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THE EFFECTIVENESS OF USING A BLIND CROSSWORD GAME: AMODIFIED 'SCRABBLE AND CROSSWORD PUZZLE' IN TEACHING VOCABULARY

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This study focuses on teaching learning at midwifery program especially English subject in the first semester in academic year 2014/2015 STKIES ICME Jombang. In which, there are four (4) skills and two (2) language functions of this subject, one of them is vocabulary. As known that there are so many methods to teach vocabulary and one of the joyful is game. This activity functions to cheer students up during the teaching learning activity. Game which is implemented in this research is traditional game, *blind crossword game*, is modification of crossword puzzle and scrabble. In accordance to know the effectiveness of the method, this study is conducted by employing Quasi-experimental method which taken place in diploma degree (D3). Further, by clinically analyzing the score of experimental class, it is known that the implementation of this method is effective.

Key Words: blindcrossword game, teaching vocabulary

I. INTRODUCTION

Deals with its important role in almost all of communication aspect, learning English contribute major benefits for students. Indonesia government passes policy that English is learned from elementary level until university level. This phenomenon then makes English as one of compulsory subject even for non-English departments. Being part of country development and parameter of current communication in international forum, learning English also considered as vital element in midwifery program.

On the basis of current study, the result show that there are two major factors affected learning outcome, internal and external factor (Soekamto, 1992). As known that internal factor includes to motivation, behavior, retention and personality. Further, external factor covers learning strategy evaluation and assessment, media, and atmosphere. Deals with learning strategy, teacher takes significant role in conducting learning process.

In term of learning English, includes its skills mastery which covers speaking, reading, writing and speaking, and language function understanding including grammar mastery and vocabulary strengthen. Having much vocabulary will be meaningful instead of grammar mastery for in term of delivering messages through oral or written presentation (Wilkin in Thornburry, 2001:13). This mean having many vocabulary entries will assist student to produce both speaking and writing well. Further, to accomplish the target of learning outcome the implementation of learning strategy takes a majorrole in teaching process. In other hand, many teacher present poor learning strategy in instructional process specifically in language function class. This condition definitely brings

to the situation where students have poor capacity in producing text through oral or written.

Discussing about learning vocabulary this also means stating the capacity of memory. Brain will constitute any subject received from eyes and corporate it anytime needed. This stuff has a relation to long term and short term memory (Thornburry, 2002: 24). To enhance both long and short term memory capacity, joyful activity takes crucial position to support it. Game is known as one of joyful strategy to teach English. In this occasion, researcher tries to invite student's interest in mastering vocabulary trough traditional game, blind crossword game. This game played by actively involving all students in the instructional process.

This study is conducted by means to measure the effectiveness of traditional game, blind crossword game in teaching vocabulary which is proposed to midwifery program of diploma degree in STIKES ICME Jombang.

II. THEORY

This study focuses on measuring the effectiveness of a blind crossword puzzle strategy. It is one of technique in teaching English. Thus, the literature discusses involved vocabulary, technique, and a blind crossword puzzle.

A. Vocabulary

Vocabulary acquisition is the main task of SLA since all the four language skills will not run without vocabulary. Thus, vocabulary is one of language components that should be taught for its primary role to language skills. It is in line with Anonymous (2004: 2) statement that vocabulary is one element that links the four skills all together. Furthermore, to communicate well in a foreign language, students should master enough words and able to use them accurately. However, it is not easy to master vocabulary though learners have mastered grammar and have fluent pronunciation on foreign language since it cannot happen in any meaningful way (Schmit and Chartey, 1997: 140).

For most English learners, vocabulary means learning a list of new words with meanings in their native language without any real context practice. They may look up words in a bilingual dictionary to find meanings or definitions of new words. Further, Decarrico (2001) states that words should not be learnt separately or by memorization without understanding. The rote verbal memorization may be good to a particular extent for helping learners learn and use the right form of words. Even though such vocabulary used is emphasized on grammatical and phonologic aspect, the lexical aspect is neglected. In addition he explains in Murcia that vocabulary is the kernel of one's language communicative ability.

B. Communicative Language Teaching

CLT was developed in 1970s as a result of changes in British language teaching. The development was a reaction to previous methods that had concentrated on form and structure than meaning (Richards, 2006). He explains further that the main goal and philosophy of CLT is the teaching of communicative competence. It was developed to enable learners to satisfy the needs they must handle a communicative situation effectively. In other words, the classroom activities of CLT are based on the learners' need in real life communicative situation both in written and spoken situation.

The role of teacher in CLT class can be regarded as a facilitator to conduct effective communication. Thus, the learners must learn communicating effectively and use the language comprehensibly. In other words, the focus of CLT on linguistic competence is contextualized and achieved through the process of accomplishing effective communication (Brown, 2001).

C. Games in English Class

Lee in Dalton (2006) states that games can be used both delivers the material in a fun way and improves students' ability in English four skills. Wright, Betteridge and Buckby in Wang

(2010) agree that many games are designed to offer a density of communicative language practice as a conventional drill exercises in a rather meaningful way by working language as living communication to convey information and opinion.

To accomplish the success of implementing a communicative approach, teachers should know how to apply it and also understand learners' characteristics. Obviously, learners' characteristics are vary. Using games in English class is one of recommended techniques which may assist learners with various characteristics. Wright, Betteridge and Buckby (2005) suggest games as effective means sustaining students' interest and getting rid of anxiety in class. In other words, using game in English class is vividly learned English with real life situation without anxiety neither stress. In terms of social relationship, Ersoz (2005) state that games develops students' social skills and co-operating with others as well as builds up team spirit.

D. A Blind Crossword Puzzle

Scrabble is a word game in which forming words from individual lettered tiles on a board marked with a 15-by-15 grid. The words are formed across and down in crossword fashion and must appear in standard dictionary. It provides many advantages for players might not be aware of spelling, creativity and strategy, math and also entertaining (https://ayunetafd.wordpress.com/2013/07/24/the-use-of-scrabble-game-in-improving-vocabulary/). By scrabble game the student may compose any familiar words on letters they have. When they cannot make up letters into a word, they might look up a dictionary to compose a word. Thus, they would get new vocabulary.

Almarza et al (2000: 5A) lists a game for teenagers and adults vocabulary called clueless. It has 4-8 grids across and down with numbers on particular grids. The researchers then combine it with scrabble game to enrich students' vocabulary.

In a Blind Crossword Game, the students are divided into groups of five. Each member must take an upside letter card which is then gathered into one to be formed into a word. Each of them cannot figure out what letter they will get. That is the reason it is called blind. The word they compose will depend on letters of word arranged across and down. Thus, it is called crossword game. By the game, they must elaborate every letters they get. They must also know the meaning of each word they have made for then they compose into dialogue or paragraph.

III. METHODS

In this study the researchers conducted quasi-experimental research design. The subjects of the study were not assigned to control and experiment group randomly because the classes cannot be reorganized; pretest were administered before treatment and posttest were administered after treatment. It is said in Ary et al (2008, p. 355) that quasy experiment "is similar to randomized designs in that they involve manipulation of an independent variable but differ in that the subjects are not randomly assigned". Instead the experiment must use already assembled groups such as classes. The subjects of the study were class 2014 A is the experimental group and class 2014 B is the control group.

In this study, the researchers used test as a research instrument. Test is a set of questions or tasks that is admixture to an individual/a group to measure a sample of behavior. According to Ary et al (2008, p. 201), test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The scores or result of the test present the information about the students' achievement of the essence being tested. The test is in the form of multiple choice questions.

Before having the treatment, the researcher did try out to the students of STIKES Pemkab in academic year 2014/2015 to test the validity and

the reliability of the test by using SPSS 17.0. The validity of each item was analyzed by using SPSS for Windows 17.0. After r_{xy} found r table be consulted to a significance level of 5%. If the value of r_{xy} equal to or greater than the value of r table, it indicates that item is valid. In validating the data, the research used calculating Person's r to know whether the questions used were significance or not. The result shows that there are several questions are valid and there are several questions are not valid. Therefore, the researcher used some questions which are valid and the other are omitted.

In this case, the way to estimate reliability of using A Blind Crossword Game in teaching vocabulary by using internal consistency of the test. The calculation for reliability test by using Cronbach's Alpha technique provided in SPSS 17.0 for Windows. As a benchmark of high and low reliability coefficient,Sugiyono (2010) provides indicator as follows: 0,800 – 1.000 = very high, 0,600 – 0.799 = high, 0,400 – 0,599 = enough, 0,200 – 0.399 = low and 0,000 – 0.199 = very low. Based on the calculation, the result of reliability of the test is reliable.

After knowing the result, the researcher used the tests which are valid and reliable to be used in experimental and control group. The treatment given to experimental group is the use of A Blind Crossword Game, but in control group the researchers use drilling.

In experimental group, the researcher gave the topic of the discussion. After the researchers divide the class into several groups, then they were asked to take a card that consisted of a letter. After that, they were asked to arrange those letters into a word. The group did the same thing till they can arrange the meaningful word horizontally and vertically. Indeed, the researcher used the combination between scrabble and crossword in doing this game, called A Blind Crossword Game.

In control group, the researcher did many drillings to deliver the knowledge to the students. The researcher wrote all the words in the white-board and asked the students to write it. After that, the researcher was asked to the students to repeat what the researcher said in every single word.

After having the treatment, the students gave a posttest. The posttest is in the form of multiple choices which consist of 20 questions. After getting the data from posttest, the researchers analyzed the data by using SPSS.

The results of posttest were analyzed by using Analysis of Covariance by using SPSS 17.0. There are four steps used in analyzing the result of posttest, the following steps are:

a. Analysis of Variant (ANOVA)
Type all the data of the achievement, then click analyze – compare means – one way ANOVA – click – dependent list (achievement) – independent variable(teaching method) – OK

b. Correlation
Wrote all the data – click analyze – click correlate – bivariate - OK

c. Adjusted the previous achievement by omitting interfering variable
Wrote all the data – click analyze – general linier – model univarite – click – wrote all the data – click model – full factorial – click continue- click option – move the factor interaction to the right side- then give a sign to descriptive statistic, estimate to effect size, observed power, homogeneity test, and significant level – click continue – OK

IV. DISCUSSION

In experimental group, the researcher introduced and explained the material. After that divided the students into some groups, one group consisted of seven students. In these steps, each student for each group given a letter card, then ask them to discuss and arrange those letters into meaningful word. After that, students should attach those letters to the whiteboard. All the groups did the same things many times; they should arrange the words vertically and ho-

rizontally. The process arranging the letters included in scrabble and attaching the letters on the wall vertically and horizontally included crossword. The combination of both games called A Blind Crossword Game.

In control group, the teacher explained the material and write down some vocabularies related to the topic. The students wrote all the vocabularies given by the teacher. Further, the teacher drilled the students by asking them to repeat what the teacher said. The teacher did the same thing to deliver all the vocabularies. The teacher hoped the students could be easy to remember what is the meaning of each word and the right pronunciation of each word.

In detail, researcher definitely believed that the result of the research is approved due to the fact t value is higher than t table. Getting the point that alternative hypothesis was accepted is on the basis of t value score was 5.764 and the score of t table was 1.671. In other word, it can be said that there is significant effect of teaching vocabulary by employing traditional game, blind crossword game.

V. CONCLUSSION

This research, initially, come to implement a teaching method and measure its effectiveness in English learning process mainly in teaching vocabulary. On the basis of the result on data analysis it can be concluded that the application of the method is highly impacted and effective in teaching vocabulary in midwifery program of STIKES ICMEJombang.

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