THE EFFECTIVENESS OF WORD SEARCH PUZZLE TO TEACH VOCABULARY AT SMP UNGGULAN AL-MADINAH

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ABSTRACK

This study aimed to find out the effectiveness of Word Search Puzzle medium in vocabulary mastery. The research design used quantitative research design through pre-experimental research, which includes a pre-test and a post-test. The sample of this research is the seventh grade students of SMP Unggulan Al-Madinah Tebuireng, Diwek, Jombang, in the academic year of 2023/2024. The researcher conducted this research using a random sampling method. The data collected for this research was analyzed using the Statistical Package for the Social Sciences (SPSS) software. The pre-test result showed mean score of 66,47 meanwhile the posttest results showed a mean score of 82.65, above the Minimum Mastery Criteria - Kriteria Ketuntasan Minimal (KKM) of 75. The mean score after being given treatment was "Excellent". This means that there is a significant influence of using word search puzzles towards the students' vocabulary masteriness, and the researcher concluded that Word Search Particles are effectively used to teach vocabulary to seventh grade children of the SMP.

Keywords: Word Search Puzzle, Vocabulary Mastery, Quantitative Research Design

INTRODUCTION

English is an essential international language for communication and understanding, with the Indonesian government recognizing it as a foreign language from elementary school to university level. English involves four skills: listening, speaking, reading, and writing, with grammar, pronunciation, and vocabulary being key aspects. Vocabulary is a central part of English, as it allows students to express ideas, understand texts, and make meaningful communication. However, mastering vocabulary is not enough; students need comprehensive knowledge to recognize, understand, and produce a stock of words and their meanings.

In Junior High School, many students have less vocabulary and find it tedious to learn new vocabulary. Teachers need to use engaging methods to help students improve their vocabulary mastery. One such method is word search puzzle games, which involve hidden words and are interactive and motivating. Word search puzzles help students memorize new vocabulary and make the classroom more enjoyable and productive.

Many research have study about word search puzzle.The first is study written by Al-Fuqon (2017). In this research, the researcher want to answer the question about Is there any significant effect of Word Search Puzzle Game in teaching vocabulary? The result of this research is there was significance effect of Word Search Puzzle Game in teaching vocabulary because the t-calculated was higher than t-critical in significance alpha 5%. The second study is written by Vini(2023). This study aimed to find out the effectiveness of Word Search Puzzle medium in vocabulary mastery. The research design used quantitative research design through pre-experimental research, which includes a pre-test and a post-test. In this study showed that the results of the students' Post-test scores were higher than the

pretest scores, it was proven in the one students got the highest score that 96 and two students got lowest score that 10, whereas in post-test five students got higher score that 100 and one students got lowest score that 73. The average score of pre-test is 48.75 and the average score of post-test is 90.95.

The third study is The Second International Conference on Education and Language (2nd ICEL) written by Ria Anggelia Tambun (2014). In this research, the researcher selected one class as an experimental group, and one other class as a control group. And the result of the research is there was an influence of using word search puzzle towards the students' vocabulary mastery. The last study is International Study of Teaching and Education written by Alqahtani (2015). The study tells about the importance of vocabulary learning as an essential part in foreign language learning. Besides that, it is tell about teaching vocabulary through various ways.

There are some similarities and differences between the previous research and this research. The similarities are improving vocabulary mastery using word search puzzle. As in the third study, this research also takes two classes, one class as an experimental group and the other class as a control group. The differences are one of those researchers used Classroom Action Research. There is one that used one group pre-test post-test design while this research used True Experimental research

Based on the background above, the researcher wanted to know whether the game was effective for teaching vocabulary so the researcher created a title "The Effectiveness of Word search puzzle for Teaching Vocabulary". The researcher conducted research at the seventh grade students of SMP Unggulan Al-Madinah, Diwek, Jombang in the academic year of 2023/2024.

Meanwhile, the aims of this research are to know the student's abilities before being taught using word search puzzle, student's abilities after being taught using word search puzzle, and the significant difference between students' abilities before and after being taught using word search puzzle games.

Method

This study used a pre-experimental research design with a quantitative approach because the researcher intended to investigate the effectiveness of word search puzzles in teaching vocabulary. This research has two tests: before using a word search puzzle and after using a word search puzzle. Then, both scores were compared to assess the effectiveness of teaching vocabulary using word search puzzles. The pre-test is used to know the score of students before given a treatment. The post-test is used to know the scores of the students after being given a treatment (students after being taught using Word Search Puzzle).

The population of this research is the seventh-grade students of SMP Unggulan Al-Madinah Tebuireng. This research was conducted in one class. The sample is part of the quality and characteristics of the population (Mubarak, 2015). This research used probability theory techniques for sampling. Every member of the population has the same opportunity to become a sample, so sampling can be done using this idea. In this study, the sample was selected using a random sampling method. The total sample in this research is 17 students.

Quantitative research procedures are the operationalization of scientific methods by paying attention to scientific elements. The procedure for conducting this quantitative

method research is as follows: Determining the problem, Conducting research introduction (Preliminary Research), Identifying and formulating a problem, Formulate a hypothesis, Determining variables, Determining research methods and instruments, Determining data sources (Population and Sampling), Collecting data, analyzing data, Drawing conclusions and Write a report.

In this study, the researcher used pre-test and post-test methods to collect data. The teaching and learning process that precedes using the Pre-test method and ends with a Post-test aims at seeing the extent of existing cognitive development in students with material that will and has already been taught. The test that researchers use to collect data is multiple choice. This test has been validated by the expert (teacher/lecturer).

Data analysis in this study used descriptive statistical techniques. The numerical and graphical methods used to arrange, display, and analyze data are known as descriptive statistics. The data collected for this research was analyzed using the Statistical Package for the Social Sciences (SPSS) software. Additionally, inferential statistics, including t-tests and regression analysis, was employed to examine relationships and test hypotheses.

RESULTS AND DISCUSSION
Results
A. Finding

Three stages of research conducted by the researchers: pre-test, treatment, and post-test. Every seventh-grader will receive the same instruction. On June 12, 2024, the pre-test was conducted before to the start of treatment. Whereas on June 15, 2024, the post-test was carried out following treatment

Table 1
The Result of Pre-Test

NO.	NAME	SCORE
1.	ABS	65
2.	AB	75
3.	ASPD	55
4.	FZAD	60
5.	FA	70
6.	GWP	75
7.	KZAA	55
8.	LYA	80
9.	MFF	75
10.	MFRS	60
11.	MMKR	70
12.	MRA	65
13.	MSP	75
14.	MEP	50
15.	MEFO	70
16.	MRR	55
17.	ZLS	75

The highest score on the pre-test is 80 and the lowest score is 50. The passing score is 75. Then, the pre-test average is 66,47. There are 11 students with scores below on the table 4.1 And only 6 students achieved above passing scores

Table 2
The Result of Post-Test

NO.	NAME	SCORE
1.	ABS	75
2.	AB	80
3.	ASPD	75
4.	FZAD	90
5.	FA	85
6.	GWP	80
7.	KZAA	75
8.	LYA	95
9.	MFF	85
10.	MFRS	80
11.	MMKR	90
12.	MRA	85
13.	MSP	80
14.	MEP	80
15.	MEF	90
16.	MRR	75
17.	ZLS	85

The highest score on the post-test is 95 and the lowest score is 75. All students get a score before completion. The passing score was 75. Then, the post-test average was 82,62. In this test 17 students achieved above a passing score. From these results, it can be seen that the students' writing ability after the treatment had a score above is excellent.

Discussion

The research conducted at SMP Unggulan Al-Madinah reveals that a majority of grade 7 students still lack mastery of English vocabulary, with an average pre-test score of 66.47, far from the minimum 75-point completion requirement. This lack of vocabulary mastery is attributed to internal and external factors. Internal factors include students' skepticism of themselves, lack of curiosity, and teachers' failure to capture students' interest in course materials. External factors include differences in teaching methods, learning environment, and use of learning media.

Students' vocabulary mastery is further affected by the use of Word Search Puzzles. The lecture method, which involves students not directly involved, can make them feel bored and less engaged. The use of learning media, however, can be inadequate and can worsen activities, leading to learning difficulties. Therefore, teachers must be more careful in determining the appropriate learning media to help students accept and become more enthusiastic about the material.

The Word Search Puzzle was used as a teaching tool to improve students' vocabulary mastery in English. The post-test results showed a mean score of 82.65, above the Minimum Mastery Criteria – Kriteria Ketuntasan Minimal (KKM) of 75. The increase in post-test scores was attributed to several factors, including motivation, rewards, and the use of puzzle games.

The Word Search Puzzle made learning activities more engaging and motivated students to find vocabulary. It also made the learning process more enjoyable and engaging, as students were more interested in completing the puzzles and writing their answers on the whiteboard. This strategy created a naturalistic setting for language learning and improved students' vocabulary mastery.

Al-Furqon (2017) also found that the use of Word Search Puzzles had a positive effect on improving students' vocabulary mastery. The post-test results showed a significant increase in vocabulary mastery, indicating that the Word Search Puzzle can effectively enhance students' vocabulary mastery in English learning.

CONCLUSION

After completing the previous chapters, the researcher will provide conclusions from research regarding the performance of Word Search Puzzle used to teach vocabulary. Following are the conclusions of the study:

1. The average score of students' pre-test results is 66,47, with an interval range of <60, so it can be concluded that student vocabulary mastery before being given treatment or during the pre-test are at the "Low" level.
2. The average score of students' post-test results is 82,65 with an interval range of 78-100. It can be concluded that student vocabulary mastery after being given treatment are "Excellent".
3. The before and after tests have an average score difference of 16,18. Researchers confirmed vocabulary mastery scores by comparing the results before and after the test. Researchers used the paired sample T test to analyze the data along with data calculations. Considering the significance value is 0.000 (<0.005), it can be said that H0 is rejected and H1 is accepted, because there is a significance value (2-tailed) of 0.000<0.05. This means that there is a significant influence on students' vocabulary mastery after being taught using Word Search Puzzle, and the researcher concluded that Word Search Puzzles are effectively used to teach vocabulary to seventh grade students of SMP Unggulan Al-Madinah.

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