

## MASTERY OF INDONESIAN VOCABULARY THROUGH CROSSWORD PUZZLE MEDIA FOR STUDENTS OF SD 04 PASIR ANGIN

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<p><b>Keywords:</b> Vocabulary Mastery; Learning Media; Crossword Puzzle</p>	<p><b>Abstract:</b> Students' use of vocabulary is crucial for expressing ideas and thoughts. However, a number of studies demonstrate that language proficiency is still lacking among elementary school pupils. Creating educational media is one endeavour that can be undertaken. The purpose of this study is to provide crossword puzzle learning resources for Indonesian language instruction in order to enhance class III students at SDN Pasir Angin 4's vocabulary knowledge. The present study employed a qualitative research methodology. 30 class III students, 15 of whom were female and 15 of whom were male, served as the research subjects for this study at SDN Pasir Angin 4 Elementary School. Using methods of observation and documentation, research data was gathered. The crossword puzzle learning media that has been designed is worth a try, according to the assessment data that was collected. The kids at SDN Pasir Angin 4 class responded well to the Indonesian language learning play material in my classroom using the question &amp; answer format with crossword puzzle learning media.</p>	
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### INTRODUCTION

Language is crucial in all aspects of human activities, particularly in terms of cognition, reasoning, and daily existence. Language is a crucial factor in the development of intellectual, social, and emotional skills. It also contributes to success in all academic disciplines. (Marhalim, 2017) (Zamzani, 2014). Mastery of vocabulary is an essential aspect of excelling at language acquisition. Individuals use vocabulary as an essential tool to effectively communicate their thoughts and viewpoints, and everyone should possess it. (Filisyamala, 2018) (Wiyanti, 2015). an increasingly extensive lexicon.

Increased knowledge acquisition in children leads to enhanced information retention, encompassing both oral and written forms (Hotimah, 2017) (Sari, M. U. K., Kasiyun, S., Ghufon, S., & Sunanto, 2021). By acquiring a wide range of vocabulary, students can effectively enhance their language proficiency (Astuti, 2015) (Magdalena, I., Ulfi, N., & Awaliah, 2021) (Suryadi, E., & Milawasri, 2018). The complete set of words or terms that a person or a language regularly uses to represent specific concepts in a given context is known as vocabulary. According to (Khasanah, I., Laksmi, D., Tilman, R. D. C., & Rizky, 2015), (Putra, I. N. A. S., Sutarna, I. M., & Suandi, 2019), and (Tantri, 2017), vocabulary is the



complete set of words or terms that a person or a language regularly uses to represent specific concepts in a given context. Vocabulary is critical in language because it serves as a means of spreading ideas and a dynamic tool for keeping up with contemporary advancements. Nevertheless, multiple studies conducted by (Istiqomah, 2021), (Serani, G., & Heni, 2020), and (Nurjannah, 2016) indicate that elementary school kids have a limited command of language. The third graders at Pasir Angin 4 State Elementary School encountered an identical condition. Based on the findings, it is evident that they struggle with phrase translation due to a limited vocabulary. Given the importance of improving vocabulary skills, efforts must be made to increase them. In a study by (Istiqomah, 2021), researchers created anagram and image media to improve the Indonesian proficiency of first-grade children at State Purwoharjo. (Nurjannah, 2016) attempted to improve the vocabulary mastery of 2nd grade pupils at SDN 5 Soni using graphic letter cards. Upon close examination, the studies employed educational materials to enhance students' proficiency in language. Based on this premise, the research aims to improve the vocabulary of elementary school children by creating educational materials. Nonetheless, the crossword puzzle is the learning medium used in this study. Researchers recognise that using media in education can elicit novel desires and interests, enhance motivation and stimulation of learning activities, and even have a psychological impact on pupils. (Febrita, Y., & Ulfah, 2019); (Supardi, 2014). The use of instructional media enhances the clarity of the teaching content, enabling students to comprehend and develop mastery of the subject matter, thus fulfilling the intended goals of teaching (Apriansyah, 2020); (Jauhari, 2018). Crossword puzzles, commonly referred to as cross-puzzles, are a type of word game in which players fill empty boxes with answers to questions or clues provided in the puzzle. The references used are from the works of (Hamidah, A., & Simatupang, 2020) and (Mustofa, S. S., & Abdullah, 2017). Crossword puzzles subconsciously absorb both gaming features and educational components.

The goal is to focus students' attention on language acquisition (Cabana, 2021). We created this crossword learning media problem by carefully considering media design elements, credibility, learning feasibility, and efficacy. Therefore, the design of educational materials should align with the child's specific attributes (Zaini, H., & Dewi, 2017), employ articulate language (Pratiwi, E. D., Latifah, S., & Mustari, 2019), use language that corresponds to the child's cognitive abilities (Syahrudin, 2010), and incorporate clear typography and visuals (Nurseto, 2011); (Rahma, 2019). Based on the provided background information, the project aims to develop a learning tool known as Crossword Puzzle for third-grade elementary school pupils. We anticipate that these advanced media will enhance students' proficiency in acquiring Indonesian vocabulary, enabling them to effectively convey messages or express viewpoints.

## **METHOD**

This study used qualitative research approach. The researchers endeavoured to provide a comprehensive and thorough account of the creation and implementation of the educational tool known as the Crossword Puzzle, with the aim of enhancing the vocabulary acquisition of primary school pupils in the Indonesian language. The research will take place at Sand Wind 4 State Elementary School throughout the academic years of 2022–2023. The study included a cohort of 30 third-grade pupils, comprising an equal distribution of 15 female students and 15 male students. The data collection methods used in this developmental research include inquiries, interview questionnaires, and survey forms. Before assessing the student's learning outcomes, we administer the initial question to a student not enrolled in the subject under study. Once the student has tested the question, the analysis concentrates on establishing (1) the validity of the test element, (2) the reliability of test elements, (3) the level of difficulty of test



components, and (4) the differential strength of the test. Following the determination of validity, reliability, difficulty level, and differentiability, we adapt the test into a research instrument to assess the product's efficacy. This study employs three data analysis methodologies, specifically the qualitative descriptive analysis methodology. We use this technique to analyse data gathered from the study area or subject, the knowledge of learning media, and the understanding of learning design.

## RESULT AND DISCUSSION

### Result

This study resulted in a legitimate and useful learning media product that helped third-grade primary school pupils improve their vocabulary proficiency. SDN Pasir Angin 4 has developed a learning tool called Puzzle-Teki Silang Media, also known as TTS. This tool is a square-shaped crossword puzzle with dimensions of 60 cm by 90 cm. It consists of 3 horizontal questions and 2 vertical questions in the form of pictures. Students answer these questions by filling in the corresponding boxes with letters. The purpose of developing this crossword puzzle learning tool is to enhance students' vocabulary mastery in the Indonesian language. Figure 1 showcases the developed learning media.



Figure 1. Media Pembelajaran Crossword Puzzle

We use the outcomes of the media expert validation process to validate the learning materials. The validation sheet contains the data from the media validation test. Expert validators use the Crossword Puzzle Learning Media Validations Sheet to gather data regarding the calibre of learning media.

Table 1. The Expert Validator's Media Validation Results

No.	Indikator	Keterangan
1	Desain Media	Baik
2	Kelayakan Bahasa	Baik
3	Keterlaksanaan Pembelajaran	Baik
4	Kelayakan Media	Baik

**Table 2.** Recapitulation of the Student's Test Results for Class III SDN Pasir Angin 4

No.	Uraian	Skor
1.	Nilai terkecil	95
2.	Nilai terbesar	75
3.	Nilai Median	95
4.	Nilai Modus	95
5.	Nilai rata-rata	90

### *Discussion*

Based on the validation findings presented in Table 1, the Crossword Puzzle learning medium that was designed has successfully fulfilled the criteria in terms of design, validity, learning feasibility, and media validity. We specifically tailored the generated media to align with the unique traits of the child. According to (Zaini, H., & Dewi, 2017), a learning medium should possess traits that align with the features of the child.

By using a suitable and appropriate language that matches the cognitive abilities of elementary school children in basic education, the generated medium has proven its linguistic validity. (Pratiwi, E. D., Latifah, S., & Mustari, 2019) and (Syahrudin, 2010) recommend using appropriate language and vocabulary that aligns with the child's cognitive abilities. (Nurseto, 2011) recommends using consistent, simple, and clear fonts with distinct and well-defined characters in learning materials. (Nurseto, 2011) advises against the use of complex and interconnected fonts, as they may pose greater reading challenges. In addition, (Rahma, 2019) emphasises the need to use visuals that are easily discernible to students. The efficiency of the learning medium crossword puzzle was evaluated based on We evaluated the crossword puzzle based on the student exam results at the end of the learning process. e eighth image and record them in the provided tables. Table 2 displays the test results.

Table 2 presents data indicating an average test score of 90, with students achieving the lowest score of 75 and the highest score of 95. The data indicates that the third-grade pupils possess a commendable level of language proficiency. As a result, the findings of this study demonstrate that the use of the crossword puzzle learning medium has improved primary school pupils' proficiency in acquiring Indonesian. According to (Febrita, Y., & Ulfah, 2019) and (Supardi, 2014), the use of media in learning should have the ability to generate new needs and interests, enhance motivation and stimulation in learning activities, and even have a psychological impact on students. This study's findings corroborate previous research by (Istiqomah, 2021), (Serani, G., & Heni, 2020), and (Nurjannah, 2016). (Istiqomah, 2021) improved the Indonesian vocabulary proficiency of first-grade children at State Purwoharjo by utilizing anagram and image media. (Serani, G., & Heni, 2020) successfully enhanced the proficiency of first-grade children at State Elementary School 43 Tapang Aceh in mastering Indonesian vocabulary through the use of visual media.

### **CONCLUSION**

Expert validators' evaluation of the study concludes that SDN pasir angin 4 teaching activities can effectively test the learning media Crossword Puzzle on Indonesian language acquisition. As a result of increased student engagement, students' learning activities have undergone substantial changes.



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