CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Overview of Research Object

1. History of MTs Hasan Kafrawi Pancur

The existence of MTs Hasan Kafrawi is motivated by the fact that many Pancur villagers need further education at junior high school. Thus, a community leader named Masrukhan took the initiative to hold a meeting with representatives of people from two villages, namely Rajekwesi Village and Pancur Village to establish a junior high school. The meeting was attended by four people, they are Masrukhan, Faidloni, H. Badawi, and H. Muzahid.

The meeting resulted in a decision to establish a secondary school in Pancur village which was named Hasan Kafrawi's MMP (*Madrasah Menengah Pertama*) in 1976. In that year, MMP Hasan Kafrawi was socialized and opened registration for new students by getting 49 students consisting of 34 male and 15 female with the first principal Mr. H. Faidloni.

In 1981, MMP Hasan Kafrawi submitted a registration to the Ministry of Religion of Jepara under the name MTs Hasan Kafrawi and on May 11, 1996 received the status of "recognized" by the Ministry of Religion of Jepara. In 1992 the school administrators held a deliberation to form and establish a foundation. In this case, H. Badawi, H. Masykuri and H. Tahrir Nawawi met with a notary in Jepara and formed the Hasan Kafrawi Foundation with No. 21/YAY/1992/PN/JPR on September 23, 1992 which covers four levels of education, namely: 2 kindergartens, 3 elementary school, MTs Hasan Kafrawi, MA Hasan Kafrawi, and in 2006 added SMK Hasan Kafrawi.[1]

MTs Hasan Kafrawi Pancur is located in a rural area far from the city center, which is on the jl.Raya Mayong-Pancur Km.08, and the distance from the capital of the Mayong sub-district is around $\pm$ 8 km, and the distance from the capital of Jepara Regency is $\pm$ 25 km. The boundaries of the area are as follows:[2]

a. North: Raguklampitan village, Batealit
b. East: Bungu village, Mayong
c. West: Rajekwesi village, Mayong
d. South: Datar Village, Mayong

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[1] Documentation Data, MTs Hasan Kafrawi Pancur, April 4,2023.
[2] Documentation Data, MTs Hasan Kafrawi Pancur, April 4,2023.

B. Research Findings

In this section, the researcher will describe the findings of the research by reducing the data to select the data that are in accordance with the research focus. Data has been obtained through field observations, interviews with informants and relevant documentation. This research data is described as follows:

1. **Procedure in The Implementation of Teaching Vocabulary Using Crossword Puzzle Game at The Eighth Grade Students of MTs Hasan Kafrawi Pancur in Academic Year 2022/2023.**

   The implementation of learning English at MTs Hasan Kafrawi aims to improve the quality of students in mastering English language skills. In the 2013 curriculum, students are required to be more active in teaching and learning activities. So that teaching English can be conveyed properly, the teacher must be able to choose interesting game media for, especially teaching vocabulary.

   Based on the interview, Mrs.SW conveyed her statement regarding the game media used in teaching English vocabulary:

   "My goal is to implement this game so that students can follow the learning process actively and enjoyably. As we know, English is a foreign language, so I try to be as creative as possible to attract students' interest in learning English. Besides, I think crossword games also help to sharpen the students' brains, because they have to think harder to guess the contents of the words in the empty squares that across and down. And if they are able to solve it, they will continue to remember the word".[3]

   Based on the results of the interviews and observations in the classroom, the process of teaching vocabulary using crossword puzzles is divided into 3 steps, they are opening, core, and closing activities.

   a. Opening activities

   The opening process began when the teacher entered the class, prepared the students, and opened the learning process with Salam, then the teacher greeted the students, invited the students to recite the Basmalah together and continued by checking the students' attendance, giving affirmations in order the students were enthusiastic about learning, asking questions related to the material learned and conveyed the topic to be learned. However, in this section, the teacher did not check the

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[3] SW, Interviewed by the researcher, April 5, 2023, transcript.

students who did not bring a dictionary.[4] The results of this observation were supported by the statement from the English teacher Mrs. SW, that the opening activity began with,

"For the opening activity begins with Salam, greeting students such as asking them how they are doing, and inviting students to recite the Basmalah together because we have prayed together in the schoolyard before the first lesson begins. Then taking attendance, motivating them to be more enthusiastic before learning, then asking questions related to the last material I taught to find out students' memory. Sometimes, before learning I also check the students who do not bring a dictionary, because I require them to bring a dictionary".[5]

Figure 4.1 The Teacher Starts The Lesson

b. Core activities

In teaching vocabulary using crossword puzzles, the teacher has adjusted the material to be taught. In this study, the researcher only conducted research when the teacher taught about the simple past tense.

As Mrs. SW said as follows:

"I apply the crossword game conditionally, so it depends on the material I will teach, like yesterday I used the crossword game to teach vocabulary about simple past tense. Because crossword games are suitable for teaching simple past tense vocabulary. So, the students not only know the V1, but also know the V2 and its meaning".[6]

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[4] Observation by the researcher, April 8, 2023.
[5] SW, Interviewed by the researcher, April 15, 2023, transcript.
[6] SW, Interviewed by the researcher, April 15, 2023, transcript.

Based on the results of the observations, in the main activities the teacher explained the material to be learned, the teacher explained the rules for using V2 in the simple past tense material in positive, negative and interrogative forms. Then the teacher explained the process of the next activity about applying learning of simple past tense in crossword puzzle game. The teacher distributed crossword puzzle sheets to students one by one, then the teacher drew crossword across and down so that the students would not get confused while working on the questions, the students looked enthusiastic after the crossword sheets are distributed. After the game started, the students started working on it and the teacher started going around to see the students' activities, the teacher approached the students who looked confused and gave instructions and gave encouragement. After game was over, the teacher asked the students to come forward to write down the answers on the blackboard, they raced forward so they could choose to write down the answers that they thought were easy. Then after the blank squares were filled in, the teacher appreciates their courage and guided the students to correct together.[7]

The results of these observations are in accordance with what has been conveyed by Mrs. SW:

"Usually before the crossword puzzle game starts, I briefly explain the material and give instructions on how to play it, after that I distribute the crossword puzzle sheets for them to work on, then I go around helping students who are having difficulty understanding the questions and giving them encouragement. After the game is over, I ask them to come forward to write down the answers, usually I give them a gift so that they are excited to answer the questions. I still appreciate their courage to move forward and remind them not to be afraid of being wrong. After all the answers were written down, I asked them to correct them together".[8]

Based on the observations and interviews above, there is one difference, which in this study the researcher did not see the teacher giving a gift for students who came forward as teacher usually do.

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[7] Observation by the researcher, April 8, 2023.
[8] SW, Interviewed by the researcher, April 15, 2023, transcript.

Figure 4.3 Students Work on a Crossword Puzzle game
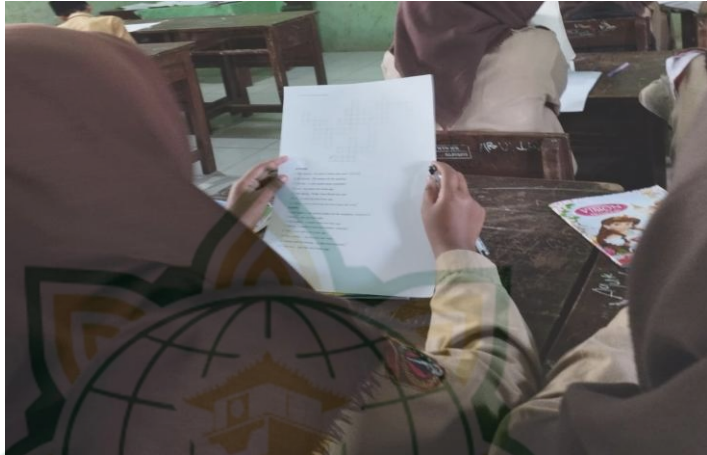
c. Closing activities

In the closing activities, the teacher doing evaluation for the students. Evaluation is a process to measure the level of success and deficiencies of learning that has been going on in order to make the necessary improvements. Based on interview conducted with Mrs. SW, she explained about the evaluation as follows:

"I often conduct formative evaluation, or evaluation at the end of each lesson. Because in the process of teaching and learning, evaluation is very important. I do evaluations to find out how far students understand the material that I have taught. Like in yesterday's lesson, after I taught simple past vocabulary using a crossword puzzle, in the written test I will randomly appoint some students to make a new example sentence using one of the words in the crossword puzzle. Besides, I also asked them to read and spell the sentences in the crossword game along with reading their meaning. When there is an error, I will correct it. This evaluation aims to ensure that all students understand the material that I have taught and they can master new words after playing crossword puzzles."[9]

The explanation that was delivered by Mrs.SW was also supported by the statements of several students in class 8A, she

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[9] SW, Interviewed by the researcher, April 15, 2023, transcript.

said:

"The test is usually carried out at the end of the lesson. The teacher will randomly appoint us to be told to read the sentences in the crossword puzzle game that we have completed and asks for their meaning. Besides, the teacher is also asks us to make a new sentence with 1 keyword".[10]

"The Teacher use written tests and oral tests to evaluate the material that has been taught to us. The teacher will correct if there is a mistake."[11]

Based on the interview above, the teacher carried out a formative evaluation in the form of an oral test and a written test. In the written test, the teacher asked some random students to make sentences from the word "borrowed". Then, in the oral test, the teacher asked the students to spell out the sentences in the crossword puzzle they had filled out. The results of the evaluation given by the teacher can be seen when they succeed in making simple sentences, and they dare to spell and translate even though there are still a few mistakes.[12]

To support the success of learning for students, teacher is required to guide students by carrying out interesting learning in order to achieve student success.

Several students explained the effect of using crossword puzzles in teaching vocabulary as follows:

"The crossword puzzle game is interesting, miss, it's easy to understand how to play it and makes learning not boring for me who doesn't like learning English".[13]

Others student also added,

"This crossword puzzle game is suitable for learning English vocabulary, because my memory is stronger using this game than using the rote method, automatically this game is not boring and helps me increase my vocabulary."[14]

"Quite interesting"[15]

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[10] RW, Interviewed by the researcher, May 3, 2023, transcript.
[11] FA, Interviewed by the researcher, May 3, 2023, transcript.
[12] Observation by the researcher, April 8, 2023.
[13] FK, Interviewed by the researcher, May 3, 2023, transcript.
[14] RW, Interviewed by the researcher, May 3, 2023, transcript.
[15] IA, Interviewed by the researcher, April 8, 2023, transcript.

Before the teacher ended the teaching and learning activities, the teacher asked the students whether they had understood the material or not. Besides, the teacher asked the students to read the sentences on the crossword puzzle sheet together aloud. After that, the teacher also reminded the students about the use of V2 in the simple past tense, then the teacher guided the students to recite Hamdalah and Salam together.[16]

It's the same as what Mrs. SW said that,

"At the closing stage, we conducted a questions and answer session, inviting them to read the sentences on the crossword puzzle sheet together. In addition, I reminded students again that the rules in interrogative and negative sentences are simple past, verb after did still use V1, because did includes V2 from the word do-did-done", then say Hamdalah and Salam".[17]

Figure 4.5 Question and Answer Session

2. Obstacles in The Implementation of Teaching Vocabulary Using Crossword Puzzle Game at The Eighth Grade Students of MTs Hasan Kafrawi Pancur in Academic Year 2022/2023.

The implementation of teaching vocabulary using crossword puzzles ran well.[18] However, based on observations and interviews, obstacles in teaching can be caused by several factors, which come from students, teacher, and other factors as follows:

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[16] Observation by the researcher, April 8, 2023.
[17] SW, Interviewed by the researcher, April 15, 2023, transcript.
[18] Observation by the researcher, April 8,2023.

a. The Atmosphere of The Class is Less Conducive

Even though the teaching objectives can be achieved, the teacher still finds it difficult to control and manage the students to be conducive. When the teacher was explaining the material to be used in the crossword puzzle game, some students were seen making noise by disturbing other students, some of them felt bored listening to the explanation, but the results of the observations that had been made, no students fell asleep. In addition, when the crossword game was going on, there were some students who asked their friends to cheat. The results of these observations were strengthened by the statement of Mrs. SW:

"English teaching in grade 8a are going well. However, sometimes problems occur, such as they look bored with the material being taught due to a lack of vocabulary mastered by students, even though every time I deliver the material, I mix it up using Indonesian and English, but some of them talk to their friends, don't want to listen, or sometimes there are who fell asleep. Some of them also still think learning English is a difficult language, so they are lazy to follow the learning process". [19]

She also added,

"Obstacles occur when students have started working on their crossword puzzles, the class atmosphere becomes more noise because they are scrambling to ask me about the meaning of the sentences in the crossword question sheets, there are also some students who try to ask answers to other students. So that other students feel disturbed". [20]

In addition, some students also said,

"The teacher is sometimes hard to control students who are noisy, Miss, and those who cheat."[21]

"Many friends are nosy Miss, so I can't focus."[22]

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[19] SW, Interviewed by the researcher, April 5, 2023, transcript.
[20] SW, Interviewed by the researcher, April 15, 2023, transcript.
[21] RW, Interviewed by the researcher, May 3, 2023, transcript.
[22] FA, Interviewed by the researcher, May 3, 2023, transcript.

b. Limited Knowledge of Students About the Meaning of Words

The ability of students to interpret words was still not optimal. Based on observations, it can be seen that students are confused when interpreting two difference English words in the form of verb 1 and verb 2 which actually have the same meaning.[23] Mrs. SW also said that:

"Another obstacle in learning vocabulary using crossword puzzles comes from students, as you have seen in the simple past tense material, they are confused because of the difference in words from V1 to V2, for example the word wear becomes wore, some of them do not know that the two these words have the same meaning."[24]

In addition, a student also stated:

"The obstacle is I'm still confused about the different words between V1 and V2 which apparently have the same meaning."[25]

The same response was also expressed by others student,

"Still having trouble interpreting the word that fits the sentence, Miss."[26]

It is undeniable that teaching vocabulary is very important in learning English. This is the reason why teachers must choose and prepare the right words in compiling crossword puzzles according to the material being taught to ensure students can master new vocabulary and the meaning correctly.

c. Differences in Students' Character

The diversity of students' characters is one of the obstacles for the teacher in teaching. Observation results showed that there were some students who were active and passive, some students who were quiet but smart, some students who were active and dared to ask questions when they did not understand the learning material, and some students who were less confident when the teacher approached and wanted to see the answers that had been done to find out the extent of student

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[23] Observation by the researcher, April 8,2023.

[24] SW, Interviewed by the researcher, April 15, 2023, transcript.

[25] ES, Interviewed by the researcher, April 8, 2023, transcript.

[26] FK, Interviewed by the researcher, May 3, 2023, transcript.

understanding.[27] As expressed by Mrs. SW:

"In addition, obstacles occur because of the different characters of the students from one another. Some are easy to understand the material, some are slow to understand the material, some are active, some are passive but they easily accept the lessons, some are shy and lack confidence, so I have to pay special attention by going to them to ask what they have not understood."[28]

In addition, some students also said,

"Sometimes I want to respond to the teacher's questions Miss, but I lack confidence and I am ashamed of my friends."[29]

"I'm not dare, even though I know the meaning of the question, I'm just silent because I'm afraid if my answer is wrong."[30]

d. The Available Facilities are Inadequate

The availability of adequate facilities can support the learning process. However, the lack of availability of computers in MTs Hasan Kafrawi is an obstacle for teacher in implementing crossword puzzle teaching.[31] As stated by Mrs. SW as follows:

"The facilities and infrastructure are sufficient to support Miss, everything that is needed by the school community is also fulfilled. Wifi is also available. And actually, the crossword puzzle game can be done in the computer lab so there is no need to print and students can learn with existing technological developments, but this is not proportional to the number of computers and the number of students, there are more students, because many computers are broken. If I force two or 3 children to use one computer, learning won't be optimal because it can lead to noise, and usually only one person is relied upon to do the crossword puzzle. So, I prefer to do games in class only. And in my opinion, this is an obstacle in teaching, because I cannot invite students to play crosswords using existing

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[27] Observation by the researcher, April 8,2023.
[28] SW, Interviewed by the researcher, April 15, 2023, transcript.
[29] ES, Interviewed by the researcher, April 8, 2023, transcript.
[30] FK, Interviewed by the researcher, May 3, 2023, transcript.
[31] Observation by the researcher, April 8,2023.

technological media."[32]

This statement is in accordance with the results of observations made by researcher. So, using computer is not effective since they are not sufficient to all students.

C. Research Data Analysis

1. **Analysis of Procedure in The Implementation of Teaching Vocabulary Using Crossword Puzzle Game at The Eighth Grade Students of MTs Hasan Kafrawi Pancur in Academic Year 2022/2023.**

The implementation of learning is a form of implementing the planned learning objectives. Teaching using crossword games is one of the vocabulary learning media at MTs Hasan Kafrawi. The use of this crossword puzzle game is applied with the aim that students are interested and enthusiastic in learning English vocabulary, because the crossword puzzle game is a fun game and can also hone the student's brain.

Based on the results of interviews and observations, the procedure of implementing teaching vocabulary using a crossword game uses the following three steps:

a. Opening activities

Opening activities, began with conditioning students after the teacher entered the classroom. Then the opening greeting by Mrs. SW, greeted students with "good morning" and the students responded with "morning mom", the teacher also asked how students are doing used "how are you today" and students answered "I'm fine and you?", after the teacher responded with "I'm fine too thanks", the teacher invited students to read Basmalah together "let's say Basmalah together, *Bismillahirrahmanirrahim*". Then the teacher took the attendance of the students one by one which the students responded with "present mam". Followed by apperception activities to arouse the students' enthusiasm for learning, and review the material learned in the last meeting by asking questions to the students to check the students' memory.

b. Core activities

In the core activity, the teacher asked students to open their guidebooks, in the observations the researcher made, the teacher gave directions to students to open pages of material

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[32] SW, Interviewed by the researcher, April 15, 2023, transcript.

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about simple past tense. The teacher explained the material in detail.

The teacher gave instructions to students about the procedure for learning simple past tense vocabulary using crosswords. Besides, the teacher drew examples of across and down crossword puzzle so that students would not confuse. In this case the teacher implemented the crossword game conditionally, depending on the suitability of the material being taught, one of which is simple past tense material.

The teacher distributed sheets containing crossword games to students one by one. Students looked enthusiastic. When they had received the sheets that the teacher gave, the teacher went around among the students, providing explanations to students who were confused and gave encouragement and motivation to students "Come on guys, if anyone doesn't understand, you can ask me, don't be with his friends."

Then the teacher asked the students to write their answers on the blackboard, in this section the students enthusiastically came forward to write their answers on the blackboard. The teacher guided students to correct the answers together after all the answers were written on the blackboard.

c. Closing activities

Evaluation is one of step before the teacher ended the teaching and learning activities, Evaluation is used to determine students understanding and measure how far learning objectives have been achieved. There are two types of evaluation, they are summative evaluation and formative evaluation. Evaluation in teaching vocabulary using crossword puzzles to eighth grade of MTs Hasan Kafrawi used formative evaluation. In the teaching process, the teacher used formative evaluation in the form of oral tests and written tests. Written test was carried out at the end of each lesson such as making sentences from vocabulary that had been taught by the teacher through crossword games, then oral tests was carried out by asking students to read and pronounce the vocabulary and the meaning aloud. In addition, the teacher also corrected student mistakes and provided feedback to ensure students' success in understanding new vocabulary. This is in line with the opinion of Mansyur, he stated in evaluating, teachers evaluate learning outcomes

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because teachers want to measure student abilities.[33]

After the researcher carried out the observations, the results of the evaluation showed that teaching vocabulary using crossword puzzles made it easy for students to accept new vocabulary without feeling bored. Brown also mentions that formative assessment could be in the form of giving students comments or a suggestion or calling attention to an error, that feedback was offered to improve the learner's language abilities.[34]

Evaluation of the implementation of teaching vocabulary using crossword games grade 8A MTs Hasan Kafrawi based on observations and theory, it can be concluded that the teacher used formative evaluation in the form of oral tests and written tests and the teacher provides direction and feedback to students with the aim of knowing the level of students' abilities in mastering vocabulary.

Besides, the teacher asked the students how far their level of understanding is, then the teacher asked the students to read the corrected questions and answers together. The teacher gave conclusions about the use of V2 in positive, negative and introgative sentences. The teacher closed the lesson by saying Hamdalah *"Alhamdulillahirabbil 'alamin"* and salam.

This observation is in line with the theory of Pinuria et al that there are several steps in implementing a crossword game:[35]
1) Pre-teaching activity
   a) The teacher greets the students.
   b) Teacher checks student's attendance.
   c) Teacher reviews the students about previous topic taught in the last meeting.
   d) The teacher introduces new topic to the students.
2) Whilst-teaching activities
   (a). The teacher asks the students about crossword puzzle.
   (b). After teacher gives an example to the students. The teacher gives assignments to the students.
   (c). After the Students finish fill that crossword puzzle, teacher checks the student answer.
   (d). The teacher discusses with the students to make a

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[33]Mansyur et al, *Asesmen Pembelajaran di Sekolah*, (Yogjakarta: Pustaka Pelajar,2015), 1.

[34]H. Douglas Brown, *Language Assessment, Principles and Classroom Practices*,(San Francisco: Longman, 2003), 6.

[35]Yoni Pinuria, et al., "Teaching Vocabulary by Using Crossword Puzzle": 7-10.

sentence using the appropriate words as the crossword puzzle answer.

3) Post-teaching activity

The teacher asks the students about the crossword puzzle.

From the vocabulary learning activities using the crossword game above, it can be analyzed that Grade 8A students look very enthusiastic when working on the crossword game. Based on field observations that have been carried out, it can be concluded that a teacher in using a crossword game is considered very good and matches the vocabulary material being taught so that it can accelerate the acceptance of lessons by students.

2. Analysis of Obstacles in The Implementation of Teaching Vocabulary Using Crossword Puzzle Game at The Eighth Grade Students of MTs Hasan Kafrawi Pancur in Academic Year 2022/2023

Based on the results of the study, the implementation of teaching vocabulary using crosswords went well. However, there are still some obstacles that come from students, teachers, or other factors.

a. The Atmosphere of The Class is Less Conducive

The unconducive class atmosphere became an obstacle for the teacher in conveying the material being taught. In addition, the results of observations showed that the class conditions were not conducive due to the bored state of the students and asked to get cheat sheets from other students when filling out the crossword puzzle game. The noise resulted in some other students are unable to fully concentrate so that the process of teaching and learning activities could not be conveyed optimally. This is in line with Songbatumis' statement that teaching cannot be fully achieved if students cannot concentrate in class.[36]

This implies that a less conducive classroom atmosphere makes the learning process less optimal.

b. Limited Knowledge of Students About the Meaning of Words

The results of the study showed that students sometimes still had difficulty interpreting vocabulary according to the context of the sentences in the crossword puzzle game. Furthermore, their knowledge is still limited in understanding

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[36]Aisyah Mumary Songbatumis, "Challenges in Teaching English Faced by English Teacher at MTsN Taliwang, Indonesia", *Journal of Foreign Langauge Teaching & Learning* 2, no 2 (2017): 61.

the different V1 and V2 verb forms even though they have the same meaning.

This is in accordance with Sedita's statement that one of the obstacles in teaching vocabulary is the limited knowledge of students about the meaning of words. Students will fail to understand the text they read if their knowledge is limited about the meaning of words.[37]

Thus, the teacher needs to provide a more detailed explanation in teaching vocabulary to students so that it is easier for students to distinguish word forms and meanings according to the right context.

c. Differences in Students Character

Each student has a different character. These character differences become obstacles for teacher in teaching vocabulary using crossword puzzles. Teachers need to understand the characteristics of students to make it easier to convey the subject matter.[38] Passive students do not necessarily not be able to do crossword puzzles, nor do active students ask questions that do not necessarily indicate that they are smart. In addition, students also felt less confident and embarrassed about their answers even though they could finish the crossword game first.

The same statement was also made by Ardiyanti et al that the teachers had difficulty in teaching students' vocabulary due to students' lack of confidence in learning English.[39] Thus, in the process of teaching using crossword puzzles, the teacher still has difficulty knowing how far the students' understanding is in learning crosswords and has difficulty seeing which students need more attention.

d. The Available Facilities are Inadequate

Inadequate facilities can cause obstacles in the teaching and learning process. Teachers find a lack of learning facilities and media in schools that should be able to support the learning process.[40] This is in line with the results of the research that

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[37]Joan Sedita, "Effective Vocabulary Instruction", *Insighs on Learning Disabilities* 2, no 1 (2005): 1.

[38]Aan Whiti Estari, "Pentingnya Memahami Karakteristik Peserta Didik dalam Proses Pembelajaran", *SHEs: Conference Series 3, no 3 (2020):1440.*

[39]Sulasri Ardiyanti. S et al, "The Difficulties Vocabulary Faced by The English Teacher at MTs Madani Pao-Pao Makassar", *English Language Teaching for EFL Learners* 3, no 2 (2021):61.

[40]Hari Widi Utomo et al, "Challenges Faced by English Teacher in Teaching: Case Study of Junior High School in Banjarnegara Regency", *Journal of Education, Teaching, and Learning* 5, no 1 (2020): 38.

learning vocabulary using crossword puzzles can only be carried out in the classroom because the computer facilities available at school are very limited, so that it becomes an obstacle for teacher and students who should need a lot of resources to support learning.