

## **THE EFFECTIVENESS OF USING WORDSEARCH GAME FOR TEACHING VOCABULARIES AT ELEMENTARY SCHOOL**

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### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan wordsearch game untuk Mengajarkan Penguasaan Kosakata. Penelitian ini menggunakan Pre-Experimental Design dengan one group pre test and post test design pada Kelas IV B Al Asyari Keras tahun ajaran 2025-2026 yang berjumlah 25 siswa. Hasil penelitian menunjukkan bahwa kosakata MI Al-Asyari Keras tergolong bagus dengan nilai rata-rata pre-test adalah 63,4. Setelah diberi perlakuan, kosakata siswa meningkat setelah menggunakan Metode Wordsearch Game dengan nilai rata-rata post-test 83,2. Terdapat perbedaan yang signifikan antara penguasaan kosakata siswa sebelum dan sesudah diajar dengan menggunakan Metode Wordsearch method. Dengan menggunakan uji analisis deskriptif, uji normalitas, dan Uji Sampel Berpasangan diperoleh nilai signifikansi (2-tailed) sebesar 0,000 maka data kurang dari ( $<0,05$ ) sehingga dapat dikatakan artinya  $H_0$  ditolak dan  $H_1$  diterima. Artinya, metode wordseachgame diterapkan dalam meningkatkan penguasaan kosakata siswadi MI Al Asyari Keras. Hasil tersebut membuktikan bahwa Wordsearch merupakan metode yang efektif untuk meningkatkan penguasaan kosakata siswa. Dengan memadukan kompetisi yang sehat dan suasana belajar yang menyenangkan, metode ini tidak hanya membantu siswa meningkatkan kemampuan kosa kata tetapi juga membangun kepercayaan diri mereka dalam menggunakan bahasa Inggris. Penelitian ini memberikan bukti kuat bahwa metode inovatif seperti wordsearch dapat menjadi solusi konkrit terhadap tantangan pembelajaran kosakata di sekolah.

Keywords: Efektifitas, Pencarian Kata, Penguasaan Kosa Kata

### **ABSTRACT**

*This study aims to determine the effectiveness of using word search games in teaching vocabulary mastery. The study used a Pre-Experimental Design with a one-group pre-test and post-test design in Class IV B of MI Asyari Keras for the 2025–2026 academic year, consisting of 25 students. The results showed that the students' vocabulary mastery at MI Al-Asyari Keras was categorized as good, with the average pre-test score being 63.4. After receiving the treatment, the students' vocabulary mastery improved through the use of the Wordsearch Game Method, with the average post-test score increasing to 83.2. There was a significant difference in students' vocabulary mastery before and after being taught using the Word Search Method. Using descriptive analysis tests, normality tests, and Paired Sample Tests, the significance value (2-tailed) obtained was 0.000, which is lower than 0.05. Therefore, it can be concluded that H0 was rejected and H1 was accepted. This means that the word search game method was effective in improving students' vocabulary mastery at MI Al Asyari Keras. These findings prove that Word Search is an effective method for improving students' vocabulary mastery. By combining healthy competition with an enjoyable learning atmosphere, this method not only helps students improve their vocabulary skills but also builds their confidence in using English. This study provides strong evidence that innovative methods such as word search games can serve as a practical solution to vocabulary learning challenges in schools.*

Keywords: Effectiveness, Wordsearch, Vocabulary Mastery,

## **A. Introduction**

Vocabulary is a fundamental component of English language learning and plays an important role in developing students' listening, speaking, reading, and writing skills. Based by Munir (2016) nasution Adequate vocabulary mastery helps students understand learning materials, follow teacher instructions, and express ideas effectively. According to Nation (2022) vocabulary is one of the strongest predictors of language proficiency.

Based on (Baskarani, 2016), vocabulary teaching in many schools is still dominated by conventional methods such as memorizing word lists, direct translation, and repetitive written exercises. Although these techniques may help students recognize basic word meanings, they often fail to engage students actively in the learning process. As a result, students easily lose interest when classroom activities are monotonous and lack variation.

At MI Al Asyari Keras, many fourth-grade students still experience

difficulties in learning English vocabulary. Students often feel confused when encountering new words in texts or exercises, quickly forget word meanings, and struggle to use vocabulary correctly in sentences. These problems are influenced by limited exposure to English, lack of practice, and less engaging teaching methods.

The use of memorization and translation methods in vocabulary teaching often makes students passive and bored. Consequently, students' motivation to learn English vocabulary becomes low, which negatively affects their vocabulary mastery and overall English achievement based on Ananda (2020). Therefore, teachers need to apply more effective and enjoyable teaching techniques to increase students' interest and participation in learning activities.

According to Malakouti and Taghavi (2024), improving students' motivation is essential in the learning process. For junior high school students, especially eighth graders, vocabulary knowledge is necessary to understand more

complex texts and use English communicatively according to curriculum demands. Without sufficient vocabulary mastery, students may face difficulties in achieving the learning objectives.

One teaching technique that can improve vocabulary learning is the use of word search games. Hendra (2025) explain that word search activities encourage students to participate actively in a fun and relaxed learning atmosphere. Through word search games, students can improve word recognition, strengthen memory retention, and increase their interest in learning English vocabulary.

Vocabulary, including verbs and nouns, is an important aspect of language learning. This study focuses on using the Word Search Puzzle game to reinforce vocabulary learning, especially in understanding present tense structures. Based on Wahyudi and Kusumahwardani (2024), the use of enjoyable learning media such as Word Search Puzzle games can reduce students' boredom and help improve their vocabulary mastery more effectively.

In addition wordsearch games encourage students to interact actively with vocabulary instead of only memorizing words. According to Budiarti (2024) While searching for words in puzzles, students must remember spelling, recognize letter patterns, and connect words with their meanings. This process trains students' memory and attention skills simultaneously, which can strengthen understanding and improve long-term vocabulary retention.

Word search activities are also flexible and practical for classroom use because teachers can design puzzles based on different themes, such as animals, food, science, or daily routines. Based on Amalia and Sulistyani (2025) The level of difficulty can be adjusted according to students' abilities and learning goals. Therefore, word search games can support curriculum objectives while creating a more interactive, enjoyable, and motivating learning environment.

Although word search games are often used as classroom activities, there is still limited research examining their effectiveness in improving students' vocabulary mastery. Therefore, this study aims to investigate whether word search games can improve students' vocabulary achievement by comparing students' vocabulary results before and after the implementation of word search activities. Based on Valentina et al. (2022) this research is expected to provide useful guidance for teachers in developing more engaging and effective vocabulary teaching strategies for elementary and junior high school students.

## **B. Research Method**

This study uses a pre-experimental research design, specifically a one-group pre-test and post-test design. According to Sugiyono (2016), a pre-experimental design involves only one group that receives both pre-test and post-test without a control group. The purpose of this research is to investigate the effectiveness of using word search games in improving students' vocabulary

mastery. In this design, students' vocabulary ability will be measured before and after the treatment to identify the impact of the learning activity.

The research will be conducted at MI Al Asyari Keras during the 2025/2026 academic year. The participants are the fourth-grade students of class B during regular English lessons. The population of the study consists of 25 students, 25 girls. These students are chosen as the sample of the study to examine the effectiveness of word search games in vocabulary learning.

Before conducting the treatment, the researcher will prepare several research instruments such as lesson plans, vocabulary tests, and word search game materials. The vocabulary items will be selected based on the students' curriculum and learning objectives to ensure their appropriateness for the students' level. In the pre-test session, students will answer 20 multiple-choice questions with four options (a, b, and c). The pre-test is

intended to measure the students' initial vocabulary mastery before the implementation of the treatment.

After the pre-test, the treatment will be conducted through vocabulary instruction using word search games. The learning material focuses on the present tense and will be taught over several meetings. During the activities, students will search for vocabulary items in word search puzzles, identify the meanings of the words, and practice using them in simple sentences. The same teacher and learning materials will be used throughout the treatment to maintain consistency. At the end of the treatment, the students will take a post-test consisting of 20 multiple-choice questions with four answer choices (a, b, and c) to measure their vocabulary mastery after the treatment.

The data of this study will be collected from the students' pre-test and post-test scores. These scores will then be analyzed by comparing the results before and after the treatment to determine whether there is a significant improvement in

students' vocabulary mastery after the implementation of word search games. The findings of the study are expected to show the effectiveness of word search games as a teaching strategy for vocabulary learning.

### **C. Results**

The Researcher presents the data and analysis results from the pre-test and post-test administered to the students of Class 4 B at MI Al Asyari Keras, Jombang, in order to assess the students' mastery of English vocabulary before and after the intervention, which involved instruction using the word-search method.

#### **1. Students' Vocabulary Mastery Before being taught Using the Word Search Method**

Before implementing the word-search method in the classroom, the researcher first administered a pre-test to the students of Class 4B at MI Al Asyari Keras, Jombang. The purpose of this test was to assess the students' mastery in English vocabulary prior to the implementation of the word-search method in the learning

process. The pre-test results are presented in Table 4.1 below:

**Tabel 4.1 Results of the Pre-Test  
on Students' Vocabulary Mastery  
Before being taught Using the  
Word Search Method**

| No                | Scor<br>es | Classificati<br>ons  | Frequen<br>cy |
|-------------------|------------|----------------------|---------------|
| 1                 | 81-<br>100 | Excellent            | 0             |
| 2                 | 61-80      | Good                 | 14            |
| 3                 | 41-60      | Fairly<br>sufficient | 11            |
| 4                 | 21-40      | Poor                 | 0             |
| 5                 | 0-20       | Very poor            | 0             |
| <b>Tot<br/>al</b> |            |                      | 25            |

Based on the pre-test results, the students' average score was 64.4. The highest score obtained by a student was 80, while the lowest was 45. The median score was 65. These results indicate that the majority of students have not yet met the Minimum Passing Criteria (KKM) set by the school, which is 75. Consequently, the students' mastery of English vocabulary is still classified as fairly sufficient and does not yet meet the expected competency standards, these

findings indicate that students still face various challenges in mastering English vocabulary, such as a limited vocabulary, difficulty understanding word meanings, and a lack of ability to recall and use vocabulary appropriately.

This suggests that the teaching methods used previously have not been effective in increasing students' engagement and interest in learning English vocabulary. In addition, the significant gap in scores between the students with the highest scores and those with the lowest scores indicates that vocabulary proficiency levels still vary among students. Therefore, a teaching method is needed that is more engaging, interactive, and capable of increasing student engagement in the learning process one such method being the word-search activity.

## 2. Students' Vocabulary Mastery After Being Taught Using the Word Search Method

After administering the pre-test and implementing the word-search method, the researcher administered a post-test to the

students of Class IV B at MI Al Asyari Keras, Jombang. The post-test was administered to determine the extent of improvement in the students' English vocabulary proficiency following instruction using the word-search method. The post-test was conducted by providing questions related to the mastery and understanding of English vocabulary previously learned through word search activities. The data from the students' post-test results are presented in Table 4.2 below:

**Tabel 4.2 Results of the Pre-Test  
on Students' Vocabulary Mastery  
After being taught Using the  
Word Search Method**

| No           | Scor<br>es | Classificati<br>ons  | Freque<br>ncy |
|--------------|------------|----------------------|---------------|
| 1            | 81-100     | Excellent            | 12            |
| 2            | 61-80      | Good                 | 13            |
| 3            | 41-60      | Fairly<br>sufficient | 0             |
| 4            | 21-40      | Poor                 | 0             |
| 5            | 0-20       | Very poor            | 0             |
| <b>Total</b> |            |                      | 25            |

Based on the results of the post-test administered after

instruction using the word-search method, students' mastery of English vocabulary showed a significant improvement compared to before the intervention. The average student score after instruction reached 83.2. This score indicates a clear improvement compared to the average score before the intervention, which was 64.4. The highest score obtained by a student on the post-test was 100, while the lowest was 70. Meanwhile, the median of all student data was 80. These results indicate that the majority of students have met the Minimum Passing Criteria (KKM) set by the school, which is 75.

This improvement in scores indicates that the word search method is effective in enhancing students' English vocabulary mastery. Through this method, students find it easier to recognize, understand, and remember new vocabulary because the learning process is conducted in a more engaging and interactive manner. The use of word search activities encourages students to participate actively during the lesson, which helps them become more focused

and interested in learning vocabulary.

In addition, the word search method provides students with repeated exposure to vocabulary words. When students search for words in the puzzle, they repeatedly observe the spelling and forms of the words, which helps strengthen their memory and understanding. This repeated practice makes students more familiar with the vocabulary and helps them recall the words more easily in future learning activities.

Furthermore, the method creates a fun and enjoyable learning atmosphere that reduces students' boredom during the lesson. Many students feel more motivated to learn because the activity combines learning with game-like elements. As a result, students become more enthusiastic and confident in participating in classroom activities. They are also more willing to explore and learn new vocabulary independently.

Additionally, the use of the word search method also enhances students' interest and active

participation in English language learning in the classroom. While previously many students had not yet met the proficiency standards, after the intervention, the majority of students met or even exceeded the specified KKM. This indicates that a fun learning environment created through word search activities helps students understand vocabulary more effectively. Thus, it can be concluded that learning using the word search method contributes positively to improving students' English vocabulary mastery and is suitable for implementation in the English learning process in elementary schools.

### 3. Significant Differences in Students' Vocabulary Mastery Before and After being taught Using the Word Search Method

A comparison of the average pre-test and post-test scores indicates an improvement in students' English vocabulary proficiency following the implementation of the word-search method. Before the intervention, the students' average pre-test score was 64.4, indicating that their

vocabulary proficiency was still in the “fair” category. After receiving the intervention in the form of learning using the word-search method, the average post-test score increased to 83.2, which falls into the “good” category. These results indicate that students experienced a significant improvement in their English vocabulary mastery.

The difference in scores between the pre-test and post-test indicates that the word-search method is effective in helping students better understand, recognize, and remember English vocabulary. Additionally, this method can enhance students’ interest and engagement in the learning process because the learning activities are conducted in a more engaging and interactive manner. However, to ensure that this improvement is not merely coincidental and is truly statistically significant, further

analysis is required through a normality test as a prerequisite before conducting a t-test.

Normality test, A normality test was conducted to determine whether the pre-test and post-test data were normally distributed. This test is important because inferential statistical tests, such as the paired sample t-test, can only be performed if the data come from a normal distribution. In this study, the normality test was conducted using SPSS version 25.0. The analysis results show that the pre-test and post-test data are normally distributed, with a significance value (Sig.) in the Shapiro-Wilk column greater than 0.05. This means the data meet the requirements for analysis using a parametric test, namely the paired t-test. The following table shows the results of the normality test:

**Tabel 4.3 Results of the Pre-Test on Students’ Vocabulary Mastery After being taught Using the Word Search Method**

| Tests of Normality |                                 |    |      |              |    |      |
|--------------------|---------------------------------|----|------|--------------|----|------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                    | Statisti                        | df | Sig. | Statisti     | df | Sig. |
|                    | c                               |    |      | c            |    |      |

|                                                    |      |    |       |      |    |      |
|----------------------------------------------------|------|----|-------|------|----|------|
| Pretes                                             | ,127 | 25 | ,200* | ,934 | 25 | ,051 |
| Posttest                                           | ,105 | 25 | ,200* | ,974 | 25 | ,609 |
| *. This is a lower bound of the true significance. |      |    |       |      |    |      |
| a. Lilliefors Significance Correction              |      |    |       |      |    |      |

The results of the normality tests indicate that the p-values for the Kolmogorov-Smirnov test were 0.200 for both the pre-test and post-test, while for the Shapiro-Wilk test, the p-value for the pre-test was 0.051 and for the post-test was 0.609. Since all significance values are greater than 0.05, it can be concluded that the data are normally distributed. Thus, the pre-test and post-test data for the fourth-grade students of Class IV B at MI Al Asyari Keras, Jombang, have met the normality assumption, so further testing can proceed using the Paired

Sample T-Test to determine whether there is a statistically significant difference after the implementation of the word-search method in English vocabulary instruction.

Paired Sample T-Test, The purpose of the Paired Sample T-Test is to test the research hypothesis, namely to determine whether there is a significant difference between the pre-test and post-test results following the implementation of the word-finding method in English vocabulary instruction. The results of the Paired Sample T-Test are presented in Table 4.4 below.

**Tabel 4.4 The results of the Paired Sample T-Test**

| Paired Samples Test |                    |                    |                |                 |                                           |         |         |    |                 |
|---------------------|--------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|---------|----|-----------------|
|                     |                    | Paired Differences |                |                 |                                           |         | t       | Df | Sig. (2-tailed) |
|                     |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |    |                 |
|                     |                    |                    |                |                 | Lower                                     | Upper   |         |    |                 |
| Pair 1              | pretest - posttest | -16,125            | 5,945          | 1,051           | -18,268                                   | -13,982 | -15,344 | 24 | -,001           |

Based on the results of the Paired Sample T-Test above, it was found that there was a mean difference of 16.125 points between the pre-test and post-test scores. The calculated t-value obtained is -15.344 with 24 degrees of freedom (df). Meanwhile, the significance value (Sig. 2-tailed) is 0.001, which is less than 0.05

Since the significance value is smaller than the significance level of 0.05, it can be concluded that there is a significant difference between the pre-test and post-test results. Thus, the research hypothesis is accepted, meaning that the word-search method is effective in improving the English

vocabulary mastery of fourth-grade students in Class IV B at MI Al Asyari Keras, Jombang.

This improvement indicates that the word-search method is capable of helping students recognize, understand, and remember English vocabulary more effectively. Additionally, the use of this method makes the learning process more active, engaging, and enjoyable, thereby motivating students to participate more actively in classroom activities.

#### **D. Discussion**

1. Students' Vocabulary Proficiency Before Instruction Using the Word Search Method

This study was conducted at MI Al Asyari Keras, Jombang, with students in Grade 4A. Before the intervention was implemented, the researcher first administered a pre-test to assess the students' initial proficiency in English vocabulary. The pre-test results showed that the students' vocabulary mastery was still considered adequate, with an average score of 64.4, and most students had not yet reached the Minimum Passing Score (MPS) set by the school, which is 75. This situation indicates that students still face difficulties in understanding, remembering, and using English vocabulary effectively. Based on initial observations and information from the teacher, this situation was caused by several factors. First, the teaching methods previously used were still conventional and teacher-centered. The teacher spent more time explaining the material, while students merely listened, took notes, and memorized vocabulary without engaging in interesting and interactive learning activities. This type of instruction made students easily bored and less motivated to learn English.

Additionally, students also struggled to recall the meanings and spellings of vocabulary words because the learning process emphasized memorization over enjoyable practice. In line with I. S. P. Nation's view, vocabulary mastery is more effective when students are repeatedly exposed to words and actively engaged in the learning process. However, in previous lessons, students had not yet experienced learning that could help them recognize and recall vocabulary optimally. The results of this study are also supported by prior research conducted by Yulianti et.al.(2017), which found that students tend to be less active and less interested when vocabulary instruction is conducted using conventional methods without educational media or games. That study indicated that students require more engaging learning methods to enhance their motivation and vocabulary mastery. Additionally, research by Agustina (2023) explains that many students struggle to understand English vocabulary because learning is still conducted through rote memorization and

translation methods. Consequently, students easily forget the vocabulary they have learned and are less active in the learning process. This situation aligns with the findings of this study, in which fourth-grade students in Class 4B at MI Al Asyari Keras still had low vocabulary proficiency before the implementation of the word-search method.

Thus, the pre-test results indicate that students require a more engaging, active, and enjoyable learning method to enhance their English vocabulary mastery more effectively. Therefore, the researcher implemented the word-search method as an alternative learning approach to help students understand and remember vocabulary more easily.

## **2. Students' Vocabulary Mastery After Being Taught Using the Word Search Method**

After being taught using the word-finding method, the English vocabulary proficiency of the fourth-grade students in Class 4B at MI Al Asyari Keras, Jombang, showed a significant improvement. This is

evident from the post-test results, which showed an average score of 83.2, with the majority of students having met or exceeded the established Minimum Passing Score (MPS) of 75. This improvement indicates that the students have made progress in understanding, recognizing, spelling, and recalling English vocabulary more effectively than before the intervention.

This success is closely linked to the characteristics of the word search method, which provides a more engaging and interactive learning experience for students. In word search activities, students do not merely memorize vocabulary but actively search for, identify, and match words within the puzzle. This activity helps students focus more and engage directly in the learning process. Research by Fitria (2023), the use of word search puzzles can boost students' learning motivation because the learning process is conducted in an enjoyable and non-monotonous way.

Additionally, the word search method helps students strengthen their memory of vocabulary through

visual repetition and direct word-search activities. In line with the views of Nation, vocabulary mastery is more effective when students are repeatedly exposed to words through active and meaningful learning activities. In this study, students found it easier to remember the forms and meanings of words because they were directly involved in the activity of finding words within the puzzle.

These findings are also supported by research Zahra (2021), which states that word search games are effective in improving students' vocabulary mastery because they make students more active and interested in English language learning. Furthermore, research by Wahyudi et.al. (2024) also indicates that the use of word search puzzles helps students recognize spelling patterns and enhances their ability to recall new vocabulary.

The word search method also creates a more enjoyable learning atmosphere, thereby motivating students to participate more actively in the learning process. Students

who were previously passive and uninterested in learning English began to show more active participation during learning activities. With the inclusion of educational games, students feel they are learning while playing, making the learning process less tedious.

This improvement in learning outcomes indicates that the word search method can serve as a solution to vocabulary learning challenges previously encountered in the classroom, such as low student interest, difficulty in remembering vocabulary, and a lack of variety in teaching methods. Thus, it can be concluded that the use of the word search method is effective in enhancing the English vocabulary mastery of fourth-grade students in Class 4B at MI Al Asyari Keras, Jombang.

### 3. Significant Differences in Students' Vocabulary Mastery Before and After being taught Using the Word Search Method

This study aims to determine the effectiveness of the word search method in improving the English

vocabulary proficiency of fourth-grade students in Class 4B at MI Al Asyari Keras, Jombang. To measure the impact of this method, the researcher administered a pre-test before the intervention and a post-test after the learning process using the word-search method was completed. A comparison of the results of these two tests was used to determine the extent to which the word-search method influenced the improvement in students' vocabulary mastery.

On the initial test (pre-test), the students' average score was 64.4, with scores ranging from 45 to 80. These results indicate that most students had not yet met the school's established Minimum Competency Criteria (KKM) of 75. After the intervention using the word-search method, a significant improvement was observed. The average post-test score increased to 83.2, with a range of 70 to 100. Most students had reached or even exceeded the school's MPC. This difference indicates an improvement in students' vocabulary mastery following the implementation of the word-search method in instruction.

However, this increase in scores must be statistically validated to ensure the observed changes are not due to chance. Therefore, the researcher conducted an analysis using the Paired Sample T-Test. The analysis results showed a significance level (Sig. 2-tailed) of 0.001, which is less than 0.05. Thus, it can be concluded that there is a significant difference between the pre-test and post-test results. This proves that the word-search method is effective in improving students' English vocabulary mastery.

The findings of this study align with the theory explained in Chapter review literature. According to Nation, vocabulary learning is more effective when students are actively engaged in the learning process and receive continuous repetition of words in an engaging context. Through the word search method, students not only memorize vocabulary but also actively search for, recognize, and recall words in the form of a fun educational game.

These research results also support previous research conducted by Malakouti et.al.(2024),

which stated that word search games are effective in improving students' vocabulary mastery because they enhance student participation and learning motivation. Additionally, research by Rahayu (2016) also indicates that word search puzzles help students recognize spelling patterns, understand word meanings, and strengthen their memory of new vocabulary.

The word search method is also capable of creating a more interactive and enjoyable learning environment compared to conventional teaching methods. Previously, vocabulary learning was primarily conducted through memorization and word translation, causing students to easily become bored and less active during the learning process. After implementing the word search method, students appeared more enthusiastic, focused, and actively engaged throughout the learning activities. The activity of searching for words within the puzzle allows students to learn while playing, making the learning process more engaging and less monotonous.

Additionally, the use of simple yet interactive learning media, such as word search puzzles, helps students understand vocabulary more easily. Students can recognize word forms, spell words correctly, and memorize vocabulary through visual activities and indirect repetition. This aligns with the opinion of Fitria (2023), who states that the use of word search puzzles can enhance students' motivation and vocabulary learning outcomes because it provides an enjoyable learning experience.

Based on the research findings and statistical analysis conducted, it can be concluded that the word search method is an effective and practical learning strategy for improving elementary school students' mastery of English vocabulary. The use of this method creates an active, engaging, and enjoyable learning atmosphere, making it easier for students to understand and remember English vocabulary. Therefore, the word search method is suitable for implementation in English language learning, particularly in vocabulary

instruction at the elementary school level.

### **E. Conclusion**

this study demonstrates that the word search method is effective in improving the English vocabulary mastery of fourth-grade students in Class 4B at MI Al Asyari Keras, Jombang. The improvement can be seen from the increase in the students' average score from 64.4 in the pre-test to 83.2 in the post-test, with most students successfully achieving the Minimum Competency Criteria (KKM).

Furthermore, the result of the Paired Sample T-Test showed a significance value of 0.001, which is lower than 0.05, indicating that the improvement was statistically significant. The conclusions of this study can be summarized into the following points: The word search method significantly improved the English vocabulary mastery of fourth-grade students in Class 4B. The students' learning outcomes increased, as shown by the improvement of the average score from 64.4 in the pre-test to 83.2 in the post-test. The statistical analysis

using the Paired Sample T-Test showed a significance value of 0.001 ( $< 0.05$ ), proving that the improvement was statistically significant. The word search method created an active, interactive, and enjoyable learning environment that motivated students to participate enthusiastically in vocabulary learning activities.

Through this method, students were able to recognize, understand, and remember English vocabulary more effectively. Therefore, the word search method can be considered an effective and practical strategy for teaching English vocabulary at the elementary school level.

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