




**Address :** Tuesday Block No. 76 Rt/Rw  
01/003 Jatitengah Village, Jatitujuh District,  
Majalengka Regency, West Java  
**Email :** arjjournal@gmail.com  
**Contact :** 0821-4250-1527

**Available at:**

<https://journal.nahnuinisiatif.com/index.php/ARJI>  
Volume 7 Number 2 Year 2025

 **DOI : 10.61227**

 **E-ISSN : 2775-0787**

 **P-ISSN : 2774-9290**



---

## Penggunaan Teka-teki Silang untuk Pengajaran Kosakata Bahasa Inggris di ICC Ladang Kosma

**1043 – 1055**

---

### The Use of Crossword for Teaching English Vocabulary at ICC Ladang Kosma

---

**Article Submitted :**

2025-05-12

**Article Accepted :**


2025-05-31

**Article Published :**

2025-06-02

 Sukiyah<sup>1\*</sup>, Rini Listyowati<sup>2</sup>, Uni Adiroh<sup>3</sup>

 <sup>1,2,3</sup> Universitas Islam Madura

 Email Correspondence : [kiky.sakura22@gmail.com](mailto:kiky.sakura22@gmail.com)

---

**Kata Kunci:**

Teka-teki silang, metode  
pengajaran, persepsi siswa.

**Abstrak:** Penelitian ini menyelidiki penggunaan teka-teki silang sebagai strategi untuk mengatasi tantangan dalam penguasaan kosakata bahasa Inggris, khususnya yang timbul dari keterbatasan metode pembelajaran tradisional seperti menghafal. Penelitian ini bertujuan untuk menganalisis efektivitas teka-teki silang sebagai metode pengajaran dan mengeksplorasi persepsi siswa terhadap penggunaannya. Dengan menggunakan pendekatan studi kasus kualitatif, enam siswa di ICC Ladang Kosma Malaysia berpartisipasi dalam penelitian ini. Subjek dalam penelitian ini adalah siswa kelas 6 yang sedang mengikuti program pembelajaran Bahasa Inggris. Mereka dipilih berdasarkan partisipasi aktif dalam proses pembelajaran serta ketersediaan mereka untuk terlibat dalam kegiatan pengajaran menggunakan teka-teki silang. Data dikumpulkan melalui observasi, wawancara semi terstruktur, dan dokumentasi. Data dianalisis menggunakan model interaktif, yang mencakup tiga tahap utama: reduksi data, penyajian data, serta penarikan kesimpulan. Temuan dari penelitian ini mengungkapkan bahwa langkah-langkah pelaksanaan terstruktur berupa persiapan, latihan terbimbing, dan tugas individu secara efektif meningkatkan penguasaan kosakata siswa, dengan skor berkisar antara 80 hingga 100. Siswa menyoroti bahwa kegiatan tersebut menyenangkan, menarik, dan bermanfaat untuk retensi memori. Kontribusi penelitian ini terletak pada pemberian wawasan bagi pendidik untuk mengembangkan metode pengajaran yang lebih interaktif dan sesuai dengan karakteristik

---

belajar siswa, sehingga proses pembelajaran menjadi lebih efektif dan bermakna.

**Keywords:**

Crossword puzzles, teaching strategies, students' perceptions.

**Abstract:** This study investigated the use of crossword puzzles as a strategy to overcome challenges in English vocabulary acquisition, particularly those arising from the limitations of traditional learning methods such as memorization. This study aimed to analyze the effectiveness of crossword puzzles as a teaching method and explore students' perceptions of its use. Using a qualitative case study approach, six students at ICC Ladang Kosma Malaysia participated in this study. The subjects in this study were grade 6 students who were undergoing an English learning program. They were selected based on their active participation in the learning process and their willingness to engage in teaching activities using crossword puzzles. Data were collected through observation, semi-structured interviews, and documentation. Data were analyzed using an interactive model, which included three main stages: data reduction, data presentation, and conclusion drawing. The findings of this study revealed that the structured implementation steps of preparation, guided practice, and individual assignments effectively improved students' vocabulary mastery, with scores ranging from 80 to 100. Students highlighted that the activities were fun, interesting, and beneficial for memory retention. The contribution of this study lies in providing insights for educators to develop more interactive teaching methods that are in accordance with students' learning characteristics, so that the learning process becomes more effective and meaningful.

Copyright © 2025 authors

This is an open-access article under the CC BY-NC-SA 4.0



This work is licenced under a [Creative Commons Attribution-nonCommercial-shareAlike 4.0 International Licence](https://creativecommons.org/licenses/by-nc-sa/4.0/)

## INTRODUCTION

Vocabulary is an important component in learning English. It is the foundation for everything else skills, such as reading, listening, speaking, and writing. Vocabulary is an important tool for elementary education ESL learners who want to use English successfully. They cannot fully understand and communicate their views and ideas if they lack vocabulary (Ling & Abdul Aziz, 2022). Limited vocabulary often becomes an obstacle in communicating and understanding material in English. Hornby says "Mastery is great knowledge about understanding of a particular thing" (Hasibuan et al., 2018). Therefore, interesting and effective learning methods are needed to improve English language skills, especially in vocabulary mastery. Vocabulary is an important aspect to support the language skills that students must learn.

Teaching methods are very important to apply and a teacher must apply teaching methods that are effective and enjoyable for students. It was found that students had difficulty mastering vocabulary because they used traditional teaching methods which only relied on memorization and repeated practice (Prasetyo & Widodo, 2020). The lecture method makes students less interested and less active. This method often fails to engage students, hinders vocabulary mastery, and reduces learning motivation. To address this, educators are increasingly exploring innovative teaching methods, such as educational games, to create more engaging and effective learning environments (Wahyuni & Santosa, 2022).

One way to make learning fun is to use games as a learning method so that students feel happy learning in class. Researchers apply word games in the teaching and learning process in the classroom to improve students' vocabulary mastery (Hadi & Kurniawati, 2021). One innovative method that can be used to improve vocabulary learning is through educational games, one of which is the crossword puzzle game. Crossword puzzles can train students to remember words and their meanings, because crossword puzzles are a type of game related to the formation and discovery of words. (Tambaritji & Atmawidjaja, 2020).

Crosswords are a game that consists of a row of squares with the same sides that can be drawn in a transverse or descending pattern, where each square has a different color, namely black and white (Rahayu & WI, 2021). This crossword puzzle game requires students to fill in each empty space in the box with letters that form a word based on the question that has been given. Questions are divided into two groups, namely questions for the transverse lane group and questions for the descending lane group. Crosswords are a medium consisting of boxes that have two paths, namely horizontal and descending (Setiadi, 2021).

Several previous studies have investigated the use of games, including crossword puzzles, in teaching English vocabulary. Crossword games can increase student engagement, critical thinking, and problem-solving skills, and create a fun and motivating learning experience. Research such as Zagoto & Laia, (2022) in a study entitled 'CROSSWORD PUZZLE GAME FOR TEACHING VOCABULARY' uses Classroom Action Research (CAR) with two cycles to improve junior high school students' vocabulary

mastery. This is different from this research, which uses a qualitative approach and involves research subjects from students at ICC LADANG KOSMA MALAYSIA.

Research by Zakaria, (2024) entitled "Application of Crossword Puzzle Learning Media to Increase Students' Learning Interest in Sociology Learning at SMA Muhammadiyah Lamahala" aims to measure the increase in students' interest in learning through crossword learning media in sociology learning. This research used classroom action research with subjects of 20 class XII IPS 3 students at SMA Muhammadiyah Lamahala. Data obtained from tests and questionnaires on learning interest scores. In contrast to this research which uses qualitative methods and focuses on teaching English vocabulary, Zakaria's research focuses on sociology.

The research gap that occurred was the previous study conducted by Zagoto & Laia (2022) which focused on the use of crossword puzzle games to improve junior high school students' vocabulary mastery with a Classroom Action Research (CAR) approach through two cycles, while Zakaria (2024) used crossword puzzle games to increase students' interest in learning sociology in high school using the CAR method. Both of these studies have not explored a more in-depth qualitative approach regarding students' perceptions in the process of learning English vocabulary using crossword puzzle games, especially at the Malaysian learning studio stage.

The novelty of this study is the use of a qualitative approach to deeply understand the process, experiences, and perceptions of students regarding the use of crossword puzzle games in English language learning at ICC Ladang Kosma, Malaysia. In addition, this study offers a new contribution in a local context that has not been widely explored before, focusing on educational game-based English language teaching at the overseas learning center level.

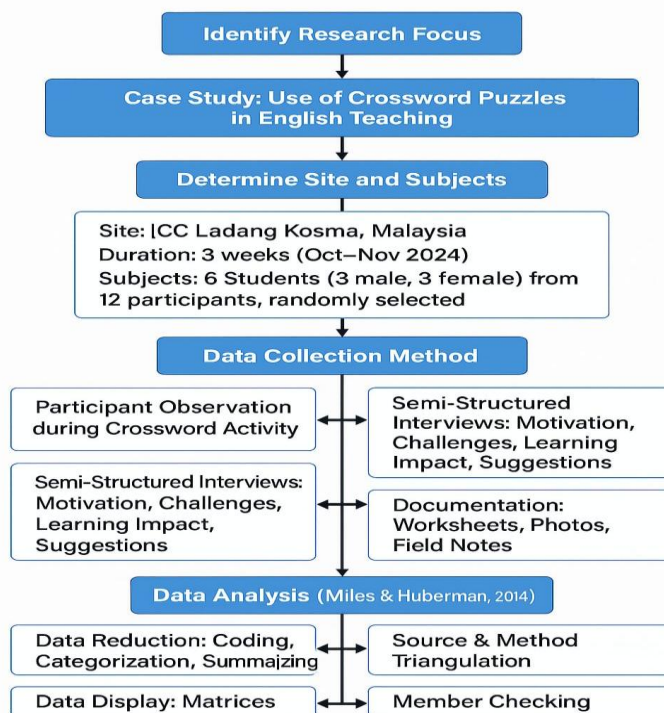
The problem in this study is that students often have difficulty in understanding and mastering English vocabulary when the teaching method used focuses on memorization techniques. This technique is considered less effective because it tends to be boring and does not involve students actively in the learning process, so that their motivation and learning outcomes decrease. Problem of study 1. How is the Use of Crossword Puzzle Games in Learning English Vocabulary at ICC Ladang Kosma MALAYSIA? 2. What are students' perspectives on the use of crossword puzzle games in learning English vocabulary? This study aims to: 1. Analyze how the use of crossword puzzle games can be applied in English learning at ICC Ladang Kosma Malaysia 2. Identify students' perspectives on the use of crossword puzzle games as a medium for learning English.

This research is important because it can contribute to the development of more effective, innovative, and enjoyable learning methods in teaching English, especially at the elementary school level. By using crossword puzzle games, students not only learn actively, but can also increase their involvement, motivation, and understanding of the material. In addition, this study provides insight for teachers in choosing the right learning media to overcome the problem of students who do not understand vocabulary

when taught using traditional methods such as memorization techniques. In the local context, this study is also relevant to enrich the teaching methods at ICC Ladang Kosma Malaysia. The main objective of this study was to analyze the effectiveness of using crossword puzzles as a teaching method to improve students' vocabulary mastery and to explore their perceptions of this approach.

## METHOD

This study used a case study to explore the use of crossword puzzle games in English language teaching and students' perceptions of crossword puzzle games. The case study approach was chosen to gain an in-depth understanding of students' experiences in a real-life learning context, which cannot be captured by quantitative methods alone. The study was conducted at ICC Ladang Kosma, Malaysia, for three weeks in October–November 2024 with daily morning sessions from 08:00–11:00, involving six students (three females, three males) randomly selected from twelve participants. Data collection included participant observation during the crossword puzzle activity; semi-structured interviews covering rapport building, core questions on motivation, difficulties, learning impacts, and suggestions, and closing reflections; and documentation, including student worksheets, photographs of learning activities, and detailed field notes. Data analysis followed the model Miles, Huberman, & Saldana (2014): data reduction (coding and summarization), data display (matrix and narrative), and conclusion with source-method triangulation and member checking to ensure validity. Data trustworthiness is supported by source-method triangulation, peer debriefing, and member checking (Sugiyono, 2022)



**Figure 1. Research Flow Design**

## FINDINGS AND DISCUSSION

### Findings

#### 1. How is the Use of Crossword Puzzle Games in Learning English Vocabulary at ICC Ladang Kosma Malaysia?

- a. The implementation of crossword puzzle games in teaching English vocabulary at ICC Ladang Kosma Malaysia involves several structured steps to ensure effective learning outcomes. The process is as follows:

##### 1) Preparation

The study was conducted on 6 students at ICC Ladang Kosma Malaysia. Before the activity, the researcher selected a set of vocabulary related to the current lesson topic. For this activity, irregular verbs in the past simple form were chosen as the focus. The researcher created a crossword puzzle using these words and made sure they were appropriate to the students' proficiency level. A worksheet containing the crossword puzzle was prepared and distributed to the students



Figure 2. Crossword puzzle used in the activity.

##### 2) Introduction

At the beginning of the lesson, the researcher explained the purpose of the activity, which was to help students improve their vocabulary in a fun and interactive way. The researcher provided an overview of crossword puzzles and gave clear instructions on how to fill in the blanks by changing the basic verbs into the past simple form.

##### 3) Guided Practice

To ensure that students understand the task, the researcher shows examples on the board. For example, the researcher shows how the basic verb “bring” is changed to “brought” and fills the crossword box. This step helps students understand the concept and process before starting the activity

independently. The researcher also tells them that it will be easier to look it up in an English dictionary.

#### 4) Individual

Then, students are encouraged to work on the crossword puzzle individually. They use their knowledge of irregular verbs. The researcher walks around the class to monitor progress, provide assistance, and answer questions if there is anything they do not understand. Students are given 60 minutes. After students complete the crossword puzzle, students submit their work to be assessed. The researcher assesses the results of their worksheets and then checks whether the answers are correct or incorrect and gives a score for each correct answer with a maximum score of 100.

#### b. The Student Scores Obtained from the Crossword Game Activity in Learning Vocabulary

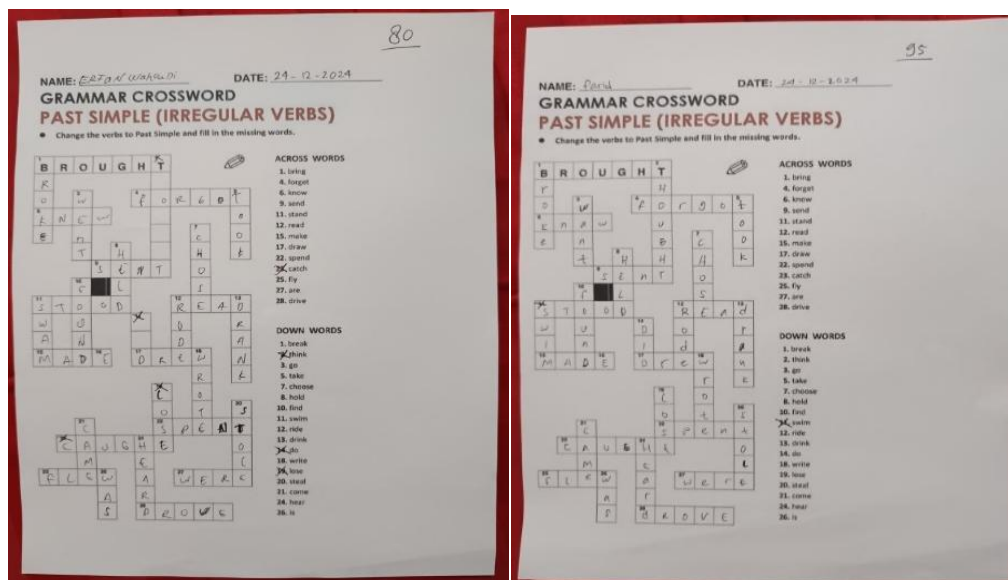


Figure 3. Crossword Puzzle Used in The Activity

## 2. What is The Student's Perspective on the Use of Crossword Games in Learning English Vocabulary?

The students' perception of using crossword game in learning vocabulary:

Question:

What is your view on using crossword puzzles in learning English vocabulary?

Student Answers:

- Student 1: "I think crossword puzzles are fun and exciting and make learning vocabulary less boring. It feels like playing while learning."
- Student 2: "This game helps me remember new words more easily because I have to think and focus when solving the puzzle."
- Student 3: "I enjoy using crossword puzzles because they challenge my creativity to find the right answer."

- d. Student 4: "For me, this game is a great way to practice spelling and learn how to use words correctly in English."
- e. Student 5: "Sometimes it is difficult, but it motivates me to study more because I want to finish the game."
- f. Student 6: "Crossword puzzles make learning less stressful, and I can also learn a lot of knowledge about verbs through playing crossword puzzles."

## Discussion

### 1. How is the Use of Crossword Puzzle Games in Learning English Vocabulary at ICC Ladang Kosma Malaysia?

- a. The Implementation of Crossword Puzzle Games in Teaching English Vocabulary at ICC Ladang Kosma Malaysia.

The application of crossword puzzle games in teaching English vocabulary at ICC Ladang Kosma MALAYSIA is in line with theoretical and practical findings in educational research. This method is supported by the Active Learning Theory (Baharudin & Salleh, 2020), which highlights the importance of an interactive and student-centered teaching approach. Through active participation in solving crossword puzzles, students improve their memory and understanding of irregular verbs, indicating the benefits of engaging learning activities compared to traditional techniques (Chia & Li, 2022).

The interactive and game-based nature of crossword puzzles also reflects the principles of Intrinsic Motivation Theory in education. Memorizing vocabulary without contextual or practical application leads to meaningless learning. In contrast, the findings of this study indicate that the engaging format of crossword puzzle games intrinsically motivates students to learn vocabulary (Ling & Abdul Aziz, 2022). Students enthusiastically participate in the activity, and the individual work phase allows them to actively apply their knowledge of irregular verbs. This not only improves their vocabulary mastery but also changes their learning experience from passive to active.

The findings of this study are also in line with previous studies on game-based learning methods. For example, found that crossword puzzles were effective in improving vocabulary mastery among elementary school students by creating an interactive and structured learning environment (Riris Nurkholidah Rambe & Putri, 2024). Similarly, superiority of crossword puzzle games over traditional lecture methods in improving vocabulary retention and students' learning motivation (Nurhayati & Setiawan, 2021). Consistent with this study, the use of crossword puzzle games in this study provided a structured and fun method for vocabulary acquisition, allowing students to better remember and apply irregular verbs in their learning. In the context of ICC Ladang Kosma, the structured steps of preparation, guided practice, and individual work fostered an engaging and supportive environment. Students were not only able to practice vocabulary

through the game but also showed measurable improvement, as evidenced by their worksheet results. The subsequent assessment process validated the effectiveness of the activity, with students achieving better scores compared to the traditional memorization method.

b. The Student Scores Obtained from the Crossword Game Activity in Learning Vocabulary

The results of this study highlight the effectiveness of using crossword puzzle games in teaching English vocabulary. The high scores achieved by students indicate their ability to understand and apply irregular verbs in the simple past tense accurately. This is in line with the idea that game-based learning methods transform traditional learning into an engaging and interactive experience. Students described the crossword puzzle game as something fun and engaging, which changed the perception of vocabulary practice from a monotonous task to an enjoyable activity. Who emphasized that crossword puzzles significantly increased students' enthusiasm and motivation in learning English vocabulary (Singh & Kumar, 2021). By transforming vocabulary practice into an interactive and enjoyable experience, crossword puzzle games encourage active participation and maintain student engagement throughout the learning process. In addition, the findings are consistent with previous studies on the benefits of game-based learning in vocabulary acquisition. Teaching vocabulary through crossword puzzles encourages active participation and reduces difficulty in understanding new vocabulary (Puspita & Sabiqoh, 2017). This is in line with the current study, where students were able to achieve high scores, indicating better vocabulary comprehension and retention. Similarly, Found that educational crossword puzzles with text-based clues improved vocabulary retention and increased learners' confidence in applying new words (Zugarini et al., 2024). Students in the study reported feeling more confident and motivated to use the vocabulary they learned, indicating that crossword games effectively contributed to their language acquisition.

The varying scores among students also reflect individual differences in vocabulary knowledge and problem-solving abilities. While some students achieved perfect scores, others scored slightly lower, indicating areas for further reinforcement. However, the overall high scores indicate that crossword games are a reliable method for improving vocabulary retention and application. The scores obtained also reached the KKM and even exceeded it because the KKM at ICC Ladang Kosma was at least 70, so it is very evident that there was an increase in students' abilities because they used crossword games as a learning medium. Crossword games have been shown to be an effective pedagogical tool, fostering learners' vocabulary mastery and confidence. By incorporating interactive and game-based activities into English language learning, teachers can create a more engaging and motivating environment that improves student outcomes (Ramli & Ibrahim, 2023). This study reaffirms the importance of integrating innovative

teaching methods, such as crossword puzzles, to make language learning fun and impactful (Rini & Herawati, 2023).

## 2. What is the Student's Perspective on the Use Of Crossword Games in Learning English Vocabulary?

Students' responses showed a very positive perspective on the use of crossword puzzles as a learning tool for vocabulary acquisition. Their comments reflected both the affective and cognitive benefits of this approach.

### a. Enjoyment and Engagement

The majority of students described playing crossword puzzles as fun, exciting, and engaging. By transforming vocabulary practice into a less monotonous and more enjoyable activity, crossword puzzles fostered a fun learning environment. crossword puzzles significantly increased students' enthusiasm and motivation in learning English vocabulary (Ulandari, 2018.). This interactive activity encouraged students to actively participate and stay engaged, changing the classroom dynamic to one of curiosity and creativity. For example, Student 1 mentioned that crossword puzzles made learning less boring and felt like playing while learning. Similarly, Student 6 emphasized that games reduced stress, creating a more supportive environment for vocabulary practice. These perspectives highlight the motivational aspects of game-based learning, which can be very effective in maintaining students' interest and focus during language acquisition.

### b. Cognitive Benefits

In addition to enjoyment, students recognized cognitive benefits of crossword puzzles. Several students stated that the activity helped them focus on the meaning of words and improved their recall of new vocabulary. Student 2 explained how the game required thinking and focus, which helped in remembering new words. Crossword puzzles improve students' ability to remember and apply vocabulary in meaningful contexts (Hasibuan et al., 2018). Additionally, Student 3 stated that the puzzles challenged their creativity, while Student 4 considered them a practical tool to practice spelling and correct word usage. The structured yet interactive nature of crossword puzzles encourages active learning, which plays a significant role in strengthening the recall and comprehension of new vocabulary.

### c. Motivation and Persistence

The responses also revealed how crossword puzzles fostered intrinsic motivation among students. Student 5 acknowledged the difficulty of the task, they also found it motivating, encouraging them to study harder to complete the puzzle. This is in line with research on the motivational benefits of gamified learning approaches, which emphasizes the importance of persistence in overcoming challenges to achieve a goal.

### Implications, Impacts, and Researcher Contributions

The results of this study have several important implications both in teaching practice and in scientific development. First, in practice, the use of crossword puzzles as a mathematics teaching strategy has been proven to significantly improve students' mastery of mathematics. This suggests that English teachers can adopt this method as an effective alternative to replace or complement traditional methods such as memorization. This approach not only improves students' cognitive aspects, but also influences affective aspects, such as motivation and interest in learning. Second, the impact of this study can be seen in the development of more innovative, interactive, and enjoyable learning methods. Game-based learning such as crossword puzzles can create a learning atmosphere that is not boring and encourages active student involvement in the learning process. This is in line with the needs of modern education that prioritizes student-centered learning.

Third, in terms of scientific contribution, this study adds to the literature in the field of teaching English as a foreign language, especially those that focus on creative and game-based learning media. The qualitative approach used provides a deeper understanding of student perceptions, a dimension that is often overlooked in research. Fourth, the relevance of the results of this study is also significant in the context of non-formal education. By conducting this research in an institution such as ICC Ladang Kosma Malaysia, it is proven that innovative learning strategies can be applied flexibly in various types of educational institutions, not limited to formal institutions alone. This opens up wide opportunities for non-formal institutions to develop creative and adaptive teaching methods according to the characteristics of students. Finally, the results of this study open up opportunities for further research with a wider scope, both in terms of the number of participants and the methodological approach. Quantitative research can be conducted to measure the effectiveness of crossword puzzles in vocabulary mastery more generally, as well as its application to other aspects of language skills such as reading, writing, and speaking.

### CONCLUSION

This study concludes that the use of crossword puzzle games is an effective and interesting method for teaching English vocabulary at ICC Ladang Kosma MALAYSIA. The structured implementation process, combined with the interactive and fun nature of the activity, significantly improved students' vocabulary mastery, as reflected in their scores and positive perceptions. Students considered the game fun, motivating, and beneficial for memory and creativity. crossword games were shown to improve their critical thinking and ability to answer well. These findings highlight the potential of crossword puzzle games as an innovative and effective tool in language learning, which is in line with the theory of active learning and intrinsic motivation.

This study has several limitations that need to be considered. First, the study was only conducted on one group of students at one institution, so the results cannot be generalized widely. Second, the duration of the application of the crossword puzzle

method was relatively short, so its long-term impact on concept mastery, especially in mathematics, has not been seen. Third, students' perceptions were only measured through a closed questionnaire, which may not fully describe their experiences. In addition, other factors such as motivation, learning styles, and environmental support have not been studied in depth. Therefore, further research is recommended to involve participants from various backgrounds, be conducted over a longer period of time, and use a mixed method approach to obtain more data. Further research can also compare this method with other approaches and develop a digital version of the crossword puzzle to better suit today's learning needs. With this step, an understanding of the effectiveness of the crossword puzzle method in improving learners' mastery of understanding or concepts.

## REFERENCES

- Chia, M. H., & Li, H. (2022). The impact of game-based learning on vocabulary acquisition: A case study of crossword puzzles in an ESL context. *Journal of Educational Technology & Society*, 25(1), 113-126.
- Baharudin, R., & Salleh, M. S. (2020). The influence of active learning techniques on students' cognitive engagement and vocabulary retention. *Journal of Educational Psychology and Development*, 31(3), 45-56.
- Hadi, S. A., & Kurniawati, D. (2021). Penggunaan metode permainan edukatif untuk meningkatkan penguasaan kosakata bahasa Inggris siswa sekolah dasar. *Jurnal Ilmu Pendidikan*, 18(1), 75-83.
- Hasibuan, T. R., Harida, E. S., & Siregar, F. R. (2018). IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH CROSSWORD PUZZLE TECHNIQUE AT SD MUHAMMADIYAH 1 PADANGSIDIMPUAN. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 4(1), 91. <https://doi.org/10.24952/tazkir.v4i1.1067>
- Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.
- English Language Teaching, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>
- Ling, N. S., & Abdul Aziz, A. (2022). The Effectiveness of Game-based Learning Strategies on Primary ESL Learners' Vocabulary Learning. *International Journal of Academic Research in Progressive Education and Development*, 11(2), Pages 845-860. <https://doi.org/10.6007/IJARPED/v11-i2/13266>
- Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative Data Analysis* (3rd ed.). USA: Sage Publications.
- Nurhayati, H., & Setiawan, P. (2021). Active learning strategies in English language teaching: A systematic review of recent applications. *Studies in Higher Education*, 46(4), 888-904.
- Prasetyo, Z., & Widodo, W. (2020). Keterbatasan metode tradisional dalam pembelajaran dan dampaknya terhadap penguasaan materi oleh siswa. *Jurnal Pendidikan Indonesia*, 12(2), 101-110.

- Puspita, N., & Sabiqoh, N. (2017). Teaching Vocabulary by Using Crossword Puzzle. *English Education*.
- Rahayu, A. C., & WI, M. Y. (2021). THE USE OF CROSSWORD PUZZLE IN TEACHING ENGLISH VOCABULARY. *English Teaching*.
- Ramli, N. A., & Ibrahim, R. (2023). Enhancing vocabulary retention through crossword puzzles: A study on Malaysian ESL learners. *International Journal of Educational Research*, 45(2), 57-70.
- Rini, S. T., & Herawati, E. (2023). Inovasi dalam metode pengajaran: Meningkatkan kualitas pembelajaran di era digital. *Jurnal Inovasi Pendidikan*, 10(1), 50-63.
- Riris Nurkholidah Rambe, & Putri, R. T. (2024). Crossword Puzzle Learning Media to Improve Mastery of Indonesian Vocabulary in Elementary School. *Jurnal Ilmiah Sekolah Dasar*, 7(4), 762-768. <https://doi.org/10.23887/jisd.v7i4.61292>
- Setiadi, I. (2021). Peningkatan Keaktifan dan Kemandirian Belajar Matematika Siswa dalam Jaringan Synchronous Menggunakan Media Crossword Puzzle. *Suska Journal of Mathematics Education*, 7(1), 1. <https://doi.org/10.24014/sjme.v7i1.11938>
- Singh, P., & Kumar, R. (2021). Using crossword puzzles to enhance English vocabulary learning in Malaysian classrooms: A pedagogical approach. *Educational Review International*, 18(2), 153-165.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Tambaritji, V. N., & Atmawidjaja, N. S. (2020). IMPROVING STUDENTS' VOCABULARY MASTERY USING CROSSWORD PUZZLE. *PROJECT (Professional Journal of English Education)*, 3(5), 588. <https://doi.org/10.22460/project.v3i5.p588-596>
- Ulandari, P. (2018). Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor of English Education Department.
- Wahyuni, S., & Santosa, M. (2022). Pengaruh metode pembelajaran berbasis permainan terhadap motivasi dan prestasi belajar siswa. *Jurnal Pendidikan dan Pengajaran*, 6(2), 89-102.
- Zagoto, I., & Laia, R. R. S. A. (2022). CROSSWORD PUZZLE GAME FOR TEACHING VOCABULARY. *Research on English Language Education*, 4(2), 1-6. <https://doi.org/10.57094/relation.v4i2.381>
- Zakaria, T. B. (2024). APPLICATION OF CROSSWORD PUZZLE LEARNING MEDIA TO INCREASE STUDENTS' LEARNING INTEREST IN SOCIOLOGY LEARNING AT SMA MUHAMMADIYAH LAMAHALA. 5(1).
- Zugarini, A., Zeinalipour, K., Kadali, S. S., Maggini, M., Gori, M., & Rigutini, L. (2024). Clue-Instruct: Text-Based Clue Generation for Educational Crossword Puzzles (No. arXiv:2404.06186). arXiv. <https://doi.org/10.48550/arXiv.2404.06186>