

## **THE EFFECTIVENESS OF WORD SEARCH PUZZLE MEDIUM IN VOCABULARY MASTERY**

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**Abstract:** This study aimed to find out the effectiveness of Word Search Puzzle medium in vocabulary mastery. The research was conducted at SMP Negeri 13 Manado. The research design used quantitative research design through pre-experimental research, which includes a pre-test and a post-test. In the pre-test and post-test, there are 3 instruments, namely multiple choice, short answer, and matching, and the instrument consists of 10 numbers of multiple choice, 10 numbers of short answer, and 10 numbers of matching. The total of the question is 30 numbers. The subject in this study was one group of seventh grade students at SMP Negeri 13 Manado, which consisted of 20 students. The data were collected from the results of the Pre-test and 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. Therefore, through the results of data collection, the writer state the effectiveness of using the Word Search Puzzle medium in helping students learn English, especially in mastering English vocabulary.

***Keywords: Effectiveness, Word Search Puzzle, Vocabulary Mastery, Learning.***

### **INTRODUCTION**

Education is one of the most important needs for raising one's standard and creating a guaranteed and directed future. Education aims to develop students' intellectual, cognitive, and physical abilities as well as the formation of national character and civilization. The implementation of educational activities includes the teaching and learning process and the assessment of the results of the implementation of teaching and learning activities. To achieve the goal, the development of the teaching and learning process is always attempt as much as possible. Therefore,

implementation always aims to be able to develop the facilities and infrastructure needed by students and schools.

Language is a crucial part of daily life and a human skill for communication. The reason for this is that language is a means of inter-human communication (Ambiyatul UM, 2018). Education needs to design a strategy that can be effective in facilitating and improving communication skills, especially in English. English is an International language and the main language used by most countries to communicate with people around the world. According to Richards & Rodger (1986): "Many people on every side off the world use English as a means of communication in various important international meetings". From there we can see how important English is to learn.

Vocabulary is an important element in learning English. Studying vocabulary is the first step in learning English for students because vocabulary plays an important role in the development of the four English skills such as listening, speaking, reading, and writing. According to Thornbury (2002:13) that: " Little can be communicated without grammar, and nothing at all without vocabulary", with this statement prove learning one's vocabulary will help to improve language skills quickly. On the other hand, some students' lack motivation and enthusiasm for learning because they feel less confident in learning English. The students' limited vocabulary is another reason why they struggle with English, because of this, it is too difficult for students and makes students lazy to learn English (Ema Elfrida Manurung, 2020), and teaching methods such as tense or intimidating instructions also affect students' interest and motivation in learning English.

The way to overcome this is to use media which is one way that can influence students' English learning (Anggraeni, 2021). Word search puzzle is one of the education media can help improve students' vocabulary and this medium can making the students interested in learning (Boham, 2015). The use of Word Search Puzzle medium is an effective English learning process for students, especially in increasing vocabulary mastery. Media is one way that teachers can use to improve student learning outcomes.

The use of media applied by the teacher can represent material that cannot be

conveyed properly to be conveyed effectively and efficiently (Mambu et al., 2019). Learning using a media is usually more able to arouse student activity in interacting and motivating during the learning process. The learning process using the Word Search Puzzle media can be varied by the teacher so that it can be more effective, enjoyable, and stimulate a sense of motivation according to the design made by the teacher in achieving learning objective.

In learning English vocabulary mastery is the basic thing to learn. As an educator really needs to design a learning process that is motivating, creative, and effective to teaching vocabulary students. And one of the effective and creative designs in mastering English vocabulary is the use of Word Search Puzzle medium in learning.

### ***Research Question***

How effective is the *Word Search Puzzle* medium in learning English vocabulary mastery?

### ***Purpose of the Study***

The purpose of this study is to determine whether the strategy for teaching students vocabulary through *Word Search Puzzle* medium can be effective in helping students' master vocabulary.

## **RESEARCH METHODOLOGY**

### ***Data Collection***

The research design used in this study is a quantitative research design through pre-experimental research, and the pre-experimental design was in one group of seventh grade at SMP N 13 Manado, including Pre-test and Post-test. According to Ari Kunto (2013: 124), "In this research design, two observations was made, including before and after the experiment". The research type was a planned or processed one that was made by the writer, as the preparation activity was done. The design was carried out to examine and see the results of using the *Word Search Puzzle* media to

master vocabulary. The research design can be seen below:

Pre- Test	Treatment ( <i>Word Search Puzzle</i> )	Post- Test
T <sub>1</sub>	X	T <sub>2</sub>

The population of this research is the seventh grade students of SMP N 13 Manado and the sample was taken in one class of seventh grade (VII C) at SMP N 13 Manado, consisted of 20 students.

In this research, the writer used a test as the instrument to assess students' vocabulary knowledge. This test was carried out in the Pre-test and Post-test processes. There are 3 instruments to choose from, including 10 numbers of Multiple-Choice, 10 numbers of Short Answer, and 10 numbers of Matching. Overall, there are 30 question numbers. And the data were collected from the results of the instruments of Pre-Test and Post-Test with the personal score calculation used the following formula:

$$\frac{\text{Correct Question} \times 10}{3} = \text{Score}$$

In analyzing the data from the results of Pre-test and Post-test, the writer used Mean Score formula by Hatch and Farhady (1982: 90) to analyze the data:

$$\bar{x} = \frac{\Sigma x}{N}$$

Where:

$\bar{x}$ : The mean of the students' score

$\Sigma$ : The total score of the students

N: The number of students

## FINDINGS AND DISCUSSION

The study that the writer with the title The Effectiveness of Word Search Puzzle Medium in Vocabulary Mastery aims to produce data that can prove that the use of word search puzzle media can be fully effective in the process of learning English, especially in increasing students' vocabulary. This research was conducted at SMP Negeri 13 Manado, and seventh grade students were the sample for the data used. There were 20 students. This research was conducted within 1-2 weeks, starting from the research permit to the school. The first data collection was Pre-test (T1) data collection before treatment was carried out using a Word Search Puzzle medium, then 1-4 treatments were carried out, and the second data collection was Post-Test data collection after treatment using a Word Search Puzzle medium.

At the beginning of the study, the writer collected data, which began with the Pre-Test (T1) as a method to find out the level of students' vocabulary mastery. After doing the Pre-Test (T1), the writer gave and explained the material to students by following the applicable curriculum at SMP Negeri 13 Manado. On the first day, through the mean score of the instrument, the writer found that many of the student lacked vocabulary mastery in English. Mean scores can be seen in the following table:

***Mean Scores of Pre-Test (T<sub>1</sub>)***

Students	Pre-Test (T <sub>1</sub> )
1	96
2	93
3	86
4	80
5	70
6	66
7	53
8	53
9	50
10	43

11	43
12	40
13	40
14	36
15	30
16	30
17	23
18	23
19	10
20	10

$$\begin{aligned} \bar{x} &= \frac{\Sigma x_1}{n} \\ \Sigma x_1 &= 975 \\ N &= 20 \\ \bar{x} &= \frac{975}{20} = 48,75 \end{aligned}$$

The instrument that the writer uses has three types of questions, including 10 numbers of Multiple-choice, 10 numbers of Short Answer questions, and 10 numbers of Matching questions. Through this instrument, the writer obtained Pre-Test (T1) data, which showed that students lacked vocabulary and had a low number of correct questions on Short Answer questions. In calculating student scores in the Pre-Test (T1), the writer use the following formula: the number of correct answers is multiplied by 10, then divided by 3. The score data that has been added up in the Pre-Test (T1) can be seen to show that only 3 out of 20 students scored in the range of 90 and the rest are low. The mean score of the Pre-Test (T1) data shows 48, 75, which is below 50, so it can be concluded that the data on the Pre-Test (T1) shows that the scores and mean scores of students are low and their level of vocabulary in English is low.

After carrying out the Pre-Test (T<sub>1</sub>) before treatment, the writer then carried out the teaching and learning process according to the existing curriculum material at SMP

Negeri 13 Manado. In the teaching and learning process, the writer uses *Word Search Puzzle* medium as a learning companion medium. In the learning process, produce an active learning process. Students as a whole become interested in the process of learning English. Students become active both independently and in group work; they become more agile and focused in learning; they become active in the question-and-answer process that is carried out; and the learning atmosphere in class becomes very comfortable and controlled. The treatment is carried out 1-4 times, and at the end of each class, the writer always repeats the trial, such as questions and answers for the vocabulary they are working on during learning using puzzles. And with this method, the writer see that students' memories become sharper and stronger in the absence of treatment.

Research results or Post-Test ( $T_2$ ): the writer collect data by Post-Test ( $T_2$ ) on the last day of the study. In the Post-Test ( $T_2$ ) instrument, the same instrument is used as the Pre-Test ( $T_1$ ). It aims to be able to see the level of differences in student performance before and after treatment. Through the data collected in the Post-test ( $T_2$ ), the researcher obtained data results that showed that the use of *Word Search Puzzle* was very effective as a medium for learning English. This can be proven from the mean scores of Post-Test ( $T_2$ ) in the following table:

***Mean Scores of Post-Test ( $T_2$ )***

Students	Post-Test ( $T_2$ )
1	100
2	100
3	100
4	100
5	93
6	96
7	93
8	100
9	96

10	96
11	80
12	76
13	93
14	73
15	90
16	83
17	90
18	80
19	90
20	90

$$\bar{x} = \frac{\Sigma x_1}{n}$$

$$\Sigma x_1 = 1.819$$

$$N = 20$$

$$\bar{x} = \frac{1819}{20} = 90,95$$

The data from the Post-Test (T<sub>2</sub>) results that the authors obtained showed that many students' grades had increased, and none of the students scored below 70 at all. In the Post-Test (T<sub>2</sub>), students also increased rapidly in their scores for working on Short Answer questions. Initially, the students' Pre-Test (T<sub>1</sub>) was completely impossible to answer, but in the Post-Test (T<sub>2</sub>), they were able to answer several questions in the pictures essay. Likewise with multiple choice, where some students were not all correct on the type of multiple choice question, but in the Post-Test (T<sub>2</sub>), all students almost got a score of 10 for the Multiple-choice question, and the same thing applies to the Matching type question. In calculating student scores in the Post-Test (T<sub>2</sub>), the authors use the same formula as the pretest. The score data that has been collected in the Post-Test (T<sub>2</sub>) shows that 5 out of 20 students scored a perfect 100 and the rest have a high score between 70 and 96. The mean score of the Post-Test (T<sub>2</sub>) data shows 90 or



95, which is above 50. It can be concluded that the data on the Post-Test ( $T_2$ ) showed that the scores and mean scores of students greatly increased and their level of vocabulary in English also increased with learning to use *Word Search Puzzle* medium.

Through the results of data collection and calculations carried out, the author states the effectiveness of using Word Search Puzzle media can help students in learning English. The use of word search puzzle media that the author applied to students in this research was proven to be able to increase students' vocabulary which was initially low in the Pre-Test ( $T_1$ ) to high in the Post-Test ( $T_2$ ). This media not only affects grades, but also proves its performance which can affect the brain's performance in remembering and helping to create a fun and motivating learning atmosphere.

## **CONCLUSION**

Based on this research, which includes explanations, discussions, and results, it can be concluded that the use of Word Search Puzzle is effective as a learning media for mastering English vocabulary. This effectiveness is proven because there are superior results after the use of Word Search Puzzle medium in learning English vocabulary in class seventh grade (VII C) at SMP N 13 Manado, as can be seen from the table of students' Pre-test ( $T_1$ ) and Post-test ( $T_2$ ) calculations that have been attached. The results of the study showed that the results of the students' Post-test ( $T_2$ ) scores were superior with a mean score of 90.95 compared to the Pre-test ( $T_1$ ) scores with a mean score of 48.75. The results of the Pre-test ( $T_1$ ) scores were carried out before the treatment was given, while the results of the Post-test ( $T_2$ ) scores were superior because they were carried out after the treatment using Word Search Puzzle medium. After using the Word Search Puzzle medium, the students' vocabulary mastery increased. Thus, it can be said that Word Search Puzzle medium is effective in learning vocabulary because it makes it easier for students to remember and learn new vocabulary, and its use can attract students' attention and motivation.

Based on these conclusions, the writer also wants to provide some suggestions that aim to assist in learning. In using Word Search Puzzle medium in learning, first the

English teacher should be prepare the necessary learning media including the material. Second, English teacher needs to be careful in conveying the material so that it can be easily understood by students. Third, the English teacher should be able to create an enthusiastic atmosphere in the learning process. Fourth, English teacher should be able to make the best use of Word Search Puzzle medium. Fifth, English teacher should motivate and support the students. And the last, the English teacher should make students as active and creative as possible in the learning process.

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