

TEACHING READING NARRATIVE TEXT BY USING CROSSWORD PUZZLE GAME

(PENGAJARAN MEMBACA TEKS NARATIF DENGAN MENGGUNAKAN PERMAINAN TEKA-TEKI SILANG)

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Abstract

The objective of this research is to describe teaching reading by using crossword puzzle game and to describe the students' responses after using crossword puzzle game. This research was a descriptive study using a qualitative method because the researcher described the findings. The researcher used three instruments in this research: observation checklist, observation field note and questionnaire. The findings of this research were the activities of the first meeting: explaining kinds of text, definition, generic structures, and language features of narrative text. In the second meeting, the teacher reviewed the previous material and explained to the students about crossword puzzle media: definition, steps of making crossword puzzle, and advantages using crossword puzzle. Then, the students had to submit the tasks. The teaching learning process was running well and all the students could finish the tasks. Students' responses in teaching reading narrative text using Crossword puzzle game made students enthusiastic to comprehend English text and it made students easy to do their tasks. Therefore, it can be concluded that crossword puzzle game motivated the students towards reading narrative text.

Keywords: *Reading Ability, Narrative Text, Crossword Puzzle Game*

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan pengajaran membaca dengan menggunakan permainan teka-teki silang dan untuk mendeskripsikan respon siswa setelah menggunakan permainan teka-teki silang. Penelitian ini merupakan penelitian deskriptif dengan menggunakan metode kualitatif karena peneliti mendeskripsikan temuan. Peneliti menggunakan tiga instrumen dalam penelitian ini yaitu observasi checklist, observasi catatan lapangan dan kuesioner. Temuan dari penelitian ini adalah kegiatan pertemuan pertama: menjelaskan jenis teks, definisi, struktur generik, dan fitur bahasa teks naratif. Dalam pertemuan kedua, guru meninjau materi sebelumnya dan menjelaskan kepada siswa tentang media teka-teki silang: definisi, langkah-langkah membuat teka-teki silang, dan keuntungan menggunakan teka-teki silang. Kemudian, para siswa harus menyerahkan tugas. Proses belajar mengajar berjalan dengan baik dan semua siswa dapat menyelesaikan tugas. Respon siswa dalam mengajar membaca teks naratif menggunakan permainan teka-teki silang membuat siswa antusias untuk memahami teks bahasa Inggris dan itu membuat siswa mudah untuk melakukan tugas mereka. Oleh karena itu, dapat disimpulkan bahwa permainan teka-teki silang memotivasi siswa untuk membaca teks narasi.

Kata Kunci: *Kemampuan Membaca, Teks Naratif, Permainan Teka-teki Silang*

INTRODUCTION

Look at the developing science and technology, language has an important role for human life, people can express their emotions, ideas, and desires by using language. Language is used as a mediator for people to interact each other. It is useful to fulfill their daily need. English has been the most important language in international communication. English has many functions. It stated in the 2013 curriculum that English is means for the students to develop science, technology, culture and art. The last goal of teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading, and writing.

The objectives of this research are to describe teaching reading narrative text by using crossword puzzle game to the tenth grade students of SMK Antartika 1 Sidoarjo and to describe the students' responds on the use of crossword puzzle game in learning reading narrative text.

There are many kinds of subject in teaching and learning English, one of the basic language skills is reading. Reading is one of the four essential skills that language learners need to learn. Mikulecky and Jeffries (2014) stated that reading can improve the students' general language skills in English. It can improve their vocabulary, speaking and writing skills. The students can find out the new information, facts and experiences by reading. Harmer (2007) stated that students sometimes have difficulty understanding of reading. Reading passage seems too difficult for the students because of some conditions. The conditions here refer to the failure of understanding the vocab, the sentences, the sentences' unity and the lack of interest, motivation or concentration. McNamara (2009) stated that the students often face the problem in comprehending the text. He explained that the students could not read many words themselves, difficult to understand the correlation between the sentence and whole meaning of the text.

Based on the preliminary study by interviewing the English teacher and observing the tenth grade students of SMK Antartika 1 Sidoarjo. The researcher found some problems in English during teaching learning process especially in identifying information, identifying main idea, and making inference of narrative text. Moreover, the students feel bored and confuse because they have to read the long text to answer the questions related to the narrative text story. They find many difficult words in the text. So, the teachers should use the interested method, strategy, and approach in order to achieve the teaching goals easily. In

addition, media will make the students more motivated. Many students want to read English text fluently for their future careers, studying abroad, and entertainment pleasure.

The students of vocational high school are expected to be able to read some texts. Those are recount text, report text, narrative text, procedure text and descriptive text. This research only focuses in the narrative text. Anderson (1997: 8) stated that "Narrative is a piece of text which tells story, entertains or informs the reader or listener". The teacher can use the proper methods, techniques, and media for the students. It helps to solve the problem in teaching reading narrative text. Techniques depend on the teacher, the imagination, the creativity, the condition and situation of the class. A certain problem can be solved using the various techniques. Teaching narrative is important to the students. According to Abbott (2002), narrative is a lot of parts how we appreciate the world in time that it is effectively created the way we see. Furthermore, Nathanson (2006) stated that stories help the reader to focus in a text, build personal connection and give more attention. Stories, as a literary type, are able to help students to develop their interpretative abilities in language awareness.

There is actually a game that helps students in reading. It is called crossword puzzle game. Crossword puzzle game is one of the media that the teacher can apply it to teach reading in vocational high school. This game can be an option to lead the students to be more active, have interesting and fun activity. The students can take pleasure in learning by using crossword puzzle game.

Based on the background of the study, the researcher was interested in applying crossword puzzle game to describe the teaching reading narrative text and students' responses of the tenth grade students of SMK Antartika 1 Sidoarjo. The research entitled "Teaching Reading Narrative Text by Using Crossword Puzzle Game".

RESEARCH METHOD

This research used descriptive qualitative. "Qualitative research focuses on understanding social phenomena from the perspective of the human participants in the study" (Ary: 2006). The researcher intended to describe the process of using crossword puzzle game in teaching narrative text implemented by the English teacher through observing the classroom activity. The researcher also investigated the students' perception after they were taught by using crossword puzzle game.

The subjects of this research were all members involved the English teaching learning process in grade X RPL 1. They were an English teacher of class X RPL 1 and the students of class X RPL 1 at SMK Antartika 1 Sidoarjo in the academic year 2017/2018. The class was

consisted of 30 students (1 female and 29 male). The observations would be conducted by the researcher in the preliminary study. The students of class X RPL 1 was dealing with some issues of learning reading. The students had poor ability in reading. There were three kinds of instrument used in this study. They were observation field note, checklist and questionnaire.

The researcher analyzed the data from observation in descriptive analysis and in qualitative method. Creswell (2012) stated that there were six steps in analyzing and interpreting qualitative data. As following : repairing and organizing the data for analysis, exploring the data through coding, using codes to develop description and themes, representing the findings through narratives and visuals, making an interpretation of the meaning of the findings, conducting a validation of the accuracy of the findings.

The researcher identified, clarified, and counted the total answers after collecting the data from the students of filled the questionnaire. At the end, the researcher made the percentage and showed in a chart.

FINDINGS

The first observation was at **12.30** in the afternoon, on Wednesday, January 31st 2018. It was also conducted by Mrs. Ita Rizkiya, S.Pd. She taught about narrative text and the observer observed the students and teacher's activities in the class. The situation in the class was always noisy because most of the students were boys. But, the condition could be controlled.

The teacher explained some kinds of text for the warming up before she introduced to the students about the new material on the power point slides for that day. After that, the teacher showed them some pictures (suro and boyo, tangled, roro jonggrang, etc) to make the students interesting with the lesson today. The teacher explained about the generic structures, language features and example of narrative text clearly. Sometimes, the teacher provoked the students to ask something that they have not understood yet. One of them named Joko asked about using Verb 2 in narrative text. The teacher emphasized that narrative text always used past tense and she gave them some examples of narrative story. In that occasion, the students also asked how to know irregular verb or regular verb. The teacher suggested them to memorize many verbs. Long by long, they do not only know the characteristics of narrative t but also enlarges many vocabularies.

The teacher reviewed the lesson already given. Then, the teacher gave the students tasks about narrative text in crossword puzzle. The teacher used crossword puzzle to make

them motivated and interested to do the tasks. The questions for about six across questions and three down questions. The teacher only gave the students five minutes to do the tasks carefully. While the students were doing the tasks. The teacher helped them translate the difficult words or sentences. The tasks had to submit before the lesson finished. At the end of meeting the teacher gave feedback about the material today. After that, she told about the next material. It was about how to use crossword puzzle media. She thanked to the students for the best attention during the teaching learning process.

The second observation was at **09.00** in the morning on Friday, February 09, 2018. It was conducted by the same English teacher. She taught about the implementation of crossword puzzle in reading narrative text. The observer observed the students and teacher's activities in the class and took the students' responses at the end of teaching learning process. As usual, the students made noisy when there was no teacher inside the class.

The teacher introduced the new material for that day. It was crossword puzzle as media. The teacher explained the definition of crossword puzzle game. For the next slides, she told about the procedure of making crossword puzzle and reviewed about narrative text. After that, the teacher told about the advantage of using crossword puzzle media in learning text, especially narrative text.

The teacher divided the students into some groups. One group consisted of five up to six members of student. It was used to let the students learn and try of making crossword puzzle media together. It would make the students easier to do the students' tasks. Then, the teacher asked the students to read and comprehend the text.

After comprehending the text, the student had to follow the step to make crossword puzzle in each group. The first step is making the questions based on the narrative text given by the teacher, arrange the answers vertically or horizontally, and make the column. When the students found the difficulties, the teacher would help them. Many of the students enjoyed the process of making crossword puzzle. Even though, some of groups asked to the teacher that how to make the question from the answer. It means that they are very full of spirit and enthusiastic to do their assignment. When the time was up. All of groups collected their crossword puzzle.

After each group collected their tasks, the teacher exchanged and asked each group to do crossword puzzle from another group in ten minutes. The students can finish it less than

ten minutes. When the students read the clue or statement in crossword puzzle, they could answer directly without reading the text anymore. They almost understood all of the content of the story when they made crossword puzzle in group. It helped the students to encourage their reading skill. The group which collected early and all the answers were right. They were the winner.

Five minutes before the lesson ended, the researcher gave the students questionnaires to collect the data. The researcher guided the students to answer the questionnaire. After that, the students collected the questionnaires. The lesson finished at 10.30 in the morning and the teacher thanked to the students for the nice attention and the teacher said it might be useful for the future.

The questionnaires given to the students consisted of ten questions. The researcher distributed the questionnaires to twenty two students of X RPL 1. These questionnaires were distributed on Friday, February 9th 2018 at 09.30 A.M. These questionnaires were designed at least only fifteen minutes. The findings were presented as follows:

Question number 1-4: the students' knowledge about Narrative text

Question number 5-7: the students' knowledge about crossword puzzle game

Question number 8-10: the students' knowledge about teaching learning process using crossword puzzle as media

DISCUSSION

The discussion was focused on the findings of field note and the result of questionnaire.

Dhand (2008: 55) explained how crossword puzzles help the students in learning, as follows the technique of crossword puzzle is a good way to teach and enrich vocabulary in reading. It can be used as a quiz or review at the end of a unit/chapter or a lesson. Crossword puzzles can be easily made by the teacher and presented to students.

Teacher should use crossword puzzle as media in teaching reading narrative text. As the researcher got the data in observation field note and checklist. The students were very enthusiast in learning reading narrative text because the teacher used crossword puzzle as media. It was the first time the teacher used media in teaching reading narrative text. When she explained about narrative text (definition, general structure and language features), the

students asked everything to the teacher. Most students were very active; more or less only five students were sleepy and did not pay attention. When the teacher invited the students to comprehend the narrative text story, they discussed each other to translate every word and they asked the teacher about the difficult word. After that, the teacher asked the students to do the tasks from narrative text story in crossword puzzle made by the teacher. They were very exciting to do the tasks. The teacher gave ten minutes to do the tasks. They can finish it early before ten minutes. The students said, the tasks were very easy because they had understood about the contain of the story.

In the next meeting, the teacher explained how to make crossword puzzle game. She showed the power point slides. She felt enjoy when she explained the material to the students. The students paid attention to the teacher. To check their reading ability, the teacher divided the students into several groups. Every group made crossword puzzle game. They were very enthusiast in a group working. So, the teacher could use this media in teaching reading narrative text.

The students should also use crossword puzzle game in learning reading narrative text. The questionnaire's chart above showed that 85% students have understood about narrative text because the teacher used crossword puzzle as media in teaching reading narrative text. 85% students enjoyed to study using crossword puzzle game. 80% of the students agree if this game is very easy, exciting and also it enriches their vocabularies. Therefore, crossword puzzle game helps the students better in reading narrative text.

CONCLUSION

According to the findings and discussions of the research, the teacher implemented crossword puzzle media in teaching reading narrative text at tenth students of RPL 1. The product of the first meeting was explaining kinds of text, definition, generic structures, and language features of narrative text. In the second meeting, the teacher reviewed the previous material and explained to the students about crossword puzzle media: definition, steps of making crossword puzzle, and advantages using crossword puzzle. Then, the students had to submit the tasks. Fortunately, the teaching learning process was running well and all the students could finish the tasks.

It could be concluded that the teacher applied five steps of making crossword puzzle in teaching reading narrative text at tenth students of RPL 1. In the second meeting, the teacher applied all steps of making crossword puzzle in teaching reading ability. Even though, it was

the first time for the teacher to apply crossword puzzle media in teaching reading ability, the teacher did not find the difficulty.

Based on the result of students' responses in answering the questionnaires and the result of the observation, they were very enthusiastic and participate actively during the teaching learning process that using crossword puzzle media. As the result, learning reading ability of narrative text through crossword puzzle media made the students felt enjoy and easy to answer the question, could help the students to comprehend the passage and it motivated the reading ability of the students.



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Table 1. The percentage of students' responses

No.	STATEMENT	YES	NO
1.	I like reading narrative text	80%	20%
2.	I understand Narrative text	85%	15%
3.	I know some of Narrative text's story	70%	30%
4.	I read a story of narrative text from beginning until ending	60%	40%
5.	I know Crossword Puzzle Game	75%	25%
6.	I like study using Crossword Puzzle Game	85%	15%
7.	I think Crossword Puzzle Game is an exciting game	75%	25%
8.	Reading Narrative text using Crossword Puzzle Game is easy	80%	20%
9.	I enjoy to study reading narrative text by using Crossword Puzzle Game	85%	15%
10.	Crossword Puzzle Game helps me to study narrative text better	85%	15%

Picture 2. The students made crossword puzzle game from narrative text story entitled "Roro jonggrang"

