

The Influence of Using Crossword Puzzle Towards Students Vocabulary Mastery

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Abstrack: *This research is a quantitative study with the aim of determining the influence of using crossword puzzle towards students' vocabulary mastery in grade VII at Mts Darissulaimaniyyah. The technique to collect the data used pre-test and post-test. The results of the pre-test and post-test control class 1) the average pre-test score was 45.053 with the highest score of 60 and the lowest score of 26.6 and the post-test average was 48.543 with the highest score 66.6 and the lowest score 33.3. 2) the results of the pre-test and post-test in the experimental class. The average pre-test score was 45.204 with the highest score 60 and the lowest score 20 and the average score of the post-test student was 85.995 with the highest score of 100 and the lowest score of 73.3. 3) based on the results of the different test using the Mann Whitney test, the results were $0.00 < 0.05$, this indicates that H_a is accepted and H_0 is rejected. Based on the data analysis, the writer concludes that there was influence of using crossword puzzle towards students' vocabulary mastery in grade VII at Mts Darissulaimaniyyah*

Keywords: *vocabulary mastery, crossword puzzle*

Pengaruh Penggunaan Teka Teki Silang Terhadap Penguasaan Kosakata Siswa

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Abstrak: Penelitian ini merupakan penelitian kuantitatif dengan tujuan untuk mengetahui pengaruh penggunaan teka-teki silang terhadap penguasaan kosakata siswa kelas VII Mts Darissulaimaniyyah. Teknik pengumpulan data menggunakan pre-test dan post-test. Hasil pre-test dan post-test kelas kontrol 1) rata-rata skor pre-test 45,053 dengan skor tertinggi 60 dan skor terendah 26,6 dan rata-rata post-test 48,543 dengan skor tertinggi 66,6 dan skor terendah 33,3. 2) hasil pre-test dan post-test pada kelas eksperimen. Nilai rata-rata pretes adalah 45,204 dengan nilai tertinggi 60 dan nilai terendah 20 dan rata-rata nilai postes siswa adalah 85,995 dengan nilai tertinggi 100 dan nilai terendah 73,3. 3) berdasarkan hasil uji beda menggunakan uji Mann Whitney diperoleh hasil $0,00 < 0,05$, hal ini menunjukkan H_a diterima dan H_0 ditolak. Berdasarkan analisis data, penulis menyimpulkan bahwa ada pengaruh penggunaan teka-teki silang terhadap penguasaan kosa kata siswa kelas VII di Mts Darissulaimaniyyah.

Kata-kata Kunci: penguasaan kosakata, teka teki silang

Introduction

The ability of English is the most important thing in an increasingly competitive world due to the rapidly growing knowledge based economy and technological advances in the era of globalization (Kemendikbud, 2020). This should be an important concern for every citizen to learn English. The demands of the times that have made many technological advances make mastering English very important. It is undeniable that in this technological era, there are many application features that involve English in it. On the other hand, English is also included in one of the languages that are often used in the international world. Even in some aspects of international activities, whether in trade, conference meetings, or diplomacy, English is the language of communication in these activities

In Indonesia, English is a foreign language that has a high level of popularity, both for children and adults. English has become the center of attention in Indonesia. Even the existence of an international school brings English as the language in learning activities. And the existence of an international school also makes a good contribution to students, that is practicing English language skills. On the other hand, English is the language of technology, so indirectly the language is recognized in all aspects of society that follow technological developments.

Some of the important things in mastering English include mastery of vocabulary. Vocabulary is the basic for English learners to make it easy in applied some of the skills that exist in English, there are the ability to communicate, listen, understand a text and write down an idea. On the other hand, mastery of vocabulary is a benchmark for understanding in processing language. So the involvement of vocabulary mastery in aspects of existing abilities in English is very important

Besides that, Al Qahtani (2015) said that adequate vocabulary mastery is very important in mastering a foreign language because without mastering vocabulary, language learners will have trouble using basic structures and language function that has been studied as a means of communication that is easy to understand. So vocabulary mastery is very suppressed in learning the language. Therefore, the level of vocabulary mastery becomes an influence in learning languages, especially learning English. When the level of vocabulary is limited, students will be difficult in applying English language skills properly and correctly

Based on interview with the teacher at Mts Darissulaimaniyyah, especially in class VII, the problems that occur to students in the learning process are vocabulary mastery. Students have difficulty in learning to use textbook media because students cannot grasp the meaning of the vocabulary presented in the textbook. The researcher is trying to solve the problems that occur in class VII at Mts Darissulaimaniyyah which is related to vocabulary mastery. Researcher seek to create learning activities that are fun, interesting, and not boring, that is through game media. Game is one alternative method the most effective way to increase students' volition to learn. There are so many games that can be used as learning media but the researcher chose the crossword puzzle game as an alternative learning media that will apply in seventh grade. Crossword puzzle game is a fun game and effective in eliminating student boredom because they will be challenged to find the answer to the puzzle. Besides, it is easier to remember vocabulary without just going through text books and dictionaries.



Several authors have conducted research related to crossword puzzle games. Among them is Amiri (2017) who conducted the research about using crossword puzzle game to improve spelling intermediate with the subject are male and female EFL students at the Institute of English in Isfahan, Iran. From the results of his research, he said that crossword puzzle games can improve the spelling skills of EFL learners and from the analysis of the student responses to questionnaire show a positive attitude towards the use of crossword puzzle games. Researcher divided the study into two groups between men and women. Each consists of 16 students. The study divided it into control groups and experiments. The results of the two groups, control groups and experiments, showed from the results of the pretest there is no significant difference between the two groups while the posttest results showed that there are difference significant ($p < 0.05$) supported the experimental group.

The next researches Lestari (2018) explored the use of crossword puzzles as teaching aids in explanatory text learning. Case study of class V students in Mangkang Kulon 2 Semarang State Elementary School. She said that crossword puzzle games are games that are worth using and effective to improve students' explanatory text writing skills. The result of the research a valuation percentage of 89.58% of material experts of 88.63%. N-gain indicates the value obtained at 0.5226 with a moderate category and excellent response.

Those previous studies have examined that learning media in the form of crossword puzzles is an effective media in learning. From the three studies uses a crossword puzzle game in different abilities, namely improving EFL student spelling, learning strategies for student achievement and as teaching aids in learning explanatory texts. As for this study, it is also different from the three studies, the researcher focuses on research on vocabulary mastery in class VII students at MTS Darissulaimaniyyah.

Method

In this study, the researcher focus used quantitative approach, the researcher focused on the quasi-experimental design. The research method in this research used pretest and posttest. The researcher took classes VIIA and VIIB as research samples in Mts Darissulaimaniyyah. Each of the two classes consists of 21 students. the reserarcher used Statistic descriptive and Mann Whitney test to data analysis.

Findings and discussion

The following are the results of data analysis based on the above calculations using a test method consisting of pre-test and post-test of the control class and experimental class. The researcher used Statistic descriptive and Mann Whitney test to find out the significant difference of student's vocabulary mastery who were not being taught using crossword puzzle game and the student's vocabulary mastery being taught using crossword puzzle game. the following is the data analysis table:

Table 1: Data on the results of the average difference between the control class and the experimental class

Descriptive Statistics



	N	Minimum	Maximum	Mean	Std. Deviation
Control class	21	33.3	66.6	48.543	10.3535
Experimental class	21	73.3	100.0	85.995	8.9229
Valid N (listwise)	21				

Based on the table above, it can be seen that there are differences between the control class and the experimental class. The control class is a class that does not use crossword puzzle game, while the experimental class is a class that uses crossword puzzle game. Based on the results of descriptive statistics, the average score of students in the control class was 48.543 with the highest score was 66.6 and the lowest score was 33.3, while the average score of students in the experimental class was 85.995 with the highest score was 100.0 and the lowest score was 73.3.

Table 2

mean

control

and

Ranks

Data

rank

class

	Kelas	N	Mean Rank	Sum of Ranks
1. kelas control	1.0	21	11.00	231.00
2. kelas eksperimen	2.0	21	32.00	672.00
	Total	42		

experimental

Test Statistics^a

class

	hasil
Mann-Whitney U	.000
Wilcoxon W	231.000
Z	-5.583
Asymp. Sig. (2-tailed)	.000

Based on the data above, it shows that the mean rank of the control class is 11.00 while that of the experimental class is 32.00.



Table 3: the a. Grouping Variable: kelas difference test between the control class and the experimental class

asked on the difference test using the Mann Whitney test, it shows that the score of sig(2-tailed) is 0.000. this shows that the crossword game has an influence on students' vocabulary mastery. Score $0.000 < 0.05$ which means H_a is accepted and H_0 is rejected. So, the conclusion is that there is a significant difference in vocabulary mastery between the students being taught using crossword puzzle game and the students not being taught using crossword puzzle game. So, with these results, the crossword puzzle game has an influence on the vocabulary mastery of the VII class students at Mts Darissulaimaniyyah.

The influence of crossword puzzles on students is to help students remember the vocabulary that has been learned, create student curiosity in learning, eliminate the sense of bored students with learning, learning students and adding to students' vocabulary.

The using crossword puzzles in the experimental class affects students' vocabulary mastery, which helps students to recall vocabulary that has been learned. With a crossword puzzle game, students are assisted by one letter that has been written as a keyword in the puzzle, so that students guess each other's right answer to fill in the puzzle. The existence of this game stimulates the student's brain to remember the vocabulary that has been learned. The researcher statement has similarities with Rakimahwati (2014) said that crossword puzzle is a power game to remember, search and match words/number. This shows that puzzle games provide stimulation to students' brains to remember and find the right words to fill the puzzle. According to Aditya (2020) said that the importance of stimulation is useful to help children in providing stimulation to the child's brain so that it can increase intelligence. Intelligence is not only born based on bloodlines but also from active brain performance. If students are used to the stimulation of their brains, of course, their brains will be active. If students have a good level of intelligence, they will be easy to remember various lessons. On the other hand, they will come up with ideas in learning.

As for the crossword puzzle game, it is able to relieve students' boredom in learning. According to Utami (2021) the crossword puzzle game involves students to participate actively since the learning activities began. Students follow the procedure of the crossword puzzle game well. Crossword puzzle games involve not only brain performance but also physical. That is way students will feel a pleasant atmosphere. If students do not feel bored in learning activities, of course, students will be more active in learning, if students are active in participating in a series of learning activities in the classroom atmosphere will be



more lively because students will be enthusiastic in participating in learning as well as expressing ideas, asking questions and doing assignments so that the teacher will be easier in conditioning the atmosphere of the classroom. Based on the experience of researchers in applying crossword puzzle games students are very active in mentioning a wide variety of vocabulary to find the right answer accordingly with puzzles. According to Kristina (2021) a teacher must be able to create a pleasant classroom atmosphere so that students feel at home in class. The atmosphere of the classroom greatly influences the learning process. If the classroom atmosphere is uncomfortable, of course, students are not interested in participating in learning activities. Teachers must create a learning innovation to create pleasant classroom environment conditions for students so that learning materials are easily accepted and students have a desire to learn longer. Among them, the thing that teachers can do is to make new things that arouse students' curiosity to participate in learning activities. According to Wahid (2012) crossword puzzles are a media that requires brain sharpening, thus creating students' curiosity. In the crossword puzzle game students will be provided with empty squares that flatten and descend complete with small numberings in the boxes. It aims to find out the placement of answers according to the question number. In the crossword puzzle game, students will hone their brain skills to find the right answer according to the number of boxes of the crossword puzzle. If the student answers the question incorrectly, it will be difficult to complete the next question. This arouses the curiosity of students to know the exact answer according to the box in the crossword puzzle. If students have a high level of curiosity in learning, of course, students will be interested in participating in learning activities and helping students to bring out question idea ideas.

The crossword puzzle game is also able to relieve students' boredom in learning. According to Rani (2013) said that the use of crossword puzzle media (TTS) and cards as a game media turned out to be equally able to reduce saturation in the teaching and learning process because of the pleasant learning atmosphere. If students are bored in learning, of course, their level of understanding of a material is reduced. Student boredom will also have an effect on other negative activities such as not participating in learning activities. This is certainly very worrying if students do not participate in learning activities for boredom reasons. The right alternative to creating a fun learning atmosphere is to use games. According to Julia (2015) said that game media is the most popular media by children because game media is a fun media. Children's interest in using game media is very much, both in physical and digital form. Game media makes children's mood feel good. If students learn in a pleasant learning atmosphere, it will certainly increase student motivation in learning. According to Riadi (2022) said that learning motivation is an impulse that arises consciously or unconsciously in students during continuous learning activities to achieve the goals to be achieved so that there is a change in behavior. If students are motivated to participate in learning activities, students will be interested in participating in learning activities. On the other hand, students will explore learning to be experts in their fields. If students are experts in the field of learning that is in demand, of course, their understanding is broad.

Nunan in Manullang (2018) he said games and puzzles are effective media to involve students in learning activities. Both games and crossword puzzle have a fun effect on students and provide a challenge to students. This crossword game media helps to update the atmosphere of the classroom to be more fun, where every student who is in a



pre-formed group strives to answer the questions in the crossword puzzle until they are exactly right. So they engaged in a discussion of exchanging thoughts to solve the puzzle. The crossword puzzle game causes curiosity to complete the puzzle but if there is 1 question that is answered incorrectly then students will find it difficult to continue answering the question on the next question.

Based on the results of the pre-test and post-test in the control class and experiment class, it shows that there is a significant difference between the two classes, which in learning using crossword puzzle game while the other class does not used crossword puzzle games. This certainly shows that crossword puzzle games have an influence on students' vocabulary mastery. The use of crossword puzzle games makes it easier for students to add vocabulary. Each student has the opportunity to mention the right vocabulary to fill in the puzzle. The use of crossword puzzle games makes it easier for students to understand vocabulary because the puzzles provided in the game correspond to the amount of vocabulary. So that students know the right vocabulary writing. In this crossword puzzle game in addition to helping students to remember the vocabulary that students have already learned, they also get new vocabulary. The crossword puzzle game creates students exchanging ideas to complete the puzzle and help each other in mastering vocabulary so that understanding students related vocabulary increases. The statements expressed by researchers have similarities with the findings of Jaramilo (2012) stated that crossword puzzle activities provide experiences for students to build vocabulary knowledge, understand and increase student's willingness to learn. So, the use of crossword puzzles is very helpful for students in adding vocabulary.

Conclusion

The researcher tried to compare between two class that used crossword puzzle games and the learning media that had been applied there that is textbooks. The class consists of the control class and the experimental class. The following are the results of data analysis carried out by researchers in the two classes. (1). The student's vocabulary mastery in control class before and after using textbook. The results of data analysis showed that the vocabulary mastery in the control class was still lacking. Based on the results of the pre-test scores in the class, the average score of students was 45,053 with the highest score of 60 and the lowest being 26.6. while the post test results obtained an average score of 48,543 students with the highest score of 66.6 and the lowest of 33.3. (2). The student's vocabulary mastery in experimental class before and after using crossword puzzle game. The results of the analysis show that the mastery of vocabulary in the class is very good. Based on the results of the pre-test in the classroom, it shows that the average score of students is 45,204 with the highest score of 60 and the lowest being 20. While the post-test results get an average score of 85,995 students with an average score of 85,995 students. the highest score is 100 and the lowest is 73.3. (3). Significant difference of student's vocabulary mastery who were not being taught using crossword puzzle game and the students who were being taught using crossword puzzle game.

Based on the results of the different test using the Mann Whitney test, it shows that the value of sig (2 tailed) is 0.000. score $0.000 < 0.05$ which means H_0 is rejected and H_a is



accepted. It is stated that the crossword puzzle game has influence on the vocabulary mastery of students in class VII at Mts Darissulaimaniyyah.

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