocha Fernanda	40		✓
22.	Restu Febrian	40		✓
23.	Riyan Hidayatulloh	40		✓
24.	Seri Muliani	40		✓
25.	Sisma	40		✓
26.	Suciadi	40		✓
27.	Suhaemi	40		✓
28.	Suhaidi	40		✓
29.	Tiara Monica	40		✓
30.	Vazel Ze Mugeni	40		✓
	JUMLAH	1100		
	RATA-RATA	53		

From the results that have been sorted above, it can be seen that the results of the evaluation of student learning have an average value of 53 out of 21 students. Then there are 7 students who have a complete score and as many as 14 students get an incomplete score. Therefore, classical completeness is 33%. That means that, classical completeness is not achieved. Because as previously explained, students are declared to have achieved classical completeness, if the

overall percentage of students who have a completeness score is more than 85%.

Reflection

According to the results of the evaluation in cycle I (One), the percentage of learning completeness has not reached 85% (Not completed). This is because the use of images has not been maximized in conveying learning material. Therefore, optimization of the use of the media will be carried out in cycle II (two). Besides, the constraints that occur due to the number of questions that are not according to plan. And there are still some students who have not given full attention when delivering the material. And finally, there is no reinforcement and feedback to students at the end of the learning process.

Cycle Two

All the results of the research in cycle II are a follow-up improvement from cycle I. With several stages such as planning, observation, evaluation and reflection. The following will describe the implementation of cycle II research.

Planning

The planning carried out here is planning as in cycle I such as: making lesson plans (RPP), preparing observation sheets for student and teacher activities, preparing student discussion sheets (LDS), preparing quiz questions and preparing evaluation tests (learning achievement tests).

Implementation

In cycle II, efforts are made to make improvements according to deficiencies or constraints in the implementation of cycle I.

Observation and evaluation

Observation and Evaluation consists of the results of observation and evaluation of student learning. Firstly, the results of observations of student activities in accordance with the types of

activity categories carried out by students who were observed individually. Therefore, it can be stated that as many as 25 students are quite enthusiastic and active in this second cycle. Secondly, the results of the evaluation of student learning, based on the results of the evaluation that has been carried out, the data obtained is as in the table below:

Table 1.2 Value of Cycle II Student Evaluation Results

No	Nama Siswa	Nilai Siklus 1	Keterangan	
			Tuntas	Tidak Tuntas
31.	Abi Maulana	80	✓	
32.	Agung Erlangga	80	✓	
33.	Alina Septia Ramadani	90	✓	
34.	Andas Permana	85	✓	
35.	Arqiuna	90	✓	
36.	Bayunda Rizky Pratama	85	✓	
37.	Dewi Nova Ardila	85	✓	
38.	Dimas Peratama	85	✓	
39.	Eris Pratama Putra	85	✓	
40.	Evi RatnaSari	85	✓	
41.	Febriantika	85	✓	
42.	Hania Lestari	85	✓	
43.	Helida Andara Fuspita	85	✓	
44.	Intan Yosa Dela	85	✓	
45.	Jagat Anggara	85	✓	
46.	Musta'in Zakki	85	✓	
47.	Nadin Tri Arianti	85	✓	
48.	Natasiya	85	✓	
49.	Nina Yuliana Amelia	90	✓	
50.	Nita Tilana	90	✓	
51.	Ocha Fernanda	90	✓	
52.	Restu Febrian	90	✓	
53.	Riyan Hidayatulloh	90	✓	
54.	Seri Muliani	90	✓	
55.	Sisma	90	✓	
56.	Suciadi	90	✓	
57.	Suhaemi	90	✓	
58.	Suhaidi	90	✓	

59.	Tiara Monica	40		✓
60.	Vazel Ze Mugeni	40		✓
	JUMLAH	1100		
	RATA-RATA	53		

From the description of the table above, it can be explained that, the results of the evaluation of student learning that they have gone through recorded their average value of 75. Then, out of 21 students there were 19 students who had a minimum completeness criterion score (KKM), and there were 2 students who had incomplete grades. So that classical completeness has been achieved well. This can be seen from the percentage of students who meet the KKM score of more than 85%, which is 91%.

Reflection

With the results obtained in cycle II, namely the number of students who are classified as active as many as 25 people, and the percentage of completeness of the classical value is 91%. It can be concluded that, by using media images, students' mastery of English vocabulary has increased. This can be proven from the results of the acquisition of scores in the second cycle of action, namely that there were 19 students who got ≥ 65 (according to the KKM standard in the English curriculum). Thus, the next cycle is not implemented.

B. Discussion

From all the results of the processes and stages that have been carried out in this study, it can be explained that through the use of media images in increasing vocabulary mastery in English carried out in class VIIIId SMPN 1 Kayangan in the 2022 academic year, there are quite different results between cycles I and II. Then, based on the results of the analysis of the percentage of student learning completeness in cycle I of 33% with an average value of 53 and

student activity of 12 which are in the active category. Furthermore, according to the curriculum target that the student learning process is said to be successful if the student learning completeness is at least 85%. Based on this opinion, the student learning outcomes in the first cycle have not met the curriculum targets. This means that what was achieved in cycle I, both seen from the learning outcomes and student activities have not reached the set targets.

The thing that caused the actions in the first cycle not to achieve learning mastery was due to the not maximal use of images in conveying learning material. Therefore, optimization of the use of the media will be carried out in cycle II. Besides, the constraints that occur due to the number of questions that are not according to plan. And there are still some students who have not given full attention when delivering the material. And finally, there is no reinforcement and feedback to students at the end of the learning process. Based on reflection on the implementation of the actions taken in cycle I, in cycle II completeness was achieved by 91% with an average score of 75 and student activity of 13 in the very active category, this indicates that student learning outcomes in cycle II have met the curriculum targets. Thus, it can be concluded that the use of media images in increasing English vocabulary has increased.

4. Conclusion

Based on the results of the research and discussion above, it can be concluded that the use of media images in increasing vocabulary mastery in English lessons for eighth-fourth grade students of SMPN 1 Kayangan for the 2021 academic year has increased. This can be seen from the results of the tests that have been carried out.

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