

The Influence of Word Search Puzzles Media in the English Vocabulary Mastery of Grade Ten Students

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ABSTRACT

This study aims to prove whether the influence of Word Search Puzzles media can prove the mastery of English vocabulary of tenth grade students at MAN 1 Kota Palu. This study is a quantitative study, and researcher used a quasi-experimental design with pre-test and post-test to measure students' mastery of English vocabulary. The results of the study showed a significant influence in students' mastery of English vocabulary after the application of Word Search Puzzles media. The collected data were analyzed statistically to determine significant differences between the experimental group and the control group. The data showed that the average post-test score of the experimental group (77.05) was higher than the control group (44.50). In addition, based on the hypothesis analysis, it showed that $T\text{-test} > T\text{-table}$ ($2.48 > 2.027$). This means that the research hypothesis is accepted. Thus, it can be concluded that Word Search Puzzle media significantly improves students' vocabulary mastery.

Keywords: *Word Search Puzzle, Vocabulary Mastery, Learning Media, English Language.*

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INTRODUCTION

In today's technological international context, it is significant for students to be competent in English, in particular for the improvement of their respective vocabulary for effective learning. Teachers are crucial in supporting students construct a strong vocabulary base, that is fundamental for achieving fluency in English. As students enhance their comprehension of English, their ability to understand spoken and written instruction and to describe their concepts clearly in either speech and writing enhances. According (Imbenay & Katemba, 2022) vocabulary acts a significant function in language acquirement, allowing for students to prepare sentences, communicate content easily, and enhance the four basic language skills: listening, speaking, reading, and writing. Therefore, getting into vocabulary is a key element of learning English.

The position of the vocabulary taught by students is very important because many students do not have good basic vocabulary experience difficulties in learning English. The obstacles experienced by students are irregular vocabulary and without understanding the meaning and also the meaning of the words they can learn, so they forget more quickly what has been memorized when interacting with the surrounding environment.. Learning media is divided into two, namely learning conventional and innovative (Pamungkas & Ghofur, 2021). One of the innovative learning media that can be used in increasing the power to remember students, namely the Puzzle media.

Researcher found that many students also lack confidence when asked to use certain vocabulary due to a fear of making mistakes or errors, which makes it difficult for them to understand reading texts, teacher instructions, and convey ideas orally and in writing.

Furthermore, vocabulary that has been learned is often quickly forgotten due to a lack of understanding of its meaning and use in real contexts.

The role of word search puzzles in students' vocabulary can improve students' focus and attention, stimulate problem solving, and help students remember vocabulary. Teachers encourage student participation. With this game, students are given the opportunity to help develop word recognition. By using word search puzzles, each student collaborates on vocabulary tasks with a group of other students. With this game, students are given the opportunity to find hidden words. which may be hidden in all directions, they can find many new vocabulary in a fun way, and can improve their vocabulary knowledge. The results of previous research by Tyatira & Sulistyaningrum (2021) showed a significant difference in vocabulary mastery between the experimental and control groups, where word search puzzles were proven to be effective in improving students' vocabulary. (Kusherawati et al., 2024) also found that using Word Search Puzzles significantly increased students' average scores.

Therefore, the researcher focus of this research is the influence of word search puzzle media. As the discussion of vocabulary problem, the researcher only focused on three parts which are Noun will cover common nouns and concrete nouns. Verbs will cover action verbs and modal verb. Meanwhile adjectives will cover descriptive adjectives and possessive adjective.

The Devinition of Vocabulary

Vocabulary is a fundamental aspect of language that encompasses the collection of words and their meanings within a given language. Additionally, it encompasses the range of words that individuals understand and use in various contexts, playing a crucial role in effective communication and language proficiency (Anggraini, 2020). Furthermore, vocabulary is essential for the development of core language skills, including speaking, reading, writing, and listening, as it enables individuals to comprehend and articulate messages clearly and effectively. Moreover, a rich vocabulary not only facilitates effective communication but also enriches the learning experience by providing learners with the ability to engage more deeply with texts and conversations, thereby enhancing their overall language competency (Santillan & Daenos, 2020)

The study of vocabulary is a fundamental aspect of language learning and comprehension, as it directly impacts an individual's ability to effectively communicate, understand written and spoken language, and engage with diverse domains of knowledge. Additionally, vocabulary is essential not only for articulating thoughts and ideas but also for forming concepts and facilitating acculturation within different communicative contexts, highlighting its critical role in all educational endeavors and lifelong learning processes. According to McKeown (2019) although we are able to understand and use thousands of words automatically in everyday life, the exact size of our vocabulary is often not consciously known. This reflects the complex role of vocabulary learning in supporting literacy and academic success, especially since the depth and breadth of word mastery itself are difficult to measure clearly.

Some Experts have classified types of vocabulary. According to Nation (2013) there are two kinds of vocabulary. The type of vocabulary is divided based on vocabulary knowledge, namely receptive and productive vocabulary. Productive vocabulary refers to the adequate vocabulary that has been taught to the students, and that is expected to use when they are speaking or writing Miarso (2004) By having the adequate vocabulary, learners can use the vocabulary frequently in a language.

Definition of word search puzzles

In this case, the researcher aims to utilize the Word Search Puzzle game as medium to facilitate teaching and learning activities. According to media specifically in the learning process is more interpreted as physical tools such as graphical tools, and electronics to capture, process, and rearrange visual information. Some tools such as television, radio, pictures, printed materials, and so on are called communication media In this study Maria (2019), the Word Search Puzzle game is considered an innovative learning medium, offering an alternative to conventional methods. Teaching vocabulary is a crucial aspect of language

learning, requiring careful consideration of effective techniques and materials. The challenge lies in making the learning process engaging, especially for young learners. The proposed solution involves incorporating the Word Search Puzzle game, known for its potential to captivate students' interest and facilitate active learning. By addressing the issue of boredom in vocabulary learning, this game aims to enhance students' language skills and encourage participation (Mackiewicz, 2018)

Teaching Vocabulary Through Word Search Puzzles

The implementation of this game is following the procedures introduced by (Munawaroh 2013). In her article she said that there are suitable procedures to use word search puzzles in teaching process :

The teacher gives clear instruction to explain the games rules. Games have many rules, word search has rules too. Before the game is played surely the teacher must show the rules for the students. So, the students understand and they can play the game.

The teacher giving an example of playing the games. After the teacher has showed the rules, she/he must gives an example to play the game. Of course after the teacher gives the example of the games surely they can play it.

The students focus on the teacher instruction. Beside the teacher explains about the game then gives some instructions, the students must focus. So, they will know about the game.

Teacher giving the word search games and ask the students to arrange the words. After the students clear enough with the explanation and the instruction from the teacher then they play the game.

Teacher gives 20 minutes to finish their work, then the students discuss together. The researcher conducted and adopted all procedures following (Munawaroh (2013) and did little modification on first step and fifth step. The modification as follow:

The teacher gives clear instruction to explain the games rules. Games have many rules, word search has rules too. Before the game is played surely the teacher must show the rules for the students. Teacher gives 25 minutes to finish their work, then the students came in the front of the class and memorize at least 10 words and discuss together. Based on the explanation above, these steps were implemented in the teaching and learning process. These steps were leaded the teacher and the students in explore new words during solving the puzzles.

I found this challenge in grade-ten students of MAN 1 Kota Palu. When given an assignment, they had difficulty in knowing the vocabulary because of the lack of student understanding so that it took extra time to complete the exercises and resulted in boredom during the learning process. To overcome this problem, the researcher plans to use media to determine the influence of using word search puzzle learning media for ten grade students at MAN 1 Kota Palu. The Media chosen is called "word search puzzle".

Hypothesis

The researcher presents the hypothesis as follow:

H0: There is no significant difference in students' vocabulary mastery skills before and after treatment using word search puzzle media

H1: There is a significant difference in students' vocabulary mastery skills before and after treatment using word search puzzle media.

METHOD

The researcher used a quantitative approach, with a quasi-experimental design. There are two groups in this design: an experimental group and a control group. the experimental group will receive the treatment for six meetings. While the control group the experimental group will not. First, the researcher gave a pre-test to measure the students' vocabulary ability before the treatment. Second, the researcher was conduct treatment for the students by using

word search puzzles. Third, the post-test was given to measure the influence of this media. The researcher used a design of research by (Cohen et al., n.d.)2007:283) as follows:

Research Design :

Experimental O1 X O2

Control O3 X O4

Respondents

Population and Sample

The population of this research is the grade ten students at MAN 1 Kota Palu. The total population is 167 students. There are nine classes (A, B, C, D, F, G, H,I) and each class consists of 19-20 students.

Table 1 The Population of the Students

NO	Class	Student
1	X A	19
2	X B	20
3	X C	19
4	X D	19
5	X E	18
6	X F	18
7	X G	18
8	X H	18
9	X I	18
	TOTAL	167

The sample of this research will be taken through purposive sampling technique. to Arikunto (2012) "Sample is the part or representative of the population studied, but not population itself.". Researchers choose cluster random sampling because the population is already divided into natural groups in the form of classes. This method is more efficient in terms of time and cost than simple random sampling. In this case, the experimental group will be X B, while the control group will be X A. Both groups will be given pre-tests and post-tests, but the treatment will only be given to X B as experimental group.

Variable

In an experiment (or research), the independent variable is what the researcher chooses to change or control to see how the influence the dependent variable. The independent variable is a word search puzzle, while the dependent variable is vocabulary mastery.

Instruments Variable

The purpose of this objective test will be to measure the level of students' English Vocabulary Mastery before and after the treatment in the form of using word search puzzles. This research was use a pre-test and a post-test to collect data.

Procedures

Tecnique of Data Collection

Pre-test

The pre-test was conducted before presenting the treatment to know the students' vocabulary mastery. The type of test in this research is a written test where students are expected to be able to answer questions that include several types of questions such as multiple choice and completing sentences. Researcher was observe how students answer the test directly.

Post-test

After implementing the treatment, a pre-test was administered to both the experimental and control groups. This pre-test was assess the students vocabulary mastering prior to the treatment. The tests included two formats completing sentences and multiple-choice question.

Table 2 Scoring System of Test

NO	Types of Item	Number of Item	Score of items	Total Score
1	Multiple choice	15	1	15
2	Completion Test	5	2	10
3	Total	20	3	25

To score the test the researcher applied the analysis scoring producer for assesment in the next page

Table 3 Scoring Rubric Category

Score	Classification
81.-100	Excellent (A)
71 - 80	Good (B)
61 -70	Fair (C)
0 -60	Poor (D)

Data analysis

The data obtained during the test and then analyzed using a few basic statistical tools. To figure out how well the students' skills work, Finally, using Arikunto's Formula (2012:301), the researcher applied the t-test formula to determine if there were any significant changes between the pre-and post-test results from the control group and the experimental group.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

FINDINGS AND DISCUSSION

The data for this study were collected from August 5, 2025, to August 21, 2025. The researcher administered the treatment to the experimental group on August 6. Meetings were held twice a week, and each meeting lasted for 90 minutes. At the last meeting, the researcher administered a final test to the experimental and control classes to prove whether the use of word search puzzles had an influence on the English vocabulary mastery of tenth-grade students at MAN 1 Kota Palu.

Result of pre-test and post test of Experimental group

In the first meeting on 05 augustus 2025, the researcher administered a pre-test in the experimental and control groups to assess the students' vocabulary mastery. After providing the treatment, the researcher administered a final test to determine the students' vocabulary mastery after receiving the treatment. The results of the pretest and post-test are presented in Tables 5 and 6.

Table 4. Students' Scores on the Pre-test of Experimental Group

No.	Initials	Multiple Choice	Completion Test	Raw Score	Max. Score	Standard Score
1	AY	13	2	15	25	60.00
2	AIF	15	2	17	25	68.00
3	AA	5	2	7	25	28.00
4	APR	13	4	17	25	68.00
5	AANS	12	4	16	25	64.00
6	ASR	6	4	10	25	40.00
7	AR	11	4	15	25	60.00
8	MFA	12	4	16	25	64.00
9	MF	9	2	11	25	44.00
10	MAF	10	2	12	25	48.00
11	MA	5	2	7	25	28.00
12	MAD	11	2	14	25	56.00
13	NNM	12	4	16	25	64.00
14	NA	14	2	16	25	64.00
15	NHK	11	0	11	25	44.00
16	NH	11	2	13	25	52.00
17	WAN	10	2	12	25	48.00
18	ZJR	9	4	13	25	52.00

19	NMR	9	4	13	25	52.00
Total						1012.00
Mean Score						53.26
Table 5. Students' Scores on the Post-test of Experimental Group						
No	Initials	Multiple Choice	Completion Test	Raw Score	Max. Score	Standard Score
1	AY	14	8	22	25	88.00
2	AIF	15	10	25	25	100.00
3	AA	10	2	12	25	48.00
4	APR	10	8	18	25	72.00
5	AANS	13	8	21	25	84.00
6	ASR	13	10	23	25	92.00
7	AR	14	10	24	25	96.00
8	MFA	11	6	17	25	68.00
9	MF	9	4	13	25	52.00
10	MAF	11	4	15	25	60.00
11	MA	8	2	10	25	40.00
12	MAD	14	4	18	25	72.00
13	NNM	15	10	25	25	100.00
14	NA	14	2	16	25	64.00
15	NHK	15	4	19	25	76.00
16	NH	10	6	16	25	64.00
17	WAN	11	4	15	25	60.00
18	ZJR	10	4	14	25	56.00
19	NMR	10	8	18	25	72.00
Total						1464.00
Mean Score						77.05

In Tables 5 and 6, the experimental group's pre-test and post-test assessments are based on three aspects, namely Multiple choice and Completion test. Each element is assessed based on its vocabulary results and refers to the scoring rubric, then the scores from the two aspects are summed up to get the score Sum of correct answer for each students. The maximum score that can be achieved is 25 based on the scoring rubric. To calculate the standard score, the formula used is:

$$\sum n = \frac{x}{N} \times 100$$

Once all students' Standard scores were Sum of correct answer, the total pre-test score was 1012.00. The experimental group's mean pre-test score was then calculated by dividing the total score by the number of students, which was 19, resulting in a mean score of 53.26. Likewise, the total post-test score was 1464.00, with a mean score of 77.05.

From the result above, it can be concluded that the students' vocabulary mastery in the experimental group improved significantly after the implementation of the treatment, as indicated by the relatively high mean score achieved in the post-test.

Result of pre-test and post test of control group

Pre-test and post-test were also given to the control group in class X A. In this group, the researcher did not provide any treatment to the students. The researcher only taught them using conventional methods.

Table 6. Students' Scores on the Pre-test of Control Group

No	Initials	Multiple Choice	Completion Test	Raw Score	Max. Score	Standard Score
1	AH	5	2	7	25	28.00
2	AF	10	2	12	25	48.00

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3	AR	5	2	7	25	28.00
4	AS	11	4	15	25	60.00
5	AP	5	2	7	25	28.00
6	ASH	7	0	7	25	28.00
7	KN	4	4	8	25	32.00
8	KA	6	2	8	25	32.00
9	MF	10	2	12	25	48.00
10	MSU	10	4	14	25	56.00
11	MANH	5	2	7	25	28.00
12	MSI	10	4	14	25	56.00
13	MYE	5	4	9	25	36.00
14	NS	10	4	14	25	56.00
15	SR	10	4	14	25	56.00
16	WS	3	4	7	25	28.00
17	WD	4	4	8	25	32.00
18	QA	11	4	15	25	60.00
19	MH	10	4	14	25	56.00
20	NMAP	5	4	9	25	36.00
Total						916.00
Mean Score						45.8

Table 7. Students' Scores on the Post-test of Control Group

No	Initials	Multiple Choice	Completion Test	Raw Score	Max. Score	Standard Score
1	AH	8	0	8	25	32.00
2	AF	11	2	13	25	52.00
3	AR	10	0	10	25	40.00
4	AS	10	8	18	25	72.00
5	AP	9	2	11	25	44.00
6	ASH	6	2	8	25	32.00
7	KN	5	4	9	25	36.00
8	KA	8	2	10	25	40.00
9	MF	10	2	12	25	48.00
10	MSU	10	4	14	25	56.00
11	MANH	6	2	8	25	32.00
12	MSI	10	8	18	25	72.00
13	MYE	8	0	8	25	32.00
14	NS	11	4	15	25	60.00
15	SR	10	4	14	25	56.00
16	WS	6	2	8	25	32.00
17	WD	8	0	8	25	32.00
18	QA	12	4	16	25	64.00
19	MH	10	4	14	25	56.00
20	NMAP	9	2	11	25	44.00
Total						890.00
Mean Score						44.50

In Table 7, the pretest scores of the control group students are presented and evaluated based on multiple choice and Completion test. Each student received a score in each element,

which was then summed to obtain the total score (Sum of correct answer). The maximum score that can be achieved is 25

$$\sum n = \frac{x}{N} \times 100$$

After all the standard scores were calculated, the total score Sum of correct answer was 916. The mean pre-test score of the control group was then calculated by dividing the total score by the number of students, which is 20, resulting in a mean score of 45.8

Next, Table 8 shows the post-test scores of the control group students with the same assessment aspects, namely Multiple Choice and completion test. The scores Sum of correct answer by each student were calculated and compared with the maximum score, then converted into standard scores using the same formula as in the pretest

After all the scores were calculated, the standard score Sum of correct answer was 890.00. By dividing this total score by the number of students, the mean post-test score for the control group is 44.50.

The results above indicate that students' skill scores in the control group did not improve from pre-test to post-test. However, the improvement was not significant in the experimental group.

Deviation

The researcher calculated the squared deviation, to determine whether there was a significant difference between the students' deviation scores on the pre-test and post-test of the experimental and control classes. Statistical analysis was conducted to test the significant difference between the mean learning outcomes of the experimental group and the control group. First, the sum of squared deviations ($\sum x$) was calculated for each group. For the experimental group ($N_x = 19$), the result was $\sum x = 3450.95$. Meanwhile, for the control group ($N_y = 20$), the result was $\sum x = 572$.

T-Test Calculation

This data was then processed using the t-test formula to determine the significance of the difference. Substituting the mean values ($M_x - M_y = 18.94 - 5$) and data variability into the formula yielded the t-counted (t_{counted}) value. After the calculation process, including determining the degrees of freedom ($df = N_x + N_y - 2 = 37$), the final t_{counted} value of 2.48 was obtained. In conclusion, it can be determined that t-counted is 2.48

Testing Hypothesis

The last computation involved testing the hypothesis, which is what determines whether the research hypothesis is accepted or rejected. The indicator of the testing hypothesis is t-counted value is larger than the t-table value. The researcher used the level significance of 0.05 can be found in the list of critical values of students' distribution that is (df) is $N_x + N_y - 2$. Then the researcher must calculate the t-table using the computation

The next step involved testing the hypothesis by comparing the t-counted value with the t-table (t_{table}) value. This study used a significance level (α) of 0.05. With 37 degrees of freedom (df), the t-table value needed to be interpolated from the list of critical values. Through interpolation calculation between $df=30$ ($t_{\text{table}} = 2.042$) and $df=40$ ($t_{\text{table}} = 2.021$), the t_{table} value for $df=37$ was found to be 2.027.

The criterion for hypothesis testing is: the research hypothesis is accepted if $t_{\text{counted}} > t_{\text{table}}$. With the t_{counted} value (2.48) being clearly larger than the t_{table} value (2.027), it can be concluded that there is a significant difference between the mean learning outcomes of the two groups. This result indicates that the use of word search puzzles in the experimental group was effective in improving learning outcomes compared to the control group.

The researcher then compared the value of t-counted and t-table. The t-counted (2.48) was higher than the t-table (2.027). It means that the use of word search puzzles has a positive influence on students' vocabulary skills at MAN 1 Kota Palu. This also means that the research hypothesis is accepted.

Discussion

This can be seen from in the pre-test, students in the experimental class obtained an overall score of 1012 with an average of 53.26. After being given treatment in the form of using

Word Search Puzzle for six meetings, the post-test results showed a significant increase in the experimental class. The total score increased to 1464 with an average of 77.05. The findings of this study confirm a significant influence of Word Search Puzzles on students' vocabulary mastery, as evidenced by a substantial increase in post-test scores and a t-test result ($t_{\text{count}}=2.48$) that exceeds the critical value ($t_{\text{table}}=2.027$). These results are consistent with several previous studies (Noviyanti et al., 2023) who reported that Word Search Puzzle positively influences students' vocabulary mastery, particularly for beginners, through visual recognition and engaging repetition. In the context of MAN 1 Kota Palu, similar phenomena were observed as students showed great interest and focus during the learning process. They became more active in searching for words, discussing their meanings, and remembering them. Therefore, the present study supports Noviyanti's findings, proving that game-based media can build students' confidence and enthusiasm in learning English vocabulary.

Moreover, the findings of this study are strongly related to those of (Wahyudi & Kusumahwardani, 2024) who emphasized that Word Search Puzzle increases students' motivation and participation in class. At MAN 1 Kota Palu, a similar increase in motivation and engagement was observed, as students showed higher enthusiasm, focus, and a healthy sense of competition while completing the puzzles. This demonstrates that the Word Search Puzzle not only enhances the cognitive aspect—vocabulary mastery—but also the affective aspect, including motivation, focus, and interest in learning. Therefore, the study at MAN 1 Kota Palu expands upon the findings of Wahyudi and Kusumahwardani by providing evidence that Word Search Puzzle can also improve students' concentration and attention span during learning activities.

The study also reinforces the findings of (Wijaya, 2025) who found that Word Search Puzzle not only enriches students' vocabulary but also improves their understanding of word meanings and usage in context. In the MAN 1 Kota Palu study, similar results were obtained, as students were asked to use the words they had found in new sentences after completing the puzzle. This activity helped students comprehend the meaning of words contextually and enhanced their speaking and writing abilities. Thus, the findings support Paivio's Dual Coding Theory, which states that learning is more effective when information is processed through both visual (seeing words) and verbal (saying or writing words) channels simultaneously.

Furthermore, the results of this study are consistent with (Saragih et al., 2024) who highlighted that the implementation of Word Search Puzzle creates a collaborative and enjoyable classroom atmosphere. During the learning sessions at MAN 1 Kota Palu, students often worked together to find words, exchange ideas, and discuss meanings. This process fostered positive social interaction and cooperative learning, showing that Word Search Puzzle promotes collaborative learning, a key feature of constructivist teaching.

Compared to these previous studies, Overall, the findings of the study at MAN 1 Kota Palu reinforce previous research showing that Word Search Puzzle consistently has a positive impact on vocabulary mastery, learning motivation, concentration, and student participation. This study specifically focused on three categories of vocabulary: Noun will cover common nouns and concrete nouns. Verbs will cover action verbs and modal verb. Meanwhile adjectives will cover descriptive adjectives and possessive adjective. This focus provides a deeper understanding of which types of vocabulary benefit most from the use of word search puzzles. However, this study contributes additional insights by showing that the Word Search Puzzle is also effective in improving students' focus and concentration during structured and continuous learning activities. This implies that Word Search Puzzle is not merely a game-based tool but also an educational medium that integrates cognitive (vocabulary comprehension), affective (motivation and learning interest), and social (peer collaboration) aspects of learning.

Therefore, the study conducted at MAN 1 Kota Palu further strengthens the theoretical foundation of constructivist learning, which emphasizes that students construct knowledge through direct experience and active engagement. Word Search Puzzle provides meaningful learning experiences where students discover, understand, and apply vocabulary independently or collaboratively. These findings also align with the concept of student-

centered learning, a hallmark of 21st-century education, where students take an active role in constructing their knowledge while teachers act as facilitators who create active, creative, and enjoyable learning environments.

In conclusion, the consistency between this study and previous related research confirms that word search puzzles are an effective, reliable, and engaging medium for teaching vocabulary. Not only do they significantly improve students' mastery of vocabulary, but they also foster motivation, active participation, and a positive learning environment. Therefore, the use of word search puzzles can be considered a practical and innovative alternative strategy for vocabulary instruction at both junior and senior high school levels, making it highly relevant for modern English language teaching practices. These puzzles, which challenge individuals to uncover hidden words within a grid of letters, have been utilized in various educational settings to enhance students' understanding of subject matter and foster logical thinking skills.

One of the primary advantages of word search puzzles is their ability to stimulate cognitive processes and problem-solving skills. These puzzles require individuals to engage in pattern recognition, spatial awareness, and logical reasoning, as they navigate the grid and identify the hidden words. Moreover, the incorporation of word search puzzles into educational settings has been shown to improve students' understanding of subject matter, as the process of uncovering relevant vocabulary and concepts reinforces their learning. Additionally, word search puzzles can foster a sense of enjoyment and challenge, which can contribute to increased motivation and engagement in the learning process.

Although the Influence of word search puzzles on vocabulary mastery shows significant results, it is important to acknowledge several limitations of the study. First, the observed effect may be temporary due to the relatively short intervention, consisting of only six sessions. This duration may not be sufficient to guarantee permanent vocabulary retention. Second, the effect found in the study on two classes (one experimental and one control) may not be generalizable to a broader population of students with diverse backgrounds and characteristics. Furthermore,

The effect of word search puzzles on other aspects of language skills, such as word use in sentence contexts, speaking, or writing, cannot be clearly measured because the evaluation instrument used primarily focused on literal vocabulary comprehension. These limitations suggest that future research needs to measure the influence of word search puzzles more comprehensively across different levels of language comprehension and skills.

CONCLUSIONS

Based on the results of this research, it can be concluded that the use of Word Search Puzzle media significantly improves the vocabulary mastery of tenth-grade students at MAN 1 Kota Palu. students with lower initial abilities showed the greatest improvement, indicating that Word Search Puzzle can support struggling learners and reduce learning gaps. Furthermore, this media created a more interactive and enjoyable classroom atmosphere, which increased student motivation and participation, and contributed to a positive learning environment. Several suggestions can be made. it is suggested that English teachers use Word Search Puzzle as an alternative learning media to improve students' vocabulary and classroom engagement. Schools should support this innovation by providing facilities and space for creative teaching. Future researchers are encouraged to conduct studies with larger samples, longer treatments, and broader focuses, such as speaking and writing skills, to gain a deeper understanding of its effectiveness.

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