

ABSTRACT

This research explores the use of crossword puzzles as a media tool in teaching vocabulary to first grade students at junior high schools in Tasikmalaya during the second semester. The research specifically examines two aspects. The first aspect is implementing crossword 2 in teaching vocabulary and the second aspect is the student's response to learning vocabulary through this media. Data is collected through observation and questionnaires, allowing for a comprehensive understanding of both the teaching process and student reactions. Data analysis follows the five steps of qualitative research: classifying data, transcribing data, coding data, interpreting data, and concluding. The findings revealed that the use of crossword puzzles can effectively engage students and enhance their vocabulary learning experience. The study also highlighted positive student responses, indicating increased motivation and enjoyment in learning vocabulary through this method. These insights suggest that crossword puzzles can be a valuable addition to vocabulary teaching strategies in middle school. And based on the results of the research conducted, it was also found that the use of crossword puzzles in vocabulary learning was enough to increase students' interest in carrying out learning and make them feel more enjoy and enthusiastic.