Developing Crossword Puzzle As English Learning Media Media To Teach Vocabulary At Madrasah Aliyah Al Khoiriyah Gondanglegi

Alfinindya Faizah Afifatul Khasanah[1], Siti Rofi'ah[2], Tyas Alhim Mubarok[3]

[1,2,3] Nahdlatul Ulama University of Blitar

Article Info	Abstract
	In order to learn and teach effectively, students need to have a comprehensive knowledge of the English language and understand its meaning. Students must be able to understand language both orally and in writing if they have mastery of vocabulary. The purpose of this writing is to find out whether the application of the media could develop English learning media to teach vocabulary at Madrasah Aliyah Al Khoiriyah Gondanglegi. The instruments used was the Research and Development (R&D) media with 20 students as a trial in applying this method. The results of this study are based on the results of the average percentage of the validation sheet by 2 crossword puzzle learning media experts of 94.8% and is included in the very valid category. Thus, the developed crossword puzzle learning media can be used at Madrasah Aliyah Al Khoiriyah Gondanglegi. Based on the results of the distribution of questionnaires given by students and English teachers to find out the responses of students and teachers to crossword learning media. The percentage of responses given by students is very valid at 81%, and teacher responses with a very valid percentage are 93.3%. Thus, most students and teachers responded in a very valid category to the development of crossword puzzle learning media at Madrasah Aliyah Al Khoiriyah.

Corresponding Author:
Alfinindya Faizah Afifatul Khasanah
Nahdlatul Ulama University of Blitar
Email ; alfinindya13@gmail.com

1. INTRODUCTION

Students learn how to correctly use adjectives, verbs, and nouns in a sentence. Vocabulary learning is a great way to improve one's language skills. If you have a large vocabulary, it will be much easier to comprehend what you read and hear. UU No. 20 of 2003, chapter 1, paragraph 1 states that education is the deliberate and purposeful process of creating a learning environment and learning process for the purpose of fostering in its participants the spiritual and religious strength, self-control, personality, intelligence, noble character, and skills necessary to him and society. Nonetheless, many Madrasah Aliyah AL Khoiriyah Gondanglegi tenth graders still struggle with English comprehension and use. Students continue to believe that English is one of the most challenging subjects to master. Due to a lack of English word knowledge, they struggle with reading comprehension. They will have trouble understanding a sizable portion of the new words introduced by the teacher. To achieve optimal English language skills, a qualified language instructor is required professionals in order to produce quality students. Besides that, Mastery of the material and practice must be given in a balanced portion. However, to realize the ideal language

class is not an easy thing. In addition, having sufficient mastery of the material, a language teacher should know the level of language mastery of each student (Mubarok & Rofiah, 2022). According to (Arsyad A, 2011), books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), pictures, graphics, TV, and computers are all examples of learning medium.

Crossword Puzzle or what is called a crossword puzzle or abbreviated TTS, a game that is distributed to remind students' memories about the material that has been studied and train the accuracy or foresight of students in answer questions so that the strategy can improve learning achievement as well as students' vocabulary mastery (Jannah, 2021). Learning with crossword media makes students more interested because they will feel challenged in finding answers to existing questions and adapting them to the available answer columns. Indirectly, these learning media will require students' thinking power to be more active and focused in discussions and to be more thorough in finding the right answers. In addition, this crossword learning media can also make students enjoy learning, while they are learning they can also play games.

This learning can train students' skills actively in acquiring knowledge and concepts from a material that is studied independently without eliminating boredom. Several previous researchers also used crossword puzzle learning media, including: Based on research conducted by (Sri rahayu, 2019), entitled "Development of Crossword Learning Media On Compound Nomenclature Material In High School Negeri 1 Krueng Barona Jaya Aceh Besar" learning using crossword puzzle media can be arousing students' interest in learning, especially in learning media-related chemistry and can train students to learn, be creative, innovative, motivated and more active in self-study that can keep up to date with progress educational technology. Crossword Puzzle can improve vocabulary mastery according to that has been specified in the curriculum and Students are expected to have high motivation in learning a variety of new vocabulary as well as Students expected to be able to communicate well so that it adds insight in language (jannah, 2021).

Incorporating illustrated crossword puzzles, also known as HOTS-based Crossword Puzzles, into the learning process is one way to help students develop their critical thinking abilities at each step of their education. Teachers use illustrated crossword puzzles as part of a variety of learning activities in the classroom. When it comes to theme education, illustrated crossword puzzles are a great tool for learning. Although the visual elements of the problem might serve as a learning stimulus for students, crosswords have historically been ineffective tools for fostering analytical reasoning (Kusuma, 2021). As a result of using this crossword puzzle, students won't be as bored as they would have been if they had only been asked to respond to the questions using a multiple-choice model or description, and they'll gain a deeper understanding of the material.

Application of learning media Crossword Puzzle can minimize boredom felt by students when learning is carried out. Students can be encouraged by using media Crossword Puzzle that can stimulate his thinking power to know the material so that it is not difficult to remember (Tyas & Naibaho, 2021). In this study, the research focused on comparing the crossword puzzle application system with conventional learning in the development of English vocabulary in tenth grade students of MA Al Koiriyah. Therefore, this study differs from previous studies that investigated crossword puzzles without comparing normal vocabulary learning to vocabulary development. And it is hoped that the results of this study will make it easier for all students to learn vocabulary in a fun way.

2. METHOD

This research is research development or Research and Development (R&D). This research is about the development of learning media for crossword puzzles on recount text material in class X Madrasah Aliyah Al Khoiriyah. The steps (R&D) in this study include several stages, namely looking at potentials and problems, data collection, product design, design validation, design improvement, product testing, product revision, and making crossword puzzle media. However, the development of crossword puzzle learning media on recount text material in this study was only five stages with the ADDIE research model. The average percentage of crossword learning media validators on compound nomenclature material from two aspects was obtained at 94.8% with a very valid category used at Madrasah Aliyah Al Khoiriyah. In this learning media development research, researchers used a questionnaire which is a tool for gathering information by asking a number of questions or written statements to be answered in writing also by the respondents. This questionnaire sheet is used to see the results of student and teacher responses to crossword learning media in collecting data. The results of the crossword puzzle media trial on students were carried out after the crossword learning media was revised based on suggestions and input from the team of experts, the crossword learning media could be tested on 20 students using a questionnaire.

3. RESULTS AND DISCUSSION
Results
Expert Team Validation

Based on the results of the research obtained from the validation sheet of the Expert Team, it can be seen in Table 4.2 as follows:

No		Assessment criteria	score	Percentage (%)
		Media aspect		
1.	1.	Media designed to facilitate students in learning.	5	100
	2.	The questions or clues presented in the crossword puzzle media make it easier for students to find the right vocabulary	4	80
	3.	Crossword puzzle media makes learning varied	5	100
	4.	Media as well as games in learning can increase student motivation to learn	4	80
	5.	Enthusiastic students in using crossword puzzle media to learn vocabulary	5	100
		Media display		
2.	1.	Display media in the form of books / modules	5	100
	2.	Language is easy to understand	5	100
	3.	Types of fonts used	5	100
	4.	Clarity of writing	5	100

5.	Page layout	5	100
6.	Size and spacing used	5	100
	Total		1.060
	Average		96,3

Based on table 4.1, validation results and suggestions from validators on crossword learning media were obtained. Validation is the result of correction by a team of experts to a product developed, the product developed is crossword puzzle learning media.

| No	Assessment criteria		score	Percentage (%)
	Media aspect			
1.	1.	The material contained in the learning media is in accordance with KI and KD	4	80
	2.	The material contained in the learning media is in accordance with the indicators and objectives to be achieved by students	5	100
	3.	The material presented in learning media is easy to understand	5	100
	4.	The material is presented systematically	5	100
	5.	The material corresponds to the concept	5	100
	6.	The material presented in learning media is in accordance with the level of ability of students	4	80
	7.	Use easy to understand sample text	5	100
	8.	Understanding of the clues / questions given	5	100
	9.	An understanding of the structure of media use	4	80
	Jumlah			840
	Rata rata			93,3

Feedback and Suggestions from Validators

Validation is the result of correction by a team of experts to a product. The product developed here is a crossword puzzle learning media. The crossword puzzle learning media was validated by a 2 person expert team consisting of two aspects, namely is 1) media aspect. on the material aspect to further clarify the questions and clues so that students are easier to answer crossword puzzle quizzes and questions or clues are easier to understand. And 2) the material aspect. on the media aspect to maximize the first media aspect, stated that the learning media was very interesting and

could be used, but there were still shortcomings as contained in the core material, namely the crossword puzzle which only contained 2 materials and according to media validators, 3 more materials must be added so that it became 5 materials. The results of the revision based on these suggestions can be seen in the picture below:

Picture 4.1 Learning media before revision
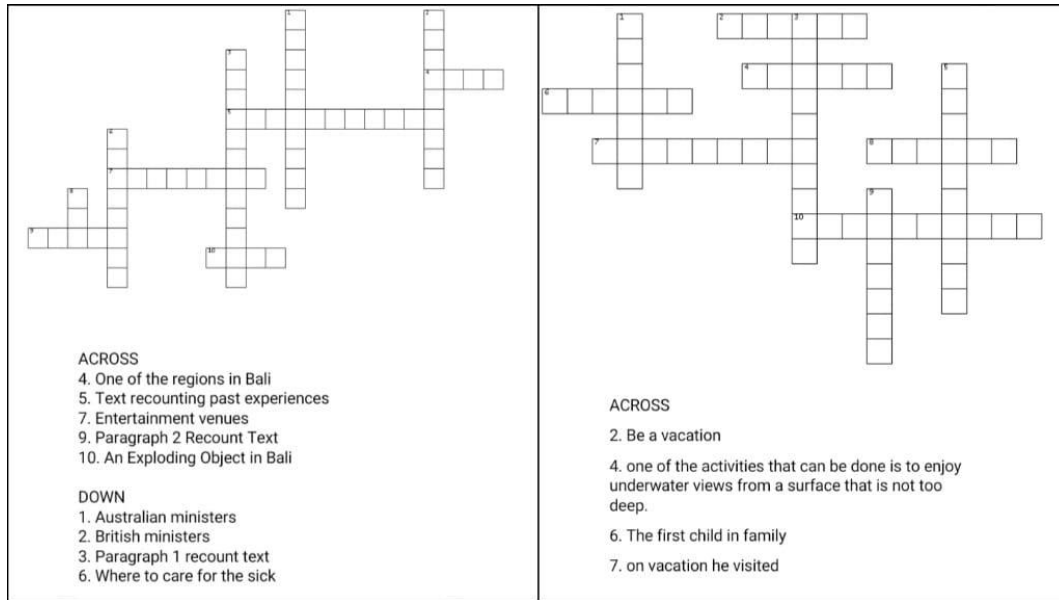
Picture 4.2 Learning media after revision
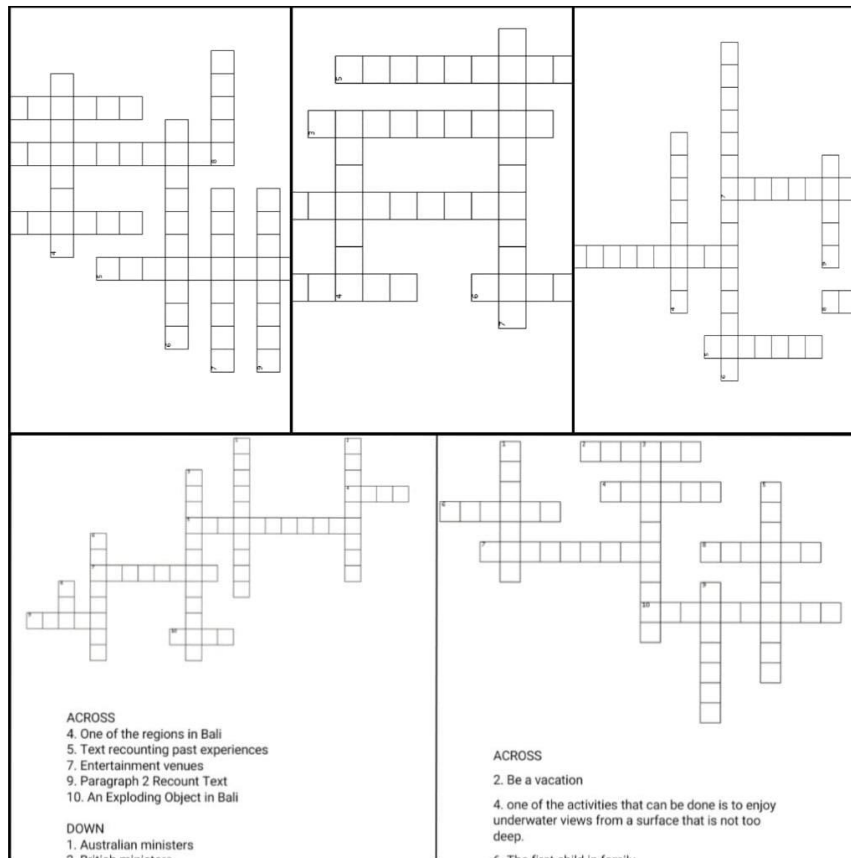
Discussion

Data Analisys

Data interpretation

The percentage of two expert teams that have been obtained, it can be categorized as very valid to be used in Madrasah Aliyah Al Khoiriyah. With the crossword puzzle learning media on the recount text material, Madrasah Aliyah Al Khoiriyah students find it easier to learn the recount text material. With this crossword puzzle learning media, students look more active and can motivate students enthusiasm in learning. This learning media is expected to provide benefits, including:

(1) This learning media makes students more active in learning;

(2) learning methods are more varied;

(3) students become more active in various activities;

(4) learning is more interesting; and

(5) overcome students' level of laziness in learning.

In this learning media development research, researchers use questionnaire sheets which are a tool for collecting information by submitting a number of questions or written statements to answer in writing also by respondents. This questionnaire sheet is used to see the results of student and teacher responses to crossword puzzle learning media in collecting data. The results of the crossword puzzle media trial on students were carried out after the crossword puzzle learning media was revised based on suggestions and input by a team of experts, the crossword puzzle learning media could be tested on 20 students using questionnaires.

The value of the trial to 20 students on crossword puzzle learning media with a percentage is very less, namely 0% percentage of students who gave less responses by 0%, the percentage of students gave enough responses by 5%, the percentage of students gave good responses by 19% and very good by 81%. Thus, based on the results of these students, it can be concluded that the development of crossword puzzle learning media in Madrasah Aliyah Al Khoiriyah. So it can be said that some students respond very well to the development of crossword puzzle learning media at Madrasah Aliyah Al Khoiriyah school.

The results of the percentage of teacher responses to crossword puzzle learning media can be seen in table 4.2, based on the questionnaire table of teacher responses the results of material analysis obtained 93.3% results, it can be said to be in the category with great agreement. This states that crossword learning media on recount text material can be developed in Madrasah Aliyah Al Khoiriyah.

4. CONCLUSION

The fllowing is a summary of the author's findings from the study titled "Developing Crossword Puzzle As English Learning Media to Teach Vocabulary at Madrasah Aliyah Al Khoiriyah Gondanglegi." Among the extremely valid categories of learning media for crossword puzzles, 1) the average percentage of validation sheets completed by 2 expert experts is 94.8%. Therefore, Madrasah Aliyah Al Khoiriyah Gondanglegi has access to the crossword puzzle educational materials that were created. Based on the findings of a survey provided to both students and English instructors, this article analyzes the opinions of both groups on the usefulness of crossword puzzles in the classroom. Eighty-one percent of student replies were highly valid, whereas the teacher's reaction was 93.three percent valid. Therefore, the majority of students and instructors at Madrasah Aliyah Al Khoiriyah provided highly sound categorizations in response to the creation of crossword puzzles as a kind of educational media.

5. ACKNOWLEDGMENTS

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