

ABSTRACT

Lutvia Fauziah (2026). *The Effectiveness of Digital Crossword Puzzle on Students' Mastery of Action Verbs Vocabulary.* A Thesis of The Department of English Education, The Faculty of Tarbiyah and Teachers Training, State Islamic University Sunan Gunung Djati, 2026.

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Vocabulary mastery is an essential component of English learning because it enables students to understand and use the language effectively. However, many junior high school students still have difficulty understanding the meanings of action verbs due to limited vocabulary and less engaging learning media. Therefore, this study investigated the effectiveness of an Educaplay-based Digital Crossword Puzzle in improving students' mastery of action verb vocabulary in terms of meaning. Specifically, it aimed to determine students' vocabulary mastery before and after the implementation of the Digital Crossword Puzzle and to identify the significant difference between the two results.

This study employed a quantitative approach using a pre-experimental research design with a one-group pre-test and post-test design. The participants were 31 seventh-grade students of Class VII-A at SMP Karya Budi Cileunyi. The research data were collected through a 25-item vocabulary test consisting of multiple-choice, matching pictures and clues, and matching words with clues. The test was administered before and after the treatment. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, a paired-samples *t*-test to assess the significance of the difference between pre-test and post-test scores, and N-Gain analysis to measure the extent of students' learning improvement.

The findings indicated that the students' vocabulary mastery before the treatment was relatively low, with a mean score of 59.48 (Fair), and only 8 students achieved the minimum mastery criterion. After implementing the Educaplay-based Digital Crossword Puzzle, the mean score increased to 78.06 (Good), with 27 students meeting the minimum mastery criterion. Furthermore, the paired-samples *t*-test revealed a statistically significant difference between the pre-test and post-test scores ($p = .000 < .05$), with a mean difference of -18.581, indicating that the null hypothesis was rejected. Moreover, the mean N-Gain score of 0.4567 was categorized as a moderate improvement, indicating that the Digital Crossword Puzzle effectively improved students' mastery of action-verb vocabulary in terms of meaning.

In conclusion, the Educaplay-based Digital Crossword Puzzle was effective in improving students' mastery of action verb vocabulary in terms of meaning. Therefore, English teachers are encouraged to use this interactive medium for vocabulary instruction, while future researchers are encouraged to investigate its effectiveness across different language skills, with larger samples, or over longer treatment periods.