

## Investigating the Role of the Crossword Puzzle on the Arabic Vocabulary in University Students

Apri Wardana Ritonga<sup>1</sup>, Ayu Desrani<sup>2</sup>

<sup>1</sup>As-Syifa College of Qur'anic Science, Subang, Indonesia

<sup>2</sup>State University of Yogyakarta, Indonesia

[apriwardanaritonga@stiq.assyifa.ac.id](mailto:apriwardanaritonga@stiq.assyifa.ac.id)<sup>1</sup>, [ayudesrani@gmail.com](mailto:ayudesrani@gmail.com)<sup>2</sup>

### Abstrak

Kosakata bahasa Arab memegang peran yang sangat penting dalam pengajaran dan pembelajaran bahasa Arab. Kosakata menjadi dasar dalam memahami dan mengkomunikasikan pesan dalam bahasa Arab, baik secara lisan maupun tulisan. Penelitian ini bertujuan untuk menginvestigasi peran crossword puzzle terhadap pembelajaran kosakata bahasa Arab bagi mahasiswa PTDU, Malang. Penelitian ini menggunakan paradigma positivistik dengan pendekatan kuantitatif melalui metode eksperimen. Pemanfaatan crossword puzzle memberikan pengaruh yang signifikan terhadap pembelajaran kosakata bahasa Arab bagi mahasiswa PTDU, Malang. Terlihat dari nilai rata-rata pretest kelas kontrol (PAI) sebesar 71,85 “cukup”, dan pada kelas eksperimen (ES) sebesar 73,85 “cukup” meningkat tajam setelah menggunakan crossword puzzle menjadi 84,87 “baik” untuk kelas kontrol (PAI) dan 90,38 “sangat baik” untuk kelas eksperimen (ES). Hal ini menunjukkan bahwa penggunaan crossword puzzle efektif dalam meningkatkan pemahaman dan penguasaan kosakata bahasa Arab mahasiswa. Dengan demikian, pendekatan ini dapat dianggap sebagai strategi yang bermanfaat dalam pembelajaran bahasa Arab di lingkungan PTDU, Malang.

**Keywords:** Crossword Puzzle, Bahasa Arab, Mufradat, Perguruan Tinggi Berbasis Pesantren.

### ملخص

كانت المفردات تلعب دورًا مهمًا جدًا في تعليم وتعلم اللغة العربية. المفردات هي الأساس لفهم وتوصيل الرسائل باللغة العربية سواء كان شفهيًا أو كتابيًا. يهدف هذا البحث إلى معرفة دور الكلمات المتقاطعة في تعلم مفردات اللغة العربية لدى الطلاب في جامعة دار الأخوة بمالانج. يستخدم هذا البحث نموذجًا إيجابيًا مع المنهج الكمي من خلال الأساليب التجريبية. وأما نتائج هذا البحث هو إن استخدام الكلمات المتقاطعة له تأثير كبير على تعلم الطلاب لمفردات اللغة العربية بتدو، فقير. يمكن رؤيته من القيمة المتوسطة اختبار أولي كانت درجة السيطرة ٧١,٨٥ بتقدير “مقبول”، وفي الصف التجريبي كانت ٧٣,٨٥ بتقدير “مقبول” وترتفع بشكل حاد بعد استخدام الكلمات المتقاطعة إلى ٨٤,٨٧ بتقدير “جيد” للفئة الضابطة و٩٠,٣٨ بتقدير “جيد جدًا” بالنسبة للفصل الدراسي. الفئة التجريبية. وهذا يدل على أن استخدام الكلمات المتقاطعة فعال في تحسين فهم الطلاب وإتقانهم لمفردات اللغة العربية. وبالتالي، يمكن اعتبار هذا النهج بمثابة استراتيجية مفيدة في تعلم اللغة العربية في جامعة دار الأخوة بمالانج.

## Introduction

One of the elements in Arabic is vocabulary. A vocabulary is a group of words or verbs known to someone or another person who are part of a particular language. A vocabulary is defined as a collection of all the words a person understands and is most likely to be used to compose a new sentence. The role of vocabulary in the four language skills is crucial, and a person's ability to understand the four languages depends heavily on the teaching of the vocabulary he has. A vocabulary is a set of words that will form a language. Words are the smallest part of a free language. This understanding distinguishes between words and morphemes. Morphemes are the smallest units of language that can no longer be divided into smaller parts of meaning and are relatively stable. Therefore, the word consists of morphemes.

Vocabulary is a means of conveying meaning. Vocabulary teaching is an important part of everyday life when teaching Arabic. Through vocabulary, anyone can communicate well. As the vocabulary increases, the scope of communication knowledge also increases. Vocabulary plays an important role in developing a person's language skills. The more vocabulary is taught, the better language skills are taught (Baroroh & Tolinggi, 2020). Vocabulary is a group of words that form a language (Roji et al., 2023). Ibrahim, (1434) noted that there are four vocabulary classifications, and each is also divided according to its functions as follows: 1) vocabulary types according to linguistic abilities, namely, (a) vocabulary of understanding, namely, listening understanding and reading understanding; (b) vocabulary of speech, namely, their use in ordinary conversations or specific situations; (c) written vocabularies, namely, regular or situational; and (d) latent vocabulary, namely, contextual (understood from

context) or analytical. (understood from analysis and morphological characteristics). 2) Vocabulary type by meaning, i.e., (a) content word (basic vocabulary of objects and work words); (b) functional word (connector words such as prepositions, conjunctions, vows, etc.); (c) group of words; (3) vocabulary type by specialization, that is, (a) auxiliary words used in many situations; (b) special words in a particular field; (c) usage-based vocabularies, namely, (d) active words used frequently; and (e) empty words rarely used.

Based on the classification of the mentioned vocabulary, we can understand that vocabulary is involved in various aspects of human life, ranging from small things related to everyday conversations to extensive communication between older people in terms of age. The segmentation of vocabulary provides a thorough understanding of the urgency of vocabulary in achieving the goal one wants to achieve. Therefore, vocabulary learning requires relevant media for a particular level of education. Vocabulary learning media play a role in making it easier for teachers to pass on vocabulary materials to students, while students easily accept them. Among the learning media that can be used are cross-questionnaires. Crossword puzzle media is considered suitable for elementary school-age students.

A cross-word puzzle is a game that asks a person to fill in empty dots in the shape of white boxes and use the letters to form words according to the given clues. The clue can be divided into horizontal or vertical question categories, depending on the direction of the word to be filled in (Lakoro et al., 2020). A crossword puzzle is the activity of remembering, finding, and matching the right words, not only according to the answer but also according to the available boxes (Febriansari et al., 2020). Crossword puzzles will add to the horizon of your knowledge. You don't have to worry about not being able to answer because of the many sources of information in our solution, such as the Open Dictionary and Friendly Solutions (Maududi & Purwanto, 2018).

Amalia and Hidayat explained that the benefits of using the crossword puzzle method include the following: a) Improve overall brain capabilities. Encourage the brain to remember something and be able to focus, as students learn to keep thinking and analyzing; b) playing crossword puzzles also helps sharpen memory; c) through cross-puzzle media, knowledge insights can be enhanced; d) learn vocabulary that rarely appears in everyday life; e) improve foreign language vocabularies and disseminate new terminology; and f) offer crossword puzzle game providers prizes for answering crossword puzzle questions and filling empty sections (Amalia & Hidayat, 2018).

The benefits of using crossword puzzles are also felt by students when learning vocabulary. I mean, the media benefits are on numbers two, four, and five, namely, playing cross-scrabbles helps students improve their memory acuity. Learn about a rarely used vocabulary. They appear in everyday life. Improved foreign-language vocabulary and popularized new terms According to Siebemann, the use of cross-questionnaires can stimulate the interest and motivation of students to learn. Students will be happy to be invited to play. Crossword puzzles can be solved individually or in groups. The crossword puzzles answered must be the answers to the questions contained in the crossword puzzle. These crossword puzzles are intended to enhance vocabulary development and facilitate the learning of the student's dictionary (Sopyan, 2015).

After looking at the benefits of crossword puzzle media, the researchers looked for steps to apply crossword puzzle media to learning. Jenny presents some examples of the use of crossword puzzles in learning Arabic vocabulary. The steps are as follows (Roji et al., 2023): 1) Write keywords, terms, and names related to the subject being taught. 2) Setting up a simple cross puzzle that includes as many elements as necessary. 3) Give examples of elements that are cut, using different types and categories, such as definitions and categories that

match elements or examples and counterwords. 4) Questions whose answers are modified based on the selected words are created. 5) Share the cross puzzle with the students. The task can be performed individually or in groups. 6) Give a time limit to solve the cross puzzle. 7) Give the prize as a gift to the group or individual who does something the fastest and most correctly.

The steps in using these crossbow puzzles are not difficult but rather easy for all Arabic students and teachers. However, there is preparation before implementing this method, namely, preparing the necessary items and components such as paper, pencils, etc. The choice of crossword puzzles as a learning medium allows students to enjoy learning while playing in Arabic, especially in vocabulary teaching (Ritonga et al., 2022). The use of this medium is so easy, and crossword puzzle media is so popular in the world of children that teachers do not have to explain to students how to use it specifically. Through this crossword puzzle tool, students will be more helpful in writing Arabic words to improve their writing skills, and they will enjoy reading Arabic vocabulary, which can improve their ability to read and write Arabic dictionaries (Huda, 2020).

Based on the explanation above, the author views this research as important to carry out. To focus this study, the author formulated a research objective, namely, to investigate the role of crossword puzzles in students' Arabic vocabulary learning. The hypothesis proposed is that using crossword puzzles has a significant influence on increasing students' mastery of Arabic vocabulary.

## **Method**

### **Research Design**

This research uses a quantitative approach with experimental research methods based on field research data. Quantitative methods use scientific principles that are realistic, objective, analog, logical, and organized based on data in the form of numbers and techniques of analysis using statistical aid. The

experimental research design for this research is quasiexperimental. The type of control group design that is not equivalent to a nonequivalent control group design. The duration of this study was 3 months (Oktober – Desember 2023).

### **Populations and Samples**

The population and sample for this research were 27 second-semester students of the Islamic Religious Education and Sharia Economics study program at Daarul Ukhuwwah College (PTDU), Malang. The Islamic Religious Education Study Program served as the control class, while the Sharia Economics Study Program served as the experimental class. The students in this research were graduates of the Daarul Ukhuwwah Islamic Boarding School who had fairly good knowledge of Arabic. However, the author tried to use crossword Puzzle media in learning Arabic vocabulary to measure its effectiveness for students in universities.

### **Data collection techniques**

These data were collected via tests, observations, and interviews. Researchers conducted pretests and posttests on students to determine their vocabulary skills before and after using crossword puzzle media. Observations were carried out to determine the learning conditions of Arabic vocabulary students at school. The interviews were aimed at obtaining the information needed for this research from the teacher and the head of the school as part of the vocabulary learning process at the PTDU, Malang.

### **Data Analysis Techniques**

This research data analysis technique involves quantitative data analysis. For the data analysis, tests were used to determine the vocabulary scores of fourth-grade students before using crossword puzzle media and after using crossword puzzle methods to enhance vocabulary mastery skills. After classifying the pretest and posttest data, the researchers used the SPSS 26 program for normality and homogeneity tests as well as t tests. This normality



test aims to determine whether the data are normally distributed. The formula that researchers use in natural tests is the Kolmogrof-Smirnov formula. To facilitate the calculation, the researchers used the following borrowing method:

1. If  $50, 0 < \text{sig}$ , it is normal.
2. If  $50 > \text{sig}$ , then the distribution is not normal.

Then, the researchers used the SPSS.26 program to test homogeneity. The purpose is to determine whether the data come from the type of group. Researchers use a level-of-knowledge test. To facilitate the calculation, the researchers used the following analogy:

1. If  $50,0 < \text{sig}$ , then the distribution is homogeneous.
2. If  $50 > \text{sig}$ , then the distribution is not homogeneous. In this study, the researchers used the test symbol "t" ( $N > 30$ ).

$$t0 = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

## Results and Discussion

### Mastering Arabic Vocabulary Before Using Crossword Puzzles

Crossword puzzles are used in accordance with current Arabic learning topics. First, the researchers created the fucking puzzle media to be taught and then developed a teaching plan and tools to measure vocabulary learning outcomes using crossword puzzle media. The implementation of this procedure is aligned with a learning plan based on crossword puzzle learning. Starting with the stage of introduction to this medium, the teacher performs awareness, explains the purpose of learning, and then uses the cross-media with the following stages: (1) the teacher distributes the crossword puzzle medium; (2) the student starts completing tasks using the crossword puzzle medium; (3) the time set is completed by the teacher; (4) the student's representatives present the results of their work for evaluation by the teachers in front of the classroom; and (5) the student takes the test to evaluate their vocabulary skills.

Before using crossword puzzle methods to learn Arabic vocabulary in university students at PTDU, Malang, researchers conducted pretests on

experimental classes and control classes. The scale used to determine the students' ratings was as follows:

**Table 1:** Range of scores

No	Range of Score	Remarks
1	85 – 100	<i>Excellent</i>
2	75– 84	<i>Good</i>
3	65 – 74	<i>Average</i>

**Table 2:** Pretest results for the control class

No	Initial of Students	Pretest	
		Scores	Remarks
1	AF	60	<i>Below Average</i>
2	APP	50	<i>Below Average</i>
3	MNR	70	<i>Average</i>
4	ADM	60	<i>Kurang</i>
5	KA	80	<i>Good</i>
6	YA	75	<i>Good</i>
7	AR	80	<i>Good</i>
8	ADI	50	<i>Below Average</i>
9	NH	50	<i>Below Average</i>
10	MAA	65	<i>Below Average</i>
11	TAHA	80	<i>Good</i>
12	HA	80	<i>Good</i>
13	AM	75	<i>Good</i>
14	ANM	60	<i>Below Average</i>
15	ADAA	80	<i>Good</i>
16	IB	60	<i>Below Average</i>
17	VAR	60	<i>Below Average</i>
18	SAM	50	<i>Below Average</i>
19	ANS	75	<i>Good</i>
20	DMS	80	<i>Good</i>
21	ISFF	75	<i>Good</i>
22	NNF	80	<i>Good</i>
23	NTA	60	<i>Below Average</i>
24	TA	50	<i>Below Average</i>
25	KS	65	<i>Average</i>
26	ZBA	70	<i>Average</i>
27	PRS	80	<i>Good</i>
<b>Amount</b>		<b>1940</b>	
<b>Average</b>		<b>71.85</b>	<i>Average</i>



**Table 3.** Percentage of pretest results in the control class

No	Value Range	Number of Students	Percent	Remarks
1	85 – 100	-	0%	
2	75– 84	12	44,44%	<i>Good</i>
3	65 – 74	4	14,81%	<i>Average</i>
4	10 – 64	11	40,74%	<i>Below Average</i>
	$\Sigma$	<b>27</b>	<b>100%</b>	

Based on Table 3 above, the average pretest score for the control class was 40.73, with a weak and still low estimate. According to Table 3, the percentage of pretests in the control grade was not very good, or 0%. Twelve students (44.44%) scored well. Four students (14.81%) scored fairly well. A total of 11 students had weak scores, representing 40.74% of the sample. From the previous explanation, it can be concluded that out of 27 students in the control class, 15 did not meet the minimum standard. This means that the pretest results of this control class are very decisive for the end result of crossword puzzle media use because these results are the basis for researchers to use the media. From the pretest results, the researchers concluded that the students knew the Arabic vocabulary according to the educational material in the textbook, but their understanding of the material was less profound.

For the pretest results in the experimental class, four students had excellent scores (16.38%). There were nine students with a good score of 34.61% and 10 students with a sufficient score of 38.46%. Three students had a weak score of 11.53%. From the previous explanation, it can be concluded that of the 26 students in the control class, 13 did not meet the minimum standard, and thirteen met the minimum standard. The researchers argue that the experiment's pretest results are not too bad and that the results are average and acceptable. Only three students earned poor grades, while the other 23 earned sufficient, good, or excellent grades. This shows that students have basic knowledge of vocabulary subjects. Their knowledge will increase by using this cross puzzle.

### Normality test of the pretest

The purpose of the normality test is to determine whether the data obtained have a normal distribution. Based on evidence from posttests in experimental and control classes, the researchers used SPSS 26 in normal tests based on Kolmogorof-Smirnov. To facilitate the calculation, the researchers used the following loans:

If the sign is  $< 0.05$ , then the distribution is normal.

If the sign is  $> 0.05$ , then the distribution is not normal.

**Table 4.** One-Sample Kolmogorov–Smirnov

One-Sample Kolmogorov–Smirnov		
		Unstandardized Residual
N		26
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.39206641
Most Extreme Differences	Absolute	.144
	Positive	.144
	Negative	-.127
Test Statistic		.144
Asymp. Sig. (2-tailed)		.174 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Table 4 shows the results above on the Kolomogorov-Smirnov columns. For the separation of experiments, a significance value of 0.174 was observed. Since this significance is greater than 0.05, it can be concluded that the data of the variable are normally distributed and therefore can be continued at the test phase of the hypothesis, namely, the self-test. The following is also a normality test for the control class:

**Table 5.** One sample Kolmogorov–Smirnov test

One-Sample Kolmogorov–Smirnov		
		Unstandardized Residual
N		27
Normal Parameters <sup>a,b</sup>	Mean	.0000000

	Std. Deviation	2.22753720
	Absolute	.188
Most Extreme Differences	Positive	.155
	Negative	-.188
Test Statistic		.188
Asymp. Sig. (2-tailed)		.065 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

According to Table 5 above in one column of the Kolomogorov-Smirnov test, the significance value is 0.065. Since the significance is greater than 0.05, it can be concluded that the data of the variable are normally distributed and can be continued in the subsequent test of the self-testing tester.

#### Test Homogeneity of the Pretest

The researchers used SPSS 26 for homogeneity testing. The purpose of the homogeneity test is to determine whether the data come from a particular group. To facilitate the calculation, the researchers used the loan as follows:

1. If  $\text{sig} < 0.05$ , then the distribution is homogeneous.
2. If  $\text{sig} > 0.05$ , then the balance is not homogeneous.

**Table 6.** Homogenity test

Test of Homogeneity of Variances					
		Levene			
		Statistic	df1	df2	Sig.
Arabic	Based on Mean	7.139	1	51	.010
Vocabulary	Based on Median	3.859	1	51	.055
	Based on Median and with adjusted df	3.859	1	37.854	.057
	Based on trimmed mean	7.532	1	51	.078

Based on the calculations on the homogeneity test table, the data showed an average significance value of 0.78. When the significance level or probability value is greater than 0.05, the population can be said to have the same variance.

#### The Role of the Crossword Puzzle in Arabic Vocabulary

##### 1) Testing the Hypothesis

The researchers used a test sample to determine whether there were differences between two nonpairing specimens. The primary requirement in independent testing is full t test so that the data are distributed normally and homogeneously. The test used is an independent sample test to answer the problem formula: "Is there a difference in learning outcomes between students using crossword puzzle media and students using traditional media only?" To answer the formula problem, an independent test sample of the data posttest of the experimental class was performed with the data after the test of the control class. The results of different test data for the study are shown in the following table:

Group Statistics					
	Major	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary	PAI	26	90.3846	6.91709	1.35655
Result	ES	27	84.0741	3.93139	.75660

The above table shows that there is an average posttest value of 90,38 in the experimental class and an average posttest value of 84,07 in the control class. Such a value can be understood as above the average of the experimental class compared to the mean of the controlling class. From this explanation, it can be concluded that:

H0: There was no difference in average student learning outcomes after using crossword puzzle media.

Ha: There was a difference in student learning outcomes after using crossword puzzle media.

**Table 7.** Independent Samples Test Results Vocabulary Learning

Independent Samples Test	
Levene's Test for Equality of Variances	t test for Equality of Means

						Std.	95% Confidence	
						Mean Error	Interval of the	
					Sig. (2-Differe	Differen	Difference	
	F	Sig.	T	df	tailed)	nce	ce	Lower Upper
Equal variances assumed	3.693	.060	4.203	51	.000	6.3105	1.53806	3.22276 9.39833
Equal variances not assumed			4.063	39.315	.000	6.3105	1.55328	3.16954 9.45154

Based on Table 7 above, the t test, which is the independent sample t test above, shows that there is a significant difference between the learning outcomes and that there is an influence of the use of crossword puzzle media on students' vocabulary skills. To determine the level of significance (P value), if the significance is  $> 0.05$ , then  $H_0$  is accepted. If the meaning is  $< 0.05$ , then  $H_0$  is rejected. Based on the above table, a significance of  $0.000 < 0.05$  is observed; then,  $H_0$  is rejected, and  $H_a$  is accepted, which means that there is a difference between a crossword puzzle medium and a noncrossword puzzle medium. To determine the value of the t-table depending on the degree of freedom (no), the size of  $N-1$  is set to  $26-1 = 25$ . The value of  $dk = 25$  at a 5% significance rate is the result of t-statistic = 1,70814. Based on the analysis of the independent test of the sample t test, the result can be obtained with a larger t-table, i.e., 4.103 and  $4.063 > 1.70814$  and sig (sig 2) =  $0,009 < 0,05$ ; then,  $H_0$  is rejected, and  $H_a$  is accepted.

## Discussion

In learning Arabic, there are some problems in the learning of vocabulary called the problem of word formation (Arifin et al., 2023). This is because vocabulary learning addresses complex topics, namely, derivational changes, morphological changes, verbs, single, genitive, grammar, intransitive, and mnemonic, as well as lexical and functional meanings (Muzdalifah et al., 2021). From the above description, it can be concluded that the vocabulary is a group of words that make up a language known to humans, and this group is the word that will be used in making sentences or communicating with the audience.

Overcoming the poor understanding of Arabic vocabulary requires a holistic approach, including improving student motivation, using appropriate learning methods, providing adequate training, and creating a supportive learning environment. In this way, students' barriers to learning Arabic dictionaries can be overcome (Helmanto, 2020). In the above case, it appears that children with learning difficulties do not belong to the group of children with special needs but are placed in a separate group called learning disabilities, learning incapacities, or learning incabilities (Zulkepli et al., 2023). The above discussion illustrates to all of us that children who have learning difficulties are not children with physical disorders such as tone, deafness, or tone of speech but who refer to children with academic achievements that do not correspond to their abilities. ability and level of intelligence.

At the same time, teachers sometimes give disproportionate responses to the behavior of students who have learning difficulties. Sometimes, teachers mock their students on the grounds that they are stupid, even committing acts of violence (Ritonga et al., 2021). This must be understood in depth by the teacher because each individual has different talents, interests, and levels of intelligence. Students who are less talented in a particular subject take longer to master it than do students who are more talented (Purba & Jamil, 2023).

Because Arabic learning problems require a medium that can streamline the learning process, one of the media that can be used is crossword puzzle media (Azizah, 2022). Through crossword puzzles, students can easily write the letters of a word in Arabic separately, and in this way, they can learn to write the sequence of letters in words in the proper Arabic language. With this crossword puzzle, students are also expected to enjoy reading Arabic vocabulary. In this way, students are not bored when learning Arabic. Crossword puzzles are learning methods that can be used to learn writing skills. Crossword puzzles usually consist of questions with vertical and descending answers. This medium

is very easy for teachers to use and can be used at all levels, including the beginner, intermediate, and advanced levels, and the subject can also be selected according to the purpose of learning (Khalilullah, 2012).

The primary purpose of using a security tool is to ensure that the message or information transmitted can be absorbed as much as possible by the student as the recipient of such information. Thus, information will be faster and easier to process by students without having to go through a lengthy process that bores them, especially in the language learning process, where students are equipped with language skills through continuous training to acquire the necessary skills (Ritonga, 2020). Language skills. In fact, constant exercise becomes something that makes the brain tend to become bored if there is no variation in learning (Susanto et al., 2022).

By playing crossword puzzles, students can quickly understand and not easily forget their mastered Arabic, thus resulting in interesting, effective, and effective learning according to what is expected of teachers and students in the learning process (Ritonga, 2020). With this game, students gain not only learning but also the ability to sharpen their brains by playing crossword puzzles. Therefore, the Rubik crossword puzzle-based medium is considered highly effective and efficient for learning Arabic vocabulary (Umroh & Tamaji, 2022).

Cross-media selection is also meant to be a bridge for students to enjoy learning while playing in Arabic. The use of such media is very easy, and crossword puzzles are very popular in the children's world, so teachers no longer need to explain much about the use of the media to students. Through this crossword puzzle, students will be more helpful in writing Arabic vocabulary, thus improving their writing skills, and they will enjoy reading Arabic dictionaries, thereby improving their reading skills (Ritonga & Fitri, 2021).



## Conclusion

This research illustrates the important role of crossword puzzles as a significant predictive tool for students' mastery of Arabic vocabulary. The results confirm that the use of this media has a real positive impact in improving vocabulary understanding. The emphasis on selecting appropriate media in teaching Arabic vocabulary is an important highlight of this study, highlighting the need for creative and effective approaches in language education. However, to strengthen these findings and dig deeper, further research needs to be conducted that pays attention to various potential factors that might influence the effectiveness of using crossword puzzles. This step will help expand our understanding of how such learning tools can be optimized for Arabic vocabulary learning, and in turn, help improve the language learning process for students.

## Referensi

- Amalia, N. H., & Hidayat, N. (2018). Penggunaan Media Teka-Teki Silang (Crossword Puzzle) Dalam Meningkatkan Kemampuan Baca Tulis Kosakata Bahasa Arab Peserta Didik Kelas. *AL-BIDAYAH: Jurnal Pendidikan Dasar Islam*, 10(1). <https://doi.org/10.14421/al-bidayah.v10i1.133>
- Arifin, Z., Desrani, A., Wardana Ritonga, A., & Ibrahim, F. M. A. (2023). An Innovation in Planning Management for Learning Arabic at Islamic Boarding Schools. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(1), 77–89. <https://doi.org/10.31538/ndh.v8i1.3237>
- Azizah, R. (2022). Permainan Teka Teki Silang dalam Pembelajaran Bahasa Arab untuk Meningkatkan Maharah Kitabab. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 3(2), 116–124. <https://doi.org/10.30997/tjpba.v3i2.6119>
- Baroroh, R. U., & Tolinggi, S. O. R. (2020). Arabic Learning Base On A Communicative Approach In Non-Pesantren School. *Ijaz Arabi Journal of Arabic Learning*, 3(1), 64–88. <https://doi.org/10.18860/ijazarabi.v3i1.8387>
- Febriansari, I., Sobarna, A., & Afrianti, N. (2020). Pengaruh Media Teka-teki Silang untuk Meningkatkan Kosakata Bahasa Arab Siswa Kelas V di SD Muhammadiyah 4 Bandung. *Prosiding Pendidikan Agama Islam*, 6(2), 50–58.

- Helmanto, F. (2020). Flashcard: Belajar Mufradat Bahasa Arab Semakin Menantang. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 1(2), 141. <https://doi.org/10.30997/tjpba.v1i2.3091>
- Huda, N. F. (2020). Eksperimentasi Media Rubik Berbasis Teka-teki Silang Dalam Meningkatkan Penguasaan KosaKata Bahasa Arab Siswa Kelas X IPS MAN 4 Bantul Yogyakarta Tahun Ajaran 2018/2019. *Maharat: Jurnal Pendidikan Bahasa Arab*, 2(2), 100–115. <https://doi.org/10.18196/mht.2220>
- Ibrahim, A. R. A.-F. bin. (1434). *Durus at-Daurat at-Tadribiyah Limu'allim al-Lghuhah al-'Arabiyyah Lighair an-Nathiqin Biha*.
- Khalilullah, M. (2012). Permainan Teka-Teki Silang Sebagai Media dalam Pembelajaran Bahasa Arab (Mufradat). *Jurnal Pemikiran Islam*, 37(1), 15–26. <http://ejournal.uin-suska.ac.id/index.php/Anida/article/viewFile/309/292>
- Lakoro, S., Eraku, S., & Yusuf, D. (2020). Pengaruh Media Permainan Teka-Teki Silang Terhadap Hasil Belajar Siswa Pada Pembelajaran Geografi Di Sma Negeri 1 Marisa. *Jambura Geo Education Journal*, 1(1), 32–38. <https://doi.org/10.34312/jgej.v1i1.4845>
- Maududi, A., & Purwanto, E. (2018). Influence of pictorial Crossword Puzzle media toward vocabulary mastery and initial writing skills of Elementary School Students. *Journal of Primary Education*, 7(3), 318–323.
- Muzdalifah, Z., Khasairi, M., & Kholisin, K. (2021). Development of the Arabic Grammar (Nahwu) Textbook Al-Ajrumiyyah Al-Qur'aniyyah based on the Scaffolding-Structure. *Izdiyar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 4, 153–164.
- Purba, N. A., & Jamil, K. (2023). Penggunaan Media Gambar untuk Meningkatkan Penguasaan Kosa Kata Pembelajaran Bahasa Arab di Pesantren Modern Ta'dib Al-Syakirin Kelas VII. *Journal of Education Research*, 4(3), 1259–1264. <https://doi.org/10.37985/jer.v4i3.335>
- Ritonga, A. W. (2020). Pengaruh Media Crossword Puzzle dalam Meningkatkan Maharah Qira'ah Siswa SMA Islam Sabilillah Malang Boarding School. *Studi Arab*, 11(2), 73–86.
- Ritonga, A. W., & Fitri, A. (2021). Maharah Qira'ah Learning Strategy for Integrated Islamic Elementary School (SDIT) Students During Covid-19 Pandemic. *Jurnal Elementary: Kajian Teori Dan Hasil Penelitian Pendidikan*

- Ritonga, A. W., Mela, D. A., & Ilmiani, A. M. (2022). Implementasi Kebijakan Tatap Muka Terbatas Sebagai Model Alternatif Pembelajaran Bahasa Arab di Era Pandemi Covid-19. *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 4(1), 10–19. <https://doi.org/10.47435/naskhi.v4i1.799>
- Ritonga, A. W., Ritonga, M., Septiana, V. W., & Mahmud. (2021). Crossword Puzzle as a Learning Media During the Covid-19 Pandemic : HOTS, MOTS or LOTS? *Journal of Physics: Conference Series*, 1933. <https://doi.org/10.1088/1742-6596/1933/1/012126>
- Roji, M. F., Hijriyah, U., & Mizan, A. N. (2023). Improving Madrasah Students' Mufradat Memorization Ability Using Picture Card Media (Flash Card). *Ensiklopedia: Jurnal Pendidikan Dan Inovasi Pembelajaran Saburai*, 3(02), 81–90. <https://doi.org/10.24967/esp.v3i02.2439>
- Sopyan, D. I. (2015). *Otak Atik Otak: TTS & Sudoku*. Depok Puspa Swara.
- Susanto, Ritonga, A. W., Desrani, A., & Rubiyantoro, Y. (2022). Arabic Learning Design Based on 21st Century Skills during the Covid-19 Pandemic in Indonesia. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(2), 1–14. <https://doi.org/10.25217/ji.v7i2.2235>
- Umroh, I. L., & Tamaji, S. T. (2022). Permainan Teka-Teki Silang Dalam Pembelajaran Membaca Dan Menulis Bahasa Arab. *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab*, 3(2), 36–57. <https://doi.org/10.52166/alf.v3i2.3273>
- Zulkepli, M. K. A., Wahab, B., Yahaya, A. F., Hamid, M. Z. A., & Mohamad, N. (2023). Analysis of Development Needs of Mufradati Arabic Vocabulary Application for UiTM Students. *BITARA International Journal of Civilizational Studies and Human Sciences*, 6(3), 47–60.