



The Use of Crosswords Puzzle Game on Students' In Vocabulary Mastery Materials at Seventh Grade of SMPN 1 Cimanggu 2023/2024

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ABSTRACT

Vocabulary is an important aspect in the process of learning English. However, many people experience difficulties in mastering it. This is due to the limited media and resources available. As a result, many feel less confident and limited in their English language skills. This research was designed with the aim of finding out the use of crosswords puzzle game on students' in vocabulary mastery materials. The design used in this research is quantitative research using pre-experimental methods. The sample in this research was 30 class 7 students at SMPN 1 Cimanggu. This research was carried out by conducting a pretest, then a posttest was held after the treatment. Data in this study were collected using vocabulary test instruments at pretest and posttest. The results of this research show that students' vocabulary mastery increased after carrying out treatment using digital flash card media. This can be seen from the average score which increased from 56.50 to 69.60. There was an increase of 13.1. Data from the results of the paired sample t-test in the SPSS application shows a significance of $<0,001$, which is smaller than 0,05. The results of this study indicate that the use of crossword puzzle games has an effect on improving vocabulary mastery.

Keywords: Crosswords Puzzle, Learning Media, Vocabulary Mastery

ABSTRAK

Kosakata adalah sesuatu yang penting dalam proses pembelajaran Bahasa Inggris. Namun, banyak orang mengalami kesulitan dalam menguasai kosakata tersebut. Hal ini disebabkan oleh keterbatasan media dan sumber daya yang tersedia. Akibatnya, banyak yang merasa kurang percaya diri dalam kemampuan berbahasa Inggris mereka. Penelitian ini didesain dengan tujuan untuk mengetahui efek dari penggunaan crosswords puzzle game terhadap penguasaan kosakata siswa. Desain yang digunakan dalam penelitian ini adalah kuantitatif dengan menggunakan metode pre-eksperimental. Sampel dalam penelitian ini adalah siswa kelas 7 SMPN 1 Cimanggu sebanyak 30 orang. Penelitian ini dilakukan dengan melakukan pretest,

kemudian dilanjutkan dengan perlakuan selama empat pertemuan, kemudian diadakan posttest setelah pemberian perlakuan. Hasil dari penelitian ini menunjukkan bahwa penguasaan kosakata siswa meningkat setelah melakukan treatment menggunakan media crosswords puzzle game. Hal tersebut dapat dilihat dari rata-rata skor yang meningkat dari 56.50 menjadi 69.60. Data dari hasil paired sample t-test pada aplikasi SPSS menunjukkan signifikansi sebesar $<0,001$, yang mana signifikansi tersebut lebih kecil daripada 0,05. Hasil dari penelitian ini mengindikasikan bahwa penggunaan crossowrds puzzle game memiliki efek untuk meningkatkan penguasaan kosakata.

Kata Kunci: *Crosswords Puzzle, Media Pembelajaran, Penguasaan Kosakata*

A. Introduction

English is a universal language. Humans need to understand and learn English so they can communicate with other humans from various parts of the world. This is what causes English to become one of the languages that must be learned in various parts of the world in order to communicate easily. English generally has four skills that must be learned to master English well, namely writing, reading, speaking and listening. These four skills are the basics of English that you must master. Apart from these four skills, there is one thing that must be learned in mastering English, namely vocabulary.

Based on the researcher observation at SMPN 1 Cimanggu, especially in the first grade, there are problems in teaching and learning English is vocabulary mastery. Students sometimes did not understand the meaning of passages, even if they were simple short texts from their textbooks. The students were often confused and unable to answer questions from the text because they did not know the meaning of the vocabulary. There were several factors that caused their low vocabulary mastery, namely internal and and external factors. Internal factors came from within the students themselves, such as motivation, interest, intelligence, etc. Meanwhile, external factors were factors that came from outside the students and influenced the learning process, such as background, learning materials, and teacher performance in teaching methods. Vocabulary is a series of several words that can form a perfect sentence. This vocabulary is undoubtedly linked to the four skills: writing, reading, speaking, and listening. Learning various types of vocabulary will make students experience difficulties in mastering and learning them. Especially for students who don't like English, because of educational demands that require them to learn English, they will certainly experience difficulties. Therefore, creative, innovative and modern media is needed so that students are more motivated and enjoy learning English.

Based on this explanation, this research aims to determine the effect of crossword puzzles on students' vocabulary mastery. This research also aims to see how much vocabulary mastery increases after using crossword puzzle media in vocabulary mastery.

B. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

Based on Webster (2003) in Matrutry (2021), vocabulary is :

- 1) Typically, words and phrases are compiled in alphabetical order with accompanying explanations or definitions.
- 2) The total inventory of words used by a language group, an individual, a work, or within a specific field of knowledge.
- 3) A compilation of terms or codes that is ready and accessible for use.

Therefore, Vocabulary constitutes a fundamental element of language, representing the units of speech that individuals articulate as words. Furthermore, it serves as a means of communication with others and functions within a language system as symbols conveying ideas, particularly in the context of foreign languages.

b. Definitions of Vocabulary Mastery

The depth of one's vocabulary reservoir significantly influences language performance, with a broader mastery contributing to enhanced linguistic skills, while a restricted vocabulary poses challenges in the pursuit of English language proficiency (Harmer, 2018). This implies that individuals equipped with an extensive vocabulary encounter minimal challenges in language acquisition, paving the way for successful development of language skills. In essence, a rich vocabulary serves as a cornerstone.

c. Types of Vocabulary

Manda et al., (2022) perspective suggests that vocabulary can be categorized into four distinct types, each serving a specific purpose in language communication. Firstly, oral vocabulary pertains to the words individuals employ to articulate thoughts actively and comprehensibly. Secondly, writing vocabulary encompasses the words utilized in the process of composing written pieces. The third category, listening vocabulary, involves the speaker's choice of words that can be comprehended by the listener, ensuring effective communication as the message is conveyed successfully. Finally, reading vocabulary refers to words that are understood when read in written form. Harmer's classification of these four vocabulary types encompasses all facets of language communication activities.

d. How to Remember Vocabulary

Thornburry divides working of our memory to be three parts. First, short-term store is brain capacity that vocabulary stays in there just few second. Second, vocabulary stays in there just for

a while is working memory. Last, long-term store is brain capacity that vocabulary stays in there durable over time by many activities can do.

e. Teaching Vocabulary

The teacher should be able to identify who the students are, what their needs are, and how the teacher should teach in a simple and interesting way. Different age of students indicate that they have different needs and interest. In teaching vocabulary, the teacher must be able to select the words that will be given to the students, according to the curriculum and the goal of teaching.

f. Some Techniques in Teaching Vocabulary

Ruth Gairns and Stuart Redman said there are many techniques of vocabulary teaching, there are:

- 1) Visual Aids: Visual aids include pictures, photographs, flashcards, and blackboard, etc.
- 2) Verbal explanation: Based on the students' level, the aim and the time allocated, the teacher should select and provide words will be taught.
- 3) Contextual guesswork: The students learn vocabulary from a text in this technique. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

2. Crossword Puzzle Game

a. Definition of Crossword Puzzle

Wijaksono S & Siddik, (2022) state that a crossword puzzle is a word puzzle or game in which words are filled in based on numbered clues, fitting vertically or horizontally into empty spaces within a grid. According to Hornby, this puzzle format involves writing words both vertically (down, according to clues) and horizontally (crosswise, as per clues) in the designated squares. Consequently, crossword puzzles offer students opportunities to enhance their vocabulary mastery by guessing and inserting words into the grid based on provided clues.

b. Kinds of Crossword Puzzle

According to Widyasari (2010) cited in Pohloh, (2023) there are several types of crossword puzzles that can be used during vocabulary teaching and learning in the classroom through crossword puzzle games.

- 1) Oral Puzzle: This type of puzzle involves the teacher verbally presenting it, with students receiving empty crossword grids without any clues.

2) Picture Puzzle: In this puzzle, pictures serve as clues instead of written hints. Students are provided with the puzzle and corresponding pictures, which is particularly effective for units containing numerous new vocabulary items.

3) Object Puzzle: This crossword puzzle incorporates physical objects that serve as clues.

c. The Benefits of Crossword Puzzle

According to Pohloh, (2023) in teaching vocabulary there are some advantages of crossword puzzle:

- 1) Learning vocabulary through active engagement enhances meaning and motivation for students.
- 2) Solving puzzles encourages students to develop problem-solving
- 3) skills.
- 4) Puzzles are stimulating and engaging, preventing students from becoming bored with routine learning. They promote focused attention on lesson content, leading to improved learning outcomes.
- 5) Solving puzzles in groups or through classroom discussions cultivates critical
- 6) thinking among students.
- 7) Group puzzle activities foster a sense of enjoyment and enthusiasm for learning English, making the process more meaningful and beneficial for students' language acquisition.

d. Definition of Games

According to Hornby, the game is an activity that you do to have some fun. Another definition of game is expressed on Oxford Advance Dictionary, game is an activity or a sport with rules in which people or teams compete against each other. Since games can present fun and enjoyment in a classroom, thus it can be a good technique in language learning.

Games are helpful because they can make students feel that certain words are important and necessary. Besides, the use of game can increase students' motivation in learning vocabulary.

e. Type of Games

According to Jill Hadfield which was stated in his book that the games were classifying as:

- 1) Information Gap Games: This type of game may be one-sided or reciprocal, where both players have information which they must pool to solve a common problem.
- 2) Guessing Games: The players with the information deliberately withhold it, while others guess what it might be.

- 3) Search Games: In these games, everyone in this class has one piece of information. Players must obtain all or large amount of the information available to fill in a chart or picture or to solve a problem.
- 4) Matching Games: These involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity.
- 5) Labelling Games: Labelling games involve matching labels to items in a picture.
- 6) Exchanging Games: Players have certain articles, cards or ideas which they wish to exchange for others.
- 7) Board Games and Card Games: Board Games and Card Games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story.
- 8) Role-play Games: Players are given the name and some characteristic of a fictional character.

f. Principle of Choosing and Using Language Games

According to Wright, there are five essential criteria of language games, they are:

- 1) Easy of preparation: the time and energy required to make the game is realistic
- 2) Easy of organization: using the game is easy and worth the effort
- 3) Intrinsic language: language must be used to play the game successfully and that same language must be useful in other situation
- 4) Density of language
- 5) Likelihood of interest for the learner.

g. Procedure for Playing Games

There are many procedures for playing game such as:

- 1) Choose games on the basis of their suitability in terms of the language they put into practice and also with regard to the students themselves (e.g. their age and interest).
- 2) Prepare the game carefully beforehand; try to predict the language items that maybe needed.
- 3) Explain to the students (in the mother tongue if necessary) the purpose of rules for the games.
- 4) Involve as many students a possible e.g.
- 5) by dividing the class into two teams and also by letting the students take over you if the game permits.
- 6) If the games played on team basis, points should be awarded for each correct answer and the scores are written on the blackboard. Deduction

- 7) can be made for grammatical errors (e.g. half point) but credits should be given for creative expression.

h. The Advantages and the Disadvantages of Using Games

Andrew Wright stated that the advantages of game are:

- 1) Games help and encourage many learners to sustain their interest and work.
- 2) Games also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what other saying or have written, and they must speak or write in order to express their own point of view or give information.
- 3) Many games cause as much density of practices as more conventional drill exercise.
- 4) Games can be found to give practice in all the skill (reading, writing, listening, speaking).
- 5) By making the language convey
- 6) information and opinion, games provide the key feature of “drill” with opportunity to sense the working of language as living communication.

The disadvantages of using games are:

- 1) Generally is if the students number is too much, it will surface to involve all of the students in that games. A student whom did not involve will disturb the process.
- 2) Not all materials of study can communicate by games.
- 3) Games usually make noisy
- 4) Most teacher use games only for a part time.

C. Research Methodology

1. Research Design

The research used in quantitative research method, which is a research method that collects and analyzes data in the form of numbers or statistics to answer research question. The type of experimental research design used by researcher in this research is pre-experimental. Design that include pre-experimental are the one shot case study, the one group pretest- post test, and static group comparison.

2. Place and Time of the Research

This research was conducted at SMPN 1 Cimanggu which is located in Sukabumi Regency. As for implementation will be carried out in 13 May to 13 June 2024.

3. Population and Sample

The population at SMPN 1 Cimanggu consist of 130 students. The researcher will take a sample of 30 students from this 130 students using the sampling method known as random sampling. Random sampling is a sample that is taken randomly.

4. Instrument of the Study

The instruments used to collect data are vocabulary tests, designed to assess students' vocabulary knowledge before and after the treatment. There are two types of tests: the pre-test and the post-test. The pre-test is administered at the start of the first meeting, while the post-test is given after the treatment sessions conclude.

The vocabulary test that will be provided by the researcher will be conducted through crossword puzzle available on smartphones. The researcher will give students 20 questions about vocabulary. These questions consist of several types. The researcher selects 5 types of vocabulary to be given to students, namely noun, verb, adverb, adjective, and profession.

5. Technique of Data Collecting

The technique of data collecting in this research were preparation phase, implementation stage, and final stage/ reporting.

6. Technique of Data Analysis

The datas of the research were analyzed by using SPSS, namely the description of the data, normality test, and paired sample t-test.

D. Research Finding and Discussion

1. Findings

Table 1. The Result of Pretest and Posttest

<i>Name</i>	<i>Pretest</i>	<i>Posttest</i>
Total	1,695	2,088
Average	56.5	69.6

The table shows changes in the posttest after students received the treatment. Students' score increased from the pretest to the posttest. The students' total score on the pretest was 936 points, of which there was a fairly high increase on the posttest, namely 1780 points. Likewise, the average score increased from 32,28 to 61,38. It means that the treatment gave them an effect in increasing their score in tge vocabulary test. Then, in The t value of paired sample t-test is - 6.052. A strongly negative t-value indicates a highly significant mean difference, supported by a

p-value of 0.000, which is much smaller than the standard significance level of 0.05. So, the null hypothesis, stating no mean difference between the pretest and posttest, is rejected. Therefore, it can be concluded that there is a significant average difference between the pretest and posttest scores, with the posttest scores being significantly higher. These results indicate that the crossword puzzle method applied is effective in improving students' vocabulary from the pre-test to the post-test.

2. Discussion

Based on the data that had been collected and the results that had been found, it was evident that students' vocabulary mastery using the crossword puzzle game method had successfully improved. A significant increase was observed in the results, demonstrated by comparing the average scores of the student pretest and posttest, revealing an increase of 13.1 points. The normality test showed that the data was normally distributed. Additionally, in testing the hypothesis using a paired sample t-test, it was found that if the significance value of the t-test was less than 0.05, then H_0 was rejected and H_a was accepted. This indicated that there was an influence of the independent variable on the dependent variable. The data showed that the significance value of the t-test was indeed less than 0.05, confirming that the use of crossword puzzle games had a positive impact on students' vocabulary mastery.

E. Conclusion and Suggestion

1. Conclusion

After conducting research, the researchers concluded that the crosswords puzzle game was effective in increasing student's vocabulary mastery and there was a significant increase in student's vocabulary mastery.

Comparison between pretest and posttest scores shows that the intervention provided was successful in increasing students' mastery of skills. The average gain score of 13.1 points shows significant improvement average. The normality test using Shapiro-Wilk in Table 4.4 shows that the pretest ($p = 0.706$) and the posttest value ($p=0.592$) is normally distributed, so it is normal assumptions are met. The Paired Sample T-test in Table 4.6 shows that there is a significant difference between pre-test and post-test scores, with a calculated t-value of -6.052 and a significance (2-tailed) was 0.000 ($p<0.05$). These results indicate that the use of crossword games improves students' vocabulary mastery abilities.

2. Suggestion

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows :

a. For the teachers

Teachers should offer more guidance and support, encouraging students to be more active in their learning. Additionally, allowing students to engage in multiple practice sessions will further help them expand their vocabulary. This approach not only makes the learning process more engaging but also ensures that students can retain and apply new vocabulary more effectively.

b. For the students

Students are encouraged to engage in regular English practice sessions to enhance their mastery of vocabulary, whether it be through independent study, group activities with friends, or guided exercises with their teacher. By consistently practicing and immersing themselves in English, students can effectively broaden their vocabulary skills, thereby improving their overall proficiency in the language.

c. For the next researchers

The next researcher may investigate the efficacy of different instructional methods tailored to enhance students' vocabulary skills. Additionally, considering the versatility of the crossword puzzle technique, the next researcher could explore its application with varying themes to cater to diverse learning preferences and contexts.

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