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INCREASING VOCABULARY OF GRADE VII STUDENTS AT SMPS MIFTAAHUL KHAIRAAT PALU THROUGH CROSSWORD PUZZLE GAME

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Abstract

The main obstacles encountered by students to communicate in English is the lack of their vocabulary, Therefore, there should be strategic efforts made by teachers to increase students' vocabulary mastery, like using Crossword Puzzle Game. The objective of this research was to examine whether the application of crossword puzzle game can increase vocabulary of grade VII students at SMPS Miftaahul Khairaat Palu or not. This study utilized the Class Action Research design, implemented in a cyclical process encompassing planning, action, observation, and reflection. The research involved 17 seventh-grade students during the academic year 2023-2024.This research was conducted in two cycles; the first cycle consisted of four meetings and the second one consisted of two meetings. Thus, there were totally six meetings in two cycles (cycle 1 and cycle 2). In collecting the data, there were three types of instruments used in this research: tests, observation sheets, and field notes. The results of quantities data analysis indicate that the mean score of posttests in cycle 2, 81.05 is higher than that of posttest in cycle 1, 69.05, and that of pretest in cycle 1, 60.58, Thus, based on the comparison of the students' vocabulary achievement in pretest and in posttest in cycle 1 and in cycle 2, it can be concluded that the use crossword puzzle game can increase vocabulary of the grade VII students. While the results of qualitative data indicate that the students' vocabulary increases from cycle 1 to cycle 2.

Keywords: *Crossword Puzzle Game; Vocabulary Mastery*

INTRODUCTION

English functions as a second language in Indonesia. To effectively engage in English communication within the global context, it is essential for Indonesians to acquire proficiency in the language. The educational sector plays a crucial role in imparting English skills to the Indonesian population. Nevertheless, the main obstacle encountered by students to communicate in English is generally the lack of their vocabulary. In the meantime, to be able to communicate well in English, students need vocabulary mastery since it is one of the essential elements in learning a language including in learning English (Ramdhan and Mufangati, 2022).

Richards and Renandya (2002) assert that vocabulary constitutes a fundamental element of language proficiency, forming the foundation for proficient listening, speaking, reading, and writing. In the absence of an extensive vocabulary and effective expansion methods, learners often fail to reach their full potential, potentially leading to discouragement in leveraging language learning opportunities available through activities like radio listening, interacting with native speakers, using the language in diverse contexts, reading, or watching television.

Therefore, there should be strategic efforts made by teachers to increase students' vocabulary mastery. By understanding English words, students will easily exchange information in English. However, English learners commonly encounter similar challenges, expressing dissatisfaction due to insufficient vocabulary. Consequently, in English instruction, emphasis should be placed on teaching vocabulary before addressing other language components like speaking, reading, listening, and writing. In this context, junior high school students, being beginners in English, should receive comprehensive instruction on enhancing their vocabulary mastery as a foundational skill for acquiring more advanced English abilities. To put it differently, learners will attain more sophisticated English skills after establishing a solid foundation in basic skills, particularly in vocabulary mastery. Having enough vocabulary will make students to find it more easily to master the four language skills (listening, speaking, writing and reading skill).

Hence, there is a pressing need for initiatives to enhance the school's students' English vocabulary. In this regard, the utilization of crossword puzzle games will be employed to augment the students' English vocabulary. Even though crossword puzzle is basically a form of game, this game is educational, because apart from being fun it will also hone a

person's thinking skills. In addition, using crossword puzzle game in learning English vocabulary will make students more easily remember and understand more English vocabulary. The reason is that crossword puzzle contains challenging elements that can create curiosity and strengthen memory (Permana and Sintia, 2021). Zaini (2008) Maintains that employing the crossword puzzle game is efficacious as it engages learners actively in the classroom.

Introducing crossword puzzle games in the English class enhances students' enjoyment and helps them overcome challenges in learning English vocabulary. This is because students engage with English vocabulary in a stimulating environment that encourages effective practice.Safura and Helmanda (2022) argue that game serves as teaching media that can provide numerous benefits to both teachers and students. The use of game can attract students' attention to learn English and to encourage them to interact with their environment. This implies that incorporating games into the learning process will not only motivate students but also enable teachers to establish valuable and meaningful contexts. Based on the problems encountered by grade VII students in increasing their English vocabulary, it is urgent to conduct class action research at SMPS Miftaahul Khairaat Palu under the title: Increasing Vocabulary of Grade VII Students at SMPS Miftaahul Khairaat Palu through crossword puzzle game.

METHODS

This research was conducted by using classroom action research (CAR) design. It aims to increase vocabulary of grade VII students at SMPS Miftaahul Khairaat Palu through crossword puzzle game. The approach to action research is divided into two cycles: cycle 1 and cycle 2 was conducted on Monday, 10 - 31 July 2023. The research was conducted at SMPS Miftaahul Khairaat Palu. The subject of this research is 17 students who consists of 11 male students and 6 female students of grade VII of SMPS Miftaahul Khairaat Palu. Step Of the research are, planning, Action, observation, reflection. The data have been collected were both analyzed qualitatively and quantitatively. The researcher employed a hybrid approach by integrating qualitative and quantitative techniques for data analysis. Qualitative analysis involved examining and interpreting data from observation sheets and field notes, while quantitative analysis was applied to test data collection. To calculate the mean score of the students' test result, the researcher used the formula by Arikanto (2006).

The criteria of success class employed in this research is that 80% of students should reach KKM. The KKM that must be attained considering English subject is 75 which is adapted from the school SMPS Miftaahul Khairaat Palu.

RESULTS

The findings presented are based on the results of the implementation of the crossword puzzle game. The findings section displays all data collected from all cycles (cycle 1 and cycle 2). In the discussion section, all data obtained from the findings are analyzed and discussed. The research findings on the increasing the students' vocabulary through the use of crossword game in each cycle is put forward in detail as follows:

Finding from the Tests

1. **Pretest Cycle 1**

Table 1 The Results of Students' Pretest in Cycle 1

NO	INITIAL	MC	MT	TOTAL	SCORE	CATEGORY	QUALIFICATION
1	A	7	2	9	30	VERRY POOR	FAILED
2	AA	6	3	9	30	VERRY POOR	FAILED
3	AI	16	5	21	70	POOR	FAILED
4	AR	12	7	19	63	POOR	FAILED
5	DAP	15	4	19	63	POOR	FAILED
6	F	11	6	17	56	POOR	FAILED
7	IR	9	4	13	43	VERRY POOR	FAILED
8	KI	17	7	24	80	GOOD	SUCCESSFUL
9	KU	15	6	21	70	POOR	FAILED
10	M	14	5	19	63	POOR	FAILED
11	MF	6	6	12	40	VERRY POOR	FAILED
12	MRA	18	6	24	80	GOOD	SUCCESSFUL
13	NN	13	5	18	60	POOR	FAILED
14	RA	17	6	23	76	GOOD	SUCCESSFUL
15	SAA	17	7	24	80	GOOD	SUCCESSFUL
16	SM	15	6	21	70	POOR	FAILED
17	WM	12	5	17	56	POOR	FAILED
	TOTAL	220	90	310	1.030	-	-
	MEAN SCORE	12.94	5.29	18.23	60.58	POOR	FAILED

Source: Primary Data, 2023

The results of the students' pretest as displayed in table 1 shows that 4 out of 17 grade VII students obtains score above 75 KKM (Minimal Passing Grade) and the rest, 13 students, obtains score below 75 KKM. The students who failed the pretest in cycle 1 are (13 students) while those who passed the pretest was only (4 students). The student's mean score in pretest was only 60.58. There are 4 students achieved good score criteria, 9 students achieved poor score criteria, 4 students achieved very poor criteria. So, it can be concluded that most of the students fails the pretest.

2. **Posttest Cycle 1**

Table 2 The Results of Students' Posttest in Cycle 1

NO	INITIAL	MC	MT	TOTAL	SCORE	CATEGORY	QUALIFICATION
1	A	12	2	14	46	VERRY POOR	FAILED
2	AA	9	4	13	43	VERRY POOR	FAILED
3	AI	15	6	21	70	POOR	FAILED
4	AR	17	6	23	76	GOOD	SUCCESSFUL
5	DAP	12	7	19	63	POOR	FAILED
6	F	14	8	22	73	POOR	FAILED
7	IR	12	5	17	56	POOR	FAILED
8	KI	20	7	27	90	VERY GOOD	SUCCESSFUL
9	KU	18	6	24	80	GOOD	SUCCESSFUL
10	M	16	6	21	70	POOR	FAILED
11	MF	12	2	14	46	VERY POOR	FAILED
12	MRA	20	6	26	86	GOOD	SUCCESSFUL
13	NN	14	5	19	63	POOR	FAILED
14	RA	17	6	23	76	GOOD	SUCCESSFUL
15	SAA	20	8	28	93	VERY GOOD	SUCCESSFUL
16	SM	18	6	24	80	GOOD	SUCCESSFUL
17	WM	14	5	19	63	POOR	FAILED
	TOTAL	260	95	354	1.174	-	-
	MEAN SCORE	15.29	5.58	20.82	69.05	POOR	FAILED

Source: Primary Data, 2023

Table 2 shows there is an increase in the result of students' pretest in cycle 1 and that of posttest in cycle 1. However, the students' scores showed that they had not

increase compared to posttest in cycle 2. There are 7 out of 17 students who obtain score of 75 KKM (Minimal Passing Grade) in posttest cycle 1. The results posttest in cycle 1 indicated 7 students who successfully answers the test.

In the meantime, to fulfill the KKM in each cycle, 80% of the students should have passed the test. In addition, the students mean score in posttest in cycle 1 was 69.05. There are 2 students achieved very good score criteria, 5 students achieved good score criteria, 7 students achieved poor score criteria, and 3 students achieved very poor criteria. Thus, to fulfill the target, the researcher made some improvements in cycle 2 to increase the students' vocabulary through cross puzzle game. The results of the students' posttest in cycle 2 is displayed in the following table:

3. **Posttest Cycle 2**

Table 3 The Results of Students' Posttest in Cycle 2

NO	INITIAL	MC	MT	TOTAL	SCORE	CATEGORY	QUALIFICATION
1	A	12	6	18	60	POOR	FAILED
2	AA	11	5	16	53	POOR	FAILED
3	AI	18	9	27	90	VERY GOOD	SUCCESSFUL
4	AR	18	7	25	83	GOOD	SUCCESSFUL
5	DAP	17	6	23	76	GOOD	SUCCESSFUL
6	F	15	8	23	76	GOOD	SUCCESSFUL
7	IR	13	10	23	76	GOOD	SUCCESSFUL
8	KI	20	10	30	100	VERY GOOD	SUCCESSFUL
9	KU	18	10	28	93	VERY GOOD	SUCCESSFUL
10	M	19	8	27	90	VERY GOOD	SUCCESSFUL
11	MF	13	5	18	60	POOR	FAILED
12	MRA	18	10	28	93	VERY GOOD	SUCCESSFUL
13	NN	18	5	23	76	GOOD	SUCCESSFUL
14	RA	20	30	23	76	GOOD	SUCCESSFUL
15	SAA	20	10	30	100	VERY GOOD	SUCCESSFUL
16	SM	17	8	25	83	GOOD	SUCCESSFUL
17	WM	20	8	28	93	GOOD	SUCCESSFUL
	TOTAL	287	155	415	1.378	-	
	MEAN SCORE	16.88	9.11	24.41	81.05	**GOOD**	**SUCESSFULL**

Source: Primary Data, 2023

Table 3 shows that the students' score in cycle 2 increases. There are 14 of 17 students who achieve the target score of 75, the Minimal Passing Grade. There are only 3 students who fail to fulfill the Minimal Passing Grade. The student's mean score in posttest in cycle 2 increases to 81.05. There are 6 students achieve very good criteria, 8 students achieve good criteria, and 3 students achieve poor criteria. This means that the criteria of success in cycle 2 have been fulfilled. Hence, based on the results of the tests, it can be concluded that there is an increase in the students' vocabulary between the results of the pretest, those of the posttest in cycle 1 and those of the posttest in cycle 2. To conclude, crossword puzzle game can increase the students' vocabulary through crossword puzzle game.

Finding from the Observation Sheets

The observation was conducted to find what was going on in the classroom during the learning activities. In observation, the collaborator helped the researcher observe the learning process such as the activities of the researcher and those of the students in learning vocabulary.

1. **Teachers' Performances in Cycle 1**

Table 4 Observation Checklist on Teachers' Performances in Cycle 1

No	Observation Items	Meetings			
		2		3	
		Ok	Not	Ok	Not
1	The teacher motivates the students to be involved in crossword puzzle game.	√		√	
2	The teacher provides and explains the material in good manner.	√		√	
3	The teacher gives examples of crossword puzzle game along with individual assignments and asks the students to do the assignments based on the teacher's instructions.	√		√	
4	The teacher teaches the students based on the lesson plan.	√		√	
5	The teacher monitors the students' activities during the learning process.	√		√	
6	The teacher asks the students' difficulties in finding the answers to the questions	√		√	

provided in crossword puzzle game.

No	Description		
7	The teacher gives some corrections to the students' answers.	√	√
8	The teacher asks the students to reflect the activities.	√	√
9	The teacher concludes the learning material.	√	√
10	The teacher spends the time of teaching efficiently and effectively.	*	√

Note: (√: Conducted) (X: Unconducted) (*: Needs improvement)

Source: Primary Data, 2023

The data in table 4 show the activities of the researcher that the researcher did in the teaching and learning process in cycle 1. Even though, the results of the observation show that the researcher had performed well in nearly all teaching and learning steps of the lesson plan, the researcher needed to use teaching time efficiently and effectively. Therefore, in the second meeting, the researcher must have to explain many important points. To make time not efficiently and effectively, because the crossword puzzle game is something new for students.

2. **Students' Performances in Cycle 1**

Table 5 Observation Checklist on Students' Performances in Cycle 1

No	Description	Meeting 2			Meeting 3		
		L	M	H	L	M	H
1	The students are motivated in learning English	8 47.05%	5 29.41%	4 23.52%	6 35.29%	6 35.29%	5 29.41%
2	The students are interested in the cross-puzzle game	8 47.05%	6 35.29%	3 17.64%	6 35.29%	5 29.41%	7 41.17%
3	The students understand the meaning of the vocabulary	5 29.41%	7 41.17%	5 29.41%	4 23.52%	6 35.29%	7 41.17%
4	The students are able to	6	8	3	4	6	7

	remember the vocabulary	35.29%	47.05%	17.64%	23.52%	35.29%	41.17%
5	The students are able to spell the vocabulary	7	6	4	6	6	5
		41.17%	35.29%	23.52%	35.29%	35.29%	29.41%

Note: L= Low   M= Medium   H= High

Source: Primary Data, 2023

Table 5 shows that the students' performances increase from the second meeting to the third meeting in cycle 1. Even though the scale is still low, the observation shows that there are some of the students who achieve higher categories in some aspects. It can be seen that the number of the students. There are 5 students are motivated in learning English, 7 students are interested in the cross-puzzle game, 7 students understand the meanings of the vocabulary, 7 students are able to remember the vocabulary, students are able to spell the vocabulary. While others maintain their positions in middle and in lower categories

3. Teachers' Performances in Cycle 2

Table 6 Observation Checklist on Teachers' Performances in Cycle 2

No	Observation Items	Meetings	
		1	
		Ok	**Not**
1	The teacher motivates the students to be involved in crossword puzzle game.	√	
2	The teacher provides and explains the material in good manner.	√	
3	The teacher gives examples of crossword puzzle game along with individual assignments and asks the students to do the assignments based on the teacher's instructions.	√	
4	The teacher teaches the students based on the lesson plan.	√	
5	The teacher monitors the students' activities during the learning process.	√	

6	The teacher asks the students' difficulties in finding the answers to the questions provided in crossword puzzle game.	√
7	The teacher gives some corrections to the students' answers.	√
8	The teacher asks the students to reflect the activities.	√
9	The teacher concludes the learning material.	√
10	The teacher spends the time of teaching efficiently and effectively.	√

Note: (√: Conducted) (X: Unconducted) (*: Needs improvement)

Source: Primary Data, 2023

The results of the observation displayed in table 6 above indicate that the researcher follow all teaching and learning steps based on the lesson plan. In this cycle, the researcher spends the time of teaching efficiently and effectively. She also Prepared and managed the class better than she did in cycle 1. She encouraged the students to be more confident and more active by holding a crossword puzzle game competition.

To encourage the students to memorize and to spell vocabulary correctly, the researcher asked them to continue learning to memorize and to spell vocabulary outside of the formal learning process in the classroom. The purpose is to make sure that the students have memorized and are able to spell vocabulary correctly. This would enable the students to fill in cross puzzle more easily. The researcher also gave the students the opportunity to ask some questions when they do not understand how to apply crossword puzzle game. In cycle 2, the researcher facilitated the students to solve their problems. This means that in cycle 2. the researcher had carried out all the items of activities provided in the observation sheet.

4. **Students' Performances in Cycle 2**

Table 7 Observation Checklist on Students' Performances in Cycle 2

No	Description	Meeting 1		
		L	M	H
1	The students are motivated in learning English	3 17.64%	6 35.29%	8 47.05%
2	The students are interested in the cross-puzzle game	3 35.29%	7 41.17%	7 41.17%
3	The students understand the meaning of the vocabulary	3 35.29%	6 35.29%	8 47.05%
4	The students are able to remember the vocabulary	4 35.29%	5 29.41%	8 47.05%
5	The students are able to spell the vocabulary	5 29.41%	5 29.41%	7 41.17%

Note: L= Low   M= Medium   H= High

Source: Primary Data, 2023

The results of observation of the students' performances as displayed in table 7 shows the improvement of learning improved in meeting 1 of cycle 2 compared to cycle 1. Most of the students achieve high categories in some aspects of their activities observed. Based on observation checklist, the students became more motivated to learn English through the crossword puzzle game, and became more active to master the material taught to them. When the researcher was concluding the teaching material, most of the students moved from back to front to focus on listening to the researcher's explanation.

Finding from the Actions

1. **Cycle 1**

The action in cycle 1 was conducted from 10 July to 31 July 2023. Every meeting took 120 minutes. The researcher executed actions according to the previously outlined lesson plan. In the first cycle, there were four sessions, with the initial meeting involving the administration of a pretest before implementing the

planned actions. In the second meeting, she instructed the students to learn vocabulary on 'things in the classroom', the name of things in the classroom and their functions through crossword puzzle games. During the third session, she queried the students about animal names, their modes of movement, and dietary habits to incorporate these details into the crossword puzzle game. In the subsequent fourth meeting, following the implementation of the action, the researcher administered a posttest to the students.

Based on the data collected in cycle 1, there were several problems faced by the researcher and the students during the process of teaching and learning. The problems can be seen in the table of the researcher' performances during the process of teaching and learning using crossword puzzle game. Before implementing the crossword puzzle game, the students' mean score in pretest cycle 1 is 60.58. In pretest in cycle 1, there are 4 students who achieve the very poor category, 9 students achieve the poor category, 4 students achieve the good category. The problem faced by the students before the implementation of crossword puzzle to them is that they do not understand and do not remember the meanings of English vocabulary. Due to this problem, the researcher implemented crossword puzzle to increase the students' vocabulary. The purpose is to guide the students to remember and to spell vocabulary correctly.

The implementation of crossword puzzle game in posttest cycle 1 show the increase of the students' vocabulary with mean score of 69.05. There are 3 students achieve very poor category, 7 students achieve poor category, 5 students achieve good category and 3 achieve very good category. Nevertheless, the researcher and collaborator found that many students still got low grades and low vocabulary in cycle 1 because the students do not know the meanings of vocabulary and found it difficult to analyze crossword puzzle game clues. As a result, the students' vocabulary does not increase significantly. Therefore, in the next cycle, the researcher must arrange and correct any weaknesses occurring in cycle 1. To overcome these weaknesses, the teacher and the collaborator decided to revise the plan and moved to cycle 2 to make the students more focused on remembering vocabulary, more motivated and not confused about guessing the clues in the crossword puzzle game.

2. Cycle 2

The difference between cycle 1 and cycle 2 is that how the researcher applied the material to the students. The results of students' individual test in cycle 1 show that the students are less able to expand their vocabulary. The researcher and the collaborator changed some instructions such as the clues in crossword puzzle game to be illustrated and colorful. The purpose is to make the material easily understood by the students. To achieve the learning goals, the researcher highlighted the learning goals   to guide the students what they had to accomplish after the class. The researcher also made sure that the students really understood and what they had learnt before discussing the topic. The teaching and learning process took place in two sessions; the first session was for learning and the second one was testing the students' achievement.

Based on the data collected after applying the crossword puzzle game in posttest cycle 2, the students' mean score is 81.05. The student's scores and observation results have increased. In cycle 1 the student's score does not reach the Minimal Passing Grade of 75 since the students find it difficult to analyze the clue. This makes the students less active and less enthusiastic during the learning process. Therefore, in cycle 2, the researcher tried to attract students' attention by holding a competition using crossword puzzle game and changing the clue into pictorial and colored one. All activities in cycle 2 run well. Based on observational data and the results of the student test, the results of the data analysis meet the success criteria. There are 14 students who succeed in achieving the (MPG) Minimal Passing Grade with a very good category in cycle 2. The results of the researchers' observations of activities and student tests showed that no activities are missed, and the results of student tests also met the success criteria. This means that all activities were performed properly by the researcher. The researcher and the collaborator concluded that using crossword puzzle in Cycle 2 made further progress and met the criteria of success Due to this success, the researcher and the collaborator decided to conclude this second cycle of the research.

DISCUSSION

The purpose of this research is to increase students' vocabulary through Crossword Puzzle Game. After distributing the test, implementing an action, calculating and finding the data, the students' achievement from cycle 1 to cycle 2 increased. Furthermore, when conducting pretest and referring to the passing grade of the school, the researcher found that 4 students passed the pretest and 13 students failed the pretest with the mean score pretest in cycle 1 was 60.58. In addition, there are 4 students achieved good category, 8 students achieved poor category and 4 students achieved very poor category. The highest score in pretest cycle 1 is 80 from the correct answer multiple choice and matching test questions achieves by the student's initial name KI, MRA, and SAA with good category. While the lowest score 30 from the correct answer multiple choice and matching test questions achieves by the student's initial name A and AA with very poor category.

However, the posttest in cycle 1 showed a significant change. The researcher found that 7 students passed the posttest in cycle 1 and 10 students failed the posttest in cycle 1. In addition, there are 2 students achieved very good category, 5 students achieved good category, 7 students achieved poor category and 3 students achieved very poor category. The highest score in posttest is 93 from the correct answer multiple choice and matching test question achieves by the student's initial name SAA with verry good category. While the lowest score 43 from the correct answer multiple choice and matching test questions achieves by the student's initial name AA with verry poor category. It showed that in posttest in cycle 1 number of students more successful in achieving the passing grade than the students in pretest in cycle 1.

The findings indicated a slight variance in the mean scores between the pretests and posttests of cycle 1. The mean score for the pretest in cycle 1 was 60.58, whereas the mean score for the posttests in cycle 1 was 69.05. Because in cycle 1 there was not 80% success, the researcher continued to cycle 2. This happened because the students find it difficulties to analyzing the clue from crossword puzzle game. A fundamental component that is very important to achieve the goals of the learning process is student active in the learning process. physical and mental activity, such as thinking and acting in an inseparable series, is activeness (Sudirman, 2001). It can be concluded that active learning is a basic element that must be fulfilled to support the success of a learning process.

The results posttest in cycle 2 has significant increase than cycle 1. Before implementing the crossword puzzle game, the student's level was at beginner level, however, after implementing the crossword puzzle game posttest in cycle 2, the student's level was elementary level. Standard score in this research 0-50 indicate very poor category and increased to 90-100 with the very good category. There are 14 students passed the posttest in cycle 2 and 3 students failed the posttest in cycle 2. In addition, there are 6 students achieved very good category, 8 students achieved good category, 3 students achieved poor category and 3 students achieved very poor category.

The highest score 100 from the correct answer multiple choice and matching test questions achieved by the student's initial name KI and SAA with verry good category. While the lowest score 53 from the correct answer multiple choice and matching test questions achieved by the student's initial name AA with poor category. The mean score results in cycle 2 show 81.05 it means that the intensity of applying crossword puzzle game in cycle 2 showed that the students experienced significant changes in increasing their vocabulary mastery in nouns, and verbs. The result of this research related to the researcher Ramadhan and Mufangati (2022), they conducted the research in two cycles. The results of their research shows that the use crossword puzzle can be applied to increase students' vocabulary mastery of SDN Danau Sadar. The students were able to increase their vocabulary through playing crossword puzzle game. In addition, cross puzzle game made students more confident to remember vocabulary.

In teaching and learning process, the researcher was assisted by collaborator to find what was going on in the classroom. The results indicate that observation checklist on teacher's performances in cycle 1 the researcher did not spend the time of teaching efficiently and effectively, because the researcher have to explain many points before implementing the crossword puzzle. In addition, this game has just been implemented at this school. Therefore, the results indicate that most of the students ware not active in learning process, the students also find it difficult to analyze the clue crossword puzzle, because the instructions use full English and instructing the students to guess makes it difficult for them to analyze because the students are still beginners in English learning. The impact can be seen from the observation checklist on students' performance in cycle 1, at the second meeting in cycle 1 showed of the 17 students, only 4 students were motivated in learning English, 3 students were interested in the crossword puzzle game, 5 students understood the meaning of the vocabulary, 3 students were able to spell the vocabulary.

However, at the third meeting in cycle 1 there was an increase between the second and third meetings. That's because students are starting to interested to learn vocabulary through crossword puzzle game.

Regarding the results of observation and those of tests in cycle 1, it can be put forwards here that the teacher and the students still encounter some problems so that vocabulary learning do not run well according to teacher's expectations. The results of the observations and the tests in cycle 1 show that the teacher and the students still face some problems.so that, the students' vocabulary do not increase significantly. The use of crossword puzzle is to increase the students' vocabulary in cycle 1 is not successful yet, the researcher continues it to cycle 2.

The observation checklist on teacher's performances in cycle 2 result indicate that the researcher followed all teaching and learning steps based on the lesson plan. The researcher managed the class better than she did in cycle 1, such always encored the students to be more confident and more active in learning vocabulary by competing and making crossword puzzle more interesting with pictures. competition in the context of learning or teaching is a method that aims to stimulate and arouse interest, enthusiasm, motivation and seriousness of students to follow the learning material well (Baehaqi,2020). The explanation above can be concluded that having competitions in the teaching and learning process can make students more enthusiastic. and attract their attention.

The results can be seen from the observation checklist on students' performances in cycle 2. There are 8 students are motivated to learn English, 7 students are interested in crossword puzzle game, 8 students understand the meaning of the vocabulary, 8 students are able to remember the vocabulary, 7 students are able to spell the vocabulary, while others maintain their positions in middle and in lower categories. The results of observations of student and teacher activities showed an increase in meeting 1 of cycle 2 compared to cycle 1, most of the students achieved high categories in some aspects observed. Learning success implies completeness in learning and completeness in the learning process. This means that complete learning is the achievement of competence which includes knowledge, skills, attitudes or values manifested in habits of thinking and acting (Elisa, 2021). The category of students' success from the statement above has been implemented as in cycle 2. Their participation in teaching -learning process can be seen

from the increase of the students' activities; they actively followed the teacher's instruction; some of the students became more enthusiastic to struggle to come forward.

In addition, there was an increase starting from remember vocabulary and being able to spell words, the meaning is scores of the students' performance also indicate an increase. Using crossword as a technique had good results in increasing students' vocabulary, especially nouns and verbs. In other words, the use of crossword puzzle game can be applied to increase vocabulary of grade VII students. The previous research conducted by Sikdewa (2023) is similar in research topic, but is different is research design. This previous research was conducted using experimental design, especially quasi-experimental plan using quantitative approach. The research found that the use of crossword puzzle game can improve students' English vocabulary. She described the crossword puzzle game as a widely enjoyed activity for reinforcing vocabulary. In this game, words are written both horizontally and vertically, guided by provided clues. This approach ensures that each word intersects with at least one other at a shared letter. The clues may take various forms, including words, pictures, definitions, or sentences. Additionally, the utilization of crossword puzzles serves not only to enhance students' vocabulary but also to refine their spelling skills, accurately identify word forms, and pronounce words correctly.

From the previous study, the researcher agrees that crossword puzzle game is a fun game that can not only increase students' vocabulary but also make students to remember the spelling of the words. The results of individual test in cycle 1 shows that the students had not reached the criteria of success because they found it difficult to guess the clue. While the results of the test in cycle 2 proved to increase the students' vocabulary. The reason is that before applying cross puzzle game to the students to increase their vocabulary, their stock of vocabulary of nouns and verbs by the scope of this research was approximately 50 words, and after applying this game to the students, their stock of vocabulary of nouns and verbs increase to approximately 130 words. Based on the finding above, it can be concluded that the use of crossword puzzle game is effective in increasing the students' vocabulary of grade VII students.

CONCLUSION

Based on the research data analysis, both quantitively and qualitatively, it can be concluded the use of crossword puzzle game can increase students' vocabulary. Quantitatively, the students' vocabulary increase based on the pretest and posttest scores. The mean score in pretest cycle 1 is 60.58 and it increases to 1.69.05 in posttest for cycle 1 as well as it increases to 81.05 in posttest for cycle 2. In additions, the students make some progresses in their motivation to learn English, their interest in crossword puzzle game, their understanding of the meaning of vocabulary, and their ability to spell vocabulary. Qualitatively, the success of students in increasing their vocabulary is supported by enjoyable situation of learning created by the teacher and guidance given by the teacher to the students when they were facing some problems to do the cross-puzzle game. In addition, some weaknesses such as inefficiency of time to do cross puzzle game during the cation is improved to help students to do crossword puzzle game. Third, even though the students can increase their vocabulary through crossword puzzle game, this research shows that they still have room for significant improvement in increasing their vocabulary by practicing as much as possible filling crossword puzzle outside the classroom. the researcher would like to suggest that first, teachers of English use crossword puzzle game as much as possible to increase the students' vocabulary; second, they use this type of game in accordance with the students' grade to help them gain deep understanding of vocabulary; third, the school facilitate teachers of English by providing English books of crossword puzzle in the school library to support the teaching and learning process of vocabulary; forth, teachers of English create enjoyable teaching and learning process of vocabulary to call the students' attention and to make them enjoyable in learning vocabulary to increase their vocabulary. Finally, the students should practice filling crossword puzzle as much as possible to increase their vocabulary.

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