

CHAPTER V

DISCUSSION

In this chapter, the researcher would like to discuss the findings of the research, the problems that she faced and how did she solve it.

A. Discussion

As mentioned in the previous chapter that in this research, the researcher wanted to know the implementation of using crossword puzzle in teaching vocabulary at eleventh grade students of SMA Muhammadiyah 1 Palangka Raya . Its purpose was to know whether there was improvement of students' vocabulary after being taught using crossword puzzle. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through pre-test, four times of treatment and post test.

The result of the analysis showed that crossword puzzle had a significant effect toward the students' vocabulary score. Based on data analysis, it was shown that the students' who were taught using crossword puzzle reached higher score than those who were taught using non crossword puzzle. ($X_1 = 76,133$ $X_2 = 72,46$).

Meanwhile, after the data was calculated using t-test it was found that the result of calculation (t_{observed}) was -11,271. Then, it is consulted with $t_{\text{table}}(t_i)$ which db or $df = (N_1 + N_2) - 2$ was $(30 + 30) - 2 = 58$. Significant standard 5% $t_{\text{table}}(t_i) = 2,02$ and significant standard 1% $t_{\text{table}}(t_i) = 2,65$. So, $2,02 < 11,271 > 2,65$. It can

be said that since the value of t_{observed} (-11,271) was higher than t_{table} in the 5% (2,02) and 1% (2,65) level of significance, it could be interpreted that H_a stating that there is a significant difference between using crossword puzzle can be used to stimulate the students increase vocabulary was accepted and H_o stating that using crossword puzzle can not be used to stimulate the students to increase vocabulary was rejected. It meant that there is a significant difference between who taught using crossword puzzle and who taught using non-crossword puzzle.

This statistical finding was suitable with the theories which stated that puzzle and games are obvious types of self motivating activity which are interesting and challenging to teach language. (Chapter II, pg.26) One of the puzzle that can be given by teacher to make the students interested in studying English especially vocabulary is crossword puzzle. (Chapter II, pg.25)

Based on the research, the writer found some problems when the students answer the question likes missing alphabet and missing word. This problem happened because the clues almost similar. It is one of the weakness of crossword puzzle when it is used in teaching vocabulary (chapter II, pg.26). To solve the problem writer gave a bonus of letter on the answer box. This can reduce student's mistakes when they answering the question.

The data shown that students' scores in post-test of experimental class are higher than the students' scores in post-test of control class. So, it proves that H_a that stating using crossword puzzle can be used to stimulate the students to

increase vocabulary is accepted, and H_0 that stating using crossword puzzle can not be used to stimulate the students to increase vocabulary is rejected.