THE EFFECT OF PICTORIAL CROSSWORD PUZZLE AND WORD LISTS ON THE VOCABULARY ACHIEVEMENT OF JUNIOR HIGH SCHOOL PUPILS

A THESIS
A Partial Fulfillment of the Requirements of the Sarjana Pendidikan Degree in the Faculty of Teacher Training and Education

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ABSTRACT


Keywords: Vocabulary, Achievement, Media, Pictorial Crossword Puzzle

In this study, the writer presents the important of vocabulary in the process of teaching and learning English. By mastering the vocabulary of the target language, pupils will be able to learn the skills; listening, speaking, reading, and writing easier (Nation, 1994:8). From the teaching practice, the writer realizes that the technique of teaching vocabulary using word lists with its meaning is still used. However, teaching vocabulary by using word lists is considered monotonous by some people. Shepperd (1973:2) supported by stating that vocabulary learning can be dull if the teacher only gives a list of words to be memorized. It is because the pupils inclined to look up the list of words as drudgery. Teacher usually gives word lists and asks pupils to memorize them. After a long period of time, most of the vocabularies learnt disappear from the pupils’ memories. In line with the fact, the writer would like to suggest the use of pictorial crossword puzzle in the vocabulary teaching. Furthermore, she conducts a studying in order to obtain statistically proved data which will provide a point of consideration whether the suggested technique can really improve the pupils’ vocabulary. The statement of problem reveals in this study: “Do year seven pupils who are taught vocabulary using pictorial crossword puzzle have a higher vocabulary achievement than those taught using word lists?”

Teachers can use pictorial crossword puzzle to teach vocabulary. Wharton (1995:47) supported by mentioning that one of the objectives of using crossword puzzle is to reinforce pupils’ vocabulary. They can ask pupils to expand their vocabularies by finding the words based on the clues and the pictures given. The reason for giving pictures besides clues is to help pupils understand the vocabularies given easier since they will find not only noun but also verb and adjective. Moreover, by using pictorial crossword puzzle in teaching vocabulary, pupils can learn to discuss the answer of the puzzle with their friends by using the target language. Wharton (1995:47) supported by stating that crossword puzzle is as one media of providing pupils with practice in the use of incorporating crossword puzzle into communicative activity. In addition, an interesting media can be used to create situations where the subject is seen freshly as often as possible not only for the pupils but also for the teacher (Davis, 1991:1). Besides that, pictorial crossword puzzle for teaching vocabulary can be made by the teachers themselves since it is quite easy to create. First, make a list of words with which the pupils should be familiar., and then give the clue and picture for each number. After that search a letter common to two words and it is done.

In conducting this experiment, the writer took the seven year pupils of SLTPK Santo Yosef Surabaya of the school year 2007-2008 as the population of the study. While for the sample, the writer took two classes from the population as the experimental and the control groups. The experimental group received vocabulary
teaching through the pictorial crossword puzzle, while the control group received vocabulary teaching through the word lists.

Based on the scores obtained from the post-test, the data show that there is a significant difference on the pupils’ vocabulary achievement between the two groups. The pupils who are taught using the pictorial crossword puzzle have better vocabulary achievement than the ones who are taught using the word lists. In short, the finding of this study leads to the conclusion that the pictorial crossword puzzle can be applied as a means of the teaching of vocabulary for the Junior High School pupils.

The writer