

THE EFFECTIVENESS OF WORD SEARCH PUZZLES GAME IN IMPROVING STUDENT'S VOCABULARY: A SYSTEMATIC LITERATURE REVIEW

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Abstract: With the growing popularity of the Word Search Puzzles game in educational contexts, teaching today aims to demonstrate the positive effects of Word Search Puzzles in teaching. This study reviews the effectiveness of Word Search Puzzles in improving students' vocabulary. The method used in this research using a systematic literature review. The findings show that from 30 article journals have been found, 12 journals can be used as secondary data because meet the requirements which are then analyzed and summarized. These data qualify with QA1 (journal published in recent 7 years between 2015-2022), QA2 (research focus on the use of Word Search Puzzle for Indonesian students), QA3 (findings explain the improvement of students' vocabulary using crossword puzzles), and QA4 (findings compare the improvement of two different classes between control and experiment class). The experimental class is the class that gets treatment (using Word Search Puzzle), while the control class is the group that does not get treatment (non-crossword puzzle). After the teacher teach vocabulary using the media "Word Search Puzzle, there is an improvement score from previous research in the pretest and posttest, especially in the experiment class taught by using Word Search Puzzle.

Keywords: puzzle, teaching vocabulary, vocabulary, word search puzzle

INTRODUCTION

English as an international language that plays a very important role in all fields, must be introduced and taught in Indonesia. In the process of learning English, oral and written proficiency in the target language is a sign of successful mastery of English language skills (Permana, 2020). In general, in learning English (as well as other foreign languages) productive skills, namely speaking, writing, and receptive skills, namely listening, and reading. Therefore, language skills must be taught through communicative interactions which include the use of more than one language skill. One of the factors considered to be a challenge as well as an important factor in learning a foreign language,

especially English, is mastering vocabulary. Nothing can be done without vocabulary (Dakhi & Fitria, 2019). It is the basis for communication. In teaching English as a foreign language, vocabulary mastery is an important part so students must continuously learn words when studying grammar (structure) and also pronunciation.

Mastering vocabulary is beginning to make it easier for us to understand and apply English in communication (Fitria, 2022a). Vocabulary learning can be divided into 2, namely learning that is receptive and learning that is productive. Acceptable vocabulary is the capacity to recognize words and recall their meanings, whereas productive vocabulary (productive learning) is the capacity to recognize words and recall their meanings, as well as the capacity to speak or write at the appropriate moment (Dakhi & Fitria, 2019).

When learning English, the importance of acquiring vocabulary is frequently overlooked (Rosdiani et al., 2022). A person's reluctance to acquire vocabulary is a result of laziness and the belief that it is difficult. However, this is not an obstruction. There are many enjoyable and simple methods to acquire vocabulary. Two fundamental requirements are necessary for vocabulary acquisition: repetition and high-quality mental processing of the repetition (Nation, 2017). Several variables also influence language acquisition. For instance, learners might vary substantially in their willingness to engage in learning, and words can vary widely in their learning burden.

Vocabulary acquisition is frequently highlighted in both textbooks and classrooms, vocabulary is a crucial aspect of foreign language study (Alqahtani, 2015). It is also indispensable to language instruction and of paramount significance to language learners. Acquiring a language's vocabulary is an integral element of language study. The bigger one's vocabulary, the better one's capacity to comprehend what is heard and read and to express what one wishes to say or write. There are at least 5 steps in learning vocabulary, namely: 1) have a source to find new words, 2) obtain clear images that can be seen (visual) or can be heard (auditory), or both, 3) acquire the meaning of the word, 4) establish a solid connection between the form and the meaning of the word, and 5) employ the vocabulary. Games are an enjoyable method to increase vocabulary knowledge. Word Search Puzzles and Word Find Puzzles are examples of games that can be utilized.

Quality learning will place the teacher in the right position so that the teacher can play his role according to the needs of students. Prawira et al. (2022) explain that the

teacher's media cannot be separated from the student's English proficiency. During the teaching and learning process, learning media are always used to assist the teacher in achieving active, engaging, and joyful learning, especially when vocabulary is being taught. Hermawan (2015) states that All language teachers should appropriately present any method employed to attain the objective of vocabulary mastery. Besides, strategies for learners to learn vocabulary are also important (Yamamoto, 2014).

The media plays an important role in helping to achieve these teaching and learning activities. If the media program is formed and designed well, then the function of the media to achieve learning objectives may be well done too. In addition, learning media can be interpreted as a link between teacher learning with students. According to (Wahyuni, 2018), media specifically in the learning process is more interpreted as physical tools such as graphical tools, and electronics to capture, process, and rearrange visual information. Some tools such as television, radio, pictures, printed materials, and so on are called communication media. Wahyuni (2018) adds that several things must be considered in the selection of learning media to be used. The harmony of learning media with the needs of students will affect their ability of students.

Learning media is divided into two, namely learning conventional and innovative (Pamungkas & Ghofur, 2021). One of the innovative learning media that can be used in increasing the power to remember students, namely the Puzzle media. Mailawati (2019) states that Puzzle is a game based on a riddle. Solving the puzzle requires concentration and cooperation. A puzzle is a puzzle to solve a problem or a puzzle that tests ingenuity in solving problems. Riddles are often created as a form of entertainment, but they can also stem from serious math or logistical problems. The solution to a puzzle may require a pattern to create a certain sequence. People with high inductive reasoning intelligence may be better at solving these puzzles than others.

There are several examples of puzzle games. One of them is Word Search Puzzle. Using unique media in classroom activities will make vocabulary acquisition more engaging, as it will help students absorb language more efficiently. The material includes Word Search Puzzle (Triasih, 2012). Rahmah (2016) states that the word search puzzle game gave an effect on the vocabulary size of the seventh-grade students of SMP Muhammadiyah Buntok. Al-Furqon (2017) states that Word Search Puzzle Game was shown to have a favorable influence on teaching vocabulary, therefore English teachers

may employ it when teaching English, especially vocabulary. Lestari & Yulia (2018) state that the Word Search Puzzle game approach enhanced the student's vocabulary mastery. The majority of students were engaged in learning activities and able to memorize vocabulary. That was evident from the student's engagement in responding to the researcher's instructions and their task scores on the pre-and post-tests. Za et al. (2021) state that the implementation of Word Search Puzzles has increased student motivation and comprehension in English learning. Word Search Puzzle media as a student learning instrument for English vocabulary is advantageous (Prawira et al., 2022). With the growing popularity of Word Search Puzzles and the success of their applications in educational contexts, teaching today aims to demonstrate the positive effects of Word Search Puzzles in the learning process. Therefore, the objective of this study is to review the implementation media of Word Search Puzzles in the teaching and learning process.

LITERATURE REVIEW

Vocabulary

Vocabulary can be defined as a set of alphabets arranged in a dictionary consisting of one word that has a meaning, or more than one word, or what is called a collection of words (phrases) that have their meaning (Dakhi & Fitria, 2019). Vocabulary is the smallest unit of a language. Sentences that we express to others to convey our feelings, thoughts, or needs are essentially a series of words arranged that have a meaning. It will be difficult if we do not have a sufficient vocabulary. We will not be able to convey our feelings, thoughts, or needs to others. So, vocabulary is an important factor in the success of learning a foreign language. According to Lessard-Clouston (2013), vocabulary is central to English language teaching. Simamora and Oktaviani (2020) state that mastering vocabulary is one of the most essential aspects of the English language. A vocabulary is a collection of English words that are taught to students as part of the process of teaching and learning, which involves all four English skills. So, vocabulary is well recognized as an important focus in language teaching and learning (Nation, 2022).

Word Search Puzzle

Word-Search Puzzle is a game consisting of a collection of words in which the player must locate the word (Anggraeni, 2015). A word search is a puzzle consisting of many words concealed within a grid of letters (Ambiyatul, 2018). A word search puzzle

is a word search game in a randomly arranged collection of letters that are usually square. The word search puzzle is found horizontally, vertically, diagonally, or backward (Bailey et al., 1999). In this game, the player must uncover all words/terms concealed within the square-shaped set of letters. Find the initial letter of the word in the set of letters, then look for the second letter on the right, left, up, down, or diagonal that matches until the row of letters discovered forms the word being searched.

Word search puzzle is a type of game that is friendly for students, especially for beginners who want to learn vocabulary in a foreign language (Alifudin, 2019; Fitria, 2022b). This media has a lot of educational value and the level of difficulty can be modified according to the needs of students. It is a game of searching for certain words in the box. These words will be written horizontally, downwards, or diagonally according to the arrangement of the owner. Because these words will be scrambled with other words, foresight, accuracy, and focus are needed in completing this game.

METHOD

The method used in this literature study using the Systematic Literature Review method (SLR) or systematic review. A systematic review is a methodical procedure for compiling and synthesizing information from multiple studies, resulting in a whole that is greater than the sum of its parts (Purssell & McCrae, 2020). There are three stages carried out using the SLR method, namely planning, implementation, and writing of results (reporting).

1. Planning is the first step carried out in the SLR method, namely by determining. Research Questions (RQ) (questions created based on the needs and selected research topics) (Wahono, 2015). Below are the research questions in this study:

RQ1 Does the journal explain the effectiveness of the Word Search Puzzle in improving students' vocabulary?

RQ2 Does the journal compare the students' average between two different classes both class control and experiment?

2. Implementation (Conducting). At this stage, it contains the implementation that is made according to the following rules:
 - a. Determine the source of the literature search such as Google Scholar.
 - b. Determining the keywords according to the topic of 'Word Search Puzzle'.

- c. Choosing the appropriate literature by determining criteria so that it can be decided whether the data found fit for use or not.
- d. Evaluating the criteria that have been determined later based on quality assessment questions (Quality Assessment) to find out whether the journal has met the criteria and can answer Research Questions (RQ).

Table 1. Quality Assessment Questions

QA1	Is the journal published in recent 7 years between 2015-2022?
QA2	Does the research focus on the use of Word Search Puzzles for Indonesian school/college students?
QA3	Do the findings explain the improvement of students' vocabulary using crossword puzzles?
QA4	Do the findings compare the improvement of two different classes between the control and experiment classes?

- e. Giving a value of each journal is then of for each question on the Research Question (RQ) such as Yes (Y): Can answer questions on Research Question, and No (X): Does not answer the question on Research Question.
3. Reporting. Reporting is the final stage in the SLR method where secondary data that has been analyzed is later reported in written form that discusses the answers to the Research Question (RQ).

FINDINGS AND DISCUSSION

Findings

The following is a Quality Assessment (QA) table for each question on the Research Question (RQ) as stated below:

Table 2. Quality Assessment

No	Author and Year Publication	Question Answer			
		QA1	QA2	QA3	QA4
1.	(Damayanti, 2014)	Y	Y	X	X
2.	(Widyaningsih, 2014)	Y	Y	Y	X
3.	(Anggraeni, 2015)	Y	Y	Y	Y
4.	(Sangadah, 2015)	Y	Y	Y	X
5.	(Rahayu, 2016)	Y	Y	Y	X
6.	(Fitriyani, 2016)	Y	Y	Y	Y
7.	(Anggreni, 2017)	Y	Y	Y	Y
8.	(Istiqomah, 2017)	Y	Y	X	Y
9.	(Al-Furqon, 2017)	Y	Y	Y	X
10.	(Sugiannor, 2018)	Y	Y	Y	X
11.	(Salingkat, 2018)	Y	Y	Y	X
12.	(Chesy et al., 2018)	Y	Y	X	X
13.	(Ambiyatul, 2018)	Y	Y	Y	Y
14.	(Alifudin, 2019b)	Y	Y	Y	X
15.	(Megawati, 2020)	Y	Y	Y	X
16.	(Firmansyah, 2020)	Y	Y	Y	X
17.	(Rachman, 2020)	Y	Y	Y	X
18.	(Simatupang & Derin, 2020)	Y	Y	Y	X
19.	(Nurhalimah, 2020)	Y	Y	Y	X
20.	(Garwan & Jusnita, 2020)	Y	Y	Y	X
21.	(Ananda, 2020)	Y	Y	Y	Y
22.	(Syaukani & Pane, 2020)	Y	Y	Y	Y
23.	(Manurung, 2020)	Y	Y	Y	X
24.	(Ningsih, 2021)	Y	Y	Y	Y
25.	(Susanti & Andriani, 2021)	Y	Y	Y	Y
26.	(Maylani et al., 2021)	Y	Y	Y	Y
27.	(Za et al., 2021)	Y	Y	Y	X
28.	(Jannah, 2021)	Y	Y	Y	Y
29.	(Mahrushoh, 2022)	Y	Y	Y	X
30.	(Mustika & Dashela, 2023)	Y	Y	Y	X

Based on the table above, the researcher finds 30 related previous research related to Word Search Puzzle. The researcher looks for the keywords “Word Search Puzzle” and “Word Search Puzzle on students’ motivation” in Google Scholar. After assessing the quality of the journal, 18 journals do not qualify to be analyzed in this research because they do not qualify with QA1, QA2, QA3, and QA4. While, there are 12 articles journal qualify QA1 (journal published in recent 7 years between 2015-2022), QA2 (research focus on the use of Word Search Puzzle for Indonesian students), QA3 (findings explain the improvement of students’ vocabulary using word search puzzles), and QA4 (findings compare the improvement of two different classes between control and experiment class).

Discussion**RQ1: Does the journal explain the effectiveness of the Word Search Puzzles in improving students' vocabulary?**

To know the research focus on the previous research, the researcher describes it in a table below to make it easier to be analyzed.

Table 3. Analysis of Secondary Data Sources

No	Researcher	Research Focus
1.	(Anggraeni, 2015)	to know the significant difference of using the Word-Search Puzzle game on vocabulary mastery of the first-grade students of MTs Muhammadiyah 1 Malang.
2.	(Fitriyani, 2016)	to get empirical evidence of using Crossword Puzzles in Learning Vocabulary the Seventh Grade Students of MTs Muhammadiyah 1 Ciputat)
3.	(Anggreni, 2017)	to assess the effectiveness of word search puzzle games in mastering vocabulary at the seventh grade of SMPN 12 Mataram in the academic year 2014/2015.
4.	(Istiqomah, 2017)	to find out whether the students who taught using word search puzzles gain better scores than the students who taught without using word search puzzles at SMP Muhammadiyah Palangka Raya.
5.	(Ambiyatul, 2018)	to know the significant influence of using word search puzzle games on students' vocabulary mastery of the eighth grade of SMPN1 Ambarawapringsewu in the academic year 2017/2018
6.	(Ananda, 2020)	to find out whether or not a Word Search Puzzle Game can Increase Effectively Students' Vocabulary at SMPN 5 Palopo
7.	(Syaukani & Pane, 2020)	to know the effectiveness of Word Find Puzzle in the student's vocabulary mastery of tenth-grade students at SMA Baitul Aziz Bandar Klippa
8.	(Manurung, 2020)	to find out whether or not Word Search Puzzle Game affects students' achievement in the vocabulary of the student's SMPN 4 Medan
9.	(Ningsih, 2021)	to find out the effectiveness of word search puzzles in teaching vocabulary to fifth-grade students of SD Islam Khalifah Palu.
10.	(Susanti & Andriani, 2021)	to find the improvement of word finds game on students' vocabulary mastery in SMP Darussalam Medan.
11.	(Maylani et al., 2021)	to find out the influence of using word search puzzles on students' vocabulary mastery in the seventh grade of SMP Negeri 10 Kota Serang
12.	(Jannah, 2021)	to know the effectiveness of media use Crossword puzzles on English vocabulary mastery of fourth-grade students at MI Salafiyah Jepara

Based on the table above, the researcher finds 12 journals can be used as secondary data because meet the requirements which are then analyzed and summarized. The data above shows the research is experimental research that uses several keywords of “influence”, “effect”, “effectiveness”, and “efektivitas”. Those research articles have the same research objectives such as “to know, to find out, to assess, to get” the effectiveness of the Word Search Puzzle in improving/increasing/enhancing students' vocabulary. All of the papers (data) use experimental research methods. The researcher wants to know the effect of the comparison of two learning media, namely using Word Search Puzzles and other learning media. Two comparisons This learning media uses two groups of students between the control class and experiment class with the implementation of different learning media of the two-learning media. Then a comparison is made based on the results of the improvement of students' vocabulary.

RQ2: Does the journal compare the students' average between two different classes both class control and experiment?

To determine the effectiveness of the Word Search Puzzle on students' vocabulary, the researcher presents the following research findings.

Table 4. Using Word Search Puzzle in Improving Students' Vocabulary

No	Research	Improvement of Students' Vocabulary			
		Experiment Class		Control Class	
		Pretest	Posttest	Pretest	Posttest
1.	(Anggraeni, 2015)	58.45	77.42	55.23	65.39
2.	(Fitriyani, 2016)	62.75	83.97	61.40	71.88
3.	(Anggreni, 2017)	58.45	77.42	55.23	65.39
4.	(Istiqomah, 2017)	65.80	79.20	67.90	72.75
5.	(Ambiyatul, 2018)	67.43	82.63	66.12	77.83
6.	(Ananda, 2020)	43.26	61.04	32.22	57.17
7.	(Syaukani & Pane, 2020)	58.24	81.48	58.00	73.28
8.	(Manurung, 2020)	67.25	88.25	62.00	69.00
9.	(Ningsih, 2021)	60.00	79.50	48.50	59.50
10.	(Susanti & Andriani, 2021)	63.00	84.00	61.83	79.33
11.	(Maylani et al., 2021)	42.50	67.75	48.00	56.00
12.	(Jannah, 2021)	55.80	69.15	56.40	60.35

According to the data in the preceding table, both the control class and the experimental class experienced an increase in student motivation. Before administering treatment, the researcher (previous research) administered a pretest in experimental research. Thus, the treatment's outcomes can be assessed in greater detail. The results of the pretest become steps early in providing treatment for the final test. Previously, there was a stipulation on whether a group to be targeted or not. The experimental class is the class that gets treatment (using Word Search Puzzle media), while the control class is the group that does not get treatment (conventional method or other media than non-crossword puzzle). After the teacher teach vocabulary using the media "Word Search Puzzle, there is an improvement score from previous research in the pretest and the posttest, especially in the experiment class taught by using Word Search Puzzle.

In the 1st research, there is an improvement score in the pretest from 58.45 to 77.42 in the posttest. In the 2nd research, there is an improvement score in the pretest from 62.75 to 83.97 in the post-test. In the 2nd research, there is an improvement score in the pretest from 62.75 to be 83.97 in the posttest. In the 3rd research, there is an improvement score in the pretest from 58.45 to 77.42 in the posttest. In the 4th research, there is an improvement score in the pretest from 65.80 to 79.20 in the posttest. In the 5th research, there is an improvement score in the pretest from 67.43 to 82.63 in the post-test. In the

6th research, there is an improvement score in the pretest from 43.26 to 61.04 in the posttest. In the 7th research, there is an improvement score in the pretest from 58.24 to 81.48 in the posttest. In the 8th research, there is an improvement score in the pretest from 67.25 to 88.25 in the posttest. In the 9th research, there is an improvement score in the pretest from 60.00 to 79.50 in the posttest. In the 10th research, there is an improvement score in the pretest from 63.00 to 84.00 in the posttest. In the 11th research, there is an improvement score in the pretest from 42.50 to be 67.75 in the posttest. In the 12th research, there is an improvement score in the pretest from 55.80 to 69.15 in the posttest.

Discussion

Based on the findings, the use of the Word Search Puzzle game during the English teaching and learning process has increased students' motivation. This result is similar to those of previous studies indicating that the use of Words Search Puzzles as a teaching method affects students' vocabulary (Istiqomah, 2017; Maylani et al., 2021). Word Find Game shows a positive effect on the student's vocabulary mastery (Manurung, 2020; Susanti & Andriani, 2021). The average or mean score of the experimental group differs between the pre-and post-tests. The experimental group was educated through the use of Word Search Puzzle games, whereas the control group was instructed through conventional methods such as lectures. Crossword puzzles are more effective than conventional methods for teaching English vocabulary comprehension (Anggraeni, 2015; Anggreni, 2017; Jannah, 2021). It is similar to the finding from Syaukani & Pane (2020) that Word Search Puzzles are more effective than lectures for improving students' vocabulary comprehension. Students that are eager to learn and appreciate studying will love English courses, particularly mastering vocabulary if their enthusiasm is aroused.

Besides, there are other positive effects of using Word Search Game. According to Ambiyatul (2018), the word search puzzle game piqued the students' interest and assisted them in learning the words and their spelling. As a result, the student's language memorization skills improved. It may be argued that word search puzzle games increase students' language skills, particularly their ability to memorize and spell words. Ananda (2020) states that teaching Word Search Puzzles has successfully increased students' English vocabulary scores in the experimental class. It was demonstrated that the word search puzzle game may make vocabulary learning more engaging and enjoyable for the learner. Moreover, the majority of students do not feel bored in class, and the word search

puzzle game helps students develop relationships with their group members. Ningsih (2021) explains that the use of word searches is one of the most effective and beneficial methods for enhancing and expanding students' vocabulary knowledge. Word searches can increase students' knowledge of new vocabulary and break up the monotony of the teaching and learning process, particularly when it comes to teaching vocabulary. It is suggested that teachers utilize word search puzzles to make teaching and learning more engaging and to assist students in acquiring English vocabulary.

These findings above are in line with Utami (2014) that the adoption of the Word Search Puzzle and the complementing action helped assist students in their comprehension of new terms and improvement of their English language skills. With the use of crossword puzzles, the students' command of the English language was enhanced. It is supported by Usman et al. (2021) that the use of word Search Puzzle media can help students understand a concept because by answering and working on Word Search Puzzle questions, students will compete to get find the answer correctly so that the intention appears to always be thinking and also because in this medium, students are required to find the word hidden matching material so students have to know and master the material so students can find the word the hidden.

The importance of vocabulary with English skills is (1) vocabulary makes it easy for students what other people convey. The listener can understand the topic the speaker is saying. (2) vocabulary makes it easy to understand reading or text explicitly and also implied. Readers will have no trouble finding information in the text. Readers quickly find the meaning of a series of words or sentences in the text, so that readers can conclude the contents of the reading quickly. (3) vocabulary makes it easy for students to express ideas. Having more vocabulary, the more fluently they can express ideas so that listeners can rapidly comprehend what is spoken (4) vocabulary makes it easy to write a series of sentences to express ideas. Rather than grammar, spelling, and punctuation, one should focus on vocabulary before composing sentences. After writing, it is possible to repair grammar, spelling, and punctuation errors.

Learning English as a foreign language teaching in Indonesia is to enable students to grasp language skills such as structure and vocabulary (Garwan & Jusnita, 2020). This matter aims to achieve better English proficiency. It is a very important aspect of language to learn vocabulary because it has language components that are difficult to master, such

as meaning, form, and use of the vocabulary itself. Vocabulary becomes an aspect; it is important to determine and choose an appropriate technique when the teacher teaches vocabulary in front of the class. To overcome the above problems, students need a long time to develop their vocabulary. Thus, how students learn vocabulary effectively is an important issue and basic.

Language requires the use of vocabulary teaching techniques that have received much attention in English language learning. Schmitt & Schmitt (2020) states that understanding vocabulary knowledge in the second language must thus play a far larger part in the knowledge base of language teachers. It is essential to develop efficient methods for teaching vocabulary. For this reason, it is the teacher's responsibility to establish and select the most effective strategy for teaching and enhancing students' vocabulary. This method should stimulate and inspire students to learn. Such that confirmed by Serna and Azor (2011) who say that the usage of educational games can improve learning results and develop more favorable attitudes about the subject matter. As a result, pupils are better able to retain information and participate actively in activities since the game gives an enjoyable learning alternative.

A game is an activity to acquire a particular skill in a certain way exhilarating (Suparno, 1988). The game method is the inner method of learning that can arouse passion and enthusiasm for learning with pleasure so that students are not bored and even happy with learning even though the material may be difficult. This game changes learning from passive to active, stiff to move, and from boredom to interesting and fun. Games and Puzzles are motivating media because puzzles provide challenges that can usually be solved well. In this game, hidden words are often provided. In the absence of a word list, words can be located by perusing the horizontal lines backward and forwards, as well as vertically and obliquely.

An example of a puzzle game is Word Search Game. Word Search Puzzle-based media is seen as useful for education since it may pique students' interest (Mujaiyanah, 2020). A word search puzzle is a word search game in which letters are often put at random on a square grid. In this game, the player must uncover all of the words concealed within the square. The hidden words can be discovered horizontally, vertically, and diagonally. Common strategies used by players to solve this puzzle is to find the first letter of the word we are looking for in a set of letters then look for the second letter that

is located on the right, left, up, down, or matching diagonals and so on until letters are found from the word you are looking for. The game may be finished by implementing the method, but the time required to do so relies on the speed and accuracy of each player due to the challenge of discovering words buried inside a collection of letters.

Words Search Puzzle game aims to build and develop vocabulary mastery. It is specializing in the mastery of English. A word search puzzle game is one form of media that may be utilized to teach vocabulary. Students who are studying vocabulary will be motivated to teach and learn through the use of word-search puzzles. It is not just a game, but also a tool for enhancing pupils' vocabulary-learning skills. It will be the finest activity for students to confirm their understanding of the meaning of words. From this game, students will be easier to train their memory in mastering vocabulary, especially language English, and students will be happier and more active in following the lessons. So, it is necessary to have a teacher who is creative in improving students' enthusiasm for learning, especially English, and teachers can create a cheerful and fun atmosphere in learning. Media Word Search Puzzle is media that is easy to make and low cost. Because all it takes is paper and a pen. In addition, this media is easy to carry anywhere and does not require electricity. So that this media can be used anytime when needed. Solving this puzzle requires accuracy, perseverance, and cooperation with group members. So that it can lead to student interaction with other students.

CONCLUSION AND SUGGESTION

Conclusion

Increasing English vocabulary can be done in various ways. In learning vocabulary, students can use challenging word games, so they can find new words. Lately, puzzle-based learning activities have become a trend in teaching and learning activities that can enhance students' vocabulary knowledge. There are 12 articles journal qualify QA1, QA2, QA3, and QA4. Two comparisons the learning media uses two groups of students between the control class and the experiment class with the implementation of different learning media. Based on the table above, there is an improved score of students' motivation in both the control class and the experiment class. In the experimental research concept, the researcher held a pretest before being given treatment. The results of the treatment can be known in more detail. The results of the pretest become steps early in

providing treatment for the final test. Previously, there was a stipulation on whether a group to be targeted or not. The experimental class is the class that gets treatment (using Word Search Puzzle media), while the control class is the group that does not get treatment (conventional method or other media).

Suggestion

The researcher discovered that word search puzzle games can develop and motivate students' vocabulary skills. Due to this discovery, teachers can assist students in expanding their vocabulary through the use of word search puzzle games. When conducting a word search puzzle game, the teacher should use time effectively and efficiently to form groups. By creating a lesson plan outlining what the teacher would like to cover during each session and preparing for potential problems before confronting the students in the classroom, the time can be utilized more efficiently. Therefore, the teacher can assist the students in developing their skills by providing a deeper explanation of the word search puzzle itself. While the students should study diligently and increase their practice with English vocabulary to enhance their vocabulary mastery by playing word search puzzle games.

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