The Comparison Word Wall and Crossword Puzzle in Improving Students' Vocabulary

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Article Info	ABSTRACT
	This article shows the results of research that tries to compare the word wall and crossword puzzle in improving students' vocabulary at Mangkunegara Elementary School for the 2023/2024 academic year, located in Mangkunegara Village, Bojonegara District, Serang Regency, Banten. For the purpose of this topic, 24 students were selected as samples, while the population of this study was 140 students. The research method used was quasi-experimental with a posttest-only control group design. Based on the results of average calculations, standard deviation tests, normality tests, homogeneity tests, and t-tests to examine the data, The findings show that using Word Wall has a significant positive influence on increasing students' vocabulary in terms of Word Wall media ($\bar{x}$ = 41.66, s = 18.38) had a greater influence than the group that used Crossword Puzzle ($\bar{x}$ = 41.66, s = 14.82). In short, word walls are an effective way to teach students vocabulary mastery. The implication of carrying out this research is to provide treatment in the form of a list of words on a word wall to class V students at SDN Mangkunegara. This teaching strategy can help students improve vocabulary mastery.
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INTRODUCTION

One common challenge encountered during the process of English language acquisition in educational settings is the acquisition of a comprehensive vocabulary. The acquisition of vocabulary is a crucial factor in enhancing proficiency in fundamental English language abilities within the context of English language learning (Nur arofah & Efendi, 2015). The primary determinant for the realization of concepts and ideas is the attainment of a comprehensive understanding. A proficient command of vocabulary is essential for individuals to comprehend and employ an assortment of words in order to articulate their thoughts and emotions throughout diverse domains, including language-related endeavors. Vocabulary is a fundamental linguistic component encompassing comprehensive knowledge pertaining to the semantics and application of words within a given language (Deviyanti et al., 2022). However, there are several problems or obstacles experienced by students in learning vocabulary, resulting in low student vocabulary

mastery. Based on the results of the observations made (Kumala Sari et al., 2021; Sondakh & Sya, 2022) Students have challenges in acquiring linguistic vocabulary due to two primary factors: internal and external.   (1) The internal elements that affect the difficulties of English language acquisition in terms of memorising vocabulary include the students' physical well-being, cognitive abilities, lack of interest in learning, low motivation to learn, and their habitual attitudes towards studying.   (2) Extrinsic factors, such as factors external to the learner, impact the level of difficulty in acquiring English vocabulary. These factors encompass distractions from friends who engage in conversation during study sessions, the presentation of uninteresting learning materials, suboptimal learning environments, and inadequate support facilities and infrastructure for incomplete learning. Another factor that causes students' low mastery of English vocabulary is one further element contributing to pupils' inadequate command of English vocabulary is the poor and monotonous teaching strategies employed by teachers, particularly in the context of vocabulary acquisition, this was stated in previous research (Agung et al., 2023; Elviza et al., 2013; Nappu, 2014).

The issue of students' limited proficiency in vocabulary acquisition necessitates a thorough and effective resolution, given the crucial role that vocabulary mastery plays in the process of learning the English language. The primary determinant of students' performance is their skills; yet, a prevalent issue among teaching staff is their tendency to misconstrue the concept of ability in a comprehensive manner. Hence, the cultivation of invention and creativity is crucial for enhancing pupils' proficiency in vocabulary acquisition (Sucandra et al., 2022). The insufficient acquisition of vocabulary skills can also be attributed to the absence of suitable educational resources. The utilization of educational media plays a crucial role in facilitating the teaching and learning process. Media refers to any form of instructional material or resource utilized within the educational setting to facilitate the exchange of information between educators and learners, as well as to effectively deliver messages in order to achieve desired learning outcomes. The teacher does not solely serve as the exclusive learning source, since pupils also require additional learning materials to effectively aid the learning process. Educators must possess the capacity to identify and comprehend the learning styles of their students (Suryadi et al., 2020). This demonstrates the significance of utilizing media as a viable means to enhance the educational experience (Huda, 2020). By incorporating media as a learning tool, it serves several functions in the learning process. These include creating an effective learning environment, integrating media as an integral component of the learning system, emphasizing the importance of learning media in achieving educational objectives, expediting the learning process, and assisting students in comprehending the material presented by the teacher during class (Gabriela, 2021). There are many media available to teach vocabulary to students, one of which is the word wall and crossword puzzles.

According to (Zaiturrahmi et al., 2022) The organization used crossword puzzles to provide services to youth in Gampong Teupin Jeue, an isolated community in Batee District of Pidie Regency. The students showed high enthusiasm and adherence to directions, showing interest in visual representations of tangible entities. They actively displayed their work and demonstrated their English language skills. Parents also provided assistance, enhancing the foundational knowledge. Crossword puzzles were found to enhance vocabulary acquisition proficiency, with a 50% increase in vocabulary mastery in cycle 1 and 90.63% of students achieving completeness in cycle 2. This suggests that crossword puzzles are crucial for enhancing and reinforcing foundational knowledge.

According to Misrawati et al., (2020) a research study on SMPN 4 Kajuara students in Bone Regency found that the Word Wall Technique significantly enhanced their engagement and vocabulary proficiency. The technique was found to be more effective in retaining vocabulary than

just providing word categories. The study used an observation checklist and questionnaire to gather data on students' interest in vocabulary mastery. The majority of students showed a favorable disposition towards acquiring English vocabulary through the Word Wall Technique. This led to more engaging learning activities, preventing boredom, facilitating comprehension, and fostering enjoyment throughout the learning process. The study highlights the potential of the Word Wall Technique in enhancing vocabulary acquisition.

The objective of this study is to compare the effectiveness of word walls and crossword puzzles in enhancing students' English vocabulary. In this study, the researcher devised a research question in the following format: 1) Do word walls or crossword puzzles have a noticeable impact on enhancing pupils' vocabulary scores? 2) Which score has the most impact on enhancing pupils' vocabulary: the word wall or crossword puzzles?

LITERATURE REVIEW
Word wall

The Word Wall Technique refers to the practice of displaying a collection of words on classroom walls, bulletin boards, or whiteboards. The text is shown in a larger font size to ensure optimal visibility from all seating positions. These words may be expressed by educators and learners to facilitate the process of instruction and the acquisition of knowledge (Anindyajati & Choiri, 2017). The utilization of word wall media has the potential to enhance the pedagogical approach and create a more engaging and enjoyable learning experience. The visual display of diverse and vibrant vocabulary terms on a classroom wall has the potential to enhance students' enthusiasm for acquiring new lexical knowledge (Latifah & Saputri, 2020). The utilization of the word wall technique has the potential to facilitate students in the organization and categorization of their vocabularies, enhancing their ability to retain and accurately spell words. Moreover, this strategy enables students to discern patterns and establish connections among the words they encounter (Pertiwi et al., 2022). The utilization of word walls is a straightforward and user-friendly method. The product is cost-efficient yet highly efficient. This approach is appropriate for educational institutions with restricted access to media resources for English language instruction. Teachers are not required to allocate excessive financial resources towards the production of media (Zaharani, 2022). Moreover, the utilization of a word wall by pupils fosters an increased awareness and comprehension of vocabulary and their respective definitions. Additionally, this practice aids kids in developing an awareness of words within their immediate environment (Sartika, 2017).

Crossword puzzle

A crossword puzzle is an effective educational game that aids students in acquiring vocabulary proficiency. It provides them with ample opportunities to memorize a wide range of words, as they are presented with numerous cues that must be comprehended in order to correctly fill in the corresponding squares with appropriate words (Puspita & Sabiqoh, 2014). Crossword puzzles are a suitable tool for the application of theoretical concepts, such as the recognition of object names or foreign names, due to their ability to enhance students' understanding, retention, and word association skills (Adha et al., 2021). The objective of the crossword puzzle game is to cultivate and enhance proficiency in language. This platform focuses on the acquisition and proficiency development of English vocabulary. A puzzle can be created using the words that have been discussed in the class. By utilising definitions and pictures, students can make educated conjectures about these terms and accurately position them within the assigned containers (Nurteteng & Nopitasari, 2019). This game facilitates the enhancement of students' memory skills in vocabulary

acquisition, particularly in the English language. Consequently, students' engagement and enthusiasm for classroom activities are expected to increase. The implementation of this game is intended to transform passive learning into an active experience, thereby transitioning from a state of boredom to one of enjoyment (Khalid & Sutarini, 2021). Crossword puzzles can serve as an effective tool for acquiring and enhancing vocabulary skills in an engaging manner while ensuring the continuity of the learning process. The concept of a crossword puzzle incorporates both a recreational aspect and an educational component. By engaging in the process of completing a crossword puzzle, students are inadvertently directed towards enhancing their English language skills, fostering a heightened interest in the learning process. It is anticipated that through the act of engaging in the processes of opening, reading, inquiring, searching, and implementing the solutions to the crossword puzzle, students will acquire comprehension, self-awareness, and a sense of assurance in achieving favorable outcomes with the crossword puzzle instructional approach (Cabana, 2020).

Vocabulary

Vocabulary instruction begins at the elementary level, where pupils acquire basic words such as animals, clothing, and classroom objects (Munir, 2016). Vocabulary pertains to the collection of words within a language or a specific lexicon that students endeavor to acquire (Ambarwati & Mandasari, 2020). The teacher provides the vocabulary, instructs the learners to transcribe it in their notebooks, and subsequently requires them to commit it to memory for the upcoming session (Yudha & Mandasari, 2021). The concept of vocabulary refers to the extensive collection of words that an individual, whether they are a speaker, writer, or representative of a certain language, possesses (Sutarini et al., 2021). The process of instructing vocabulary necessitates effective techniques and thorough preparation from the teacher. Vocabulary serves as a fundamental component of language material in the study of English (Bahtiar, 2017). The acquisition of English vocabulary necessitates familiarizing oneself with the utilization of English words. Habituation can manifest as the utilization of novel language during the process of acquiring knowledge, along with the provision of opportunities for vocabulary exercise (Bayu, 2020).

METHOD

The research approach used by the researcher is a quantitative approach (Afri et al., 2023; Faradilla et al., 2022; Winanda et a;., 2020). Researchers utilize numerical research data and subject it to statistical analysis in the quantitative approach to provide solutions to research challenges (Amelia et al., 2022). This method is used to determine the influence of the learning methods used by teachers in efforts to improve student learning outcomes in schools. The most appropriate quantitative method is used to see the relationship between variables (Nasution, 2017). The method used by the researcher is the quasi-experimental method. A quasi-experimental approach involves the identification of a comparison group that closely resembles the treatment group in terms of baseline characteristics prior to the intervention. The comparison group was used to find out whether there were any differences between the experimental group I and the final state. experiment II. Experimental group I was the group taught with a word wall, and experimental group II was the group taught with a crossword puzzle. The comparison group serves to elucidate the potential outcomes that would arise in the absence of program or policy implementation. Therefore, the program or policy generates disparities in outcomes observed between the treatment and comparison groups (White & Sabarwal, 2014). The research design here is a posttest-only control

group design. This setup will compare the effectiveness of two approaches to language vocabulary, Word Wall Technique and Crossword Puzzle Media.

This research was conducted on Mangkunegara Elementary School students for the 2023/2024 academic year, located in Mangkunegara Village, Bojonegara District, Serang Regency, Banten. The population of this research was 140 students, while the research sample was class 5, totaling 24 students, thirteen male students and eleven female students. The instrument used to collect information in data collection in the development of this research is an experimental test. In accordance with the learning model being investigated, the researcher used a vocabulary test as the instrument for this study. Students are given 20 multiple choice questions about the vocabulary of animal.

To collect data for this study, researchers looked at student grades. Student scores are obtained through administering tests. The test was carried out twice in this research, namely in the experimental class and the comparison class. Before taking the test, students are given treatment first using Word wall media. The first test given after treatment is in the form of multiple-choice questions. Students are asked to answer questions based on the material contained in the Word wall. Meanwhile, in the comparison class, students were given treatment using crossword puzzle media. After that, students take a second test with the same questions as the first test. Tests are given to students to find out their scores after treatment, and the results are compared between the two tests. So researchers can find out the significant value of these two media.

The researcher used the post-test scores to analyze the data, then compared between the two variables x to identify significant differences in values. Researchers used average calculations, standard deviation tests, normality tests, homogeneity tests and t-test to examine the data. The t-test was employed to examine the data. To determine whether there was a significant difference between the experimental and control groups, an independent sample ttest was used. This is similar to previous research (Wahyuni & Soeparto, 2023) If the researcher intends to assess the average (mean) performance disparity between the two variables, they should contemplate employing the t-test. SPPS and microsoft excel was used to run the data.

RESULTS
The data obtained from the research results can be described as follows:

Table 1. Research Result Data

	N	Mean	Std. Deviation
WORD WALL	12	41,66	18,38
CROSSWORD PUZZLE	12	41,66	14,82

Table 1 is the data obtained from the results of research, where the researcher took a sample of 24 students with n1 = 12 and n2 = 12. Based on the research results above, it shows that the group that used word wall media ($\bar{x}$ = 41.66, s = 18.38) had greater influence than the group that used crossword puzzles ($\bar{x}$ = 41.66, s = 14.82) on students' vocabulary.

Table 2. Normality Test Results

Tests of Normality

	Learnng Media	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	Wordwall	.108	12	.200[*]	.974	12	.950
	Crossword puzzle	.257	12	.028	.741	12	.002

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the output table above, it is known that the df value for the word wall group is 12 and the crossword puzzle group is 12. So that means the number of data samples for each group is less than 50. So the use of the Shapiro-Wilk technique to detect data normality in this research can be said to be right. If the df value is more than 50, then normality decisions are made based on the results in the Kolmogorov-Smirnov table.

Then, from the output, it is known that the Sig value for the word wall group is 0.950 and the Sig value for the crossword puzzle group is 0.002. Because the Sig value for the word wall group is > 0.05, it can be concluded that the student learning outcomes data for the word wall group is normally distributed.

Table 3. Lilliefors Normality Test Group

Group	N	Lcount	Ltabel	Conclusion
Word wall	12	0,976	0,242	Normal
Crossword Puzzle	12	0,617	0,242	Normal

Reinforced in Table 3 the critical value of L for Lilliefors level of significance at = 0.05. Lo from word wall = 0.976 and Lo from Crossword Puzzle = 0.617, so it can be seen that Lo from both groups is smaller than L table. It can be concluded that the sample from the population is said to be normally distributed.

Table 4. Bartlett Test Results

Group	Fcount	Ftable	Conclusion
Wordwall and Crossword puzzle	28,33	3,466	Non homogen

Table 4 displays the results of the barlet test comparing the two groups, with a value of Fcount = 28,33. According to the Ftable, there is a low degree of homogeneity between the samples representing word wall and crossword puzzle (where 0.05 is the significance level).

Table 5. T-test Result
Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	119.605	11.835		10.106	.000
	Learnng Media	2.514	3.643	.079	.690	.498
	Discourse Marker	-30.169	4.007	-.858	-7.528	.000

a. Dependent Variable: Vocabulary Mastery

After testing all the analysis requirements, the next step is testing the research hypothesis. At the significance level α = 0.05 with (n1 + n2 -2) = 22, the ttable distribution yields a value of 2.080, while the test results show a tcount value of 0.690. Since the tcount value is smaller than the ttable value, we accept Ho. Thus, it can be interpreted that the group that used Word wall media (x̄ = 41.66, s = 18.38) had a greater influence than the group that used Crossword puzzle (x̄ = 41.66, s = 14.82) on students' vocabulary. In this situation, it can be used by SDN Mangkunegara to help students improve their vocabulary skills. Researchers used average calculations, standard

deviation tests, normality tests, and homogeneity tests to determine that the word wall had a greater effect than the Crossword puzzle on students' vocabulary.

DISCUSSION

Furthermore, the answer to the first research question about significant difference in score between Word Wall and Crossword Puzzles in improving students' English vocabulary can be seen from the group that used Word wall media ($\bar{x}$ = 41.66, s = 18.38) had a greater influence than the group that used Crossword puzzle ($\bar{x}$ = 41.66, s = 14.82) on students' vocabulary. It shows that there is a difference in score between Word Wall and Crossword Puzzles in improving students' vocabulary. This is proven by the students' very enthusiastic responses when they were given the word wall and crossword puzzle treatment, but there were differences in students' scores in the two treatments. Learning using a word wall gets quite a lot of value compared to learning using a crossword puzzle. Crossword puzzles are considered difficult because they require a long time to think.

For the second research question, the researcher tries to find out the most significant score between the Word Wall and Crossword Puzzles in improving students' vocabulary. The researcher analyzes the data by comparing the students' scores between the word wall and crossword puzzle. The result of the use of word wall media ($\bar{x}$ = 41.66, s = 18.38). it shows that word wall is the more significant score in improving students' vocabulary mastery. This is proven by: 1) Students can easily remember the vocabulary that has been taught. 2) Students' scores in the treatment using the word wall get a fairly large average score in doing the assignment. 3). Students' responses to learning English using word walls in teaching vocabulary are: Students are happy and interested in using this game. Most students stated that this was very useful and made it easier for them to remember vocabulary. The results of this research also show that this technique has a positive effect on improving students' vocabulary mastery.

Based on the results of the research that has been conducted, the word wall learning medium shows a greater influence on students' vocabulary abilities than the Crossword Puzzle media. These two media clearly demonstrate that learning with word wall media has a more effective influence on the vocabulary abilities of class V students at SDN Mangkunegara. The word wall application offers an easy-to-use interface and is equipped with various templates. Furthermore, users can access these features without the need to create an account. This facilitates student participation and access to the game. This also makes it easier for teachers to assess students' level of understanding of the material presented through this type of game. Research conducted in fifth grade at Mangkunegara Elementary School shows an increase in the application of word wall applications in vocabulary learning, providing space for educators to be creative and innovative in learning. In addition, this medium can increase the effectiveness of students' English learning, especially their vocabulary acquisition. When students become disinterested or bored with learning, it is the teacher's responsibility to revive their interest. Utilising various learning media is one of the options available to us. Word wall contains elements that entice students to complete practice questions. When students experience positive emotions, it greatly influences their reception of the presented material. This is also one way for educators to include innovation in the learning process so that students don't get bored. Therefore, learning with this medium can be used as a reference for learning strategies to perfect student performance and increase student vocabulary. Thus, word wall media learning provides students with the opportunity to practice and develop the required student performance based on the vocabulary learning objectives themselves.

This research was supported by (Hartatiningsih, 2022; Muifda NS, 2022; Nauval, 2022; Silvia et al., 2021) It was stated that students' learning of English vocabulary using word wall media

was considered effective. Meanwhile, the results of this research are different from previous research (Anwar & Efransyah, 2018; Ekayanti et al., 2019; Pratiwi, 2016) stated that crossword puzzle media can be an effective strategy for learning English, especially vocabulary, because it makes the learning process fun for students so that learning objectives can be achieved. The research above differs from the results of this study in that crossword puzzle media cannot improve students' vocabulary skills.

Different from word wall, learning with Crossword Puzzle only uses certain letters for each answer that is related to other answers, so students will find it difficult when they are unable to answer one question because it will affect other questions. In other words, the accuracy factor is very important when filling out a crossword puzzle because the letters in the answer are related to each other, so they can influence other answers both in columns and rows. Media crosswords have several disadvantages. Disadvantages of this medium include: a) It is difficult to implement in numeric learning materials because it is difficult to create them. b) It takes a long time because you have to adjust the number of columns and the relationship of letters to connect one word with another. Details cannot utilise crossword media. d) Crossword puzzles can only teach short words. Therefore, the word wall learning media exerts a greater influence on students' vocabulary abilities compared to the Crossword Puzzle media (Mulfiani & Ismet, 2020).

CONCLUSION

Based on data analysis and processing, researchers can say that learning English at SDN Mangkunegara using word wall media (Group A) has a greater influence on students' vocabulary skills than learning English using Crossword Puzzle media (Group B). Students' vocabulary mastery increases significantly with the help of word wall learning media. Students who are research subjects can further enrich their vocabulary mastery by using word wall media. English teachers can use word wall media to improve vocabulary mastery. Based on the results of this research, to improve the quality of English learning in elementary schools, it is recommended to use word wall media. There are many games and media that are means of teaching and learning activities, such as flash cards, word walls, crossword puzzles, etc. Using word walls as a strategy effectively increases students' vocabulary mastery. This means that the word wall is effective in increasing students' vocabulary mastery. Therefore, it can be concluded that the answer to the research question shows that the word wall has significant value in improving the vocabulary mastery of class V students at SDN Mangkunegara for the 2023/2024 academic year.

This research aims to enhance students' vocabulary using engaging educational tools. The basic concept is that learning can be enjoyable and captivating, particularly when incorporating cutting-edge teaching methods. Significant accomplishments were attained during the investigation, enhancing the depth and quality of the study. An important discovery focuses on the effectiveness and growth potential found in utilizing learning media and approaches, particularly in delivering easily memorable language to pupils. The researcher discovered that utilizing effective media and engaging strategies can significantly boost language acquisition. Particularly in the realm of expanding vocabulary. The research revealed that this technique has significant potential for advancement and aligns well with students' interests and learning styles. The key factor contributing to this success is the method's capacity to cultivate enjoyment and passion in students, fostering a good and conducive environment for language acquisition.

Based on the research findings, we recommend that English teachers develop creative teaching and learning strategies and activities in the classroom to make the class lively and fun, preventing student boredom. One of these strategies is the use of word walls. There are several

advantages to using a word wall, including students being more active in coordinating their hands, eyes and speed of thinking simultaneously. However, this research is not without weaknesses in that this word wall can cause a little difficulty for students who have a low level of ability and participation in the subject. Therefore, future researchers should develop their research using this strategy or other strategies.

From this research, there are several limitations that cause interference and a lack of results of this research. Limitations contained in this research include the following: Firstly, the sample size is only 24 people; of course, it is still insufficient to describe the real situation. Because the number of students at SDN Mangkunegara is small. Second, there is a lack of students' ability to understand the methods used by researchers, so researchers must explain them in more detail to students. Lastly, some students are still shy about taking an active role in this research.

The implication of carrying out this research is to provide treatment in the form of a list of words on a word wall to class V students at SDN Mangkunegara. This teaching strategy can help students improve vocabulary mastery.

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