IMPLEMENTING CROSSWORD PUZZLE GAME TO IMPROVE VOCABULARY MASTERY AT THE FIRST GRADE STUDENTS OF AL-MA'MUROH DORMITORY IN ACADEMIC YEAR 2021/2022

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ABSTRACT

The research aimed to find out improving students' vocabulary mastery by using Crossword Puzzle game. This research was conducted by using Classroom Action Research (CAR). The subject of this research was First Grade of Al-Ma'muroh Language Study Club which consisted of 16 students. The object of this research was to improve the students' vocabulary mastery through Crossword Puzzle game. This researcher was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test. Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 78.3, and the mean score of pot-test cycle 2 was 89. In addition, there were 6 students (25%) who passed Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) in the pre-test. Meanwhile, in the cycle 1, there were 6 students (37.5%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 16 students (89%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of interview it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through Crossword Puzzle game. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of Crossword Puzzle game.

Keywords: Crossword Puzzle, Game, Vocabulary

Introduction

English is getting incredibly essential in Indonesia, as it is used for a variety of purposes including teaching, cultural exchange, and so on. The importance of English in this century cannot be overstated, as it is the most widely spoken

language on the planet. With the advancement of technology, English has become increasingly important in a variety of fields, including medical, engineering, and education. It is now regarded a necessary language to acquire in order to meet the communication needs of the globalization period. Millions of individuals around the world speak English.

According to Gerttrude Nye Dorrry (1966:21) Improving vocabulary by using games has several advantages. First, children generally love games. They always play games in their lives. They spend more free time playing. Secondly, games offer a natural communication of context between them. By playing games sometimes they forget about their shame. Third, games can motivate children to speak in a foreign language they are learning. In addition, the game can be used as a review for previous lessons. It makes the teacher's job easier. There have been several previous studies related to the above problems have been done; First by Ismiyati, in his research he applied vocabulary teaching through games in the first year of junior high school. He aims to offer an alternative technique in vocabulary teaching by using games. His discussions focused on what types of games were suitable for use and how they could be used in teaching vocabulary through games in the first year of high school.

Researcher observed the situation and discovered that the same issues persist. researcher discovered some evidence in this regard. There used to be a lot of words that the pupils had no idea what they meant. During the teaching and learning process, they inquired about the meanings of many words. One of the issues they were having was that they couldn't understand the instructions in the text book or the assignments they were undertaking. They were unfamiliar with the verbs employed in the directions. Another issue was discovered during class exercises. They were uninterested in undertaking tasks in the teaching learning process because they had trouble understanding what they read or heard. Because they have a limited language, they tend to undertake constructive things by mimicking the example.

Other problems were related to the teaching process, teachers typically utilize a boring traditional way of converting words from English to Indonesian by isolating terms. The teacher would write ten words on the board at the beginning of each meeting and ask the students to translate them into Indonesian. Students found acquiring language to be challenging at times, and they were discouraged from doing so. In addition, pupils were rarely given the opportunity to practice the terms they had learned in other tasks. At various teaching-learning opportunities, they naturally learn the words. As a result, they only understood the meaning of words and readily forgot them.

The author proposes crossword puzzles because it is considered suitable technique and can also motivate students to learn vocabulary casually and pleasant

situations, so that students can understand and memorize words easily. Using this game, students can remember the meaning of words, and students know how to spell words.

In this study, researcher conducted an improvement students vocabulary mastery used by Crossword Puzzle Game. This research was conducted based on the experience found by researcher in the field, namely their lack of vocabulary to be able to learn English better in first grade in dormitory when they study in their class.

Literature definition

Vocabulary

In Oxford Learners Pocket dictionary, vocabulary is list of wordswith their meanings, especially in a book for learning a foreign language. Language is used to communicate ideas and experiences, we can express our idea or experience if we have known the vocabulary of the language, it is impossible for us to make a conversation without the mastery the vocabulary of language. Vocabulary is one of language part that must be known by foreign learners to understand the four language skill. (Puspita sari, 2019:8)**.**

The Importance of Vocabulary

Lee C. Deighton said: *Vocabulary is the most important component of the power of language. In using language, students who are rich in vocabulary will succeed in both expression skills: speaking and writing, as well as receptive skills: listening and reading. But those who are poor in vocabulary will get into trouble in that skill.*

Crossword Puzzle

In Oxford Learner's dictionary (2003;103), crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid. A crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares. Puzzle is game that you have to think about carefully in order to answer it ordo it (Oxford Learner dictionary; 2003:349).

The writer can conclude some definition of crossword puzzle:

a. Crossword puzzle is a game that you have to think about carefully which is consist of words that written in space in a grid.
b. Crossword puzzle is a game to exercise the mind which is consist of words written in space in a grid.

c. Crossword puzzle is a game that you have think about carefully which is normally takes the form of a square or rectangular grid of white and shade square.
d. Crossword puzzle is a game to exercise the mind which is normally takes form of square or rectangular grid of white and shade square.

The Procedure of Presenting Crossword Puzzle

In presenting crossword puzzle, the teacher can do the various ways. The procedure of presenting crossword puzzle must make the students are interested to do the crossword puzzle. The various procedures are possible (Lee; 1963:135):

a. The teacher gives the same crossword for each student. They solve individually with the help of written clues.
b. The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.
c. Teacher gives crossword puzzle for all of students. They do the crossword individually. Then the teacher divides the class into group sand then they work in groups. The students can share their answer to finish their crossword in their group.
d. The teacher write crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group come to the board and writes the words in one by one.

Method

The research is classified as Classroom Action Research. A collaborative action research is an approach where by a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problems and needs. In this study the researcher will act as a real teacher who teaches the students.

Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. Classroom Action Research consist of three words, there are:

(1) Research Setting : The setting of this study conduct at al-ma'muroh dormitory. This school islocated in Al-Ma'muroh Dormitory. The subject of this study is the the first grade of Darussalam Senior High School.

(2) Research Instrument : Interview, Test (Pre-test, Post-test), Diary Note, Documentation

(3) Data Source : Person, Place, Place

(4) Procedure of Data Collection : This study is classroom action research, it is mean that there must be cycles in this study. The cycles of classroom action research project involve identifying a problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting). There will be one cycles, If the first cycle of the role play method does not work, then the second method will be held. If the second method is unsuccessful, a third cycle will be held. This method for improving student vocabulary mastery. Including pre-cycle and each cycle is ended by final test. There are four steps in action research, they are planning, acting (implement the Vocabulary of student), observing (the researcher observes the teaching learning process and student activity in the classroom), and reflecting (teacher and researcher).

Finding

Students' scores in a preliminary study

No	Name of Student	Score
1	Ainir Rohimah	80
2	Cheshilian Nuril Makrus	65
3	Dhini Mulyasari	45
4	Djingga Nafthalie A.B	70
5	Gita Ayu Safitri	75
6	Krisna Ayu Dwi Fitriani	70
7	Layli Nazwa Fibriana M	60
8	Laura Syahira	60
9	Monic Mayzaidah Istan	65
10	Neelam Choirunnisa	60
11	Nurmiatul Lailia	55

12	Nurul Syafika		75
13	Ratna Ananda		65
14	Riqqah Arawinda E. AM		60
15	Shofi Ruhamafillah		60
16	Unun Nadhiroh		70
	Total		**∑x = 1035** **X = 64.6**

Source:Processed by Researcher, 2022

Based on the score table obtained by students in the above observations, 16 students can participate in doing the task. There fore the scores obtained by students in the table above are analyzed using a scoring rubric, while the standard criteria score (SKM) was 70. Moreover, there were 81% of students were not successful in test, which means that their score of students was under the standard success or criteria maximum of the score (SKM). While there were 19% of students who were successful in the pre-study task, because the result of the score that they get meets the standard success or criteria maximum of the score.

The Students' Score during Cycle I

No	Name of Student	Match Words to definition	Complete Sentence	Write definition	Write Original sentences	Mechanics	Total Score
1	Ainir Rohimah	20	20	18	20	20	98
2	Cheshilian Nuril Makrus	15	14	19	10	12	70
3	Dhini Mulyasari	15	15	20	18	15	83

4	Djingga Nafthalie A.B	18	17	19	18	20	92
5	Gita Ayu Safitri	14	10	18	12	14	68
6	Krisna Ayu Dwi Fitriani	18	12	16	17	18	81
7	Layli Nazwa Fibriana M	18	11	20	10	12	71
8	Laura Syahira	10	18	13	13	15	72
9	Monic Mayzaidah Istan	20	16	18	20	19	93
10	Neelam Choirunnisa	13	11	10	19	12	65
11	Nurmiatul Lailia	16	17	18	19	11	81
12	Nurul Syafika	20	20	17	19	20	96
13	Ratna Ananda	8	10	15	11	14	58
14	Riqqah Arawinda E. AM	12	12	18	11	16	69
15	Shofi Ruhamafillah	18	18	17	13	18	84
16	Unun Nadhiroh	15	12	18	16	12	73
	Total						**∑x = 1254** **X = 78.3**

Source:Processed by Researcher, 2022

Reflecting

Based on analysis of the cycle one, it can be concluded that the cycle I and Cycle II was considered passed because it was determined from the criteria of success. This research can be called successful. if, 80% student's at first grade of ALSC (Al-Ma'muroh Language Study Club) students could achieve the target score 75.00. Based on scores were improved in the cycle II Then, score in preliminary study. So that's way, this method makes students

more focused in this material that has been explained by the teacher. it becomes the student's score of fluency and pronunciation improve by 80%.

Revise the strategy applied in cycle 1

Based on the scores that have been generated above, the researcher revised the strategy that had been applied in cycle I. The researcher used a task-based learning strategy by making introducing video in four meetings in cycle II. The differences between the two were that the implementation of the task-based learning strategy in cycle II has more meetings than in cycle I. In addition, in cycle I, students are not familiar with new vocabulary that they may need in the process of completing the test in cycle I. So, in cycle II, students have more opportunities and time to learn, ask, and practice new vocabularies that may be unfamiliar to them during the process of completing the video-making task given by the researcher in four meetings that will be conducted in cycle II.

The Students' Score during Cycle II

No	Name of Student	Match Words to definition	Complete Sentence	Write definition	Write Original sentences	Mechanics	Total Score
1	Ainir Rohimah	20	20	20	20	20	100
2	Cheshilian Nuril Makrus	18	15	19	15	14	81
3	Dhini Mulyasari	17	16	20	20	18	91
4	Djingga Nafthalie A.B	20	20	19	18	20	97
5	Gita Ayu Safitri	16	15	18	20	16	85
6	Krisna Ayu Dwi Fitriani	18	18	17	18	20	91
7	Layli Nazwa Fibriana M	18	15	20	18	14	85
8	Laura Syahira	15	18	18	15	19	85
9	Monic Mayzaidah Istan	20	17	20	20	19	96

No	Name						
10	Neelam Choirunnisa	17	15	15	20	16	83
11	Nurmiatul Lailia	17	19	18	20	15	89
12	Nurul Syafika	20	20	20	19	20	99
13	Ratna Ananda	15	18	16	20	16	85
14	Riqqah Arawinda E. AM	17	18	16	16	18	85
15	Shofi Ruhamafillah	20	18	18	14	19	89
16	Unun Nadhiroh	19	15	19	17	15	85
	Total						**∑x = 1424 X = 89**

Source:Processed by Researcher, 2022

Student Score from Teacher, after using Crossword puzzle game

No	Name	Score	scale
1	AINIR ROHIMAH	100	Excellent
2	CHESHILIA NURIL M	81	Excellent
3	DHINI MULYASARI	91	Excellent
4	DJINGGA NAFTHALIE	97	Excellent
5	GITA AYU SAFITRI	85	Excellent
6	KRISNA AYU DWI F	91	Excellent
7	LAYLI NAZWA F	85	Excellent
8	LAURA SYAHIRA	85	Excellent
9	MONIC MAYZAIDAH	96	Excellent
10	NEELAM CHOIRUNNISA	83	Excellent
11	NURMIATUL LAILIA	89	Excellent
12	NURUL SYAFIKA	99	Excellent
13	RATNA ANANDA	85	Excellent
14	RIQQAH ARAWINDA E	85	Excellent
15	SHOFI RUHAMAFILAH	89	Excellent

16	UNUN NADHIROH	85	Excellent

Summary of the student's average score

After the research implemented a task-based learning strategy, the data was obtained by her. The results show that there was some improvement in students' Vocabulary Mastery, students were interested and not afraid to answer the teacher questions. In addition, students pay attention when the researcher explains the material and completes the answer. Then analyzed in each cycle briefly. So it can be seen in the diagram, below:

The Student's Average Score in preliminary Study, cycle I, and cycle II

	average/mean		
Pre-Study	**Cycle I**	**Cycle II**	
64,6	**78,3**	**89**	
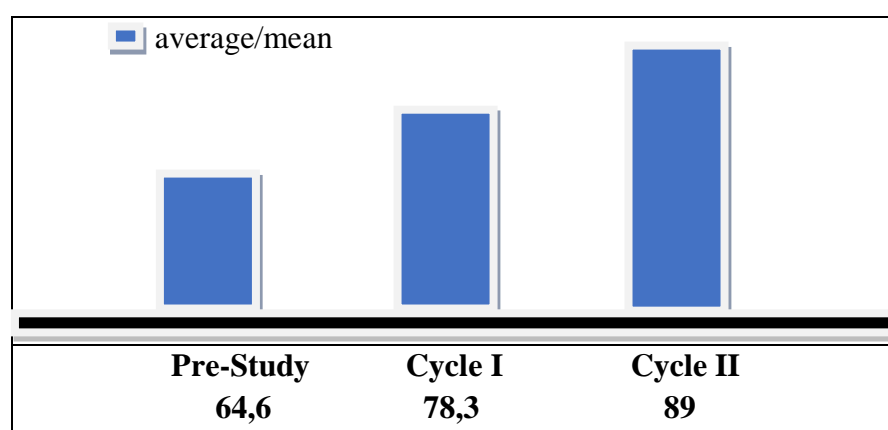
It can be seen that the average score of students in the preliminary study was 64,6. While the average value of students in the first cycle was 78,3, then increased to 89 (from combining data generated by raters one and two) in the second cycle.

According to the diagram above, the percentage of students who passed from SKM shows that the percentage of students who passed from SKM in cycle I was bigger than the percentage of students who passed SKM in the preliminary study after being taught by implementing a task-based learning strategy, there was as many as improvements, and the cycle I was improved in the cycle II, there was 24% improvement.

Based on the results from cycle I to cycle II, it can be seen that student scores increased by applying Crossword Puzzle Game. In addition, students' grades increased from preliminary studies to cycle II.

Conclusion

Crossword puzzle games are implemented through topics in the first grade of Al-Ma'muroh Language Study Club, After being implemented in cycle II, the

results are: Puzzles can develop and motivate students in learning English, especially vocabulary. So Crossword puzzle is effectively used in vocabulary teaching to improve student vocabulary, it is evidenced by excellent response, this is based on the results that show that more than 80% of students enthusiastically participate during the teaching and learning process.

The increase was due to the researchers applying crossword puzzle game in the teaching and learning process. In the first cycle of the first meeting, the researcher provided guidelines and short materials. After that, the students were shown a short video. Then students are made into groups.

Finally, the results of interviews with English teachers showed that Master gave a positive response after the application of Crossword Puzzle games in teaching vocabulary because it could be an alternative technique to use in teaching vocabulary.

We realize that this thesis proposal is not without its shortcomings. The author expects suggestions and criticisms for the sake of perfection and improvement so that in the end this proposal report can provide benefits for the field of education and application in the field and can be developed further.

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