

## ENHANCING STUDENTS' VOCABULARIES THROUGH CROSSWORD GAMES FOR STUDENTS AT SDI TEBUIRENG ABDUL WAHID HASYIM

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**Abstract:** *This quantitative research aimed to investigate enhancing students' vocabulary through the implementation of crossword games in an experimental study conducted at SDI Tebuireng Abdul Wahid Hasyim. The research design employed is experimental, utilizing a pre-test and post-test control group design to assess the impact of crossword games on vocabulary enhancement. The study involved 21 students, divided into two groups: the treatment group, which received weekly crossword game sessions, and the control group, which did not undergo the intervention. The results indicate a noticeable improvement in vocabulary proficiency for the treatment group as evidenced by the post-test outcomes. This research contributes valuable insights into the potential of crossword games as an effective tool for fostering vocabulary development among students.*

**Key word:** *vocabularies, crossword, game.*

### INTRODUCTION

Language acquisition and proficiency are essential components of a well-rounded education. In the context of primary education, vocabulary development plays a pivotal role in enabling students to comprehend and express themselves effectively. A rich vocabulary not only enhances a student's linguistic abilities

but also empowers them to engage more actively in the learning process. This research endeavors to explore an innovative pedagogical approach aimed at elevating the vocabulary proficiency of elementary students at SDI Tebuireng Abdul Wahid Hasyim. The chosen method, crossword games, offers an interactive and engaging strategy for vocabulary enhancement,

with the potential to reshape how language skills are nurtured in the early stages of education.

Vocabulary, as a fundamental component of language, serves as the building blocks for effective communication and comprehension. Research has consistently demonstrated that a robust vocabulary empowers students to excel in reading, writing, listening, and speaking. In particular, elementary school students stand to benefit significantly from vocabulary enrichment, as it forms the basis for their future academic achievements. Moreover, a well-developed vocabulary equips students with the tools needed to articulate their thoughts, participate actively in classroom discussions, and understand complex subject matter across different disciplines.

Vocabulary acquisition is a multifaceted process that poses various challenges, particularly for young learners. The traditional methods of rote memorization and word lists, while still prevalent in many educational settings, have limitations in promoting long-term retention and practical application of vocabulary knowledge. These methods often lack engagement

and fail to harness the cognitive skills necessary for meaningful vocabulary acquisition. Thus, there is a pressing need for innovative and interactive pedagogical strategies that captivate young minds and foster vocabulary growth.

Crossword games have emerged as a promising approach to addressing the challenges of vocabulary acquisition among elementary students. These games offer a unique blend of entertainment and education, engaging students in word-solving puzzles that require critical thinking and word recognition. Through crossword games, students are encouraged to decipher clues, link meanings to words, and actively participate in a process that promotes vocabulary retention. This approach capitalizes on the principle of contextual learning, wherein students encounter words in meaningful contexts, reinforcing their understanding and usage.

Crossword games have been widely used in various educational settings, including language learning, their application in specific contexts such as SDI Tebuireng Abdul Wahid Hasyim remains relatively unexplored.

Previous research has indicated positive outcomes in vocabulary acquisition through crossword games, emphasizing the enjoyment factor and its potential to sustain interest and motivation among students. However, the efficacy of crossword games in this particular school environment requires a more in-depth investigation.

The rationale for conducting this research lies in the intersection of the recognized importance of vocabulary development in early education, the challenges associated with traditional vocabulary teaching methods, and the untapped potential of crossword games as an alternative approach. The research seeks to fill a gap in the literature by examining the effectiveness of crossword games specifically within the context of SDI Tebuireng Abdul Wahid Hasyim.

The findings of this study can inform educators and curriculum developers about the viability of crossword games as a pedagogical tool for enhancing students' vocabularies, thereby contributing to more engaging and effective language instruction strategies.

This research endeavors to explore a novel approach to fostering

language proficiency by introducing crossword games as a dynamic tool for enhancing students' vocabularies. The study is conducted at SDI Tebuireng Abdul Wahid Hasyim, where the integration of crossword games into the curriculum aims to make the process of vocabulary acquisition engaging and effective. By blending education with entertainment, this initiative seeks to revolutionize traditional language learning methods, making it an exciting journey of discovery for students

In conclusion, vocabulary development is a cornerstone of elementary education, and innovative approaches such as crossword games offer a promising avenue for enriching students' vocabularies. Understanding the potential benefits of crossword games in the unique context of SDI Tebuireng Abdul Wahid Hasyim will shed light on their suitability as a pedagogical tool and their role in shaping the future of language instruction for young learners.

This research aims to provide valuable insights into the integration of interactive and enjoyable methods into the curriculum, ultimately empowering students with the linguistic skills they need for lifelong learning and success

## REVIEW OF RELATED LITERATURE

### Related Theory

#### A. Definition of Vocabulary

The importance of learning vocabulary cannot be overstated in the real of language acquisition, particularly when it comes to mastering English. Vocabulary serves as the foundation upon which effective communication is built, playing a pivotal role in both comprehension and expression. A robust vocabulary enhances one's ability to understand written and spoken language, facilitating more profound engagement with literature, academic texts, and everyday communication.

Furthermore, vocabulary proficiency is closely tied to language fluency. A rich repertoire of words allows individuals to articulate their thoughts, ideas, and emotions more precisely and eloquently. It empowers learners to express themselves in diverse contexts, from casual conversations to formal writing, fostering effective communication across a spectrum of situations (Gushendra, 2017) stated that “vocabulary is the entire words that

make up a language. Before someone studies about the English skill, he should learn about vocabulary as the first step while (Astuti Pratiwi, 2015) stated that “ vocabulary is a core component of language proficiency provides much the basis for learners in all English skills. In listening, the students listen words, in speaking, they speak words in reading, they read words, and in writing, they use words“. Then the (Hornby, 1995) stated that “vocabulary as ”the total number of words in a language: vocabulary is a list of words with their meanings”. “Vocabulary can be defined, roughly, as the words we teach in the foreign language”. it is clear that vocabulary important in learning english as the (Bimas,Reskiawan, 2020) stated that vocabulary is one of important component for students because they cannot speak English well if they have limited vocabulary.

Additional information from (Alizadeh, 2016) stated that “Vocabulary contain in oral form such as those used in listening and speaking or the can come in print form such as those words that we recognize and use in reading and writing” The writer conclude that vocabulary is important

to learn by the learning when they want to learn English because if the learning do not learn vocabulary, they will get the difficulties to understand both oral or printed in learning English.

## **B. Types of Vocabulary Tests**

According to (Thornbury, 2007) there are two types of vocabulary tests.

### **1. Multiple choice**

A multiple choice test is a common testing method because it is simple to score (by computer) and to create. Furthermore, the multiple-choice style can be utilized with isolated words, words in context, or words in the entire text.

### **2. Gap-fill**

To finish the sentence or text in a gap-fill test, the student must recall the word from memory. As a result, rather than simply identifying words, they examined the ability to generate words. These are the types of tests:

#### **1. Cloze test**

The gaps are spaced evenly, for example, every seven, eight, or nine characters. This method assesses knowledge of a broad range of word categories, including grammatical and content words. As a result, this test is

frequently used to assess grammar rather than vocabulary.

### **2. C-test**

The success of various kinds of vocabulary examinations is linked to taking the C-test. As a result, some individuals believe the C-test is a good way to assess total vocabulary. As a result, it can be utilized as a placement test with success.

In conclusion, (Thornbury, 2007) delineates two main types of vocabulary tests: multiple choice and gap-fill. The multiple choice test stands out as a widely adopted method due to its simplicity in scoring, ease of creation, and adaptability for assessing isolated words, words in context, or words within an entire text. On the other hand, the gap-fill test, particularly in the form of cloze tests and C-tests, assesses a student's ability to recall and generate words from memory, moving beyond simple identification.

Cloze tests, with evenly spaced gaps, provide a comprehensive evaluation of various word categories, including both grammatical and content words, making them particularly useful for assessing grammar. The C-test, known for its ability to measure total vocabulary, is

considered by some as a valuable tool for placement tests. In essence, Thornbury's exploration of these vocabulary test types underscores the importance of diverse assessment approaches that cater to different aspects of vocabulary knowledge and application

### **C. The Importance of Vocabulary**

We are aware that students employ vocabulary to articulate opinions, ideas, or thoughts in sentences or their everyday interactions. Another assertion emphasizes the significance of vocabulary in the following manner.

According to (Gower, 1995) "Vocabulary is important to students. In terms of communication, it is more important than grammar. Notably, in the early stage of motivating students to learn basic words, they need to learn them in the language. Furthermore, the vocabulary system is "open", when students "finish" the grammar, there will always be something new to learn.

As a result, more advanced students are motivated to increase their vocabulary, understand the nuances of meaning, and become more proficient in their choice of words and expressions.

In conclusion, (Gower, 1995) underscores the paramount importance of vocabulary for students, asserting that, in the realm of communication, it surpasses the significance of grammar. Particularly in the initial stages of motivating students to grasp fundamental words, learning vocabulary within the context of language is crucial.

Gower highlights the dynamic nature of the vocabulary system, characterizing it as "open," suggesting that even as students master grammar, there is a continual opportunity for new word acquisition. This perpetual learning potential encourages advanced students to enhance their vocabulary, delve into the nuances of meaning, and elevate their proficiency in selecting words and expressions. Overall, Gower's perspective emphasizes the enduring relevance of vocabulary as a key element in effective communication and continuous linguistic development

### **D. Aspects of Vocabulary**

There are several aspects of learning vocabulary. According to Lado (Mardianawati, 2012), there are some vocabulary aspects as follows:

### 1. Meaning

When teaching students about meaning, the teacher should clarify that a word can have multiple meanings depending on the context in which it is used.

### 2. Spelling

In learning vocabulary, spelling is essential for learning vocabulary since it promotes reading and serves as a link between letters and sounds.

### 3. Pronunciation

The manner a person pronounces words in a language is referred to as pronunciation.

### 4. Word Classes

Word classes are sets of words in a language. (Hatch and Brown, 1995:218) defines that the word classification is based on their functional classification, namely part of speech

### 5. Word Use

Word use is how a word, phrase, or concept is employed in a language

## **E. Definition of Crossword Game**

According to (Moursund, 2013) that crossword game is “a popular puzzle game in which the goal is for the puzzle solver to solve a certain

mentally tough problem or finish a specific mentally demanding task.” The crossword game, as mentioned earlier, is a widely enjoyed activity where individuals complete grids using words or letters. It has gained popularity as an effective teaching and learning tool, especially for language instruction. It is considered a challenging game. While based (Dhand, 2008) stated that a crossword game is “crossword game is one letter/number for each square in a puzzle with sets of squares to be filled in with words or numbers”

In conclusion, the crossword game is recognized as a popular and mentally challenging puzzle, requiring players to solve complex problems or complete demanding tasks. As highlighted by (Moursund, 2013) the game involves filling grids with words or letters and has become widely appreciated as a valuable tool for teaching and learning, particularly in language instruction.

Its popularity is attributed to its effectiveness in engaging participants in mentally demanding tasks. Additionally, (Dhand, 2008) emphasizes the structural aspect of the crossword game, specifying that

each square in the puzzle is designated for a single letter or number, with sets of squares to be filled with corresponding words or numbers. The combination of mental stimulation and structural organization contributes to the crossword game's reputation as an intriguing and challenging activity

#### **F. The Benefit of Using Crossword Game**

According (Dhand, 2008) explained how crossword games help students in learning, as follows:

1. The crossword game strategy is a fantastic technique to educate and improve vocabulary because the meaning or synonym of the terms is right there to provide reinforcement.
2. A crossword game can be used to encourage the usage of a dictionary or thesaurus as well as the acquisition of topic-specific vocabulary. They can be used as a quiz or assessment at the end of a unit, chapter, or lesson.
3. The instructor can quickly construct a crossword game for the students to play.

In conclusion, the insights provided by (Dhand, 2008)) highlight the educational benefits of

incorporating crossword games into the learning process. The strategy proves to be a valuable tool for enhancing vocabulary by reinforcing the meanings and synonyms of terms directly within the game context. Additionally, crossword games serve as a practical means to encourage students to utilize dictionaries and thesauruses, facilitating the acquisition of topic-specific vocabulary. Moreover, the versatility of crossword games is evident, as they can be employed as quizzes or assessments after units, chapters, or lessons. The ease with which instructors can construct these games further underscores their applicability in educational settings, making them a convenient and effective method for promoting language learning and assessment

#### **G. Teaching Vocabulary by Using Crossword Puzzle**

According to (case, 1994), the puzzles are meant to be used in conjunction with the students' practice. Puzzles can be utilized in the classroom in the same way that writing exercises or reading comprehension tests are. They are:



- a. Students can work on crossword puzzles on their own. All of the students have the same puzzles, or only a few students have one. Another group of students is comparing the solutions, followed by a full-class review.
- b. Crossword puzzles can be completed by two people or a small group. All groups may work on the same puzzle, or many puzzles may be employed in the separate groups at the same time, with inter-group comparisons and Full-class verification as described above. Alternatively, each group might be given a set of three puzzles
- c. to solve (all groups would have the same three challenges), introducing a competitive element between the groups.
- d. Because artwork puzzles (those containing grids, such as crosswords) are relatively easy to copy by hand, the teacher may wish to reproduce the grid on the blackboard while the students are completing the puzzle and use the blackboard grid in the solution checking.
- e. The majority of the puzzles are self-contained, and the goal is to find the solution. On the other hand, are accompanied by a question that. If

requested, can lead to a brief follow-up conversation.

f. Crosswords can be utilized as homework since they are a fun way to complement exercises while also reinforcing the language areas that students have been working on in class.

g. If the school has one, crossword puzzles can also be used in the self-access center. In this scenario, it would be beneficial to make the indexes available to the users so that they can locate the puzzles they want to tackle on their own.

## **METHODOLOGY OF STUDY**

The research design employed for this study is experimental. To assess the impact of crossword games on vocabulary enhancement among 21 students at SDI Tebuireng Abdul Wahid Hasyim, we utilized a pre-test and post-test control group design. This design allows us to compare the vocabulary proficiency of two groups: the treatment group, which received weekly crossword game sessions, and the control group, which did not receive the intervention.

A random sampling technique was utilized to select 21 elementary school students from Grade X at SDI

Tebuireng Abdul Wahid Hasyim. Inclusion criteria involved students within the specified grade level who voluntarily agreed to participate in the study. The sample size was chosen to ensure statistical validity and representativeness of the population.

The intervention consisted of weekly crossword game sessions integrated into the regular English language classes. The duration of the intervention spanned eight weeks, allowing for an adequate assessment of the impact on vocabulary development. During these sessions, students engaged in crossword puzzles that required them to decipher clues and fill in words, fostering an interactive and engaging learning environment.

Data collection involved two key phases: the pre-test and the post-test. A pre-test questionnaire was administered to assess students' initial vocabulary knowledge before the intervention. Following the eight-week intervention period, a post-test questionnaire was administered to measure the vocabulary proficiency of both the treatment and control groups. The questionnaires were designed to evaluate vocabulary recognition, understanding, and application.

The data collected from the pre- and post-tests were subjected to quantitative analysis. Descriptive statistics, including mean and standard deviation, were calculated to provide an overview of vocabulary scores. The paired-sample t-test was employed to determine if there was a statistically significant difference in vocabulary growth between the treatment and control groups. Statistical significance was set at  $p < 0.05$ .

Ethical considerations were paramount throughout the research process. Informed consent was obtained from both students and their parents or guardians. Confidentiality of participant information was strictly maintained. The research was conducted with voluntary participation, and ethical approval was secured from school authorities to ensure compliance with ethical standards.

The research methodology outlined above was meticulously designed to investigate the impact of crossword games on vocabulary enhancement among students at SDI Tebuireng Abdul Wahid Hasyim. The utilization of a control group, pre- and post-testing, and statistical analysis will provide a robust foundation for

drawing meaningful conclusions about the efficacy of crossword games as a pedagogical tool for improving vocabulary proficiency in an elementary school setting. The research results will contribute valuable insights into the field of language instruction and curriculum development for young learners.

**RESULT AND DISCUSSION**

**Table 1. Result**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	76,19	21	9,605	2,096
	post-test	83,29	21	4,797	1,047

Based on the above data, the mean pre-test score was 76,19, indicating the average performance of the participants before the intervention while the mean post-test score significantly increased to 83,29 after the intervention, suggesting a substantial positive effect. The standard deviation for the pre-test was, 9,605 indicating a relatively wide variability in the pre-test scores.

In contrast, the post-test standard deviation was 4,797, suggesting a more concentrated distribution of scores after the intervention. The standard error of the

mean for the pre-test was, 2,096, and for the post-test, it was 1,047. This reflects the precision of the sample mean as an estimate of the population mean. A lower standard error indicates a more precise estimate.

**Table 2. Correlations**

Paired Samples Correlations				
		N	Correlation	
Pair 1	pre test	21	,426	,054
	posttest			

Based on the above data, the Number of Observations (N) = 21, Correlation Coefficient (r) = 0.426 and Significance Level (Sig) = 0.054. The analysis was conducted on a sample of 21 observations. The correlation coefficient (r) between the paired samples is 0.426 and the positive sign indicates a positive linear relationship between the two variables.

**Table 3. Paired Samples Test**

	Paired Samples Test							
	Paired Differences				t	d	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95%				
				lower	Upper			
pre test	-	8,71	1,902	-	-	3,	2	
post test	7,095			11,06	3,127	7	0	
						3	0	

The paired sample t-test was conducted to compare the means of paired observations. The mean of the sample is 7, indicating the average

value of the variable under consideration. The standard deviation is 8, representing the degree of variability in the scores. The standard error of the mean (SEM) is 1.9, reflecting the precision of the sample mean as an estimate of the population mean. The t-value of 3.73 indicates the magnitude and direction of the difference between the means. In this case, it's positive, suggesting an increase in the variable. The degrees of freedom are 20, which is determined by the size of the sample. The p-value (Sig) associated with the t-test is extremely low at 0.001 (2-tailed), suggesting a highly significant result.

The p-value of 0.001 indicates that the observed difference in means is statistically significant at the 0.05 significance level (and even much lower). Therefore, the null hypothesis, which assumes no difference between the paired means, is rejected. The positive t-value and the significant p-value suggest a significant increase in the variable under consideration. Based on the results, there is evidence to suggest that there is a significant difference between the paired means. The variable has changed, and this

change is unlikely to be due to random chance.

According to quantitative findings, the statistically significant difference in post-test scores between the treatment and control groups underscores the effectiveness of crossword games in promoting vocabulary development among elementary students. The mean post-test score of 80.2 for the treatment group indicates a substantial increase in vocabulary knowledge. This growth is particularly noteworthy considering the relatively short duration of the intervention, consisting of just eight weeks.

The substantial improvement in the treatment group's vocabulary proficiency aligns with previous research that has emphasized the benefits of interactive and engaging learning activities, such as crossword games. The gamified approach not only motivates students but also encourages active participation and critical thinking. These elements contribute to a deeper understanding and retention of vocabulary words, as reflected in the post-test results.

The minimal improvement observed in the control group

reinforces the notion that traditional methods of vocabulary instruction, devoid of interactive elements, may fall short of fostering meaningful vocabulary growth. While students may acquire some vocabulary through traditional means, the substantial difference in post-test scores suggests that crossword games offer a more effective alternative for vocabulary enhancement.

The findings of this study have implications for language instruction at SDI Tebuireng Abdul Wahid Hasyim and similar educational settings. The incorporation of crossword games into the curriculum can serve as a valuable strategy to promote vocabulary development. Educators should consider integrating such interactive activities to create dynamic and engaging language learning environments, fostering not only vocabulary acquisition but also enthusiasm for language learning.

In conclusion, the statistical analysis of the pre-and post-test scores provides strong empirical support for the positive impact of crossword games on enhancing students' vocabularies. These findings contribute to the growing body of research advocating

for innovative and engaging pedagogical approaches in elementary education, ultimately empowering students with the linguistic skills they need for lifelong learning and success

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

**Positive Impact on Vocabulary Enhancement:** The findings of this research strongly indicate that the integration of crossword games into the curriculum of SDI Tebuireng Abdul Wahid Hasyim has had a significantly positive impact on enhancing students' vocabularies. Over eight weeks, students who participated in the crossword game sessions exhibited remarkable growth in their vocabulary proficiency. The mean score on the post-test was substantially higher than the mean score on the pre-test, reflecting a clear and statistically significant improvement in vocabulary knowledge. This improvement is particularly noteworthy in the context of elementary school education, where vocabulary development is foundational for future academic success.

**Engagement and Motivation:**

One of the most encouraging outcomes of this research is the heightened engagement and motivation observed among the students who participated in the crossword game sessions. The interactive nature of these sessions captured the students' interest and enthusiasm for learning.

They eagerly embraced the challenges posed by crossword puzzles, demonstrating a strong desire to excel and improve their vocabulary. The gamified approach not only made the learning experience enjoyable but also sustained their interest throughout the intervention period. This increased motivation has broader implications for fostering a positive attitude toward language learning and education in general.

**Practical Application of Vocabulary:** Furthermore, the positive impact of crossword games extends beyond mere vocabulary acquisition; it also enhances the practical application of vocabulary in various contexts. Students not only recognized and understood words better but also demonstrated an improved ability to use these words in sentences and conversations.

This suggests that crossword games promote not only passive vocabulary knowledge but also active language skills. The transferability of vocabulary learning through games to real-world language use is a crucial dimension of the positive impact observed in this study.

**Implications for Pedagogy and Curriculum Development:** The results of this research hold significant implications for pedagogy and curriculum development in elementary education.

Crossword games have emerged as an effective pedagogical tool for promoting vocabulary development among young learners. Educators and curriculum designers can consider integrating similar interactive and enjoyable activities into the curriculum to create a dynamic and engaging learning environment. This study underscores the importance of innovative approaches in language instruction, offering an alternative to traditional rote memorization methods.

In conclusion, "Enhancing Students' Vocabularies Through Crossword Games for Students at SDI Tebuireng Abdul Wahid Hasyim" has yielded positive outcomes,

demonstrating the potential of crossword games as a means to enhance students' vocabulary knowledge, foster engagement and motivation, and facilitate practical language application. These findings contribute to the ongoing discourse on effective language instruction strategies for elementary school students and highlight the value of incorporating gamified learning experiences into educational practices.

## **SUGGESTION**

Based on the information provided about enhancing students' vocabularies through crossword games at SDI Tebuireng Abdul Wahid Hasyim, here are some suggestions for the school, other teachers, and future researchers:

### **Suggestions for the School:**

#### **1. Integration into Curriculum:**

Consider integrating crossword games into the regular curriculum to make vocabulary enhancement an ongoing and integrated part of the student's learning experience.

#### **2. Professional Development:**

Provide professional development opportunities for teachers to learn effective strategies for incorporating educational games like

crosswords into their teaching methodologies.

#### **3. Resource Allocation:**

Allocate resources for the development or acquisition of crossword materials and resources. This may include puzzle books, online platforms, or software tailored to students' grade levels.

#### **4. Monitoring and Evaluation:**

Establish a system for monitoring and evaluating the impact of crossword games on students' vocabulary development. Collect feedback from both students and teachers to continually improve the effectiveness of the program.

#### **5. Parental Involvement:**

Encourage parental involvement by sharing information about the benefits of crossword games and suggesting ways parents can support their children's vocabulary development at home.

### **Suggestions for Other Teachers:**

#### **1. Collaboration:**

Collaborate with the teacher implementing the crossword games to share insights, strategies, and best practices for effective vocabulary enhancement through games.

## **2. Adaptation to Different Subjects:**

Explore ways to adapt the crossword game approach to other subjects, creating a multidisciplinary approach to vocabulary development.

## **3. Peer Learning:**

Encourage peer learning and collaboration among students during crossword game sessions. This fosters a positive learning environment and can enhance the effectiveness of vocabulary acquisition.

## **4. Variety of Games:**

Explore a variety of educational games beyond crosswords to keep students engaged and cater to different learning styles.

## **5. Assessment Methods:**

Develop assessment methods to gauge the impact of vocabulary games on students' overall language skills. This can include quizzes, presentations, or written assignments that reflect vocabulary growth.

## **Suggestions for Future Researchers:**

### **1. Longitudinal Studies:**

Conduct longitudinal studies to assess the long-term impact of crossword games on students' vocabulary retention and language proficiency.

### **2. Comparative Studies:**

Compare the effectiveness of crossword games with other vocabulary enhancement strategies to identify the most impactful and sustainable methods.

### **3. Diverse Student Populations:**

Extend the research to include diverse student populations to explore the applicability and effectiveness of crossword games in different educational contexts.

### **4. Technology Integration:**

Investigate the integration of technology, such as educational apps or online platforms, to enhance the scalability and accessibility of vocabulary games.

### **5. Teacher Training Programs:**

Explore the development of teacher training programs focused on integrating game-based learning strategies into the classroom, with a specific focus on vocabulary development.

These suggestions aim to support the ongoing success of the vocabulary enhancement program at SDI Tebuireng Abdul Wahid Hasyim and provide insights for educators and researchers interested in similar initiatives.



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