

The Use of Learning Media Cross Puzzles to Increase Vocabulary for Class Iii Middle Mind Students at Slb Gelora Karya Majalengka

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Abstract

Mental retardation is someone who has intellectual disabilities whose IQ is below the average normal person, with several classifications, namely mild mental retardation, moderate mental retardation, severe mental retardation and very severe mental retardation, even though they have intellectual disabilities. One of the weaknesses of mentally retarded students is the inability to capture information which is influenced by low vocabulary mastery which results in students' language development being hampered. This study aims to improve the vocabulary mastery of mild mentally retarded children in introducing family members. This research uses quantitative research with the type of pre-experimental design with one group pretest posttest design. The statistical technique for analyzing research data is the Wilcoxon matched pairs test. Data collection techniques in the form of tests and documentation. The results showed that the pictorial crossword puzzle media could affect vocabulary mastery in mentally retarded children in class VIII SMPLB Gelora Karya Majalengka. Research shows that before being given treatment the vocabulary of children with mild mental retardation had an average of 51.78 after being given treatment it increased to 79.01. Research shows that the value of $Z_{count} = 2.5$ is greater than $Z_{table 5\%} (Z_t) = 2$ ($Z_h > Z_t$), then H_0 is rejected H_a is accepted, so there is an influence between TTS media on vocabulary mastery of family members in recognition of children with retardation light mentality. It is recommended that school principals pay more attention to the assessment process in carrying out learning because the teacher must know the initial abilities of students and their needs, so that in preparing learning programs they can be adapted to the abilities of students.

Keywords:

Use, learning media, crossword puzzle, vocabulary, mild mental retardation.

Children with Special Needs are any person interacting with the environment may who experiences physical, intellectual, mental experience obstacles and difficulties to and/or sensory limitations for a long time in

participate fully and effectively with other citizens based on equal rights.

One that belongs to children with special needs is mental retardation. Mild mentally retarded are those who have the ability to develop in terms of academics, social adjustment, and vocational skill abilities.

Learning is said to be successful and of high quality if all or at least most of the students are actively involved, both physically, mentally and socially in the learning process, in addition to showing high learning enthusiasm, great enthusiasm for learning, and self-confidence.

Based on the above, the teacher's efforts in developing student learning activeness are very important, because student learning activity is a determinant of the success of learning implemented.

In carrying out learning activities students with mild mental retardation require separate service patterns in accordance with their respective levels of ability even though they are equally mild mentally retarded students, such as fine motor skills, gross motor skills, intelligence, language and social skills.

The students the author studied were with the initials IM, MC, and YES. Of the three students who the author studied, MC and YES had started to be able to read vocabulary (three to four letters), MC and YES were able to communicate even though they had to wait a long time (there was a time lag) in answering them, while IM had the advantage of being able to understand stories. simple reading by the teacher but difficult to answer when the teacher gives simple questions.

The problems faced by the three students with mild mental retardation in learning resulted in low learning outcomes and interest in learning vocabulary in Indonesian subjects so that the vocabulary of mild mentally retarded children was very small, according to Tarigan (2011: 2). "Vocabulary is a person's wealth in language". There are various factors that cause a lack of vocabulary in students with mild mental retardation in learning, one of the factors is the lack of children's interest in each lesson..Both learning media and teacher delivery. How to overcome this problem, of course the teacher must change and be creative in teaching so that learning is more fun and interesting. One of them is by using a variety

of various learning media to attract children's attention, including media that can be applied, namely crossword puzzles.

Thus the crossword puzzle is one of the educational games, which has advantages for students who are required to think and put letters into a word that fits and can be connected to questions or other empty boxes. because this game can help children learn to work together, and increase children's activeness in teaching and learning activities in Indonesian subjects compared to other learning media which are still less effective in adding vocabulary in learning Indonesian subjects.

In accordance with the learning curriculum, namely the thirteenth curriculum contained in one of the Indonesian subjects with the theme "listening to short stories" which mentions the core vocabulary (summary) of short stories, therefore students, especially those with mild mental retardation, need a good understanding of vocabulary. in mentioning and in writing vocabulary.

From KI and KD in the curriculum of thirteen Indonesian subjects about naming animals for students with mild mental retardation we studied only until they understood pictures of animals but had difficulty in pronouncing them because their vocabulary was very limited.

The preliminary study in this study was SLB Gelora Karya Majalengka, in that school there were three (3) class III mild mental retardation students with the initials (IM, MC and YES). From the three students the researcher will describe each initial ability in learning activities at school.

IM

This student with the initials IM is diligent, disciplined and obedient in carrying out orders from the teacher but these students have communication barriers, new students can mention the vocabulary of family names, the food they eat and mention teachers and friends at their school. occurs due to a lack of vocabulary that is owned by children, so that when they want to communicate experiencing difficulties, children often choose to remain silent. Researchers focused on children to provide additional vocabulary in telling about activities that had been carried out, for

example, such as asking about trips to school from home.

MC

Students with the initials MC are shy and quiet children, this MC achieves new vocabulary by being able to express words accompanied by looking at the pictures shown by the teacher, in learning activities students can participate but if the teacher gives questions they can only be stunned and silent because difficulty in getting out the words given by the teacher. Researchers focused on adding children's vocabulary in crossword puzzles accompanied by pictures and accompanied by writing the names of the pictures.

YES

The student with the initials YES is a cheerful child, enthusiastic in following the teacher's learning but has difficulty in expressing words because there are obstacles in speaking that are not clear (lisp). Students with the initials YES, this new vocabulary ability reaches repetition of vocabulary mentioned by the new teacher being able to mention it again, the researchers focused on AS students more on assistance in mentioning vocabulary that is easy to pronounce with the help of media images.

Learning media is one of the methods or tools used in teaching and learning activities. This is done to stimulate learning patterns, support the success of the teaching and learning process, and enable teaching and learning activities to achieve their goals effectively. Learning media according to Neinich and friends (1983) in arsyad (2013:3). "We introduce the term media as a contact to convey information from a source to a recipient." Meanwhile, according to Gagne and Briggs (1975) in arsyad (2013:4). "learning media explicitly states that it contains tools that are physically used in delivering content material".

The treatment that is currently carried out by educators at SLB Gelora Karya Majalengka, especially class III with mild mental retardation, is to introduce new vocabulary every day through flash card media. So far the handling carried out by schools is considered effective, but researchers think that this method is not liked by children. Children tend to be active when they only see pictures they

like, but when the teacher shows pictures they don't like, the children choose to be silent and are not focused on learning vocabulary. The researcher conducted a literature study regarding what media was considered suitable for increasing/adding to children's vocabulary, and the researcher found a media that was considered capable of increasing/adding to children's vocabulary, namely crossword learning media.

The definition of a crossword puzzle is a type of word game with a rectangular template, which contains black and white boxes horizontally (horizontally) and downwards (vertically). The game provides a number of questions, with words, phrases or letter pieces as keys, to fill in a series of empty squares filled in in such a way..

Based on the background of the problem that the researcher has described, the researcher is interested in this research examining "The Use of Crossword Puzzle Learning Media to Increase Vocabulary for Class III Mild Mental Disability Students at SLB Gelora Karya Majalengka".

Literature Review

Mental retardation is an individual who has significantly below normal intelligence. According to Wijaya (2013:21). "Mild mentally retarded are those who have the ability to develop in terms of academics, social adjustment, and vocational skill abilities. Vocabulary as one of the Indonesian language learning materials in schools occupies a very important role as a basis for students' mastery of mastery in Indonesian language subject matter and mastery of other subjects.

Learning media is one of the methods or tools used in teaching and learning activities. This is done to stimulate learning patterns, support the success of the teaching and learning process, and enable teaching and learning activities to achieve their goals effectively.

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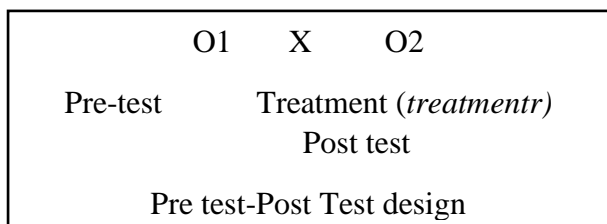
as keys, to fill in a series of empty squares filled in in such a way.

Research Methods

The research approach that has been used in this study is a quantitative approach, because the data in this study uses data in the form of numbers in the form of ordinal data and interval data. The type of research used is pre-experimental design. retelling simple story texts Vocabulary for mild mentally retarded students using the Wilcaxon matched pairs test statistical technique, Sugiyono (2012: 151). "Researchers use the Wicaxon matched pairs statistical technique, because in pre-experimental design researchers this technique is a refinement of the sign test statistical technique."

Single Subject Research is research with a single subject whose research uses an experimental design to see the influence caused by the treatment of the behavior being studied. The research design used in this study was the "One Group, pre test-post test design". The formulation of the One Group pre-experimental research design, pre test-post test design according to Sugiyono (2012: 75), is as follows:

Chart 1.



Information :

O1 : Initial test (Pre test)

X : Treatment (Treatment)

O2 : Final test (Post test)

O1 = Pretest The test used is an oral test related to vocabulary mastery in simple short stories covering the core of the story, the scene of the story and the characters in the story.

X = treatment (treatment) Giving treatment to children with mild mental retardation in vocabulary skills in simple story texts through the medium of pictorial crossword puzzles.

O2 = Posttest The test conducted is a written test related to mastery of introductory vocabulary in simple short stories covering the

core of the story, the scene of the story and the characters in the story. By using the media of pictorial crossword puzzles that were carried out on mild mentally retarded children to start mastering vocabulary in simple short stories after being given the media treatment of pictorial crossword puzzles.

The research was conducted in eight meetings, namely one meeting before treatment (pre-test) and one meeting after treatment (post-test) to obtain data related to children's abilities regarding vocabulary mastery in simple short stories covering the core of the story, the scene of the story and the characters involved. is in the story, which will be given to the subject. Each meeting lasts 2 x 30 minutes. The results of the initial observation (pre test) and the final observation (post test) will be analyzed using the non-parametric Wilcaxon Match Pairs Test.

Table 2. The names of the students who were made the research subjects

No	Initial name	Age	Class	School
1	IM	10 Years	III	SLB Gelora Karya
2	MC	12 Years	III	SLB Gelora Karya
3	YES	10 Years	III	SLB Gelora Karya

The population is the entire research subject that will be examined, Arikunto (2010: 173). According to Arikunto (2010:174). "subjects are part of the population yag studied". The subjects studied in this study were students with mild mental retardation with impaired vocabulary skills in simple short story texts at SLB Gelora Karya Majalengka.

Research variable

"Research variables are all forms that have been determined by researchers to be studied and understood until information is obtained to make conclusions". Sugiyono (2012:38). The following are the variables contained in this researcher:

Independent variable

"Independent variables are variables that influence and cause change and the growth of the dependent (dependent) variable." Sugiyono (2012:39). In this study, the independent variable is the crossword puzzle media with word elements including mentioning words, grouping words, and the meaning of these words.

Dependent variable

"The dependent variable is the variable that is affected or becomes the result, because the independent variable". Sugiyono (2012:39). In this study, the dependent variable is vocabulary skills in retelling simple short stories to children with mild mental retardation at SLB Gelora Karya Majalengka. Vocabulary skills in retelling these simple short stories include the core of the story, the scene of the story and the characters in the story.

Research Results and Discussion

This research was conducted at SDLB Gelora Karya Majalengka Regency from February 23 2023 to March 6 2023, February 23 2023 researchers went to SLB Gelora Karya Majalengka Regency to meet the principal, homeroom teacher and at the same time observing students who would be research subjects . On February 24, 2023 the researchers conducted a pre-test on mildly mentally retarded students in grade 3. The subjects in this study were 3 mildly mentally retarded children aged 8 to 11 years with vocabulary barriers. After conducting pre-tests on 3 students with mild mental retardation, the researchers conducted treatments (pengayaan) which were held 4 times, starting from 27, 28 February 2023, 1.2 March 2023, as well as on March 3, 2023 the researcher conducted a post test and on March 6 the researcher held a farewell party with the school including the principal, homeroom teacher for class 3 SDLB and students who were studied by us. The results of the study show that the media of pictorial crossword puzzles has a significant influence on adding vocabulary for students with mild mental retardation in class 3 SDLB. This can be seen in the vocabulary mastery of students with mild mental retardation being better at vocabulary acquisition about animal names, the results of this study are presented in tabular form. This was done to make it easier to understand the results of the research.

Results

Pre-test results

Mastery of mild mentally retarded children's vocabulary. The results of the pre-test scores are the ability scores of mild mentally retarded

children before being given treatment. The pre-test was given to children with mild mental retardation once which was held on February 24, 2023. In the pre-test activities the children were asked to name the animals, then the children were asked to work on the questions. Pre test results data have been recapitulated in table 4.1.

Table 3.1: Data on pre-test results Choose words according to the description given from a number of words provided.

Vocabulary	Mark		
	IM	MC	YES
Lion	2	1	1
Giraffe	1	1	2
Tiger	1	1	1
zebras	1	1	1
Tiger	1	1	2
Total Score	6	5	7

Recapitulation of passive/receptive word mastery.

Table 3.2: Data on pre-test results Mention by writing answers according to questions and pictures.

Vocabulary	Mark		
	IM	MC	YES
Elephant	2	2	2
Monkey	2	1	2
Rhinoceros	1	1	1
Tapirs	1	1	1
Deer	1	1	2
Total Score	7	6	8

Recapitulation of Active/Productive word mastery

From the results of the pre-test scores (1) passive/receptive mastery and (2) active/productive mastery, the recapitulation data is obtained from the overall assessment results.

Table 3.3: Data recapitulation of the results of the pre test vocabulary mastery of children with mild mental retardation.

No	Name	Rated aspect		Total Score	Mark
		1	2		
1	IM	6	7	13	43,33
2	MC	5	6	11	36,66
3	YES	7	8	15	50
	Average value				43,33

Based on the recapitulation of the pre-test results listed in the table above, it shows that the average value of the pre-test results is, the average value of the pre-test results shows that the vocabulary mastery of children with mild mental retardation is still lacking. The research category determines mastery develops or not based on analysis using the Wilcaxon test and using a scale. The average value of the pre-test shows that the vocabulary

mastery of children with mild mental retardation is included in the less category, so it is said that children with mild mental retardation do not have good vocabulary mastery.

Treatment Recapitulation (enrichment)

Day 1 of 27 February 2023 with the following table:

Table 3.4: Choose words according to the description given from a number of words provided.

Vocabulary	Mark		
	IM	MC	YES
Lion	2	1	1
Giraffe	1	1	2
Tiger	1	1	1
zebras	1	1	1
Tiger	1	1	2
Total Score	6	5	7

Recapitulation of passive/receptive word mastery.

Table 3.5 : Mention by writing answers according to questions and pictures.

Vocabulary	Mark		
	IM	MC	YES
Elephant	2	2	2
Monkey	2	1	2
Rhinoceros	1	1	1
Tapirs	1	1	1
Deer	1	1	2
Total Score	7	6	8

Recapitulation of Active/Productive word mastery

Day 2 of 28 February 2023 with the following table:

Table 3.6 : Choose words according to the description given from a number of words provided.

Vocabulary	Mark		
	IM	MC	YES
Lion	2	2	2
Giraffe	2	1	2
Tiger	1	1	1
zebras	1	1	2
Tiger	2	2	2
Total Score	8	7	9

Recapitulation of passive/receptive word mastery.

Table 3.7 : Mention by writing answers according to questions and pictures.

Vocabulary	Mark		
	IM	MC	YES
Elephant	2	2	2
Monkey	2	2	2
Rhinoceros	2	1	2
Tapirs	1	1	1
Deer	1	1	2
Total Score	8	7	9

Recapitulation of Active/Productive word mastery

Day 3 of March 1, 2023 with the following table:

Table 3.8: Choose words according to the description given from a number of words provided.

Vocabulary	Mark		
	IM	MC	YES
Lion	2	2	2
Giraffe	2	2	2
Tiger	2	1	2
zebras	1	1	2
Tiger	2	2	2
Total Score	9	8	10

Recapitulation of passive/receptive word mastery.

Table 3.9 : Mention by writing answers according to questions and pictures.

Vocabulary	Mark		
	IM	MC	YES
Elephant	2	2	2
Monkey	2	2	2
Rhinoceros	2	2	2
Tapirs	2	1	2
Deer	2	1	2
Total Score	10	8	10

Recapitulation of Active/Productive word mastery

Day 4 of March 2, 2023 with the following table:

Table 3.10: Choose words according to the description given from a number of words provided.

Vocabulary	Mark		
	IM	MC	YES
Lion	2	2	2
Giraffe	2	2	2
Tiger	2	1	2
zebras	2	2	2
Tiger	2	2	3
Total Score	10	9	11

Recapitulation of passive/receptive word mastery.

Table 3.11 : Mention by writing answers according to questions and pictures.

Vocabulary	Mark		
	IM	MC	YES
Elephant	3	2	3
Monkey	2	2	2
Rhinoceros	2	2	2
Tapirs	2	2	2
Deer	2	2	3
Total Score	11	10	12

Recapitulation of Active/Productive word mastery

From the 4th day of enrichment adding vocabulary for students with mild mental

retardation, an increase in vocabulary began to appear on day 2 to day 4, so using pictorial crosswords is very helpful in adding vocabulary.

Recapitulation of post test results

Vocabulary mastery of children with mild mental retardation. The post test was conducted to determine students' abilities after being given 4 treatments. In the initial test given 1 time to determine the child's vocabulary mastery. The test given is in the form of working on pre-test questions, and also a post-test or final test is given once to find out vocabulary mastery after being given treatment, the test given during the post-test is also the same as the questions given during the pre-test. Post test assessment data from 3 mild mentally retarded children subjects are presented as follows:

Table 3.12 : Post test result data Choose words according to the description given from the number of words provided.

Vocabulary	Mark		
	IM	MC	YES
Lion	3	2	2
Giraffe	2	2	3
Tiger	2	2	2
zebras	2	1	2
Tiger	2	2	3
Total Score	11	9	12

Recapitulation of Passive/Receptive word mastery

Table 3.13: Post test results data mention by writing answers according to questions and pictures.

Vocabulary	Mark		
	IM	MC	YES
Elephant	3	3	3
Monkey	3	2	3
Rhinoceros	2	2	2
Tapirs	2	2	2
Deer	2	2	3
Total Score	12	11	13

Recapitulation of Active/Productive word mastery

Table 3.14: Data recapitulation of the results of the post-test vocabulary mastery of children with mild mental retardation.

No	Name	Rated aspect		Total Score	Mark
		1	2		
1	IM	11	12	23	76,66
2	MC	9	11	20	66,66
3	YES	12	13	25	83,33
	Average value				75,55

Based on the table above regarding the pre test and post test vocabulary mastery of recognizing animal names using pictorial crosswords, it can be seen that the vocabulary mastery of mild mentally retarded children has changed and improved for the better. The table above shows that YES experienced the highest increase in vocabulary mastery with an average of 83.33.

Discussion

Based on the results of research that has been carried out using the media of crossword puzzles in learning vocabulary mastery of students with mild mental retardation at SDLB Gelora Karya, Majalengka Regency, it has an influence on children's vocabulary mastery. This has been proven from the results of the average value before and after treatment. The average score obtained by 3 students in the pre-test was 75.55. From these results, those who received the highest score were (YES) with the same score, namely 83.33 and those who received the lowest score were (IM) with a value of 66.66. In the post test, the one who got the highest score was (YES) with a score of 50, while the one with the lowest score was (MW) with a score of 36.66. In this case, it has been supported by the theory of Sudjana and Rivai (2010) which says that crossword media contains several benefits, namely to increase learning activities carried out by students because the process of filling in crossword puzzles requires high concentration.

There are various forms of crossword puzzles, and in this study, the researcher chose a picture crossword form that forms words. To facilitate students in the learning process. Mild mentally retarded students are students who experience disturbances in their mental development.

To improve vocabulary mastery of students with mild mental retardation, pictorial crosswords are an effective learning medium for increasing student activity in the learning process, especially in improving children's vocabulary mastery. The results of the study showed that learning by using crossword puzzles on the vocabulary mastery of students with mild mental retardation was better and experienced a significant increase. This can be seen from the development of students' values, from before the treatment was carried out using

pictorial crosswords on the vocabulary mastery of students with mild mental retardation from the average value of students who initially was 43, 33 after the treatment was carried out, the average score of students increased, namely 75.55, the ability to master the vocabulary of students regarding the introduction of animal names. This can be influenced by internal factors, namely the attention and motivation obtained by students in learning activities regarding vocabulary mastery, and also from external factors, namely the existence of interesting learning media so that they can increase the activity of students in each learning activity.

From the results of data analysis there were positive changes from all subjects, so that in testing the vocabulary mastery of students with mild mental retardation it could increase, because in learning activities using illustrated crossword media where this media contained an image that showed a meaning to fill in the answer in the box - stuffing box.

The research was conducted on mild mentally retarded students in class III SDLB Gelora Karya Majalengka Regency. Mild mentally retarded students who did not yet master a lot of vocabulary, the number of students studied was 3 students. Whereas for the research that will be carried out, namely the media of pictorial crossword puzzles will be used on the subject of third grade mild mental retardation students with the ability to recognize animal names. Implementation of learning through the media of pictorial crossword puzzles besides being able to increase students' vocabulary mastery can also develop students' interest in learning and concentration. Besides that, it can develop students' motor skills when students are invited to stand up and move forward and then attach letters to the answer box and form a word. Based on the research that has been done and the existence of several theories that answer the formulation of the problem (is there any influence of the crossword puzzle media on the mastery of vocabulary recognition of animal names in children with mild mental retardation?). students with mild mental retardation can be improved through the media of pictorial crosswords. Mild mental retardation students will be more active and enthusiastic in learning activities because the

media used is not boring because there are pictures to increase students' creativity in learning.

Conclusions, Implications and Recommendations

Conclusion

The results showed that learning vocabulary mastery to recognize animal names using pictorial crossword puzzles had a significant effect on children with mild mental retardation. This can be seen from the results in the study before using the pictorial crossword media to obtain an average value of 43.33 and after using the pictorial crossword media to obtain an average value of 75.55. Based on these results it can be proven that there is an influence from the use of pictorial crossword media on the mastery of vocabulary recognition of animal names in children with mild mental retardation.

Implications

Based on the results of this study, the theoretical and practical implications can be stated as follows:

Theoretical Implications

- a. Selection of appropriate learning methods can affect the achievement of students' learning achievement in vocabulary.
- b. Learning motivation of students has an influence on learning achievement in the addition of vocabulary. Students with high learning motivation certainly have better learning achievement than students with moderate or low learning motivation. It is hoped that teachers can foster learning motivation in students in various ways according to the abilities of the teacher and attractive to students.
- c. Although there is no interaction between learning methods and high, medium and low learning motivation in this study, it is hoped that there will be collaboration between students, teachers by finding the best solution in the process of learning vocabulary using crossword puzzles.

Practical Implications

The results of this study are used as input for teachers and prospective teachers. Improving

oneself in relation to the teaching that has been carried out and the learning achievements of students that have been achieved by paying attention to appropriate learning methods and learning motivation of students to improve learning achievement in vocabulary.

Recommendation

Based on the results of research that has been carried out using the media of pictorial crossword puzzles can improve vocabulary mastery of recognizing animal names in children with mild mental retardation, based on this statement the researcher can provide the following suggestions:

For teachers

- a. Pictorial crossword media can improve vocabulary mastery in students, therefore teachers should also try to use pictorial crossword media in learning vocabulary mastery in students, so that the learning atmosphere of students is more varied and students are more active in learning activities.
- b. The results of this study can be used to develop students' vocabulary mastery, teachers can create more interesting media to improve the learning atmosphere for students.

2. For Schools

It can be used as a reference for schools to increase the creativity of teaching staff and improve the quality of schools in providing teaching and learning activities for students.

For further researchers

Furthermore, pictorial crossword puzzles can improve the vocabulary mastery of students with mild mental retardation, if in the future there are further researchers who wish to conduct similar research, they should be able to develop this research using other aspects, subjects, or objectives in order to create different and more varied results. to be better.

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