

CHAPTER I

INTRODUCTION

This chapter discusses the reason for conducting the research. In this chapter, the researcher deals with background of problem, Identification of problem, limitation of problem, formulation of problem, the objectives of the research, significant the study, scope of the research, and definition of terms.

1.1 Background of the study

English, as a compulsory subject is taught to junior high school (SMP) level. Balitbang Depdiknas (2002:42) states that “the goal of teaching and learning English for this level is to improve the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school (SMP) students”.

Richards (2007:2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. English is no longer viewed as the property of the English-speaking countries, but it is an international commodity sometimes referred

to as World English or English as an International Language. In Indonesia, English has been introduced as a foreign language in Elementary School, Junior High School, Senior High school, and University level.

Speaking lesson was learned by students from Elementary School to Senior High School. It is useless to master so much vocabulary and grammar if they cannot use them for communication and interaction with others. Speaking is a process of communication between at least two people and a way to express someone's idea.

In Junior High School, speaking is one of skill in English lesson. The students learn how to pronounce the words; the students learn the grammar and make a dialogue. The students also learn the meaning of the words.

Based on the researcher's experience when she did pre-observed in Junior High School, it was found that every student was able to make good dialogue, but they could not improve their speaking ability. It might be caused by the fact the students only had little vocabulary and they felt afraid of making mistake. For example, they only express their idea with some familiar sentence like "How are you?" and they could not ask their friend with the other questions. So, when the teacher asked them to come in front of class, they could not express their idea.

Besides that, the students could not communicate in English. They answered the teacher's questions using Indonesian language. This could be seen from the students' feeling shyness to answer the question. For example, when the researcher tried to interact to the students, they wanted to give an answer in English but they still answered in Indonesian language.

In another case, the researcher also found some students' mistake. For example, they could not pronounce the word like flower ('flaʊ ə(r)), they pronounced flower ('flə(r)). Therefore the researcher tried to improve their speaking ability.

There are two kinds of speaking, monologue and dialogue. Dialogue is conversation which happens between two or more speakers. The researcher gives transactional dialogue to the students. There are many techniques that can be used to enhance students' speaking ability. One of them is game. In this case, the researcher used crosswords puzzle as technique to improve students' speaking ability.

There are many kinds of media such as pictures, realia, and tape recorder available in school but most of the teachers in Junior High School do not use media when they teach English's speaking to their students. It makes the students feel bored when teaching learning process.

Based on the background above, the researcher is intended to find out whether crosswords puzzle game can significantly improve the students' speaking ability through her research entitles "The Effects of Crossword Puzzle Game on Speaking Achievement at the Second Grade of Muhammadiyah Junior High School 3 Bandar Lampung"

1.2 Identification of Problems

Based on the researcher's experience when she taught in Junior High School, she faced the problems, there are:

- a. Some students got difficulties to communicate and express their idea. It might be caused they afraid to make mistake.
- b. They could not tell their idea when their teacher asked them to come in front of the class. There are many aspects that cause their difficulties such as shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words.
- c. They do not want to try to communicate or interact to the other. It might be caused by their little vocabulary whether a teacher only give little chance for students to practice speaking.
- d. They do not want to answer the teachers' question in English. They only want speak in Indonesian. It might be caused by their feeling afraid of making mistake.
- e. They do not know how to pronounce the word because the teacher does not teach them how to pronounce the word.

1.3 Limitation of Problems

In this research, the researcher focused on the students who cannot express their idea, cannot communicate and interact to the other students. So, the researcher wants to improve their speaking ability. The researcher used crossword puzzle game as

technique to make them feeling enjoy in learning English. She investigated the effects of crossword puzzle game on the improvement of students' speaking ability.

1.4 Formulation of Problems

Based on the limitation of the problem, the researcher formulated the research problems as follows:

1. Can crossword puzzle game be used to improve students' speaking ability?
2. Is there any significant difference of students' speaking ability before and after pretest and posttest through crossword puzzle game?

1.5 The Objectives of the Research

The objectives of this research are:

1. to find out whether crossword puzzle game can be used to improve students' speaking ability.
2. to investigate whether there is significant difference of students' speaking ability before and after being taught using crossword puzzle game.

1.6 Significance of Study

The findings of this research are expected to be significant theoretically and practically.

1. Theoretically,

The findings of this research can support the existing notion on of teaching speaking.

2. Practically,

The result of the research can be used as a consideration for English teachers to use crossword puzzle game as an alternative technique to improve students' speaking ability.

1.7 Scope of the Research

In this research, the researcher focused her study on speaking skill in the form of transactional dialogue. The speaking test was conducted as an instrument to measure the students' speaking ability.

1.8 Definition of Terms

- **Speaking**

Speaking is a process of communication between at least two or more speakers.

- **Puzzle game**

Puzzle game is representation of paper or other produced by picture or word.

- **Dialogue**

Dialogue is conversation involve two or more speaker and can be subdivided into those interpersonal dialogue and transactional dialogue.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter discussed several aspects such as review of previous research, concept of speaking, puzzle game and criteria of game, advantages and disadvantages of using game, procedure of teaching speaking, theoretical assumption and hypothesis.

2.1 Review of Previous Research

Games can be great source of learning for students. One of the famous games, commonly used in teaching learning process, is puzzles. As Jones (2007) says that puzzles involve several useful skills including vocabulary, reasoning, spelling, and word attack skills.

According to Kilickaya (2007) puzzles are excellent way to review vocabulary, as student will immediately know their answers are incorrect if they do not fit the puzzle. In addition, if the students cannot figure out the answers, they can simply count the squares in the puzzle, find words of equal length and then try to deduce the correct answer.

Paul (2003:99) says that puzzle is wonderful way for the lesson. Paul adds that the combination of puzzle solving and fun can create a powerful learning tool.

Rosmayati (2008) shows that puzzles treatment can effectively improve the students' skills in learning English. Lestariningsih (2008) shows that the result of the observation that games treatment significantly improve the students' achievement.

Based on the previous research, the researcher assumes that game could solve the students' problem. The previous researcher could solve the students' problems by using puzzle game. The researchers decided to choose crossword puzzle game as the techniques to solve the students' speaking problem. After that the researcher wants to see the effects of the use crossword puzzle game in students' speaking ability.

2.2 Concept of Speaking

According to Byrne (1984) *speaking* is oral communication. It is a two – way process between speaker and listener and involves productive and receptive skills of understanding. Haris (1974:9) states that *speaking* is process where peoples communicate their ideas, thoughts and feelings through one or the other forms of language. Welty (1976), states that *speaking* is the main skill in communication.

Lado (1976:240) defines speaking as the ability to express oneself in life situation, or the ability to converse, or the ability to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener.

Brown (2002) classifies the types of oral language in two parts; monologue and dialogue. Monologue is divided in two parts planned and unplanned. Dialogue is divided in two parts interpersonal and transactional.

The first is monologue. Monologue means that when one speaker uses spoken language, as in speeches, lectures' readings, news broadcast, and the like. The hearer must process long stretches of speech without interrupting – the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures.

The second is dialogue, which involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue is carried out for the purpose of conveying or exchanging specific information which is an extended form of responsive language.

Conversation, for example, may have more negotiate nature to them than do responsive speech.

Based on quotations above, it is understood that through speaking the students can communicate or express what he/she wants in order to understand one another. So, the researcher assumes that speaking is very important in daily activities because people can react to other person and situation and express their ideas, thought and feeling through spoken language.

The researcher stated that *speaking* is an ability to express idea, feeling and emotion to other person where the process of communication to express among people in society to keep the relationship going well. For example, if we can explain or speak clearly to the other people, it makes the people understands what people should do.

2.2 Concept of Teaching Speaking

Teaching is also an activity, which is integrated one to each other. Teaching gives support to leaning activities. According to Brown (2000:7) *teaching* is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Based on that quotation, the researcher assumes people can develop it through speaking as communication.

This research focused on teaching speaking. Teaching speaking is teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. The teacher should teach the aspects of speaking; there are how to pronounce the word, how to speak correctly, how to use the grammar, and how to make the people get the idea when we express the idea.

The teacher teaches speaking by carrying out the students in certain situation concerning the topics discusses. The topics must be familiar to the student, so that the ideas and the organization are clear and the learners have an oral command of the language needed to describe the topic.

The researcher should reflect the condition of student without being afraid of communicating with the other student to tell the ideas, experience or feeling in teaching speaking by using crossword puzzle game.

2.3 Puzzle Game

According Meizaliana (2009), game is an activity with rules, a goal, and elements of fun. There are two kinds of game: competitive game and co-operative game. And also game is a teaching advice.

Based on the statement, the researcher concluded that puzzle game is competitive game which is representation of word and process to produce the ideas of the word based on materials. Puzzle game, as one of teaching advice will help the researcher to improve the students' speaking ability. Puzzle game has the purpose. The purpose is playing in class but still using rules. So that, the students can improves their ideas without feeling nervous or afraid of making mistakes.

2.3.1 The Characteristics of Game

Based on Meizaliana (2009), game has some characteristics. The characteristic can be used to guide the researcher.

The characteristics of game are:

1. Game is an activity with rules, a goal, and an element of fun.
2. Game should be motivating the students to introduce the new material, so they are interest and they get a chance to express their ideas.
3. The students are able to practice the game and understand the purpose of the game.
4. The game must be effective in teaching learning process that focus on the material, and cannot change the situation of the class.

Therefore, game is activity created by teachers to make the teaching learning process more interesting.

2.3.2 Criteria of a good game

Based on Meizaliana (2009), the researcher should know the criteria of the good game. It will make the researcher easier to guide the students in using game.

The criteria of a good game are:

1. The group of playing game at least 4 peoples.
2. The game must be clear and interesting so the students who sit in the back can follow the game.
3. The game must be simple, natural and appropriate to the level of the students will not bored.
4. The game should be familiar to the students so the students enjoy in the teaching learning process.

2.3.3 The Advantages of Using Game in Language Teaching

Game can give any effects to the students. In using game, the students can get the advantages and disadvantages. There are some the advantages of using game are:

1. The students could be more interested in learning the material.
They can explore the material because they have interested to the material.
2. The teacher does not need to explain too many materials.
The teacher just explains the materials needed by the students because they could understand the material by doing the games.

3. Game can improve their speaking without text book.

Because the students will be comfort and have the confidence to speak in the class.

2.3.4 The Disadvantages of Game in Language Teaching

Game not only has advantages but also has disadvantages. There are some disadvantages of using game are:

1. The noisy condition makes the teacher difficult to control the students.

The students are more active to play in class. The teacher has to control the students one by one.

2. Doing games the teacher only has a little time to explain the material. So there is no longer time for teacher to explain more and help them to get the ideas.

3. The researcher has to able to control the students' attitude in the class. The student will do interaction to the whole of the student in the class.

3.3.5 Procedure of Teaching Speaking through Crosswords Puzzle Game

In this researcher, the researcher used procedure of teaching speaking. It can be used to guide the researcher when she teaches the students. The procedure of teaching speaking based on students' syllabus in Junior High School. The researcher made a procedure of teaching speaking itself.

Pre-activity

- Students reply the teacher's greeting
- Students fill the attendance list
- Students answers the teacher's questions relating to the topic will be discusses as brainstorming of what they are going to learn
- Students put forward their opinion to the teacher
- Students prepare to play a game which will be use in teaching learning process

While-activity

- Students will answer the teacher's question about the crosswords puzzle which has chosen
- Students make a group
- Students make a short dialogue relating to the topic and the puzzle e.g.

Dita : Rina, can I ask something?

Rina : Yes, you can

Dita : Do you like puzzle?

Rina : Yes, I like puzzle

Dita : Why?

Rina : Because if I play puzzle, I can think to arrange the puzzle until end, and the puzzle has something different than other game. I feel curiosity

Dita : That's great

Rina : We can play it together if you want

Dita : Thank you

- Students get a crosswords puzzle for one group
- Students make a short dialogue following the teacher. The students have 15 minutes to arrange and make a short dialogue.

Post-activity

- Students answers the teacher's question to reflect them
- Teacher gives a homework for them

3.4 Theoretical Assumption

The researcher assumed that the students can be more active and creative in learning speaking through crosswords puzzle game. It means that crosswords puzzle game can be helpful in improving students' speaking ability.

3.5 Hypothesis

Based on the theories and the theoretical assumption above the hypothesis of this research formulated as follows:

1. Game makes the students more active and creative in learning speaking, the students are easy to communicate to the other.
2. There is significant difference of students' speaking ability before and after treatment through crosswords puzzle game.

CHAPTER III

RESEARCH METHODS

In this chapter the researcher presented techniques setting, research design, population and sample, treatment, data collecting technique, and data analysis. In additional, try out of the data collecting technique will be discussed to see the validity and reliability formulates are presenting as well in this chapter.

3.1 Setting

1. Place

The researcher chooses the students of Muhammadiyah Junior High School 3 Bandar Lampung because the students are more active than those in other places. And the researcher chooses that school because there is no other researcher conducted study in that school.

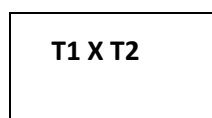
2. Time

This research was carried out in September 2012, because September is the beginnings of the students enter to school after they were on holiday. The researcher gave treatment for experimental class. The treatment was given three times in every week and the time is only 80 minutes for each treatment.

3.2 Research Design

This research is quantitative by nature. The researcher carried out the study to find out how crossword puzzle game can give effects to the students' speaking ability. The researcher used one group pretest-posttest, experimental design. The researcher conducted pretest, treatments, and posttest.

The researcher design can be representing as follows:



In which:

T1 : Pretest

T2 : Posttest

X : Treatment

(Hatch and Farhady, 1982:22)

3.3 Population and sample

The population and sample of this research are as follows:

1. Population

The population of this research was the second grade of Muhammadiyah Junior High School 3 Bandar Lampung. There are four classes of the second year, but the researcher took one class consisting of 36 students. The researcher chooses them because they have potential to be observed in using crossword puzzle game.

2. Sample

The sample was selected by using random sample technique. The experimental class was chosen based on the consideration that every student has low score in English. The sample of experimental class:

	Female	Male	Total
Experimental class	23	13	36

3.4 Treatment

The researcher presented the material to the experimental class through crossword puzzle game. In selecting material the researcher used the syllabus of the second grade of Junior High School.

3.4.1 Experimental Group

The researcher used syllabus for the material. The time is 80 minutes for the researcher to give material through crossword puzzle game. The researcher asked the students to make the group, and to practice to fill the boxes of crossword puzzle game, and then the researcher asked them to choose one word relating to the topic, and made a transactional dialogue relating to the word after that they described that word in transactional dialogue.

Then the researcher asked the group come in the front of the class one by one to perform their dialogue. The researcher asked them to speak clearly since the students' voice is being recording. After that the researcher has seen their speaking ability through five aspects of speaking: pronunciation, vocabulary, fluency, comprehension, and grammar.

3.5 Data Collection

The researcher used group work in which team members design and build models. The crossword puzzle game needed more than two people to arrange the crossword puzzle itself. Group work will be used for the students. The students are easier to speak and improve their sentence because the student can interact to the other student. Before treatment, the researcher was carried out the test to the students in the group with their material. After treatment, the researcher carried out the test to the students in group, but they used the material of crossword puzzle game. So, the researcher plans to identify whether there are effects of crossword puzzle game to improve students' speaking ability.

3.5.1 Research Instruments

The instruments in this researcher is speaking test and interview the students.

1. Speaking test

The researcher conducted the speaking test for the pretest and posttest, this test aims to get the data that is students' speaking ability score before and after treatment. Pretest was conducted to find out their entry points before being gives a special

treatment. Posttest is to know the effects of crossword puzzle game to improve their speaking ability after treatment. The researcher gives the students' score based on five of aspects speaking where are:

1. Vocabulary

Vocabulary is the important aspect that the students have to master. The students have to know the standard vocabulary for Junior High School. The standard is 5000 words for Junior High School. The students have to master all of vocabulary. It helps the students easier to make dialogue. The researcher sees how far the students can find a new word and the meaning of the word.

2. Grammar

The students should be able to make sentence based on the structure. The researcher corrects their grammar in dialogue. The researcher sees how the students able make the complete dialogue where consist of subject, verb and object.

3. Pronunciation

The students have to able pronounced the word. The researcher sees how far the students can pronounce the word. How far the students are able pronounce the same word with different sound.

4. Fluency

In this aspect, the students are able to speak clearly. They should speak one sentence clearly. The researcher wants to see how far the student can speak to express the idea to the other student.

5. Comprehension

The students are able to communicate and interact with other students. The students should understand the meaning of the idea and be able to catch the idea from other students. In this aspect, the researcher sees how the students are able to express the idea and how far the students can understand the material.

In achieving the reliability of the pretest and posttest, inter-rater reliability was used in this study. Both of them discuss and share ideas of the speaking criteria in order to obtain the reliable result of the test.

In validity, the researcher conducted transactional dialogue on speaking. Transactional dialogue is factual information which involves two or more speaker-like conversation. So, the students are easier to give information to other students. The topic was chosen as speaking material from the School Based Curriculum or KTSP as the lesson to students' need.

2. Interview

The researcher interviewed the sample to get students' opinion about crossword puzzle game. So, the researcher got the opinion that is whether crossword puzzle game is good or not to improve their speaking ability.

3. Crossword Puzzle Game

Crossword puzzle game is a genre of puzzle which has a classic style. Style of the crossword puzzle often has an average of fifteen or twenty-five clues for both across

and down answers and can vary on complexity of shapes and ‘overlaps’ as one word becomes part of the next. The researcher also will give the instructions to play this game are:

- a. The number of the words in this game has to relate to the other number. After that, the students must answers the clues of the word.
- b. The student as guide has to give the right answer. And the other student as moderate has to write the answer on the number.
- c. Finally, the student can choose one word. The word will be the topic of their dialogue.

3.5.2 Try Out of Data Collecting Instruments

The researcher tried out the instruments to see how far the instruments can be reliable and valid for the students. The instruments were speaking test and interview. First, the researcher gave speaking test in group with the material based on syllabus. The time is 60 minutes for the test.

The researcher gave crosswords puzzle where was student filling the boxes. The students discussed the answer with their group. And then the students made dialogue based on the word which was chosen. After 60 minutes, the researcher collected all of students’ test and analysis the test. The researcher asked them to practice the dialogue front of the class.

The result showed that the students got some new word. They could use the word in the sentence, they are also use subject, verb and object in the sentence. And every group could fill the boxes perfectly. They are not found the difficult to fill the boxes.

After that the researcher interviewed the sample about the crossword puzzle game. The researcher took five students to get the opinion. The researcher gave five minutes to the students to answer the questions. After that the researcher analyzed the answers, the researcher knew that the instruments was good or not for the students.

3.5.3 Procedure of the Research

The procedure of this researcher guided the researcher to conduct this study. In this study, the researcher used the following steps:

1. Determining the Research Problem

In this study, the researcher faced the problem that some student difficult to communicate to other student or to explain the ideas front of class. So, the researcher wanted to improve their speaking ability through crosswords puzzle game.

2. Selecting Speaking Materials

The researcher used syllabus of the second grade of Junior High School based on Curriculum or KTSP (an English Operational curriculum which is arranged and applied by each education unit).

3. Conducting Pretest

Pretest was given to experimental class before the researcher applied the treatment used crossword puzzle game. The material is related to School based Curriculum or KTSP which are suitable for their level. Pretest was given to know how far the competence of the students in speaking before the treatment. The test is 60 minutes.

4. Conducting Treatment

After giving pretest to students, the researcher gave treatment to experimental group using crossword puzzle game. The time is 80 minutes for each meeting.

5. Conducting Posttest

Posttest was conducted to measure students' speaking ability after give the treatment. The posttest spend 60 minutes. The posttest would similar to the pretest in group and the topic changes. The researcher asked the students to make a short dialogue, after that the students performance their dialogue in the front of the class in group. In post test the students has different group. It is aim to see the development of students' speaking ability after they are using crossword puzzle game.

6. Conducting Interview

The researcher interview the sample. The time is 5 minutes for each student consist of 5 questions. The aim of interview is to measure the use of crossword puzzle

game in teaching learning process. The researcher asked the students' opinion about crossword puzzle game directly. It was aim to know that crossword puzzle game is good or not in teaching learning process.

3.6 Data Analysis

After collecting the data that was students' recording utterance in performing the dialogue, students' opinion about crossword puzzle game, the data were analyzed by referring the speaking score based on aspects of speaking.

Scoring for pretest – posttest was tabulating the result of the test and calculating the mean of the pretest and the posttest. Repeated Measure T – test used to draw the conclusion. The data computed through SPSS version 16. The hypothesis analyzed at the significance level of 0.05 in which hypothesis will approve if $\text{sig} < \alpha$.

3.7 Evaluating the Students' Speaking

The researcher used inter-rater to give score of students' performance. The rater gave the students' score by listening to the record. The rater is the researcher herself and the English teacher in school. The record helped the rater to evaluate more objectively. The teacher and researcher take the mean of students' score. The speaking test is measure based on two principles: reliability and validity.

Before the researcher is tabulating the reliability, the researcher has to know the interval score of the students. It means that the researcher can see how many students can improve their speaking. The formula to tabulating the interval of score is:

$$\text{Interval} : \frac{\text{Score maximum} - \text{Score minimum}}{3}$$

(Meizaliana 2009)

1. Reliability

The researcher assumed that reliability refers to extend the test is consistent in score and gives us an indication of how accurate the test score.

Nitko (1983: 395) states that a reliable measure in one that provides consistent and stable indication of the characteristic being investigated.

The statistical formula for counting the reliability is as follow:

$$R = 1 - \frac{6 \cdot (\sum d^2)}{N \cdot (N^2 - 1)}$$

R = Reliability

N = Number of students

D = Different of tank correlation

1-6 = Constant number

After find the coefficient between rates, researcher then will analyze the coefficient of reliability with the standard of reliability below:

- | | |
|----------------------------|--------------------------|
| a. A very low reliability | range from 0.00 to 0.19 |
| b. A low reliability | range from 0.20 to 0.39 |
| c. An average reliability | range from 0.40 to 0.59 |
| d. A high reliability | range from 0.60 to 0.79 |
| e. A very high reliability | range from 0.80 to 0.100 |

Slameto (1998:147)

2. **Validity**

Validity refers to the extent which the test measures what it is intend to measure. This means that relates to the purpose of the test. The test will measure based on the indicator. Content validity, the test is a good reflection of what is thinking and the knowledge which the students to know. (Shoamy, 1985:74) states that is construct validity to measure the test will be examining to reflect what language.

Hatch and Farhady (1982:250) defined validity as “the extent to which the result of the procedure serves the uses for which they were intended”.

Meizaliana (2009:82) states that the data is valid if the instruments used are also valid, and a test is reliable if it is constant, or it is reliable if the results of test show their constancy.

3.8 Hypothesis

The hypothesis on this research is formulated as follows:

Ho : There are no effects of puzzle game to improve the students’ speaking ability.

Ha : There are effects of puzzle game to improve the students’ speaking ability.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter discusses the results of the research that is the results of pre test and post test; the improvement of students' speaking ability; the hypothesis test; and discussion.

4.1 Results of the Research

The objectives of this research are:

1. to find out whether crossword puzzle game can be used to improve the students' speaking ability
2. to investigate whether there is any significant difference of students' speaking ability before and after being taught using crossword puzzle game.

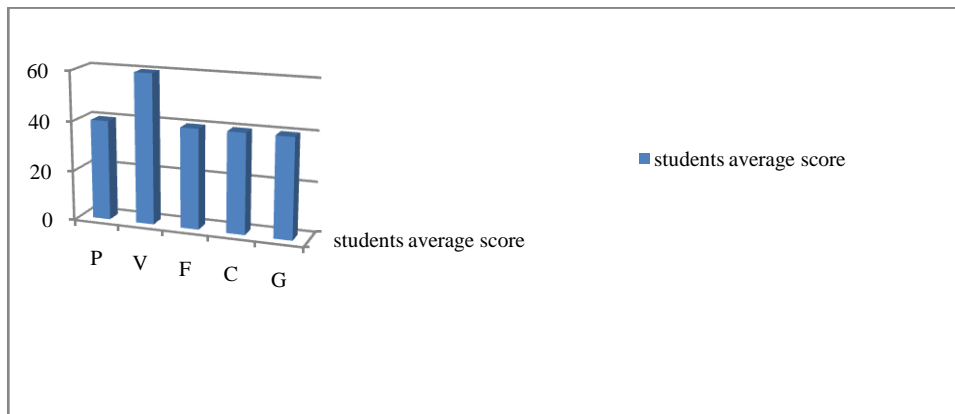
4.1.1 Results of Pre Test

The pretest was administered to measure student's speaking ability before treatment.

There were five aspects of speaking: pronunciation, vocabulary, fluency, comprehension, and grammar.

Graph 1 shows the students' speaking ability before treatment as follows:

Graph 1 Students' speaking ability before the treatment



Source: Appendices 5

Notes:

P : Pronunciation

V : Vocabulary

F : Fluency

C : Comprehension

G : Grammar

From the graph above, it can be seen the average scores of five aspects of speaking tested in the pre-test was about relatively low. That is, pronunciation (40), vocabulary (60), fluency (40), comprehension (40), and grammar (40). The mean of the pre-test is 58.

Table 1 Distribution of the Pre Test Score

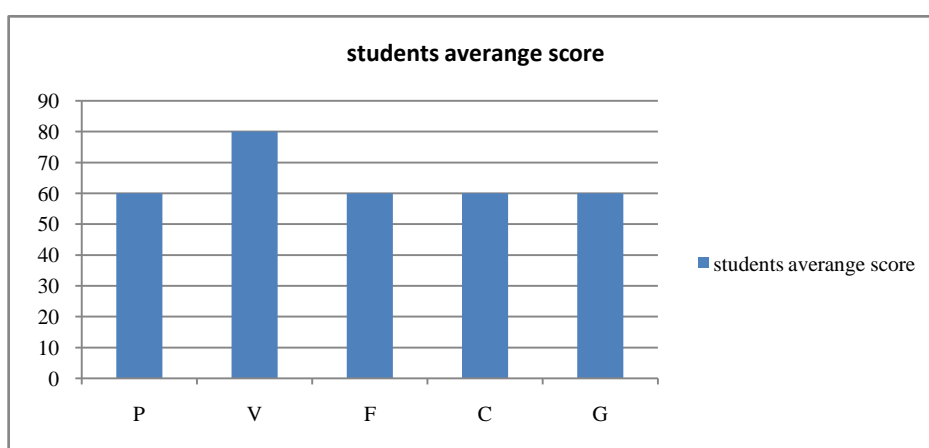
Score Interval	Number of Students	Percentage %
0 – 20	1	3
21 – 40	6	20
41 – 60	15	47
61 – 80	9	22
81 - 100	5	8

Table 1 above shows the distribution of the students' scores before treatment. It can be seen that there were one student (3%) who got the score 0 – 20; six students (20%) got the score 21 – 40; 15 students (47%) got the score 41 – 60; nine students (22%) got the score 61 – 80; five students (8%) got the score 8 –100. The minimum score of English lesson (KKM) at Muhammadiyah Junior High School 3 is 65. Based on table 1, there were five students who can achieve the KKM and the other students got the score under 65. The highest score was 92, and the lowest score was 40. The median score was 62 and the mode was 56.

4.1.2 Result of Post Test

The post test was administered to measure students' speaking ability after the treatment. The following graph 2 shows students' speaking after treatment:

Graph 2 Students' speaking ability after the treatment



Source: Apendices 6

Notes:

P : Pronunciation

V : Vocabulary

- F : Fluency
- C : Comprehension
- G : Grammar

From the graph 2 above shows the average scores of five aspects of speaking tested in post-test. They are pronunciation (60), vocabulary (80), fluency (40), comprehension (60), and grammar (60). The mean of the post-test is 82.

Table 2 Distribution of Post-test Score

Score Interval	Number of Students	Percentage %
0 – 20	0	0
21 – 40	0	0
41 – 60	8	24
61 – 80	19	55
81 - 100	9	21

Table 2 above shows the distribution score of the students after the treatment. It can be seen that there was no student (0%) who got score 0 – 20 and intervals 21 – 40, but there were 8 students (24%) got 41 – 60, 19 students (55%) got score 61 – 80, and 9 students (21%) got 81 – 100. Based on the table, all of students could achieve the KKM. The lowest score was 60 and the highest score was 100. The median was 80 and the mode was 80.

In this research, the researcher used interval 20. It was done by the researcher to make the reader more clearly when they see the interval score.

4.1.3 The Result of Interview

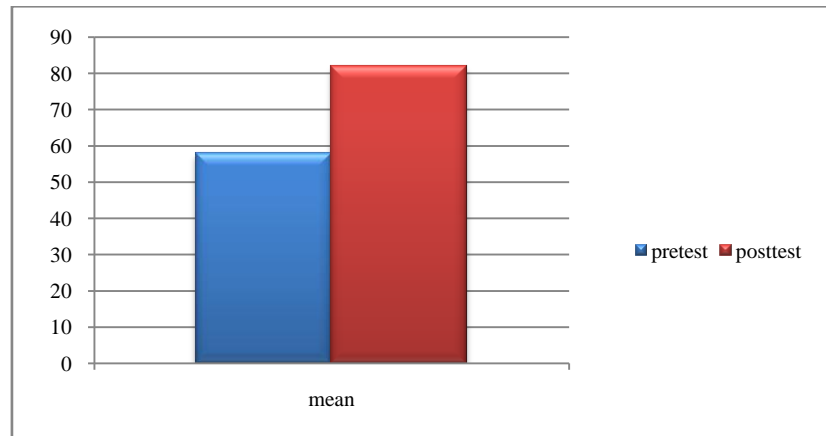
The researcher interviewed the students to trace their opinions about the game. The students' opinion about the crossword puzzle game was good. They stated that crossword puzzle game could make them more active, and also they got a lot of new vocabulary. It can be seen based on the result of the posttest. As recorded, the researcher asked: *"What do you think about this game, is it suitable or not for your ability?"*, the students answered: *"Yes, I feel enjoy to follow the game"*. More than half of the students in the class like crossword puzzle game. Based on the students' opinion, the researcher saw all of aspects can improve. But there is one aspect got high improvement, there is vocabulary. It might be caused that the students never got many vocabulary before.

The researcher assumed that game especially crossword puzzle game could be used to solve the students' problem in speaking ability.

4.1.4 The Improvement of Students' Speaking Ability

The result of pretest and posttest implied that crossword puzzle game improve the students' speaking ability. This can be seen from the graphic of pretest and posttest.

Graph 3 The improvement from pretest to posttest

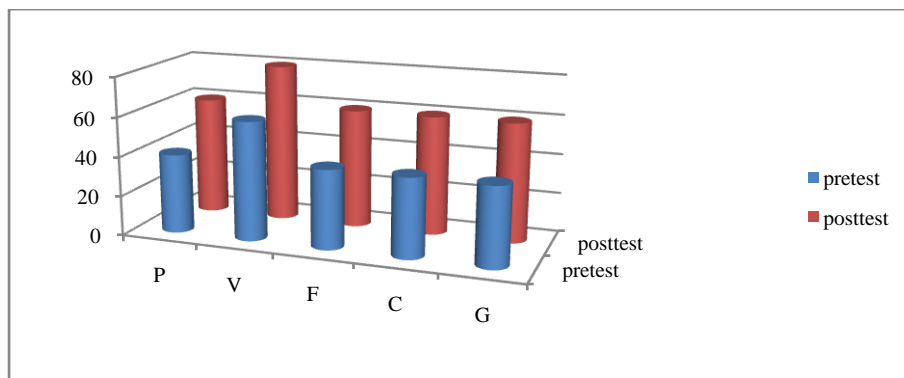


Source: SPSS 17.0

Based on the graph 3 above, we can see the improvement of mean before and after the treatment. The mean before treatment was 58 whereas the mean after treatment was 82. It means that the students could improve their speaking ability.

The improvement of five aspects of speaking can be represented in the following graph:

Graph 4 The improvement of five aspects of speaking



Source: SPSS 17.0

Notes:

P : Pronunciation

V : Vocabulary

F : Fluency

C : Comprehension

G : Grammar

Based on graph 4 above, we can see the improvement of students' pretest and posttest.

In the pretest, the students got score 40 on pronunciations, it caused that the students can pronounce some the word correctly. The students was good on vocabulary, they got score 60 because they only used the easy word to explain their idea. The students got score 40 on fluency, it was the same score with pronunciation, it might be caused by the fact that the students could speak doubtfully due to the limited knowledge in English. It always happened because of the limited on pronunciation. The students got score 40 on comprehensions, because the students get difficulties to understand the material. It might be caused of the teacher used English to explain the material. The last aspect is grammar, the students got score 40. Because of the students was making mistake in using simple sentence and also they did not understand the using of subject, verb, and object.

After the researcher gave treatment, the students improved their speaking ability. It can be seen form graph 4 that all of aspects got high score. The students got score 60 on pronunciations because most of students pronounced the word correctly. Vocabulary is the most aspect which was improved. The students got score 80 because the students used new word in the sentence and also they know the meaning of that word. On the fluency, the students got score 60 because the students could speak clearly. It is same on comprehension, the students got score 60 because the

students understood the material, so the content of their dialogue is full of their idea. In the last aspect which has good score was grammar, the students got score 60 because the students could make dialogue or sentence clearly, and they also knew the use of subject, verb, and object.

4.2 Hypothesis Testing

The final data analysis in this research was computing hypothesis test. This test was conducted to find out whether the hypothesis alternative is accepted. The hypothesis of the research was:

1. There was any significant difference of students' speaking ability before and after pretest and posttest being taught using crossword puzzle game.
2. Crossword puzzle game can be used to improve their speaking ability

The researcher used t-test in order to find out the significant effects of the treatment effect. The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{sign} < \alpha$. The result of t-test was shown in the following table:

Table 3 The analysis of the Hypothesis

Group Statistic

Paired sample statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	58.0000	36	6.742642	2.125774
Posttest	82.0000	36	8.079052	2.714882

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Pretest Posttest	7.40847	7.40847	2.48823	-66.321828	-75.544836	-35.9942	35	.000

Source: SPSS 17.0

Table 3 showed that value of two tail significance was 0.000. Since the sign $< \alpha$ (0.000 $<$ 0.05). The tail of the table was big because the interval of students' mean was up to 20.

4.3 Discussion

The researcher discussed the result of data analysis when the researcher conducted the research, and the hypothesis of the research between the researcher and the previous researcher.

4.3.1 The results of data analysis

Based on the result of the treatment, the researcher found that the improvement of the students' speaking ability in class VIII D Muhammadiyah Junior High School 3 after the treatment was significant ($p < 0.05$, $p = 0.000$). The hypothesis testing indicated that the hypothesis alternative was accepted. The improvement can be seen from the mean score between the pretest and posttest. It can be concluded that there was a significant improvement after the students' are being taught using crossword puzzle game. They learnt English easier and more interested in English by crossword puzzle game.

The researcher carried out the pretest at class VIII D. The pretest was administered to know the students' speaking ability before they were given the treatments. This research found that the highest score was 92, and the lowest score was 40.

After carried out the pretest, the researcher conducted the treatments for three times at class VIII D. During the treatments, the researcher presented the crossword puzzle game, so they became interested to the materials. The researcher gave three treatments for the students. There were:

1. First treatment, the researcher began the class with brainstorming, asking the questions related to the topic that was how to express the dialogue. The students can answer the researcher's question, but using Indonesian language. After that the researcher gave the material to the students. The students confused to the material. The researcher explains the material while the researcher showed crossword puzzle game. The researcher explained how the ways to fill the boxes on the crossword puzzle. The researcher gave other puzzle game as example, but not crossword puzzle.

Some of them try to answer the puzzle as example, and the other cannot answer because they are afraid to make a mistake in pronunciation. The researcher asked them to follow the other who can pronounce the word.

After that the researcher asked them to make a group. They can work together in group. The researcher explained how to make dialogue related to the crossword puzzle game like this:

Across

1		2	■	■
	■		■	■
	3			4
■	■		■	
■	■	5		

The answers:

¹ B	⁹ A	² A	■	■
⁹ U	■	⁹ L	■	■
³ S	⁹ O	⁹ L	⁹ I	⁴ D
■	■	⁹ O	■	⁹ O

- 1. Sheep sound
- 3. Neither liquid nor gas
- 5. Humour

Down

- 1. Road passenger transport
- 2. To permit
- 4. Shortened form of Dorothy

The dialogue:

There is the student as moderator.

Student 2 : Across number 1. The clue is sheep sound. The answer is three boxes

Moderator : Pass

Student 3 : Down number 1. The clue is road passenger transport.

The answer is three boxes

Moderator : That is bus. (Student 1 as moderator has to write the answer in the box)

Student 4 : Down number 1. The clue is shortened form of Dorothy. The answer is 2 boxes

Moderator : Do. Right?

Student 4 : Yes.

Moderator : Write on the box.

In teaching learning process crossword puzzle game is not only help the students got new vocabulary and the meaning the word, but also could help the students to pronounce and the used of that word in the sentence.

In the next step after they finished doing crossword puzzle game. The researcher asked them to choose the word in crossword puzzle game. After that they should make dialogue to describe the word. The word was “pencil”:

Imam : I can ask you?

Dimas : Yes

Imam : What is the pencil used for national exam?

Dimas : Pencil standard computer

Rizky : What are you talking about?

Imam : We are talked about pencil

Fahmi : Give me example of the other pencil?

Dimas : Pencil 2B and pencil faber castle

Nanda : what is the pencil made of?

Sofan : Wood and grafit

Iman : What is the function of pencil?

Rizky : Pencil used for writing, painting, and drawing

Based on the dialogue, the students still made some mistakes in grammar. In grammar, when Imam asked Dimas *"I can ask you?"*, *"Yes"*. It must be *"Can I ask You?"*.

2. Second meeting, when the researcher gave second treatment. The researcher asked them to perform their dialogue front of the class. The researcher wanted to correct their mistakes. The researcher still found the students' problems. There were some students feeling afraid to come to the front of the class. They were afraid of making mistakes in pronunciation and fluency. Some students made mistake when they have to say *"much"* (*mΛ tʃ*) but the students pronounce *"mut"*.

In the third meeting, the researcher did almost in the same activities but the researcher always gave question to the students about the last material. The students could give the response to the researcher's question. For example: when the researcher asked them: *"What is the meaning of shouting?"* The students answered *"talking very loud"*. After that the students gave the scrabble from the researcher. The researcher wanted to see how far the students can make a new word.

3. After three meeting conducting the treatments, the posttest was administered to know the students' speaking ability after they were given the treatments. From the results of the posttest, the lowest score was 60 and the highest score was 100. The

mean of the posttest was 82. There was any a significant improvement seen from the mean of the pretest and posttest. The researcher found that crossword puzzle game could give effects on their speaking ability.

4.3.2 The Hypothesis between Previous Research and the Researcher

From the result of data analysis above, the researcher compare between the research and the previous research.

Based on the previous research, Jones (2007) stated that puzzle game could solve the students' problem speaking in vocabulary, reasoning, spelling, and word attack skills. Puzzle game could make fun can create powerful learning tool. And the last, Lestariningsih (2008) concluded that the result of game treatment significantly improve the students' achievement.

After the researcher conducted the treatment through crosswords puzzle game, the researcher found that crosswords puzzle game can improve the aspects of speaking. It means that crosswords puzzle game is one of puzzle which improves all of aspects speaking. However, vocabulary and grammar increase more than the other aspect because these two aspects are mostly used by the students to communicate and interact to the other. Crosswords puzzle game also can be used at any level.

In the other hand, the researcher and the previous research used different puzzle. If the previous research used picture puzzle game, the researcher used crossword puzzle game.

The previous research used picture puzzle as media to improve the students' speaking ability. The researcher used crossword puzzle game as an alternative technique. It means that crossword puzzle game as an alternative technique is better than as picture puzzle game as media. It means that crossword puzzle game as an alternative technique is better than as media.

In this research, the researcher concluded that there was a significant difference before and after being taught through crossword puzzle game.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusions

Based on the results of the data analysis and discussions, the following conclusions are drawn:

1. Crosswords puzzle game can improve the students' speaking ability. Because the all of the aspects speaking was improved. Besides that, crosswords puzzle game give some effects in teaching learning process.

There are:

- Improving their ability to speak. The students can add the knowledge in vocabulary, can pronounce the word, knowing the meaning of the word, and also apply the word in the sentence used subject, verb, and object.
- Crossword puzzle game is not only teaching about the English, but also teaching the students how to interact with the other using language, communicate to express the idea, and how to work in group.
- The students enjoyed the process of teaching learning in teaching because the students played the game, and they were not feeling bored in the class, and also they were not feeling afraid of making mistake.

2. There was a significant difference of the improvement of the students' speaking ability before and after treatment by crossword puzzle game. The result of the posttest was higher than the result of the pretest. All of aspects speaking was improved, especially on vocabulary. The mean of posttest was 82, and mean of pretest was 58. The result of the hypothesis test shows that the hypothesis was accepted ($p < 0.05$, $p = 0.000$). Based on this result, the researcher concluded that crossword puzzle game can help the teacher to improve students' speaking ability.

5.2 Suggestions

In line with the conclusions above, the following suggestions and put forward:

1. The researcher suggests for English teacher to use this crossword puzzle game as a technique in teaching speaking skill. The students do not feeling bored. For example: The teacher gives variation on their own crossword puzzle game, the teacher can use picture as clue. Then the teacher asks the students to describe about the word.
2. The teacher should be more attention to students who face difficulties. For example: The teacher can practice how to pronounce the word.
3. In the teaching learning process, the students are more active than teacher. So, the teacher should give more attention to the student who makes noise in the class.

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