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## **THE EFFECT OF CROSSWORD PUZZLE GAME ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL**

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### **Abstract**

The aim of this research was to find out whether there was a significant effect of using crossword puzzle game on students' reading comprehension of narrative text at the eighth grade of Junior High School conducted in SMPN 3 Bambel in academic year 2020/2021. A quantitative research with quasi-experimental design was conducted in this research. Through this design, 40 sample students chosen by purposive sampling and divided into two groups, namely experimental class and control class with each class had a total number of 20. In collecting the data, multiple choices were used as the instrument for pre-test and post-test. In giving treatment, experimental class was taught by Crossword Puzzle Game, while control class by teaching center learning. The data collected was analyzed using SPSS v.20. The results showed that the mean score of post-test in experimental class (85) was higher than Control class (75.5). Thus, the result of t-test also showed  $(2.656) > (2.024)$ , and the Sig. (2-tailed) =  $0.011 < \alpha = 0.05$  which means there was significant difference result between the use of Crossword Puzzle Game and without Crossword Puzzle Game. It means  $H_0$  is accepted because  $\text{sig.} < \alpha = 0.05$  and  $H_a$  is rejected. Further, the result of the analysis showed that teaching reading in narrative text by using Crossword Puzzle Game is effective. Thus, Crossword Puzzle Game has significant effect on students' reading comprehension of narrative text at the eighth grade of SMP N 3 Bambel.

**Keywords:** *Crossword Puzzle Game, Reading Comprehension, Junior High School*

## INTRODUCTION

English is the basic language that must be learned and mastered. It is appropriate with the statement by Huda, Dewi, and Widyaningrum stated English is the most commonly used international or global language which means English has been recognized by people all over the world and used for communication. There are many advantages can be obtained by understanding English is the most widely spoken or global language in the world, especially in interaction for education, trade, business and tourist. Especially for education, it can be found many of studies or journals are written in English.

Nowadays, English is the only obligatory foreign language teaching language in Indonesia from middle school to university level. Thus, The Indonesian government formulates English as a foreign language policy and it is stated in Law of Nation Education System No. 20 Year 2003 Article 33 Verse 3 about the use of foreign language in teaching process.<sup>4</sup> It says that foreign languages can be used as the language of instruction in educational units to support students' foreign language skills.

Currently, curriculum 2013 is a reference in Indonesia for teaching and learning process. The implementation of this curriculum has six main target competences to be developed: sociocultural, discourse, linguistic, formulaic, interactional, and strategic.

In learning English, writing, speaking, listening and reading are four skills needed to be learnt. Whereas according to Patel and Jain, reading is one of the most important and useful of English skills for people. Reading is a complicated process. The first, when reading the text, it is needed to identify the letters and words on the page. The eyes convey the information to the brain, and connect it with the information or ideas already stored in memory to make it meaningful. Meanwhile, in reading there is reading comprehension. Which means is the process of extracting and constructing meaning at the same time through interaction and participation with written text or language.

Furthermore, in curriculum 2013 mentioned basic competence in teaching and reading of junior high school at the eighth grade students, it obtains the meaning at reading in narrative text, orally and written, in form short and simple fable that has been read, meanwhile the objective in learning narrative text to the students at the

eighth grade is to understand, state and inquire about short narrative texts, and get examples of fables for entertainment. It implies that the purpose in teaching and learning process in reading is the expectation for the students to comprehend, ask and give statement in reading the narrative text.

In spite of these objectives of reading, unfortunately, among 61 countries, the literacy level of Indonesians is in 60 countries is listed as one of the world's worst cultures. To know the reason of that condition, some experts had stated some statements. According to Guntur, reading is difficult skill to be learnt, because the students faced some difficulties in comprehending reading text that impacted in comprehending the true meaning of a text. Nahalim, Marsis and Agustina also stated

that students are difficult to comprehend the context of the text in learning reading. Reading is one of the English skills and requires students to have good vocabulary, grammar and strategies to understand the text leading to reading comprehension. Furthermore, in reading comprehension according to Agusmiati, Zakaria and Juarsa, there are still seen so many difficulties experienced by students because of the limited vocabulary they have. Dewi and Salmiah also found in their research of students' reading that the students faced problem of the mastery of vocabulary is still less. It can be deduced that Students' vocabulary is still limited, which will affect their reading ability.

To solve the problems above, a media for learning to read must be used to help students develop their abilities. It is appropriate as Fidiyanti statement, to overcome problems that exist in the application of learning English including reading, it is necessary be supported by the use of learning tools or media. There are some media can be applied in the process of teaching reading comprehension such as game, picture, and picture series. In this research, the game will be used as the media in teaching reading. Game is an entertaining activity, which is usually challenging, and it is also an activity for learners to interact play with others.<sup>18</sup> One of the game will be implemented is Crossword puzzle game.

## **LITERATURE REVIEW**

### **Reading as a Language Skill**

According to Broughton, reading is recognized as a complex skill consisting of three components, including recognition of written symbols, linking them with language and understanding meaning in the end. This implies that reading is a

method of gaining information from the text by understanding it, recognize the language and make the conclusion from the information.

Reading is a required skill for the students at all levels and also plays an important role in academic succession. Reading based on Anderson and Nunan is a process that readers combine textual information with their own prior knowledge to establish meaning.

In Al-Qur'an surah Al-'Alaq verse 1-5, it is stated that reading becomes an important thing, as in the Al-Qur'an Allah SWT said:

"Proclaim! [ or read! ] in the name of the Lord and Cherisher, Who created- Created man, out of a [ mere ] clot of congealed blood: proclaim! And thy Lord is Most Bountiful,- He Who taught [ the use of ] the pen,- Taught man that which he knew not." (QS.Al - 'Alaq).22

Qardhawi explain in his book with tittle "*Al-Qur'an Berbicara tentang Akal dan Ilmu Pengetahuan*" described that these verses of Al-Qur'an is the first skill divine revelation to Prophet Muhammad that indicates to knowledge and commands to read as the key of knowledge. From this Surah, it is described in Al-Qur'an the importance of reading as one of the ways in which humans do their learning activities.

Furthermore, reading as a language skill according to Siahaan, is the reader's ability or a group of readers' ability to translate or interpret the information conveyed by the author. The reader can recognize the language rules used by the writer to transfer the language rules used by him/him to express the information in the language he or he is using, so that this skill can be realized.

Reading has an essential role in developing student knowledge. According to Broughton, when in the school, students must read multiple English texts to understand what those texts tell. It means that reading has sound aspect effects in the learning process. Reading is recognized as a complex skill consisting of three components, including recognition of written symbols, linking them with language and understanding meaning in the end.

According to the definition before, it can be deduced that reading is a crucial part in life. Through reading, readers can get some ideas or information from the written text and comprehend or understand its meaning. A lot of knowledge can also be obtained through reading.

The goal in learning reading is comprehension. According to Salmiah, it is necessary to have ability to read in comprehending English text because it is crucial in contemporary in society that can give the ability to read multiple texts in English, such as newspapers, holiday brochures, advertisements, academic books, and so on. It can also bring many benefits to our lives.

For students as English is a foreign, reading comprehension is a crucial skill for language learners. If the reader fully understands the reading material in reading comprehension, it can be said that it is an understanding of the text, by giving a clear explanation of the reading material when asking the reader some questions about the ideas contained in the text.<sup>28</sup> Furthermore, the students to comprehend or understand and read texts should be able to understand single words, phrases, clauses, sentences, paragraphs and large sections of text.<sup>29</sup> In other word, the learners should have adequate vocabulary as the point to comprehend the text.

Additionally, from some theories before, a comprehension in reading is not an easy thing to get because it is the process of reading that ponders many elements. According to Catherine, comprehension requires three components, namely reader, text and activity.<sup>30</sup> Without having one of the three elements, it is impossible to do reading. Thus, it can be concluded in learning language learning, comprehension in reading is the process of comprehending or understanding the meaning and information of text that conveyed by the author. This process should be the interaction between the text and reader.

## **Narrative Text**

According to the Longman Dictionary, a narrative is a written or oral statement of a true or fictional story. Therefore, the narrative text is the genre structure behind the story.<sup>31</sup> For additional definition of narrative text, Agus explains that the narrative texts are texts that tell stories of the past. In addition, it can be inferred that a narrative text is a text that tells an imaginative story, usually used to entertain readers or listeners.

Nowadays, it can be found many narrative texts, such as Indonesian legends (Sangkuriang, Baruklinting, etc.), fairytales (Peter Pan, Cinderella, Snow White, etc.), and fables ("The Farmer and the Beet", "Mantu's Little Elephant etc.). Narrative texts can be found in short stories, magazines, novels, movies, etc. Narrative texts are popular because the plots they present include complexity and solutions. They make

people curious and anxious about the end of the story. Therefore, it can be deduced that the purpose of narrative texts are used to entertain readers in certain forms such as legends, myths, fairy tales and fables.

Furthermore, Sarwani explained that narrative text as a source of English lesson is the solution to instilling moral values through reading texts is to apply story telling activities to the learners using folklore that can be done in three main stages, namely preparation, implementation, and evaluation. Therefore, teachers need to understand the strengths contained in various narrative texts which they use in learning material. This understanding will deliver the teachers to determine and choose what stories can be used to instill moral values certain things that want to be instilled in students. In addition, the narrative text is divided into three parts, such as social function, general structure and language features.

#### a. Social Function of Narrative text

According to Entika and Siti, the social function of narrative text is to entertain and deal with actual or various experiences and different ways. Narrative deals with problematic events leading to crises or turning points in order to find solutions.<sup>35</sup> The explanation reached the conclusion that the social function of narrative text is to entertain readers through the stories written.

#### b. General Structure of Narrative Text

General structures are a structure, a shape or a pattern in narrative text. The narrative text usually includes three main parts: First, the direction introduces the setting of place and time and the characters, or sets the scene and introduces the participants. Second, complexity explains the problem to be solved with characters. Third, the solution describes the solution to the complications and gives the end of the story.

#### c. Language Features of Narrative Text

Gerot and wignell stated that The linguistic feature in the narrative text is a specific individual participant, showing what happened and the material process of what someone does or what to do, as a relational process of the perception process, describing the tense combination and tense environment of time and place, and the past tense.<sup>38</sup>

### **Crossword Puzzle**

A crossword puzzle game is a kind of puzzle. There is a set of squares in the puzzle. Each square/square is filled with words/numbers, and each square has a letter/number. Synonyms of the word definition are given by the numbers corresponding to the numbers in the squares. Letters/words are assembled into numbered square patterns to answer clues.

According to Claire, a crossword is defined as a word puzzle in a grid of black and white squares. The purpose is to write letters in each white square according to the given clue. The black square indicates the end of the word.<sup>40</sup> Crossword puzzles will be completed by individuals or groups and require the direct participation of students.

Based on explanation before, it can be deduced that a crossword puzzle is a game that the player must find the answer according to the given clues and write it in the horizontal and vertical blank squares.

## **RESEARCH METHOD**

This research was arranged using quantitative research methods and quasi-experimental design. McMillan and Schumacher that stated the type of this research aimed to determine the causal relationship between independent and dependent variables.<sup>42</sup> Thus, the samples of this study are divided into two groups: experimental group and control group. Each class consisted of 20 students. All groups were given

pre-test to know how far the students' reading comprehension before crossword puzzle game was implemented. After the pre-test, a certain way was carried out to the experimental class (teaching reading by using crossword puzzle game) while the control without crossword puzzle game or by using conventional method (Teacher Center Learning). Finally, the last step was post-test. It arranged in both classes to understand the impact of crossword puzzles on the teaching effect of students in narrative text reading.

## **FINDINGS AND DISCUSSION Findings**

### **Descriptive Statistic of Experimental Class**

According to the result of independent sample test, it indicates that  $(2.656) > (2.024)$ , and the Sig. (2-tailed) =  $0.011 < \alpha = 0.05$  which implies there were significant difference of results between the use of Crossword Puzzle Game and Teacher Center

Learning. It can be inferred that is accepted which implies the Crossword Puzzle Game has a significant effect in reading comprehension of students' ability in narrative text at the eighth grade of SMP N 3 Babel.

## Discussion

According to the result above, it can be deduced that there is a significance effect of implementing Crossword Puzzle Game on the Students' reading comprehension in narrative text at the eighth grade at SMP N 3 Babel. It is explained from the t-test result that displays that  $(2.656) > (2.024)$ , and the Sig. (2-tailed) =  $0.011 < \alpha = 0.05$  which implies there were significant difference of results between the use of Crossword Puzzle Game and Teacher Center Learning. Therefore, it indicates the significance difference results between the students who were taught by Crossword Puzzle Game and students who were not taught by it.

Furthermore, the result of this study is appropriate with Muslaini statement that the implementing of English teacher's media is very important to stimulate students understands the lesson more easily, such as games, pictures, and picture series.<sup>43</sup> Thus, Crossword Puzzle as a game in learning can provide fruitful or useful game which has an impact on learning outcomes.<sup>44</sup> Based on explanation before, this research has also proven that by implementing Crossword Puzzle Game can give a significant effect on students' achievement in learning reading comprehension at the eighth grade of Junior High School in narrative text.

The result of this study is also appropriate with studies by Widyasari that using Crossword Puzzle game in teaching reading may bring significant differences results between the experimental class and the control class, thereby improving students' academic performance according to the research results. It displayed that the result of t- test in cycle 1 from pre-test and post-test were 5.97 and in cycle II were 6.33 which showed the implementing of Crossword Puzzle Game can influence the students' achievement. Furthermore, Kharida & Syarifuddin also found that Crossword Puzzle Game had a significant effect on students' learning outcome an academic English mastery. The result proved the learning outcome that students were taught by Crossword Puzzle ( $90.67 \pm 7.14$ ) is greater than students were not taught by Crossword Puzzle or given with regular assignment ( $83.81 \pm 6.129$ ). According to the data above, it can be deduced that some of previous studies have similar final result that indicates



Crossword Puzzle Game is effective to increase the achievement of students in learning. As the inference of this study, it is described and explained that there is a significant effect of using Crossword Puzzle Game on students' reading Comprehension in narrative text at the eighth grade of SMNP N 3 Babel as a new teaching media in reading at narrative text.

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