PENGGUNAAN PERMAINAN TEKA-TEKI SILANG DALAM PEMBELAJARAN KOSAKATA UNTUK SISWA KELAS 8 DI SMPI DARUDDA'WAH PUNGGUR

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Abstrak

Nursa'adah, 2024. The Use Of Crossword Puzzle Games in Learning Vocabulary for 8th Graders of SMPI Darudda'wah Punggur English Education Study Program Teacher Training and Education Faculty Nahdatul Ulama University West Kalimantan Kubu Raya. This type of research is quantitative research, which involves one class intending to know the effect of crossword puzzle games on students' vocabulary mastery of English in class 8th SMPI Darudda'wah Punggur Kubu Raya Regency. The research design used is the one-group pretest and posttest, research subjects are class 8th SMPI Darudda'wah, totaling 16 students. The data collection teaching outcomes test for measuring learning outcomes of English vocabulary mastery with the application crossword method. The analysis results show that known assessments from the pre-test obtained a mean of 58.13, maximum value of 70, minimum value of 40, and standard deviation of 10.468, and known assessments from the post-test obtained a mean of 66,88, maximum value of 80, minimum value of 50, and standard deviation 7,042. Based on the results of the paired sample t-test, the sig value obtained 0.006 < 0,05, and the value T count 3,217 > 1,745, so it can be concluded that the use of crossword puzzle media significantly improved vocabulary mastery in class 8th SMPI Darudda'wah punggur.

Keywords: Crossword puzzle, games, learning, vocabulary

Abstrak

Nursa'adah, 2024. Penggunaan Permainan Teka-Teki Silang dalam Pembelajaran Kosakata untuk Siswa Kelas 8 SMPI Darudda'wah Punggur Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nahdlatul Ulama Kalimantan Barat Kubu Raya. Jenis penelitian ini adalah penelitian kuantitatif, yang melibatkan satu kelas dengan tujuan untuk mengetahui pengaruh permainan teka-teki silang terhadap penguasaan kosakata bahasa Inggris siswa kelas 8 SMPI Darudda'wah Punggur Kabupaten Kubu Raya. Desain penelitian yang digunakan adalah one-group pretest and posttest, subjek penelitian adalah siswa kelas 8 SMPI Darudda'wah, berjumlah 16 siswa. Pengumpulan data dilakukan melalui tes hasil belajar untuk mengukur penguasaan kosakata bahasa Inggris dengan penerapan metode teka-teki silang. Hasil analisis menunjukkan bahwa penilaian pre-test memperoleh nilai rata-rata 58,13, nilai maksimum 70, nilai minimum 40, dan standar deviasi 10,468, sedangkan penilaian post-test memperoleh nilai rata-rata 66,88, nilai maksimum 80, nilai minimum 50, dan standar deviasi 7,042. Berdasarkan hasil uji t berpasangan, nilai sig yang diperoleh adalah 0,006 < 0,05, dan nilai T hitung 3,217 > 1,745, sehingga dapat disimpulkan bahwa penggunaan media teka-teki silang secara signifikan meningkatkan penguasaan kosakata pada siswa kelas 8 SMPI Darudda'wah Punggur.

Kata kunci: Teka-Teki Silang, Permainan, Pembelajaran, Kosa Kata

1. BACKGROUND

Education is a planned effort to help students develop their potential, enabling them to optimize their talents and abilities. Quality education is essential for producing graduates who can contribute to personal, societal, and national development.. Fuad (2005) education as a great adventure for humans to nurture the seeds of extraordinary potential that exist within themselves, both physical and mental aspects. This process is similar to planting seeds of wisdom that will be passed on to the nexts generation.

In education, improvements are visible in the learning process at schools, though traditional methods still often fail to fully develop students' cognitive, affective, and psychomotor abilities, especially in problem-solving. Sukmadinata & Syaodih (2012:151) stated that "Model learning is a design that describes the detailed process of creation environmental situations that allow students to interact so that it occurs changes or developments in students". Saefuddin & Berdiati (2014:48) argue

that "The learning model is a conceptual framework that describes systematic procedures in organizing learning system to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and carry out learning activities".

Language is crucial in daily life for expressing thoughts, reasoning, and enjoying experiences. Language has a central role in Developing students' intellectual, social, and emotional skills and supports success in all areas of study. Language learning is to help participants students know themselves, their culture, and the cultures of other people. The aim of studying language as stated by Enung Nur Aeni, (2010) also states that there are four aspects, namely, listening skills, speaking, reading, and writing.

English is considered to be an important foreign language in Indonesia. English is also a language that can help society in all life such as means of communication, trade, social culture, science, education, entertainment, and technology. So Therefore, realizing the importance of mastering a foreign language or language in England The Indonesian Government issued Law Sisdiknas (2003:15), which states that foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills. It cannot be denied that until now there are many first international languages such as English. English is taught widely in many countries around the world. According to Richards & Rodger, (2005), many people in various countries use language English as a communication tool in various important international meetings. Mastery of English is English is crucial because it is used globally for communication, making it an international and global language. Learning English is essential for gaining international knowledge and broadening one's perspective As a global language, English plays a significant role, leading more people to learn and master it.

Vocabulary is the set of words known and understood by a person, allowing them to create new sentences. Other opinions regarding the meaning of vocabulary are explained in Langenscheidt (2009: 986) "Vocabulary is all the words of a language or technical language". Mastery of vocabulary will influence the construction of sentences speak English and understand English. Vocabulary mastery became the basis of the concept of understanding in English. Mastery of English vocabulary also influences conversation, grammar, and English tenses at the next level.

One of the efforts made is to improve the ability to master vocabulary as a supporting aspect of the ability to speak according to the curriculum determined by each school, namely by using methods that are creative and not monotonous learning, students can be more enthusiastic and interested in participating in learning English. In the long run of learning at the school, the educators are oriented to the memory of lesson materials and learning interaction teaching is one-way (monotonous) educators only giving and being dominant in learning so that students become less active, students only do exercises written and memorize the words or grammar only, even in the learning of English most educators just assign tasks to apprentice to translate the English text in English for the meaning of the material being studied. The lack of variety in the teaching process causes learners bored and unmotivated to learn a language in English, even the protégé is in deep trouble remembering a new vocabulary, and considering language lessons English was the hardest lesson to study.

To address this issue, a fun, and engaging method is needed to improve students' vocabulary mastery and motivate them to learn English. the right media is also needed in the learning process. Learning media is one of the supporting aspects of the learning process that can help students learn and make it easier for educators to teach or deliver material. In teaching vocabulary, many media can be used to increase student's vocabulary, one of which is using crossword puzzles.

Crossword puzzles are the best way to hone students' abilities to develop vocabulary and in a way, these students have a passion for taking part in system learning. (Malang,2020). Puzzle crossword is considered suitable because its applicability involves students' cognitive abilities. Students are made to think critically and feel challenged by something interesting. Crossword puzzles (TTS) are defined as games in boxes answered exactly according to the question. (Huda,2020) letters or words placed into a checkered design and given a number to fill in the answer. (Jaya,2017) crossword puzzles (TTS) are a learning medium that had a game component, students provide a meaningful learning experience. (Yulianti & Andriyanto,2021) the crossword game makes students think to search and then get answers in the atmosphere of fun play.

This research aims to use engaging and fun strategies to capture students' attention and involve them actively in learning, focusing on the use of crossword puzzle games to improve vocabulary mastery in 8th-grade students at SMPI Darudda'wah Punggur.

2. METODE

This type of research is quantitative research, which involves one class intending to know the effect of applying the crossword puzzle method on the learning outcomes of class 8th SMPI Darudda'wah Pungur, Kubu sub-district, Kubu Raya district. This research design is a pre-experimental research design type One Grup Pretest-Posttest Design.(Sugiyono, 2014) In this research, the results of the treatment can be known to be more accurate because they can be compared with the previous situation given treatment. The population in this study is all class students 8th 1SMPI Darudda'wah Punggur. According to Sugiyono (2012:148), research is a tool that is used to measure observed natural and social phenomena.   For to obtain accurate data, a researcher must use tools or instruments that can help to facilitate the conduct of facilitate the conduct of research.

3. RESEARCH RESULTS AND DISCUSSION

Description of Pre-test and Post-test Results Data on Learning Outcomes Mastery of English Vocabulary for class 8th students at SMPI Darudda'wah punggur. Based on the results of research conducted by researchers at SMPI Darudda'wah, then the data collected through the test instrument is obtained so that results of learning to master English vocabulary can be known to students in the form of grades from class 8th SMPI Darudda'wah.

Table 1. Pre-test descriptive statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	16	40	70	930	58.13	2.617	10.468
Valid N (listwise)	16						

Based on Table 1 above, the results are known assessments from the pre-test obtained a mean of 58.13, a maximum value of 70, a minimum value of 40, and a standard deviation of 10.468.

Table 2. Post-test descriptive statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttest	16	50	80	1070	66.88	1.760	7.042
Valid N (listwise)	16						

Based on table 4.7 above, the results are known assessments from the post-test were obtained mean of 66,88, maximum value of 80, minimum value of 50, and standard deviation of 7,042

a. Normality test

In data analysis, techniques need to be carried out the existence of a normality test. The normality test is a prerequisite before carrying out a hypothesis test or t-test. Normality aims to find out what the data is used in research is T-test

b. T Test

The T-test was carried out to determine whether there was or whether there is a significant influence between the independent variables with the dependent variable. The T-test used in this research

is the paired T-test or dependent sample T-test because the research only employed one group There is a significant difference between the pre-test and post-test scores in the group

Based on the results of the paired sample t-test, the sig value obtained 0.006 < 0,05, and the value T count 3,217 > 1,745, which means Ha is accepted and Ho is rejected so it can be concluded that the use of crossword puzzle media significantly improved vocabulary mastery in class 8th SMPI Darudda'wah punggur.

4. CONCLUSION

A more detailed conclusion related to the implementation of learning by using the crossword puzzle in learning English vocabulary for class 8th SMPI Darudda'wah Punggur is as follows: Based on the results of experimental research help at SMPI Darudda'wah Punggur, it is known that crossword puzzles can be applied in learning English vocabulary. Media there crossword puzzles significantly improved students' English vocabulary. The effectiveness of using crossword puzzles can be seen from the results of increasing student achievement scores on pre-test results. The pre-test scores had a mean of 58.13, with a maximum of 70, a minimum of 40, and a standard deviation of 10.468. Meanwhile, the results from the post-test were 66,88, a maximum of 80, a minimum value of 50, and a standard deviation of 7,042.

Based on the results of the paired sample t-test, the sig value obtained 0.006 < 0,05, and the value T count 3,217 > 1,745, which means Ha is accepted and Ho is rejected so it can be concluded that the use of crossword puzzle media is effective in improving vocabulary mastery in class 8th SMPI Darudda'wah punggur. Several studies have examined the effect of crossword puzzles on improving students' vocabulary. There are several reasons that crossword puzzle media can improve students' English vocabulary, namely, Students can enjoy learning the language because they are involved in learning themselves. Crossword puzzles can also help students gain interest and reduce boredom in studying with varied teaching alternative techniques.

Crossword puzzles offer a challenge that will motivate students to try to fill in the puzzle. This makes students find it fun, and relaxing and enjoy participating in activities study, they memorize vocabulary in a way something different, namely by rewriting it. Puzzle crosswords are associated with recreation and can be an effective learning tool for studying terminology, definitions, spelling, and keywords related to names and facts. Meanwhile, when they find it difficult, they will easily ask questions and find the right answer. Crossword puzzles increase students' motivation and interest in a topic. When students answer a question correctly, they have a desire to keep learning. Crossword puzzles can be a recreational activity. This learning strategy can make students feel comfortable and reduce pressure in learning compared to traditional learning techniques.

5. ACKNOWLEDGMENT

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