

**THE USE OF CROSSWORD PUZZLE GAME TO IMPROVE STUDENT'S
VOCABULARY MASTERY AT CLASS VIII OF SMP SWASTA
MUHAMMADIYAH 15 KUTACANE
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ABSTRACT

This study deals with the used crossword puzzle game to improve student's vocabulary at class VIII SMPS Muhammadiyah 15 Kutacane Academic Year 2023/2024. Its objective is to find out whether the used crossword puzzle game has a significance effect in vocabulary . Population used in this study of class VIII were 25 and samples used in this study were 25 students. The method used in this study is an experimental method with a one group as test design .This study was carried on using quantities method. The data was analysed by using t-test. Researcher find mark t test count amounting to 8,75 Furthermore consulted with t table value on level significant 5 % with $db = N - 1 = 25 - 1 = 24$, then obtained t table value = 1,96. So with so t count > t table or $8,52 > 1,96$ then hypothesis accepted. With the mode obtained being a value of 88 which was the most obtained by 9 students in class VIII. Based on the data from the test results on the ability to increase vocabulary and if it is related to the KKM score for English subjects for junior high school = 65. So the students' ability to increase vocabulary through crossword puzzle game is included in the good category. Thus, from the results of the hypothesis testing above, it can be concluded that there is the use of crossword puzzle game file to student vocabulary abilities at class VIII SMPS Muhammadiyah 15 kutacane Academic Year 2023/2024.

Key word : Crossword Puzzle Games, to Improve, Vocabulary Mastery

Background Of The Research

Based on data gathered from English teachers at SMP Muhammadiyah Kutacane, many students still encounter difficulties in grasping vocabulary, particularly the vocabulary. Given its frequent application in daily life, it is one of the foundational vocabulary sets that all students should aim to master. Furthermore, the vocabulary is utilized for identifying texts such as descriptive compositions and procedural texts. Class VIII was identified as the class with the lowest proficiency in employing the vocabulary during interviews, particularly concerning subject-verb agreement, adjectives, and usage.

Vocabulary is a crucial aspect of language learning, serving as a foundation for proficiency in speaking, reading, and writing. A rich vocabulary enhances an individual's ability to comprehend, communicate, and express ideas effectively. In the ever-evolving landscape of language education, strategies and approaches for teaching vocabulary have undergone significant transformations.

Crossword puzzles were known for their creative and challenging way of describing words, making them an engaging method for vocabulary expansion. Several theories supported the improvement of crossword puzzles in vocabulary : 1). Contextual Description: Crossword puzzles require players to identify words based on contextual descriptions, closely aligning with the goal of descriptive text in language learning, which aims to describe people, places, or things within a given context. 2). Game-Based Learning: Crossword puzzles are inherently gamified, adhering to established rules and encouraging critical thinking. This aspect of gamification aligned with the theory that critical thinking enhances language processes, including seeing, analyzing, reasoning, and communicating. 3). Engaging Critical Thinking: By presenting words in a challenging and often humorous manner, crossword puzzles stimulated critical thinking. Students had to think critically to decipher word meanings, making the learning process more interactive and enjoyable.

Based on the identification of the problems above, the research questions are formulated as follows: What is Crossword Puzzle Game Can Improve Student Vocabulary Mastery at VIII class of SMP Swasta Muhammadiyah 15 Kutacane, Academic Year 2023/2024?

The objective of the research, based on the provided question is To know Crossword Puzzle Game Can Improve Student Vocabulary Mastery at SMP Swasta Muhammadiyah 15 Kutacane during the Academic Year 2023/2024.

Definitions of Vocabulary

Vocabulary can be defined as the words must be known to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Aminatun & Oktaviani, 2019; Novanti&Suprayogi, 2021). In learning English, there are four language skills, namely listening, reading, speaking and writing. Listening and reading are receptive because the focus is on receiving information from an outside source (Ayu et al., 2017; Simamora & Oktaviani, 2020; Skill, n.d.). A literate person's vocabulary is all the word they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening. A person's listening vocabulary is all the words they can recognize when listening to speech(Mandasari, 2016; Oktaviani, 2021; SARI, 2013).

Teaching of Vocabulary

Vocabulary learning must be enculturation. According to Syafrizal & Haerudin, (2018) enculturation is a process by which someone learns about something required by the surrounding culture of the students' life. This can make it easier for students to remember the vocabulary taught to them. In essence, Ristyani & Nurhayati, (2020) said that the main purpose of vocabulary teaching is for develop students' interest in words. Student skills in learning vocabulary the way they "read" pictures, consider words and think critically. Without realizing it, every teacher is actually involved in the process of mastering students' vocabulary (Hamer & Rohimajaya, 2018). Every time the teacher talks to the students, the teacher is indirectly teaching the children new vocabulary. The vocabulary mastered by children is basically in the form of basic vocabulary (Lengkoan et al., 2019).

Definition of Crossword Puzzle

The students' need a showing device which can animate their enthusiasm for perusing and examining the exercises in Indonesian language class. Though, the learning procedure can be charming if the students' can interface with each other. The educator can utilize an assortment of showing apparatuses as one technique to make learning fun. With the instruments, the students' can be urged to learn by playing. Amusement is where the players can connect with each other by following the specific principles to achieve certain objectives (Sadiman, 2014).

The exploration that bolsters this examination is the worldwide investigation directed by Michael L. Littman, Greg A. Keim, and Noam Shazeer distributed in a diary named Artificial

Intelligence titled "A probabilistic methodology comprehending crossword baffles" which expressed that crossword astounds illuminating presents the special test on knowledge, rivalry on wide bits of knowledge, and speed. This asset enables the researcher to deal with the language-related amusements and the other fundamental things in the application, albeit building up the arrangement additionally needs better comprehension about topics and traps on the riddle.

The Using Crossword Puzzle Game

In teaching vocabulary, by using crossword puzzle, teacher is expected to use some various procedures of giving it to students. It needs to anticipate students' boredom of learning and make the learning process be more interesting. In language teaching game and contest, Lee shows some procedures of playing crosswords that students can use, those are:

1. Everybody has the same crossword and solves it individually, with the help of the clues.
2. Each small group has different crossword, and everyone in the group helps to solve it.
3. First of all, everybody works at the crossword individually, and then they work with a group. This makes it more likely that every member of a group will contribute something.
4. There is a crossword on the board, but no written clues. Give this orally and solve the crossword step by step in conversation with the class. Students come to the board and print the words in one by one, each then using differently colored chalk. They can be written in on individual copies too.
5. Crossword relay, there are two crossword frames on the board (more than two if there are more than two teams) consisting entirely of blank squares. Somebody says "go" or "begin" and a student from each team hurries out, prints in one letter on the team crossword, and so on. All the members of each team do this, and try to build up words. Thus there must be enough square – at least 16 if each team has 16 members. If there are more squares than members of the team, the first student to go out continuous writing in letters. Scoring is based on the number of letters in words which appear. There can also be a limit, to encourage speed.

It is even better to have one 'crossword' for each group. If there are five students in a group, there can still be, say 25 squares in the 'crossword', and each player will go out and add letter five times.

Research Methodology

Experimental design is the process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn regarding a hypothesis statement. Generally, the purpose is to establish the effect that a factor or independent variable has on a dependent variable.

Population and sample

The sample of this research was class VIII-1 amount of 25 students' which are taken by using cluster random sampling. It can be seen in the table below.

Table3.1.2

No	class	sample
1	VIII-1	25 Student's

Finding

Type research conducted is test quantitative. This research was conducted to improve student's vocabulary at class VIII of SMPS Muhammadiyah 15 academic year 2023/2024. Following this is the result data research obtained from pre test and posttest students.

Results quantitative in question in study this is stated results in form number for know average student's vocabulary' Following this is the results of the research data obtained from results test by using crossword puzzle game at VIII grade student of SMPS Muhammadiyah 15academic years 2023-2024.

Test Mode Pre test and Post test

As for presentation the data can seen mode and median values at table 4.1.5 as following this :

Mark Pre Test	Frequency	Mark Post Test	Frequency
(x_1)	f (x_1)	(x_2)	f (x_2)
20	1	67	2
27	5	73	6
33	3	80	5

40	11	86	5
47	3	93	5
53	1	100	2
60	1		
Median x_1)value (= 40		Median x_2)value (= 80	
Mode x_1)value (=40		Mode x_2)value (=73	

From the results table 4.1.5 Improving student's vocabulary mastery by using crossword puzzle game at VIII grade students SMPSMuhammadiyah 15. most value is value 40 is there are 11 students. Effect there is a use use the crossword puzzle game most value is value 80 is there are 5 students.

Conclution and Suggestion

Conclution

Based on results study and discussion that has been outlined previous so can concluded that There is Improving student's vocabulary mastery by using the crossword puzzle game at VIII grade students SMPSMuhammadiyah 15. This proven from average test score student's vocabulary by using the crossword puzzle game by students = 25 and experience change mark results test finally with the average value = 82,68 Based on results data pre test and post test student and if linked with KKM value of eyes lesson English for junior high school = 65. So improve vocabulary mastery for post test student including in well category.

Besides of that, calculated t value > t table or 15,33>1,96 with results testing hypothesis in on obtained conclusion that There is Improving student's vocabulary mastery by using the crossword puzzle game at VIII grade students SMPS Muhammadiyah 15.

Suggestion

Based on results study about Improving student'svocabulary mastery by using the crossword puzzle game at VIII grade students SMPSMuhammadiyah15 by student so recommended by teachers English should using the crossword puzzle game as alternative in improving student's vocabulary mastery,

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