

Enhancing 9th Grade Vocabulary With Fun Crossword Puzzle At UPT SMPN 7 Satap Maiwa

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ABSTRACT

This study aims to enhance the vocabulary mastery of 9th-grade students at SMP 7 Satap Maiwa through the use of fun crossword puzzles as a learning medium. The main problem faced by the students was the limited English vocabulary, which hinders their reading, writing, and speaking skills.

The research employed Classroom Action Research (CAR) with two cycles, consisting of planning, implementation, observation, and reflection stages. The participants were 9th-grade students of SMP 7 Satap Maiwa in the 2024/2025 academic year. Data were collected through vocabulary tests, observations, and interviews.

The findings revealed that the consistent application of crossword puzzles significantly improved students' vocabulary mastery, as indicated by the increase in average vocabulary test scores in each cycle and the rise of students' learning motivation. Therefore, crossword puzzles are proven to be an effective and creative learning strategy for enhancing students' English vocabulary.

The average scores of the learners' tests (pre- test and post-test) provide support for this. The Sample use 15 students experiment class and 15 students control group. Compared to the pre-test and post-test of experiment class score was 68,66, the post-test mean score was greater was 86,33, also for pre-test and pot-test of control class was 57,66 and 82,66. The paired sample T-test revealed paired differences to know the identical variances based on the SPSS version 30 results. It was evident from Table 4.7 that the significance level was 0.001. It shows that $0.001 < 0.05$. Since there was less than a 0.05 level of significance, the H_0 was rejected and the H_1 was accepted.

INTRODUCTION

The rapid development of modernization has brought significant transformations to human lifestyles, particularly among the younger generation. Cultural values and traditions that

Learning English from an early age was the main foundation in developing language skills. Learning English can be presented with games that attract children's attention, such as crossword puzzles. Crossword puzzle was a game that supports learning by filling in the answers in the box column with the letters according to the questions to be able to sharpen the students' brains. The purpose of this community service was to improve the English vocabulary of Teupin Jueu's children with crossword puzzles.

Vocabulary was one of the important components in learning English. Without sufficient vocabulary, students will find it difficult to understand, speak, write and listen in English. However, vocabulary learning was often considered boring and monotonous by students. One creative solution was to use fun learning media, such as crossword puzzles.

Crossword puzzles are a form of word games that can increase students' interest in learning and help them remember vocabulary more easily. Based on preliminary observations at SMP 7 Satap Maiwa, it was observed that grade IX students had difficulty in remembering and using English vocabulary effectively. Therefore, this study aims to determine the effectiveness of using crossword puzzles in improving students' vocabulary mastery. To address this issue, a fun, and engaging method is needed to improve students' vocabulary mastery and motivate them to learn English. the right media is also needed in the learning process. Learning media was one of the supporting aspects of the learning process that can help students learn and make it easier for educators to teach or deliver material. In teaching vocabulary, many media can be used to increase student's vocabulary, one of which was using crossword puzzles.

Review of Related Literature

1. Vocabulary

a. Definition of Vocabulary

Vocabulary was essential in supporting the four skills in English, and vocabulary was the beginning of making it effortless for us to understand and apply English. According to Fachrozi et al. (2021:252), vocabulary was the number of words people recognize and use in their language activities, a collection of words and meaning to communicate with others was a central part of the language. Crossword puzzles are the best way to hone students' abilities to develop vocabulary and in a way, these students have a passion for taking part in system learning. (Malang,2020). Puzzle crossword was considered suitable because its applicability involves students' cognitive abilities. Students are made to think critically and feel challenged by something interesting. Crossword puzzles (TTS) are defined as games in boxes answered exactly according to the question.

b. Types of Vocabulary

- 1) Active vocabulary was the words that have been learned and used by the students in their daily life to interact with others. The learners can use this appropriately in speaking or writing and it was also called as productive vocabulary. To use the productive vocabulary, the students must know how to pronounce it well, able to use grammar of the target language and also must be familiar and understanding the meaning of the word. In fact, the active vocabulary was more difficult to practice. This type was often used in speaking and writing.
- 2) Passive vocabulary refers to all words that the students can be recognized and understood them when they interacted with others. The learners can use it appropriately in listening or reading and it is also called as receptive vocabulary. It means that passive vocabulary was all of the words heard or read by the students. Hearing the vocabulary used prompts the students to recall its meaning. In other words, you are being made to recall it.

c. How to Remember Vocabulary

Understanding of vocabulary was a general matter of a number individual items, it was not same with study of grammar that was fundamentally a rule based system. Commonly, the rule seems to be a question memory.

2. Crossword Puzzle Game

Crossword puzzle game is one kind of language game, the writer would like to discuss about the game before discuss about the crossword puzzle game.

a. Games

In this study, the writer tried to use certain game that was crossword puzzle game to increase students' motivation in learning vocabulary. Before we talk wholly about the crossword puzzle game, we have to know what the game was, principles of choosing and using games should be easy to prepare and not take too long which can make students feel bored and tired, and also games should be easy to play and have some element of language teaching besides entertained to students, also, the teachers also should look out the principle of selecting games before use it, so the game can be accepted by all students in the classroom.

b. Crossword Puzzle

Puzzle was defined in the Collins COBUILD New Students' Dictionary as a question, game or toy which you have to think about carefully in order to answer it correctly or put it together properly. In this study, the writer tries to describe puzzle as one of many language games used to teach vocabulary at Junior High School.

R	A	R	E	R	L
U	U	J	R	Y	U

L	L	N	A	P	R
E	R	A	S	E	R
R	S	A	P	N	Q

By unscrambling the letter you will get the members of your family. Arrange these letters into the correct word!

e.g. T-E-R-R-B-O-H = BROTHER

1.M-G-A-R-R-E-N-D-O-H-T =

2.L-E-U-N-C =

3.T-E-S-R-I-S =

4.H-E-T-A-F-R =

5.O-T-H-E-R-M =

Clues:

1. The mother from your father/mother
2. The brother of someone's mother/father, or the husband of someone's aunt
3. A girl/woman who has the same parent with you
4. a female parents
5. a male parent

1) History of Crossword Puzzle Game

This game was very familiar to the students for they can find such as puzzles in their language in this game, the students will have to fill the boxes letter by letter based on the question.

For example:

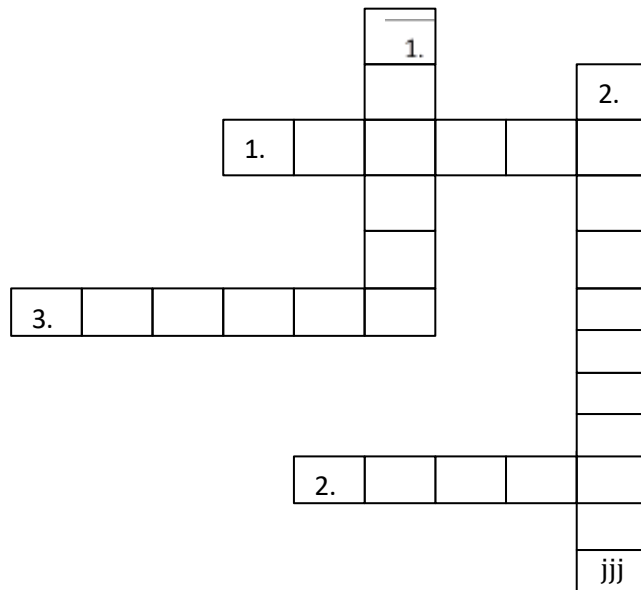
Fill the in the boxes with the members of family, here are some clues

Across:

1. A female parents.
2. The brother of someone's mother/father, or the husband of someone's aunt.
3. A girl/woman who has the same parent with you.

Down:

1. a male parent
2. The mother from your father/mother
3. Variation of Using Crossword Puzzle in Teaching Vocabulary



2) How to Play a Crossword Puzzle?

What was crossword puzzle game? In this part, the writer tries to explain about it entirely. A crossword puzzle was a game of words where the player is given a hint and the number of letters. The player then fills in a grid of boxes by finding the right words. Based on Cambridge dictionary, crossword (puzzle) was a game which you write words which are the answer to questions in a pattern of black and white squares. From oxforddictionaries.com, crosswords puzzle was a puzzle consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues. Meanwhile, based on Webster's dictionary, crossword puzzle was a puzzle in which words are filled into a pattern of numbered squares in answer to correspondingly numbered clues and in such a way that the words read across and down.

As stated by Elliot, crossword puzzle game are said to be the most popular and widespread word game in the world, yet have a short history. The first crosswords appeared in England during the 19th century.²⁵ They were of an elementary kind, apparently derived from the word square, a group of words arranged so letters read alike vertically and horizontally, and printed in children's puzzle books and various periodicals. In the United States, the puzzle developed into a serious adult pastime.

Research Metodology

The study employs a research of this kind was categorized as quasi experimental. The researcher favors the quasi-experimental study because it uses an organized group sample that was already available. The researcher believes that a quasi-experimental study would be a better fit for this research because they are unable to artificially create groups for the experiment. An independent variable was an based learning model variable that was assumed to be the cause of variation in another explanatory variable. On the other hand, a dependent variable was an critical and creative skills variable that was thought to be influenced by the independent variable. To put it simply, a dependent variable was one that has an influence on the dependent variable and

independent variable was one that was impacted. The Two-Group Pretest-Posttest Design was the experimental strategy used in this study. English subjects are given a pretest before treatment and a posttest after treatment. It was feasible to ascertain that the treatment's results are more accurate because they can be contrasted with the pre-treatment condition.

The population of this study consists of all eighth-grade students at SMPN 7 Satap Maiwa. Given the manageable size of the population, a total sampling technique was employed, wherein all students from one classes IX and two groups are included in the study. Class experimental group and class control group, following the traditional English learning methods without the use Crossword Puzzle integration. In total, 30 students participate in this research, with 15 students in the experimental group and 15 in the control group. The data collection process involves several key methods to ensure the comprehensive gathering of relevant information : both the experimental and control groups undergo a pre-test before the intervention to establish a baseline of their learning procedure text. After the treatments, a post-test was administered to measure any changes in project making posters use canva app. The pre-test and post-test are identical in format and content, ensuring consistency in the evaluation process. The experimental group receives a structured Crossword Puzzle learning treatment over a period of four weeks. The AI tools used in this study include language learning applications such as Canva. The control group d, the researcher conducts observations to monitor student engagement, participation, and interactions with the Crossword Puzzle tools. These observations provide qualitative data that complement the quantitative test results. Photo, poster and other forms of documentation are collected during the study to provide a visual record of the treatment process and student activities.

The primary instruments used in this study are the pre-test and post-test, which are designed to assess students' puzzle in various aspects of vocabulary, including reading and writing skills. The validity and reliability of these instruments had been established through prior studies and pilot testing. Data analysis in this study involves both descriptive and inferential statistics. Descriptive statistics, such as means and standard deviations, are used to summarize the pre-test and post-test scores. Inferential statistics, specifically paired sample t-tests, are employed to determine whether there was a statistically significant difference in the learning procedure text make poster use canva app scores between the pre-test and post-test in both the experimental class and control groups. Additionally, the effect size was calculated using Cohen's d formula to assess the magnitude of the treatment effect. Ethical considerations are paramount in this research. Informed consent is obtained from the studied and their parents or guardians prior to participation. The anonymity and confidentiality of all participants are maintained throughout the study. The treatment was designed to benefit the students educationally, and no harm is anticipated as a result of their participation.

Result and Discussion

Based on the results of observations made at SMPN 7 Satap Maiwa, especially class IX as the subject of this research. Researcher conducted observations for 3 days before starting interviews with students. Then, during the 3 days of observation, the researcher found several learning methods in the classroom taught by the English teacher, but the methods taught were less effective to develop in the future. Therefore, the researcher would applied or develop the project-based learned process and want to know whether the learned process was effective to be taught to students. The results obtained by researchers from observations show that learning by using Puzzle to enhance vocabulary at SMPN 7 Satap Maiwa.

Based on the results of interviews conducted by researcher after conducting observations for 3 days, researcher began to provide interview questions to class VIII students as researcher subjects as many as 10 numbers related to the development of the PjBL model and the impact of using crossword puzzle. After conducting treatment and learning about the material, the researcher given 10 interview questions with the same questions and showed the results of the interview, students began to understand and be interested in the learned.

Then in this treatment stage, the subjects who would be given treatment are 30 studied who are divided into 2 groups, namely the experimental class of 15 people consisting of 8 women and 7 men and the control group of 15 people consisting of 6 women and 9 men. Then for the experimental class taught using books related to the development of vocabulary and for the control group the researcher teaches using Ppt.

The paired sample T-test revealed paired differences to know the identical variances based on the SPSS version 30 results. It was evident from Table 4.7 that the significance level was 0.001. It shows that $0.001 < 0.05$. Since there was less than a 0.05 level of significance, the H_0 was rejected and the H_1 was accepted. This indicates that employed based learning model as a learning tool has resulted in a discernible improvement in critical and creative students skills..

Discussion

In this study, the researcher used project based learning model to teach English to SMPN 7 Satap Maiwa students. Through crossword puzzle, the researcher was able to obtain information to answer the author's questions. The purpose of this study was to as certain whether or not using project based learning model in learning procedure text in the classroom would enhance critical and creative students skills. The computation data's final description shows that it was homogeneous and regularly distributed. At SMPN 7 Satap Maiwa eighth-grade students showed gains in project posters, particularly when using the learning procedure text. compiled from the pre-test and post-test findings of 30 students. This can be seen from the comparison of pre-test and post-test results conducted in this study. Therefore, it was reasonable to conclude that learners can decide to use Puzzle model as an English language learning tool. The average

scores of the learners' tests (pre- test and post-test) provide support for this. Compared to the pre-test and post-test of experiment class score was 68,66, the post-test mean score was greater was 86,33, also for pre-test and pot-test of control class was 57,66 and 82,66. The information in the previous section shows that teaching PjBL as an procedure text learning was more successful.

The paired sample T-test revealed paired differences to know the identical variances based on the SPSS version 30 results. It was evident from Table 4.7 that the significance level was 0.001. It shows that $0.001 < 0.05$. Since there was less than a 0.05 level of significance, the H_0 was rejected and the H_1 was accepted. Using Crossword Puzzle learning model to enhance vocabulary students skills in learning at SMPN 7 Satap Maiwa.

Conclusion

Based on the results of the research that has been conducted by researchers, the following conclusions can be drawn. The use of Crossword Puzzle to enhance vocabulary at SMPN 7 Satap Maiwa, especially in enhance students' reading, writing, speaking, and listening skills in the IX grade of SMPN 7 Satap Maiwa. The p-value was smaller than α ($0.001 < 0.05$). This means that H_0 was rejected and H_1 was accepted. From these calculations, it can be concluded that Crossword puzzle as an English language learning tool, especially in enhance vocabulary, reading, writing, speaking, and listening skills, has a significant influence on student learning achievement.

Using Crossword Puzzle as an English learning tool, especially in enhance critical and creative students skills. As a result, this method would make it easier for them to understand and remember the material. In addition, this method can also enhance vocabulary students, reading, writing, speaking and listening skills. For the teachers, there are various techniques, media, and methods available for English teachers to use in the teaching process; however, teachers must choose the appropriate techniques, media, and strategies. One of the useful strategies for teaching English was using Crossword Puzzle as an English learning media tool. For the students, the use of Crossword Puzzle as an English learning aid, especially in enhance reading, writing, speaking and listening skills. When speaking in English, they should do so with confidence and ease. Through the use of Crossword Puzzle as an English learning aid, especially in enhance critical and creative students skills. For the next researcher, hopefully this thesis can be useful for future researcher, which can contribute as a reference. Hopefully, future researcher who take similar topics can make better research than what researcher had finished.

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