

Crossword Puzzle Learning Media to Improve Indonesian Vocabulary Mastery for Grade 2 Elementary School Students

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Abstract

Vocabulary is an important aspect for students in conveying messages and opinions. However, several studies show that elementary school students' vocabulary mastery is still low. One of the efforts that can be done is to develop learning media. This study aims to develop crossword puzzle learning media in Indonesian language learning to improve vocabulary mastery of second grade students at SDN Pulogebang 11. The research method used in this study is a qualitative research method. This research was conducted at SDN Pulogebang 11 with 32 students as the subject of class II, consisting of 17 female students and 15 male students. The research data were collected using observation and documentation techniques. Based on the data obtained from the assessment results, the crossword puzzle learning media developed was feasible to be tested. The response of students to Indonesian learning material playing in my environment through the question and answer method with crossword puzzle learning media showed a good response from the second grade students of SDN Pulogebang 11.

INTRODUCTION

Language plays an important role in all activities, especially in terms of thinking, reasoning and living life. Language also has a central role in the process of intellectual, social, and emotional development and is a supporter of success in studying all fields of study (Marhalim, 2017; Zamzami, 2014). One of the most important basics that must be mastered in the language learning process is vocabulary. A vocabulary is a tool used by a person in conveying messages and opinions that must be owned by everyone (Filisyamala, 2018; Wiyanti, 2015). The more vocabulary each child has, the easier it will be for them to capture the available information (Hotimah, 2017; Sari et al, 2021), both oral and written information. With the ability to master a lot of vocabulary students can practice language skills well (Astuti, 2016; Magdalena et al, 2021; Suryadi & Milawasri, 2018). Vocabulary is referred to as a whole word or vocabulary or a term that usually refers to certain concepts possessed by a person or a language in an environment (Charteris-Black, 2000; Khasanah et al, 2015; Putra et al, 2019; Tantri, 2017). The statement explains that vocabulary plays a very important role in language, both as a channel of ideas and as a form of activity in following the development of modern times.

However, studies conducted by Istiqomah (2021), Serani & Heni (2020), and Nurjannah (2016) show that elementary school students' vocabulary mastery is still low. The same condition was also experienced by the second-grade students of Pulogebang State Elementary School 11. From the observations, it was found that they had difficulty in conveying sentences due to their low mastery of language vocabulary. Given the

importance of mastering vocabulary, it is necessary to improve it. Based on previous studies, Istiqomah (2021) developed anagram and picture media to improve the mastery of Indonesian vocabulary for the first graders of SD Negeri Purwoharjo. Meanwhile, Nurjannah (2016) made efforts to improve vocabulary mastery skills through illustrated letter cards for second-grade students of SDN 5 Soni. There is also Serani & Heni (2020) making efforts to improve the mastery of Indonesian vocabulary by using image media for grade 1 students at the 43 Tapang Aceh State Elementary School.

If examined carefully, these studies use learning media to improve students' vocabulary mastery. On this basis, this study also seeks to increase the vocabulary of elementary school students by developing learning media. However, in this study, the learning media used was Crossword Puzzle. The use of media in learning is known to generate new desires and interests, increase motivation and stimulation of learning activities, and even have a psychological effect on students (Febrita & Ulfah, 2019; Supardi, 2014). With learning media, the meaning of teaching materials will become clearer so that students can understand and allow for mastery and achievement of teaching goals (Apriansyah, 2020; Jauhari, 2018).

Crossword Puzzle is a type of word game by fills in the empty boxes which are the answers to the questions or questions specified in the crossword puzzle (Azhar et al, 2019; Hamidah & Simatupang, 2020; Mustofa & Abdullah, 2017). Crossword Puzzle not only has an element of play but also has an educational element that unconsciously focuses students on vocabulary learning (Cabana, 2021). This Crossword Puzzle learning media was developed by considering the aspects of media design, feasibility, implementation of learning, and feasibility. Thus the design of learning media must be in accordance with the characteristics of the child (Zaini & Dewi, 2017), use polite language (Pratiwi et al, 2019), and use language that is appropriate to the child's level of thinking (Syahrudin, 2010), and use letters and pictures that clear (Nurseto, 2011; Rahma, 2019).

Based on the description of the background, this study aims to develop a Crossword Puzzle learning media for grade II elementary school students. The media developed is expected to be useful to improve students' ability in mastering Indonesian vocabulary so that students are skilled in conveying messages or opinions.

METHODS

The research method used in this study is a qualitative research method. The researcher tries to describe in detail and depth the development of Crossword Puzzle learning media in Indonesian language learning to improve vocabulary mastery of elementary school students. This research was conducted in 2021/2022 at Pulogebang State Elementary School 11. The subjects in this study were 32 grade II students, consisting of 17 female students and 15 male students.

The instruments used to collect data in this development research were questions, a list of interview questions, and a questionnaire sheet. Before the questions are used to measure student learning outcomes, first the questions are tested on students who are not in the class of research subjects. After the questions were tested on the students, then the questions were analyzed to determine (1) the validity of the test items, (2) the reliability of the test items, (3) the level of difficulty of the test items, and (4) the differentiating power of the test. After knowing the results of the validity, reliability, level of difficulty, and differentiating power, the test is then modified into a research instrument that will be used to test the effectiveness of the product. This study uses three data analysis techniques, namely (1) descriptive qualitative analysis techniques, this technique is used to process data from the review of content experts in the field of study or subjects, learning media experts, and learning design experts.

RESULTS AND DISCUSSION

This study resulted in a learning media product that was declared valid and effective in improving the vocabulary mastery of grade II elementary school students. Crossword Puzzle learning media that has been developed at Pulogebang 11 State Elementary School is a Crossword Puzzle Media or can be called TTS in the form of a rectangle measuring 60 cm wide and 90 cm long consisting of 4 horizontal questions and 4 descending questions in the form of pictures then students answer them according to the question and then arrange from letter to letter into the boxes that have been provided, with the development of this Crossword

Puzzle learning media to improve vocabulary mastery in Indonesian language learning. The learning media developed can be seen in Figure 1.



Figure 1. Crossword Puzzle Learning Media

The validity of the learning media is obtained from the results of the validation of media experts. The media validation test data was obtained through a validation sheet. The Crossword Puzzle learning media validation sheet is used to obtain information about the quality of the Crossword Puzzle learning media based on the expert validator's assessment. The results of the validation of the Crossword Puzzle learning media can be seen in table 1.

From the validation results in table 1, the developed Crossword Puzzle learning media has met the criteria both in all aspects of design, feasibility, learning implementation, and media feasibility. The media developed already has a design that is in accordance with the characteristics of the child. This is in accordance with the opinion of Zaini & Dewi (2017) which states that a learning media must have characteristics that are in accordance with the characteristics of children.

Table 1. Media Validation Results

No.	Indikator	Information
1	Media Design	Good
2	Language Eligibility	Good
3	Learning Implementation	Good
4	Media Eligibility	Good

In terms of the feasibility of the language used, the media developed has used good and polite language and is in accordance with the thinking level of elementary school children in low grades. This is in accordance with the opinion of Pratiwi et al. (2019) and Syahrudin (2010) who state that using polite language and using language that is in accordance with the child's level of thinking. It is intended that the media used is easy for students to understand. In the aspect of media feasibility, the developed media has used clear letters and images. This is in accordance with the opinion of Nurseto (2011) that learning media

must use letters that are consistent, simple, and clear and have clear and firm characters, do not use complicated and continuous letters because they are more difficult to read. In addition, Rahma (2019) also includes images that used to be clearly visible to students.

In testing the effectiveness of the Crossword Puzzle learning media, it was obtained through the results of student tests conducted at the end of the lesson. The learning outcomes test used a written test in the form of a description of 8 picture questions and answered the questions in the table provided. Student test results can be seen in table 2.

Table 2. Recapitulation of Test Results

No.	Description	Score
1.	Lowest value	95
2.	Highest value	75
3.	Median	95
4.	Mode	95
5.	Mean	90

Based on the test results shown in table 2, it appears that the average test results reached a score of 90 with the smallest score obtained by students was 75 and the score obtained by the most students was 95. This indicates that the vocabulary skills of class II students are good. Thus, the results of this study indicate that the Crossword Puzzle learning media has succeeded in increasing the ability to master Indonesian vocabulary for elementary school students. The learning media developed has been proven to arouse students' interest and motivation in learning. This is in accordance with the opinion of Febrita & Ulfah (2019) and Supardi (2014) which state that the use of media in learning must be able to generate new desires and interests, increase motivation and stimulation of learning activities, and even have a psychological effect on students. The results of this study also support the results obtained in research conducted by Istiqomah (2021), Serani & Heni (2020), and Nurjannah (2016). Istiqomah (2021) succeeded in increasing the mastery of Indonesian vocabulary for the first graders of SD Negeri Purwoharjo by developing anagram and picture media. Nurjannah (2016) succeeded in improving the vocabulary mastery of second-grade students of SDN 5 Soni through picture letter cards. Meanwhile, Serani & Heni (2020) succeeded in increasing the mastery of Indonesian vocabulary for grade 1 students at the 43 Tapang Aceh State Elementary School by using image media.

CONCLUSION

The conclusion of this study is that the Crossword Puzzle learning media in Indonesian language learning can be categorized as feasible to be tested in teaching and learning activities at Pulogebang 11 State Elementary School according to the assessment of expert validators. The application of Crossword Puzzles in class II Pulogebang State Elementary School 11 was able to improve student's vocabulary mastery in learning Indonesian due to an increase in learning outcomes. Learning activities have significant changes in students due to an increase in student activity.

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