STUDENTS' PERCEPTION ON THE USE OF PUZZLE IN TEACHING VOCABULARY MASTERY

Andri Ratika
Universitas Sulawesi Barat
andriratika04@gmail.com

Adi Isma
Universitas Sulawesi Barat
adi.isma@unsulbar.ac.id

Muhammad Syahruddin Nawir
Universitas Islam Negeri Alauddin Makassar
muhammad.syahruddin.nawir@uin-alauddin.ac.id

ABSTRACT

This study aims to determine the students' vocabulary mastery at second- grade students' of SMPN 1 MAJENE, and to know students' perception on the use of puzzle in teaching vocabulary mastery. Data collection was carried out in December 2020 from 17 students of class VIII SMPN 1 Majene. This research used qualitative research, and the instruments were vocabulary test and interview. This research showed that the mean score of the vocabulary test was 78 (Good) which means the students had sufficiently mastered vocabulary and could understand the vocabulary itself. The result of the interview indicated that most of the students gave positive perception on the use of puzzle, they stated that the puzzle was very good because it could increase vocabulary mastery train memory of the students, they also prefer group study because learning becomes more fun and interesting and they can ask each other what they don't know. The use of Puzzles can also increase students' word writing, and play an active role in learning. In other words, puzzles are very helpful in learning English and make it easier for students to learn English.

Keywords: Vocabulary, perception, puzzle

INTRODUCTION

Vocabulary is one of the most important elements that make up the language. Students who want to be able to communicate in English well must have a wide range of vocabulary. According to Fauziati (2005: 155), that vocabulary is central to language and of critical importance to the typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas both in oral and written form. From the statement above, the researcher concludes that the first focus of their English learning process is vocabulary. The importance of vocabulary is to give more comprehension of what they hear and read in school, to communicate successfully with other people, to develop their four skills (listening, speaking, reading, and writing), and learn English second language generally. The vocabulary is used to communicate with other people, vocabulary includes the introduction of words. The previous studies have shown that students with strong vocabulary, and students who work to improve a limited vocabulary, are most successful in school. Students who want to be able to communicate in English well must have a wide

range of vocabulary.

David Wilkins in Thornbury (2002:13) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary.

Krashen (in Fauziati, 2010:61) stated that it is undeniable that most learners' vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercises. Anyhow, this does not mean that explicit vocabulary instruction is less important for foreign language learners.

Vocabulary is the knowledge of meanings of words the other definition of vocabulary states from Hatch and Brown, said that " vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use".

Kashani K.E. Suyanto states that "a vocabulary is a group of words of a language that conveys meaning when the language is used. Vocabulary is important in doing communication both in spoken and written. It is used to express our idea, feeling, and think or information to people. Richard and Renandya (2002: 255) stated, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". It means that vocabulary is a basic language element that determines where people can do speak, listen, read, and write well or not. When someone has a lot of vocabulary, usually someone would be easy in doing communicate with other people.

Based on the statements, it can be stated that vocabulary is a list of words that are used by, understood by, or at the command of a particular person or group. The list of words can be used to express ideas and feeling in communication. In conclusion, a vocabulary is a group of words in the language. People use vocabulary which is arranged into sentences to express their opinion, their though, and also ideas in their communication.

The teacher used many strategies in using vocab, one of which is the strategy used is Puzzle. This is a strategy that used games that compose a random words, picture or object that has been broken down into several parts, while puzzles can also be interpreted as educational play tools that children can use to learn. This strategy is used because it helps students memorize vocabulary, engages them in spelling and pronouncing words, and helps them participate actively in learning activities.

The researcher has previously done pre-research by doing PPL for 3 months in junior high school. The researcher found, almost all junior high school students have still lacked in vocabulary. Sometimes they don't understand what the teacher is saying. Moreover, students still have difficulty communicated in using English. Students did not pay attention when the teacher is explaining material in class. Also, they only remain silent if the teacher asked questions in English. So, most of the students did not understand what the English teacher was saying and they found it difficult to remember the vocabulary of the news they had educated. before the research started, the researcher

observed whether the teachers atSMPN 1 Majene used Puzzle media in Vocabulary learning, after the researchers observed that SMPN 1 MAJENE grade 2 (A) used Puzzle media in vocabulary learning, therefore the researcher wanted to know the extent to which the puzzle media in vocabulary learning is effective or not. Then the researchers made an action to know the students' vocabulary mastery at second-grade students of SMPN 1 Majene and students' perception on the use of puzzle in vocabulary mastery learning.

METHOD

Research Design

This research used descriptive qualitative research. According to Fraenkel and Wallen, qualitative research is the research that investigates the quality of relationships, activities, situations, or material. The natural setting is the direct source of data, and the researcher is the key instrument. The data was collected in the form of descriptive data describing a given state of affairs as fully and carefully as possible. This research was included in qualitative research because the researcher is the main instrument (an observer) in collecting the data in a natural setting without doing any manipulation towards the source of data, and the data gotten was explained the real data of the relationships, activities, situations or material. By the research, the researcher focused on how puzzle used in teaching vocabulary at SMPN 1 Majene. The students were given vocabulary test and interview to collect the data, and to answer the research question at the second-grade students of SMPN 1 MAJENE 2020/2021.

Research Instrument

Vocabulary Test

Vocabulary mastery tests are given in the form of tests for each student. This aimed to determine the students' English vocabulary skills. Vocabulary mastery test provided by the Easy Way to Learn English. Where there are 25 the same number of questions foreach student.

Interview

This type of research is a one-type interview. In addition, this interview aims to confirm the results of observations and get more datarelated to this research. Researchers interviewed students to obtain data about students' problems in learning vocabulary. An interview is a conversation with a specific purpose, the conversation is carried out by two parties, namely interviews that ask questions and interviews that provide answers to these questions. Esteberg defines an interview as a meeting of two people to exchange information and ideas throughquestion and answer, so that meaning can be controlled in a particular topic.

FINDINGS AND DISCUSSION

Findings

Students' Vocabulary Mastery

Learning activities using the Puzzle game method in learning can make it easier for students to remember the vocabulary given by theteacher so that students can easily master English vocabulary. In this case, the learning process has increased with skills in using the Puzzle method which have an impact on material understanding and mastery of English vocabulary, this can be seen from the results of the vocabulary test. Vocabulary tests are carried out to determine the extent to which students can master vocabulary well. The Vocabulary Test consists of 3 parts, namely multiple choices to explain how students choose the correct answer, Jumble word to find out how students can compose sentences properly and correctly, and the third is Matching Word to find out how students match words correctly and correctly.

By giving vocabulary tests to students and researchers, the researcher instructs the class teacher that the vocabulary tests are given to students to complete the vocabulary tests, but this cannot be done directly because of Covid -19. So that the class teacher continued the vocabulary test from the researcher online through the WhatsApp group for class 2 A. This study took 28 students, but only 17 students collected the vocabulary test results on the grounds that some of them did not have cellphones or internet data to send answers, and there were also students. who are lazy totake the test even though the class teacher has reminded students several times to immediately collect the vocabulary test. The following results for the vocabulary test for 17 students can be seen in the table below:

Table 4.1 The Students' Vocabulary Score

No.	NAME	SCORE	STATEMENT
1	FA	96	Excellent
2	AS	72	Good
3	NQ	84	Very Good
4	AZ	52	Poor
5	SA	52	Poor
6	RL	64	Fair
7	RK	76	Good
8	AR	80	Good
9	NA	92	Excellent
10	NZ	64	Fair
11	NH	64	Fair

12	SW	80	Good
13	MS	64	Fair
14	RP	96	Excellent
15	NF	96	Excellent
16	IN	92	Excellent
17	MT	96	Excellent

Based on the results of the vocabulary test above, 17 students were students who get a value of 91-100 (Excellent), there were 6 students, and students who get a score of 81-90 (Very good) was 1 student, students who get a value of 71-80 (Good) are 4 students, then students who got 61-70 (Fair) there were 4 students, and the last student who got a value of 0-60 (Poor) there were 2 students, then from the results of the students above the researcher added up to 1,320 results then divided 17 by the results of the scores. The average value was 78. From the results of the Vocabulary Test, the average score obtained by the students was 78 (Good), it can be concluded that the students had sufficiently mastered vocabulary and could understand the vocabulary itself.

Students' Perception on the Use of Puzzle

Students' perceptions of the use of puzzles in learning English

Based on the interview conducted by the researcher, the students stated positive perception of the media used by teachers in teaching English in the classroom which was necessary for effective teaching and learning process for the students.

Student responses are needed to achieve more positive learning in the teaching and learning process. the results of the interview show thatthe use of puzzle media creates effective learning. This can be seen from the results of the respondent as follows:

ANM 1 : *"Sangat bagus kak karena dapat menambah pengetahuan Puzzle dan tidak tahu jadi tahu."* (Very good because you can increase Puzzle knowledge and don't know so you know)

HWT 2 : *"Untuk meningkatkan Kosakata bahasa inggris kak."* (To improve English vocabulary)

NHR 3 : *"Saya tidak mengerti karena pada saat guru menjelaskan saya tidak terlalu focus."* (I didn't understand it because when the teacher explained I wasn't focused)

AMD 4 : *"Tanggapan saya kita dapat meningkatakanpenguasaan kosakata Bahasa Inggris."* (My Response is we can improve vocabulary mastery of English)

DSR 5 : *"Tanggapan Tentang Puzzle sangat bagus karena siswa bisa melatih kemampuan untuk memecahkan masalah."* (Response about Puzzle very good because students can practice theirability to solve problems)

NAMI 6 : *"Sangat bagus kak karena bisa menambah kosakata bahasa inggris."* (Very good, because it can increase English vocabulary)

Based on the quote above, when asked, respondents 1 and 5 answered very well, meaning that

the use of puzzles was very popular among students in using the media because it can increase students' knowledge in learning English. Respondents 2, 4, and 6 stated that using puzzles can increase vocabulary mastery in students, which means that students can increase students' vocabulary knowledge in learning English. While respondent 3 stated that she did not understand because he lacked focus when the learning process began, meaning that the students themselves did not pay attention when the teacher taught in using puzzles. it could be concluded that the use of puzzles in learning was effective and liked by students.

Difficulty using puzzles in learning English

The students' perceptions then the difficulty of the students in using the puzzle. At the level of student difficulty, a student can answer more than one problem. This means that a student has more than one problem. As before, the researcher explained the students' perceptions, namely the problem from the student's side.

Difficulties from the Students themselves. The researcher showed the difficulties of students starting from the problems found as below:

ANM 1 : *"Kesulitan saya menggunakan Puzzle ketika arti kosakatanya yang sama tapi beda digunakan pas penyebutan katamisalnya people… dan person people dan person kan sama – sama orang tetapi ada saatnya kita pake person ada juga saatnya ketikaeh,.. ada saatnya kita pakai person ada kita saatnya pake people begituan kak.* (My difficulty is using puzzles when the meaning of the vocabulary is the same but the words are used differently, for example, people and person, which mean the same (orang) but, there are times when we use the personal and there were times when we use people).

HWT 2 : *"Kesulitan dalam menyusun kata yang diacak kak."* (Difficulty in arranging scrambled words)

NHR 3 : *"Banyak kosakata yang saya tidak ketahui."* (A lot of vocabulary I don't know)

AMD 4 : *"Kesuliatan saya dalam menggunakan media puzzle adalah keterampilan dalam menulis kosakata bahasa inggrish dan cara pengucapannya."* (My difficulty in using puzzle media is the skill in writing English vocabulary and how to pronounce it)

DSR 5 : *"Kesulitan saya dalam menggunakan puzzle bahasa inggris ketika saya belum tahu kosakata tersebut."* (My Difficulty in using English puzzles when I don't know the vocabulary)

NAMI 6 : *"Kesulitan yang saya alami kak ketika…. Saya sedang belajar tentang puzzle yang yaitu kosakata yang belum aku ketahui kak gituh kak hehe.."* (Difficulties from Students Themselves. The researcher showed students" difficulties starting from the most problem found).

Many students who claim to have a lower vocabulary don't know the meaning of what the teacher was talking about. Their statements are not exactly the same, but they are similar. from Respondent 1, 3, 5, and 6 Some of them stated that they found unknown vocabulary from the teacher. They indirectly admit that they have lower vocabulary scores. Meanwhile, Respondent 2 and 4 stated

that when students arranged random words, their writing skills, and how they were spoken. It means that students are very confused when writing because of the difference between what is written and what is spoken. From the above statement, students have a lower vocabulary or find unknown vocabulary is the most problematic students get. This perception is influenced by students. mental set, where students themselves are not ready to acquire new vocabulary. And then we can see that the students are confused about finding similar pronunciations from different words. The students do not only low on vocabulary but also differentiated the pronunciation that they heard then fixed what wasthe word.

Overcome difficulties using puzzles in learning English

Students' perceptions then overcome the difficulty of how to be more active in learning English. That was also one part of the benefits of the learning process. This is indicated in the respondent below:

ANM 1	:*" Bertanya pada guru setelah itu mendiskusikan sesama teman kelompok atau teman bangku."* (Asking the teacher after that to discuss fellow group mates or classmates)
HWT 2	: *"Biasanya bertanay ke guru atau mengulangnya belajar di rumah kak."* (Usually, ask the teacher or repeat studying at home)
RNS 3	: *"Tetap bertanya kepada guru dan mengulangi belajar dirumah."* (Keep asking the teacher and repeating studying at home)
AMD 4	: *"Cara saya mengatasi kesulitan tersebut adalah bertanya kepada guru dan mengulangnya belajar dirumah."* (The way I overcome these difficulties is to ask the teacher and repeatthe study at home)
DSR 5	: *"Bertanya pada guru, stelah itu mendiskusikan kembali sama teman – teman."* (Asking the teacher, after that discuss it again with friends)
NRMI 6	: "B*elajar mengulang sendiri di rumah kak gituhh.)* (Learn to repeat at home)

Based on the above statement that this was the most common answer and the easiest way to solve student difficulties. Almost all the students interviewed asked their teacher in class when they got into trouble. like the statements of **respondent 1 and 5** state that students overcome them by asking the teacher after that discuss it with friends so that students better understand what is being taught by the teacher. The second general solution, **respondent 2 3 4** states that asking the teacher then repeating it at home means that the student understands better by the way he learns to repeat it at home. Meanwhile, **respondent 6** prefers to learn to repeat at home such as making summaries or reading at home, and so on. maybe it's a way for students to be more focused or calm studying at home. Those all their solutions based on their experiences along an academic year using Puzzle in English lesson.

Using Puzzles increase vocabulary

The basic unit in learning a language was word or vocabulary. Knowing vocabulary, a big influence in learning English. The influence happens because of the using media so that it gave a big influence in learning English was the students can increase their vocabulary. This obtained from the students" interview which was shown in the Respondent below:

ANM 1 : *"Bisa kalau benar – benar mengerti"* (You can if you really understand you can)

HJR 2 : *"Iya kak tapi nggak terlalu."* (Yes, I can but no too much)

NSR 3 : *"Yah…. Dengan menggunakan Puzzle saya dapat meningkatkan sedikit demi sedikit kosakata saya."* (By using puzzle I can improving vocabulary little by little)

AMD 4 : *"Saya yakin penggunaan media puzzle dapat meningkatkan kosakata bukan cuman kosakata saja keterampilan menulis kata dan memperbaiki kesalahan penulis kata."* (I believe the use of Puzzle media can improve vocabulary, not just vocabulary, word writing skills, and correct word writing errors)

DSR 5 : *"Kalau benar – benar mengerti pasti bisa kak."* (If really understand you can)

NAMI 6 : *"Iya kak karena per..mainan Puzzle itu melatih daya ingat untuk menjawab so..al Puzzle dengan cepat dan tepat gituh kak."* (Yes, because the puzzle game that trains your memory to answer the question quickly and precisely)

Based on the above statement that the use of puzzles was effective in increasing vocabulary, **respondents 1 and 5** stated that if they understand it means that the student can increase vocabulary if they really learn to increase the vocabulary, the second **respondent 2** stated that yes but no Many of the meanings of these answers can increase vocabulary using puzzles but increasing it little by little was the same as the **respondent 3**, while **respondent 4** stated that they are more confident in using puzzles to increase vocabulary and word writing and **respondent 6** stated that Puzzle Games train memory to answer questions. So, the use of puzzles is effective for increase vocabulary.

The student's response about using the puzzle was to be diligent

The use of media in learning by expanded the vocabulary of learning new words was a fun activity because it makes students more studious in order to be able to communicate with the people around them, we can see student responses as below:

ANM 1 : *" Iya rajin, Mudah di paham mudah di mengerti karena buguru udah memeprjelaskan materi tentang puzzle."* (Yes, diligent, easy to understand because the teacher has explained the material about the puzzle)

HJR 2 : *"Iya kak selalu belajar jaka tentang kosakata – kosakata di rumah."* (Yes, always learns about vocabulary at home)

NSR 3 : *"Yahh saya menjadi rajin menggunakan Puzzle dalam bahasa inggris untuk meningkatkan kosakata saya."*

AMD 4 : *"Saya rajin, karena dapat memperluas pengetahuan dan kosakata."* (I am diligent Because it can expand my knowledge and vocabulary)

DSR 5 : *"Yang pastinya saya akan lebih rajin supaya saya lebih mngerti kosakata itu."* (Of course, I will be more diligent so that I understand the vocabulary better)

NAMI 6 : *"Iya kak karena permainannya sangat menyenangkan sehingga kita semangat untuk menjawab."* (Yes, Because the game is very fun so we are excited to answer)

The results of the respondents above stated that they were both diligent in learning to improve the vocabulary starting from **respondent 1** saying that they were diligent because the puzzle was easy to understand and the teacher had explained the material about puzzles, and the second statement of **respondent 2** the students often studied at home to improve their vocabulary, **respondent 3** stated that he was diligent in using puzzles because to increasing vocabulary, **respondent 4** was diligent because students could expand students' knowledge and vocabulary, **respondent 5** stated that he made sure to be more diligent so that students' vocabulary increase while **respondent 6** stated that puzzle games were very fun so that every question was certain eagerly answer. All **respondents 1 to 6** stated that they are all diligent in increasing vocabulary so that the use of puzzles in learning English was very effective in teaching and learning.

Students' perceptions that interfere with learning concentration in the use of puzzles

The next student's perception of the media used by the teacher was that they can express their opinion on how the student's concentration was disturbed in learning English. It can be identified from the respondent below:

ANM 1 : *"Teman yang ribut karena dalam menggunakan puzzle bahasa inggris butuh ketenangan dan konsentrasi."* (Friend who are noisy because in using Puzzle English they need calm and concentration)

HJR 2 : *"Yang menganggu konsentrasi saat belajar puzzle tiba- tiba ada orang yang berbicara di depam kita itulah yang membuat konsentraso kita terganggu."* (What disturbs our concentration is that when learning Puzzle, suddenly someone is speaking in front of us that makes our concentration disturbed)

NSR 3 : *"Yang menganggu konsentrasi saya pada saat belajar menggunakan Puzzle dalam pembelajaran bahasa inggris ketika menemukan kosakata yang belum saya ketahui."* (What disturbs my concentration when learning to use puzzle in learning Englsih when I find vocabulary that I don't know)

AMD 4 :*"Yang menganggu konsentrasi saya focus perhatian dalam pelaksanaan kegiatan belajar mengajar."* (What disturbs my concentration in the focus of attention in theimplementation of teaching and learning activities)

DSR 5 : *"Teman yang ribut karena menggunakan Puzzle bahasa inggris butuh ketenangan dan konsntrasi."* (The friend who is noisy because they use English Puzzle need calmand concentration)

NAMI 6 : *"Pada saat saya lupaa kosaa kataaa dari jawabanuntuk pertanyaan puzzle kak."* (At the time I forgot the vocabulary of the answer to the puzzle question)

From the results of the respondents above, it was stated that **respondent 1 and 5** both stated that those who disturbed concentration when friends were noisy because, in puzzle learning needed calm, **respondent 2** that disturbed concentration suddenly had a friend to talk so the student could be disturbed, whereas **respondent 3** stated that when students finds vocabulary that students doesn't know, it disturbs student concentration, **respondent 4** states that what interferes with a concentration in learning was the focus of attention soif the student is focused on learning suddenly disturbed then the student was unable to focus again, and finally **respondent 6** stated that what disturbs the student's concentration is when the student forgets the vocabulary of the answer to the puzzle question, the meaning of thestatement was that the question was given to the student suddenly forgets the vocabulary the student wants to answer. So, there are many kinds of things that make students concentrate when studied because learning in class requires calm so that students can understand, understand what the teacher explains when teaching.

Perceptions of students using a dictionary device

Students' perceptions of the use of devices such as dictionaries in their puzzle learning can express opinions such as below:

ANM 1 : *"Menggunakan perangkat seperti hp, translate, dan kamus."* (Using tools such HP Translate, and Dictionary)

HJR 2 : *"Iya salah satunya kamus kak."* (Yes, usually one of them is the dictionary)

NSR 3 : *"Yah pada saat belajar menggunakan pauzzle dalam bahasa inggris saya menggunakan kamus bahasa inggris untuk lebih memahaminya."* (When I to use Puzzles in English I use an English Dictionary to understand them better)

AMD 4 : *"Saya menggunakan perangkat kamus, karena kamus adalah gudang kosakata."* (I am using dictionary, because dictionary is storehouse of vocabulary)

DSR 5 : *"M enggunakan perangkat seperti HP, Translate dan kamus."* (Using tools like Hp, translate and dictionary)

NAMI 6 : *"Iya kak biasanya saya memakai kamus."* (Yes, usually use a dictionary)

Based on the results of the quotation above, it was stated that from respondent 1 to 6 the used of puzzles in learning English students used a dictionary, so students do have to use a dictionary so that students were more active in learning English and from the dictionary can also increase the vocabulary of these students.

Students' perceptions with the use of media puzzle or other media

The next student's perception, the use of media all students havethe right to choose any media that can make students interested and easy to understand, the use of these media using puzzles or other media in learning English can be seen by the respondent below:

ANM 1 : *"Lebih tetarik ke media gambar kak karena karena kalo media gambar mudah dipahami."* (I'm more interested in Picture media, because if picture media easy to understand)

HJR 2	**:**	*"Lebih tertarik ke Puzzle kak karena bisa meningkatkan atau menambah kosakata bahasa inggris."* (I am more interested in puzzles because can I improving or add the English Vocabulary)
NSR 3	**:**	*"Saya lebih Tertarik menggunakan media lain saat belajar kosakata. Menggunakan Koran kak ehhh maksudnya kardus kak Peningkatannya saya lebih mengetahui banyak kosakata."* (I am not interested in using other media when learning Vocabulary, using newspaper I mean cardboard increase I know more Vocabulary)
AMD 4	**:**	*"Tertarik belajar dengan media Puzzle karena meningkatkan kosakata saya."* (I am interested in learning with Puzzle media because improving Vocabulary)
DSR 5	**:**	*"Lebih gtertarik media gambar kak karenaaa media gambar mudah di pahami."* (More interested in Picture media because Picture media easy to understand)
NAMI 6	**:**	*"Media Puzzle dengan media Linnya kak semuanya menarik."* (Media Puzzle with Other media Everything is interesting)

Based on the above quotation, the researcher found that **respondent 1** and **respondent 5** stated that they were more interested in image media in learning English. That is because pictures can stimulate and provide information to students, pictures were useful for focusing students' attention to imagine what the picture means, students can also understand the material clearly and easily so they can find new words from pictures. Meanwhile, **respondent 3** stated that he was more interested in other media such as cardboard because it increased the vocabulary of students and the **respondent 6** stated that the puzzle media and other media were all interested, meaning that these students paid attention to or preferred various media in learning English and finally **respondent 2 and 4** prefer to use puzzles because these students can improve students' vocabulary, so the use of puzzles is quite effective in improving English vocabulary.

Students' perceptions of the use of learning puzzles in groups or alone

Furthermore, students' perceptions of studying in groups or alone so that they be more active in learning English is also one part of the benefits of learning used in the classroom in the learning process. It was shown in the respondent below:

ANM 1	**:**	*"Lebih menyenagkan berkelompok kak."* (It's more fun in a group)
HJR 2	**:**	*"Lebih menyenangkan berkelompok kak karena teman yang tidak mengerti bisa bertanya ke teman kelompoknya."* (It's more fun to be a group because friend does not understand can ask to friend group)
NSR 3	**:**	*"Belajar kelompok dalam menggunakn Puzzle, yaa karena kalo ada kosakata yang kita tidak tahu kita bisa berdiskusi sama tema – teman kita yang lain."* (Learning in group using Puzzle, because if any vocabulary is we don't know, we can discuss with our other friend)
AMD 4	**:**	*"Lebih tertarik dengan belajar menggunakan Puzzle berkelompok."* (More interested in learning using Puzzle in

groups)

DSR 5   : *"Lebih menyenagkan berkolompok kak karena bisa saling bertanya."* (Fun more group because you can ask one another)

NAMI 6   : *"Dalam berkelompok kak karenaaaa kita bisaa mennn berkerjasama dengan teman kelompok."* (In a group because we can work together with group friend)

Based on the results of the quotation above, it stated that from the **respondent 1 to 6** they all choose to learn using group puzzles because they can discuss with each other that students do not know andin groups that have goals such as forming a spirit of cooperation with students and students can be more consistent with what they do and train students' logical intelligence, so that was true of what **respondent 4** said.

The results of the six respondents stated that puzzles can add to students' vocabulary besides that they can also increase word writing skills, and it is very fun because they can answer enthusiastically. they also said that group study was more fun especially by using puzzles because learning while playing made learning more interesting and comfortable so that it increased their concentration when they forgot the vocabulary of the answers to the puzzle questions. Respondents also use dictionaries more often and students prefer puzzles and other interesting media. From the results of the interview, it can be concluded that the use of puzzles in learning is effective and liked by students.

Based on the questions given directly during the study, that the students' perceptions of puzzles, namely puzzles, are very helpful in learning English and make it easier for students to learn English.

Discussion

Before this research was conducted, the first time the researchers found a problem in learning English at the junior high school level, namely the lack of vocabulary experienced by students. The method I used to find out was to visit the school and talk to the teacher about the media used to increase students' vocabulary. Media Puzzle after the researcher knows the problem that the researcher is interested in, the objectives are to know the students' vocabulary mastery at second-grade students of SMPN 1 Majene, and to know students' perception on the use of puzzle in vocabulary mastery learning.

For vocabulary, the researcher gave a vocabulary test to find out how far students can master vocabulary well. The vocabulary test consists of 3 parts, namely multiple choice to find out how students choose the correct answer, jumble word to find out how students can arrange sentences properly and correctly, and matching word to find out how students match words correctly. (Madsen 1983:12) states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

From these results, it showed the results of the vocabulary test 17 students were students who get a value of 91- 100 (excellent) there were 6 students, and students who get a score of 81-90 (very

good) was 1 students, students who get a value of 71- 80 (good) are 4 students, then students who got 61-70 (Fair) there were 4 students, and the last student who got a value of 0-60 (Poor) there were 2 students, then from the results of the students above the researcher added up to 1.320 results then divided 17 by the results of the scores with an average value of 78 (Good), which means that students can add significant vocabulary mastery in the use of vocabulary for students and are able to understand the vocabulary itself. with the results of student vocabulary obtained by the researcher that students' vocabulary mastery is included in the good category, which means students are good enough to master vocabulary. The results of this study are in line with previous research, but there are differences between this study and previous research. Previous research used mixed descriptive quantitative and qualitative methods and post-test, while this research useddescriptive qualitative and vocabulary test. One of them was done by Bahri and Syamsul (2021). This research used mixed method; descriptive quantitative and qualitative research. The instruments were Writing test and interview. The sample of this research was 20 students that class XIPA consists of 29 students. Based on the findings showed that there were 2 (10%) students categorized in excellent, 11 (55%) students categorized in very good, 5 (25%) students categorized in good level, 1 (5%) student categorized at fairly good level, 1 (5%) student categorized at fairly level and none of students categorized as gain poor level and very poor level. The results of the show that the students' vocabulary was increased greatly.

For students' perceptions of the learning process using puzzle media can help students be interested in learning, puzzles make the teaching and learning process more interesting and students can be active while learning, Vocabulary that can be learned through puzzles is a good interesting strategy for students, because it can find the meaning of words related to words through guessing words in puzzles, and games can make students enjoy learning English vocabulary to memorize vocabulary. puzzles as a medium are a very interesting medium, students really enjoy learning vocabulary. Students easily memorize new vocabulary Learn English by using puzzles.

From the results of the interviews Students' using puzzle in teaching vocabulary mastery can be seen below:

a. Perceptions of the use of puzzles in learning English the use of puzzles is very popular among students in using puzzles because it can increase students' vocabulary and knowledge

b. Difficulty using puzzles in learning English many students who claim to have lower vocabulary students state that they find vocabulary that they do not know, and students are also confused when writing English vocabulary because of the difference between what is written and what is spoken.

c. Overcoming difficulties using puzzle students stated that overcoming difficulties by learning to use puzzles students chose by asking questions and then students discussed with friends so that students better understand what the teacher is teaching.

d. Of all the respondents stated that in the use of puzzles students can increase students' vocabulary and not only vocabulary but writing skills

e. All student respondents stated that students study diligently using puzzles because puzzles are easy to understand and also the teacher has explained the material about puzzles, students are diligent in studying at home to increase students' vocabulary, can expand students' knowledge and vocabulary, the use of puzzles is very fun so that every question must be answered with spirit.

f. What disturbs the concentration of students when learning to use puzzles, students state that their concentration is disturbed when friends are noisy because in learning puzzles they need calm, suddenly there are friends to talk to students can become distracted, students find unknown vocabulary, focus attention so that if students are focused learning is suddenly interrupted then students can't focus anymore, when students forget the vocabulary of answers to puzzle questions.

g. Students use dictionaries to learn to use puzzles in vocabulary learning so that students are more active in learning English from dictionaries can also increase students' vocabulary.

h. In the use of puzzles, some students prefer puzzle media in vocabulary learning because it can increase students' vocabulary, but there are also students who prefer other media such as pictures and media using cardboard.

i. All respondents chose to learn to use group puzzles because they could discuss with each other, they could also ask questions that the students did not know, and in groups they had goals such as forming a spirit of learning.

j. The expectations and suggestions of students using puzzles in vocabulary learning almost all of the students stated that learning in the use of puzzles students wanted to study in groups so that it was easier for students to understand learning English, and students also stated that the puzzle media used were more varied so that students could play a role active in learning and suggestions for students to be creative and innovative in learning, especially for English subjects.

From all of the respondent's explanations above, it can be concluded that almost all students have positive perceptions, from the results of student perceptions, it was found that students stated that Puzzles were very good because they could add puzzles that they did not know, the use of puzzles could also increase vocabulary, not only vocabulary but word writing skills, students are also diligent in learning to use puzzles because they can expand knowledge and vocabulary, in puzzle learning students use dictionaries to learn because dictionaries are a repository of vocabulary, students also prefer to study in groups using puzzles because if there is vocabulary they do not know students can discuss with their group friends, and some students also prefer puzzle media because puzzles can increase vocabulary, but there are also students who prefer other media because other media can

further increase students' vocabulary, and finally students' expectations by using media Puzzles want more improvestudents' vocabulary in learning English. So, the use of Puzzle media is very effective in learning vocabulary. In line with previous research by Yulia Rahmi, (2020) This research was about students' perceptions of vocabulary techniques using crossword puzzles in seventh grade at MTs Noor Aini Banjarmasin, from the results of student perceptions it was found that students were very happy using puzzles in the learning process. puzzles as a medium make students better than before and also students can easily understand. Students' responses to learning are generally positive and very helpful to increase their vocabulary. This can increase knowledge, especially the use of vocabulary where students enjoy the learning process because it makes it easier for students to understand vocabulary, how to spell, how to write, so that the use of puzzles is effective in learning vocabulary.

CONCLUSION

Students' vocabulary mastery was categorized as good. it can be seen from the results which show that the average score obtained by students is 78 (good). which means that students are good enough to master vocabulary.

From the results of interviews from the six respondents, Students were more supportive of the use of puzzle media in vocabulary learning, almost all students had a positive perception, from the results of student perceptions found that students stated that Puzzles were very good because they could add puzzles that they did not know to know, the use of puzzles can also increase vocabulary. not only vocabulary but word writing skills, students are also diligent in learning to use puzzles because they can expand their knowledge and vocabulary, in puzzle learning students use dictionaries to learn because dictionaries are a repository of vocabulary, students also prefer to study in groups using puzzles because if there is vocabulary they do not know that students can discuss with their group friends, and some students also prefer puzzle media because puzzles can increase vocabulary, but there are also students who prefer other media because other media can further increase students' vocabulary, and finally students' expectations of using media Puzzle wants to increase students' vocabulary more in learning English. So, the use of Puzzle media is very effective in learning vocabulary.

In applying media puzzles, researchers need more careful preparation before. In addition, the teacher must determine and choose topics that can be implemented in media puzzles. This research needs further research to get better results and improved implementation for the following research in other schools.

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