

**THE EFFECTIVENESS OF CROSSWORD PUZZLES GAME  
APPLICATION IN IMPROVING STUDENTS' VOCABULARY  
MASTERY OF SMP NEGERI 5 KOLAKA UTARA**

*A Thesis*

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree In English  
Education Study Program of Education and Teacher Training Faculty of State  
Islamic Institute of Palopo*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**EDUCATION AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

**2024**

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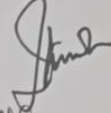
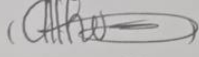


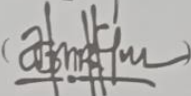
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This thesis entitled "The Effectiveness of Crossword Puzzles Game Application in Improving Students' Vocabulary Mastery of SMP Negeri 5 Kolaka Utara" written by Suci Wilna, Registration Number 2002020043, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Friday, December 27<sup>th</sup> 2024 M. Coincided with 25 Jumadil Akhir 1446 H. This thesis has been approved by the examiner as a requirement to pursue the title of Sarjana Pendidikan (S.Pd).

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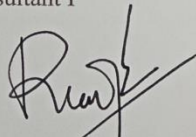
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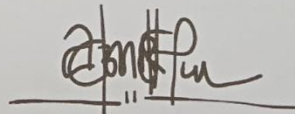
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*Assalamu 'alaikum wr.wb*

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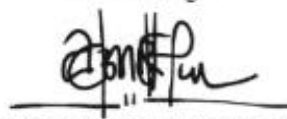
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The Researcher

Suci Wilna

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## ABSTRACT

**Suci Wilna, 2024.** *“The Effectiveness of Crossword Puzzle Applications in Enhancing Vocabulary Mastery of Junior High School Students at SMP Negeri 5 Kolaka Utara.”* Undergraduate Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Rustan Santaria and Andi Tenrisanna Syam.

This study aims to determine the effectiveness of crossword puzzles in enhancing students' vocabulary mastery at SMP Negeri 5 Kolaka Utara. The research employed an experimental method with a pre-test and post-test design. The subjects were selected seventh-grade students, with a total population of 90 students and a sample size of 29 students, consisting of 19 females and 10 males. The research instrument used was a vocabulary test comprising 15 multiple-choice questions for both the pre-test and post-test. The results revealed a significant improvement in students' vocabulary mastery following the treatment using crossword puzzles. The average post-test score was 82.75 (Very Good), notably higher than the pre-test score of 42 (Sufficient). Based on the data analysis, it can be concluded that crossword puzzles are an effective learning medium for enhancing vocabulary mastery among students at SMP Negeri 5 Kolaka Utara.

**Keywords:** Crossword Puzzle Games, Effectiveness, Vocabulary Mastery


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## ABSTRAK

**Suci Wilna, 2024.** *"Efektivitas Aplikasi Permainan Teka-Teki Silang dalam Meningkatkan Penguasaan Kosakata Siswa SMP Negeri 5 Kolaka Utara"*. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Rustan Santaria dan Andi Tenrisanna Syam.

Penelitian ini bertujuan untuk mengetahui efektivitas permainan teka-teki silang dalam meningkatkan penguasaan kosakata siswa di SMP Negeri 5 Kolaka Utara. Penelitian ini menggunakan metode eksperimen dengan desain pre-test dan post-test. Subjek penelitian adalah siswa kelas VII terpilih. Dimana populasi terdiri dari 90 siswa dan sampel terdiri dari 29 siswa yaitu 19 perempuan dan 10 laki-laki. Instrumen yang digunakan dalam penelitian ini adalah tes kosakata yang terdiri dari 15 soal pilihan ganda pre-test dan post-test. Hasil penelitian menunjukkan bahwa terdapat peningkatan penguasaan kosakata siswa yang signifikan setelah diberikan perlakuan berupa permainan teka-teki silang. Rata-rata nilai post-test sebesar 82,75 (Sangat Baik), lebih tinggi dibandingkan dengan nilai pre-test yaitu 42 (Cukup). Berdasarkan hasil analisis data dapat disimpulkan bahwa permainan teka-teki silang efektif digunakan sebagai media pembelajaran untuk meningkatkan penguasaan kosakata siswa di SMP Negeri 5 Kolaka Utara.

**Kata Kunci:** Permainan Teka-teki Silang, Efektivitas, Penguasaan Kosakata


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## ملخص الرسالة

سوتشي ويلنا، 2024. "فعالية تطبيق لعبة الكلمات المتقاطعة في تعزيز إتقان المفردات لدى طلاب المدرسة المتوسطة الحكومية الخامسة في كولاكا أوتارا". رسالة جامعية، برنامج تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. بإشراف روستان سانتاريا وأندي تريسنا سيام.

يهدف هذا البحث إلى معرفة فعالية لعبة الكلمات المتقاطعة في تحسين إتقان المفردات لدى طلاب المدرسة المتوسطة الحكومية الخامسة في كولاكا أوتارا. اعتمد البحث على المنهج التجريبي باستخدام تصميم الاختبار القبلي والاختبار البعدي. شملت عينة البحث طلاب الصف السابع المختارين، حيث تكون المجتمع من 90 طالبًا، وتم اختيار 29 طالبًا كعينة للدراسة، منهم 19 طالبة و10 طلاب. استخدم في البحث اختبار مفردات مكون من 15 سؤالاً اختياريًا لكل من الاختبار القبلي والاختبار البعدي. أظهرت نتائج البحث وجود تحسن كبير في إتقان المفردات لدى الطلاب بعد استخدام لعبة الكلمات المتقاطعة كأداة تعليمية. بلغ متوسط درجات الاختبار البعدي 82.75 (ممتاز)، وهو أعلى مقارنة بمتوسط درجات الاختبار القبلي الذي بلغ 42 (مقبول). وبناءً على تحليل البيانات، يمكن الاستنتاج أن لعبة الكلمات المتقاطعة وسيلة تعليمية فعالة لتحسين إتقان المفردات لدى طلاب المدرسة المتوسطة الحكومية الخامسة في كولاكا أوتارا.

**الكلمات المفتاحية:** لعبة الكلمات المتقاطعة، الفعالية، إتقان المفردات.

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# CHAPTER I

## INTRODUCTION

### A. Background

Vocabulary is one of the basic components of learning a second or foreign language. However, in the process of learning vocabulary, there are still many students at SMP Negeri 5 Kolaka Utara who are less enthusiastic and feel that English is a subject that is difficult to learn and difficult to understand. The positive impact of academic ability in English can be seen from the amount of vocabulary a person has. As stated by (Ghaemi, 2020) experts in the field of vocabulary development agree that vocabulary is a central factor in the process of learning language, and strengthening vocabulary is needed at every stage of student language development. This definition shows that vocabulary is the first element that English learners must learn to master English properly and correctly. In addition, Thornburs & Scott (2002) emphasize that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.<sup>1</sup> Teaching English vocabulary is very important, and it is more than just presenting and introducing new vocabulary to the students. Knowing words is not only memorizing them, but the students need to understand the meaning of the word in context and how the words are used. This can be achieved through correct

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<sup>1</sup> Ghaemi, H., & Khorami, M. Discipline-Related Satellite Programs for Learning Specialized Vocabulary of University Course books. *Adult and Higher Education* (2022) Vol. 4: 75-86. DOI: <http://dx.doi.org/10.23977/aduhe.2022.040211>.

vocabulary instruction which should involve vocabulary selection, word knowledge, and techniques.<sup>2</sup>

At this age, students' memory is still very strong. The age of Junior High School students is very appropriate to start introducing them to various kinds of vocabulary. Vocabulary mastery learning is included in language acquisition (Rahayu, 2019). Mastery of the language requires the provision of a lot of vocabulary and adequate grammatical forms. A large vocabulary without being based on strong grammar makes it impossible for us to understand a reading properly and vice versa, good grammar without having a large vocabulary means that writing cannot be read and understood perfectly (Siregar, 2020).<sup>3</sup> It affects making English sentences, conversation, grammar, and tenses. It is the basis for understanding concepts in English (Novianti, 2020). It does not only use students' memory abilities but the teacher must provide training on the vocabulary that has been taught. Based on the opinion above, several things must be considered so that students can master English vocabulary. namely, students must be able to interpret an English vocabulary. Students who have interpreted English vocabulary are then introduced to reading English vocabulary. The process of learning to read is done repeatedly. This is done to help students

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<sup>2</sup> Sahraini, S. (2015). A Model of Communicative Teaching and Learning of English Vocabulary Through Interactive Activities. *Ethical Lingua: Journal of Language Teaching and Literature*, 2(1), 1-15.

<sup>3</sup> Thornbury, S. (2002). Using dictionaries. *How to Teach Vocabulary*. Harlow: Pearson Education, s/p.

remember an English vocabulary (Abd Kahar, A. U., Sadapotto, A., Nadira, S. H., Hanafi, M., Usman, M., & Masyita, A. A. (2022)).<sup>4</sup>

The students at SMP Negeri 5 Kolaka Utara, mostly students in learning English often find words difficult to understand. Based on preliminary observations on students in Kolaka Utara First, there is a lack of vocabulary mastery among students at SMP Negeri 5 Kolaka Utara and they think the English teacher's explanation are too monotonous, and pronunciation, spelling and grammatical functions were boring. Usually, students did not understand anything in the vocabulary learning section but only listened to their teacher. Second, students only think that learning vocabulary aims to know the main meaning of these words. Hence, they ignore all other functions of the word. Third, teachers at school pay little attention to teaching English, because they spend a lot of time checking student's work. Fourth, the teacher only focuses on textbooks from school without looking for other materials. In addition, the teachers are not creative in teaching and learning English, especially vocabulary.

To solve the problem above, crossword puzzles seem to be more attractive to be applied in teaching vocabulary. The crossword puzzle is a kind of word game. In order to finish a crossword puzzle, the player has to accurately fill in all the blank squares with letters that form words. The words are based on the clues provided, which can be complete sentences, phrases, or words. Since crossword

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<sup>4</sup> Abd Kahar, A. U., Sadapotto, A., Nadira, S. H., Hanafi, M., Usman, M., & Masyita, A. A. (2022). Improving English Vocabulary Mastery By Using Crossword Puzzle in Elementry Class. *Uniqbu Journal of Social Science (UJSS)* 3 (2), 96-102.

puzzles are usually considered a game, something to be enjoyed rather than slogged through, they tend to be fun and learner-friendly (Childers, 1996).<sup>5</sup>

The effectiveness of crossword puzzles has been proven in many studies. For example, used crossword puzzles as an “after-reading” strategy to increase students' vocabulary mastery. In another study, it was found that crossword puzzles can increase students' motivation and interest in the topic (Franklin et al., 2021)<sup>6</sup>. Williams (2019) makes use of his crosswords and those taken from other books as a revision technique for his students before exams. Students who make full use of this technique find their performance and their grades gradually improving<sup>7</sup>. Likewise, Weisskirch (2006) uses crossword puzzles as a means of reviewing course material. Students do two crossword puzzles, one in class for one exam, and the other outside of class for the other exam<sup>8</sup>. They tend to use crosswords. They show that learning becomes more interesting. Crossword puzzles provide students with more advantages in terms of test preparation when students work together in class than when they work separately. In addition, students feel happier working in groups and are

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<sup>5</sup> Cheryl. D. Childers. (1996). Using crossword puzzles as an AID to studying sociological concepts. *Teaching Sociology*, 24(1), 231-235.

<sup>6</sup> Sue Franklin, Mary Peat, & Alison Lewis. (2003). Non-traditional interventions to stimulate discos sion: The use of games and puzzles. *Journal of Biological Education*, 37(2), 76-82.

<sup>7</sup> Williams, D. L. (2007). A Unique Review Strategy that Motivates Student Learning. *Insight: A Collection of Faculty Scholarship*, 2, 64-69.

<sup>8</sup> Weisskirch, R. S. (2006). An analysis of instructorcreated crossword puzzles for student review. *College Teaching*, 54(1), 198-201.

efficient as a tool for revision. Similarly, in a study conducted by David et al. (2009), crosswords were used to review exams.<sup>9</sup>

Crossword Puzzle is a game where the way to play is by filling in the empty spaces in the form of boxes with letters so that they form a word according to the instructions (January & Suprayitno, 2015).<sup>10</sup> Apart from that, filling in crossword puzzles is very fun, and useful for remembering vocabulary that we often hear; besides that, it is also useful for our general knowledge in a relaxed way. Seeing the characteristics of crossword puzzle which are relaxed and emphasize the similarities and differences in words, it is very appropriate if, for example, it is used as a means for teenagers to train their knowledge so that what is given is not monotonous as only in the form of standard questions (Sitorus, 2013)<sup>11</sup>. This crossword puzzle, which has become a hobby across generations, is not a new thing, meaning that this has been going on from time to time with similar but not the same formats and forms. Historical records state that the crossword puzzle format as it is now has existed since ancient times. The form is still quite simple, namely a square containing word vertically and horizontally.

Al Baqarah Verse 31 contains the story of Prophet Adam Alaihissalam who learned to recognize the names of objects. The following is a quote from Surah Al-Baqarah Verse 31:

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<sup>9</sup>Davis, T. M., Shepherd, B., & Zwiefelhofer, T. (2009). Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning?. *Journal of Effective Teaching*, 9(3), 4-10.

<sup>10</sup> January, S. T., & Suprayitno, D. (2015). Use of Crossword Puzzle Media Games to Improve Student Learning Outcomes in Social Studies Subjects in Elementary Schools. *Journal of Primary School Teacher Education Research*, 3(2), 1882-1891.

<sup>11</sup> Sitorus, J. S. (2021). *Improving Students' Vocabulary Mastery Through The Utilization Of Quizlet Application At The Tenth Grade Of Mas Ibadurrahman In 2020/2021 Academic Year* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara Medan).

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: And He taught Adam all the names (objects), then revealed to the Angels and then said: "Tell me the names of the objects if you are truly a pious person!"

Based on the background above, the researchers is interested in researching entitled **“The Effectiveness of Crossword Puzzles Game Application in Improving Vocabulary Mastery of SMPN 5 Kolaka Utara”**

## **B. Research Questions**

Based on the problem statement in background, the researcher formulated the following research question as follows:

1. Does the use of crossword puzzle game application improve English vocabulary mastery of the students of SMP Negeri 5 Kolaka Utara?
2. How does the teacher perceive the use of crossword puzzle game application at the students of SMP Negeri 5 Kolaka Utara?

## **C. Objective of the Research**

Based on the formulation of the problem above, the research objectives are:

1. To find out if there is an increase in vocabulary mastery in the use of crossword puzzles game application by students of SMP Negeri 5 Kolaka Utara.
2. To find out the teachers' perceptions toward the use of crossword puzzle game application at the students of SMP Negeri 5 Kolaka Utara.

#### **D. Significances of the Research**

The research significances are as follows:

##### **1. Theoretically**

The reseracher hopes this research enrich teaching materials about basic English vocabulary for SMP Negeri 5 Kolaka Utara.

##### **2. Practically**

The product can be an efficient learning medium for teachers in teaching English vocabulary to SMP Negeri 5 Kolaka Utara use this product to improve their English. The researcher hoped that the results of this study could become a reference for further research

#### **E. Scope of the Research**

The parts of speech that were taught by the researcher are noun, verb, adjective & adverb. The researcher taught 30 noun, verb, adjective, and adverb. Word game application was used by the researcher.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research

The researcher summarizes several important findings from previous research on learning English vocabulary for Special Purpose as follows:

Orawiwatnakul (2019) wrote the research entitled “ *Crossword Puzzles as a Learning Tool for Vocabulary Development* ”The results showed that the scores of the three vocabulary tests had a significant difference at the 0.05 level. That is, the score of the first vocabulary test is different from the second and third time. Especially, the statistically significant difference between the second time and the third time shows that students have better vocabulary retention after learning with this tool. The results of the questionnaire illustrate their attitude which strongly supports learning vocabulary through crossword puzzles as a whole. The similarity of this study is that both use crossword puzzle as a tool in the development or knowledge of students' vocabulary, the difference is that previous studies used pre-test and post-test meanwhile, this research used pre-test, post-test and interview with teachers at school.<sup>12</sup>

Utami's research (2020) entitled “*Improving Students Vocabulary Mastery Using Crossword Puzzles for Grade VII of SMPN 2 Srandakan in the Academic year of 2019/2020*”. The purpose of this study was to find out whether the application of crossword puzzles and complementary actions can improve

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<sup>12</sup> Orawiwatnakul, W. (2019). Crossword puzzles as a learning tool for vocabulary development. *Electronic Journal of Research in Education Psychology*, 11(30), 413-428.



students' vocabulary mastery. The results of this study after the application of crossword puzzles and complementary actions, students' mastery of vocabulary improved. This is evidenced by more precise pronunciation and spelling, and better use of words in sentences done by students compared to what they did before. The similarity of the previous study with this study is that both teach in the seventh grade of junior high school. The difference is, previous researchers used the R&D method while this study used quantitative methods..<sup>13</sup>

Nurteteng & Nopitasari's research (2019) entitled "*The Use of Crosswords Puzzle Towards the Students Vocabulary*". The purpose of this research is to find out whether crossword puzzles can increase students' active participation in the vocabulary learning process. From the results of this study, it can be concluded that the use of crossword puzzles can increase students' active participation in the vocabulary learning process. Students participate actively during the learning process of teaching vocabulary by using crosswords because they are interested in the material and learning media used. The similarities between the previous research and this research are that both use crossword puzzle as a medium for students' vocabulary knowledge. The difference is, previous researchers conducted research on first grade students at SMAN 5 Makassar, while this study conducted research students at SMP Negeri 5 Kolaka Utara..<sup>14</sup>

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<sup>13</sup> Utami, Y. S. (2020). Improving students' vocabulary mastery using crossword puzzles for grade VII of SMPN 2 Srandakan in the academic year of 2019/2020. *Yogyakarta State University*.

<sup>14</sup> Nurteteng, N., & Nopitasari, D. (2019). The Use of Crossword Puzzle towards the Students Vocabulary. *INTERACTION: Jurnal Pendidikan Bahasa*, 6(1), 9-17.

## **B. Some Pertinent Ideas**

### **1. Vocabulary**

#### **a. Vocabulary Definitions**

Schmitt in Nugroho (2017) stated that "Vocabulary is more than just single words that work separately in a reading environment. Conversely, once words are placed in a reading, they create many relationships beyond the word-sound-image level of a single language. " Hatch and Brown (1995:1) add that vocabulary is a list or combination of words for a particular language or a collection of words that may be used by each speaker.<sup>15</sup> Similarly, Hornby in Nainggolan (2020) defines vocabulary as (1) The total number of words in the language, (2) all the words that a person knows or uses in a particular book, subject, etc and (3) List of words and their meanings, especially those accompanying foreign language text books.<sup>16</sup>

According to Widyahening & Ma'fiah in Wahidin (2023), vocabulary is one of the elements of knowledge in language learning. It is used in every Language as a basis and support for the proper use of Language. Vocabulary is an important aspect of learning when learning a language; this is also an aspect that every student can use to help them understand and master the language.<sup>17</sup> Murcia (2001: 285) states that increasing vocabulary is central to language acquisition,

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<sup>15</sup> Nugroho, W. (2017, December). The Effectiveness of Picture Crossword Puzzle Game in Teaching Vocabulary. In *ELT Forum: Journal of English language teaching* (Vol. 6, No. 2, pp. 191-200).

<sup>16</sup> Nainggolan, D. A. F. (2020). The Effect of Using Hangman Game on Students Vocabulary Mastery the Eleventh Grade Students of senior High School.

<sup>17</sup> Wahidin, W., Santaria, R., & Jufriadi, J. (2023). The Effect of Anagram Game on Students' Vocabulary at the Tenth Grade of Senior High School 4 Palopo. *Jurnal Sinestesia*, 13(2), 1420-1433.

both first, second and foreign languages. If people can understand vocabulary well, they will speak, listen, read and write. Various ways are used to manipulate vocabulary which aims to improve the ability of writers and speakers to create sentimental effect and build fluent and coherent discourse.<sup>18</sup> Vocabulary is the basic means basic to construct the ability in speaking and listening in oral communication without mastering the vocabulary the people can't communicate their ideas, emotion, and desires because vocabulary is important for an understanding of knowing games of thing action and concepts, acquiring and adequate.<sup>19</sup>

### **b. Types of Vocabulary**

There are different types of vocabulary according to different experts viewpoint. According to the class, Morley in Tyas (2016/2017) defines it, words are traditionally allocated to one of the following classes: nouns, pronouns, verbs, adjectives, adverbs. Based on the meaning they convey, nouns signify what we will call 'entities'. In terms of meaning, the verb can be said to express processes that can be classified in one of three broad ways, they can point out activity, record events, and refer to state.<sup>20</sup>

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<sup>18</sup> Helma, H., & Jufriadi, J. (2020). Improving Students Vocabulary Mastery Through Observe and Remember Game at the Seventh Grade SMPN 2 Palopo. *FOSTER: Journal of English Language Teaching*, 1(1), 29-40.

<sup>19</sup> Widyastuti, C., Yahya, A., & Thayyib, M. (2021). Using Customized Hangaroo Game for Vocabulary Teaching at SMPN 1 Bosso. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(1).

<sup>20</sup> Tyas, D. A. N. (2016). The Application Of Crossword Puzzle In Teaching And Learning Vocabulary At Smp Negeri 1 Angkinang School. *Prosiding*, 165.

## 1) Noun

Noun is a word that functions to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, idea, name of an object or tangible thing and so on.<sup>21</sup>

A noun is a word used to mention a person, place, thing, or idea. Nouns can be concrete nouns (nouns that can be perceived with the senses, such as “book” or “dog”) and abstract nouns (nouns that refer to concepts or ideas, such as “love” or “freedom”).<sup>22</sup>

Example:

- |                         |                           |
|-------------------------|---------------------------|
| - Fajar (People's name) | - Saturday (Day is name)  |
| - Rabbit (Animal)       | - Latuppa (Place is name) |
| - Rose (Flower is name) | - Table (Objek is name)   |

## 2) Verb

According to Palmer (1981) in Semantics, a verb is defined as a word that indicates an action or state and is the center of the predicate in a sentence. According to Downing & Locke (2006) emphasize the importance of verb tense and aspect, which determine when an action occurs and how that aspect is related to time.<sup>23</sup> A verb is a word used to indicate an action or state of being of a subject.<sup>24</sup>

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<sup>21</sup> Rusdiana Junaid., Rustan Santaria., Sri Damayanti : *Fundamental English Dasar-dasar Penguasaan Bahasa Inggris* (Malang : Penerbit Intimedia, 2014), 1.

<sup>22</sup> Yule, G. (2010). *The Study of Language* (4th edition). Cambridge University Press

<sup>23</sup> Ramzan, M., Azmat, Z., Khan, M. A., & Nisa, Z. (2023, June). Subject-Verb Agreement Errors in ESL Students' Academic Writing: A Surface Taxonomy Approach. In *Linguistic Forum-A Journal of Linguistics* (Vol. 5, No. 2, pp. 16-21).

<sup>24</sup> Rusdiana Junaid., Rustan Santaria., Sri Damayanti : *Fundamental English Dasar-dasar Penguasaan Bahasa Inggris* (Malang : Penerbit Intimedia, 2014), 11.

A verb is a word that indicates an action, state, or process. Verbs can express what the subject is doing in a sentences.<sup>25</sup>

Example:

- Action Verbs: “ She *runs* fast”
- Linking Verbs: “ He *is* a teacher.”
- Auxiliary Verbs: “ *I am* eating lunch.”

### 3) Adjective

Adjectives are words used to describe the nature or add meaning to an object or pronoun. In other words, each word is used to explain the properties of the noun or pronoun in question.<sup>26</sup>

Adjectives is a word used to describe or provide more information about a noun or pronoun. Adjectives describe the nature, state, or distinctiveness of an object, person, or place.<sup>27</sup>

Example:

- Descriptive Adjectives : “ she is a *Beautiful* woman.”
- Quantitative Adjectives: “I have *three* books.”

### 4) Adverb

According to Swan (2005) in Practical English Usage defines an adverb as a word that provides information on a verb, adjective, or other adverb, and can

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<sup>25</sup> Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.

<sup>26</sup> Rusdiana junaid., Rustan santaria., Sri Damayanti : *Fundamental English Dasar-dasar Penguasaan Bahasa Inggris* (Malang : Penerbit Intimedia, 2014), 24.

<sup>27</sup> Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.

explain how, when, or where an action occurs. According to Greenbaum and Quirk (1990) in *A student's Grammar of the English Language* explain that adverbs can be classified based on their function, time, place, degree, and Frequency.<sup>28</sup> Adverbs are those that explain how, when, how many times and so on a job is done or an event occurs.<sup>29</sup>

An adverb is a word that provides a description or further explanation of a verb, adjective or another adverb. Adverbs provide information about how, when, where, or how intense an action is performed.<sup>30</sup>

Example:

- Adverb of Manner: “ She sings *beautifully*.”
- Adverb of Time: “He will arrive *tomorrow*.”

### **c. Importance of Vocabulary**

Emphasizing how fundamental a vocabulary is in giving meaning in language, In addition, emphasizing the importance of vocabulary for interaction, Brown in Aclan (2014) says that survival level communication can actually proceed it makes quite a lot of sense when people just arrange the words together without implementing grammar rules at all.<sup>31</sup> The point is the vocabulary that gives a big influence or effect on people's communications. Align with

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<sup>28</sup> Mustafa, F. (2021). The Use Of Past Tense Verbs and Adverbs in Student' Recount Texts. *INFERENCE: Journal of English Language Teaching*, 4(1), 68-75.

<sup>29</sup> Rusdiana junaid., Rustan santaria., Sri Damayanti : *Fundamental English Dasar-dasar Penguasaan Bahasa Inggris* (Malang : Penerbit Intimedia, 2014), 59.

<sup>30</sup> Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle & Heinle.

<sup>31</sup> Aclan, E. M., & Aziz, N. H. A. (2015). Why and how EFL students learn vocabulary in parliamentary debate class. *Advances in Language and Literary Studies*, 6(1), 102-113.

Brown, Lightbown and Spada in Nugroho (2017) states that we can communicate by using words that are not placed in the right order, spelled out perfectly, or marked with the right grammarmorpheme, but communication is often lost if we don't use the right word.<sup>32</sup>

## **2. Crossword Puzzle Game**

### **a. Definition of a Crossword Puzzle Game**

Crossword puzzle games are a type of game that can utilize for learning. Students only need to fill in the blanks in crossword puzzle games according to the clues given by the teacher. According to Malunui in Nurteteng & Nopitasari (2019),<sup>33</sup> crossword puzzles are a type of implementation in which the goal is to train vocabulary mastery by filling in the blank form with letters that create words as the response to the provided question. After the researcher applied the crossword puzzle games to students, it proved through the crossword puzzle game, that the vocabulary that students had was more than before. Besides, those students became easier to remember vocabulary, and pronouncing vocabulary was much better than before. Initially, students did not know how to read vocabulary correctly, and students already know how to read vocabulary correctly. Students who initially still had difficulty in writing vocabulary. Now students can write

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<sup>32</sup> Nugroho, W. (2017). The Effectiveness of Picture Crossword Puzzle Game in Teaching Vocabulary. In *ELT Forum: Journal of English language teaching* (Vol. 6, No. 2, pp. 191-200).

<sup>33</sup> Nurteteng, N., & Nopitasari, D. (2019). The Use of Crossword Puzzle towards the Students Vocabulary. *INTERACTION: Jurnal Pendidikan Bahasa*, 6(1), 9-17.

vocabulary correctly according to spelling. During vocabulary addition, students are more enthusiastic than before.<sup>34</sup>

### **b. Types of Crossword Puzzles**

Instead of just making use of one type of crossword, there actually is variations of crossword puzzles that can be used and adapted to the abilities or needs of students. Dhand (2008: 55) says that crossword puzzles are a good way to teach vocabulary because the synonym definitions of those words are there provide reinforcement. Puzzles can be made from words already covered in class. By making use of definitions and pictures, students can guess words and place them in the designated boxes. Nation (2008:45) suggests a type of crossword that is suitable for oral activities, communicative crosswords. He explained the instructions to do as follows; students work together. They each have a crossword puzzle. The puzzle has no clues, but student A has half of the words written and student B has the other half. They ask each other the missing words from their versions. They weren't allowed to say the words themselves or show their individual riddles, but they had to share paraphrases of the words. Likewise A asks "What is 5 down?" B should say something like "That's what you use to turn on or off lights." The point is to give an idea of how to play crossword puzzles in a communicative way used during the teaching and learning process.

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<sup>34</sup> Rochmadhoni, N. (2022). The Effectiveness Of Crossword Puzzle Games In Teaching Vocabulary To The Seventh Graders At Smpn 2 Bojonegoro. *EDUTAMA*.



### c. Benefits of Using Crosswords Puzzle Game

According to Moursund in Utami (2020) it is clear that solving crossword puzzles helps maintain and develop one's vocabulary, spelling skills, and proficiency with various kinds of information. Solve inclined crosswords contribute to one's self-esteem. For many people, their skill in solving Crosswords play a role in their social interactions with other people.<sup>35</sup>

Completing crossword puzzles requires students to think of solutions to the clues given, practice critical thinking and problem solving skills that can be applied in everyday life. Crossword games also help improve concentration because students have to focus their minds to find the correct answer. This activity also trains long-term and short-term memory. Crossword games help improve focus, distract from negative thoughts, and provide a sense of accomplishment when successfully completing a puzzle. These activities are often associated with reduced stress levels and improved student mood.<sup>36</sup>

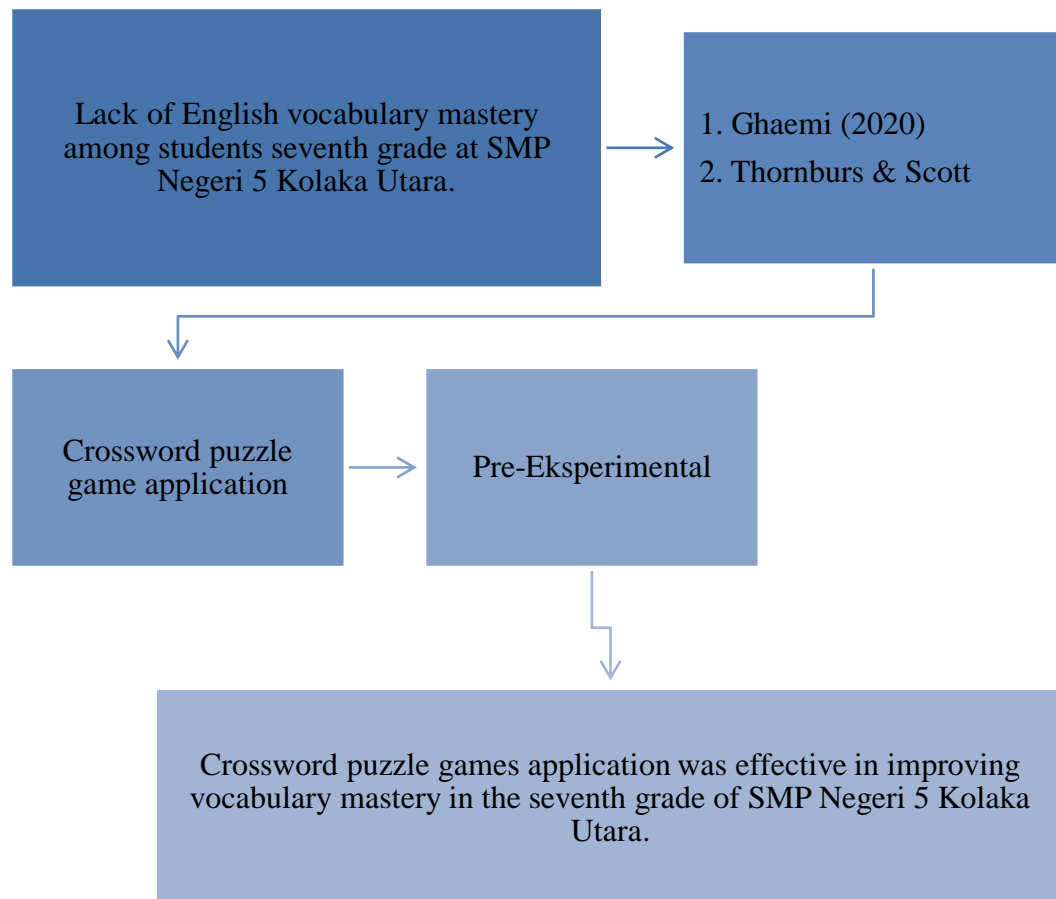
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<sup>35</sup> Utami, Y. S. (2020). Improving students' vocabulary mastery using crossword puzzles for grade VII of SMNP 2 Srandakan in the academic year of 2019/2020 . *Yogyakarta State University*.

<sup>36</sup> Kaynak, S., Ergün, S., & Karadaş, A. (2023). The effect of crossword puzzle activity used in distance education on nursing students' problem-solving and clinical decision-making skills: A comparative study. *Nurse education in practice*, 69, 103618.

### C. Conceptual Framework

The conceptual framework underlying this research is in the following:



### D. Hypotesis

Hypotesis can be interpreted as temporary answers to research problems until data is collected:

$H_1$  : The use of crossword puzzle increases English vocabulary mastery for the students at SMP Negeri 5 Kolaka Utara.

$H_0$  : The use of crossword puzzle not increases English vocabulary mastery for the students at SMP Negeri 5 Kolaka Utara.

1.  $t_{\text{count}} \leq t_{\text{table}}$  Reject null hypothesis

2.  $t_{\text{count}} \geq t_{\text{table}}$  Accept null hypothesis

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Method**

This type of research uses the Quantitative method. Quantitative Research Method, according to Sugiyono (2017:8) are research method based on the philosophy of positivism, used to examine certain populations and samples, data collection using research instruments, quantitative or statistical data analysis. Research design is Pre-experimental. (Sugiyono,2014:109), said that Pre-experimental design is a design that includes only one group or class that is given pre-test and post-test. This one group pretest and posttest design was carried out one group.

#### **B. Population and Sample**

##### **1. Population**

According to Hadari Nawawi (1983), population is the entire object of research consisting of humans, animals, symptoms, or values as data sources that have certain characteristics in a research conducted. The total population was 90 students. The population of this research is the SMPN 5 Kolaka Utara, the age from 12 to 15 years.

##### **2. Sample**

The sample is part of the population whose characteristics would be examined (Djarwanto, 1994:43), Sugiyono (2008:118), the sample is part of the

whole and the characteristics possessed by a population. The experimental group consisted of one experimental classes, namely class 7 Pelopor. In class 7 Pelopor there were 29 students consisting of 19 girls and 10 boys. The age ranges from 12-15 years. The type of sampling used by researcher was the random purposive sampling technique because sampling techniques provide an efficient and reliable way to collect relevant data without the need for an analysis of the entire population, which is often impractical or impossible.

### **C. Variable of the Research**

1. The independent variable is the variable that causes the occurrence change or appearance of the dependent variable. That's usually how it is called X. The independent variable of this research is "Crossword puzzle game application."

2. The dependent variable is a variable that is influenced or caused by something that already exists from the independent variable. Usually called Y. Dependent variable of this research is "Students vocabulary mastery."

### **D. Instrument of the Research**

1. English vocabulary test given to learners using pre-test and post-test, there were 30 multiple-choice questions for pre-test and post-test to find out learners responses in learning English vocabulary knowlegde through Crossword Puzzle Game.

2. The researcher also used the type of structured interview to find out how teachers' perceptions related to crossword puzzle.

### **E . Procedure of Collecting data**

The pre-test was carried out before treatment. Post test was done after treatment.

#### **1. Giving test Pre-test & post-test**

The researcher gave a pre-test to students to find out the extent of the students' vocabulary mastery. meanwhile, the researcher gave a pos-test to find out other there was any development of new vocabulary mastery.

#### **2. Giving Treatment**

The steps in teaching the students by crossword puzzles game are explained as follows:

##### **a. The First Meeting**

- 1) The researcher explained about noun approximately 30 minutes
- 2) The researcher introduced crossword puzzle game application and tell the students what are the advantages of learning English using crossword puzzle game.
- 3) The researcher introduces how to use of crossword puzzles game. This method was used to provide examples to students before they practice it.
- 4) The researcher provided sentences clue and asked the students to guess what vocabulary the researcher means.
- 5) Every student who raisesd their hand would be given the opportunity to answer the question.

- 6) The researcher provided feedback on students' mistakes to see the development of students' self-confidence.

b. The Second Meeting

- 1) The researcher explained about verbs approximately 30 minutes
- 2) Students learned how to complete the crossword puzzle game.
- 3) Each student did the same thing, filling in the crossword puzzle game.
- 4) Students can fill in the crossword puzzle game randomly.

c. The Third Meeting

- 1) The researcher explained about adjectives approximately 30 minutes.
- 2) Researchers view students to download the Word Game application.
- 3) Each student would be given approximately 15 minutes to complete the crossword puzzle game on their respective cellphone.
- 4) Researcher provide feedback to each student regarding existing vocabulary.

d. Fourth Meeting

- 1) The researcher explained about adverb approximately 30 minutes
- 2) The researcher reviewed of the previous material.
- 3) The researcher asked students to continue playing the crossword puzzle and asked students to answer according to what they got.
- 4) The researcher gave all students the opportunity to answer.

5) Next, the researcher provides feedback to students.

e. Fifth Meeting

- 1) The researcher taught teach about vocabularies.
- 2) Each student fill in the crossword puzzle game column on the paper according to their ability until completion.
- 3) After all students have finished, the researcher will ask one of the students to tell what was obtained from the crossword puzzle game regarding knowledge of noun, verb, adjective and adverb.
- 4) After this activity the researcher provided input and corrections to the students.

3. Giving Interview

Gave a structured interview to one of the English teachers who teaches in seventh grade at SMP Negeri 5 Kolaka Utara to find out how the teacher's perceive on the application of crossword puzzles in improving students' English vocabulary mastery.

**F. Technique of Data Analysis**

The researcher does some steps to analyze the the data :

1. Interviewing the teacher

Interview were used to find out how teacher perceive or view crossword puzzle game application in increasing students' English vocabulary knowledge at SMP Negeri 5 Kolaka Utara.



a. Data analysis of Interview

The technical analysis used is a quantitative data analysis technique. The researcher interviewed the English teacher at SMP Negeri 5 Kolaka Utara. After completing the interview, the researcher transcribe the interview results by playing back the recorded interview results and then writing down the words on the recording. The researcher conducted data reduction after writing the interview results into a transcript. The researcher uses descriptive.

b. Data Analysis of expert Validation and Students' perception

To calculate the validation results from experts and students perceptions, researchers used a liter scale. Calculating data analysis uses away of calculating the average of the answers, which is based on the assesment of experts, taecher, and students using the following formula.

c. Data Display

A public display is a condensed and organized collection of data that enables inference and action. The researcher used descriptive information to explain the findings. The researcher collected significant data based on a research design and summarized it in the descriptive text.

d. Conclusion and Verification

Making conclusions is starting to determine what is meant by noting regularities, patterns, possible explanations, configurations, causal paths, and findings. Making conclusions confirms and describes the finals results of the data analysis of this research. The rsearcher would analyze the data and findings.

2. The researcher checked the students' correct answers using a formula.

a. Scoring the students answer:

$$Score = \frac{Total\ correct\ answer}{Total\ Number\ of\ test} \times 100$$

b. Calculating the precentage of the students' score

The researcher used the following formula to compute the frequency of the rate percentage :

Where:

P = Percentage

$$P = \frac{F}{N} \times 100$$

F = Frequency

N = The number of samples (total respondents) <sup>29</sup>

a. Classify the students' score based on rubric

Table 3.1 classification of the score the students answer

Classification	Score
Very good	90-100
Good	80-89
Fair	65-79
Poor	<64

After computing the t-test (Tobs) the degree of freedom has to be found in order to determine if the t-score is significant. If the value t-calculatet is smaller than t-table, there is significant or null hypotesis isrejected. Vice versa, if the

value of  $t$ -calculated is bigger than value  $t$ -table, it means there is no significant or alternative hypothesis accept.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

The findings in this study indicated the results of the statistic analysis. The data showed the value of the students' pre-test and post-test results and the results of students responses in using crossword puzzle game.

##### 1. The analysis of students' scores in pre-test and post-test

###### a. Pre-Test

In this section, the research showed the results of the students' English vocabulary test which was assessed based on the pre-test. Data is presented in table form and uses SPSS 20 to calculate average results. The presentation of the pre-test results can be seen in the table 4.1

Table 4.1 Test score in Pre-Test

No	Respondents	Correct the Answer	Classification
1	S1	53	Poor
2	S2	40	Poor
3	S3	47	Poor
4	S4	40	Poor
5	S5	27	Poor
6	S6	53	Poor
7	S7	53	Poor
8	S8	15	Poor
9	S9	47	Poor
10	S10	27	Poor
11	S11	40	Poor

12	S12	53	Poor
13	S13	34	Poor
14	S14	40	Poor
15	S15	34	Poor
16	S16	40	Poor
17	S17	47	Poor
18	S18	40	Poor
19	S19	27	Poor
20	S20	53	Poor
21	S21	34	Poor
22	S22	34	Poor
23	S23	40	Poor
24	S24	47	Poor
25	S25	47	Poor
26	S26	53	Poor
27	S27	40	Poor
28	S28	53	Poor
29	S29	60	Poor

The table above shows that one student got the lowest score that is 15 points and one student got the highest score that is 60 points.

To show the average value obtained by students, the researcher used SPSS 20. The results of the pre-test data can be summarized in a descriptive statistical table which can be seen in table 4.2.

Table 4.2 Students' mean score in Pre-Test

	N	Minimum	Maximum	Mean	Std Deviation
Pre-Test Valid (listwise)	29	15	60	42	10,33

As can be seen from table 4.2, the students' highest score is 60 and the lowest is 15. The mean score of the students' tenses test is 42. and the standard deviation is 10.33.

Furthermore, the pre-test data described in the percentage score in the table is shown in table 4.3.

Table 4.3 Students' Test Rating Percentage in Pre-Test

Classification	Score	Frequency	Percentage
Very Good	90-100	-	0%
Good	80-89	-	0%
Fair	65-79	-	0%
Poor	<64	29	100%
Total			100%

Table 4.3 above shows that students got poor score it means that the students have low mastery on vocabulary.

### b. Post-Test

After doing the treatment, post-test data obtained are presented in Table 4.4.

The table shows the results of the students' vocabulary tests assessed in terms of vocabulary knowledge.

Table 4.4 Students' Post-Test Score

No	Respondents	Correct the Answer	Classification
1	S1	80	Good
2	S2	80	Good
3	S3	80	Good
4	S4	80	Good
5	S5	80	Good
6	S6	87	Good
7	S7	86	Good
8	S8	80	Good
9	S9	73	Fair
10	S10	80	Good
11	S11	87	Good
12	S12	80	Good
13	S13	87	Good
14	S14	80	Good
15	S15	80	Good
16	S16	93	Very Good
17	S17	80	Good
18	S18	80	Good
29	S19	80	Good
20	S20	87	Good
21	S21	80	Good

22	S22	87	Good
23	S23	80	Good
24	S24	80	Good
25	S25	80	Good
26	S26	93	Very Good
27	S27	80	Good
28	S28	80	Good
29	S29	100	Very Good

Table 4.4 shows the results that have increased from the previous one, where the lowest score was obtained by one student with a score of 73. Then the highest score was obtained by three students with a score of 100.

After summarizing the results of the students' scores, the researcher used SPSS 20 to calculate the mean score. The description of the descriptive statistical table is the result of the students' vocabulary knowledge post-test.

Table 4.5 Students' Mean score in Post-Test

	N	Minimum	Maximum	Mean	Sdt. Deviation
Post-test	29	73	100	82.75	5,5
Valid (listwise)	29				



The data in Table 4.5 show that the maximum score of students is 100, and the minimum is 73. So it produce a mean score of 82.75. The data standard deviation of the post-test is 5.5.

The rating percentage assessment to show the classification of score obtained by students is described in Table 4.6.

Table 4.6 Students' Test Rating Percentage in Post-Test

Classification	Score	Frequency	Percentage
Very Good	90-100	3	30%
Good	80-89	25	60%
Fair	65-79	1	10%
Poor	<64	-	0%
Total			100%

The data in table 4.6 shows that 3 students got an very good score which is 30%, then 25 students got a good score which is 60%, and only 1 person got an average fair which is 10%. From the results of these percentages, the data shows that the students' vocabulary knowledge test results have increased.

#### c. Pre-Test and Post-Test Comparison

Furthermore, to measure the students vocabulary knowledge test in the pre-test and post-test, the researcher used SPSS 20 to calculate the mean score of the test. The result of the descriptive statistics table is described in the following table.

Table 4.7 The Mean Score and Standard Deviation in Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	29	15	60	42	10,33
Post- test	29	73	100	82.75	5,5
Valid (listwise)	29				

The standard deviation results from Table 4.7 in the pre-test are 10.33. whereas in the post-test it is 5.5. Apart from that, the students' mean score on the pre-test was 42, whereas on the post-test it was 82.75. From the results shown in table 4.7, the vocabulary knowledge results on the post-test were higher than on the pre-test. It can be concluded that treatment using the crossword puzzle game, especially on vocabulary can improve students' vocabulary knowledge in the English.

Table 4.8 The Paired Sample Statistic of Pre-Test and Post-Test

		N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	29	10,33	1,91
	Post-test		5,5	1,02

Table 4.8 paired sample statistics above shows that the mean score of the students' vocabulary knowledge test on the pre-test is 42 while the score on the post-test is 82.75. The standard deviation for the pre-test is 10.33, and the post-test is 5.5. The comparison of the pre-test and post-test was  $42 < \text{post-test } 82.75$ . So descriptively, there is a difference in student learning outcomes here is

increase in students' vocabulary knowledge after using crossword puzzle game as a media for learning.

Furthermore, to prove whether the results obtained are significant or not, the following table shows the statistical data paired samples correlation pre-test and post-test using SPSS 20 to prove the relationship between the two pre-test and post-test data. The description is as follows:

Table 4.9 The Paired Samples Correlation of Pre-Test and Post-Test

		N	Correlation	Sig
Pair 1	Pre-test & Post-test	29	0,337	0,074

The result shown in the pre-test and post-test correlation show a correlation coefficient of 0.337. The results of the students' vocabulary knowledge test before and after treatment showed a significance (Sig) of 0.074, Because of its significant value is  $0.074 < \text{probability } 0.05$ , which means there is a difference between the pre-test and post-test on the use of crossword puzzle game learning media in the treatment.

A more detailed explanation of the pre-test data correlation coefficient is presented in the Table 4.10 :

Table 4.10 the Paired Samples Test of Pre-Test and post-Test

		Paired Differences				T	Df	Sig (2 Tail ed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pre Test - Post Test	-40,75	9,93	1,84	-44,53	-36,97	-22,09	28 .000

From the analysis, the researcher concluded that there was a significant difference between Pretest and Posttest in improving students' vocabulary mastery as a way of conveying learning material. The results of statistical analysis have a significance level 1 ( $p=0.05$ ) with degrees of freedom ( $df$ )=  $N-1$ , where ( $N$ ) = 29,  $df$  = 28. The probability value is smaller than  $\alpha$  ( $0.00 < 0.05$ ). This shows that the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This means teaching vocabulary mastery using the crossword puzzle game application can improve students' English vocabulary mastery.

According to the result of the data above, count was higher than table ( $t_c > t_t$ ) which means the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It shows an effect of the treatment process by using crossword puzzle game.

## 2. Interview Result

Researchers have interviewed teachers. The results of the researcher's interview with teachers at SMP Negeri 5 Kolaka Utara are as follows:

The First questions asked by the researcher aims to find out what teachers think about the role of crossword games in increasing students' vocabulary knowledge in class. The answers given by respondents:

*"The application of crossword puzzle games in learning will certainly be fun and able to develop language skills"*<sup>37</sup>

In response to the researcher's question about the role of crossword game applications in increasing vocabulary knowledge, The teacher stated that learning would certainly be fun and able to develop students' English language skills. The reason is, students will be excited to learn vocabulary using the application because it is different from previous learning models.

Committed teachers will look for new ways to make learning more interesting. Using crossword puzzle apps shows that they are open to modern technology and methods. By using this app, teachers show that they believe in students' ability to learn independently, encouraging students to actively explore vocabulary. A committed teacher will provide constructive feedback after students complete a puzzle, helping them understand mistakes and reinforcing the knowledge they have learned.

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<sup>37</sup> Suriani,S.S., M.M., Interview, SMPN 5 Kolaka Utara, 28 Agustus 2024

The Second questions asked by the researchers related to teachers' opinions on whether crossword puzzles were effective in helping students develop their vocabulary. Regarding the responses given by respondents:

*"Crossword games are effective in developing vocabulary because they are games that focus on word play"*<sup>38</sup>

Apart from that, teachers can also appreciate students' efforts in solving puzzles which can increase their motivation to learn more. Teachers can ask students to create their own crossword puzzles, stimulating creativity and a deeper understanding of vocabulary. With this approach, teachers can maximize the potential of game applications in developing students' vocabulary effectively.

The Third questions asked by the researcher was related to whether the teacher had any recommendations for other teachers who wanted to use crossword puzzles in vocabulary learning. Regarding the responses given by respondents:

*"Of course I would recommend this crossword game application to other teachers who want to develop students' vocabulary knowledge, besides crossword puzzles teachers can also use Scrabble. This game also focuses on words."*<sup>39</sup>

This response shows that teachers highly recommend this crossword game application because students look more involved and enthusiastic when learning vocabulary. Also these crossword puzzles are interactive and fun, making them a great way to make learning more interesting for students.

It can also be a great informal evaluation tool to see how well students understand the vocabulary being taught. By recommending these apps, teachers

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<sup>38</sup> Suriani,S.S., M.M., Interview, SMPN 5 Kolaka Utara, 28 Agustus 2024

<sup>39</sup> Suriani,S.S., M.M., Interview, SMPN 5 Kolaka Utara, 28 Agustus 2024

can share positive experiences and inspire their colleagues to integrate technology in learning.

The Fourth questions asked by the researchers was related to whether teachers noticed an increase in students' vocabulary after using crossword puzzles. The responses given by respondents:

*"Students find many new words in crossword game applications."*<sup>40</sup>

Respond to the question about whether you see an increase in students' vocabulary after using the crossword game application.

The teacher explained that the students discovered many new words, which certainly made the teacher very proud to see the students' improvement. This shows that they are really involved and trying hard. Discovering new words is an important step in expanding your vocabulary. Keep playing and explore more words.

In addition to discovering new words, it is important to understand how and when to use them. Responses like this not only appreciate students' efforts, but also encourage them to continue learning and dig deeper.

The Fifth research questions relates to whether you think this game makes students more motivated to learn vocabulary. regarding the responses given by respondents:

*"Of course this game makes students more motivated to learn vocabulary because it increases curiosity to find answers."*<sup>41</sup>

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<sup>40</sup> Suriani,S.S., M.M., Interview, SMPN 5 Kolaka Utara, 28 Agustus 2024

<sup>41</sup> Suriani,S.S., M.M., Interview, SMPN 5 Kolaka Utara, 28 Agustus 2024

This response shows that the teacher appreciates the extraordinary sense of curiosity. The teacher is of course happy to see the students' curiosity increasing. This is an important step in the learning process. Curiosity is the key to learning. Keep asking questions and digging for information, because it will really help students in the future.

The researcher's Sixth questions relates to whether you have suggestions or input to make the crossword game application more effective and interesting in helping students learn vocabulary. Regarding the responses given by respondents:

*The teacher suggests creating your own crossword puzzle. Make the crossword game application better and more interesting by adding interesting images.*”<sup>42</sup>

This response shows that teachers hope that the crossword game application provides a certain theme. For example, vocabulary about food, animals or school. Of course, this will make it easier for students to associate words with certain concepts.

Apart from that, crossword game applications can also provide varying levels of difficulty, starting from advanced level, to suit different student abilities. For more difficult words, it may be possible to include clues in the form of pictures, which not only helps students, but also adds an interesting dimension to the game. With these adjustments, I believe the app can be a very effective and engaging tool for helping students expand their vocabulary.

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<sup>42</sup> Suriani,S.S., M.M., Interview, SMPN 5 Kolaka Utara, 28 Agustus 2024



The Seventh research questions relates to how teachers ensure that the use of crossword game applications is relevant to students' learning goals and needs. Regarding the responses given by respondents:

*“By identifying learning objectives, measuring the level of difficulty, engaging students in active learning and evaluating feedback.”<sup>43</sup>*

This response shows that teachers always ensure that the vocabulary used in crossword games is appropriate to the subject matter that students are studying. Each learning session has clear objectives. In this case, the teacher ensures that the crossword puzzle game focuses on words that help students achieve that goal.

Every student has different needs. For students who need additional challenges, teachers can add more complex vocabulary, while for students who need more support, teachers can provide more hints or simpler vocabulary. In this way, teachers ensure that crossword games are not only fun, but also serve as an effective learning tool and are relevant to students' needs.

The Eighth research questions is about whether teachers believe that crossword game applications can be an effective learning tool for students with different learning styles. Regarding the responses given by respondents:

*“Not for students with an auditory learning style but crossword puzzles are quite effective for students with a visual learning style.”<sup>44</sup>*

These responses show that as teachers, we understand that each student has a different learning style, and it is important for teachers to adapt their teaching approaches to meet each individual's needs. Students with an an learning

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<sup>43</sup> Suriani,S.S., M.M., Interview, SMPN 5 Kolaka Utara, 28 Agustus 2024

<sup>44</sup> Suriani,S.S., M.M., Interview, SMPN 5 Kolaka Utara, 28 Agustus 2024

style learn most effectively through listening. They more easily capture and understand information conveyed verbally. Meanwhile, visual learning styles are more effective in understanding information presented graphically. They tend to remember pictures, diagrams, colors and concept maps more easily.

By understanding each student's learning style, teachers strive to make learning inclusive and varied. Teachers are also open to feedback from students regarding the way they are most comfortable learning, so that teachers can continue to adjust the methods used. The teacher's goal is to ensure that each student can optimize their potential in a learning environment that supports their unique needs.

## **B. Discussion**

This research aims to find out whether the use of crossword puzzle game application is effective in improving vocabulary knowledge of class VII students at SMPN 5 Kolaka Utara and to find out students' responses to the use of the crossword puzzle game application. Then, the results obtained from the findings showed that the average score obtained by students from the pre-test was 42 (Fair), while the average post-test score was 82.75 (Good). The results shown that the post-test results after being given treatment are much higher than the pre-test results. Sig value. (2-tailed) of  $0.000 < 0.05$  which means the null hypothesis ( $H_0$ ) is rejected. Then, the alternative hypothesis ( $H_1$ ) is accepted that use of crossword

puzzle games in teaching is effective in improving students' vocabulary knowledge in seventh grade at SMPN 5 Kolaka Utara.<sup>45</sup>

In this research, the researcher considered why students get low scores in the initial test (pre-test), while students' learning is still taught using the lecture method', students only learn vocabulary at school and they do not practice it in their surroundings or at home. Process began with a pre-test before carrying out the learning process for 5 meetings using the crossword puzzle game by presenting vocabulary material. Then students conducted a post-test to see the learning results from the previous treatment. The average results obtained before treatment were 42 and 82.75 after treatment. In this study, the researcher had 29 students who took the pre-test and post-test. Students were given topics regarding vocabulary to understand during the pre-test and post-test, then the researcher asked several questions regarding these topics. This process is recorded as evidence of research and mastery of vocabulary learned by students.<sup>46</sup>

To overcome problems during treatment, students are allowed to work on assignments in a relaxed manner while understanding the meaning of the material. Then the researcher asked each group so that students get used to answering question even with the help friends. After several meetings, students one by one

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<sup>45</sup> Tambaritji, V. N., & Atmawidjaja, N. S. (2020). Improving students' vocabulary mastery using crossword puzzle. *PROJECT (Professional Journal of English Education)*, 3(5), 588-596.

<sup>46</sup> Safira Widiya , "Implementing Learning in the Language Class Studies 9, no. 5 (2020) and Nuraziza Teaching Framework for Prospective English Language Teachers," *Advances in Language and*

asked question about vocabulary. So they are no longer embarrassed to express their opinions.<sup>47</sup>

Students showed positive interest in learning vocabulary. These results are the same as previous research conducted by Utami & Nurteteng. This research focuses on student vocabulary knowledge using the crossword puzzle game. They found that students seemed to observe vocabulary closer. Apart from that, students are also more responsive in class. As a result, the students psre improved by discussing vocabulary mastery.<sup>48</sup>

Finally, from all the explanations above, the crossword puzzle game application is a practical learning medium for the class, especially in asking questions and giving opinions. This media can make students more active in class so that the teacher only acts as a facilitator and plays a role in helping students if needed. This media is also relatively new in Improving students vocabulary mastery. Apart from that, students can learn how to solve a problem through group discussions and make them more confident in speaking in front of their friends.

During the treatment, the researcher encountered several problems in the class, including: Students still did not master English vocabulary, so the material presented had to be explained in as much detail as possible. Some students are

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<sup>47</sup> Tri Septiana Kurniati, "Teaching English through Literary Approach (Poetry and Short Story) in Improving Speaking Skill among Non-English Department Students of Isi Yogyakarta," Daun Lontar: Jurnal Budaya, Sastra, Dan Bahasa 6, no. 11 (2020)

<sup>48</sup> Zamani, P., Haghighi, S. B., & Ravanbakhsh, M. (2021). The use of crossword puzzles as an educational tool. *Journal of Advances in Medical Education & Professionalism*, 9(2), 102.

embarrassed to answer questions during the learning process, so various efforts are needed to increase each student's self confidence.

Research on the effectiveness of crossword puzzle game application in improving students' vocabulary mastery of SMP Negeri 5 Kolaka Utara has several advantages. This research uses innovative and interactive learning methods, so that it can make the learning process more enjoyable. In addition, this research focuses on mastering English vocabulary, which is one of the important aspects of language learning. This research also uses technology that can help improve students' ability to use technology.

However, this study also has some shortcomings. This research was only conducted in one school, so the results may not be generalized to other schools. In addition, the study used only one crossword puzzle game app, so the results may not be generalized to other apps. The research may also not be effective for all students, especially students who have learning difficulties or students who do not have access to technology.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

The researcher concluded that the use of the crossword puzzle game application was effective in improving vocabulary mastery in the seven grade of SMPN 5 Kolaka Utara. In the pre-test, students obtained an average score of 42 (Fair), while the average score in post-test was 82.75 (Good), which shows that the pre-test score was lower than the post-test. This means that there was significant difference between the pre-test and post-test results after being given treatment. So the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) it was accepted that the use of crossword puzzle games in United Kingdom was effective in increasing students' vocabulary mastery in grade seven at SMPN 5 Kolaka Utara.

From the conclusion, teacher agree that learning English through crossword puzzle games encourages students to learn English and not be embarrassed to speak. Significantly, teachers believe that crossowor puzzle games enrich students' vocabulary mastery, make them more entertaining, and given them confidence in the classroom. This supports the improvement of students' mastery abilities obtained from the test. So it can be concluded that the majority of students can accept learning crossword puzzle game well in class.

## **B. Suggestions**

From the results of the study, the researcher gives some suggestions as follows:

### **1. Suggestion for students**

Researcher suggested that students apply the crossword puzzle game application as a vocabulary mastery. The crossword puzzle game has a variety of words that can attract students' attention to their meaning so that they can indirectly add new vocabulary. Learning a lot new vocabulary allows students to improve vocabulary knowledge.

### **2. Suggestion for the teacher**

Suggestions for teachers in this study to routinely use crossword puzzle game applications as a fun learning method to improve students' vocabulary mastery. Teachers should design crossword puzzles that are relevant to the learning material, as well as adjust the difficulty level to the student's ability. In addition, teachers need to allow time for group discussion after the completion of the crossword puzzle, so that students can better understand the meaning of the words they encounter and actively enrich their vocabulary.

### **3. Suggestion for other researchers**

The researcher suggests to future researchers to develop a learning process using vocabulary game media. Because the aim of this research is junior high school, it was hoped that future researchers will be able to conduct experiments on the

effectiveness of crossword puzzle game as a learning medium at a higher level, such as at the high school or students level. Future researchers can use this research as an additional reference for research with different method and conditions.



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## **APPENDIX 1**

### **INTERVIEW TEACHER**

1. What do you think about the role of crossword puzzles game application in increasing students' vocabulary knowledge in class?
2. Do you think crosswords are effective in helping students expand their vocabulary? If yes why and if no why?
3. Do you have any recommendations for other teachers who want to utilize crosswords in vocabulary learning?
4. Do you notice any improvement in your students' vocabulary after they use the crossword puzzle game?
5. Do you feel that this game makes your students more motivated to learn vocabulary? And what is the reason?
6. Do you have any suggestions or inputs to make crossword games more effective and interesting in making students learn vocabulary?
7. How do you ensure that the use of crossword puzzle game application is relevant to the learning objectives and needs of students?

## APPENDIX 2

### PRE-TEST

Name :

Class :

Date :

**Please Choose the correct answer by crossing a,b,c or d.**

1. Citra : what is your father's job?

Intan : He is a ..... His duty is designs a house, building, etc.

a. waitress

c. cook

b. architect

d. maid

2. What picture is this?



a. plate

c. spoon

b. glass

d. mug

3. The person who acts on a stage is a/an .....

a. showing

c. banking

b. acting

d. actress

4. Dimas need ..... to drink.



a. bottle

c. glass

b. kettle

d. plate

5. Elsa : Where does your father work?

Tiara : He works at the post office. He is a .....



a. teacher

c. driver

b. waiter

d. postman

6. Desy : What is your mother's profession in this restaurant?

Sisi : She is a ..... She makes delicious food.

a. waiter

c. cook

b. doctor

d. driver

7. My mother cuts her vegetables using...



- a. scissors
- b. knife
- c. spoon
- d. wood

8. A painter works in a .....

- a. workshop
- b. studio
- c. shop
- d. gallery

9. Mr. Daniel is a farmer. He works in a .....

- a. office
- b. drugstore
- c. garden
- d. hospital

10. Riska need .... to eat?



- a. glass
- b. fork
- c. bowl
- d. plate

11. A mannager works in a .....

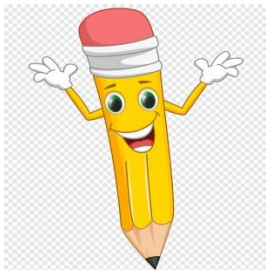


- a. hospital
- b. company
- c. radio station
- d. Train

12. Mr. Dani is a waiter. He serves customer in a .....

- a. hospital
- b. restaurant
- c. plane
- d. Shop

13. .... is for writing?



- a. pencil
- b. ruler
- c. eraser
- d. paper

14. I put the glass on the .....

- a. cupboard
- b. table
- c. window
- d. book

15. Ani goes to school wearing .....

- a. bicycle
- b. plane
- c. walk
- d. boat

### Appendix 3

#### POST-TEST

Name :

Class :

Date :

**Please choose the correct answer by crossing a, b, c or d**

1. A person who makes bread is called .....



a. breader

c. seller

b. baker

d. maker

2. Meli : What is your sister's job?

Afra : My sister's job is a ..... She works in a Bank.

a. banker

c. money

b. tacher

d. Lawyer

3. What is this picture?



a. book

c. ruler

c. eraser

d. pencil

4. A person who played drum is called .....

a. drummer

c. player

b. drummer

d. Driver

5. A person who drives a train is called .....

a. driver

c. masinist

b. machinist

d. Driver

6. what animal is this?



a. dog

c. cat

b. rabbit

d. chicken

7. Esti : What is your father's job?

Sinta : My father's job is a ..... His duty is catching the first.



- a. diver
- b. swimmer
- c. fisherman
- d. fishing

8. What is your brother's profession in monas?

- a. zoo keeper
- b. butcher
- c. tour guide
- d. teacher

9. Gita has to ..... to take the school exam.

- a. play
- b. sleep
- c. tell a story
- d. study

10. Where does headmaster works?



- a. studio
- b. greengrocer
- c. museum
- d. School

11. Ms. Annisa is a hairdresser. She works in a .....

- a. beauty center
- b. kitchen
- c. market
- d. Hotel

12. Rio is very good at playing musical instruments.



- a. guitar
- b. drums
- c. piano
- d. violin

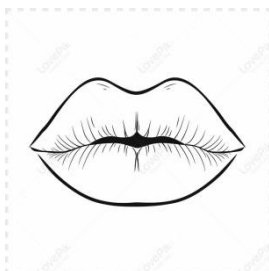
13. before sleeping we have to.....

- a. shower
- b. eat
- c. toothbrush
- d. playing games

14. The teacher uses ..... to write on the blackboard.

- a. pencil
- b. eraser
- c. ruler
- d. whiteboard marker

15. I can eat delicious food with my .....



- a. mouth
- b. eye
- c. nose
- d. hand

#### APPENDIX 4

School : SMPN 5 KOLAKA UTARA

Class : VII

Subject : Asking and Giving Opinions

Skill : Vocabulary

Times : 2 x 40 minutes

Meeting : 1<sup>st</sup> ( Treatment 1)

Learning Objectives : Students can ask question and provide understanding about vocabulary

Learning Materials : Vocabulary

Step	Activities	Procedures	Time
Presentation	Warm up	<ul style="list-style-type: none"><li>• The researcher will open the class by greeting and introducing himself to the students warmly and asking about the students' condition.</li><li>• The researcher asked the class leader to lead the prayer.</li><li>• Researchers will check the</li></ul>	5 Minutes

		<p>student attendance list.</p> <ul style="list-style-type: none"> <li>• Researchers pay attention to students so that they stay focused.</li> </ul> <p><i>T : Halo!</i></p> <p><i>S : Hai!</i></p> <p><i>T : Hai!</i></p> <p><i>S : Halo!</i></p>	
	Lead in	<ul style="list-style-type: none"> <li>• The researcher will give a clue for students about what will they learn for today.</li> <li>• The clue is to give an opinion about something</li> </ul>	5 minutes
	Language focus	<ul style="list-style-type: none"> <li>• The researcher teaches about nouns</li> <li>• The researcher will introduce crossword puzzle and tell the students what are the advantages of learning English using crossword puzzle.</li> <li>• The researcher will demonstrate the use of crossword puzzles. This method is used to provide examples to students before they</li> </ul>	30 Minutes

		practice it.	
Practice	Controlled Practice	<ul style="list-style-type: none"> <li>• The researcher will provide clue sentences and ask students to guess what vocabulary the reseracher means.</li> <li>• Every student who raises their hand will be given the oppotunity to answer the question.</li> </ul>	22 Minutes
Production	Practice Result	<ul style="list-style-type: none"> <li>• Researchers will provide feedback on students mistakes to see students courage.</li> </ul>	10 Minutes
Closing		<ul style="list-style-type: none"> <li>• The researcher gives students opportunity to ask about the material that they didn't understand.</li> <li>• Researchers ask sudents to summarize the material to ensure that they understand what they have learned.</li> </ul>	8 Minutes



## LESSON PLAN

School : SMPN 5 KOLAKA UTARA

Class : VII

Subject : Asking and Giving Opinions

Skill : Vocabulary

Times : 2 x 40 minutes

Meeting : 2<sup>nd</sup> (Treatment 2)

Learning Objectives : Students can ask question and give their opinions about the meaning of vocabulary.

Learning Materials : Vocabulary

Step	Activities	Procedures	Time
Presentation	Warm up	<ul style="list-style-type: none"><li>• The researcher will open the class by greeting the students warmly and ask their condition.</li><li>• The researcher will ask the class leader to lead prayer.</li><li>• The researcher will check the student's attendance list.</li><li>• The researcher gives the</li></ul>	5 Minutes

		<p>students' attention grab to make them stay focus.</p> <p><i>T : Halo!</i></p> <p><i>S : Hai!</i></p> <p><i>T : Hai!</i></p> <p><i>S : Halo!</i></p>	
	Presentation	<ul style="list-style-type: none"> <li>• Researcher will recall the material they have studied.</li> <li>• The researcher will give a clue for student about what will they learn for today.</li> </ul>	5 Minutes
	Language focus	<ul style="list-style-type: none"> <li>• The researcher teaches about verb</li> <li>• The material used is paper that has been made by researchers</li> <li>• Students will learn how to complete the crossword puzzle.</li> </ul>	30 Minutes
Practice	Controlled practice	<ul style="list-style-type: none"> <li>• Each students will do the same thing, filling in the crossword puzzle</li> <li>• Students can fill in the crossword puzzle randomly.</li> </ul>	20 Minutes

Production	Practice result	<ul style="list-style-type: none"> <li>• Each student has their own answer and opinion regarding the crossword puzzle they are working on.</li> <li>• Researcher will provide feedback on student mistakes to see the development of students' knowledge abilities.</li> </ul>	10 Minutes
Closing		<ul style="list-style-type: none"> <li>• The researcher gives students opportunity to ask about the material that they didn't understand.</li> <li>• Researchers ask students to summarize the material to ensure that they understand what they have learned.</li> <li>• The researcher gives students motivation to boost students' mood</li> <li>• The researcher ask the class representative to prayer and after that the researcher closes the class.</li> </ul>	10 Minutes

## LESSON PLAN

School : SMPN 5 KOLAKA UTARA

Class : VII

Subject : Asking and Giving Opinions

Skill : Vocabulary

Times : 2 x 40 Minutes

Meeting : 3<sup>nd</sup> ( Treatment 3)

Learning Objectives : Students are able to asking and giving their opinion about the meaning of vocabulary

Learning Materials : Vocabulary

Step	Activities	Procedure	Time
Presentati on	Warm up	<ul style="list-style-type: none"><li>• The researcher will open the classby greeting the students warmly and ask their condition.</li><li>• The researcher will ask the class leader to lead prayer</li><li>• The researcher will check the student's attendance list.</li><li>• The researcher gives the student's</li></ul>	5 Minutes

		<p>attention grab to make them stay focus.</p> <p><i>T : Focus! fokus!</i></p> <p><i>S : Everybody focus!</i></p>	
	Lead in	<ul style="list-style-type: none"> <li>• Researchers will recall the material that has been studied.</li> <li>• Researchers will give instructions to students about what they will learn today.</li> </ul>	3 Minutes
	Language focus	<ul style="list-style-type: none"> <li>• The researcher will explain about adjectives</li> <li>• The researcher will distribute the crossword puzzle.</li> </ul>	30 Minutes
Practice	Controlled practice	<ul style="list-style-type: none"> <li>• Each student will be given approximately 20 minutes to complete the crossword puzzle on their respective papers.</li> </ul>	25 Minutes
Production	Practice result	<ul style="list-style-type: none"> <li>• Students will give answers that match what is on their paper which they studied using the crossword puzzle method.</li> <li>• Researchers will provide feedback</li> </ul>	10 Minutes

		<p>student mistakes to see students progress</p>	
Closing		<ul style="list-style-type: none"> <li>• The researcher gives students opportunity to ask about the material that they didn't understand.</li> <li>• Researchers ask students to summarize the material to ensure that they understand what they have learned.</li> <li>• The researcher gives students motivation to boost students' mood</li> <li>• The researcher ask the class representative to prayer and after that the researcher closes the class.</li> </ul>	<p>7 Minutes</p>

## LESSON PLAN

School : SMPN 5 KOLAKA UTARA

Class : VII

Subject : Asking and Giving Opinions

Skill : Vocabulary

Times : 2 x 40 minutes

Meeting : 4<sup>nd</sup> (Treatment 4)

Learning Objectives : students are able to asking and giving their opinions about the meaning of vocabulary

Learning Materials : Vocabulary

Step	Activities	Procedures	Time
Presentation	Warm up	<ul style="list-style-type: none"><li>• The researcher will open the classby greeting the students warmly and ask their condition.</li><li>• The researcher will ask the class leader to lead prayer</li></ul>	5 Minutes

		<ul style="list-style-type: none"> <li>• The researcher will check the student's attendance list.</li> <li>• The researcher gives the student's attention grab to make them stay focus.</li> </ul> <p><i>T : Focus! fokus!</i></p> <p><i>S : Everybody focus!</i></p>	
	Lead in	<ul style="list-style-type: none"> <li>• Researchers will recall the material that has been studied.</li> <li>• Researchers will give instructions to students about what they will learn today.</li> </ul>	3 Minutes
	Language focus	<ul style="list-style-type: none"> <li>• The researcher will teach about adverb</li> <li>• The researcher will read one of the clue on the paper containing the crossword puzzle and ask students to answer according to the answer on the paper.</li> </ul>	30 Minutes
Practice	Controlled practice	<ul style="list-style-type: none"> <li>• Other students have the opportunity to answer if their answers are different.</li> </ul>	25 Minutes



Production	Practice result	<ul style="list-style-type: none"> <li>• Each student provide the answers on their respective papers.</li> <li>• The researcher gave new vocabulary instructions and asked students to repeat the new vocabulary they get.</li> <li>• Researchers will provide feedback on student mistakes to see student progress.</li> </ul>	10 Minutes
Closing		<ul style="list-style-type: none"> <li>• The researcher gives students opportunity to ask about the material that they didn't understand.</li> <li>• Researchers ask students to summarize the material to ensure that they understand what they have learned.</li> <li>• The researcher gives students motivation to boost students' mood</li> <li>• The researcher ask the class representative to prayer and after that the researcher closes the class.</li> </ul>	7 Minutes

## LESSON PLAN

School : SMPN 5 KOLAKA UTARA

Class : VII

Subject : Asking and Giving Opinions

Skill : Vocabulary

Times : 2 x 40 minutes

Meeting : 5<sup>th</sup> (Treatment 5)

Learning Objectives : Students are able to asking and giving their opinions about the meaning of vocabulary

Learning Materials : Vocabulary

Step	Activities	Procedures	Time
Presentation	Warm up	<ul style="list-style-type: none"><li>• The researcher will open the classby greeting the students warmly and ask their condition.</li><li>• The researcher will ask the class leader to lead prayer</li><li>• The researcher will check the student's attendance list.</li><li>• The researcher gives the student's attention grab to make them stay focus.</li></ul> <p><i>T : Focus! fokus!</i></p>	5 Minutes

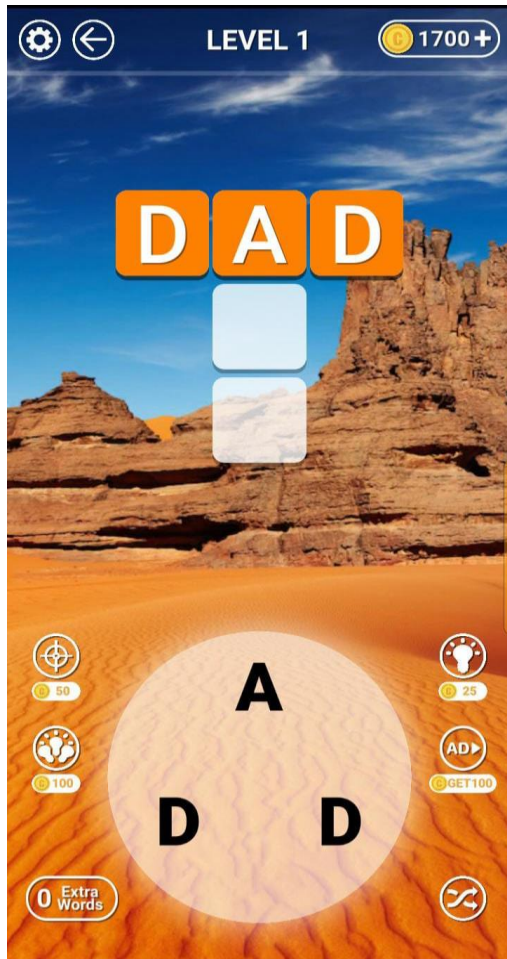
		<i>S : Everybody focus!</i>	
	Lead in	<ul style="list-style-type: none"> <li>• Researchers will recall the material that has been studied.</li> <li>• Researchers will give instructions to students about what they will learn today.</li> </ul>	3 Minutes
	Language focus	<ul style="list-style-type: none"> <li>• Each student will fill in the crossword puzzle column on the paper according to their ability until completion</li> </ul>	25 Minutes
Practice	Controlled practice	<ul style="list-style-type: none"> <li>• After all students have finished, the researcher will ask students to tell what was obtained from the crossword puzzle regarding knowledge of verbs &amp; adjectives.</li> </ul>	20 Minutes
Production	Practice Result	<ul style="list-style-type: none"> <li>• Students give their opinion which is ready by their friends.</li> <li>• Researchers will provide feedback student mistakes to see student progress</li> </ul>	10 Minutes
Closing		<ul style="list-style-type: none"> <li>• The researcher gives students opportunity to ask about the</li> </ul>	8 Minutes

		<p>material that they didn't understand.</p> <ul style="list-style-type: none"> <li>• Researchers ask students to summarize the material to ensure that they understand what they have learned.</li> <li>• The researcher gives students motivation to boost students' mood</li> <li>• The researcher ask the class representative to prayer and after that the researcher closes the class.</li> </ul>	
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## APPENDIX 5

### DOCUMENTATION

Picture 1.Example of a crossword game application



**Picture 2. Preliminary test**



**Picture 3. Researchers explain the application of crossword puzzle game**







**Picture4. Post-test**



**Picture 5. Interviewing teachers**



**Picture 6. Group photo with seventh grade SMPN 5 Kolaka Utara**





## Appendix 2

### PRE-TEST

Name : Suci Asipa

Class : 7 < Pelopor >

Date : 28/8/2024

Please Choose the correct answer by crossing a,b,c or d.

1. Citra : what is your father's job?

Intan : He is a ..... His duty is designs a house, building, etc.

- |   |         |
|---|---------|
| <input checked="" type="checkbox"/> a. waitress | c. cook |
| b. architect                                    | d. maid |

2. What picture is this?



- |          |  |
|----------|--|
| a. plate | c. spoon                                   |
| b. glass | <input checked="" type="checkbox"/> d. mug |

3. The person who acts on a stage is a/an .....

- |   |            |
|---|------------|
| a. showing                                    | c. banking |
| <input checked="" type="checkbox"/> b. acting | d. actress |

4. Dimas need ..... to drink.



- |           |  |
|-----------|--|
| a. bottle | <input checked="" type="checkbox"/> c. glass |
| b. kettle | d. plate                                     |

5. Elsa : Where does your father work?

Tiara : He works at the post office. He is a .....



- a. teacher
- b. waiter
- c. driver
- ☒ postman

6. Desy : What is your mother's profession in this restaurant?

Sisi : She is a ..... She makes delicious food.

- a. waiter
- b. doctor
- ☒ cook
- d. driver

7. My mother cuts her vegetables using...



- ☒ scissors
- b. knife
- c. spoon
- d. wood

8. A painter works in a .....

- ☒ workshop
- b. studio
- c. shop
- d. gallery

9. Mr. Daniel is a farmer. He works in a .....

- a. office
- b. drugstore
- ☒ garden
- d. hospital

10. Riska need .... to eat?



- a. glass
- b. fork
- c. bowl
- ☒ d. plate

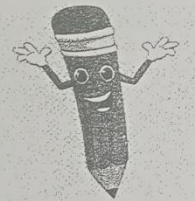
11. A mannager works in a .....

- a. hospital
- ☒ b. company
- c. radio station
- d. Train

12. Mr. Dani is a waiter. He serves customer in a .....

- a. hospital
- b. restaurant
- c. plane
- ☒ d. Shop

13. .... is for writing?



- ☒ a. pencil
- b. ruler
- c. eraser
- d. paper

14. I put the glass on the .....

- a. cupboard
- ☒ b. table
- c. window
- c. book

15. Ani goes to school wearing .....

- a. bicycle
- ☒ b. plane
- c. walk
- d. boat

Appendix 3

POST-TEST

Name : Suci Asipa

Class : 7 <Pelopor>

Date : 20/8/2024

Please choose the correct answer by crossing a, b, c or d

1. A person who makes bread is called .....



☒ a. breader

c. seller

b. baker

d. maker

2. Meli : What is your sister's job?

Afra : My sister's job is a ..... She works in a Bank.

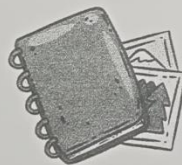
☒ a. banker

c. money

b. tacher

d. Lawyer

3. What is this picture?



☒ a. book

c. ruler

c. eraser

d. pencil

4. A person who played drum is called .....

a. drummist

c. player

☒ b. drummer

d. Driver

5. A person who drives a train is called .....

a. driver

c. masinist

~~machinist~~

d. Driver

6. what animal is this?



a. dog

~~cat~~

b. rabbit

d. chicken

7. Esti : What is your father's job?

Sinta : My father's job is a ..... His duty is catching the first.



a. diver

c. fisherman

b. swimmer

~~fishing~~

8. What is your brother's profession in monas?

a. zoo keeper

~~tour guide~~

b. butcher

d. teacher

9. Gita has to ..... to take the school exam.

a. play

c. tell a story

b. sleep

~~study~~

10. Where does headmaster works?



- a. studio
- b. greengrocer
- c. museum
- ☒ School

11. Ms. Annisa is a hairdresser. She works in a .....

- ☒ beauty center
- b. kitchen
- c. market
- d. Hotel

12. Rio is very good at playing musical instruments.



- ☒ guitar
- b. drums
- c. piano
- d. violin

13. before sleeping we have to.....

- a. shower
- b. eat
- ☒ toothbrush
- d. playing games

14. The teacher uses ..... to write on the blackboard.

- a. pencil
- b. eraser
- c. ruler
- ☒ whiteboard marker

15. I can eat delicious food with my .....



- ☒ mouth
- b. eye
- c. nose
- d. hand

## Appendix 2

### PRE-TEST

Name : m u h . A Q i l

Class : 7 (Pelopor)

Date : 07, 08, 2024

Please Choose the correct answer by crossing a,b,c or d.

1. Citra : what is your father's job?

Intan : He is a ..... His duty is designs a house, building, etc.

a. waitress

c. cook

☒ b. architect

d. maid

2. What picture is this?



a. plate

☒ c. spoon

b. glass

d. mug

3. The person who acts on a stage is a/an .....

a. showing

c. banking

☒ b. acting

d. actress

4. Dimas need ..... to drink.



a. bottle

☒ c. glass

b. kettle

d. plate

5. Elsa : Where does your father work?

- Tiara : He works at the post office. He is a .....



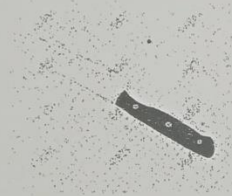
- a. teacher
- ☒ b. waiter
- c. driver
- d. postman

- 6. Desy : What is your mother's profession in this restaurant?

Sisi : She is a ..... She makes delicious food.

- a. waiter
- ☒ b. doctor
- c. cook
- d. driver

7. My mother cuts her vegetables using...



- a. scissors
- ☒ b. knife
- c. spoon
- d. wood

8. A painter works in a .....

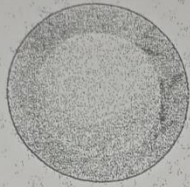
- ☒ a. workshop
- b. studio
- c. shop
- d. gallery

9. Mr. Daniel is a farmer. He works in a .....

- a. office
- b. drugstore
- ☒ c. garden
- d. hospital

10. Riska need .... to eat?





a. glass

c. bowl

b. fork

d. plate

11. A mannager works in a .....

a. hospital

c. radio station

b. company

d. Train

12. Mr. Dani is a waiter. He serves customer in a .....

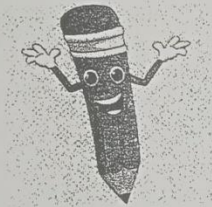
a. hospital

c. plane

b. restaurant

d. Shop

13. .... is for writing?



~~a~~ pencil

c. eraser

b. ruler

d. paper

14. I put the glass on the .....

~~a~~ cupboard

c. window

b. table

c. book

15. Ani goes to school wearing .....

a. bicycle

~~a~~ walk

b. plane

d. boat

### Appendix 3

#### POST-TEST

Name : Muh. Aqil

Class : 7 (Peripor)

Date : 28, 08 - 2024

Please choose the correct answer by crossing a, b, c or d

1. A person who makes bread is called .....



☒ a. breader

b. baker

c. seller

d. maker

2. Meli : What is your sister's job?

Afra : My sister's job is a ..... She works in a Bank.

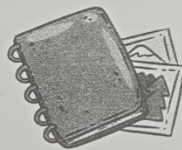
☒ a. banker

b. tacher

c. money

d. Lawyer

3. What is this picture?



☒ a. book

c. eraser

c. ruler

d. pencil

4. A person who played drum is called .....

a. drummist

☒ c. drummer

c. player

d. Driver

5. A person who drives a train is called .....

~~a.~~ driver

c. masinist

b. machinist

d. Driver

6. what animal is this?



a. dog

~~X~~ cat

b. rabbit

d. chicken

7. Esti : What is your father's job?

Sinta : My father's job is a ..... His duty is catching the first.



a. diver

~~a.~~ fisherman

b. swimmer

d. fishing

8. What is your brother's profession in monas?

a. zoo keeper

~~X~~ tour guide

b. butcher

d. teacher

9. Gita has to ..... to take the school exam.

a. play

c. tell a story

b. sleep

~~X~~ study

10. Where does headmaster works?



- a. studio
- b. greengrocer
- c. museum
- ☒ School

11. Ms. Annisa is a hairdresser. She works in a .....

- a. beauty center
- ☒ kitchen
- c. market
- d. Hotel

12. Rio is very good at playing musical instruments.



- ☒ guitar
- b. drums
- c. piano
- d. violin

13. before sleeping we have to.....

- a. shower
- b. eat
- ☒ toothbrush
- d. playing games

14. The teacher uses ..... to write on the blackboard.

- a. pencil
- b. eraser
- c. ruler
- ☒ whiteboard marker

15. I can eat delicious food with my .....



- ☒ mouth
- b. eye
- c. nose
- d. hand

## Appendix 5

### Surat Izin Meneliti



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBIYAH & ILMU KEGURUAN  
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo  
Email: [ftik@iainpalopo.ac.id](mailto:ftik@iainpalopo.ac.id) / Web: [www.ftik-iainpalopo.ac.id](http://www.ftik-iainpalopo.ac.id)

Nomor : B- 1945 /In.19/FTIK/HM.01/07/2024  
Lampiran : -  
Perihal : **Permohonan Surat Izin Penelitian**

Palopo, 31 Juli 2024

Yth. Kepala Dinas Penanaman Modal dan Perizinan Terpadu  
Satu Pintu Kab. Kolaka Utara  
di Lasusua

Assalamu Alaikum Wr. Wb.

Dengan hormat, disampaikan bahwa mahasiswa(i):

Nama	: Suci Wilna
NIM	: 2002020043
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2023/2024

akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul; **"The Effectiveness of Crossword Puzzles Game in Improving Vocabulary Mastery of SMP Negeri 5 Kolaka Utara"**. Untuk itu dimohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Prof. Dr. H. Sukirman, S.S., M.Pd.  
NIP. 196705162000031002



**SURAT KETERANGAN PENELITIAN**  
Nomor : 000.9.2 / 164 / SKP / DPMPTSP / VIII / 2024

Berdasarkan Peraturan Menteri Dalam Negeri Republik Indonesia nomor 3 tahun 2018 tentang Surat Keterangan Penelitian dan berdasarkan Peraturan Bupati Kolaka Utara Nomor 12 Tahun 2022 tentang Pendelegasian Kewenangan Penyelenggaraan Pelayanan Perizinan Berusaha dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kolaka Utara serta berdasarkan Surat Kepala Badan Kesatuan Bangsa dan Politik Kolaka Utara Nomor : 200.1.2.3/352/2024 pada tanggal 08 Agustus 2024 perihal Penyampaian Penerbitan Surat Rekomendasi Izin Penelitian, maka yang bertandatangan dibawah ini Kepala Dinas PMPTSP Kabupaten Kolaka Utara memberikan Surat Keterangan Penelitian kepada:

Nama	: SUCI WILNA
NIM	: 2002020043
Judul Penelitian	: "THE EFFECTIVENESS OF CROSSWORD PUZZLES GANE IN IMPROVING VOCABULARY MASTERY OF SMP NEGERI 5 KOLAKA UTARA"
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo
Lokasi Penelitian	: SMP Negeri 5 Kolaka Utara
Tanggal dan atau lamanya penelitian	: Mulai tanggal 08 Agustus s/d 31 Agustus 2024

Dengan ketentuan Pemegang Izin Penelitian :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/walikota Cq. Kepala Bappeda/Kesbangpol, apabila kegiatan dilaksanakan di Kab/Kota.
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan menghindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) eksamplar hardcopy dan softcopy laporan hasil penelitian Kepada Bupati Kolaka Utara. Cq. Kepala Badan Kesatuan Bangsa dan Politik Daerah Kab. Kolaka Utara.
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.
6. Surat Keterangan Penelitian ini berlaku sampai dengan 31 Agustus 2024

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Lasusua  
Pada tanggal : 08 Agustus 2024

a.n. **BUPATI KOLAKA UTARA**



**Tembusan Yth :**

1. Bupati Kolaka Utara di Lasusua;
2. Kepala Badan Kesatuan Bangsa dan Politik Kab. Kolaka Utara di Lasusua;
3. Kepala Dinas Pendidikan dan Kebudayaan Kab. Kolaka Utara di Lasusua;
4. Kepala SMP Negeri 5 Kolaka Utara;
5. Arsip.





PEMERINTAH KABUPATEN KOLAKA UTARA DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPT SMP NEGERI 5 KOLAKA UTARA

Alamat : Jl. Pendidikan Kel. Batu Putih, Kec. Batu Putih, Kab. Kolaka Utara, Kode Pos 93951

**SURAT KETERANGAN SELESAI PENELITIAN**

*Nomor:*

Yang bertanda tangan di bawah ini :

Nama : Juanda, S.Pd.  
NIP : 197710112006041008  
Jabatan : Kepala UPT SMP Negeri 5 Kolaka Utara

Dengan ini menerangkan bahwa :

Nama : Suci Wilna  
NIM : 20 0202 0043  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Penelitian : "The Effectiveness of Crossword Puzzles Game in Improving Vocabulary Mastery of SMPN 5 Kolaka Utara"

Benar-benar telah melaksanakan Penelitian di SMP Negeri 5 Kolaka Utara, Kecamatan Batu Putih Kabupaten Kolaka Utara dari tanggal 08 Agustus sampai dengan 31 Agustus 2024.

Demikian surat keterangan ini kami buat digunakan sebagaimana mestinya.

Batu putih, 2 September 2024

Kepala UPT SMP Negeri 5 Kolaka Utara



JUANDA, S.Pd.  
NIP. 197710112006041008

## BIOGRAPHY



**Suci Wilna**, was born on 29<sup>th</sup> September 2001 in Latowu village, Kolaka Utara. She is the second child of 3 siblings. Her father name is Samsuriadi and her mother name is Kartini. The writer complete her studies at TK Harapan Kita, graduated in 2007. Then continued their education at SDN 1 Latowu, Graduated in 2013.

Furthermore, continue their education at Madrasah Tsanawiyah Latowu and graduated in 2016. After graduating from Madrasah Tsanawiyah, the writer continue her study at SMAN 1 Batu Putih and graduated in 2019. After graduating, she continue the study at IAIN Palopo in department of English Education.

Contact Person: [suciwilna29@gmail.com](mailto:suciwilna29@gmail.com)