USE OF CROSSWORD PUZZLE GAMES TO IMPROVE THE TEACHING OF CLASS X STUDENTS OF NURUL FATA SUPERIOR HIGH SCHOOL

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ABSTRACT

Study observes that the word search puzzle game has become an innovative approach to teaching vocabulary in the X th grade SMA UNGGULAN NURUL FATA. The aim of this research is for students to find out how well this game functions as a learning tool and how well students are able to accept it this game functions as a learning tool and how well students accept it. This research method uses classroom action research, The subject of the study was a 10th grade student who was involved in a teaching session using a word search puzzle game for one semester, a study showed that a word-search puzzle play improved student's vocabulary understanding. The results of this research are to show that wrod search puzzle games can improve students' andrestanding and Students not only learn the meaning of words through these activities, but they are also actively searching for and recognizing new words. The game also increases students' desire to learn because it creates a fun and interactive learning environment. The application of crossword puzzles is very good to apply and can even improve students' mastery. Because it is based on students' improvement in mastering vocabulary from cycle 1 to cycle 2. And it can also be proven by the results of student mastery. The increase in cycle 1 was 70% which reached the limit of completion (16 students out of 25), in the second cycle, namely 90.65% of students could reach the limit of completion using this method (20 students out of 25 students).

INTRODUCTION

Education is teaching given by adults to students with the aim of making them become adults. In subsequent developments, education refers to the efforts of a person or group of people to influence that person or group to become mature or achieve a higher standard of living and survive according to their way of thinking. Education can also be done directly at school and in the community or every space of life. So, it could be said that education is more about developing students' thinking abilities and must be able to create positive changes so that teachers are able to form better students' characters beforehand, this is a function of national education.

One important component in forming students' character and intellectual abilities is education. Technology has brought major changes in learning methods in the modern era, with the incorporation of digital technology into the learning process. The

use of educational games, such as word search puzzle games, as an aid to teaching vocabulary is one innovative approach that has emerged.

In this situation, students of class It is very important to find learning methods that are effective and interesting. This research aims to investigate the use of word search puzzle games as an innovative approach to learning vocabulary in the Nurul Fata Superior High School environment. "The use of games in education can stimulate student motivation and engagement, provide an interactive learning environment, and increase understanding of the concepts being taught" (Hakan Çetinkaya and Sevgi Özkan, 2016). The incorporation of game elements in the vocabulary learning process can be considered an interesting and effective solution to this problem.

This study increases our understanding of how effective word search puzzle games are for teaching vocabulary in middle schools. It is hoped that the results of this research, which involved students in class in educational literature, the use of puzzle games, especially word search puzzle games, as a learning tool has become a topic of interest. Puzzle games offer an innovative and interactive way to improve students' vocabulary maintenance. Student motivation, active interaction, and aspects of instructional effectiveness are some of the things to consider when discussing the role of puzzle games in improving students' vocabulary maintenance.

Vocabulary is a collection of words that are understood and used by a person or in a language. This includes words that can be used to communicate, convey messages, and understand their meaning when written or spoken. A person's ability to understand and participate in communication is greatly influenced by vocabulary. Vocabulary is "the words known or understood by speakers of a language or possessed by an individual person," according to the article by Steven A. Stahl and William E. Nagy, "Teaching Word Meanings." (Stahl & Nagy, 2006, p. 271).

Crossword puzzle games are games that involve problem solving strategies, problem solving, and cognitive skills to solve certain puzzles or challenges. In language education, puzzle games can be specifically designed to improve students' vocabulary by offering word search challenges or word puzzles. This creates an interactive and fun environment where students improve their understanding and use of vocabulary.

A crossword puzzle, as described by Webster in Tino (2011), consists of a series of squares that are numbered and filled with words. In this case, each square has one letter, so a letter that appears in a horizontally positioned word is usually also part of a *vertically positioned word. Crossword puzzles* have many benefits like, Increased Vocabulary, Cognitive Stimulation, Improved Language Skills, Entertainment and Relaxation, Building Critical Thinking Skills, Social Engagement.

Based on the theoretical framework above, it can be concluded that this *crossword puzzle* is very good for improving *skills* in vocabulary or *vocabulary* because apart from

the very easy way of learning, students will be more challenged to solve questions from the game.

RESEARCH METHOD

This type of research is classroom action research (PTK), the research was carried out in the odd semester 2023-2024, following standard PTK provisions, namely Planning: set goals, design an action plan, and keep learning problems in mind. Execution: Implementing that action discussed in class carefully. Observation: Recording and collecting data during the process to obtain understanding that is relevant to the learning process. Reflection: Analyzing the results of observations, data analysis, and reflecting on successes and failures in carrying out analytical research, and reflecting on successes and failures in carrying out research. Evaluation: Assessment of student learning outcomes and the effectiveness of the training carried out. and the effectiveness of the training carried out. Compare the results with the set goals to the set goals.

Sample / Participants / Group

The sample in this study was 25 students in class X of Nurul Fata Superior High School.

Instruments and Procedures

Data collection, namely tests and non-tests through observations and observation sheets, was collected through observations and observation sheets during the learning process in semesters one and two, test data was collected through the results of language mastery assessment exercises.

Data Analysis

The data analysis techniques used are quantitative and qualitative, quantitative data analysis from the process of lexical data collection, generally as a result of the data collection process. Determine the average score of each participant. Subtract the minimum score of each peseta and subtract the minimum score. qualitative analysis of participant observation results during learning.

A study is considered successful if it at least achieves performance indicators following (a). Consultation, instruction using the crossword puzzle method, participants' understanding of students' mastery increased compared to the average - their KKM exceeded, sure 73. (b) The level of transparency in the process transparency in the learning process is more advanced, the number of all students in class.

RESULTS AND DISCUSSION
Results

This research is to determine the initial condition of students, namely to understand their mastery abilities as students, and the teacher provides lessons , Alpha tests of language mastery capacity to students in the subject. Take the time to understand the starting point of a negotiation. Vocabulary after the instructions are

complete, increase understanding before executing the action. Are there test results or training exercises? The data is used as follows.

Table 1: Action Test Scores

NO	Numerical results	Letter results	The meaning of the symbol	The number of students	percentage
1	91-100	A	Very good	2	3.1 4 %
2	82-90	B	Good	4	9, 40 %
3	73-81	C	Enough	9	30 %
4	<74	D	Not enough	16	6 5 %

From the results of the research conducted in the table above, it is known that the number of students got a score of 91 to 100 or A, namely 2 students got a score of 82, up to 90 or B (good) as many as 4 people, and those who got a score of 73-81 were 9 students , while those who got a score <74 or D (Less) were 16 students or half of the class.

The conclusions obtained from the observations above are as follows:

a.   Student activities during face-to-face time: 28.13%

b.   Or only 11 people actively participated in learning activities

c.   Student vocabulary acquisition level : 37.50%

The next meeting is November 9 2023, namely an assessment of increasing vocabulary on professional topics:

No	Numerical Results	Letter results	Symbol	The number of students	Percentage
1	91-100	A	Very good	3	10 .25%
2	82-90	B	Good	5	1 5 .5%
3	73-81	C	Enough	9	3 5 .25%
4	<73	D	Not enough	14	5 5 %

From the analysis test results in the table above, the number of students who got a score of 91-100 or A (very good) was 3 students or 10.25 % who got a score of 82-90 or B. It can be seen that there were a total of 5 (good) students or 1 5.5 % who got a score of 73 to 81, or mediocre with 3 5.25 % or 9 students who got a score.

From the results of the observations and analysis above, it can be seen concluded as follows:

a.   Student participation in learning was 37.5% or 11 active students.

b.   Students' vocabulary mastery ability is 5 5 % (14 students achieved full

marks/KKM or higher) .

Cycle 2

The following are some of the meetings. The first meeting is that the teacher provides knowledge , encourages students who are active in studying , provides material and explains the learning objectives , then divides the class into four groups and asks the groups to look for vocabulary to write the results on the blackboard. (Group 1: Things at home . Group 2: Things at the library. Group 3: Things at school. Group 4: Things in the kitchen).

In the second meeting the teacher asked students to come together to the blackboard to write the meaning of the vocabulary so that students could summarize the discussion. Then the teacher asks questions to students so that they can encourage students' enthusiasm for learning . The teacher explains the material and learning objectives, students are divided into 4 teams, each team has 8 people, and the educator explains how to complete the crossword puzzle, students work in groups to solve the crossword puzzle, and the team that completes it the fastest receives a prize. students paste the results of the discussion on the whiteboard, students continue to correct the work of other teams, then educators and students discuss to improve the results of student group discussions, educators and students can draw conclusions from the results of the discussion. The next meeting will continue (3rd meeting) on November 16 2023. In the function of things material for increasing vocabulary, educators carry out a second assessment so that the assessment obtained is as follows :

Table 3: Cycle 2 Assessment Results

No	Numerical Results	Letter results	Meaning of Coat of Arms	The number of students	Percentage
1	91-100	A	Very good	6	1 9 .75%
2	82-90	B	Good	7	3 5 %
3	73-81	C	Enough	15	50 .88%
4	<73	D	Not enough	3	19 .37%

The results of the analysis show that the number of students who got a score of 91-100 or A (very good) was 6 people, and the number of students who got a score of 82-90 or B (good) was 7 people or 19.37 %. A total of 19.75 % of students got a score of 73-81 or C (sufficient) and 50.88 % or 15 students got a score of 73-81 or C (sufficient). The results of the observations and analysis described produce the following conclusions. Students' ability in learning activities was 78.13 % , and the number of students active in learning was 20 people. Students' vocabulary acquisition ability was 96.67%.

Cycle 2 Reflection

The implementation of the research resulted in significant changes both in student learning outcomes in vocabulary acquisition and in the level of student activity in learning. All students are involved in the learning process and students act as learning agents. The teacher's role is only to guide learning. Students are enthusiastic about learning, listen carefully to the teacher's explanations, have good discussions, dare to ask questions, and are serious about learning.

Comparison of Cycle Results, Cycle 1, Cycle II.

Results (numbers)	Results (letter)	The meaning of the symbol	action results	Cycle 1	Cycle ll
91-100	A	Very good	2	3	6
82-90	B	Good	4	5	7
73-81	C	Enough	9	9	15
<73	D	Not enough	16	14	3
The number of students			31	31	31

From the results of the Pata utility analysis above, there were students who got a score of 1 to 100, students also got a score of 82 to 90 and 4 students got a score of 81 who got a score of 73. There were 9 students who did it. 9 students who received points from the remaining class X of Nurul Fata Flagship High School.

Discussion

Cycle 1

stages for starting a crossword puzzle with a focus on improving the quality of understanding, namely understanding Theme: Determine the theme you want to explore in the crossword puzzle. - Choose an interesting and relevant theme to increase the puzzle's appeal. Make a List of Words Related to the Theme: Make a list of words related to the theme. Use resources such as dictionaries, thesauruses, and reference books to find words that may not be used often. Categorization of Words: Group words into categories that fit the theme. This helps in distributing word variations evenly. Choose the Right Words: Choose words that match the difficulty level you are targeting. Make sure the words add uniqueness to the puzzle and are not too generic. Enrich Vocabulary with Synonyms: Enrich the word list by adding synonyms to increase the variety of understanding this helps solve puzzles to expand their vocabulary. Use Unusual Words .

The following are the results of the first meeting in this meeting, the teacher gave instructions to the students , motivating students to learn and explaining learning

objectives according to their respective curricula , and dividing students into groups of five, taking into account differences in students' abilities . The teacher explains *ambitions* . gives orders to look for vocabulary related to *ambition* , and instructs each group to take turns writing down the vocabulary they have obtained , then the teacher gives *a* response to the results of the discussion about vocabulary *about ambition* .

In the second friendship, teachers and students work together to summarize the results of the discussion , create questions and then motivate students to study actively and then communicate the material and learning objectives. Giving crossword puzzle questions to students , after that explaining how to complete the crossword puzzle , the teacher challenges students to complete the crossword puzzle. The winner of this game is the student who can complete the crossword first, and the student can look up the word from the dictionary, then the teacher checks the students' work and summarizes the results of the discussion.

We analyzed the research results obtained, namely that when educators act as role models, the learning process becomes more active, followed by the aim of learning vocabulary through crossword puzzles in Cycle I is to improve and resolve problems from the previous cycle. Based on the results of observations and conclusions obtained from the results of our research, there is an increase in students when acquiring vocabulary in special topics, but there is no increase so it is necessary to move to the next stage, namely cycle II, the reason is that it is still early in learning, and the problem is that students are not yet able to do everything. following the learning process in class, there are still students who are embarrassed to ask questions in class,

These obstacles are that there are still many students who do not participate in learning in class, there are still many students who are less active in learning, students do not listen to the teacher's explanations when learning, students do not pay attention to educators in front of the class, also the discussion process in class is less active, some participants students are still embarrassed to ask questions, there is no significant change in students' vocabulary, the class average is 71.25 . This shows that the average student vocabulary acquisition score does not exceed the KKM (73).

Increase in the Magnitude of Vocabulary Mastery Results

If the level of vocabulary mastery is increased , if we compare the initial conditions of Cycle 1 and Cycle 2, it can be seen that the average student vocabulary acquisition has not exceeded the KKM for teaching materials of 37.50. Cycle 1 is 37 , 50.71 , 25, cycle 2 is 80, 94. This means that students' average scores have increased, crosswords can increase students' vocabulary knowledge.

CONCLUSION

Based on the research we conducted during the PPL period at Nurul Fata Superior High School, it can be concluded that The application of crossword puzzles is very good to apply and can even improve students' mastery . Because it is based on students' improvement in mastering vocabulary from cycle 1 to cycle II, and can also be proven from the results of increasing student vocabulary. Cycle 1 reached 70 % who reached the limit of completion (16 students out of 25), in the second cycle, namely 90.6 5 % of students could reach the limit of completion in using this method (20 students from 25 student). It would be better for future researchers to pay more attention to students to increase their vocabulary.

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