

**The Effectiveness Of Digital Crossword Puzzle On English Vocabulary Mastery  
At Seventh Grade Student Of Smp N 1 Sukosewu  
(An Experimental Research at the Seventh-Grade Students of SMPN 1 Sukosewu  
In Academic Years 2021/2022)**

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**Abstract**

*-In today's rapidly developing and information-filled world, every individual. However, the findings suggest that most teachers do not use the most successful scientifically defined learning media. Students are expected to master English thoroughly. the learning process of introduction, comprehension, and application in everyday life is necessary to obtain optimal English learning. Learning English in junior high school is a continuous learning experience that leads to the creation of linguistic attitudes.*

*This can be seen from the daily scores of students in the first semester of the 2021/2022 school year which are still low, and the results of oral tests given by teachers in the teaching and learning process in the classroom. Therefore, improving English vocabulary in class VII, SMPN 1 Sukosewu needs to be improved by adopting learning media that attract students to learn English. Digital crossword puzzles should help students understand vocabulary and assist teachers in providing English vocabulary material to grade VII students. The experimental group was given treatment in learning English with the Digital Crossword Puzzle learning strategy, while the control group was given a conventional learning model.*

*The average pre-test score in the experimental class was 42.75 and in the control class it was 32.13. Compared with the post-test average, the experimental class has 86.75 and the control class has 71.74. Scores on pre-tests in controlled and experimental classes were  $0.197 > 0.05$  and  $0.200 > 0.05$ . While the scores in the post-test between the two classes are  $0.114 > 0.05$  and  $0.200 > 0.05$ , so it can be concluded that there is a significant difference, it can be seen from the distribution of pre-test and post-test scores between the experimental class and the experimental class and the class control.*

**Keyword:** Effectiveness, Digital preface puzzles, Vocabulary mastery.

**Abstrak**

*Di dunia yang berkembang pesat dan penuh informasi saat ini, setiap individu. Namun, temuan menunjukkan bahwa sebagian besar guru tidak menggunakan metodologi pembelajaran yang didefinisikan secara ilmiah yang paling sukses. Siswa diharapkan untuk menguasai bahasa Inggris secara menyeluruh. proses pembelajaran pengenalan, pemahaman, dan penerapan dalam kehidupan sehari-hari diperlukan untuk memperoleh pembelajaran bahasa Inggris yang optimal. Belajar bahasa Inggris di sekolah menengah pertama adalah pengalaman belajar berkelanjutan yang mengarah pada penciptaan sikap linguistik.*

*Hal ini terlihat dari nilai harian siswa pada semester I tahun ajaran 2021/2022 yang masih rendah, dan hasil tes lisan yang diberikan guru dalam proses belajar mengajar di kelas. Oleh karena itu, peningkatan kosakata bahasa Inggris di kelas VII, SMPN 1 Sukosewu perlu ditingkatkan dengan mengadopsi media pembelajaran yang menarik minat siswa untuk belajar bahasa Inggris. Teka-teki silang digital harus membantu siswa memahami kosakata dan membantu guru dalam memberikan materi kosakata bahasa Inggris kepada siswa kelas VII. Kelompok eksperimen diberikan perlakuan dalam belajar bahasa Inggris dengan strategi pembelajaran Digital Crossword Puzzle, sedangkan kelompok kontrol diberikan model pembelajaran konvensional.*

*Nilai pra-tes rata-rata di kelas eksperimen adalah 42,75 dan di kelas kontrol adalah 32,13. Dibandingkan dengan rata-rata pasca-tes, kelas eksperimen memiliki 86,75 dan kelas kontrol memiliki 71,74. Skor pada pra-tes pada kelas terkontrol dan eksperimental adalah  $0,197 > 0,05$  dan  $0,200 > 0,05$ . Sedangkan skor pada pasca tes antara kedua kelas tersebut adalah  $0,114 > 0,05$  dan  $0,200 > 0,05$ , Sehingga dapat disimpulkan bahwa ada perbedaan yang signifikan hal tersebut dapat dilihat dari kesluruhan nilai pre-test dan post-test antara kelas eksperimen dan kelas kontrol .*

*Kata kunci: Efektivitas, Teka-teki kata pengantar digital, Kosakata penguasaan.*

## INTRODUCTION

Learning English is highly significant because it is the main language of communication across nations and is indispensable for participation in daily relationships. Then students are expected to master English for provision in the future. Therefore, English is very vital to use in classrooms. Susanto, 2014). Susanto, 2014). In his research, Laksmi, et al. (2014) claimed that "the trend of learning today is still based on teachers' telling stories or preaching." This affects the condition of pupils who are less seen to be involved in the learning process. As a result, pupils' degree of knowledge of the content is inadequate, which eventually has an impact on less than optimal learning results. In line with such an opinion, Apriani claimed that in the kbm process, commonly identified many difficulties, such as: "passive pupils, students' reading interests are relatively low, trouble in absorbing foreign languages, and the completed program expected by teachers is still not reached."

Vocabulary mastery will impact the formation of sentences in English dialogues, grammar, and tenses at the next level. Based on the results of observations at Junior High School N 1 Sukosewu, the challenge in understanding English vocabulary is the ability of students to compose sentences and recall terminology. This may be seen from the value of students' daily repetition results in the first semester of the 2021/2022 school year, which is still low, and the results of oral tests given by teachers in the teaching and learning process in the classroom. Of the 63 students, only 50 students, or 50 percent, earn a grade of more than or equal to KKM, which is 75; the remaining 50 percent is unfinished.

Therefore, the improvement of English vocabulary in class VII, SMPN 1 Sukosewu needs to be increased by adopting learning media that interest students in learning English. A media that can be used to acquire vocabulary is a computerized crossword puzzle. Digital crossword puzzles are supposed to assist students in understanding

vocabulary and assist teachers in supplying English vocabulary materials to grade VII pupils. Each student will be given a game-based problem. Students were required to fill each blank table by paying attention to visuals as the key to guessing language. Students are expected to learn how to read English vocabulary independently on mobile phone.

With the above background in mind, researchers can formulated the problem about point is the digital crossword puzzle learning strategy effective to improve the mastery of English vocabulary at seventh grade SMP N 1 Sukosewu?

#### **METHODE**

This research explores and describes the use of visual media in writing as well as students' reactions to the use of audiovisual media in teaching writing to SMPN 2 Bojonegoro seventh-grade students. The researchers utilized experimental experiments to demonstrate the effect of employing

animated movies on students' writing skills when teaching descriptive prose. This study was about quantification utilizing two factors, and the researchers were curious about the consequences of these two variables. Because the researchers were unable to organize a new class at school, they adopted a quasi-experimental method for this investigation. Classes are already designed in such a way that researchers are expected to attend. A quasi-experimental design, according to Creswell (2013), is a component of an experiment. The researcher allocates people to groups, but this is not done at random.

#### **RESULT AND DICUSSION**

The evaluation results of the instrument validation are obtained from experts. She is an English lecturer at IKIP PGRI Bojonegoro and two English teachers at SMPN 1 Sukosewu. The names of the experts are listed in the table below.

**Tabel 1 Validation**

No	Name	Position
1	Fitri Nurdianingsih, M.Pd.	English Lecturer of IKIP PGRI Bojonegoro.
2	Fitrul Azmi Agustini, S.Pd.	English Teacher of SMPN 1 Sukosewu.

After explaining the validation of the instrument, the researcher presents the data. To obtain the data, the researcher tests the research participants. The study subjects were class VII A as an experimental group and class VII C as a control group. Researchers conducted pre-tests for each group. For treatment, Digital Crossword puzzle were used in the experimental class, the direct method was used in the control class, and finally, the researchers conducted post-tests for each group.

After pre-testing, processing, and post-testing, researchers further evaluate student worksheets and calculate them using SPSS 26.0 to determine whether an an-imated video was more effective than a direct methodology in teaching writing, par-ticularly in descriptive text.

After calculating the pretest score for the experimental class, researchers found that maximum score was 68, the minimum score was 24, and the average pretest score was 42.75. The researchers then performed all treatments and post-tests. Re-searchers have found that the experimental class has a maximum score of 100, a min-imum score of 56, and an average rear score of 86.75. The results of the control class pretest revealed that the researcher had a maximum score of 52, a minimum score of 16, and an average pretest score of 32,13. The researchers then performed all treatments and post-tests. Researchers have found that the highest score is 88, the lowest score is 48, and the average post-test score is 71,74.

Table 2 Hypothesis Test

Independent Sample Test										
	Levene Test for Variance Equality			t-test for Equality of Means						
	F	Own.		t	Df	Sig. (2-tail)	Average Difference	Std. Error Differences	95% Confidence Interval of difference	
									Lower	Above
NGain_Persen	The same variance is assumed	7.277	.009	5.175	61	.000	17.86729	3.45259	10.96340	24.77117
	The same variance is not assumed			5.212	52.123	.000	17.86729	3.42807	10.98875	24.74582

## CONCLUSION

Based on the results of the post-test, it is known that students' vocabulary mastery shows differences in both experimental and control classes. The average pre-test score in the experimental class was 42.75 and in the control class it was 32.13. Compared with the post-test average, the experimental class has 86.75 and the control class has 71.74. Post-test in the experiment was higher than in the controlled class.

Based on table 2 Hypothesis Test. "Independent Sample Test", it is known that the value of the Sig. (2-tailed) is  $0.00 < 0.05$ , so it can be concluded that there is a significant (significant) difference in effectiveness between the use of digital crossword methods and conventional learning methods to improve the vocabulary mastery of English subjects for students. class VII SMP N 1 Sukosewu Academic Year 2021/2022.

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