
IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PUZZLE AT MTSN 2 IN THE ACADEMIC YEAR 2022/2023

Abdurahman¹, Diah Astriyanti², Dian Shinta Sari³
English Education Study Program, IKIP PGRI Pontianak¹²³
Maman1biasa@gmail.com

Abstract

Penelitian ini bertujuan untuk mengetahui peningkatan dominasi kosakata bahasa Inggris siswa memakai teka-teki silang serta untuk mengetahui dampak penggunaan teka-teki silang pada proses pembelajaran. Penelitian ini memakai metode penelitian tindakan kelas. Peneliti melakukan penelitian di sebuah SMP di Kota Pontianak dan subjek dalam penelitian ini terdiri dari 36 siswa. Untuk pengumpulan data, peneliti menggunakan daftar periksa observasi, catatan lapangan dan tes kosakata, untuk mengetahui apakah ada kemajuan dari siswa dalam meningkatkan penguasaan kosakata bahasa Inggris mereka. Penelitian ini dilakukan pada dua siklus. Waktu siklus 1 rata-rata nilai peserta didik 77,22 dan dikategorikan rendah atau kurang. Lalu peneliti melanjutkan ke daur kedua dengan memakai langkah penelitian tindakan kelas serta peneliti lebih memfokuskan pada menarik perhatian peserta didik untuk fokus di pembelajaran serta menyebutkan petunjuk pengerjaan teka-teki silang. Oleh sebab itu di siklus 2 nilai homogen-rata siswa semakin tinggi menjadi 80,69 dan berada pada kategori baik. Hal ini membagikan peningkatan penguasaan kosakata istilah bahasa Inggris setelah menerapkan permainan teka-teki silang dalam proses pembelajaran di kelas. Akibat penelitian ini menyimpulkan bahwa terjadi peningkatan dominasi kosakata istilah peserta didik. Keterlibatan siswa selama pelaksanaan teka-teki silang berjalan dengan baik, penerapan teka-teki silang serta tindakan pelengkap berhasil membantu peserta didik tahu kata-istilah baru dan belajar bahasa Inggris dengan lebih baik. Kesimpulannya, penguasaan kosakata istilah peserta didik ditingkatkan melalui penerapan teka-teki silang.

Kata Kunci: Teka Teki Silang, Peningkatan Kosakata, Penelitian Tindakan di Kelas

Abstract

This study aims to determine the increase in the dominance of students' English vocabulary using crosswords and to determine the impact of using crosswords on the learning process. This study uses a class action research method. Researchers conducted research at a junior high school in Pontianak City and the subjects in this study consisted of 36 students. For data collection, the researcher used observation checklists, field notes and vocabulary tests, to find out whether there was progress from the students in improving their English vocabulary mastery. This research was conducted in two cycles. In cycle 1, the average score of students is 77.22 and categorized as low or less. then the researcher proceeded to the second cycle by using a classroom action research method and the researcher focused more on attracting the attention of students to focus on learning and giving instructions for working on crossword puzzles. therefore in cycle 2 the student's homogeneous score was getting higher to 80.69 and was in the good category. This contributes to an increase in mastery of English vocabulary after implementing crossword puzzles in the learning process in class. As a result of this study it was concluded that there was an increase in the domination of the vocabulary of students. student involvement during the implementation of crossword puzzles went well, the application of crossword puzzles and complementary actions succeeded in helping students know new words and learn English better. In conclusion, students' mastery of vocabulary terms is improved through the application of crossword puzzles.

Key words: *Crossword Puzzle, Vocabulary mastery, Classroom Action Research*

INTRODUCTION

English is more crucial in Indonesia as it's miles used for extraordinary purposes which includes coaching, tradition, and others. In Indonesia English is the only of overseas languages which might be taught in standard school, junior excessive college, and senior excessive college. a few years in the past the fabric of English is emphasised within the structure of language, the scholars are hoping for you to don't forget the sample of tenses. it's far difficult for students, it makes the pupil passive to examine English. besides that, the scholars are unable to talk English, which causes them college students are much less vocabulary.

According to Hatch & Brown (1995:1), English is a means to communicate in spoken and written, while communication needs mastery of vocabulary. therefore, vocabulary is an critical a part of language gaining knowledge of and it is also a fundamental step to gaining knowledge of English in written form in addition to spoken shape. Vocabulary plays a completely essential position in a language in language teaching and mastering. it's also the premise of studying English that desires to be found out before going to examine the main skills in English which includes speaking, studying, writing, and listening. Those competencies cannot be separated from vocabulary mastery, it is not possible to master English capabilities with out getting to know one of the most aspects of English that's vocabulary

Primarily based on the trouble, the researcher purposes one of the games as the solution to mastering vocabulary. The teaching method that is suitable to overcome the hassle is with the aid of using a puzzle. There are a few readers why the use of puzzles can enhance the scholar's vocabulary mastery. in step with Case (1994) puzzle involves much less stress. In sure puzzle finding one answer often help the scholars to find every other answer. Puzzles are useful for language newbies because of the entertainment, delight, and play that may cognizance learners' attention at the language in a concentrated but nonstressful way.

The use of puzzles is one of the actions that can make students avoid boredom while studying, so that students can learn something about new vocabulary and use puzzles. The teacher explains the topic of using puzzles and gives examples of how to use puzzles in language learning. Then there are some

commands that students must carry out the vocabulary in the puzzles to encourage students to use vocabulary in individual contexts.

METHOD

This have a look at uses classroom action research (CAR), research design is the framework of studies methods and techniques selected by using a researcher. considering the trouble of the studies, the most suitable approach to be used in classroom action research, is in which the researcher can pay extra interest to the coaching and getting to know process. Classroom action research means a discovery that is needed can be used by various groups as a strategy for developing stronger teaching professional knowledge because classroom action research includes ideas and methods that facilitate the development of learning (Boonchom et al., 2012: 221) . Research in the classroom means actions carried out by researchers or teachers in class, aiming to increase student learning achievement in the learning process. Classroom action research is the activity of studying an object using a particular methodology to obtain data or information that is useful for improving the quality of something (Purohman, n.d: 2). It means that classroom action research focuses on seeking a solution to problems of materials or students' learning. The researcher used classroom action research because of some reason, besides to find out the extent of using the puzzle toward the improvement of students' vocabulary mastery.

Subject Research

In this study, the research subjects were class VII students at MTs N 2 Pontianak for the 2022/2023 academic year. The researcher took Class VII as an option. This class will be used as research material because students in this class have problems with vocabulary mastery, and students still have difficulty communicating in English. the results of an interview with an English teacher at MTs N 2 said that most of the seventh grade students had bad pronunciation and spelling of English words so that their vocabulary seemed difficult to understand.

Technique Data Collection

In this section the researcher uses two different techniques whereby the observation technique is to collect qualitative data and the measurement technique is to identify how the data will be collected to measure the progress of the project.

Observation Techniques This process involves observing and considering the behavior of unrestricted members in an open or shared environment. Using the previous technique of assigning the system to the observer shape is a greatly simplified observer design of the new coordinate system (Walcott et al., 1987), whereas according to expert opinion the measurement technique and its improvement are interrelated; it is impossible to make improvements without measurement (Nelson, 1998: 460). Measurements are always carried out using certain instruments. The measurement technique used to determine the ability of students in vocabulary mastery.

Tools of Data Collection

For this study, several data collection tools were used: observation checklists, field notes and vocabulary tests. Use equipment are very essential as a supplement to information collection due to the fact tools are tools used to collect data during statement and dimension. observation and measurement tools are extraordinary. For the remark method, the equipment used are observation checklists and subject notes. whilst the measurement method uses a vocabulary check. several tools used for measurement and data collection::

a. Observation Checklist

An commentary checklist is a list of factors that an observer goes to examine while looking at a class. The researcher will use an statement tick list to look at the teacher's overall performance, student overall performance, and the school room. The statement checklist includes a list of things whilst the researcher changed into going to examine while gazing a class

b. Field Note

A field note is used by the collaborator. The researcher is a collaborator to writes the effect of the action and documents it in the field observation. The collaborator collects all data approximately what occurs throughout the teaching and studying method, collaborator writes feedback, tips, and a few limitations or issues confronted by the students and teacher in the class

- c. Vocabulary check is an easy take-a-look-at format that intends to degree beginners' receptive vocabulary length by providing them with a pattern of phrases inside the target language overlaying certain frequency ranges and asking them to indicate the phrases they understand that means (Beeckmans et al., 2001: 236). The check used in this study is a multiple-choice vocabulary check. Answering the question by deciding on a, b, c, or d. include 20 .The teacher give time allocation is 60 minutes to measure the students' vocabulary achievement; the test would be given after the treatment in the action stage.

Technique of Data Analysis

The researcher might examine the information using qualitative and quantitative data, researchers used mixed research methods to combine quantitative and qualitative data. The methods and conventions of presentation used in each express the values of the related paradigm about what the world is like and how one must show the truth of an argument (Firestone, 1987 : 20). To calculate the student's individual ratings applied the rating table of the vocabulary check. The components used for computing the student's test is as follows;

$$X = \frac{R}{N} \times 100$$

notice :

X = The student's personal rating

R = The student's total rating

N = the total range of scoring objects

100 = most rating

After calculating the person rating, the researcher looks for the suggest rating of college students. The system for a mean score is:

$$M = \frac{\sum X}{N}$$

notice:

M = The imply rating of the student's fulfillment in vocabulary ability

\sum = Sum of all scores

N = Number of subjects

To recognize well the pupil's development in vocabulary mastery after the use of a puzzle. The researcher classified the database in the table below.

Table 1. Qualification

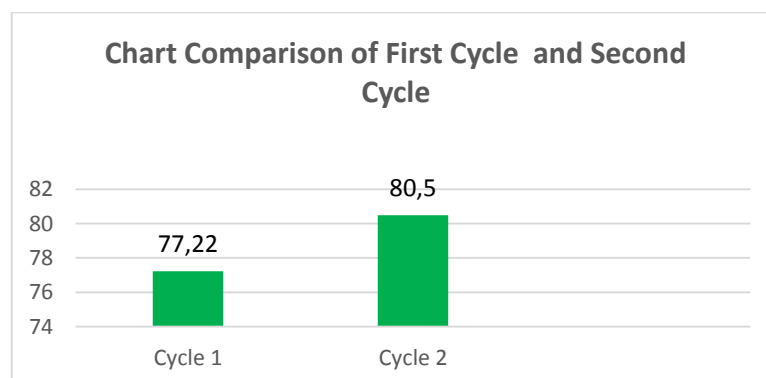
Total Score	Category	Qualification
81 – 100	A	Great
64 – 80	B	Acurate
51 – 65	C	medium
0 – 50	D	bad

FINDING AND DISCUSSION

In this section, the author would like to explain and talk about the findings of this classroom action study. The studies have been performed the research in cycles. every cycle includes meetings The findings would be discussed in cycle 1 and cycle II which explain the way of each step. The researcher also presents the test result attained through the seventh-grade college students of MTS Negeri 2 Pontianak inside the process of improving vocabulary mastery by using puzzles.

The author carried out in collaboration with an English instructor in the studying procedure. There have been 3 varieties of instruments that had been used to acquire the statistics in school room action research.. They were observation checklists, field notes, and vocabulary tests. The observation checklist and field notes would explain as qualitative data. Besides that, the calculating data from the result, the researchers used student individual scores and mean scores. It would be explained as quantitative data. Furthermore, the findings for each cycle were presented in the following explanation.

Chart Comparison of first Cycle and Second Cycle



Based on research findings, in this section, the researcher will discuss research findings primarily based on the information accrued from the research. The end result from every cycle turned into discovering that the mean rating of college students had progressed from the primary cycle to the second cycle. It proved from the end result mean rating inside the first cycle turned into 77,22 the inside the second cycle increased to 80,69. This study is supposed to enhance vocabulary mastery through puzzles in seventh-grade college students of MTS N 2 Pontianak. research, the findings show that the puzzle, is college students in English classes, specifically in vocabulary. the students are actively concerned with the teaching and studying methods. They enthusiastically take part in the teaching and studying method, consistent with (Tambaritji & Atmawidjaja, 2020) "One way to make learning fun is to use games as a teaching method so that students feel happy learning in class."

In addition, there is relevant research which says that puzzle games can improve students' vocabulary skills. There are several relevant studies that conduct research using puzzle games to improve students' vocabulary mastery. Yheni Siwi Utami (2013) found that his research found that the usage of crossword puzzles ought to enhance college students' vocabulary mastery in magnificence. The author concluded points, the first was that teaching vocabulary using it was done easily. Second, almost all students can answer the test, so make students make positive progress in vocabulary using crossword games. Nur Afifah (2013) concluded that the crossword puzzle game ran easily and most students were enthusiastic about compiling the game. it could be visible from the effects of observations in the magnificence that most students feel happy and enjoy the coaching and studying process. it could also be confirmed that scholars are active in answering several questions.

CONCLUSION

Primarily based at the results of the observe which aimed to enhance student's vocabulary mastery through the use of a crossword puzzle the seventh-grade college students of MTs Negeri Pontianak 2, the researcher discovered that using puzzles turned into powerful in growing students' vocabulary mastery in the end, puzzles along with a media may be used to facilitate teaching-studying method.

maximum of them provide benefits in studying the language. Puzzle offers the higher end result to the student, that's puzzles have progressed the students' vocabulary mastery.

A summary is that using the game method in a lesson can increase enthusiasm and eliminate boredom with monotonous learning, so using crossword puzzles helps students improve their vocabulary mastery. It helps them not only discover new words but also retain the words they already know. They can memorize the words they learn more easily because the activity allows them to find words more than once.

Based on data obtained from vocabulary tests and observations, the researcher found a significant increase in each cycle as seen from the cycle test I 77,22 and the cycle test II 80,69, this shows that crossword puzzles can attract students' interest and motivation, so with this method can assist teachers in developing motivation, attention, and understanding of students.

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