



A CLASSROOM ACTION RESEARCH; INCREASING STUDENTS' ENGLISH VOCABULARIES USING WORD-SEARCH PUZZLE GAME

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Abstract

This research aims to find out the implementation of Word Search Puzzle game as a learning method in teaching English vocabulary. This research also aims to find out whether Word Search Puzzle game increase students' English vocabulary or not. The population and sample is at grade XI Science 6 at MAN 2 Banyumas in the academic year of 2023/2024. This research used Classroom Action Research (CAR) design in two cycles. The data collection method used mixed method; qualitative data and quantitative data collection method. The result of this research showed that; (1) The implementation of Word Search Puzzle game as a learning method at grade XI Science 6 of MAN 2 Banyumas was successful. (2) The result of pre-test showed that the average score was 57.7, while in post-test 1 the average score increased to 79.1. It means that the increase in average score from pre-test to post-test 1 was 21.4. Then in post-test 2 the average of students' scores increased again to 86.3. It means that the increase in average score from post-test 1 to post-test 2 was 7.2. Based on the research findings of this research, it is concluded that the implementation of Word Search Puzzle game was successfully in increasing students' English vocabularies at grade of XI Science 6 of MAN 2 Banyumas. Students also got an increase in theirs scores after the researcher implemented Word Search Puzzle game as a learning method.

Keywords: classroom action research, vocabulary, word search puzzle game

Introduction

Vocabulary is greatly important for learning English. Vocabulary level plays an important role at each communication and comprehension in the target language (Orosz, 2009:181). Vocabulary is essential to master fourbasic skills of English: namely speaking, listening, reading, and writing. Richardsand Renandya in Hajar (2019:20) explained that vocabulary provides learners listening, speaking, reading, and also writing. Therefore, if we do not have many vocabularies, how could we master those four language skills.



According to Hiebert and Kamil in Utami (2015:9-10) there are two types of vocabulary namely productive vocabulary and receptive vocabulary. Productive vocabulary is also known as active vocabulary that someone usually used in his/her daily life especially when he/she writes something or say something, this vocabulary is familiar to him/her. Such as Hornby (2010:1662) said that active vocabulary is a word used by humans. Receptive vocabulary known as passive vocabulary. Hornby (2010:1662) explained that passive (receptive) vocabulary is a word that someone knows about it but does not use it. It means that receptive vocabulary or some experts also call it passive vocabulary is word that the students understand, but it rarely used by the students in daily life, or even they do not use it.

Teaching vocabulary is very crucial in English course, it helps the students to understand the material. Harmer (2009:229) said that there are many ways to teaching or introducing vocabulary, the teacher can explain meaning, or notice the students to read a text, listen to an audio, and so on. There are several ways in teaching English vocabulary, as Harmer cited in Utami (2015:12) there are realia, pictures, mime, action, and gesture, contrast, enumeration, explanation, and translation. In this research, the researcher used realia and translation through a game namely Word search Puzzle Game to teach English vocabulary. Ersoz (2000:1) concluded that games are extremely motivate someone who play, especially if teachers use them to teach their students, since games are really entertaining and interesting. It means that a game can become self-motivating for the students in learning English vocabulary, game also challenging to the students, the students can increase their abilities related to English vocabulary if they play a game. One of the games that can be given by the teacher to make teaching English vocabulary more interesting for the students is Word Search Puzzle game. As Huyen and Nga (2013:6) said that game is an instrument that useful and effective to be applied in teaching and learning vocabulary, game also one of the ways to make a lesson more interesting and enjoyable to the students.

Word Search Puzzle game is a game contains of letters arranged in a grid which consists a number of hidden words with various directions. Wakania (2018:11) suggested that the teacher can use Word Search Puzzle game in conduct an English teaching, especially when the teacher wants to increase students' vocabulary capacity. It means that Word Search Puzzle game is an interesting strategy in teaching language, especially to improve vocabulary mastery of the students. Besides that, Word Search Puzzle game has some of advantages for to teach English Vocabulary, here are the advantages; the first game provides many words that the teacher can draw if students feel confused, the second game can also be an inspiration if the teacher has no ideas in teaching, the last game can be used by all teachers, and the game can be used for anything and so on (Rosita in Ananda, 2020).

Based on the previous explanation related to the effects that Word Search Puzzle Game is good for increasing students' English vocabulary, the researcher found a problem at eleventh grade of science six of MAN 2 Banyumas, that there were many students who were still lack of vocabulary. It proven by the preliminary investigation that the researcher was conducted on July. From the pre-test that was conducted by the researcher, the class average shows a score of 57.7 which is a low score. However, the teacher still used traditional ways when learning vocabulary by asking the students to memorize one by one words which has shown to be less than effective. So it needs a new method or strategy to make the teaching learning process more effective and more interesting for students. So that, the students felt that learning English is interesting and they felt comfortable in the class. Many students feel uncomfortable, want to finish learning quickly, bored because they do not understand the material taught by the teacher, poor vocabulary, and the teacher still used traditional teaching method, so that makes them not interested in joining English course. So, based on the problems above the researcher is intended to conduct research for help the teacher and the students of MAN 2 Banyumas solve problems using Word Search Puzzle Game.

MAN 2 Banyumas is one of senior high school in Purwokerto. It is located in Jl. Jenderal Sudirman Purwokerto Wetan, Kec. Purwokerto Timur Kab. Banyumas. Based on preliminary investigation at grade XI of science six of MA Negeri 2 Banyumas, the class average shows a pre-test score of 57.7



which is a low score, based on the interview stage on preliminary investigation the teacher said that the method for teaching vocabulary was used question and answer. But the students still find difficulties in using foreign language because they have limited vocabulary. The researcher concludes that the students need a different method to make them easier in learning English. The method that produced good results for them, so that their vocabulary capacity increased.

Because of those facts, the researcher thinks that increasing English vocabulary to senior high school students is important to do, particularly in increasing English vocabulary using a game called Word Search Puzzle game, it made the students enjoy when they learning English vocabulary, they were easily improving their skills in English, enrich their vocabularies, and also gave many benefits for them both for nowadays and in the future later. As Wakania (2018:11) suggested that the teacher can use Word Search Puzzle game in conduct an English teaching, especially when the teacher wants to increase students' vocabulary capacity. Thus the researcher is interested to do research under the title "INCREASING STUDENTS' ENGLISH VOCABULARIES USING WORD SEARCH PUZZLE GAME" (Classroom Action Research at Grade XI of MA Negeri 2 Banyumas in the Academic Year of 2023/2024)".

Method

This research used Classroom Action Research or commonly mentioned as CAR method, because this research method is believed can solve a problem in a real classroom. Wallace in Jannah (2011:19) said that Classroom Action Research is one of research method which is happen in a classroom that has a problem, and CAR aims to solve the problem or issue at the classroom. So that, the researcher decides to solve the problem that exist at grade of Eleven sciencesix of MAN 2 Banyumas used a research method namely CAR. Classroom Action research that used in this research was from Kurt Lewins. This CAR has several cycles, every cycle has four steps. The steps are planning, acting, observing, and reflecting (Asrori and Rusman, 2020:21). It means that the first cycle consists of four steps, then the second cycle also consists of four steps, and so on. The steps were planning, acting, observing, and reflecting. In this research the aims in every cycle are different, the first cycle aims to see how the implementation of the Word search Puzzle Game in English teaching and learning process. While the second cycle aims to see whether the game can improve students' English vocabulary or not.

This research used two kinds of data sources; they are primary data sources and secondary data sources. Primary data source is a data that the researcher taken it directly, such as interviews, observations, experiments, especially for knowing and solving the problem in research (Wagh, 2023). This research has three kinds of primary data sources, those are interviews, observations, and test result. Secondary data source is a data that existed in a place that provided by institutions, governments, etc. The data is a part of institutional record keeping (Wagh, 2023). In this research, the secondary data comes from the books related to the research and all supporting data such as students attendance lists, and lesson plan (RPP). Besides that, the researcher used three steps to filter the data, first the researcher have to reduce the data, after that, the researcher have to display the data, and the last the researcher have to drawing conclusion related to the data. The researcher also need some formulas to count the students' score and the class average.

This formula to count the individual score:

$$\text{Score} = \frac{\sum RA \times 100}{\sum QI}$$

This formula to count the average of students' vocabulary score:



$$\bar{x} = \frac{\sum x}{n}$$

After the scores is counted, the researcher have to determine the criteria of the scores whether the score is very good, good, fair, poor, or even very poor. In classify the mean of the students' scores, the researcher used scoring rubric classification by Kemendikbud (2017:11) that the students who get score 88 to 100 are categorized as Very Good (A). Students who get score 76 to 87 are categorized as Good (B). Students who getscore 64 to 75 are categorized as Fair (C). While students who get score under64 are categorized as Poor (D).

Result

The researcher handled the result, then analyzed the data, and the last the researcher compared the data. Here is the summary of the result. The class average in pre-test to post- test 1 showed an increase from 57.7 to 79.1 after implementing Word Search Puzzle game as a learning method in the class. It means that the increase in score from pre-test to post-test 1 was 21.4. The improvement can also be seen from the total scores (Sum) obtained by the students, in pre-test the total scores reached 2308, on the other hand in post-test 1 the total scores reached 3166. The increase in score from pre-test to post-test 1 reached 858. The score increased well in cycle 1.

The frequency of students' ability levels from pre-test scores and post-test 1 scores showed in Table 4.2. In the pre-test there was only 1 student got very good score in interval (88 – 100), 1 student also got good score in interval (76 – 87), 14 students got fair scores in interval (64 – 75), and 24 students got poor scores under 64 (<64). While the scores in the post-test 1 showed an improvement, as the table showed there were 10 students got very good scores in interval (88 – 100), 21 students got good scores in interval (76 – 87), 4 students got fair scores in interval (64 – 75), and 5 students got poor scores under 64 (<64). Even though there were still students who get fair scores and even poor scores, but the researcher was very grateful since at least more students got very good and good scores.

After cycle 1 is conducted, the researcher conducted too cycle 2, where the class average in post-test 1 is 79.1. While in post-test 2 showed an increase, the result of post-test 2 is 86.3 after implementing Word Search Puzzle game as a learning method in the class. It means that the increase in average scores from post-test 1 to post-test 2 was 7.2. The improvement can also be seen from the total scores (Sum) obtained by the students, in post-test 1 the total scores reached 3166, on the other hand in post-test 2 the total scores reached 3539. It means that the increase in score from post-test 1to post-test 2 reached 373.

The frequency of students' ability levels from post-test 1 scores and post-test 2 scores showed in Table 4.4. In the post-test 1 there was 10 students got very good score in interval (88 – 100), 21 students got good score in interval (76 – 87), 4 students got fair scores in interval (64 – 75), and 5 students got poor scores under 64 (<64). While the scores in the post-test 2 showed an improvement, as the table showed there were 17 students got very good scores in interval (88 – 100), 23 students got good scores in interval (76 – 87), only 1 student got fair scores in interval (64 – 75), and even no one student got poor scores under 64 (<64). The researcher was very grateful since at least there was no student got poor scores, and even most of the students in the class got good and very good scores. This was a great improvement to the researcher.

Therefore, based on the explanation above it can be concluded that Word Search Puzzle game as a learning method at grade XI Science 6 of MAN 2 Banyumas had a good impact to increase the students' English vocabulary.



Discussion

Based on the first research question, this research aimed to see the implementation of Word Search Puzzle game as an English vocabulary learning method. This research used mixed methods to collect the data, there are qualitative data and quantitative data. The qualitative data research method used interview and observation, while quantitative data research method used tests. Based on the observation result, the students seemed enthusiastic joined English lesson in the class, they were participated actively and confidently in the class, answer teacher questions, enjoy the lesson, and accept challenges especially related to English lesson in the class since their English vocabulary already increased. They also showed an interesting to play Word Search Puzzle game because this game challenged them.

Moreover, in implementing Word Search Puzzle game, the researcher used several ways. First, the researcher made some plans adopted to the lesson plan given by the English teacher, Mrs. Eli Antina. After that the researcher and the teacher conducted some strategies to teach the students using Word Search Puzzle game, because the topic of the game was about songs, the researcher also prepared the students to listen the songs together and continued with play the game, and learn about list of vocabularies in the game together. In every meeting, the teacher gave chances for the students actively participate in the class and gave them plus points, in this chance the students not only shared their enriched vocabularies, but they also practiced their English skills related to their pronunciation, and their knowledge related to their enriched vocabularies. They became more confident and interested to learn English subject. This concluded that, this research was success in implementing Word Search Puzzle game as an English learning method.

From the second research question as mentioned previously, this research can prove that Word search Puzzle Game as a learning method to teaching English vocabulary had a good effect especially for grade XI of Science 6 of MA Negeri 2 Banyumas. It can be proven by the average score of pre-tests to post-test 1 and post-test 2 that the researcher had already counted and compared. The class average in pre-test to post- test 1 showed an increase from 57.7 to 79.1. Moreover, the class average in post-test 2 showed an increase, the result of post-test 2 is 86.3 after implementing Word Search Puzzle game as a learning method in the class. Furthermore, based on the previous explanation, the implementation of Word Search Puzzle game to increase students' English vocabulary was success.

Conclusion

According to the research findings, the implementation of Word Search Puzzle game as a learning method at grade XI Science 6 of MAN 2 Banyumas was successful. This can be seen from the observation result that they actively participated while the teaching and learning process began, they also enthusiastic joined English lesson in the class, they seemed interested in Word Search Puzzle game because this game challenged them. It can be concluded that this game success to make them enjoy in learning English vocabulary. In addition, the students could participate actively and confidently in the class, answer teacher questions, and accept challenges (especially related to English lesson) in the class since their English vocabulary increased.

The averages of the students' scores, in pre-test the average score was 57.7, while in post-test 1 the average score increased to 79.1. It means that the increase in average score from pre-test to post-test 1 was 21.4. Then in post-test 2 the average of students' scores increased again to 86.3. It means that the increase in average score from post-test 1 to post-test 2 was 7.2. So that, from the previous explanation it can be concluded that the implementation of Word Search Puzzle game to increase students' English vocabulary was successful. It can be concluded that this game success to make their vocabulary well increased.



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