

**THE USE OF CROSSWORD PUZZLE TO IMPROVE READING
COMPREHENSION**
*(An Experimental Research at the Second Year Students of SMA N 5 Aceh
Barat Daya)*

THESIS



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2018 M/1440 H**

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-raniry State Islamic University Darussalam Banda Aceh
In partial fulfillment of the requirements for *Sarjana Degree* (S-1)
On Teacher Education

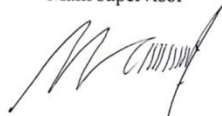
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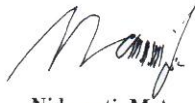
It has been defended in *SidangMunaqasyah* in front of
The Council of Examiners for Working Paper and
has been accepted in Partial Fulfillment of
the Requirements for *Sarjana* Degree S-1
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On:


Thursday, December 20th, 2018
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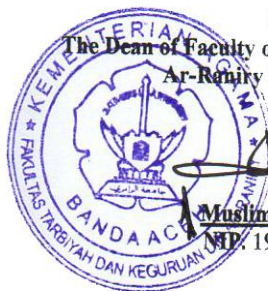

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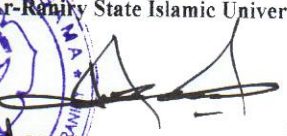
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi tanggung jawab saya sepenuhnya.

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Saya yang membuat pernyataan,


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ACKNOWLEDGEMENT



Alhamdulillah, first of all I would like to thank Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, Allah always blesses and gives me health, strength and passion to finish this research work. Peace and blessing be upon Prophet Muhammad SWA whom together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path.

I would like to dedicate my deepest gratitude and appreciation to my beloved supervisors Nidawati, M. Ag and Syarifah Dahliana, M. Ag., M. Ed., Ph. D, for their valuable guidance, advices, supports, kindness, insightful comments, and immense knowledge in completing this thesis. To my academic advisor Safrul Muluk, S. Ag., M. A., M. Ed., Ph. D, who guided me academically and to all lecturers, both English Language Education and non-English Language Education Department who guided and helped me during studied in English Language Education Department of UIN Ar-Raniry Futhermore, I want to thanks the teachers who gived permission to conduct my research in SMA 5 ABDYA, Nurbaiti, S. Pd and Abu Bakar , S. Ag and all my research participants from senior high school 5 ABDYA.

My special thanks to the most amazing people in my life, my family, for supporting and motivating me to finish my study. To my dear mother Murniati for loving me and keep praying to God for my succesfull. To my beloved father Tgk. Alami for all his hard works, unexpressed love, and sacrifice. To my sister Muhsinah and my young brother Fuji Syukrul Miza for entertaining me during my hard time

Moreover, I would also want to expressmy appreciation and love to my colleagues, roommate, and especially for my best friends Suhendra and Marisa Agustina for always support, give motivation, share the enjoy and sorrow with me. Then, also to everybody who can not be mentioned one by one who supporting me either direct or indirectly, visibly or unvisibly.

Banda Aceh, December 14th2018
Penulis,

Fatimah Zahara

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ABSTRACT

Reading comprehension is the ability to read a text, process it and comprehend the meaning. Most of students in senior high school faced problem in reading comprehension. The students had low motivation in reading English text, got easily bored with the task and material. One of strategy that can be used by the teacher is using crossword puzzle in teaching reading. Therefore, the writer conduct a research about **“The Use of Crossword Puzzle to Improve Students’ Reading Comprehension”**. This research is aimed to answer the questions whether crossword puzzle improve students’ ability in reading comprehension, and to know students’ perception after learning reading by using crossword puzzle. The research took place in SMA N 5 ABDYA. The sample of this research were students of class XI_{IA}¹ as experimental class, and students of class XI_{IA}² as control class. To collect the data, the writer conducted test, experimental teaching and questionnaire. Experimental teaching was done in five meetings, by giving one meeting for pre-test, three meetings for treatment, and one meeting for post-test. The result showed that there was a significant improvement on students’ reading ability by using crossword puzzle. It was proved by the mean score of post-test in experimental is 75, while the mean score of post-test in control class is 60.25. It was also proved by determining hypothesis that $t_{\text{score}} > t_{\text{table}}$, the t_{score} of experimental class is 11.20, the t_{score} of control class is 5.25, while the t_{table} is 1.72. Even both of class showed significant increase on students’ acievement, the t_{score} of experimental class was higher than t_{score} of control class. Furthermore, based on analysis of the questionnaire, most of students gave positive perception toward using crossword puzzle in learning reading comprehension.

Keyword : crossword puzzle, reading comprehension, improve

CHAPTER I

INTRODUCTION

A. Background of the Study

The purpose of teaching English language at school is to develop the students' language skill. There are four major skills that should be mastered by student in learning English, it is listening, reading, speaking and writing. Speaking and writing refers to productive skill while reading and listening refers to receptive skill. According to Rivers (1987,p.7), "reading is a process of enunciating the convensional way the sound symbolized by the printed or writen markest on the script".

Reading comprehension is a process of understanding writen text or information presented by the author and affected by many factors. Based on Pearson (1999, p.156), those are factor within the readers, factor within the written message, and factor within the reading environment. The core of reading is comprehension by which the reader can understand the context and can get the information from the text. Reading with comprehension means getting message and point from what has been read. Without comprehension, reading is saying the writen text correctly without understanding its meaning.

According to Nuttal (1985,p.9), there are five reading aspects which help the student to comprehend the English text well, they are: main idea, specific information, references, textual, and vocabulary. One will recognize the purpose and the important point of the text besides the

surface meaning of the text. Moreover, reading comprehension inherently includes a connection between reader, text, activity and the context of the text to connect the ideas and understanding on the page to what the students have already known.

In reading class, most of the reading activities focused on reading comprehension. The reason is that students' skill in comprehending the text lead them to develop their knowledge, even to gain new information. Moreover reading comprehension is generally used to measure students' achievement in English, like in national examination in which reading has relatively large portion. If students do not have a good reading comprehension, they may find it difficult to do the examination.

Based on the research of Listiawati (2016,p.14), there are some factors which make students have difficulties in reading. First, students have limited vocabulary, they do not know the meaning of many words in the text. Second, students are not able to comprehend the content of the text, it makes them difficult to determine the important information such as topic, stated and unstated detail and references. Third, students do not know the way to read as they do not learn about the strategies to comprehend the text effectively. Fourth, the teacher still used a conventional teaching method.

The problem in comprehending reading text above also become the problems encountered by the students of senior high school 5 ABDYA. Based on writer's experience during teaching practice (PPL) in that

school, most of students do not like reading because they lack of vocabulary; all of them read the text without understanding the meaning of text. Also the students feel unmotivated to read. As a result, it is not effective enough to promote language learning in that school.

Based on the fact, the writer considers using *crossword puzzle* to solve the problem and to improve students' reading skill. *Crossword puzzle* is one of the media that is used to build up students' motivation, and an option to lead them to be more active. Hasbullah (1986,p.36) states that *crossword puzzle* can sustain the students motivation and make them enjoy in learning reading material. The students can take pleasure in learning by using this game, and it can help them to easily understand about the text, and to answer the questions based on the text. This game can be used in several genre of reading such as narrative, persuasive, informative, descriptive, instructive or recount text.

Moreover, using *crossword puzzle* is different with multiple choice questions. In multiple choice question, the students who are incapable of answering a particular question can simply select a random answer and still have a chance to get correct answer. If they randomly guess an answer, there are 25 % chance to getting it correct of four answer options (Maria, 2014, p.2). But it is not happen if students used *crossword puzzle* to answer the question, because the students must answer the questions using vocabulary related to the text that they have been read. This

condition train students to critical thinking while they answer the questions.

Based on the explanation above, the writer is interested in conducting a research about *crossword puzzle* in reading class to see its effect on student's skill in comprehending reading text.

B. Research Question

Research question is the main key to direct of research project. It can be a guideline in conducting a research. Based on the background of study above, the writer focuses on two research questions :

1. Does the crossword puzzle improve the students reading comprehension ?
2. What are students' perceptions toward the use of crossword puzzle in English reading class ?

C. Research Aim

In line with the research questions above, the purposes of this study are stated as follows

1. To find out whether crossword puzzle improve the reading comprehension at second year students of senior high school 5 ABDYA.
2. To discover the students' perceptions toward the use of crossword puzzle in reading comprehension class.

D. Terminology

1. Crossword puzzle

Hornby (1974,p.206) defined that crossword puzzle is learning media in which words have to be written into box vertically (from clues down) and horizontally (from clues across). To fill the box with correct answer, the students must read and think the clue. In this research, the clues of crossword puzzle are given in forms of phrases, sentences and questions, while the answer can be found in the text. The first answer is also the clue to answer the next question.

2. Reading comprehension

Grellet and Temple (2003,p.8) stated that “reading comprehension is a search for meaning, actively using our word knowledge of the world to understand new thing we read”. We need the knowledge of the world to understand new things, need be familiar with various text structure encountered and need to be active and seeking meaning to rise up from the passage.

Reading comprehension means extracting the required information from the text as efficiently as possible (Grellet, 1996, p.3). In this study, reading comprehension refers to students’ ability in identifying general information, recognizing textual meaning and references, and finding specific information.

E. Hypothesis

The hypothesis of this research is :

H₀: using crossword puzzle in teaching reading comprehension doesn't improve students' reading skill.

H_a: using crossword puzzle in teaching reading comprehension improve students' reading skill.

F. Significance of Study

The spesification of significanses of this reasearch as follows :

- a. For teachers, this study may provide a solution for problems related to students' reading comprehension. They can use crossword puzzle as media to teach reading. Basically this study is a way of handling the problem faced by the English teachers in learning process.
- b. For students, this study is hopefully able to help students to increase their interest and motivation in learning reading comprehension through using crossword puzzle.
- c. For writer, this research is expected to be able to use as an exercise and knowledge regarding the appropriate learning activities and method.
- d. For the school, this study are expected to be benefical as the input and model in the implementation of English reading activities; And it can be a good alternative method in increasing the quality of teaching and learning in reading class.

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading

Reading is one of four language skills. Nuttal (2002,p.2) assumes that reading is the result of interaction between the writers' mind and the reader's mind. So reading is a cognitive activity in which the reader takes part in conversation with the author through the text. It can be seen from the way the reader tries to understand and get the writer's message on the text.

Pang (2003,p.6) also states that reading is defined as understanding written text. He said that reading consists of two related processes : word recognized and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken while comprehension is the process of making of meaning words, sentence and related text. He adds his statement that the readers who have background knowledge, vocabulary, gramatical knowledge, experience with the text and other strategies can help them understand written text.

Comprehension requires effective use of strategies processes such as metacognitive and strategies monitoring. As reader mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read the ultimate goal of reading to learn. (Alonzo and Tindal, 2005,p.83).

Reading comprehension has multiple definition and explanation. Elizabeth, et.al (2000,p.14) defined that reading comprehension is the end goal of all reading, it is the understanding gained from the text. In addition, Klinger (2007,p.2) claims that reading comprehension is the ability to read the text for understanding purpose and to find stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer.

Furthermore, Langan and John (2006 ,p.6) concern that reading comprehension is the ability to construct meaning from a given written text, extract the main points of the text, and emphasize which things are important from the text. In relation to those definitions above, reading comprehension can be defined as a complex activity where the reader can get knowledge from the text both of information of message and new vocabularies. Moreover, to understand the text the readers need to find out the meaning or the correlation between the sentences that establish in the whole text.

2. Type of Reading

A good reader uses many different pattern of reading depends upon the type and complexity of the reading materials, the purpose of reading, and the reader familiarity with the kind of idea expressed. There are four types of reading, which are described as follows:

a. Intensive Reading

Grellet (1999,p.42) states, “Intensive reading is reading with spesific learning goals and task in mind to carry out to get spesific information. Intensive reading is commonly considered “text-based or skill-based” reading”. Moreover, Palmer in Tuan (2011,p.665) notes that intensive reading means, that the readers take a text, study it line by line and refer at very moment to the dictionary about the grammar of the text itself.

Intensive reading focuses on closely following a shorter text, doing exercise with it, and learning in detail. This reading help students to understand the language’s grammar and syntax intensively.

Harmer (2007,p.213) claims that in order to get students to read enthusiastically in class, we need to work to create interest in the topic and task. For example, teachers can use image or videos as a means of introducing learner to the reading text topic. In intensive reading, students usually read texts that are more difficult, in terms of content and language than that are used for extensive reading. To help students make senses of text that may present a signifcant challenge in term of vocabulary, grammar and concept, teacher should focus on reading skills, such as indentifying main ideas and guessing the meaning of unfamiliar words from context , or teachers can

introduce the idea of skimming (reading rapidly for overall idea) and scanning (reading rapidly to find specific information).

b. Extensive reading

According Patel and Jane (2008,p.120), extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. The purpose of extensive reading is to train the students to read directly and fluently in the target language for enjoyment.

Beside that, Brown (2002,p.189) states the extensive reading applies to texts of more than one page and including profesional articles, essays, technical reports, short story and books. Extensive reading is a great tool for students who already enjoy this activities. Switching students' reading into their target language will certainly expose to much more vocabulary than they normaly learn. Students who read more not only become better and confident, but they will also improve their reading, writing, listening and speaking abilities and their vocabulary will get richer (Bamvord, 2007,p.9)

Extensive reading is an approach to language teaching in which learners read alot of easy material in the new language. The aim of this approach is not to look up every single

unfamiliar word, but simply immerse themselves in their target language. Students choose their own reading material and read it independently of the teacher. They read for general, overall meaning, they read for information and enjoyment.

c. Silent reading.

According to Langan and John (2006,p.18), silent reading was originally developed to promote a love of reading while simultaneously to supporting students achievement in reading. Silent reading enables students to read without making sound and moving his lips.

Reading silently improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When the teacher encourages the students to read silently, it helps them develop the strategies they need for reading fast, and with better comprehension. It is called reading efficiency, and it will help students to read any text with maximum attention to meaning. Silent reading also helps to develop the skill of reading for a purpose, as the focus is on understanding the content without having the additional burden to pay attention to pronunciation (Richard and Renandya, 2002,p.227).

d. Reading aloud

Reading aloud form of foundation for the early literacy framework. Reading aloud involves student for reading enjoyment and provide demonstration and fluent reading. Broughton (2003,p.91) states that the word reading of course has anumber of common interpretation. It may mean reading aloud is a very complex skill, which involves understanding the black marks first and then the production of the right noises.

Furthermore, Kontra (2000,p.92) states that, reading aloud is very important for maintaining and perfecting the pronouncing skills on the students. It is also an important means in depeloving a phonic reading technique, while at the advanced level it mainly plays the role of expressing reading. In addition, Kailani (1998,p.285) claims that the students should read aloud the materials when they deal with dialogue in English lesson, he believes that reading aloud does not only improve the students' pronunciation in the foreign language, but also increase the impact of the text, dramatise action and helps teacher to see wether the students understood the meaning of the words, sentence and the discourse.

3. The Importance of Reading

Pang et. Al (2003,p.6) states that most scholars would agree that reading is one of the most important skill for educational and profesional success. Not only as a source of information and pleasureable activity, but also as means of consolidating and extending knowledge of language.

Al-hekma (2012,p.1) states that reading helps in mental development and is good to stimulate the muscles of the eyes. Reading serves multifaceted purpose, as people read for the variety of reasons. They read to comprehend a text, to answer some questions, to do grammar activities, to solve language problems, to improve language ability. Moreover, reading is important because it has many benefits for our daily life. Based on Hermida (2009,p.21-24), Some benefits of reading is as follows :

a. Knowledge

Reading is learning, whatever we read it always provides new information. Reading books on various subjects impart some informations and increase the depth understanding about the subjects well. Reading will give us a more diverse range of knowledge and it can give us an insight into different cultures and way of living. The more we read the more we know.

b. Improve our focus and concentration

When we read a book, all of our attention focussed on what we are reading. Our eyes and think are immerse in the detail of story, this trains our focus and concentration become better.

c. Improving imagination.

By reading a written description of event or a place, our mind is responsible for creating that image in our head. Reading requires us to use our creative imagination, we can travel anywhere in a book and get to meet with the author in his fantasy world. The more we read, the more imaginative we become

d. Smart

Reading give us a chance to consume huge amount of research in a relatively short amount time. People who read regularly tend to be smarter than those who do not. They tend to open mind and more aware at their surrounding.

e. Reduce stress

Reading is fun and has positive effect on the body as well. A study by Consultancy Mindlab International at University of Sussex in 2009, showed that reading reduce stress. The people only need to read, silently, for six minutes to slow down the heart rate and ease tension in the muscles.

f. Memory improvement

When we read something, we try to store in our mind all the fact that we find while reading. When we add a new memory to our collection, new synopses are being created and the old ones get stronger. It has a positive effect on short memory recall.

g. Tool of communicating

Communication is the most important tool which can be transmitted through reading. We understand more and thus we can communicate better with people. Through reading, we build more solid foundation for communication.

h. Buiding vocabulary

Reading inprove our vocabulary and command on the language. As you read, we can across new words, idioms, phrases and writing style.

i. Train our brain

Mental stimulation can slown down the progress of Dementia and Alzheimer. It is like physical exercise; the more we move, the better shape we are in. For our brain to stay healthy and alert, it needs exercise. Reading (along with puzzle and certain game) keep our activity levels high and our brain power nice and strong, and the reading exercise also train our brain to be critical thinking.

The explanation above is not all of the benefit of reading, the other benefits depend on the purpose of reading. Infact most of people belive that reading influences self confident.

4. Assesing Reading

Assessment is a broad term covering any conscious on the part of teacher or student to draw some conclusions on the basis of performance. Brown (2004,p.4) assumes that assessment is an on-going process in classroom activities which encompasses a much wider domain. It can be said that the assessment is a part of teaching process. Assesment can be done by the teacher during the lesson; when students respond to a question, give comment and ask questions.

Kauchak & Enggen in Westwood (2008,p.78) states that the relationship between learning and assessment is clear and consistent. Students learn more in class where assessment is a regular part of classroom routines, particularly when the assessments are frequent and provide feedback to learners.

In addition, March (2002,p.135) explains that assessment is a crucial component of the the effective teaching in reading, it provides teacher with information about what students know and how much their understanding. School teacher should understand the value or reliable and valid assessment of early reading progress. Timely, reliable and valid assessment also help to monitor the effectiveness of instruction for allstudent (Torgesen :2006,p.1)

The items of the assessment must be chosen carefully, the prompt should be based on short reading so the student have time to discuss and think about before they write the answer and also give students time for editing and check they answer. The purpose of assessment are to diagnose a student's strengths, weaknesses and difficulties, to measure achievement aptitude and potential, to identify readiness for a program teaching and learning in the classroom.

According to Brown (2004,p.5), assesment is devided into two types. The fisrt type is informal assessment. It is done by the teacher without designing the assesment first. The form of this assessment is incidental, unplanned comment or responses, or impromptu feedback to the students like "good job", "great" and "well done". Moreover, this kind of assessment can be done by commenting on the students' paper and correcting the students' pronunciation. The second types is formal test. It is in opposite of informal assessment. Using this kind of assessment, the teacher needs to prepare some assessment to assess students' competence before begin the class, for example quizzes, assignments and examinations.

There are several kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess the students' competence in reading comprehension. The teacher can use some reading assessment that are proposed by Alderson (2000,p.206) as follows :

1. Integrative test

Integrative test is testing students' reading comprehension on more than one aspect. It aims to assess not only about how students read, but also how students understand the text and respond the text and respond the message.

2. The cloze test and gap-filling test

The cloze test is a test that is constructed by deleting some words from selected text(usually between 5 and 12). Test taker has to restore some words that have been deleted. Whereas the gap-filling test is a test which is constructed by deleting some words in rational basis. So, there is no pseudo-random deletion.

3. Multiple choice techniques

A multiple-choice technique is a testing technique that provides some choices for students in answering the questions. Using multiple-choice technique, testers can control the range of possible answer as distracter and limits the students' thinking when they are responding the text.

4. Matching techniques

Matching technique is a testing technique that will allow students to match againts each other. For example, match the title to its paragraph.

5. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text and provide two choices only for students to answer. For example, exercise true-false statement and agree or disagree.

6. Short-answer question techniques

Short-answer technique is a testing technique which allow students to answer a question in a few words or a brief response.

7. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have read.

The teacher can choose more than one of reading assesment to check students' competence. In this study, the writer uses short-answer question to measure students competence.

B. Crossword Puzzle

1. Definition of Crossword Puzzle

According to Paul (2003,p.187) crossword puzzle is defined as problem design to test a persons' knowledge in which word have to be written vertically (clues down) and horizontally (clues cross) in the space on square. Similarly to Wahyuningsih (2009,p.17) sates that crossword puzzle is a game in which words guessed from their

definition, are fitted into a diagram of white and black squares. The crossword has words written horizontally and words written vertically.

Crossword puzzle is a words puzzle that normally takes the form of the square or rectangular grid of white and shaded squares. The goal is to fill the white squares with letters forming words or phrases by solving clues which lead to the answers. The answers are placed in the grid left to right and from top to bottom. The students have to find out the answer of each clue. The clues of the answer can be found in the reading text. If they can answer one clue correctly, it is easier for them to fill other grids which connect to each other.

Bressan (1970,p.94) have attempted to classify the kinds of crossword puzzle according to clues used. He divided crossword puzzle into two main categories : direct definition clues and cryptic clues. Direct definition include generic, synonymic, antonymic, definitory, and descriptive clues. Cryptic clues include anagrams, word inversions, double meanings and so on. Most of reading exercise used both of those types. In our daily live, crossword puzzle can be an exercise for our mind in free time ; And in learning process it can be a game which helps the students to improve reading and vocabulary.

2. The advantages of crossword puzzle.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it, but when they are interested in what they are reading, the students will get more

benefit as knowledge and new information from the text they read. Teacher should be able to create a new interesting method through game including, crossword puzzle. It is hoped that it can attract students' motivation and attention. According to Tasuli (2000,p.6), there are several functions or benefits of crossword puzzle in learning English :

1. This game enable student to form the letter one by one to build vocabulary.
2. Crossword puzzle trains the students about the exact spelling of the word and make a good pronunciation while reading.
3. By doing crossword puzzle, the students' reading skill will be improve, because it trains students to be critical thinking, because they should answer the questions using vocabulary and can not guessing the answer randomly.
4. Crossword puzzle can help students to comprehend the meaning of the words, because the should use the words clues to determine the correct words to fit into the crossword, either across the puzzle or up down.
5. Trains student to think rationally, be able to identify and understand the term being used while doing crossword puzzle .
6. Crossword puzzle can make students active during learning process, and teacher can stimulate the students an active way and urge them to take part in activities in which they have a

chance to produce some English words with correct forms or to spell the words correctly.

7. It will help the teachers to draw the students' interest and engage their motivation and give challenge to solve problem in an enjoyable situation.

3. The disadvantages of crossword puzzle

According to Njoro (p.317), some disadvantages of using crossword puzzle in learning process are :

1. The crossword puzzle requires a lot of time to prepare. The teacher that want to teach by using this game need prepare the game and material before coming to the class.
2. If the clues are not clear, the students will get some difficulties and confuse when they answer the question.

Based on the explanation above,the advantages of crossword puzzle is much more than the disadvantages. The writer concludes that the use of crossword puzzle not only can enrich students reading, but also can increase students' vocabulary and lead them more active in expressing their idea. Crossword puzzle also motivate students to learn reading and makes them habituate doing exercise by using game. This habit makes a good effect for students achievements in learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Wiesman (2001), experimental research is the situation that has at least one experiment variable, where the writer actively influences something to observe the consequences. Ary (2007,p.338) mentions that experimental research has some characteristics as follow : (1) manipulation or treatment of independent variable; (2) other extraneous variables are controled; (3) effect is observed of the the manipulation of the independent variable on the dependent variable. In this research, the writer used experimental research as research design where the experimental research is aimed to find out the the used of Crossword Puzzle to improve students' comprehension.

According to Creswell (2014), there are 4 types of experimental research design, true experimental, pre-experimental, quasi experimental, and single subject design. In this research, the writer uses quasi experimental for collecting the data. Quasi experimental research is the research which compare two groups, one of the group as an experimental group, and the other group as a control group. Both two group will be chosen randomly,

Experimental research design is an approach of conducting quantitative research. Based on Sugiyono (2010), quantitative research method is a research method used to observe spesific sample or population

by using numerical data in analysing the data. Using quantitative research method, the writer tried to find out the students' improvement in reading through giving pre-test, post-test and questionnaire. Pre-test is given to know the students' ability in reading comprehension. After giving pre-test, the experimental group have certain treatment while the control group not have it. The treatment refers to teaching reading by using Crossword Puzzle.

B. Population and Sample

a. Population

Umar Husein (2007) argues that population is a group of individuals who have the same characteristic. It is all of subject who are going to be observed in research. The target of population in this research is second year students of Senior High School 5 ABDYA which have six classes, that is XI IA¹, XI IA², XI IA³, XI IS¹, XI IS², XI IS³; each class consists of 20 students. The number of second grade of SMAN 5 ABDYA was 137 students, consist of 52 male and 85 female.

b. Sample

Sample is subset of population. Barreiro and Albandoz (2001, p.2) defined that the sample was the smallest unit of population they selected. Whereas sampling is process of choosing a number of individual(sample) for research. In this research the writer applied a random sampling. Random sampling is process of choosing sample in

which each individual in a population has the same chance and freedom to be chosen as the sample, the sample for this research were 2 classes, IX IA¹ and IX IA².

C. Techniques of Data Collection

a. Test

Shaleh (2001,p.33) states, test is an instrument used to assess the development achieved or to measure competence, knowledge, intelligence, and ability possessed by individual or group. Test is given to the students in order to find out their reading ability. In this research test is divided into two categories ; pre-test and post-test. The aim of pre-test is to find out students' ability and their reading skill before treatment, whereas the aim of post-test is to figure out whether their reading skill improved or not after the treatment.

Pre-test and Post-test consist of 20 short answer-questions. The students should finish the test in 50 minutes. For one correct answer, the students will get score 5 points. For each question that is not answered (empty) and incorrect answer, the students will get score zero. So the students should answer all of questions to get score 100 points correctly.

b. Questionnaire

According to Arikunto (2006,p.151), questionnaire is a number of written questions used to get information from respondent. The questionnaire will be given to the subject of research to get some

information which is related to the students' responses on using crossword puzzle in teaching reading class. In order to avoid misunderstanding, the language used for questionnaire is Indonesian. The questionnaire consist of 10 multiple choice items with 4 responses available. The questionnaire is only answered by the students in experimental class.

D. Procedure of Collecting Data

Data collection is organized into two stages. In the first stage, the data is gathered using pret-test and post-test score. The second stage is using questionnaire. In control class the writer used the usual method that applied by teacher in the school, that is teaching without using crossword puzzle while learning reading process. But in the experimental class, before doing post-test, the writer did an experimental teaching. It held in five meetings to teach the students reading comprehension by using Crossword Puzzle. During these meetings the writer trained students to be familiar doing exercise using Crossword puzzle. The writer used it as a game to make students enjoy the class and build up their motivation in reading. The writer believe when students are familiar with the exercise and the reading, it help them to increase their comprehending skill. The procedure of meetings are as follows :

a. First meeting

In the first meeting the writer introduced herself and explained the reason she came to the class. The writer asked the students about their reading activity such as students favourite topic in reading and their problems that make them lazy and got bored when involving in reading process. After that, the writer checked students' attendance list to know the participants and started gave the pre-test to each students. After doing pre-test the writer asked students to prepare themselves to the next meeting and closed the meeting.

b. Second meeting

In the second meeting the writer greeted the students and explained about narrative text. After discussing about narrative text, the writer divided the students into groups and did the exercise relate to narrative text by using Crossword Puzzle. After students finished their group work, students and teacher discussed about the exercise; some of students read the text in front of the class and the writer repaired the students' pronunciation. At the end of the class the writer asked students to conclude the material and greeted.

c. Third meeting

For this meeting the writer greeted to all students, checked students' attendance and gave the material. The writer explained about text spoof, and the students asked some

questions when they did not understand. After that, the students did the exercise together using Crossword Puzzle. The writer gave a score to the students who could answer faster and filled the answer in whiteboard. Some of students read the text in front of the class and the writer repaired the students' wrong pronunciation and closed the meeting.

d. Fourth meeting

This is the last meeting for the writer in giving a treatment. After greeted to the students, the writer checked students attendance. Before discussing about the topic, the writer asked students to do a test using Crossword puzzle related to the topic. After the students finished the test, the writer asked students to spell the vocabulary correctly. After that, the writer explained about hartatory exposition. Before the writer closed the meeting, the students made a conclusion about the topic they had learn.

e. Fifth meeting

In the last meeting, the writer greeted , checked students' attendance and the writer gave post-test to students, and delivered the questionnaire to know students' opinion about learning reading comprehension by using Crossword puzzle. After that the writer gave motivation to the students to keep love reading, said thanks and sorry to students and greeted .

E. Techniques of Data Analysis

a. Test

The purpose of the test is to find out the range of data, interval, class number and mean. In this research the writer used statistic calculation in analyzing the data. Based on Sudjana (2005) there are some formula used to analyze the data from pre-test and post-test.

1. Range

The purpose of range is to find the gap between the highest score and the lowest score. The formula to get range is

$$R = H - L$$

R= the range score

H= the highest score

L= the lowest score

2. Interval

Interval is a set of real number between two other number (middle score). Before calculating the interval, the writer should calculate the class number by using formula

$$CN = 1 + 3,33 \log n \text{ (total sample)}$$

CN = class number

n = the amount of number

After the writer find the class number (CN), the formula to calculate interval is

$$I = \frac{R}{CN}$$

I = interval

R = range

CN = class number

3. Mean

Mean is the average score of students and calculated by using formula

$$x = \frac{\sum fixi}{\sum fi}$$

X = mean

Fixi = the amount of multiplication between frequency and middle interval

Fi = frequency

4. Standar deviation

The formula is

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD = standar deviation

D2 = total of difference score

5. T-test

T- score is used to see the significant differences between two mean. The formula used is

$$T_o = \frac{MX - MY}{SX - Y}$$

T = t-test

MX = the mean score of deviation experimental class

MY = the mean score of deviation control class

Sx-y = standar score of the mean difference between two variable X (experimental class) Y (control class)

b. Questionnaire

To analyze and interpret the data obtained from questionnaire, the writer used statistical simple formula. Sudjana (2005) states some formula to calculate the percentage of answer chosen by participants.

The formula is:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of respondents

N = Number of sample

100% = constant value

After tabulating all answers, the writer calculated the percentage of the strengths of response by using the formula as follow (Anas, 2008, p.43) :

$$P = \frac{\text{total of agree and strongly agree answer}}{\text{total of ideal score}} \times 100\%$$

After calculating each answer, the score is processed base on the criterion of interpretation score as follows:

Percentage 0%-25%	= Very Low
Percentage 26%-50%	= Low
Percentage 51%-75%	= Strong
Percentage 76%-100%	= Very Strong

F. Brief Description of Research Location

This research took place at Senior High School 5 Aceh Barat Daya (ABDYA). The research focused on the using of Crossword Puzzle to improve students' reading comprehension skill. SMA N 5 ABDYA was located in Jl. Nasional No. 02 Tangan-Tangan, Aceh Barat Daya. This school is headed by Abu Bakar S.Ag. It has one room for headmaster, one room for teachers and one room for musholla. There were 17 classrooms used for teaching learning process. The first year has 6 classrooms, second year has 6 classrooms and the third has 5 classrooms.

This school also provide some supporting facilities for academic activities like multimedia room, library, computer laboratory, and also laboratory of chemistry and biology. Library provides academic and non

academic books, newspapers, encyclopedia, dictionaries and many kind of story books. In SMA 5 ABDYA, there were 23 permanent and 20 adjunct teachers, 5 of them were teachers of English lesson. The number of all students in this school were 375, consist of 166 male and 209 female.

CHAPTER IV

DATA ANALYSIS

A. The Data Analysis of Test

Following the experimental teaching, the writer analyzed the data by using a statistical formula. There were two tests in which the students participated; the pre-test and post-test. The writer took two classes as sample, the class XI IA² as control class and XI IA¹ as experimental class.

1. The result of pre-test and post test in control class.

Table 4.1
The Score of Pre-Test and Post-Test of controll Cass

No	Initial's Name	control class	
		Pre-test	Post-test
1	AR	40	40
2	AS	40	65
3	AN	30	65
4	ER	35	40
5	EW	50	40
6	GT	30	70
7	HM	55	60
8	IF	35	70
9	KR	30	50
10	LS	45	45
11	MZ	50	50
12	PI	40	65
13	RI	40	65
14	SF	45	65
15	SK	65	75
16	TS	55	70
17	TA	35	60
18	UN	50	75
19	WO	45	55
20	ZA	45	50

1.1.Pre-test score of control class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range

Based on the table 4.1, it can be seen that the highest score is 65 and the lowest score is 30. The range is

$$\begin{aligned} R &= H-L \\ &= 65-30 \\ &= 35 \end{aligned}$$

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$\text{CN} = 1 + 3.3 \log n \text{ (total sample)}$$

$$\begin{aligned} \text{CN} &= 1 + (3.3) \log 20 \\ &= 1 + (3.3)(1.30) \\ &= 1 + 4.29 \\ &= 5.29 \text{ (it taken 5)} \end{aligned}$$

c. Interval is amount of class. To find the result, the writer used the following formula:

$$\begin{aligned} I &= \frac{R}{CN} \\ I &= \frac{35}{5} \\ &= 7 \end{aligned}$$

d. Table of frequency

Table 4.1.1*The Frequency's Table of Pre-Test in control Class*

Interval	Fi	Xi	Fi.xi
30-34	3	32	96
35-39	3	37	111
40-44	4	42	168
45-49	4	47	188
50-54	3	52	156
55-59	2	57	114
60-64	1	62	62
Total	20	329	895

Based on the table 4.1.1, the mean is identified by using the following formula:

$$\begin{aligned}
 \text{Mean} &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{895}{20} \\
 &= 44.7
 \end{aligned}$$

1.2. Post test score of control class

Based on the table 4.1 it can be seen the highest score 75 and the lowest score is 40.

a. The range is :

$$\begin{aligned}
 R &= H-L \\
 &= 75 - 40 \\
 &= 35
 \end{aligned}$$

b. The result for class number of post-test

$$CN = 1 + 3.3 \log n \text{ (total sample)}$$

$$CN = 1 + 3.3 \log 20$$

$$= 1 + (3.3)(1.30)$$

$$= 1 + 4.29$$

$$= 5.29$$

$$= 5$$

c. Interval for students' post test is

$$I = \frac{R}{CN}$$

$$I = \frac{35}{5}$$

$$= 7$$

d. Table of frequency

Table 4.1.2

The Frequency's Table of Post-Test in control Class

Interval	Fi	Xi	Fi.xi
40-44	3	42	126
45-49	1	47	47
50-54	3	52	156
55-59	1	57	57
60-64	2	62	124
65-69	5	67	335
70-74	5	72	360
Total	20	399	1205

Based on the table 4.1.2 the mean is identified by using the following formula:

$$Mean = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{1205}{20}$$

$$= 60.25$$

2. the result of pre-test and post-test of experimental class

Table 4.2

The Score of Pre-Test and Post-Test of Experimental Cass

No	Initial's Name	Experimental class	
		Pre-test	Post-test
1	AA	45	85
2	AH	50	75
3	AM	30	65
4	DS	35	60
5	DA	55	65
6	DM	55	80
7	ES	65	80
8	FH	45	70
9	FA	60	70
10	KN	65	90
11	MN	50	75
12	MS	65	85
13	NR	55	75
14	NS	60	80
15	RA	65	80
16	RM	50	70
17	SH	35	70
18	SY	40	45
19	YH	45	80
20	YS	70	95

2.1. pre-test of experimental class

Based on table 4.2 it can be seen the highest score is 70 and the lowest score is 30. Thus, the range is:

a. The range is :

$$R = H - L$$

$$= 70 - 30$$

$$= 40$$

b. The result of class number is :

$$CN = 1 + 3.3 \log n \text{ (total sample)}$$

$$CN = 1 + 3.3 \log 20$$

$$= 1 + (3.3)(1.30)$$

$$= 1 + 4.29$$

$$= 5.29$$

$$= 5$$

c. Intrval for stduents' pre test in experimental class is

$$I = \frac{R}{CN}$$

$$I = \frac{40}{5}$$

$$= 8$$

d. Table of frequency

Table 4.2.1

The Frequency's Table of Pre-Test in experimental Class

Interval	Fi	Xi	Fi.xi
30-34	1	32	32
35-39	2	37	74
40-44	1	42	42
45-49	3	47	141
50-54	2	52	104
55-59	4	57	228
60-64	2	62	124
65-69	5	67	335
Total	20	399	1080

Based on the table 4.2.1, the mean is identified by using the following formula:

$$\begin{aligned} \text{Mean} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1080}{20} \\ &= 54 \end{aligned}$$

2.2. Post-test of experimental class

a. Range

$$\begin{aligned} R &= H - L \\ &= 90 - 45 \\ &= 45 \end{aligned}$$

b. Class number

$$\text{CN} = 1 + 3.3 \log n \text{ (total sample)}$$

$$\begin{aligned} \text{CN} &= 1 + 3.3 \log 20 \\ &= 1 + (3.3)(1.30) \\ &= 1 + 4.29 \\ &= 5.29 \\ &= 5 \end{aligned}$$

c. Interval for students' post test is

$$\begin{aligned} I &= \frac{R}{CN} \\ I &= \frac{45}{5} \\ &= 9 \end{aligned}$$

d. Table of frequency

Table 4.2.2*The Frequency's Table of Post-Test in experimental Class*

Interval	Fi	Xi	Fi.xi
45-49	1	47	47
50-54	-	52	-
55-59	-	57	-
60-64	1	62	62
65-69	2	67	134
70-74	4	72	288
75-79	3	77	231
80-84	5	82	410
85-89	4	87	340
Total	20	603	1512

Based on the table 4.2.2, the mean is identified by using the following

formula:

$$\begin{aligned}
 \text{Mean} &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{1512}{20} \\
 &= 75
 \end{aligned}$$

Based on the analysis of test, the result indicated that the lowest score of pretest in control class is 30 and the highest score is 65. Therefore the range is 35 and interval is 7. In post test, the lowest score is 40 and the highest score is 75, as a result the range is 35 and interval is 7. Meanwhile the highest score of pre test in experimental class is 70 and the lowest score is 30. As a result the range for the pre test is 40 and interval is 8. For the highest score of

post test in experimental class is 90 and the lowest is 45. Therefore the range and interval for the post test is 45 and 9.

According to the calculation, the average pre test score of control class is 44.7. Meanwhile the average of post test is 60.25. furthermore, the average score of pre test in experimental class is 54 while the average score of post test is 75. The result difference indicated that after giving treatment, students' reading ability was improved. It can be seen that there was difference in the improvement of students' reading ability by using crossword puzzle as a media. Even the average score of post test in control class also showed the improvement, but the improvement in experimental class had higher than improvement in control class. It can be concluded that crossword puzzle is an effective media in teaching reading.

B. Examining Hypothesis

In examining hypothesis, the writer used $t_{\text{test}}(t_0)$ to determine the significant difference in examining the students' pre test and post test scores. First of all, alternative hypothesis (H_a) and null hypothesis (H_0) determine as :

H_a - Crossword puzzle will be effective in improving students' reading ability.

H_0 - Crossword puzzle will not be effective in improving students' reading ability.

The writer listed the pre test and post test scores in order to find up the difference between those tests.

Table 4.3
The Difference Score of Pre-Test and Post-Test of control Class

No	Initial's Name	Experimental Class			
		Score		X-Y	D ²
		Pre-test (Y)	Post-test (X)		
1	AA	40	40	-	-
2	AB	40	65	25	625
3	AC	30	65	35	1225
4	AD	35	40	5	25
5	AE	50	40	-10	100
6	AF	30	70	40	1600
7	AG	55	60	5	25
8	AH	35	70	35	1225
9	AI	30	50	20	400
10	AJ	45	45	-	-
11	AK	50	50	-	-
12	AL	40	65	25	625
13	AM	40	65	25	625
14	AN	45	65	20	400
15	AO	65	75	10	100
16	AP	55	70	15	225
17	AQ	35	60	25	625
18	AR	50	75	25	625
19	AS	45	55	10	100
20	AT	45	50	5	25
		N= 20		Σ325	Σ8575

After finding the differences between pre test and post test in control class, the writer has to find the Standard Deviation of two variable, X and Y by using the following formula :

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{8575}{20} - \left(\frac{325}{20}\right)^2}$$

$$SD = \sqrt{428.75 - (16.25)^2}$$

$$SD = \sqrt{428.75 - 264.06}$$

$$SD = \sqrt{164.69} = 12.83$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula :

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{\sum 325}{20}$$

$$M_D = 16.25$$

After getting the score of Standard Deviation Difference, the writer calculated the Standard error of the Mean difference (SEM_D) between two variables X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{12.83}{\sqrt{20-1}}$$

$$SEM_D = \frac{12.83}{\sqrt{19}}$$

$$SEM_D = \frac{12.83}{4.35}$$

$$= 2.94$$

Then, the score of t_0 could be calculated with this following formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{16.25}{2.94}$$

$$= 5.52$$

To examine the t_0 by determining Degree of freedom (Df) with formula

$$Df = N-1$$

$$= 20-1$$

$$= 19$$

Table 4.4

The Difference Score of Pre-Test and Post-Test of experimental Class

No	Initial's Name	Experimental Class			
		Score		X-Y	D ²
		Pre-test (Y)	Post-test (X)		
1	AA	45	85	40	1600
2	AB	50	75	25	625
3	AC	30	65	35	1225
4	AD	35	60	25	625
5	AE	55	65	10	100
6	AF	55	80	25	625
7	AG	65	80	15	225
8	AH	45	70	25	625
9	AI	60	70	10	100
10	AJ	65	90	25	625
11	AK	50	75	25	625
12	AL	65	85	20	400
13	AM	55	75	20	400
14	AN	60	80	20	400
15	AO	65	80	15	225
16	AP	50	70	20	400
17	AQ	35	70	35	1225
18	AR	40	45	5	25
19	AS	45	80	35	1225
20	AT	70	95	25	625
		N= 20		Σ455	Σ11925

After finding the differences between pre test and post test in experimental class, the writer has to find the Standard Deviation of two variables X and Y.

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{11925}{20} - \left(\frac{455}{20}\right)^2}$$

$$SD = \sqrt{596.25 - (22.75)^2}$$

$$SD = \sqrt{596.25 - 517.56}$$

$$SD = \sqrt{78.69} = 8.87$$

Therefore, the mean of (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{\sum 455}{20}$$

$$M_D = 22.75$$

After getting the score of standard deviation, the writer calculated the standard error of mean differences (SEM_D) between two variable; X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{8.87}{\sqrt{20-1}}$$

$$SEM_D = \frac{8.87}{\sqrt{19}}$$

$$SEM_D = \frac{8.87}{4.35} = 2.03$$

Then, the score of t_0 could be calculated with:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{22.75}{2.03} = 11.20$$

The last step was to examine the t_0 by determining Degree of freedom (Df) by using the following formula:

$$Df = N - 1$$

$$= 20 - 1$$

$$= 19$$

Referring to the table of 't' distribution, the value of t_{table} was found. Based on the level of significance $\alpha = 0.05$ and $df = 19$, it was obtained that t_{table} is 1.72. according to the result of calculation, t_{score} value of control class is 5.25 and t_{score} value of experimental class is 11.20. In this research, the control class has $t_{score} > t_{table}$ ($5.25 > 1.72$), and the experimental class has $t_{score} > t_{table}$ ($11.20 > 1.72$). it can be concluded that H_a was accepted and H_o was rejected.

C. The Data Analysis of Questionnaires

To find out of the answer of second research question, the questionnaires was distributed to students. It consisted of 10 questions with four options to find the students' perception toward the learning

reading by using crossword puzzle. In order to find out the percentage from all answer at every question, the writer used a percentage formula as in the following :

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Values

The obtained data of questionnaire can be seen in the following table and description.

Table 4.5

The used of crossword puzzle was effective in learning reading comprehension

Answer	Students	Percentage
Strongly Agree	3	15%
Agree	14	70%
Disagree	3	15%
Strongly Disagree		0%
Total	20	100%

By looking at the table above, it can be seen that various peceptions from students. It showed 15% strongly agree, 15% disagree and 70% students agree that using crossword puzzle is efective in learning reading comprehension.

Table 4.6

The used of crossword puzzle created enjoyable situation in the classroom

Answer	Students	Percentage
Strongly Agree	7	35%
Agree	12	60%
Disagree	1	5%
Strongly Disagree	0	0%
Total	20	100%

Based on the table, 7 students(35%) strongly agree, 12 students (60%) agree, 1 student disagree with the statement “the used of crossword puzzle created enjoyable situation in the classroom ”. The writer concluded that many of students enjoy the class while using crossword puzzle as media.

Table 4.7

Crossword puzzle train students to be critical thinking

Answer	Students	Percentage
Strongly Agree	1	5%
Agree	18	90%
Disagree	1	5%
Strongly Disagree	0	0%
Total	20	100%

Regarding to the table above, it shows that 5% strongly agree, 5% disagree and most of them (90%) agree that crossword puzzle train students to be critical thinking in easy way. The writer concludes, that

this game helps students to be critical thinking because the students cannot guess the answer, but they should think to answer the question.

Table 4.8

The used of crossword puzzle could enrich students' vocabulary

Answer	Students	Percentage
Strongly Agree	2	10%
Agree	16	80%
Disagree	1	5%
Strongly Disagree	1	5%
Total	20	100%

From that table, it can be seen that 10% strongly agree, 5% disagree, 5% strongly disagree, and 80% agree. It can be concluded that 90% or 18 of 20 students agree that crossword puzzle could enrich their vocabulary.

Table 4.9

Students can answer the question easier in form crossword puzzle than multiple choice

Answer	Students	Percentage
Strongly Agree	8	40%
Agree	11	55%
Disagree	0	0%
Strongly Disagree	1	5%
Total	20	100%

Based on the table, 40% strongly agree, 55% agree, 0% disagree, and 5% strongly disagree. The percentage shows that only one students

strongly disagree while the balance agree and strongly agree that in form of crossword puzzle was easier to answer question than multiple choice.

Table 4.10

The student can memorising vocabulary easily by using crossword puzzle

Answer	Students	Percentage
Strongly Agree	2	10%
Agree	15	75%
Disagree	1	5%
Strongly Disagree	2	10%
Total	20	100%

By looking at the table, 10% strongly agree, 75% agree, 5% disagree and 10% strongly disagree. It can be said that 17 of 20 students(85%) agree that crossword puzzle make them easily in memorising vocabulary.

Table 4.11

By using crossword puzzle, the answer of one question can motivated the students to answer the other question

Answer	Students	Percentage
Strongly Agree	1	5%
Agree	17	85%
Disagree	1	5%
Strongly Disagree	1	5%
Total	20	100%

The table shows that 1 student (5%) strongly agree, 17 students (85%) agree, 1 student (5%) disagree, and 1 student (5%) strongly disagree. Based on percentage, it can be concluded that most of students felt curious to answer more questions by using crossword puzzle, because when they can answer one question correctly, it is easier for them to fill other grids which connect to each other.

Table 4.12

The used of crossword puzzle can make students become more active in the class

Answer	Students	Percentage
Strongly Agree	6	30%
Agree	10	50%
Disagree	4	20%
Strongly Disagree	0	0%
Total	20	100%

The information can be seen at the table, 30% strongly agree, 50% agree, 20% disagree and 0% strongly disagree. The data shows there are 4 students disagree with the statement“ By using crossword puzzle students become more active”, while more than 50% agree with that statement even 30% of them was strongly agree.

Table 4.13

The teachers' of English lesson should used crossword puzzle in teaching reading

Answer	Students	Percentage
Strongly Agree	6	30%
Agree	11	55%
Disagree	2	10%
Strongly Disagree	1	5%
Total	20	100%

From the table above, 30% (6 students) strongly agree, 55% (11 students) agree, 10% (2 students) disagree, and 5% (1 student) strongly disagree. The students show the variation of their perception about the statements “ The teachers’ of English lesson should used crossword puzzle in teaching reading”, but most of them agree of using crossword puzzle as a media in teaching reading process.

Table 4.15

The used of crossword puzzle can motivated students to love reading more.

Answer	Students	Percentage
Strongly Agree	0	0%
Agree	18	90%
Disagree	2	10%
Strongly Disagree	0	0%
Total	20	100%

Based on the table, most of them (90%) agree with the statement, and 10 % disagree with the statement. The data showed that the students enjoy reading process with the crossword puzzle.

D. Discussion

This study is aimed to investigate the use of crossword puzzle to improve students' reading comprehension. According to the result of data collection, it shows that teaching reading comprehension by using crossword puzzle gave beneficial effect on students' reading ability.

Based on the two research questions stated in the chapter one, the first research question is "Does the crossword puzzle improve the students reading comprehension". To answer this research question, the writer conducted test in control class and experimental class, involving pre-test and post-test. According to above calculation, the students' score in the post-test were higher than pre-test. In the pre-test, the mean score of experimental class (54) was higher than the control class (44.7). and on the post-test, the mean score of experimental class (75) was also higher than the control class (60.25). The results indicate a significant increase on students' final score of experimental class (post-test). It can be concluded that there is difference result of learning by using crossword puzzle game, and learning without using crossword puzzle.

In addition, the result of analysis showed that t_{score} was higher than t_{table} . Tscore of experimental class $11.20 > 1.72$ ($t_{\text{score}} > t_{\text{table}}$). and tscore of control class $5.25 > 1.72$ ($t_{\text{score}} > t_{\text{table}}$). Even both of class showed the significant increase on students post test score, the score of experimental class was higher than the score of control class. It means

that alternative (Ha) was accepted and (Ho) was rejected. It consequence, the hypothesis accepted that crossword puzzle is effective in improving students reading comprehension.

The second research question :“what are students’ perception toward the use of crossword puzzle in English reading class. To answer this question, the writer distributed a set of questionnaire to the students. Based on the analysis of the questionnaire, the students shows the different perception and agreement about the use of crossword puzzle, but most of them agree that crossword puzzle is one of media that can be used in learning reading; this game could warm up the students’ motivation to read, and the students enjoy and have enthusiasm in learning activity. So the writer concluded that this game enables students not only to read, but also to take pleasure in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research focused on improving the students' reading comprehension through crossword puzzle. The research was begun on August and ended on September 2018. The subject of the research were the students of second grade in senior high school 5 Aceh Barat Daya. The conclusion of this research is drawn accordance with the result of data analysis in the previous chapter. There are some significant students achievement score between experimental class and control class. The mean score of post test in experimental class 75, which were higher than control class 60.25. the result of the calculation using t_{test} showed that t_{score} of experimental class is 11.20 and t_{table} is 1.72. it means that t_{score} was higher than t_{table} ($11.20 > 1.72$). It can be concluded that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

Furthermore, the result of questionnaire showed that more than 85% students had positive perception toward using crossword puzzle in learning reading class. The students agree that crossword puzzle is one of media that can be used by the teacher. This is shown by the students' enthusiasm in doing crossword puzzle; most of them become more active in the class, and the students' achievement of reading has improved. In conclusion, teaching reading by using crossword puzzle could improve

students' reading ability of second grade students in SMA N 5 Aceh Barat Daya.

B. Suggestion

After finishing the research, the writer personally would like to suggest to the students, English teacher and other researcher.

1. For the second grade students of SMA N 5 ABDYA, they are suggested to keep on motivating because motivation is the key to get a success, keep love reading because reading can open up new knowledge about the world. In addition, the students should manage themselves to always have positive attitude toward English lesson. They should know what is really important for them to comprehend the text. Always practicing and equipping the right reading strategies are useful to comprehend the text better and improve their vocabulary.
2. Teachers have to be able to create and develop method or media in order to get students' attention during the lesson. The use of crossword puzzle is recommended to the teacher as an alternative media to teach students of senior high school to improve their reading ability.
3. For the other researchers, the writer hopes this research could be a reference for future researcher that will analyze teaching reading comprehension by using crossword puzzle. The writer

realized that this research is far from being perfect. Therefore, critics and advice are really accepted for the perfection this thesis. Hopefully this thesis will be useful for us. Aamin.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
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TENTANG
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- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
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- Menetapkan : **PERTAMA** : Menunjuk Saudara:
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2. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Fatimah Zahara**
- NIM : **231324177**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Use of Crossword Puzzle to Improve Reading Comprehension**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
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- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 4 Oktober 2017
An. Rektor
Dekan

M. Muburrahman

Tembusan

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2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
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Nomor : B-4904/Un.08/FTK.1/TL 00/05/2018

03 Mei 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Fatimah Zahara
N I M : 231 324 177
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Gampong Lamgugob Kec. Syiah Kuala Kota Banda Aceh

Untuk mengumpulkan data pada:

SMAN 5 Aceh Bara~~h~~ Daya

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Crossword Puzzle to Improve Reading Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Sri Suyanta

Kode 434



PEMERINTAH ACEH
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UNIT PELAKSANAAN TEKNIS DINAS
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Jl. Bukit Hijau Komplek Perkantoran Pemerintah Kabupaten Aceh Barat Daya Telp/Fax. (0659) 9494035
Email : ppmgwilayah8@gmail.com
BLANGPIDIE

Nomor : 900 / PPMG WIL VIII / 097 / 2018
Lampiran : -
Hal : Surat Izin Mengumpulkan Data

Blangpidie, 03 Mei 2018

Kepada Yth,
Kepala Sekolah SMAN 5 ABDYA
di -
Tangan-Tangan

Assalamualakum Warahmatullahi Wabarakatuh.

Kepala UPTD – PPMG Wilayah VIII Aceh Barat Daya menanggapi surat permohonan izin pengumpulan data dari :

Nama : **FATIMAH ZAHARA**
NIM : 231 324 177
Program Studi : Pendidikan Bahasa Inggris

Untuk maksud tersebut kami memberikan izin kepada mahasiswa yang bersangkutan untuk melaksanakan penelitian pada :

LOKASI PENELITIAN	TANGGAL PENELITIAN	JUDUL PENELITIAN
SMA NEGERI 5 ACEH BARAT DAYA		The Use of Crossword Puzzle to Improve Reading Comprehension

Demikian rekomendasi ini kami sampaikan, atas bantuan dan kerjasama yang baik kami ucapkan Alhamdulillah dan terimakasih.

An. Kepala UPTD – PPMG WIL. VIII
Dinas Pendidikan Aceh

ABDYL MUIN, S.Pd
Nip. 19661102 199203 1 003



**PEMERINTAH ACEH
DINAS PENDIDIKAN ACEH
SMA NEGERI 5 ACEH BARAT DAYA**

Jln. Nasional no.02 Kec. Tangan-Tangan Kab. Aceh Barat Daya Telp.(0659) 91903
kode pos 23763 Email : sma1.tangan2@gmail.com



SURAT KETERANGAN

Nomor : 421.3 / 267/2018

Kepala Sekolah Menengah Atas (SMA) Negeri 5 Aceh Barat dengan ini menerangkan :

Nama : **FATIMAH ZAHARA**
NIM : 231324177
Jurusan : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah melakukan penelitian dan pengumpulan data di SMA Negeri 5 Aceh Barat Daya pada tanggal 28 Agustus s/d 03 September 2018 untuk keperluan penyusunan Skripsi dengan Judul " *The Use of Crosword Puzzle to Improve Reading Comprehension* " di *SMAN 5 Aceh Barat Daya*".

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Tangan-Tangan, 04 September 2018
Kepala Sekolah



Abu Bakar S. Ag

Nip. 19741011 200701 1 002

KUISIONER

Nama :

Kelas :

Petunjuk pengerjaan

- Pilihlah salah satu pernyataan pada kuisisioner di bawah ini sesuai dengan apa yang anda rasakan sebenarnya dengan memberikan tanda silang X pada lingkaran pertama, kedua, ketiga atau keempat pada lembar jawaban yang telah di sedia.
 - Semua tanggapan adalah benar sesuai dengan keadaan anda masing-masing, oleh sebab itu tanggapilah semua pernyataan berikut dengan sejujurnya.
1. Penggunaan *Crossword Puzzle* sangat efektif dalam mempelajari reading comprehension.
 - ☐ Sangat setuju
 - ☐ Setuju
 - ☐ Tidak setuju
 - ☐ Sangat tidak setuju
 2. Penggunaan *Crossword Puzzle* menciptakan suasana belajar menyenangkan di dalam kelas
 - ☐ Sangat setuju
 - ☐ Setuju
 - ☐ Tidak setuju
 - ☐ Sangat tidak setuju
 3. *Crossword Puzzle* melatih siswa untuk berfikir kritis dengan cara yang mudah
 - ☐ Sangat setuju
 - ☐ Setuju
 - ☐ Tidak setuju
 - ☐ Sangat tidak setuju
 4. Penggunaan *Crossword puzzle* dapat memperkaya kosa-kata bahasa Inggris siswa
 - ☐ Sangat setuju
 - ☐ Setuju
 - ☐ Tidak setuju
 - ☐ Sangat tidak setuju

5. Siswa lebih mudah menjawab pertanyaan dalam bentuk *Crossword Puzzle* dari pada multiple choise
 - Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
6. Siswa lebih mudah mengingat kosakata baru dengan penggunaan *Crossword Puzzle*
 - Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
7. Dengan menggunakan *Crossword Puzzle*, jawaban sebelumnya dapat memotivasi siswa untu menjawab pertanyaan selanjutnya
 - Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
8. Penggunaan *Crossword Puzzle* membuat siswa lebih aktif dan ekspresif di dalam kelas
 - Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
9. Guru Bahasa Inggris seharusnya membiasakan penggunaan *Crossword Puzzle* dalam mengajar reading
 - Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
10. Penggunaan *Crossword Puzzle* dapat memotivasi siswa lebih rajin membaca
 - Sangat setuju
 - Setuju
 - Ttidak setuju
 - Sangat tidak setuju

Pre-test

MACHU PICCHU, CITY IN THE CLOUDS

High in the mountain of Peru, an ancient city hides in the clouds. The ruins of the city sit on a ridge between Machu Picchu (Old Mountain) and Huayna Picchu (Young Mountain). Far below, the Urubamba River flows through the forest. From below, the city is hidden. For nearly 450 years, the world did not know Machu Picchu, the City in the Clouds, was there.

Outsiders did not visit Machu Picchu until about one hundred years ago. Hiram Bingham, an explorer and a professor from Yale University. Bingham went to Peru to explore in 1909. In 1911 Bingham met Braulio Borda, a man who owned a large farm near Machu Picchu. Borda told Bingham that there were some old buildings covered by the forest in the mountains near his farm. Traveling on horseback, Bingham went to Borda's farm. Bingham climbed up to the ridge and there, to his surprise, were the ruins of a lost city.

Bingham returned to the United States to tell others about the City in the Clouds. Yale University and the National Geographic Society gave him money to return to Peru and remove the trees from the ruins.

Machu Picchu was built by the Inca. The Inca ruled a powerful empire in South America until the Spanish conquered them in the sixteenth century. Archaeologists believe that Machu Picchu was a royal residence built by the Incan king Pachacuti. Machu Picchu was also a religious center that honored the Incan sun god.

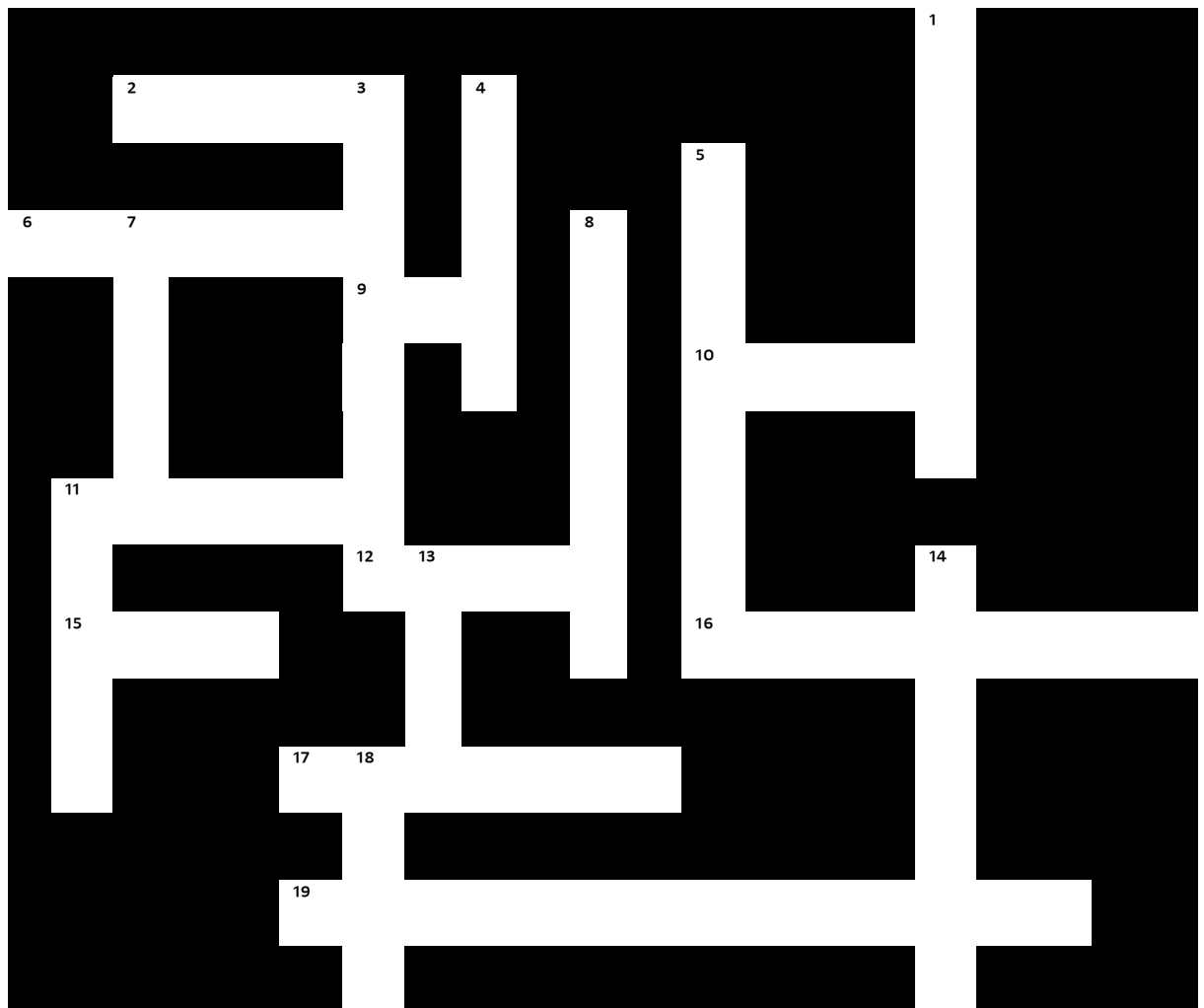
However, the people of the great Incan city seemed to disappear. What happened to the people of Machu Picchu?, that remains a mystery. Around A.D. 1450, Spanish soldiers captured many Incan cities. When the Spanish captured a city, they destroyed the temples. However, the temples at Machu Picchu were not destroyed. One theory is that disease killed the people of Machu Picchu. Another

theory is that group of people called the Antis from the Amazonian jungle attacked and killed the people of the city.

Today, Machu Picchu is the most important tourist site in South America. Thousands of tourists visit daily. Most take the train from the nearby of Cuzco and then take a bus up the mountain to the ruins. Some tourist hike up the mountain on the Incan Trail. Soon there may be a cable car to bring even more visitors to the site. Archaeologists worry that too many tourists will damage the site. However, tourism is important to Peru. And because the lost city is so remarkable and the location is so beautiful, it will be difficult to stop people from visiting the City in the Clouds.

Pre-test
CROSSWORD PUZZLE

Nama :



Kelas :

Complete the puzzle with words from the reading text.

Across

2. Tourist usually come to Machu Picchu on a train from the city of.....?
6. Machu Picchu is an..... city hidden in the clouds.
9. Machu Picchu was built partly to honorthe god.

10. Who is the owner of a large farm near Machu Picchu.....?
11. Bingham got money to the trees from Machu Picchu.
12. Machu Picchu is built on..... between two mountains.
15. Bingham was a professor at..... University.
16. The Antis were attacked and killed the people of the city who came from.....?
17. The word "they" in paragraph 5 refers to?
19. Who believes that Machu Picchu is a kingdom of Inca king Pachacuti.....?

Down

1. The word "him" in paragraph 4 refers to.....?
3. Bingham was the first to visit Machu Picchu.
4. The of Machu Picchu were covered with trees.
5. The..... River flows through the forest below Machu Picchu.
7. There is a plan to build a car to Machu Picchu.
8. The Spanish destroyed the..... as soon as they captured an Inca city.
11. Machu Picchu served partly as a resident.
13. The had a powerful empire in South America in the fifteenth century.
14. The people who visited Machu Picchu are called.....?
18. Where is Huayna Picchu mountain.....?

Good Luck.....!

Post-test

J.K ROWLING A MAGICAL AUTHOR

Joanne Kathleen Rowling (pronounced *rolling*) was born in 1966 in Bristol, U. K. From an early age, she enjoyed books. She liked to write stories for her younger sister, Di. Her first story, 'Rabbit,' was about a rabbit that had the measles. When Rowling was nine, her family moved to a village called Tutshill. Her parents wanted to live in a small town. Rowling loved walking in the woods and by the river with her sister. However, her school was small and old-fashioned. Rowling says that she was shy and was not good at sports. She preferred telling stories.

Rowling studied French at Exeter University and then spent a year in Paris. After graduation, she worked as a secretary in London. She says "The world's worst secretary." One day, she took a trip from Manchester to London. One trip, she had an idea about the boy who lives with a family that mistreats him. Although the boy doesn't realize it, he is a wizard then the boy learns the truth, and he goes to Hogwarts, a school for wizards. By the time Rowling arrived in London, the main characters and the story for her first novel were complete. She also had a name for the hero : Harry Potter.

In 1992, Rowling went to Portugal to teach English. There, she married a Portuguese journalist and had a daughter, Jessica. After her divorce, Rowling went to Edinburgh, Scotland, with her infant daughter and a suitcase full of notes for her novel. She wanted to live near her sister Di. She was unemployed and lived on public assistance. Rowling took Jessica on long walks around Edinburgh. When the baby fell asleep, Rowling stopped at coffee shops to write. That is how she finished her book.

Rowling sent her book to publishers. It was rejected several times. Rowling began teaching French classes. Then she found a literary agent, Christopher Little. She chose Little because she liked his name. He sold her book, which was titled *Harry Potter and the Philosopher's Stone*, to a publishing

company in the U.K. (When the book was later published in the U.S., it was called *Harry Potter and the Sorcerer's Stone*.) Rowling that had enough money to quit teaching. She could write all the time.

In her books, Harry attend school Hogwarts for seven years. Rowling plans to write one novel about each of his school years. Rowling has carefully planned all seven books. Infact, she wrote the final paragraph of the last before she finished the first book. Her novel also been made into successful films.

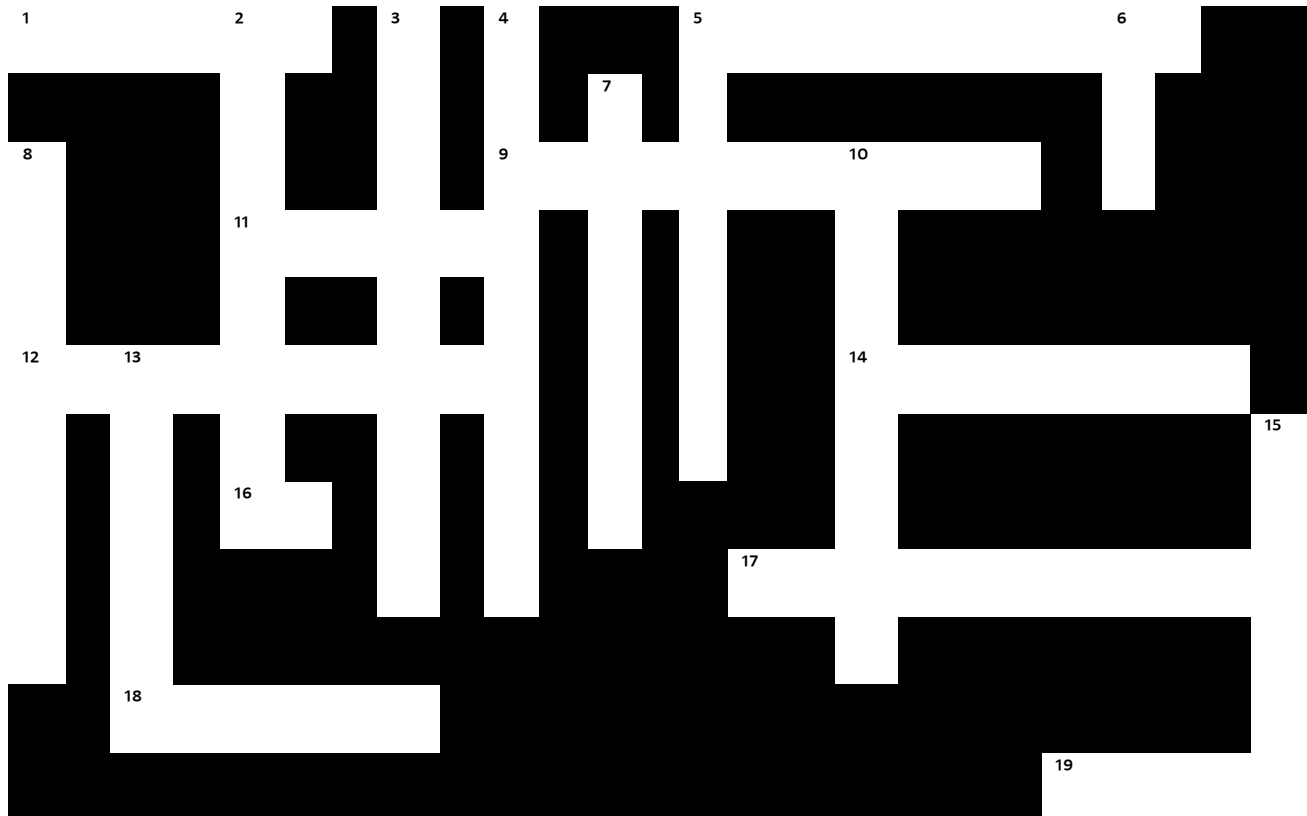
Like her famous creation, Harry Potter, J.K. Rowling had a magic in her life. Rowling has sold over one hundred million books. Her books have encouraged young people to read. They are popular with adults too. They have been translated into forty-two languages. Rowling has won many awards and is the wealthiest woman in the U.K. even wealthier than the Queen. What is the secret of the success of her books ? Is the fast action, the humour, or the magic ? According to Rowling, it is because "the books are really about the power the imagination." most of her readers agree.

Post-test

CROSSWORD PUZZLE

Nama :

Kelas :



Across

1. At first, Harry Potter doesn't realize he is a.....
5. What is Rowling's husband profecy.....?
9. In paragraph 4, the word 'he' refers to?
11. Rowling attended university.
12. Rowling is the woman in U.K.
14. The name of the village is.....?
16. The name of Rowling's sister is.....?

17. What is the power of Rowling's novel.....?
18. Rowling first story is about a..... with the measles.
19. How many books she planed to write about Harry Potter.....?

Down

2. Rowling's first book was.....by several publishers.
3. In Rowling's books, Harry's family him.
4. Rowling says that se was the "world's worst"
5. The name of Rowling's daughter
6. As a girl, Rowling was.....?
7. Where is Rowling was born.....?
8. Harry attends a school called?
- 10 . Where is Rowling met her husband.....?
13. Rowling is a successful.....?
14. She got great idea in traveled to?

Good Luck!

Lesson Plan

School : SMA N 5 ABDYA

Subject : English

Level : XI

Skill : Reading Comprehension

Time allotment : 2 x 45 minutes (5 meetings)

A. Standard Competence

1. Understanding the meaning in short functional text form of narrative, spoof, and hartatory exposition in daily life

B. Basic Competence

1. Comprehending and indentifyingthe meaning of theshort fucntional text form of narrative, spoof, and hartatory exposition by using crossword puzzle.
2. Responding the meaning of the short functional texts accurately and fluently related to the texts.

C. Indicators

1. The students are able to increase their comprehension skill.
2. The students are able to find stated and unstated detail of the text.
3. The students are able to respond and indentify the meaning of the text

D. Goal

At the end of teaching learning process, the students are expected to be able to increase their reading comprehension skill by using Crossword Puzzle.

E. Method / Technique

1. Method : Educational Game
2. Technique : Question- Answer

F. Media

- Crossword puzzle sheet

- Whiteboard
- Marker
- Students books

G. Class activities

❖ Meeting I (pre-test)

➤ Pre activities

- Greeting
- Introducing self to the students
- Checking the students' attendance.

➤ Main activities

- Teachers ask to students to tell about their experience related to reading activities
- Teacher ask students about their problem in reading comprehension
- Teacher talk to students about the aim of reseach and tell about Crossword puzzle.
- Teacher do the pre-test to the students
- The student doing a pre-test for 50 minutes

➤ Post activities

- Students submitted their paper's answer
- Teacher ask student's opinion about the pre-test
- Greeting

❖ Meeting II (treatment and practice)

➤ Pre activities

- Greeting
- Checking the students' attendance
- Give the materials.

➤ Main activities

- Teachersexplain the materials related to narrative text

- Teacher give time to question-answer about narative text
- Teacher ask students to sit in the group
- Students sit in the group and doing exercise for 30 minutes
- Teacher prepare the Crossword puzzle on the whiteboard
- Students fill the Crossword puzzle on the whiteboard together

➤ **Post activities**

- Students submitted their paper
- Teacher ask students about what have they learn
- Greeting

❖ **Meeting III** (practice)

➤ **Pre activities**

- Greeting
- Checking the students' attendance.
- Give the material

➤ **Main activities**

- Teacher explain the material about text spoof
- Teacher give time for question-answer related to text spoof
- Teacher ask the students to exercise using Crossword puzzle together
- Teacher give a score for student that answers faster
- Some students read the text spoof in front of the class
- Teacher repair student's pronunciation

➤ **Post activities**

- Give comment and critic to the students
- Students make a conclusion about the topic
- Greeting

❖ **Meeting IV** (practice)

➤ **Pre activities**

- Greeting

- Checking the students' attendance.
- Explain about the goal of the class

➤ **Main activities**

- Teacher give the the exercise to the student in form of Crossword puzzle related to hartatory exposition
- Students submitted their answer
- Teacher ask student so spell the vocabulary in the crossword puzzle
- Teacher and students discuss about hartatory exposition
- Some student read the text in front of the class
- Teacher repair student's mistake in pronunciation

➤ **Post activities**

- Teacher give motivation to the students
- Teacher ask students to make a conclusion about the topic
- Greeting

❖ **Meeting V (post-test and questionnaire)**

➤ **Pre activities**

- Greeting
- Starting the goal of the class
- Checking the students' attendance.

➤ **Main activities**

- Teacher ask students to do the exercise as a post-test
- Students do a post-test for 50 minutes
- Students submitted their answer
- Teacher give the questionnaire

➤ **Post activities**

- Give comment and critic to the students
- Greeting

H. Assessment

Technique : Short answer-question by using crossword puzzle

Form : Identifying

- general information
- spesific information
- words meaning
- textual reference
- phrase

Scoring procedure :

$$\text{Student's score} = \frac{\text{students' correct answer}}{\text{total question}} \times 100\%$$

Total Question = 20

Score for 1 incorrect answer = 0

Total score = 100

Narrative Text

Definition

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The purpose of narrative text is to amuse or to entertain the reader with story.

Generic structure of narrative text

- *Orientation* (is the scene, introduces the character, when and where the story was happen and what is involved in the story.)
- *Complication* (tells the beginning of the problem which leads to the crisis of the main participants)
- *Resolution* the problem is resolved, either in an happy or sad ending.
- *Coda/ reorientation* (this is a closing remark to the story and it is optional. It consist of moral value, advice or teaching from the writer.)

The characteristic/ language feature of narrative text

- Using Past tense
- Using adverb
- Time conjunction ;when, then, suddenly
- Specific character
- Action verbs ; killed, walked, etc.
- Direct speech

Example of narrative text

The Smart Monkey And The Dull Crocodile

Orientation => One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. The the crocodile swam down the river with the monkey on his top.

Complication => Unluckly, the crocodile was very hungry, he stoped in the middle of the river and said to the monkey, "my father is very sick, He has to eat the heart of the monkey, so He will be health again". At the time the monkey was in dangerous situation and had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank "what's for ?" asked the crocodile. " because I don't bring my heart," said the monkey, " I left it under a tree, near some coconuts in the river bank."

Resolution => The crocodile agreed and turned around, he swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree, "where is your heart?" asked the crocodile. "you are foolish," said the monkey to the crocodile, "now I am free and I have my heart".

Narrative text

Cinderella

orientation

one upon time there was a kind girl named Cinderella. All of the animal loved her, especially two mice named gus and jag. *They* would do anything for the girl they called cinderelly. Cinderella lived with her stepmother and two stepsisters. Anastasia and Drizella. They were very mean to cinderella, making her work all day cleaning sewing and cooking , she tried her best to make them happy. Cinderella's stepmother, lady Tremaine was cold, and jealous of cinderella's charm and beauty. She enjoyed giving cinderella extra chores to do, such as bathing her cat, Lucifer.

One day, a messenger arrived with a special invitation. There was to be a special ball at the pelace. The king wanted *his* son to find a bride. Every young woman in the kingdom was invited , including Cinderella. Cinderella was very excited about the ball, in the attic she found a dress that had belonged to her mother. It was a bit old fashioned , but Cinderella could make it beautiful. Lady Tremaine didn't want Cinderella to go to the ball, *she* wanted the prince to meet Anastasia and Drizella. May be he would mary one of them.

complication

Lady Tremaine kept cinderella busy with chores that would take her all nighth to finish. While Cinderella was working the mice and birds fixed her dress. They added ribbons and beads that the two stepsister had thrown away. Cinderella was overjoyed when she saw the dress, but when her stepsister saw their old ribbon and beads on Cinderella dress, they flew into a rage. They ripped the dress and pulled off the beads. Cinderella's dream of going to the ball was through.

Cinderella ran away to the garden to cry. Suddently, her fairy godmother appeared. 'Bibbidi-bibbidi boo'. Cinderella was now wearing a beatiful gown and sparkling glass slippers. But all of off this came with warning ' when the

clock struck midnight, the magic spell would wear off. At the ball, prince charming couldn't take *his* eyes off Cinderella. For Cinderella, the night was a dream come true. Before too long the clock began to strike midnight. Cinderella hurrying away, one of her glass slipper came off.

resolution

The prince sent the grand duke to find the girl who fit the glass slipper. Lady Tremaine tripped the grand duke, and the glass slipper shattered. But Cinderella had the other in her pocket, and it fit. Cinderella and the prince were soon married. Filled with joy, prince charming and Cinderella lived happily ever after.

Crossword puzzle

Complete the puzzle with words from the reading

Down

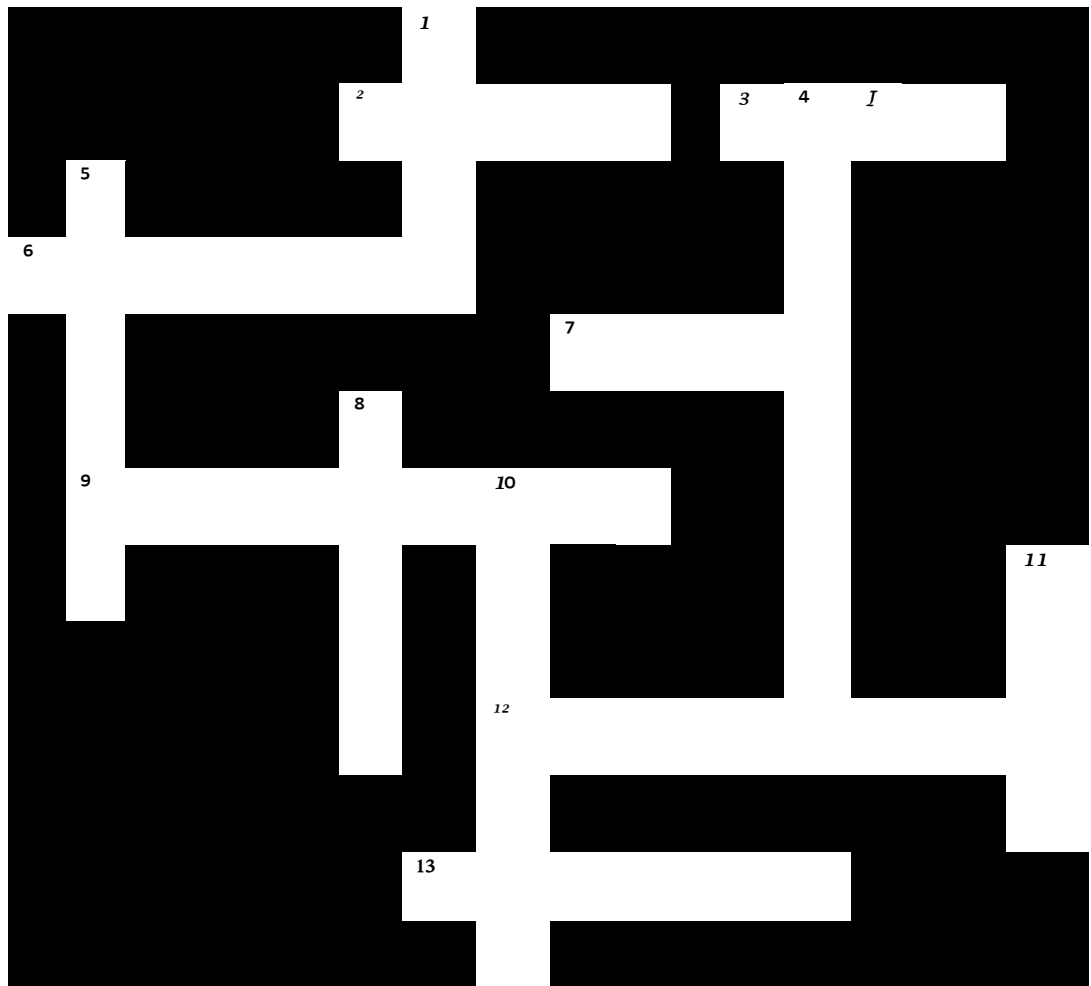
1. The word 'they' in paragraph one refers to
4. The name of Cinderella's stepsister is
5. The word 'his' in paragraph four refers to.....?
8. The king was looking for a for his son
10. The name of lady tremaine's cat is
- 11 The word 'his' in paragraph two refers to.....?

Across

2. Cinderella fixed her dress which helped by mice and
3. The godmother that helps Cinderella is a
6. The word 'she' in paragraph refers to
7. Cinderella adorn her mother..... using some beads and ribbon
9. Who is the wife of the prince.....?

12. The king gave an to every young woman to took a part in the ball.

13. Cinderella was charm and beauty, that is way lady Tremaine was..... to her.



Text Spoof

Definition

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

Generic structure of spoof text

➤ ***Orientation***

Introduction of the participant of the story, where it happens and when. By giving the orientation, reader will recognize the story.

➤ ***Events***

Tells about the chronological of the story, several events are explored in chronological way which able arrange the story read nicely.

➤ ***Twist***

An unpredictable plot in the end of story which amuses the reader. Reader even did not predict before that it would be.

Characteristics/ language feature of spoof text

- Focusing on individual participant
- Use of material process
- Use of circumstance of time and place
- Use of past tense
- Use of predict speech for the dialog
- Using action verb
- Using adverb of time and place
- Told in chronological order.

Example of spoof text

Penguin In The Park

Orientation

Once a man was walking in a park when he came across a penguin.

Event

He took it to a policeman and said " what should I do ?" the policeman replied "take it to the zoo!" . The next day, the policeman saw the man in the same park . the man was still carrying the penguin. The policeman was rather surprised and

walked up to the man and asked "why are you still carrying the penguin, didn't you take it to the zoo?"

Twist

The man replied "I certainly did, and it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie.

Text Spoof

Three Kick Rule

One weekend in Los Angeles, a lawyer decided to go for hunting. The lawyer drove a long way and found a nice place for hunting in the forest. The lawyer found a rabbit jumping here and there, the lawyer shoot it and it watched it falling dead in the ground. For his *misfortune* the rabbit fell on the other side of the branch fence.

The lawyer thought that since he shot the rabbit belong to him, so he climbed the fence and got hold of the rabbit and climbs back again. Just he gets back the owner of the fence come to him and said "give me my rabbit." The lawyer replied him, "your rabbit ? no!no!, I shoot it ! this is mine!."

"No !" the owner said. "it was lying in my land so it mine." The lawyer become very angry and shouted that "look ! I am a lawyer, I will *sue* you, you will lose and I will get the rabbit." The owner was very clever and he said that, " no !, that was not the way we do here, we use the three kick rule."

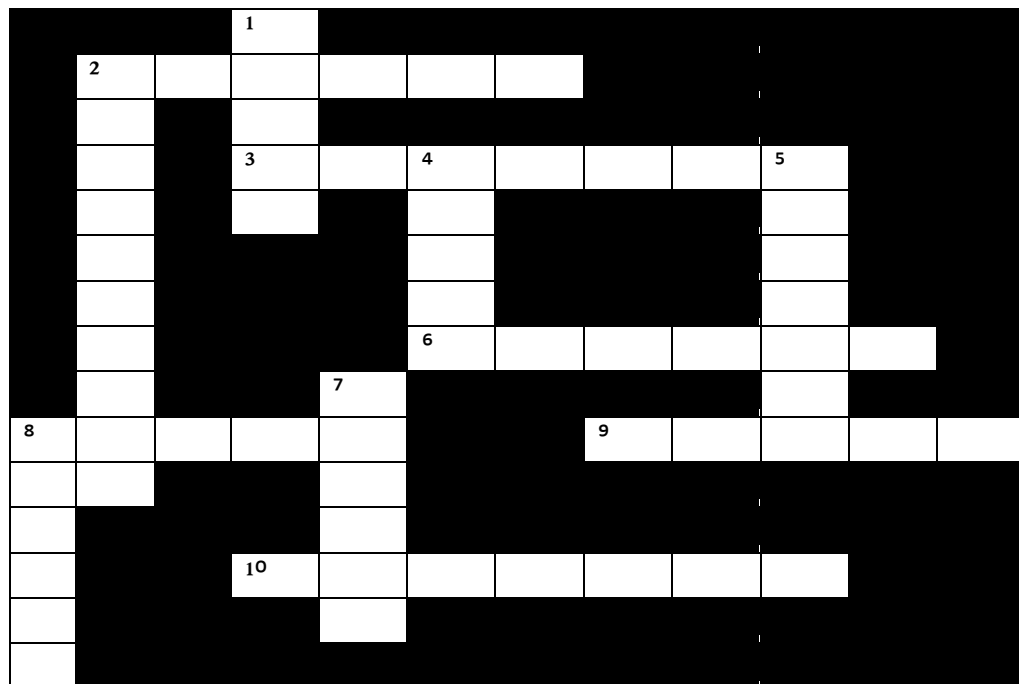
The lawyer decided to follow the same said, "ok , how does that work ?" the owner said, " I kick you three times to full my full strength then you have to kick me the same way and we keep on going like this until one gives up."

"Fine", said the lawyer. "Let's start it." "I will go first", said the owner and he kicked the lawyer to *his* full strength in the groin. And when the lawyer bent over in pain the owner kicked him in his face and the third kick the owner kicked in the stomach. After the lawyer got the unbearable pain he said, "Now is my

turn." The the owner replied, "No, I will quit the game and you can have the rabbit".

Crossword Puzzle

Complete the puzzle with the words from the reading.



Across

2. whose got the rabbit at the end of story.....?
3. For the third kick, where is the owener kicked the lawyer.....?
6. What is contested by the lawyer and the owner.....?
8. The owner of the come to lawyer to ask the rabbit.
9. The lawyer was because the owner claims the rabbit belong to him.
- 10 . The word "misfortune" in the first paragraph can be replaced by.....?

Down

1. In the last paragraph told about unpredictable event which amuses the reader, it called.....?
2. Where is the lawyer come from.....?
- 4 . The word "his" in the fifth paragraph refers to.....?
5. What was the lawyer did in the forest.....?
7. The word "sue" in the third paragraph can be replaced by.....?
8. The owner use "three kick rule" to..... the lawyer.

Hartatory Exposition

Definition

Hartatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. The purpose of hartatory exposition is used to persuade the reader to that something should or should not be the case.

Generic structure of hartatory exposition

- ***Thesis*** (introduction of main idea or statement of announcement of issue concern.)
- ***Arguments*** (reason for concern that will lead to recommendation.)
- ***Recommendation*** (statement of what should or should not be done based on the given arguments.)

The characteristic/ language feature of hartatory

- Focusing on the writer
- Using abstract noun ;policy, advantage, etc
- Using action verb
- Using thinking verb
- Using modal verb
- Using temporal connective
- Using evaluative words; important, valuable, trustworthy, etc.
- Using passive voice and simple present tense.

Example of hartatory exposition text

Corruption

Thesis

Do you know what the meaning of corruption is ? what is the relation between money and corruption ? well, corruption is common everywhere in the world. Even in the United States, it's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

Argument

The survey has made me sad, actually, because I stay and earn a living here in he capital. As most people know, Tanjung Priok port smuggling is not a nwe thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials. Well, I think the measure taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

Recomendation

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Hartatory Exposition Text

Why You Should Not Smoke

I am sure that you know that smoking harms your body. Then why do you continue smoking? Maybe you do it because you haven't really become conscious about all the effect that smoking has. There are a lot of reasons why you shouldn't smoke. Some of *them* are that smoking affects your health, you spend a lot of money on cigarettes, and when you smoke you are not respecting people around you.

The first reason why you shouldn't smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected, so it will be very difficult for you to succeed in sports. Also, smoking produces lethal disease like cancer and reduces the length and quality of your life. Maybe you don't notice all the physical effect of smoking *immediately*, but you surely will be sorry one day.

The second reason why you shouldn't smoke is because of all the money that you spend on it. Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of cigarette. By this time, you will pay whatever to buy *it*, and each time you will smoke more. So you

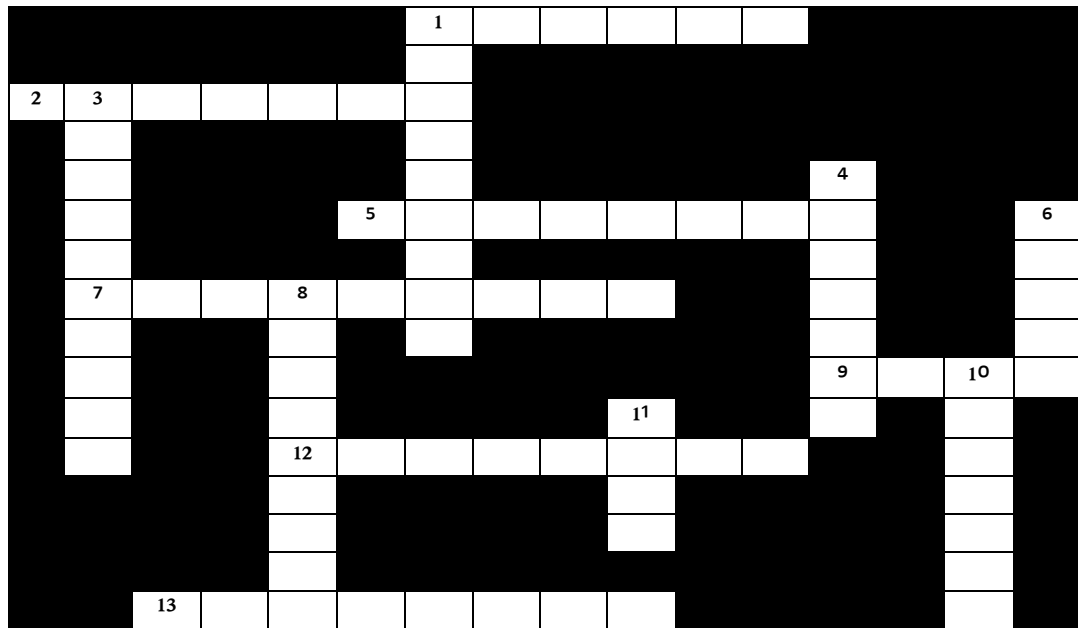
will spend more money. All the money you would spend on cigars could have be spent in something better, don't you think.

The last reason why you shouldn't smoke is out of respect for the people around you. When you smoke, you are not only harm yourself, but you also harm all the people beside you. So you must not be selfish, at least, you should avoid smoking in front of people who do not smoke. And many people don't like the cigarette's smell. So they won't enjoye your company would you like that?

I have said just reason of why you shouldn't smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons that I have said , I would like you to think about how much you love yourself. And then whatever you want to continue harming yourself. Think also about all the people who love you, like your family who does not want to see you suffering or sick. If you decide to continue smoking, what a pity. But if you decide to stop smoking, congratulation! Remember that "if you can dream it, you can do it."

Crossword Puzzle

Complete the puzzle with the word from reading.



Across

1. What is the disease that stated in second paragraph.....?
2. If you decide to continue you will continue harming yourself.
5. The main idea of the text is about the.....effect of smoking
7. The smoker spend much money to buy cigarettes it caused by.....?
9. The smoker shouldn't be selfish, he must..... about the health of the others.
12. When some one offers you a cigarette, do not to try smoking, before you become addicted.
13. The second paragraph the writer focuses discuss abouteffect of smoking.

Down

1. The word "it" in the third paragraph refers to.....?
3. In the last paragraph, the writer add some..... to smoker to stop smoking
4. The last reason that you should not smoke is about people around you.

6. how many reasons stated by the writer in the text.....?
8. The word "immediately" in second paragraph is close meaning to.....?
10. The word "them" in the first paragraph is refers to.....?
11. The point of the text the writer persuade us to smoking

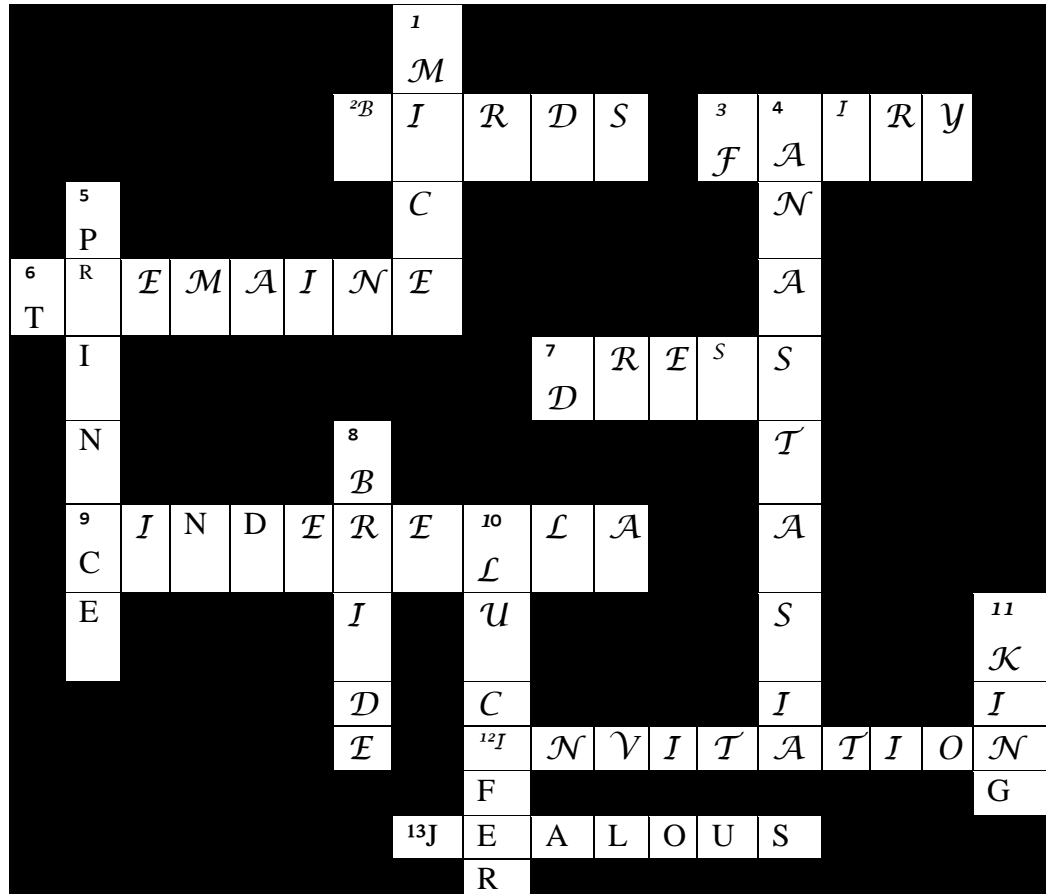
Answer Key of Hartatory Exposition Text.

Why You Should Not Smoke

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Answer Key of Narrative Text

CINDERELLA



Key Answer of Spoof Text

Three Kicks Rule

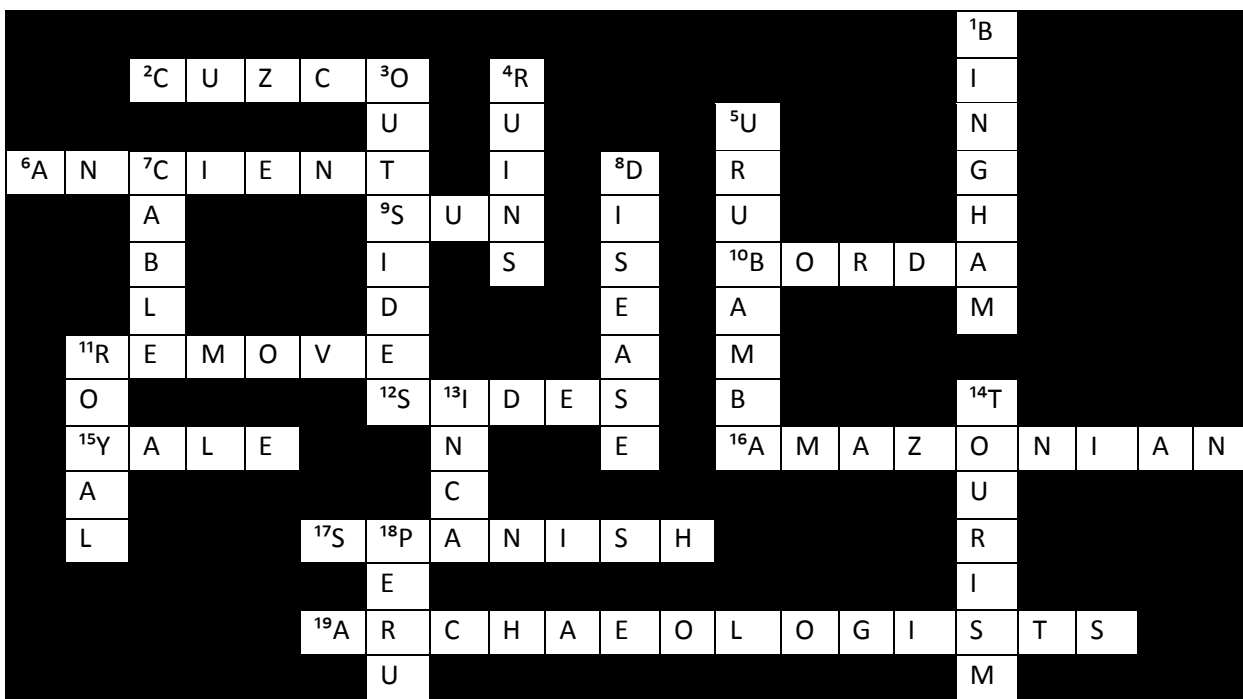
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Answer Key

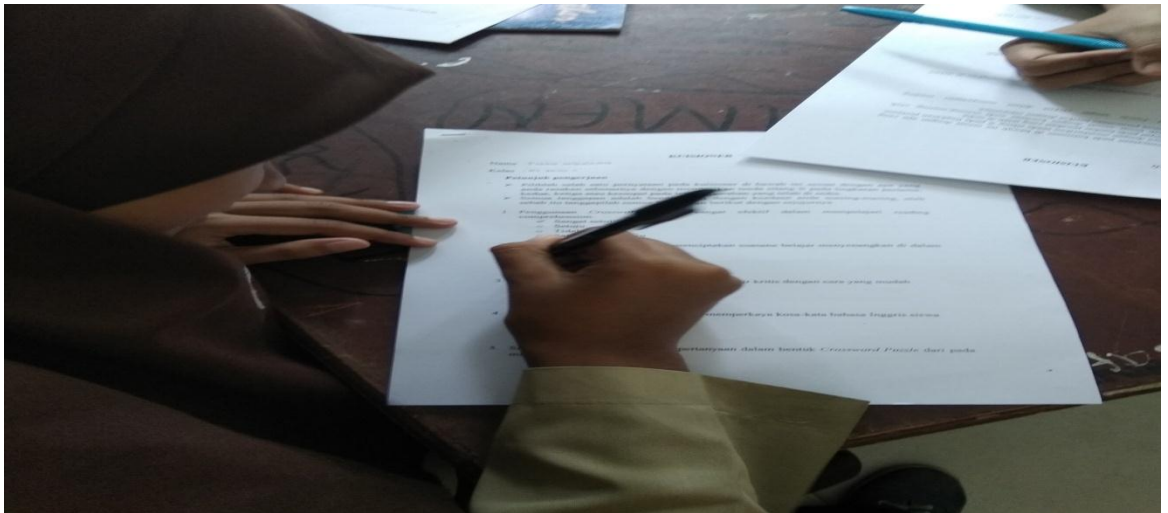
J.K . Rowling: A Megical Author

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Machu Picchu, City In The Clouds



The Poethos of Conducting Research.









AUTOBIOGRAPHY

A. Personal Identity

Name : Fatimah Zahara
Place & date of birth : Blang Padang, October 5th 1995
Sex : Female
Address : Jln. Tgk Hasan, Desa Blang Padang,
Kec, Tangan-Tangan. Kab, Aceh Barat Daya
Religion : Islam
Nationally : Indonesian (Acehnese)
Marital status : Single
Occupation : Student

B. Parent Identity

Father's Name : Tgk. Alami
Mother's name : Murniati
Address : Jln. Tgk Hasan, Desa Blang Padang.
Kec, Tangan-Tangan. Kab, Aceh Barat Daya

C. Educational Background

Primary School	: SDN 6 Blang Padang	Graduated	2007
Junior High School	: SMPN 1 Tangan Tangan	Graduated	2010
Senior High School	: SMAN 5 ABDYA	Graduated	2013
University	: English Language Education Departement of Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh, Entered in 2013		

Banda Aceh, January 2th 2019
Penulis,

Fatimah Zahara