



<http://jurnal.uf.ac.id/index.php/JEDLISH>
ISSN 2809-0519 | e-ISSN 2828-7088
JEDLISH, 2 (2) (2022) 135 - 146

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH VISUAL CROSSWORD PUZZLE AT SD ISLAM AL-JIDSI

Asep Saepuloh¹, Yeni Suryani², Cinde Adia Diningsih³, Adinda Sulistiyani⁴

^{1, 2, 3, 4}Suryakencana University, Jl. Dr. Murwardi Komplek Pasir Gede Raya, Cianjur, Indonesia

Correspondent Email: ¹asepsaepulah@unsur.ac.id

Email: ²yenisuryani@unsur.ac.id, ³cindediningsih93@gmail.com, ⁴adindasulis05@gmail.com

ABSTRACT

The research entitled "Improving Students' Vocabulary Mastery Through Visual Crossword Puzzles At SD Islam Al - Jidsi" investigated how students mastered vocabulary through visual crossword puzzles and explored responses students' responded to the use of visual crossword puzzles in vocabulary mastery. This study used the Quantitative CAR Method. CAR Method and Two Cycles of were conducted in this study. This research focused on one class. The participants were grade 2 students consisting of 18 students with 8 female students and 10 male students. This research was conducted at SD Islam Al - Jidsi Sukaluyu. The data was taken through three instruments: Observations, Tests and Interview. The results of vocabulary tests show that the mean score of students' vocabulary mastery in the diagnostic test was 60.56, in the test of cycle one was 67.22 and in the test of cycle two was 74.44. Therefore, the mean score of the cycle two is higher than the mean score of cycle one. The findings were in line with the results of interview and observation. It shows that students' vocabulary mastery has increased. It means that the application of crossword puzzles is effective to improve students' vocabulary mastery and visual crossword puzzles, it is recommended to help students learn vocabulary better and to use in vocabulary tests particularly for elementary school learners. The effect of teaching learning process was be indicated by the following evidences: the students were more active during the lesson ; most of the students were not ashamed to answer the question ; students became less noisy so that they could focus more on the lesson and could actively follow teacher's instruction.

Keywords: Visual Crossword Puzzle, Vocabulary Mastery, Improving, CAR

INTRODUCTION

Language is a very important communication tool for humans and also in their daily interactions. Language is created by human civilization in a row with the development of culture, thought, and also technology. One of the languages that have a significant influence in interaction in the world is English. According to Jakobson (1982) in Chandler (2007: 5) language is central and most important among all human semiotic systems.

According to Shaumyan (1987: 1)

language is a complicated phenomenon that can be studied from many points of view. Language is a technique of communication that is widely used by nations around the world. People utilize language to communicate their thoughts, desires, and ideas. English has become a global communication medium, with educational implications. Language is used in education and teaching to communicate between teachers and students in order to impart and receive information and knowledge.

Vocabulary could be knowledge that

studies about word, a part of word that give clues to the meaning of whole words. According to Richard (2002:255), vocabulary is a core component of language proficiency and provides much of the basis for how well a learner speaks, listen, read, and write. According to Hornby (2006 : 1645) vocabulary is as all the words that a person knows or uses when they are talking about a particular subject in a particular language.

Learning English vocabulary starts from elementary school. So, elementary school students must master 250-500 words. Vocabulary is an important component of language in learning a language, especially as a basic language. Referring to the result of some research observations most students lacked vocabulary proficiency in English courses, and that teachers depended on books. Meanwhile, students receive information via listening to the teacher's explanations, reading, and following along with what the teacher says.

Next, students write notes so that the new terminology is less remembered in their minds and the content being studied is easier to forget. In general, when teaching aids are used, students learn words or vocabulary faster. Thus, this study is crucial to reveal how students' master vocabulary through visual crossword puzzles and to determine how students' response to the use of visual crossword puzzles in mastering vocabulary.

METHODOLOGY

This research attempts to solve two problems related to the study's title. The problems are: how do students' mastery vocabulary through visual crossword puzzles, how is students' response to the use of visual crossword puzzles in mastering vocabulary. The purposes of this research are formulated based on the problems investigated. In this study, a qualitative research design was adopted as research design. The researcher uses qualitative

research design because this method can maintain close association with both participants and activities inside the settings (Cresswell, 2014).

The action research of this study applied the theory of action research proposed by Kemmis and Mc. Taggart (2002). The steps done by the researcher were identifying the problem occurring in the English teaching and learning, planning, carrying out the actions, observing, and reflecting on the actions implemented in the study (Kemmis & Mc. Taggart, 2008 : 278).

The population of this research is the 2nd grade of elementary school in Sukaluyu. The research focuses on one class. Total number of the students is about 68 students which consist of 38 females and 30 male students. Based on Arikunto (2002: 18), if the population is more than 100, the researcher may take 25% - 50 % as the sample, if the population is less than 100, the researcher may take the entire sample. In this research the participants were 23 students, including 10 males and 13 females. This study implemented three research instruments, namely Vocabulary Tests, Classroom Observations, and Interview.

Students' tests were done by students in the form of a worksheet. This students' test was served to facilitate students in understanding the material that was given by the teacher. Several students filled in answers and filled in answers that were not in accordance with the questions given, namely 30 up and down essay questions to fill in the crossword test. Brown defines the test as a technique to measure a person's ability; knowledge or performance in a particular domain. The researcher used a test, namely an essay test. This type of test can be assessed objectively and learning outcomes can be measured directly. In this study, the test consisted of 30 essay tests with 3 choices to prepare students' vocabulary mastery. The test was given to each student to determine the score of each student's answer; the researcher gave 10

scores for each item. Thus, the maximum test score is 100.

The researcher used a vocabulary test which in each test contained 3 meetings and all the test questions were 30 test questions. For the pre-test, the questions given were 10 questions with the material theme “fruits” and for Cycle 1, there were 10 questions and for Cycle 2, there were 10 test questions with the same material theme “fruits”. In the question there are pictures of fruit 5 across and 5 down, students must fill in the blanks by looking for fruit names that are adjusted according to the picture given and students must observe each fruit name vocabulary carefully from each word or letter. Vocabulary mastery tests were applied to answer the 1th to reveal how students’ master vocabulary through visual crossword puzzles and 2nd to determine how students’ response to the use of visual crossword puzzles in mastering vocabulary.

Classroom observation was conducted to answer the first question about the improving of vocabulary mastery of the students through Visual Crossword Puzzle. Then, get the information of the real situation in this classroom action research. According to Creswell (2008; in Sugiono, 2014: 197) observation is the process of gathering firsthand information by observing people and places at research sites. It means, observation was the process of gathering information about the people or the place of the research site. Christensen (2008; in Sugiono, 2014: 196) observed the behavior patterns of people in certain situations to obtain information about phenomena of interest. The researcher used an observation guide in this research.

The classroom observation was used to determine the aspects to be observed in the vocabulary class when the plan was conducted. The observation was in the form of checklists. It contained some aspects. The data about the aspects observed during the action then were recorded every time through some descriptions in the form of field notes.

There were some aspects in this observation such as (1) Students in serious during teaching learning process (2) Students attitudes in learning by using visual crossword puzzle technique in vocabulary mastery (3) Student responses to teacher explanation about Crossword Puzzle (4) Students pays attention when the teacher explain the materials (5) Students is active in the classroom (6) Student responses when the teacher asks the students using crossword puzzle technique of vocabulary mastery (7) Students is more active in improve vocabulary mastery through visual crossword puzzle (8) Student understands teacher’s command before doing the task (9) Student is serious when doing the task.

The researcher observed 23 students of the 2nd grade in SD Islam Al-Jidsi Sukaluyu. The researcher did the research from April 16, 18, 19, 2022. Classroom observation was conducted in 3 meetings. It was 35 minutes in every meeting. Classroom observation is also conducted to answer the first and second research question investigating the improvement of class situation in vocabulary on Visual Crossword Puzzle. The role of the researcher here is as a substitute for the class teacher, because the original class teacher named Mr. Ajid, he gave the responsibility of the researcher as a teacher by giving freedom in teaching for the researcher to teach in the 2nd grade for 3 days 3 meetings for approximately 2 hours at school.

After the researcher saw the definition of each type of interview, the researcher decided to use semi-structured interviews with students and teachers. The name of the school that the researcher visited for learning was Al-Jidsi Islamic Elementary School in Sukaluyu, Babakan Sari. Why the researcher wants to go to the school is because the previous researcher has observed and taught for approximately 6 months at the elementary school. In the school there are 4 classes, including grades 1, 2, 3, and 4. Researchers took class 2 for learning. The researcher had 3 meetings on

Saturday, April 16, 2022 and Monday, Tuesday, April 18, 2022, and conducted interviews with 10 students named Revi, Jidan, Laysya, Andini, Febri, Aisyah, Hafizh, Sifa, Luki. , and Joseph.

This action research was conducted in two cycles with four phases in each cycle. There was planning, action, observation, and reflection in each cycle as recommended by Kemmis and Mc. Taggart (2008). It was conducted in three meetings through two steps: cycle 1 and cycle 2. The detailed activities were elaborated as follow:

There were three meetings which were conducted in cycle 1. On April 16, 2022 was conducted classroom activity as usual and continued into the next meeting April 18, 19, 2022. The second meeting of cycle 1 was on April 16, 2022, the second, and third meeting of cycle 1 was on April 18, 2022 and April 19, 2022. The first meeting, the researcher gave vocabulary about Crossword Puzzles which focus on the title "Fruits' ", after that the researcher gave some treatments to the students by vocabulary mastery through visual crossword puzzles. The students that consist of 8 students have to search for the meaning of fruits and show which pictures represent the fruits. Then, the students try to discuss the name of fruits through Crossword Puzzle, write 10 names of the fruits on the white board and do the test question 1. The second meeting was conducted to teach the material about 10 fruits which was done randomly and there were several questions about the repetition of material in meeting 1 and students did test questions 2. The third meeting, the students rewrote the new fruit vocabulary questions and also repeated material from meeting 1 and 2. Then all students work on the last 3 test questions which contain 10 questions each. In cycle 1 which consists of three meetings use the PPP (Presentation, Practice, and Production) method. The detailed activities had been elaborated in the following phases: 1) Planning, 2) Action, 3) Observation, and 4)

Reflection.

Cycle 2 was conducted after cycle 1. The treatment of this cycle was given on April 18th, 2022 until early April 19th, 2022. In the second cycle, the step and technique were similar to the first cycle, but it was different from the method. the cycle 2 used scientific method to give deep understanding about the material while the cycle 1 used PPP (Presentation, Practice and Production) as a method. The researcher applied to 2 meetings on this cycle. There were also four phases in conducting in cycle 2 : 1) Planning, 2) Action 3) Observation and 3) Reflection.

Collecting data obtained from the research process then analyzed later referred to as data analysis techniques. Techniques of data analysis followed by Sudjana and Ibrahim (2004) who suggest that the data obtained through the instrument will be used to answer the research questions, then the data needs to be processed and analyzed in order to have meaning in solving the problem. Data analysis technique that researcher used as follow:

Vocabulary Test

The researcher gave students the worksheet to measure students' vocabulary mastery on crossword puzzles by using visual crossword puzzle technique through Crossword Puzzle in each cycle. The researcher gave a score to their worksheet. After the researcher scored the students' worksheet, the researcher calculated the score and got the average of students' score.

The following paragraph describes the visual assessment rubric of the crossword puzzle vocabulary mastery, which includes:

- a. Quantity Of Words in Pre-Test, Test of Cycle 1, and Test of Cycle 2, at least 10 questions and answers in a puzzle. The clue was very thoughtful. 5 across sections and 5 down sections.



- b. Layout in Pre-Test and Test of Cycle 1, layout allows for many words to connect in two or more ways. There are no mistakes in clue numbering or word positions and pictures. Test of Cycle 2, layout allows for many words to connect in two or more ways. There may be 1-10 mistakes in clue numbering word position and pictures, but they do. Not, make it impossible to complete the rest of the puzzle.
- c. Clues/Definition in Pre-Test, Test of Cycle 1, and Test of Cycle 2, all clues are clear and accurate. The clues are closely about finding the names of the fruits.
- d. Answer Key in Pre-Test, Test of Cycle 1, and Test of Cycle 2, complete and accurate answer. For all traceable answers to the side of the question, the answers key shows the appropriate image next to the clue.

After the average was obtained, the mean compared with the KKM. KKM of English subject in SD Islam Al-Jidsi Sukaluyu was 73. In this research context, the standard of success cycle used was the mean of students' value teaching KKM. If the student's average score has not reached the KKM, then the action is done again in the next cycle.

Classroom Observations

The classroom observation that researchers used was in the form of a checklist. The researcher used classroom observation to know the real reaction and situation in improving vocabulary mastery in crossword puzzles on Fruits. Activities in analysis include data reduction (data reduction), presentation data (data display) as well as drawing conclusions and levers (conclusion drawing/verification), (Miles, Huberman and Saldana 2014). More detailed, steps according to the theory of Miles, Huberman and Saldana 2014) will be applied as follows: Collection, Reduction, Display and Drawing and verifying

conclusion.

Final conclusion may not appear until data collection is over. In this case, the data were collected from tests, observations and interview. In the reduction stage, the researcher selects, focuses, simplifies, abstracts, and transforms the «raw» data that appears in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project.

In the display stage, the researcher organized an assembly of information that permits conclusion drawing and action taking. The most frequent display for qualitative data has been Visual Crossword Puzzle. In the drawing and verifying conclusion. From the beginning of data collection the researcher concluded the result from classroom observation April 16th, 2022 to April 18th, 2022. At the end of the lesson, the researcher as the teacher reported what happened in the classroom.

Observation is used as reflection to evaluate learning processes, so it can improve teaching and learning processes. It is supported by Moleong (2007: 174) that one of the reasons for using classroom observation sheets in this research is to enable the researcher to see and to observe the real situation. Classroom observation sheet would be beneficial for the researcher to gain information in the classroom. In the beginning of the research, the researcher was an observer who observed the people and the interaction.

In this case, classroom observations are used to answer the second research question, which is to investigate the improvement of class situations in reading comprehension on Narrative text. The researcher did the research from April 16th, 2022 to April 19th, 2022. At the end of the lesson, the researcher as a teacher reported what happened in the classroom.

Interview

The class interview that the

researcher used was in written form. The researcher used class interviews to find out students' reactions after using crossword puzzles and real situations to improve vocabulary mastery in visual crossword puzzles on Fruits. Researchers analyzed data from class interviews by describing the results of students conversations into a written script. Flick (2015, p. 267) stated that "interview is systematic form of asking people questions for research purposes – either in an open form with an interview schedule or in a standardized form similar to a questionnaire."

SD Islam Al-Jidsi is where the researcher went to learn. It is located in Sukaluyu, Babakan Sari. The last researcher spent about six months at the primary school observing and teaching, which is why the current researcher wants to visit. The researcher participated in yesterday's second campus teaching program, which was held in 2021. It takes roughly 1.5 hours to get there from where you are to visit the school. There are 4 classrooms in the school, with grades 1, 2, 3, and 4. The researchers attended class 2 to learn. On Saturday, April 16, 2022, and on Monday, April 17 and Tuesday, April 18, 2022, the researcher held three meetings and interviewed ten students called Revi, Jidan, Laysya, Andini, Febri, Aisyah, Hafizh, Sifa, Luki, and Yusuf. The interview used Indonesian and Sundanese with 5 questions with an interview time of 1 hour through face-to-face / offline.

This type of interview was aimed to obtain the individual views of the interviewees on a particular issue. The unstructured interview was the last type of interview. Burns (1999) claimed, At the furthest end of the spectrum is the unstructured or informal interview where the interviewer and interviewee engage in a free-flowing conversational process based on the issues and topics of the research study. The aim of the unstructured interview is to give as full a scope as possible to the informants' perceptions of themselves, the

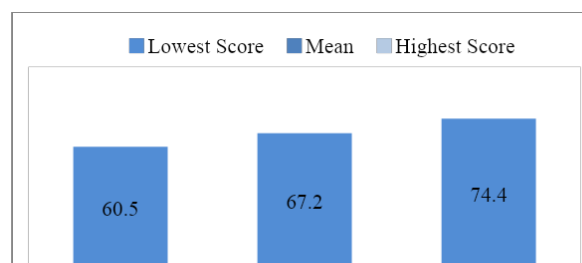
social situations and their experiences within it. (pp. 120-121). There were three data collecting techniques that were used in this study or better known as triangulation. All data were observations, tests, and questionnaire which are analyzed and reported qualitatively. The first was data analysis conducted from observation. The second data analysis obtained from the test.

RESULTS AND DISCUSSION

This section discusses the result of vocabulary tests, observation, and interview. All data were applied to answer the first research questions about the effectiveness of visual crossword puzzle in mastering vocabulary.

The result of the vocabulary test in cycle 1 showed that the mean of students' score was 60.55 with 6 students or 27.22% who passed KKM. There are 18 students who did not pass KKM.

Figure 4.1
The Score of Vocabulary Test in Cycle 1



Based on Figure 4.1, the lowest score is 40 and the student who gets this score is 1 student. The mean score was 67.22. The highest score is 90 and students who get a score of 1 student. From the mean score of students who passed the KKM 31.66% of the KKM in class. This means that students' understanding of the vocabulary test is good, but students' understanding of the vocabulary test must be improved.

Figure 4.2
The Score of Vocabulary Test in Cycle 1

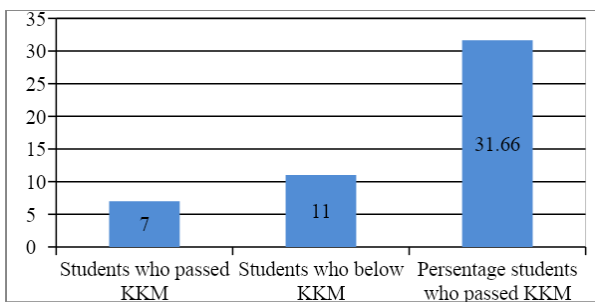
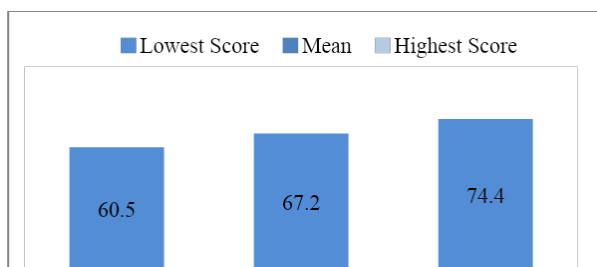


Figure 4.2 above shows student achievement in cycle 1. There are 7 students who passed the KKM. There were 11 students who scored below the KKM. Student learning achievement in the first cycle is good, but student learning achievement in the next cycle must be improved. Regarding the theory of Kemmis and McTaggart (2008), a second cycle should be carried out. Furthermore, the results of the vocabulary test in cycle 2 showed that the mean student score was 74.44 with 10 students or 46.11% passing the KKM. There are 8 students who did not pass the KKM.

Figure 4.3
The Score of Vocabulary Test in Cycle 2



Based on Figure 4.3 the lowest score is 60 to 70 and students who get that value are 8 students. The average value is 74.44, the highest score is 80 to 90 and students who get a score of 10 students. The mean score of students who pass the KKM is 46.11%. This means that the understanding of students' vocabulary mastery in crossword puzzles increases from cycle 1.

Figure 4.4
The Students' achievement in Cycle 2

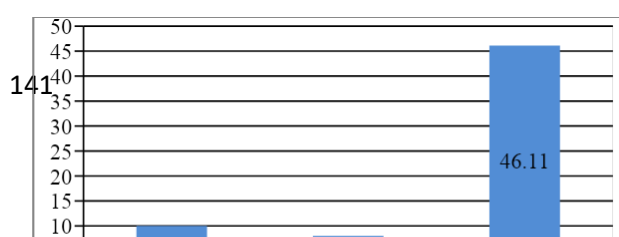


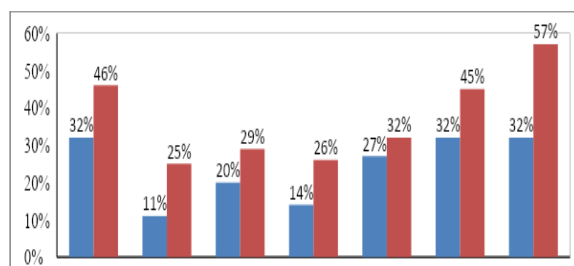
Figure 4.4 above shows student achievement in cycle 2. There are 10 students who passed the KKM. There are as many students who do not pass the KKM. Student achievement in cycle 2 increased. They were able to increase their performance from cycle 1 to cycle 2 by 14.45%. That's a nice upgrade. After the visual crossword puzzles were implemented to students and the analysis of the results of each cycle shows that, there was an increase in students' vocabulary mastery. This is a learning medium that is easy to understand and answers questions related to fruits and by using this learning medium can have an influence on students' understanding of the vocabulary of a crossword puzzle. Data from each cycle was used to answer the first question whether students' understanding of vocabulary mastery increased or not after the application of Visual Crossword Puzzle. Below are the reading test results from each cycle. From Figure 4.4 above, there is an increase in student achievement from each test in each cycle after being taught using crossword puzzles. The mean of cycle 1 is 67.22. There are 10 students who passed the KKM.

In cycle 1 there were 7 students who were serious in the teaching and learning process. Indicators of student attitudes in using crossword puzzles are only 9 students who can control their attitudes, some students feel bored with class conditions, so they choose to leave class or play games while the teaching and learning process is in progress. There were 5 students who gave positive responses to the vocabulary test. There are 7 students who get attention in

mastering vocabulary. In cycle 1 there were 7 students who gave positive responses to the teacher's questions. There are 3 students who actively give opinions.

They got a positive response when the teacher gave some questions. Activeness in giving opinions increased from 6 students in cycle 1 to 10 students who actively gave opinions. Only a few students remained silent, whether they understood it or not. There are 11 students who understand the material before getting an assignment from the teacher. An increase from cycle 1 where only 14 students understood the material before getting the assignment. The last indicator is about the seriousness of students in doing assignments. There are 14 students who have seriousness in doing assignments. Observational data were used to answer the second research question. There are nine indicators used to observe students in each cycle based on observations made during learning to determine student behavior in class. Christensen explains that observation is observing the behavior patterns of people in certain situations to obtain information about the phenomena of interest. Researchers monitored students' activities during English learning by using visual crossword puzzles to improve students' vocabulary mastery on fruits. In cycle 1 students were less enthusiastic about listening to the teacher's explanation of the vocabulary mastery test, because they already knew the material from before. The teacher guides and provides opportunities for students to ask questions about material that has not been understood. The teacher provides insight into vocabulary mastery and the use of crossword puzzles to make it easier for students to understand vocabulary.

Figure 4.5. The Comparison of Classroom Observation



Based on the results of the image above, it can be seen that the percentage of each indicator has increased in each cycle. It means students are very enthusiastic when getting new material. They also enjoy mastering vocabulary on fruits by using Visual Crossword Puzzles, because the learning media can help them to master vocabulary and answer questions related to fruits. Related to the class observation findings, the interview findings indicate that Crossword Puzzle is effectively used in class or not effectively used in class dan responded by students positively.

There are 2 reasons why students answer Visual Crossword Puzzles very effectively. One of them is very effective because many students use games as learning media during learning activities. Second, the use of crossword puzzles can make student learning simpler than just filling in using a pen or pencil. On the other hand, some students feel uncomfortable when using these learning media. Students answered that crossword puzzles made students less communicative. Furthermore, the use of Crossword Puzzles can create good cooperation in groups and individuals. Some students answered «yes». Because each group can do the task with the same portion. Then another question is that Crossword Puzzles can increase students' focus. The last question is about whether visual crossword puzzles can be used as a supporting medium in learning vocabulary in class. Visual crossword puzzles were identified as a major learning aid by the majority of students.

This chapter discusses the data

obtained from vocabulary tests, observations and interviews and at the same time reveals how students' vocabulary mastery is through visual crossword puzzles and to find out how students respond to the use of visual crossword puzzles in vocabulary mastery. Aims to find out whether crossword puzzles can improve students' vocabulary mastery in class and find out students' responses to the use of visual crossword puzzles in class. The results showed that the average score of students' vocabulary mastery in the first cycle was two tests; on the first test is 60.56 and the second test is 67.22. Data from the observation sheet shows that students have increased. This shows that the application of crossword puzzles improves students' vocabulary mastery.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The researcher tried to reveal how students' master vocabulary through visual crossword puzzle and to determine how students response to the use of visual crossword puzzle in mastering vocabulary. The purpose of this chapter is to explain how students learn vocabulary through visual crossword puzzles and to learn how students react to the usage of visual crossword puzzles in vocabulary mastering. The data from vocabulary tests, observations, and interviews are discussed. In this study, the researcher used three tests and two observation cycles. The Quantitative CAR Method is employed in this investigation.

According to interview and observation results, the majority of students have trouble focusing on new words or remembering vocabulary on fruit names in English, as well as exercising self-control when being taught and learning new material. However, visual crossword puzzles can help the students overcome these challenges. The use of learning media can aid in vocabulary acquisition. In order to prevent students from having trouble with visual crossword puzzles. Students must

maintain self-control throughout the teaching and learning process. Utilizing visual crossword puzzles helps pupils concentrate on the content.

Moreover, implementing visual crossword puzzles make students fun and show positive responses. In this case, students are able to comprehend and memorize the vocabulary of fruits more easily. Thus, visual crossword puzzle is applicable for developing students' vocabulary mastery.

Suggestion

It is expected that the study's findings can be used as a guide for other researchers to undertake additional research on the use of visual crossword puzzles to enhance vocabulary mastery, but in various sorts of exam content, and it is hoped that other researchers can refine the information about the effectiveness of this learning tool at various academic levels.

REFERENCES

- Anne Seaton. Y. H. (2007). Mew, Basic *English Grammar for English Language Learners*, USA: Saddleback back, 136-137.
- Asyhar, Rayandra. (2012). *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Referensi Jakarta
- Babbie, Earl R. (2010). *The Practice of Social Research*. 12th ed. Belmont, CA: Wadsworth Cengage; Muijis, Daniel. *Doing Quantitative Research in Education with SPSS*. 2nd edition. London: SAGE Publication.
- Betteridge, D & Bucky, M. (2010). in *Diyan Yulianto Belajar Bahasa Inggris dengan Ragam Permainan Kata*, Jogjakarta: Diva Press, 12.
- Bintz, W. P. (2011). Teaching vocabulary



across the curriculum. *Middle School Journal*, 42(4), 44–53.

- Burnidge, C. L. (2017). U.S. foreign relations and American religious liberalism. *Oxford Research Encyclopedia of Religion*.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Chandler, D. (2007). *Semiotics: The basics*.
- Childers, C. D. (1996). *Using Crossword Puzzles as an AID to Studying Sociological Concepts*, Teaching Sociology, Vol. 24 (2), 231.
- Collins.H. Publishers Ltd. (n.d.). *Crossword puzzle definition and meaning: Collins English dictionary*. Crossword puzzle definition and meaning | Collins English Dictionary.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed approaches*. United States of America: Sage Publication Inc.
- Cresswell, J. W. (2014). *Research design: qualitative, quantitative and mix methods approaches (4th ed)*. United States of America: Sage Publication Inc.
- Dirven, R. (2021). Review of Thomson & Martinet (1980): A practical Englishgrammar. *ITL - International Journal of Applied Linguistics*, 94–98.
- Donovan, S. K. (2010). *academic writing and publishing: A practical handbook* (review). *Journal of Scholarly Publishing*, 41(2), 252–256.
- Dykes & Barbara. (2007). *Grammar for Everyone*. Australia: Acer Press.
- Fathurrohman. (2007). Pupuh dan Sutikno, M.Sobry. *Strategi Belajar Mengajar*. Bandung: Sinar Baru Algensindo.
- Flick, U. (2015). *Introduction Research Methodology*. London: SAGE Publication, 2nd edition, p. 133-217.
- Frank, Y. H. (1972). Correlating language and literature. *The English Journal*, 61(2), 239.
- George, T. (2022). *Types of interviews in research: Guide & Examples*. Scribbr.
- Hancock, B. C. and Windridge.K. (2009). *An Introduction Qualitative Research*. Birmingham: NIHR RDS.
- Harmer, J. (2001). Book review: *The practice of English language teaching*. *RELCJournal*, 32(1), 135–136.
- Haycraf, J. (1979). *An Introduction to English Language Teaching*, Longman Group Limited.
- Hearne, J. (1989). Sebastian Shaumyan, *a semiotic theory of language*. Bloomington: Indiana University Press, 1987.
- Hornby, AS. (2006). *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Indriana, D. (2011). *Ragam Alat Bantu Media Pengajaran*. Jogjakarta: DIVA Press.
- Jackson, H., & Amvela, E. Z. (2007). *Words*,



meaning and vocabulary.

- Kemmis, S & McTaggart, R. (1998). *The Action Research Planner*. Victoria: Deakin University.
- Kemmis and McTaggart. (2005). *Qualitative Research presented more refined versions of the idea of critical participatory action research*. SAGE Handbook, v, 20.
- Lee, W. R. (1980). *Language Teaching Games and Context: 2nd Edition*, Oxford University Press, 64-65.
- Miles, M.B, Huberman, A.M, dan Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications.
- Murthy. (2003). *Contemporary English Grammar*, Delhi: Shivam Printers, 5.
- Musfiquon. (2012). *Pengembangan Media & Sumber Pembelajaran*. Jakarta: Prestasi Pustaka Publisher.
- Nelson & Thomas. (2000). *The word Compact English Dictionary*. London: Award Publication.
- Neuman, S.B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher*, 62(5), 384-392.
- Nunan, D. (2018). Teaching speaking to young learners. *The TESOL Encyclopedia of English Language Teaching*, 1-8.
- Polio, C. G. (1998). *A Course in Language Teaching: Practice and theory*. Penny ur. New York: Cambridge University Press, 1996. pp. XIII + 375. *Studies in Second Language Acquisition*, 20(3), 446-447.
- Richards, J. C., & Renandya, W. A. (2002). Teaching Vocabulary. *Methodology in Language Teaching*, 255-257.
- Smaldino, Lowther, & Russell. (2008). *Instructional Technology and Media for Learning (9a. ed.)*. Pearson Merrill/Prentice Hall, New Jersey.
- Stobbe, G. (2008). *Just Enough English Grammar*, US: McGraw Hill, 137.
- Sudjana, N. (2011). *Penilaian Hasil dan Proses Belajar Mengajar*. Bandung: Rosda Karya.
- Sudjana. (2001). *Metode dan Teknik Pembelajaran Partisipatif*, Bandung: Falah Production, 138.
- Sulistyo, E. T., Sunarmi & Widodo, J. (2011). *Media Pendidikan dan Pembelajaran di Kelas*. Surakarta: UNS Press.
- Swanwick, R. (2008). How language works. David Crystal, Penguin Books, London, 2006, 486PP, ISBN 978 0 141 01552 1. *Deafness & Education International*, 10(2), 115-116.
- Wina Sanjaya. (2012). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- Wren & Martin, High School English Grammar and Composition, (New Delhi: Ram Nagar, 1986), p. 84.
- Young, M. R., Rapp, E., & Murphy, J. W. (2010). *Action research: enhancing classroom practice and fulfilling educational responsibilities*.
- Zaini, H. (2017). Teori Pembelajaran Bahasa dan Implementasi Strategi Pembelajaran Aktif. *An Nabighoh Jurnal Pendidikan Dan*



Pembelajaran Bahasa Arab, 19(2),
194.

Zhang, F. (2007). Huddleston, Rodney, and
Pullum, Geoffrey K. (2005). *a*
student's introduction to English
grammar. New York: Cambridge
University Press.