THE USE OF CROSSWORD PUZZLE TO ENHANCE STUDENTS' VOCABULARY MASTERY

THESIS

Submitted by:

ALFIANI S
NIM. 190203122

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2024 M / 1445 H

PAGE OF APPROVAL

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

in partial fulfillment of the requirements for the degree

bachelor of education in English language teaching

By:

Alfiani S
NIM. 190203122

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

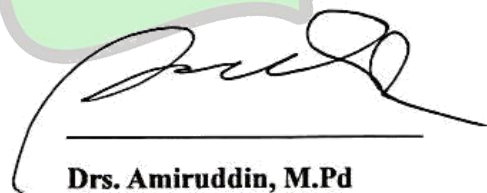Main Supervisor   Co-Supervisor

Prof. Dr. Luthfi Auni, M.A   Drs. Amiruddin, M.Pd

Date: 23 / 09 / 2024   Date: 23 / 09 / 2024

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Friday,

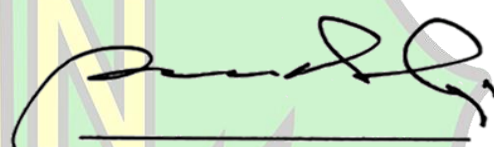May, 03th 2024 M

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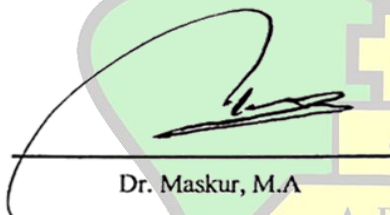Board of Examiners,

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Prof. Dr. Luthfi Auni, M.A

Drs. Aniruddin, M.Pd

Member I,

Member II,

Dr. Maskur, M.A

Siti Khasinah, S.Ag., M.Pd

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

Saya yang bertandatangan di bawah ini:

Nama   : Alfiani S

Nim   : 190203122

Tempat/tanggal lahir : Simpang Peut, 08 Maret 2001

Alamat   : Jln.Pasar Inpress, Desa Simpang Peut, Kec.Kuala, Kab. Nagan Raya

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

THE USE OF CROSSWORD PUZZLE TO ENHANCE STUDENTS' VOCABULARY MASTERY

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pertanyaan ini saya buat dengan sesungguhnya.

Banda Aceh, 23 April 2024

Saya yang membuat surat pertanyaan

Alfiani S

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

With gratitude and appreciation, Alhamdulillah, I would like to thank Allah Subhanahu wa Ta'ala for providing me with the opportunity, inspiration, and strength to complete this thesis. We send our regards and prayers to our beloved Prophet Muhammad, Shallallahu Alaihi wa Sallam, who has served as the epitome of what it means to be the best human being.

For the first one, my most profound respect and gratitude goes first to My primary supervisor, Prof. Dr. Luthfi Auni, M.A. who has guided me and directed me in the rules of writing and researching so that it is in accordance with the procedure. Then my deepest gratitude and respect also goes to my co-supervisor, Drs. Amiruddin, M.Pd. who has given me the guidance, inspiration, ideas, and supervision that I needed. He is the one who has guided me a lot and given me the knowledge of how the research should be made and written. The study program's leader, Syarifah Dahliana, S.Ag., SE., M.Ag., M.Ed., Ph.D., and deputy head, Azizah, M.Pd., put in a lot of effort to keep the program accredited. Furthermore, I would like to thank all of the instructors from whom I received instruction while attending the English Language Education Department of the State Islamic University of Ar-Raniry. May Allah grant them happiness and serenity both here on Earth and in the hereafter.

My profound appreciation and best wishes are extended to my parents, (Alm) Syafari and Darmiyah, who are the two most influential people in my life

and who never stop praying for me. I also want to thank dear sister Nofiana S, S.Pd,. M.Pd and Eva Jarida for their unwavering support, amusement, and contribution to my life and also thank you for Shifa, Indah, Kausarina, Meutia, Dila, and the member of "Anti Wacana club" for being such a great friend. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing this hard work, thank for just being me at all times.

My sincere thanks go to SMPN 2 Kuala, especially to all those who have been very helpful in this project, such as the students, teachers, and TU staff, and do not forget to Miss Ajizah, S.Pd. as the temporary principal there.

The researcher concluded that the thesis has a number of flaws and weaknesses primarily because of the numerous difficulties encountered during the writing process. To achieve excellence, The author needs suggestions and edits. The writer wishes to extend his heartfelt gratitude to all those who provided writing assistance, inspiration, recommendations, and guidance.

I acknowledge that there are many errors in my thesis. As a result, any insightful criticism and recommendations are welcome and much valued.

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Banda Aceh, 23 Maret 2024

Alfiani S

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ABSTRACT

Name   : Alfiani S

Reg. No.   : 190203122

Faculty   : *Fakultas Tarbiyah dan Keguruan*

Major   : Department of English Language Education

Thesis working title : The Use of Crossword Puzzle to Enhance Students'
                                 Vocabulary Mastery

Main Supervisor   : Prof. Dr. Luthfi Auni, M.A.

Co-Supervisor   : Drs. Amiruddin, M.Pd.

Keywords   : Crossword Puzzle, Vocabulary, Vocabulary Mastery,

The aim of this study is to find out whether crossword puzzle game is improved students' vocabulary mastery. This research was a quantitative research using quasi-experimental as the method in collecting data in two classes, an experimental and a control class. In this study the data was taken from pre-test and post-test. The SPSS program was used to analyze the normality, homogeneity, hypothesis and t-test. The students' scores of experimental classes were higher than the students' scores of control class. The result shows that the mean of pre-test from experimental group was 55,63, and control group was 48,54. Then the mean of post-test from experimental group was 79,68, and the mean of the control group was 67,92. There was significant difference between the students' achievement who were taught by using crossword puzzle game and those were taught by conventional method. The T-test revealed that the result was determined by $p<0.05$, $p=0,000$. Thus, H1 was accepted. This research concluded that the Crossword Puzzle game is effective to improve students' vocabulary mastery in SMPN 2 Kuala, Nagan Raya.

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CHAPTER I

INTRODUCTION

A.   Background Of Study

English is one of the most widely used languages in the world. It is a compulsory subject taught to students from elementary school until university in Indonesia. Students ought to be urged to learn English to make it additionally captivating with the technique of games. Subsequently, an enjoyable learning approach will boost student's lexicon to enhance their English language. The development of vocabulary evolved along with the times. The formation of a language system that changes frequently is influenced by vocabulary. Most students in Indonesian who learned English as a foreign language develop their mindset of learning English as a negative stereotype (Ramasari, 2017).

The key factor to the realization of ideas and concepts is a mastery of vocabulary. Mastering vocabulary is essential for ELF learners to communicate well in a variety of contexts, from college studies to private interactions (Deviyanti et al., 2022). Having a good command of vocabulary has a significant impact on language skills. Vocabulary is the total number of words that a person knows and uses in their language activities. It is a collection of words with a specific meaning used as a primary tool for communication. It is not as simple as taking something for granted to become fluent in English. The learning process involves vocabulary is an important component of learning a foreign language.

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Whether in books or verbal communication, the definitions of new words are frequently emphasized. The goal of vocabulary instruction in schools is to help students learn more words, but teaching vocabulary is not easy and it is a challenging job.

My own experience as an EFL teacher practitioner and I found that there are several difficulties encountered by students in junior high school, they feel a struggle when learning English. Without the teacher's explanation, they cannot effectively study or comprehend vocabulary and sometimes they do not understand what teachers say because they do not have much vocabulary. Pratolo and Hafizhah (2022) agree that due to a lack of vocabulary knowledge, the students find it difficult to grasp and learn English. Moreover, the students still difficult to communicate using English. Due to these issues, students are less motivated to learn English because they only have two hours per week to do so in class also due to their lack of curiosity and perception that learning vocabulary is not interesting and not very important to learning vocabulary mastery is still an issue. Hence the teacher must be able to present the material to the students in ways that are engaging in order to create a fun learning environment. ELF students' interest in classroom instruction and learning can be increased by media.

As a result, the teacher must be able to employs the appropriate technique and be familiar with the makeup of the class. There are various methods that the teacher can use when teaching vocabulary to help the students get better at it, such as Crossword Puzzle.

Sabiqoh (2016) has argued that crossword puzzles are an effective teaching tool for terminology, definitions, spelling, and pairing key concepts with related names, which promotes greater memorization and retention of facts. Students can learn English vocabulary while having fun and relaxing their brains, so they understand the material. Students could organize their vocabulary learning so that they learn words that are simple to understand and that appear in crossword puzzles. This would make them more likely to interact with other students and finish the puzzle. Students can practice their understanding and vocabulary skills while also improving their understanding by filling in crossword puzzles.

Based on the facts, there are several difficulties in vocabulary mastery that make many students feel uninterested and bored when learning English, including monotonous learning methods, lack of understanding of the meaning of words, and their curiosity is still low also they think that learning vocabulary not is important and difficult to learn. Therefore, I am interested in examining more deeply on the use of crossword puzzle to enhance student's vocabulary mastery.

B.   Research Questions

1. Does the crossword puzzle enhance the students' vocabulary mastery?

2. Are there any significant vocabulary mastery improvements after using crossword puzzles at the second-year students of junior high school 2 Nagan Raya?

C.   Research Aim

The purposes of this study are:

1. To find out whether crossword puzzle enhance vocabulary mastery in second-year students of SMPN 2 Kuala, Nagan Raya

2. To identify the students' significant improvement after using crossword puzzle at the second-year students of SMPN 2 Kuala, Nagan Raya.

D. Terminology

1. Crossword Puzzle

   The crossword puzzle in this study refers a game taught the students of SMPN 2 Kuala, Nagan Raya

2. Vocabulary Mastery

   Vocabulary mastery is a key aspect of foreign language leaning. Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words.

E. Hypothesis

   The hypothesis of this research is:

   H_0: Using crossword puzzle does not enhance student's vocabulary mastery

   Ha: Using crossword puzzle enhance student's vocabulary mastery

F.   Significance of the Research

The outcomes of this research are expected to contribute to the teaching and learning of English as a foreign language and give some information about learning and teaching English vocabulary.

The present study is hoped to answer the question problem as the basic of conducting this study. The use of crossword puzzles is expected to be the proper way to teach English vocabulary for Junior High School students. The result of this study hoped to be of use for the students to enhance their vocabulary through using crossword puzzles, and develop their thinking ability effectively.
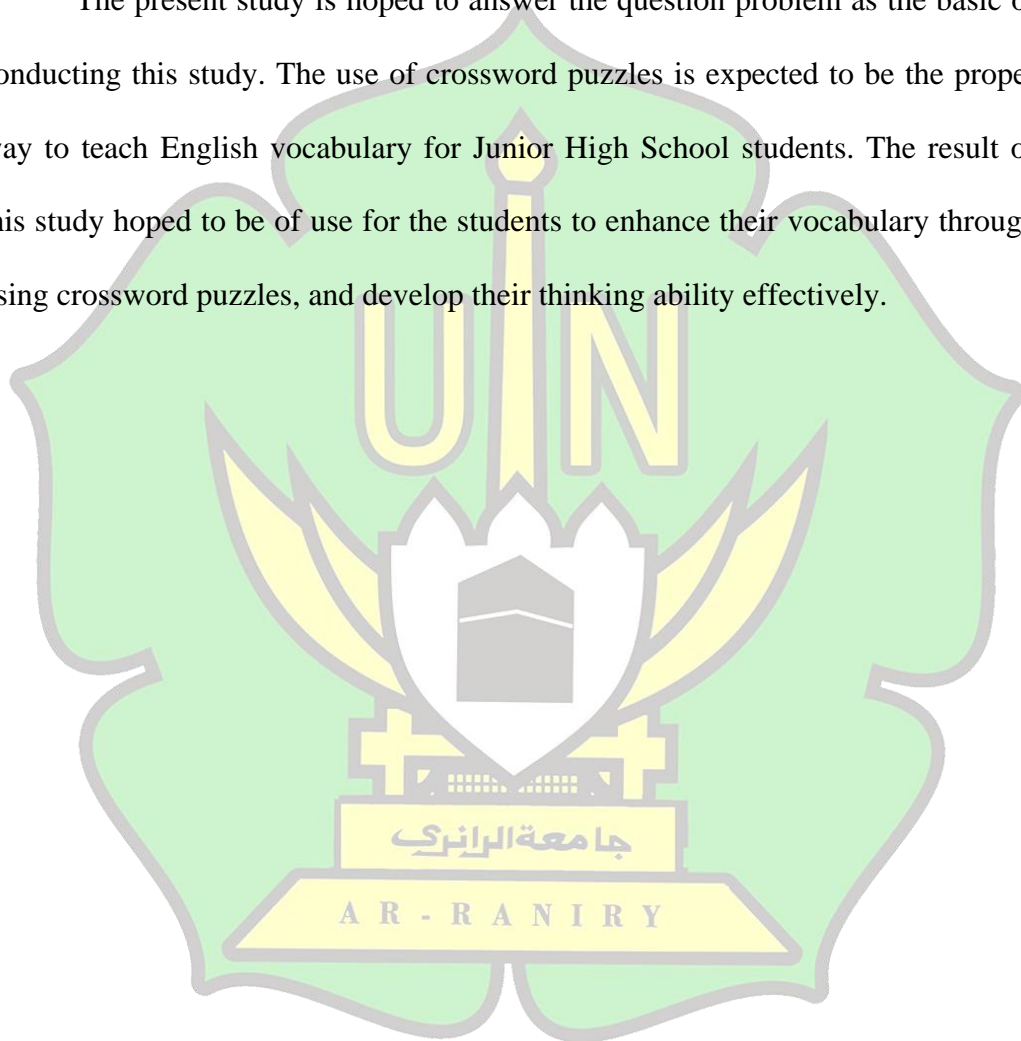
CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition Of Vocabulary

Vocabulary is the words of a language and is likely the most important and necessary component of both first-language acquisition and second-language learning and instruction, without which human communication is impossible. As Fard and Boroujeni (2013) state vocabulary is a sizeable component in the learning process. Learners at all skill levels will experience circumstances in which they can grasp only a portion of a written text or a phrase because they do not know all of the vocabulary. It indicates that vocabulary is an important component that will help people understand written content since they do not know the meaning of all the terms. Sadiyah, Septiani, and Kareviati (2019) contended that vocabulary is one of the linguistic components that helps the students learn a language. Vocabulary plays a critical part in the development of ELF learners communication skills. Learning vocabulary does not need students to recall but rather understanding and comprehension, making students easier to remember and employ. Vocabularies are unique among these components. As a result, we know that vocabulary is a term in the list that has a positive meaning, and we use it as a language to communicate in both oral and written language. It implies that as we acquire vocabulary, we must comprehend its meaning as well

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as how to utilize it in appropriate contexts so that we may communicate effectively.

Vocabulary is not a talent that can ever be considered fully mastered. Vocabulary is a brief collection of terms with their meanings that are known, learned, and utilized. Researchers obtained the point in the Logman Dictionary, that if ELF learners want to learn vocabulary, pupils must understand not only words but also meaning since both parts are extremely essential and must be balanced. According to the Ministry of Education and Culture's Standard of Content of School-based Curriculum (Kemendikbud, 2013), foreign language particularly English is an international language that has a global reach. It is also mentioned that a significant amount of foreign language content is meant to build the ability to communicate with world citizens.

The significance of vocabulary in literature has been discussed and researched. According to Easterbrook (2013), vocabulary is covered first since it is the fundamental need of learning a foreign language and the primary knowledge that the EFL needs to have. Mastery of vocabulary is an important part of foreign language acquisition (Easterbrook, 2013). Furthermore, Arndt and Woore (2018) said that vocabulary knowledge is a necessary condition for understanding and creating a foreign language. According to researchers, lexical knowledge is complex and encompasses more than only form-meaning relationships (Arndt & Woore, 2018). As a result, students may identify a word form but not its related meaning. However, they may be able to produce the spoken and written forms of

the word as well as utilize the word effectively in terms of grammar, semantics, and collocations after going through several stages of the incomplete word.

2. The Importance of Vocabulary

Alqahtani (2015) mentioned that vocabulary is key for learning, interpreting, and communicating in a language. Learning vocabulary is important since it may be exhibited both in and out of school. Vocabulary serves as a bridge between students and teachers in the classroom. Meanwhile, knowing vocabulary is important since it may help ELF learners grasp spoken language. The final step is communication, which is significant since vocabulary participation is the first element that functions as a bridge in the communication process. Additionally, Carrazan et al. (2015) revealed that vocabulary is a necessary component of the four language abilities. Vocabulary is a crucial linguistic component that increases speaking, listening, reading, and writing abilities. Understanding the importance of vocabulary in communication effectiveness is useful for language learners.

The relevance of vocabulary is to comprehend English written work. Furthermore, some experts argue that vocabulary is important in language acquisition. According to Avan (2015), vocabulary is the most significant feature for language learners and an essential part of a language. Furthermore, Wessels (2011) argued that vocabulary knowledge can help language learners achieve tremendous success in the classroom, social life, and continued learning of the target language as stated in Shadikah (2020). A vast, diversified vocabulary allows language learners to use the proper words at the right moment, as well as

communicate their actual thoughts, ideas, and feelings. According to the researcher statements, vocabulary plays a key role in both learning and comprehending a language and in communication settings.

3. Types of Vocabulary

Some experts divide vocabulary into two categories: active and passive vocabulary. (Harmer as cited in Maharani, 2020) differentiated between these two sorts of terminology. Active vocabulary denotes that students' have taught and are expected to utilize it. Passive vocabulary, on the other hand, refers to terms that the students will know but probably not be able to pronounce when they come across them. Following this, Harmer (2007) identified two forms of vocabulary: receptive vocabulary and productive vocabulary.

a. Receptive vocabulary

   Receptive vocabulary refers to the ELF learner's capacity to comprehend spoken and written material. In other words, receptive vocabulary is comparable to passive vocabulary, which individuals can largely understand when they read and listen (Zunita, 2016). When ELF learners read or listen to a text, their receptive vocabulary knowledge is recognized and comprehended. Teachers often explain the definition of the term, provide examples in a phrase, and ask students to spell and pronounce the word.

b. Productive Vocabulary

Words that students have previously grasped and uttered are considered productive vocabulary knowledge awareness. Writing and speaking activities are two examples of useful vocabulary skills. According to Maharani (2020), productive vocabulary refers to terms that kids comprehend, can pronounce correctly, and can use productively in speech and writing. In a speaking class, for example, the teacher may ask ELF learners to deliver presentations, express their thoughts, and engage in class debates.

A different instance is when students write novels, research papers, journals, theses, and other academic articles. These are activities in which thoughts, experiences, and information are represented in the form of notes using methodically developed codes or symbols that others may easily comprehend. In actuality, the students may successfully employ these phrases in both speech and writing. As a consequence, productive language may be understood as an active word process in which pupils make words to communicate their thoughts and feelings in a way that others can comprehend.

4. **Kinds of Vocabulary (Part of Speech)**

According to various specialists' perspectives, many types of vocabulary have been classified in to seven parts, those are noun, verb, adjective, adverb, preposition, conjunction, and interjection. However, the researcher will only cover these three components of speech in this section: nouns, verbs, and adjectives.

1) Noun

Oxford Dictionary (2008) claims that a noun is a term that is used to name a specific person, place, or thing or to identify any of these (common nouns), other than a pronoun. either a trait or an activity.

2) Verb

A verb is a term used to describe an action, an occurrence, or a condition (Oxford Dictionary, 2008).

3) Adjective

Oxford Dictionary (2008) also explains that an adjective is a term that provides additional information about a noun. For instance, a red apple, a delicious taste, a technical issue, an Italian woman, and so others.

B. Crossword Puzzle

1. Definition of Crossword Puzzle

Crossword Puzzle is a game that consists of a row of squares with the same side that may be drawn across or down in a pattern, with each box having a separate color, typically black and white. Students must fill in each blank space in their squares with letters that form a word based on the questions offered in this Crossword Puzzle game. According to Amin cited in Cahyo (2011), the crossword puzzle game is a popular brain training game. This game is not only fun for adults, but it is also good for children's left-brain development. In this game, the player must fill an empty column with the proper answers based on the guidelines.

Instructions are divided into "across" and "down" categories to select which parts of the word to fill in. Sunarko et al. (2019) claimed that using a crossword puzzle teaching style to teach vocabulary will entertain and motivate EFL learners to think of suitable terms to put in the blanks and according to Langeling and Malarcher as cited in Dzulfikri (2016) state those games such as crossword puzzles can make learning process more affective, encourage creative and spontaneous use of language and give students' fun.

This game is a type of word puzzle that usually takes the shape of a square or rectangular grid of white and colored squares. The objective is to fill the white squares with letters that form words or phrases by deciphering clues that lead to the solutions. The answers are arranged in the grid from left to right and top to bottom. The learners must figure out the solution to each hint. The reading material contains hints to the answer. If they can properly answer one hint, it will be easier for them to fill additional grids that connect.

2. **Types of Crossword Puzzles**

Instead of employing only one form of a crossword puzzle, some alternatives may be employed and modified to the kid's needs. According to Widyasari as cited in Anwar Yayang (2018), several types of crossword puzzles may be used to teach and acquire vocabulary in the classroom utilizing crossword puzzle games:

a. Oral Puzzle. It is an oral puzzle delivered by teachers, and pupils are handed simply empty crossword puzzles with no clues. Giving oral

instructions can help train hearing kids. Tell the learners to fill out as much as they can before repeating the directions until they comprehend. The example of crossword puzzles using oral (without picture) is as follow:

Picture 2.1

The example of crossword puzzles using oral (without picture)

Back to School Crossword Puzzle!

Across:
2 midday meal
6 person you learn from
8 tool for writing; has an eraser
11 time when you just have fun!
12 a little meal
14 get some exercise in this class
16 a, b, c, ...
17 class where you make pretty things
18 helps you if you are sick or hurt

Down:
1 measure with this
3 blank book to write in
4 class that involves experimenting
5 book you learn from
7 tell stories on paper
9 fellow students
10 place with lots of books
13 you are in school to ____
15 class that involves equations

b. Picture puzzle. It is a jigsaw puzzle with an image as a clue, and the teacher just presents the puzzle to the kids without the clues. Replace each hint with an image. It works well with a unit that has a lot of

new vocabulary. The example of crossword puzzles using picture is as follow:

Picture 2.2

The example of crossword puzzles using picture
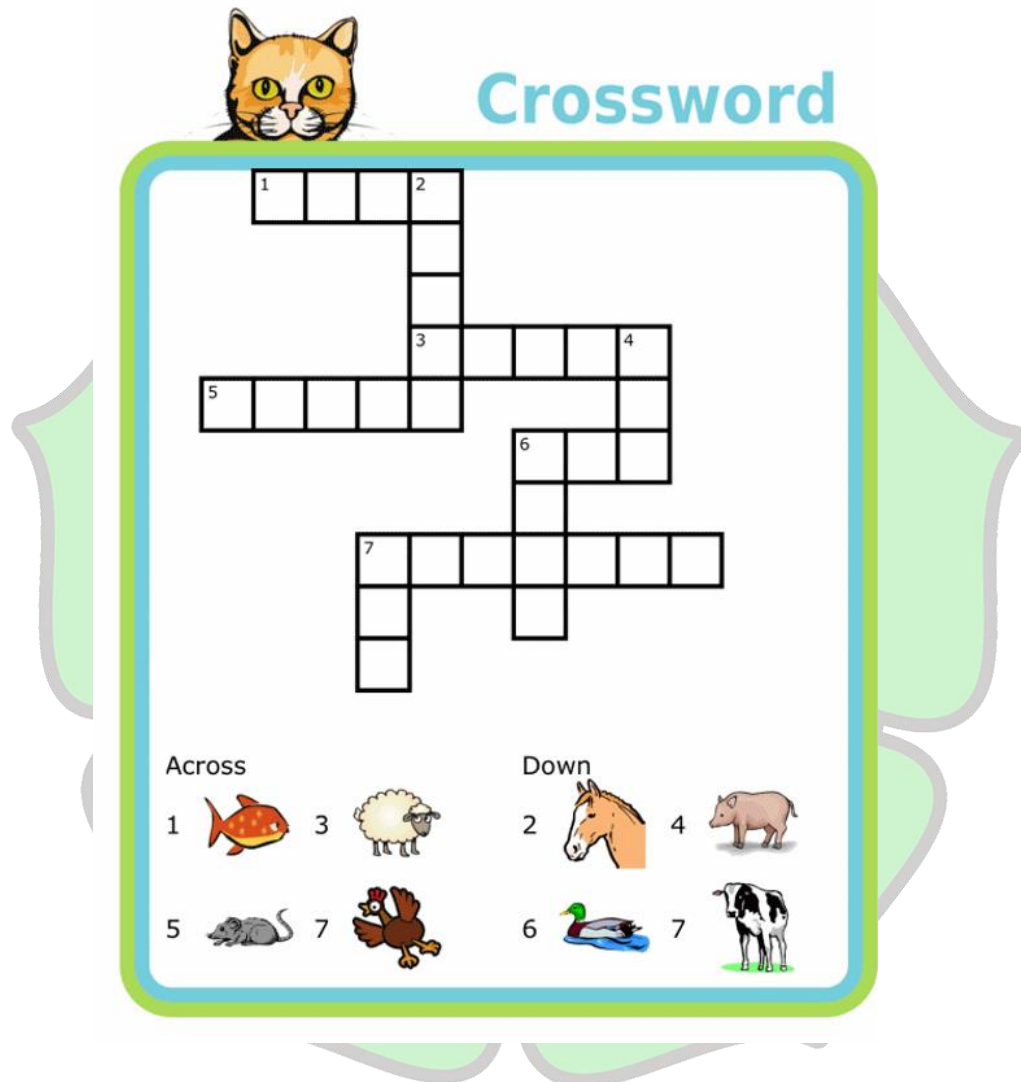
c. Object or jigsaw puzzle. It is a crossword puzzle in which a clue is inscribed inside the item. Give the students a blank puzzle with no hints. The items were scattered throughout the room, each labeled with the prompt's number. The students are then instructed to rotate

around several stations, picking up things as they finish the puzzle.

The example of crossword puzzles using object is as follow:

Picture 2.3

The example of crossword puzzles using object

The crossword puzzle type that will be employed in this study is the first type (oral puzzle). To solve the puzzle, the researcher will use a phrase as the direction or clues to answer the puzzle.

3. The Benefits of Using Crossword Puzzles

Plaister as cited in Anwar & Efransyah (2018), stated that there are some advantages to using crossword games in learning vocabulary, which are as follows:

1) Students will be more engaged and motivated if they learn vocabulary through practice

2) Completing puzzles helps ELF learners develop problem-solving skills,

3) it is both engaging and challenging for students. It can prevent pupils from becoming bored with their tedious lessons. In this scenario, the puzzle tries to improve student attention, comprehension of course materials, and the process itself.

4) Students are taught to think critically by debating the problem in groups or the classroom.

5) The group puzzle will encourage students to have fun while learning English.

Furthermore, crossword puzzles are offered for various classroom management of student activities. Crossword games are beneficial in teaching and learning because they help people keep their vocabulary. In addition, it can assist someone in improving their language mastery. It is also beneficial for improving someone's spelling knowledge and promoting the usage of dictionaries. In terms of classroom instruction, a crossword puzzle delivers enjoyable learning that may be utilized for a variety of student management tasks.

4. Variation of Using Crossword Puzzle in Teaching Vocabulary

It is simple to create a crossword puzzle to practice vocabulary teaching points (pronunciation, word formation, spelling, and so on) an enterprising teacher could create an entire collection of such crossword puzzles, each one dealing with a specific problem area of a language. Crossword puzzle activities can be used as a follow-up exercise to reinforce specific item learning and are appropriate for both individual and group work.

1) Suggestion for Individual Practice

The solution to each crossword puzzle should be written on the back of a stiff card. To make the card more durable and reusable, it is then covered in clear transparent plastic. The student can easily erase his answers after reviewing them with a damp sponge of cloth, and the card is ready for use again.

2) Group Project Suggestion

The crossword grid can be displayed to the entire class by drawing it ahead of time on a large chart, chalkboard, or OHP transparency. The teacher writes the correct answers on the grid. Divide the class into two or more groups and award points for correct answers to add a competitive element.

5. The Making Process of a Crossword Puzzle

Several internet websites offer crossword puzzle creation services in this day and age. Some websites also give directions on how to create a crossword puzzle depending on our requirements.

Vega Singer (2014) suggests the following methods for creating crossword puzzles:

1) Decide how hard the instructor wants to work to complete the crossword problem. A basic crossword puzzle may have as little as 10 clues and answers that overlap by only one or two letters. A more challenging crossword puzzle will have many "across" and "down" clues that partially or completely overlap. (The difficulty of the puzzle is determined by the clues rather than the size of the puzzle.)

2) Begin by writing the longest theme word in the center of a graph paper. Place the remaining theme words vertically and horizontally in the grid, overlaying them where the letters match. If the instructor places two "across" words close to each other, every point where the words contact must also form "down" words. For each word, number the first box.

3) Examine the grid to ensure it is as small as the instructor can make it while still fitting the text in. Fill in some of the open spaces between theme words with a few brief words that do not suit the topic.

4) Outline your grid and fill in the blanks with black. This is how the puzzle will look after it is finished. Copy the grid (containing the black gaps and numbers, but excluding the letters) to a new piece of graph paper.

5) Provide clues. Make two lists using the numbers from the puzzle: one for "across" clues and one for "down" clues. Make sure the hints for the theme words are personal enough for the recipient to grasp. (For example,

if the answer is "Burj Khalifa," the clue may be "The world's tallest building." If necessary, apply dictionary definitions for the filler terms.

6) Before giving the puzzle to the designated recipient, double-check that the clues correspond to the proper numbers and that there are enough spaces for each solution. Nothing is more aggravating than a puzzle that does not function!

C. Previous Study

Several previous studies on using crossword puzzles to enhance vocabulary mastery have been conducted by some researchers. Englis & Sudarsono (2022) conducted a study on improving students' reading comprehension by using crossword puzzles at SMPN 19 Pontianak. The result of this study showed that crossword puzzles could improve students' reading comprehension, in terms of finding general information, specific information, and textual references of descriptive text.

Wulandari, Gailea & Hellistya (2019) s'study on improving student writing skill through crossword puzzles application at seventh grade students of MTs negeri 1 kota Serang. The results of this study were reported that crossword puzzle could improve students' writing skill and their critical thinking, and it could empower them to solve the problem. Rozi (2013) also conducted a study on reinforcing students' vocabulary through crossword puzzle games. The research tried to investigate whether there is a significant influence on the achievement of the students' vocabulary taught by using crossword puzzle games at MTs Daarul

Rahman Jakarta. The result showed that crossword puzzle game has a higher influence in teaching English vocabulary it could be seen from the difference in mean scores of the post-test.

The present study is different from previous studies carried out by Englis & Sudarsono, Wulandari, Gailea & Hellistya, and Rozi. First, English & Sudarsono used crossword puzzle to improve reading comprehension of Descriptive text. The researcher conducted Classroom Action Research (CAR) in two cycles, and data collection in this study used qualitative and quantitative data. On the other hand, Wulandari, Gailea & Hellistya, used crossword puzzles to improve writing skills. The data collection procedures were collecting information through observation, interviews, documents, and audiovisual. In this research, the researcher used a qualitative method. Rozi used the experiment method for his research to see a significant influence on the achievement of the students' vocabulary taught by using crossword puzzle.

But this study focused on vocabulary for second-grade students of SMPN 2 Kuala, Nagan Raya, 2023/2024 academic year. This study also aimed to investigate whether the use of crossword puzzle can enhance students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

A research design is a methodical framework for gathering, evaluating, and interpreting data from both qualitative and quantitative research (Creswell, 2012). This present study employs quantitative approach with experimental design. This research employs quasi-experimental design and control group. The researcher set one of two selected classes as experimental class (X) which use as treatment group and another as controlled class (Y) which use as comparison group. There is no random assignment for the research subjects or students, but it does use a pre-test and post-test as research instruments. Then, the experimental class will treat by using crossword puzzle game while control class will treat without using crossword puzzle game. Furthermore, the researcher will give post-tests. And the results of pre-test and post-test in both the classes will compare.

The experimental class is the class which will use treatment base on Crossword puzzle game. While control class will teach according with the method that teachers typically employ.

Tabel 3.1.

The Model of Experimental and Control Class

X	Experimental Class	Pre-Test	Treatment	Post-Test
Y	Control Class	Pre-Test	-	Post-Test

B. Population and Sample

    1. Population

Umar Husein (2007) stated that a group of individuals who have the same characteristics is that population. All population is members of a specific class of individuals, occasions, or objects belong to the population. (Ary et al, 2010). In this study the population is students in second-grade of SMPN2 Kuala, Nagan Raya consist three (3) class. The total population will be 75 students.

    2. Sample

A subset of the population is a sample. The researcher uses purposive sampling as the process sampling. Purposive sampling is a strategy for picking samples depending on criteria established by the researcher (Heri, 2017). The criteria of purposive sampling are, define the purpose of the study, identify the sample of individuals or units, obtain informed consent from individuals, and collect the data using appropriate research methods The researcher decided to choose two classes as a sample, class 8.2 as the experimental class which consists of 24 students and 8.3 as control class which consists of 24 students. The researcher takes two classes of SMPN 2 Kuala, Nagan Raya academic year 2023/2024.

C. Technique of Data Collection

To obtain the data the researcher used pretest and posttest. The test is used to measure the result of students' vocabulary mastery. The test will be implemented

in both experimental and control classes to find out the scores of students increasing vocabulary. The researcher conducted the test twice for both classes. The first class is the pretest and the second class is the post-test.

1. **Pre-test**

   Before giving treatment, the researcher gives each student in the experimental class and control class a pre-test to know the students' previous vocabulary before the researcher conduct the treatment by using Crossword Puzzle then the students will be given a series of questions in this case. The questions of pre-test consist of 20 questions. The test use for pre-test is about vocabulary. It has three types complete the sentences with matching meanings, and multiple choice.

   To assess the test, the researcher calculates the correct answer as a score of 20 and the wrong answer as a score of 0. The score of students' achievements can be calculated by using this formula:

   $$\text{Score} = \frac{The\ number\ of\ right\ answer\ x\ 100}{Total\ item}$$

2. **Experiment Teaching**

   The treatment conduct in three times to see difference of students' vocabulary achievement, where students have teaching expressions by using Crossword Puzzle as follow:

   a. First Meeting

At the first meeting, the researcher greets the students by saying hello and check the students' attendance. Then continue with telling the students about the purpose of learning English that day. After that, the researcher explained some introduction about expressions and crossword puzzles. The researcher gave them some text about expression (attention) and asked the students to sit in groups. Each group contain 4-5 students. Then, the researcher asked the students to search for the meaning of the words. They fill out the puzzle based on the clues that provided. Thereafter, the researcher asked some groups to wrote the meaning on the whiteboard by each group at the same time asking them how to spelling and pronounce the words. After all of the students finished it, the researcher checks the students answer and read the words aloud with the students to find a deep understanding of the text.

b. Second Meeting

At the second meeting, the researcher greets and check presence of the students. After that, the researcher reviews about crossword puzzle game then same as the first meeting the researcher gave the students some text about expression (surprise) and asked them to work in groups. Each group contain 4-5 students. Then, the researcher asked the students to search for the meaning of the words. They fill out the puzzle based on the clues that provided. Thereafter, the researcher asked some groups to wrote the meaning on the

whiteboard by each group at the same time asking them how to spelling and pronounce the words. After all of the students finish it, the researcher checks the students answer and read the words aloud with the students.

c. Third Meeting

At the second meeting, the researcher greets and check the students' attendance list. Previously, the researcher reviewed about Crossword Puzzle and expressions from the last meeting which included the definition, types, and strategies of expressions and Crossword Puzzle. And after all the activity is done, the researcher gives some motivation about the important of vocabulary in daily routine.

3. Post-test

The post-test also conducted for both classes. It holds after receiving the treatment it consists of 20 questions. It aims to measure their vocabulary mastery after using Crossword Puzzle. The regulations likewise pre-test that have carried out at the beginning.

To assess the test, the researcher calculating the correct answer are score of 20 and the wrong answer as a score of 0. The score of students' achievements can be calculated by using this formula:

$$\text{Score} = \frac{The\ number\ of\ right\ answer\ x\ 100}{Total\ item}$$

D. Technique of Data Analysis

In analyzing data from pre-test and post-test, the researcher uses the statistical calculation of the T-test to know the differences between students' experimental class and control class.

1. Prerequisite for Data Analysis

a. Test of Normality

According Sujianto (2009) A test to determine whether or not our data has a normal distribution is the normality distribution test. The normality test will use with SPSS v.23 for Windows with the requirement as follows: If the significance score of (Exact Sig 2 tailed) > 0.05, the data comes from the normal population, but if (Exact Sig 2 tailed) < 0.05, so the data does not come from normal population.

b. Test of Homogeneity

The goal of homogeneity testing is to ensure that the data used for analysis actually comes from a population that is too dissimilar from one another. In particular, the model to be employed in a predictive study needs to be appropriate to the distribution and composition of the data (Sujianto, 2009). The researcher also uses *SPSS v.23 for Windows* to do a homogeneity test which is *Analyze-Compare Means One Way ANOVA*.

c. Test of Hypothesis

Hypothesis testing is technique for making decisions based on data analysis from both observation and controlled trials. In this study to find out the differences both variables the researcher uses a T-test. And to find the result the researcher uses *SPSS v.23 for Windows* program. After obtain the t_{value}, the researcher compares the t_{value} and t_{table}.

The hypothesis test employ criteria with a significance degree of 0.05. the conclusion is receiving as follows:

If $t_{value} < t_{table}$, the H_0 is accepted

If $t_{value} > t_{table}$, the H_0 is rejected or H_a is accepted.

H_0 : There is no a significant difference in the students' English vocabulary mastery after they teaching by using Crossword Puzzle game

H_a : There is a significant difference in the students' English vocabulary mastery after they teaching by using Crossword Puzzle game.
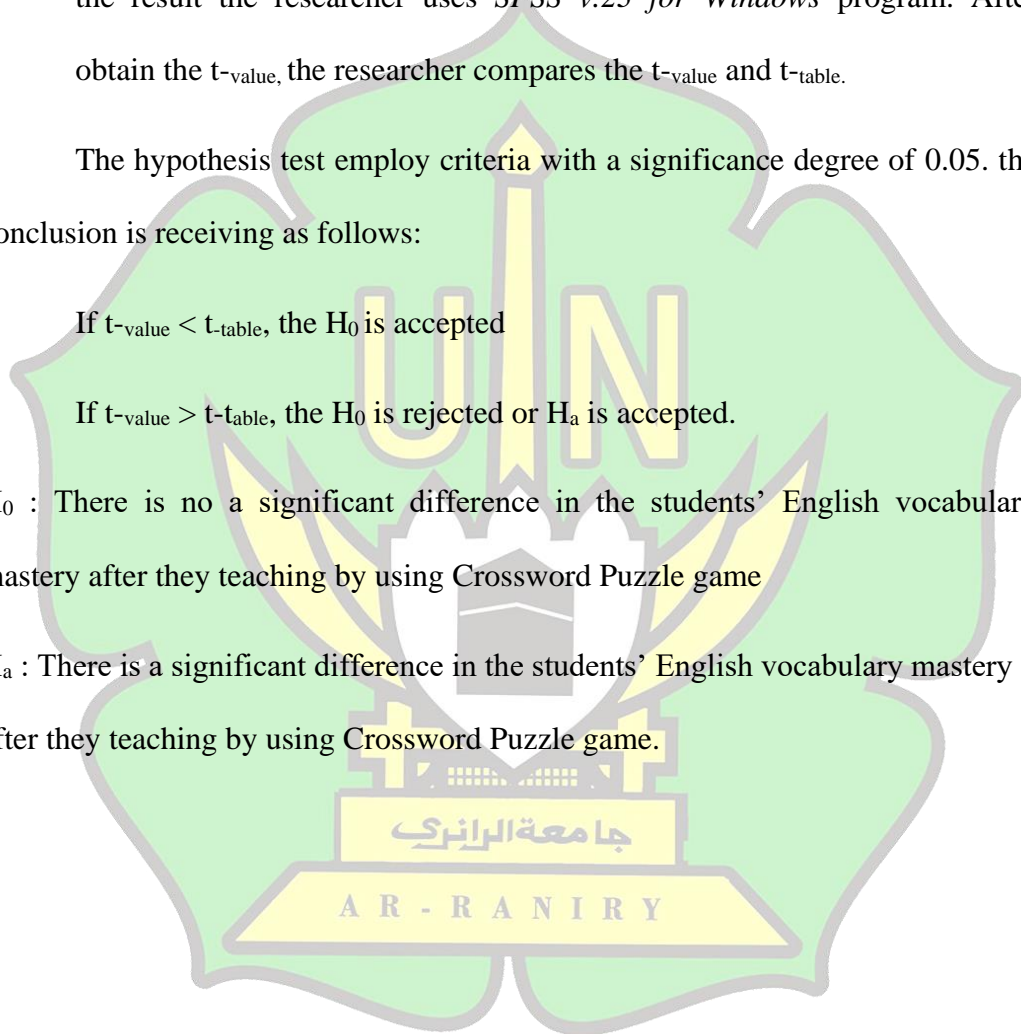
CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings based on the research questions that "*does the crossword puzzle enhance the student's vocabulary mastery? are there any significant vocabulary improvements after using crossword puzzles at the second-year students of junior high school 2 Nagan Raya?"* which was obtained from participants and also presents the discussion of the findings. The following two instruments provided the data: pre-test and post-test. The participants were students of second grade SMPN 2 Kuala. The SPSS program in used to analyze the data, organizes and calculates it in a systematic manner. Additionally, the research results were explained in the part that followed.

A. Findings

1. The Result Students Pre-Test and Post-Test Score in Control Class

To collect data, the researcher used pre-test and pos-test. The results of the students pre-and post-tests and the mean scores of the control classes are shown in the following statements from table 4.1

Table 4.1

The Control Class Score for Pre-Test and Post-Test

No	Name	Pre-Test	Post-Test
1	Student 1	45	65
2	Student 2	35	50
3	Student 3	35	60
4	Student 4	45	70
5	Student 5	35	60
6	Student 6	35	50

7	Student 7	35	65
8	Student 8	80	90
9	Student 9	35	50
10	Student 10	35	60
11	Student 11	40	65
12	Student 12	45	60
13	Student 13	45	60
14	Student 14	70	90
15	Student 15	60	75
16	Student 16	70	80
17	Student 17	40	75
18	Student 18	75	85
19	Student 19	45	60
20	Student 10	60	75
21	Student 21	45	60
22	Student 22	65	80
23	Student 23	40	75
24	Student 24	50	70
	Mean Score	**48,54**	**67,92**

The table 4.1 shows the pre-test score of 24 students in the control class. The lowest score in the pre-test was 35 and the highest score was 80. The mean score of student's pre-test in control class was 48, 54. In addition, the students in control class were taught without any treatment. The result showed that the lowest score in post-test was 50, and the highest score was 90. The mean score for post-test was 67,92. From the explanation above we can see that the students score had increased 19, 38 points from the pre-test score. The following chart illustrates the results of the control class test.

Chart 1.

The Difference between Pre-test and Post-test in Control Class
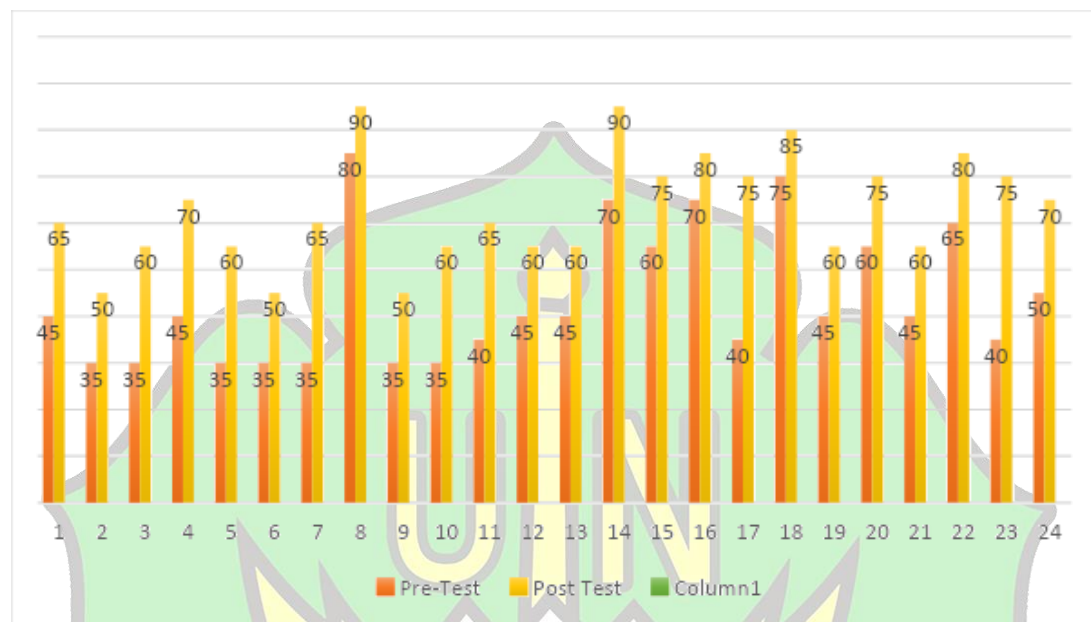
Table 4.2

The Experiment Class Score for Pre-Test and Post-Test

No	Name	Pre-Test	Post-Test
1	Student-1	50	80
2	Student-2	65	75
3	Student-3	65	80
4	Student-4	50	85
5	Student-5	80	100
6	Student-6	40	80
7	Student-7	45	75
8	Student-8	55	85
9	Student-9	75	85
10	Student-10	70	85

11	Student-11	65	80
12	Student-12	65	85
13	Student-13	45	70
14	Student-14	40	70
15	Student-15	60	80
16	Student-16	65	75
17	Student-17	70	80
18	Student-18	50	85
19	Student-19	35	65
20	Student-20	35	65
21	Student-21	45	70
22	Student-22	40	80
23	Student-23	55	80
24	Student-24	70	95
Mean Score		**55,63**	**79,68**

Table 4.2 indicates the pre-test scores of 24 students in experimental class. The lowest score was 35 and the highest score was 80. The mean score of the pre-test was 55,6.

Hence, the students in the experimental class were given treatment by using Crossword Puzzle game to increase their vocabulary. As a result, the lowest score in post-test was 65, while the highest score was 100. The mean score of post-test was 79,68. It can be concluded that the students score in post-test had increased 24,05 points from pre-test mean score. This means that there was a significant improvement on students' vocabulary after using Crossword Puzzle. The following chart shows the result of the test.

Chart 2.

The Difference between Pre-test and Post-test in Experiment Class
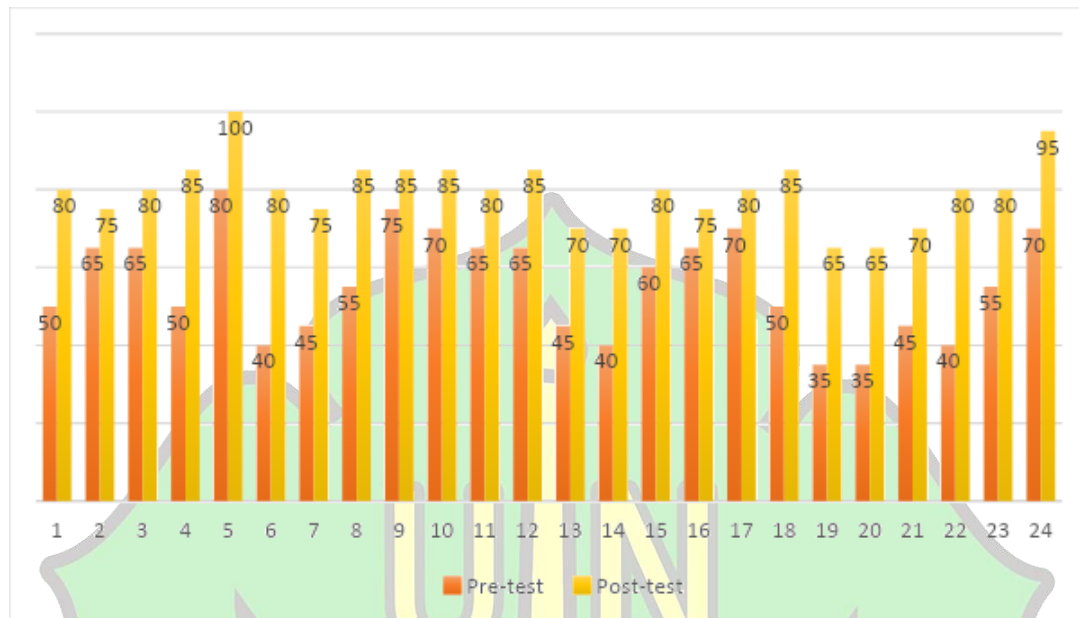
2. Data Analysis

a. Normality Test

The purpose of the normality test was to check whether a set of data relevant for the components of a standard normal distribution. In this case, the normality of data was tested by using *Kolmogorov-Smirnov* in *IBM SPSS v.23 for windows* program with standard exact $p > 0.05$. The result of normality test of pre-test and post-test are shown below:

Table 4.3

The Normality Pre-Test Result Between Control Class and Experiment Class

		PRETEST
N		48
Normal Parameters[a,b]	Mean	73.75
	Std. Deviation	11.692
Most Extreme Differences	Absolute	.141
	Positive	.089
	Negative	-.141
Test Statistic		.141
Asymp. Sig. (2-tailed)		.018[c]
Exact Sig. (2-tailed)		.269
Point Probability		.000

Based on data above, we saw that the exact *p* value of pots-test score is 0,269. In short, the data of post-test in both control class and experiment class are normally distributed.

Table 4.4

The Normality Post-Test Result Between Control Class and Experiment Class

		POSTTEST
N		48
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.43636351
Most Extreme Differences	Absolute	.179
	Positive	.114
	Negative	-.179
Test Statistic		.179
Asymp. Sig. (2-tailed)		.001[c]
Exact Sig. (2-tailed)		.082
Point Probability		.000

Based on data in table 4.4 the exact *p* value of the post-test score is 0,082. Therefore, the result indicated that the data were also normally distributed because 0.082 > 0,05.

b. Homogeneity Test

The homogeneity test was conducted to assess the similarity of the samples in both classes by using *SPSS v.23 for Windows,* in particular by using *Kolmogorov-Smirnov* technique.

Table 4.5

The Homogeneity Pre-Test Result Between Control Class and Experimental Class

Levene Statistic	df1	df2	Sig.
1.355	11	81	.211

The result in table 4.5 shows that the significance of pre-test homogeneity value among control class and experimental class was 0,211. It means there is no significant difference between the control class and experimental class because 0,211 > 0,05.

Tabe 4.6

The Homogeneity Post-Test Result Between Control Class and Experimental Class

Levene Statistic	df1	df2	Sig.
1.235	7	37	.309

It showed in the table that the posttest homogeneity value was 0.309. This means that the result from both control class and experimental class were homogeneous because the result was 0,309 > 0.05.

c. Hypothesis Test

After conducting the normality and homogeneity tests, the researcher continued to do the last investigation to test the research hypothesis called T-test. The hypothesis testing was conducted to assess whether there was any significant improvement in the result from pretest and posttest after given a treatment by

using Crossword Puzzle on students' vocabulary. To gained the data the researcher was calculated by using *SPSS v.23 for Windows.*

The criteria for hypothesis test are as follow:

If the significance of t-test > 0.05 the H0 is accepted

If the significance of t-test < 0.05 the H0 is rejected or Ha is accepted

The following table shows that the outcomes of control class was not given the treatment while experimental class was given treatment by using crossword puzzle game.

Table 4.7

T-test Result

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Control – Post-test Control	-19.375	7.270	1.484	-22.445	-16.305	-13.056	23	.000
Pre-test Experiment – Post-test Experiment	-23.958	9.438	1.927	-27.944	-19.973	-12.435	23	.000

From hypothesis that has been clarify in chapter III, which is:

H0   : There is no significant difference in the students' English improvement after they were taught by using Crossword Puzzle in vocabulary mastery.

Ha   : There is a significant difference in the students' English improvement after they were taught by using Crossword Puzzle in vocabulary mastery.

Base on the table 4.5, it provides that *sig (2-tailed)* is 0,000. It refers to the calculation of vocabulary test result between the control class and the experimental class, if p > 0,05 the H0 is accepted and the Ha is accepted because 0.000 < 0,05. Hence, it means there is a significant difference in students score between the control class and the experimental class.

B. Discussion

The aim of this study is to see how the improvement students' vocabulary after using crossword puzzle in the 8th grade at SMP Negeri 2 Kuala. The researcher obtains the differences in both the control and experimental class after detailing and conducting the pre-test and post-test data *using SPSS v.23*. The control class was not given any treatment while the experimental class was given treatment by using Crossword Puzzle. The first research question asked: whether crossword puzzles can improve students' vocabulary mastery? Then the results showed that, based on the results of the pre-test and post-test in the control class, the average pre-test score of students in the control class was 48.54, and the average post-test score was 67.92. From this explanation, it can be seen that students' scores increased by 19.38 points from the pre-test score. Then, based on the research results on the pretest and posttest in the experimental class, the average value of the pre-test was 55.6, while the average value of the post-test was 79.68. This shows that the students' scores on the post-test have increased by 24.05 points from the pre-test average score. It can be concluded that the use of crossword puzzles can improve students' vocabulary mastery.

Then the second research question was asked: are there any significant vocabulary mastery improvements after using crossword puzzles? The results showed that, based on the post-test of the experimental class (79,68), it was higher than the post-test of the control class (67,92). It can be concluded that the improvement of students scores after being given the treatment using the crossword puzzle technique was higher than that of the students who were not being treated using the crossword puzzle technique.

The data analysis was done by considering the normality and homogeneity of the data. Both results showed that the data were normal and homogenous. In addition, the analysis was also done by calculating the t-test value to find whether there were significant improvements after using the crossword puzzle on the students' vocabulary mastery. The statistical data showed that the effect was significant. It provides that sig (2-tailed) is 0.000. It refers to the calculation of the vocabulary test result between the control class and the experimental class, if $p > 0,05$ the H0 is accepted, and the Ha is accepted because $0.000 < 0,05$. Hence, it means there is a significant difference in students' scores between the control class and the experimental class.

The finding that confirmed the use of crossword puzzle in other studies done by Wijaksono S and Siddik (2022) a crossword puzzle is a game that can be used to help students improve their vocabulary. It was seen from the increase in the students score. The first cycle showed that 75% and second cycle was 85%. Nasrullah et. al (2021) claimed the use of crossword puzzle game improve

students' vocabulary levels and student engagement in teaching and learning English.

This study was also conducted by Erlinda Feni Fela (2018) who found that crossword puzzle game is effective to improve the students' vocabulary. It also proved the statement from Putri and Syafitri (2022) stated crossword puzzle can sharpen students' brain to remember new words. The Crossword Puzzle indicated significant differences in students' vocabulary mastery before and after the test. Crossword games made the studying process more enjoyable and enthusiastic during the teaching and learning process. As a result, according to discussion above, the researcher concluded that crossword puzzle improved significantly on vocabulary mastery in students of SMPN 2 Kuala.

The reason for class 8.2 to be an experimental class and 8.3 to be a control class is because before the researcher taught in class, the researcher discussed with the English teacher, which class was better suited to be an experimental class, and the teacher preferred that class 8.2 be an experimental class because students in this class would participate more and respond to what the teacher said, while for class 8.3, it was made into a control class because it was feared that the learning would be ineffective due to the minimal response from students. Then. The criteria for selecting expression are referring to the subject matter according to the established curriculum, having a number of components with information that is clear and easy to understand, and using one or more operational verbs in one indicator formula.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to research findings, the use of Crossword Puzzle helped the 8.2 class of SMPN 2 Kuala improved their vocabulary. Based on the students' achievement, it could be seen in the improving of students from pretest to the posttest in experimental class. This was reflective in the improvement in test averages. The pretest score was 55,63 and the posttest score was 79,68. In control class was also taught by the researcher but in this class crossword puzzle game was not used for treatment and 24 students participated in the class and finished the pre-test and post-test. The pretest was 48,58 while posttest was 67,92. Based that result there was an improvement in control class but not a significant improvement in the experimental class. Therefore, it can be concluded that 24 students in experimental class was significantly improved their vocabulary mastery by using crossword puzzle.

Using crossword puzzle not only improved their vocabulary, but also can inspire students and pique their interest in vocabulary learning while facilitating vocabulary learning and motivated them to study English. It was indicative of students' greater participation in class, especially in group discussions. They were able to collaborate and took enthusiasm in working in groups. Group discussions also resolved the problem such as new vocabulary. Moreover, the result of interview with the English teacher indicated that the teacher gave good and

positive response after the performance of crossword puzzle in teaching vocabulary since it may be an alternative choice technique to be used in teaching vocabulary.

Finally, from all findings above, this could answer the action hypothesis which is this research was successful in improving students' vocabulary by using crossword puzzle during the learning process.

B. Suggestions

Considering to the previous conclusion, the researcher proposes some suggestion as follows:

1. Teachers

This research can help the teachers enhance the students' vocabulary mastery in the teaching and learning process. All of the students have different abilities and also the problem of learning process especially in teaching vocabulary. The researcher recommends that the teachers should give more techniques or methods of teaching, especially in English class. It can help students who struggle with vocabulary. It may also increase their enthusiastic and motivation when learning in the classroom.

2. Students

Students must remain focused on improving their skills, particularly in learning vocabulary, as it's crucial to understand vocabulary. In an English class, a

student must be able grasp the meaning of a word for greater ease to compose sentence.

3. Future Researcher

Future studies can explore additional challenging such as pronunciation, reading and writing. The technique is suggested to other researcher who want to conduct in similar research or study. The result of this research can also be used as an additional reference or further research with different discussions for the next researchers.
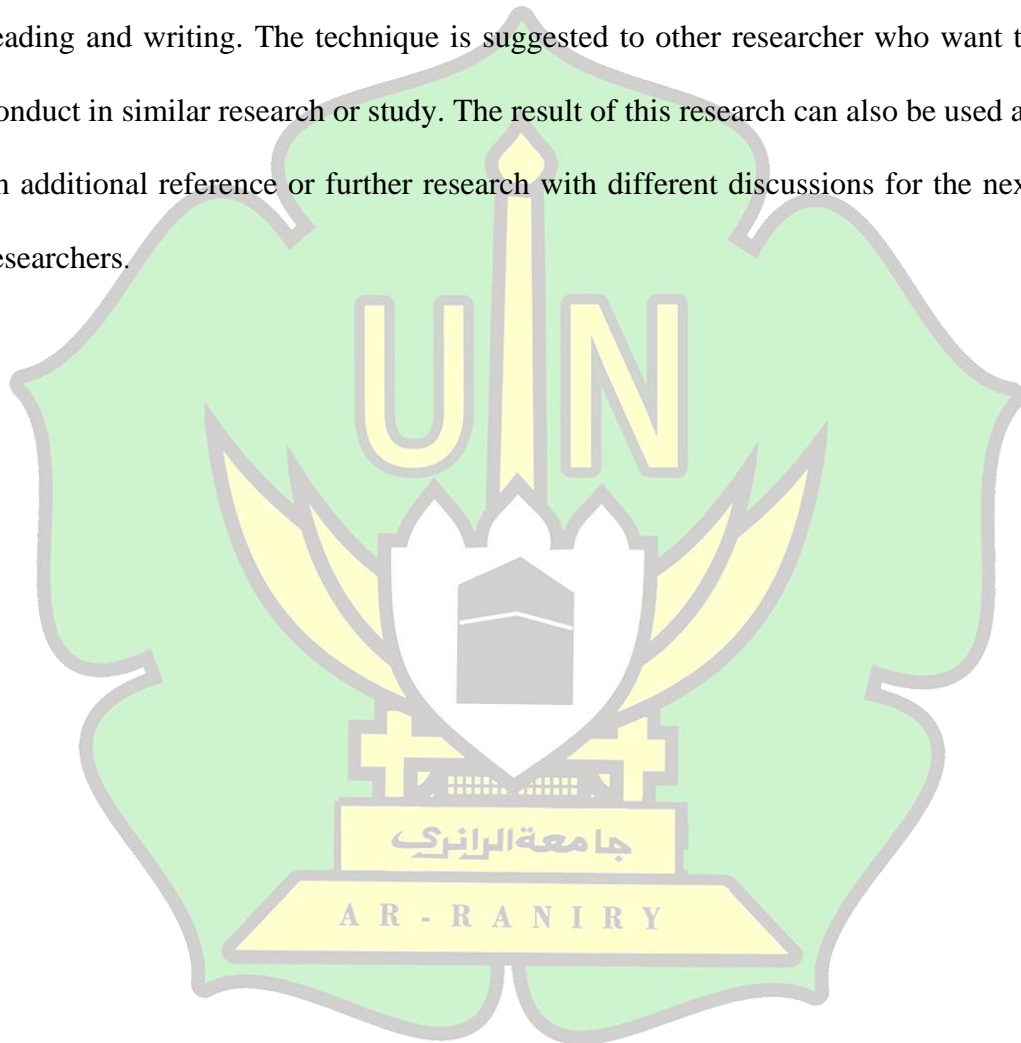
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Appendix A: Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2414/Un.08/FTK/Kp.07.6/03/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	a.	bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
	b.	bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
	c.	bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat	: 1.	Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
	2.	Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
	3.	Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
	4.	Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
	5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	6.	Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
	7.	Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
	8.	Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
	9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
	10.	Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
	11.	Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	:	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-2274/Un.08/FTK/Kp.07.6/01/2023
KEDUA	:	Menunjuk Saudara :

1.	Prof. Dr. Luthfi Auni, M.A	Sebagai Pembimbing pertama
2.	Drs. Amiruddin, M.Pd	Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama	:	Alfiani S
NIM	:	190203122
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Use of Crossword Puzzle to Enhance Students Vocabulary Mastery

KETIGA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.
KELIMA	:	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan.
KEENAM	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di	: Banda Aceh
Pada tanggal	: 05 Maret 2024
Dekan,	

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip

BLU

Appendix B: Recommendation Letter from Fakultas Tarbiyah Dan Keguruan to conduct the research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-1875/Un.08/FTK.1/TL.00/2/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMPN 2 Kuala

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **ALFIANI. S / 190203122**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Blangkrueng, baitussalam, aceh besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use Of Crossword Puzzle to Enhance Students Vocabulary Mastery*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 08 Maret 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Confirmation Letter for research field from the head of SMPN 2 Kuala

PEMERINTAH KABUPATEN NAGAN RAYA
DINAS PENDIDIKAN
SMP NEGERI 2 KUALA
Jl. T. H. Meurah Ahmad Simpang Peuet Kecamatan Kuala Kode Pos 23661
-NPSN : 1010 8206   -Akreditas A   - Email : smpnegerikuala2@gmail.com
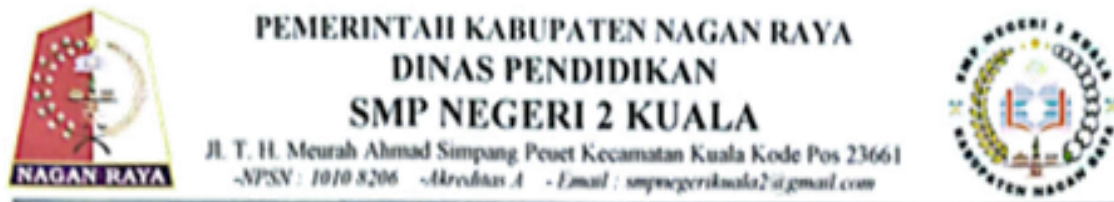
SURAT KETERANGAN PENELITIAN
Nomor : 421.3/ 44 / 2024

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Kuala menerangkan bahwa :

Nama	:	**ALFIANIS**
NIM	:	190203122
Jurusan	:	Pendidikan Bahasa Inggris
Universitas	:	Universitas Islam Negeri Ar-Raniry Banda Aceh

Benar yang tersebut namanya di atas mengadakan Penelitian/mengumpul data pada SMP Negeri 2 Kuala Kecamatan Kuala Kabupaten Nagan Raya untuk penyusunan data-data yang menyangkut dengan judul   *"The Use of Crossword Puzzle to Enhance Students Vocabulary Mastery"* sesuai dengan Surat Penelitian Nomor B-1875/Un.08/FTK.1/TL.00/2/2024 pada tanggal 06 Februari 2024. Yang mana telah melakukan penelitian pada tanggal 07 S.d 17 Februari 2024 selesai dilaksanakan dengan hasil baik.

Demikian Surat Keterangan Penelitian ini kami buat, untuk dapat dipergunakan seperlunya.

Simpang Peut, 17 Februari 2024
Kepala SMP Negeri 2 Kuala

H. AIDUSAL, S.Pd
317200312001

Appendix D: Research Instrument (Pre-test and Post-test)

INSTRUMENT OF PRE-TEST

NAME :   **CLASS :**

KERJAKANLAH SOAL DI BAWAH INI DENGAN BENAR DAN TEPAT!

Match the meaning of words in column A with ones in column B!

No	Column A	Answer	Column B
1	Giving Attention		a. A natural and common way to react to unexpected events or information
2	Expressing opinion		b. refers to the ability to acknowledge and respond to the emotional struggles and experiences
3	Offering help		c. To express agreement with someone's opinion.
4	Requesting something		d. A way or an expression to suggest or offer help to someone who needs it
5	Asking for and giving advice		e. To express regret or remorse to someone when you have done something wrong
6	Expression of sympathy		f. Use to show our care or attention to other or someone.
7	Expressing surprise		g. Related to the business where you need advice or assistance from your relatives and friends
8	Expressing pride		h. To ask for something or ask someone to do something in a polite or formal way
9	Asking for an apology		i. The act of saying what you think or showing how you feel using words
10	Expressing agreement		j. Perceived as motivated by self-interest
11	Giving Suggestion		k. To express agreement with someone's opinion.
12	Expressing Obligation		l. An expression used for something pleasant.
13	Expressing pleasure		m. an expression that expresses dislike/hate for something
14	Expressing disagreement		n. An expression used to express or state an obligation or strict rule to others or oneself.

15	Expressing dislikes		o. Expressions we use to ask for and give advice or recommendations

Choose your correct answer!

16. Libby: I heard the news. You get promoted. They also said you hit the new record for monthly sales. . . . . . you deserve it.
    Arlo: Thanks.
    a. You did incredible job by saving the company from bankruptcy
    b. Congratulations on being a best employee of the month
    c. Congratulations
    d. Congratulations for winning the championship
    https://www.dimensibahasainggris.com/

17. Dad: You did it honey. You've showed the people that you're the best.
    Izma: I couldn't do it without you dad.
    Dad: . . . . .
    Izma: Thanks dad.
    a. I'm proud of you.
    b. How beautiful you are.
    c. You have such beautiful eyes.
    d. What a lovely daughter.
    https://www.dimensibahasainggris.com/

18. Akira: Where did you buy that costume?
    Jun: I didn't buy it. I made it.
    Akira: Really?
    Jun: Yes.
    Akira: . . . . . You are creative.
    Jun: Thanks.
    a. Congratulations.
    b. Wonderful.
    c. I'm proud of you.
    d. Unbelievable.
    https://www.dimensibahasainggris.com/

19. Ardi: You get the highest score on English test. . . . . .
    Nizar: Thank you.
    Where do you learn English?
    Nizar: I learn English at www.dimensibahasainggris.com.
    Ardi: Cool.
    a. Beautiful.
    b. What an easy test.
    c. Awful.

d. Well done!
https://www.dimensibahasainggris.com/

20. The following expressions are used to congratulate someone, except!
       a. Fantastic!
       b. I'm proud of you.
       c. Shame on you!
       d. You did incredible job!
       https://www.dimensibahasainggris.com/

The answer key of Pre-test

1.	f	11.	o
2.	i	12.	n
3.	d	13.	l
4.	h	14.	k
5.	g	15.	m
6.	b	16.	C
7.	a	17.	A
8.	j	18.	B
9.	e	19.	D
10.	c	20.	C
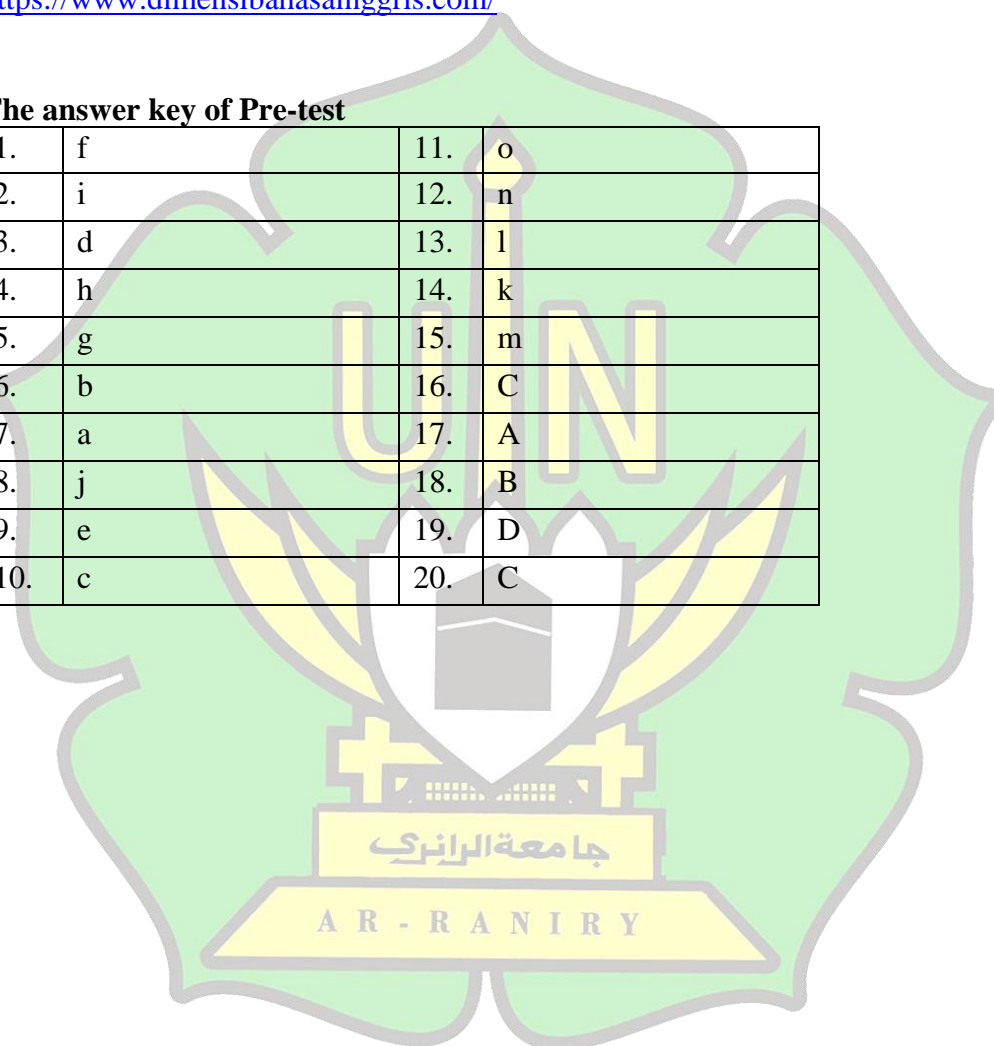
INSTRUMENT POST-TEST

NAME :   CLASS :

KERJAKANLAH SOAL DI BAWAH INI DENGAN BENAR DAN TEPAT!

Match the meaning of words in column A with ones in column B!

No	Column A	Answer	Column B
1	Giving suggestion		a. A natural and common way to react to unexpected events or information
2	Expressing Obligation		b. refers to the ability to acknowledge and respond to the emotional struggles and experiences
3	Expressing pride		c. To express agreement with someone's opinion.
4	Requesting something		d. A way or an expression to suggest or offer help to someone who needs it
5	Asking for and giving advice		e. To express regret or remorse to someone when you have done something wrong
6	Asking for an apology		f. Use to show our care or attention to other or someone.
7	Expressing dislike		g. Related to the business where you need advice or assistance from your relatives and friends
8	Offering help		h. To ask for something or ask someone to do something in a polite or formal way
9	Expression of sympathy		i. The act of saying what you think or showing how you feel using words
10	Expressing pleasure		j. Perceived as motivated by self-interest
11	Giving Attention		k. To express agreement with someone's opinion.
12	Expressing Opinion		l. An expression used for something pleasant.
13	Expressing agreement		m. an expression that expresses dislike/hate for something
14	Expressing disagreement		n. An expression used to express or state an obligation or strict rule to others or oneself.
15	Expressing surprise		o. Expressions we use to ask for and give advice or recommendations

Choose your correct answer!

16. Libby: I heard the news. You get promoted. They also said you hit the new record for monthly sales. . . . . . you deserve it.
    Arlo: Thanks.
    a. Congratulations
    b. Congratulations on being a best employee of the month
    c. You did incredible job by saving the company from bankruptcy
    d. Congratulations for winning the championship
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17. Dad: You did it honey. You've showed the people that you're the best.
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    Dad: . . . . .
    Izma: Thanks dad.
    a. What a lovely daughter.
    b. How beautiful you are.
    c. You have such beautiful eyes.
    d. I'm proud of you.
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    Akira: . . . . . You are creative.
    Jun: Thanks.
    a. I'm proud of you.
    b. Congratulations.
    c. Wonderful.
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    Ardi: Cool.
    a. Beautiful.
    b. Well done!
    c. Awful.

d. What an easy test.
https://www.dimensibahasainggris.com/

20. The following expressions are used to congratulate someone, except!
    a. Shame on you!
    b. I'm proud of you.
    c. Fantastic!
    d. You did incredible job!
    https://www.dimensibahasainggris.com/

The key of post-test

1.	o	11.	f
2.	n	12.	i
3.	j	13.	k
4.	h	14.	c
5.	g	15.	a
6.	e	16.	A
7.	l	17.	D
8.	d	18.	C
9.	b	19.	B
10.	l	20.	A
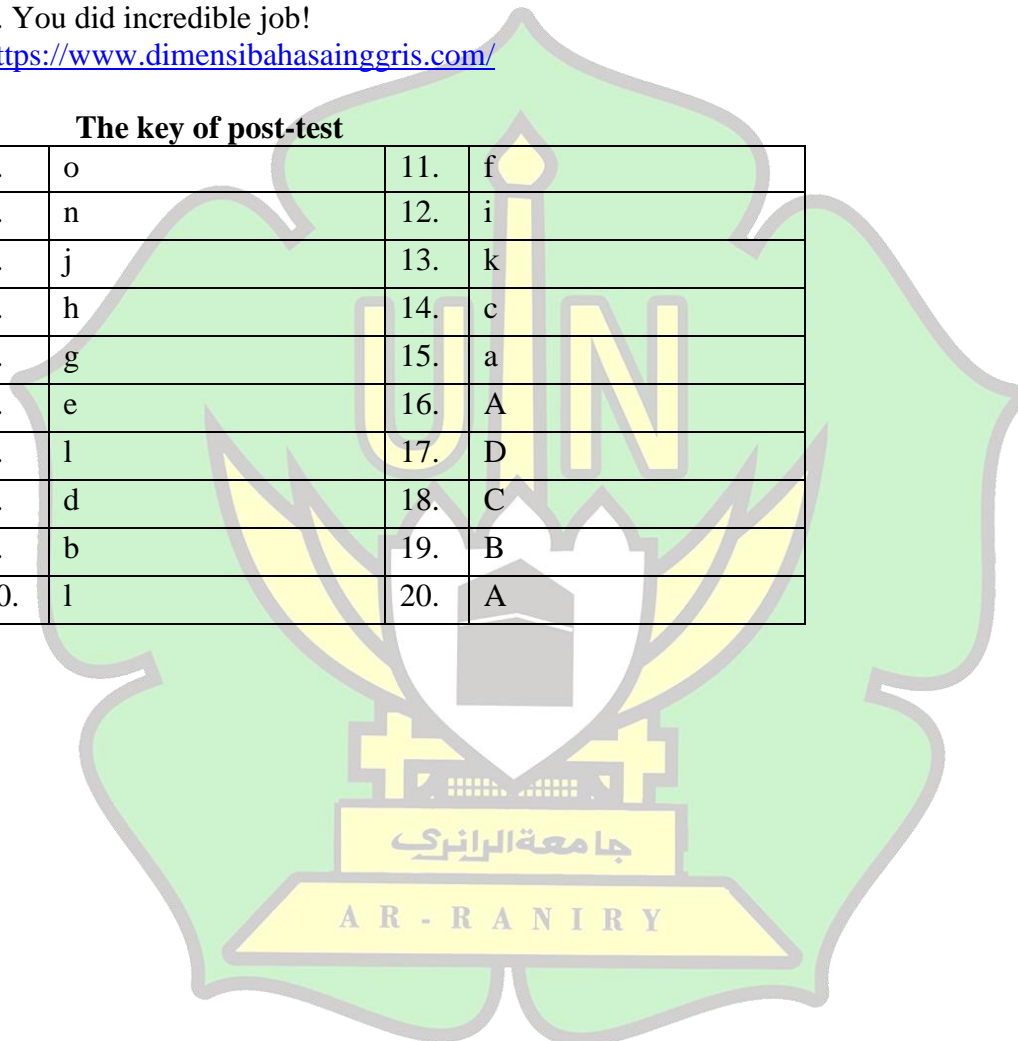
RENCANA PELAKSAAN PEMEBELAJARAN (RPP)

A. IDENTITAS GURU

Nama Guru   : Alfiani S

Sekolah   : SMP Negeri 2 Kuala

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII/I

Materi   : Ungkapan meminta perhatian,

Alokasi Waktu : 1 x perteuan = 2JP @40 menit

1. Tujuan Pembelajaran

- Siswa mampu mengembangkan rasa ingin tahu dan tanggung jawab.

- Siswa mampu mengidentifikasi fungsi dan tujuan pada ungkapan

- Siswa mampu mengidentifikasi struktur pada ungkapan.

- Siswa mampu mengidentifikasi informasi yang terdapat dalam teks percakapan ungkapan meminta perhatian

- Siswa mampu menyebutkan ide pokok dari teks percakapan ungkapan.

2. Kompetisi Dasar

- 3.10 Memahami tujuan, struktur teks, dan unsur kebahasan dari ungkapan. lisan dan tulis tentang orang, benda, sangat pendek dan sederhana.

3. Langkah-langkah Kegiatan Pembelajaran

3.1 Alat dan Bahan

- Alat   : Spidol, papan tulis.

- Bahan : worksheet, contoh teks percakapan.

3.2 Metode Pembelajaran

- Model pembelajaran : Crossword Puzzle

- Pendekatan   : Scientific learning approach

3.3 Siswa berlatih praktik /mengerjakan project berdiskusi,

menganalisis,membuat dan menjawab pertanyaan dari teks percakapan

ungkapan

3.4 Menyimpulkan dan Penilaian Pembelajaran

- Kesimpuan pembelajaran

  Siswa dapat menyimpulkan topik pembelajaran teks percakapan

  ungkapan dan memastikan bahwa mereka benar-benar paham tentang

  topik tersebut.

- Penilaian

  Rasa ingin tahu : Melalui pengamatan pada saat

  proses pembelajaran

  Tanggung jawab : Melalui pengamatan pada saat

  proses dan hasil pembelajaran.

  Pengetahuan dan keterampilan : Melalui diskusi, tanya jawab, dan

  tugas yang diberikan oleh guru.

PROSES PEMEBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahulu	10 menit
Apersepsi - Melakukan pembukaan dengan mengucapapkan salam dan mengajak peserta didik untuk berdoa - Memeriksa kehadiran peserta didik. - Menyampaikan rencana pembelajaran. - Menyampaikan tujuan pembelajaran	
Kegiatan Inti	50 menit
- Guru menjelaskan secara rinci materi tentang	

	ungkapan. - Guru memberikan contoh teks percakapan ungkapan meminta perhatian. - Guru melibatkan peserta didik dalam memberikan contoh. - Guru menjelaskan tentang Crossword Puzzle kepada peserta didik. - Guru membagi peserta didik kedalam beberapa kelompok. Setiap kelompok terdiri dari 4-5 orang. - Guru memberikan peran kepada peserta didik dalam setiap kelompoknya sebagai leader, clunk expert, gist expert, dan announcer. - Guru menjelaskan langkah-langkah Crossword Puzzle game - Guru meminta peserta didik untuk melakukan langkah Crossword Puzzle game **Konfirmasi:** - Guru memberikan umpan balik berupa koreksi dan masukan kepada peserta didik. - Guru menanggapi pertanyaan dan memberikan penjelasan apabila masih terdapat misunderstanding. - Guru dan siswa bersama-sama menyimpulkan pembelajaran yang telah dilaksanakan	
Kegiatan Penutup		15 Menit
	- Bersama-sama dengan peserta didik guru membuat simpulan atau rangkuman pelajaran. - Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang pelajaran yang telah	

| diberikan. |
| - Guru menutup kegiatan pembelajaran. |

Mengetahui

Guru Bahasa Inggris   Peneliti

SMPN 2 Kuala

Welas Meidar, S.Pd.   Alfiani S

Lampiran I: Rubrik Penilaian

1. Rubrik Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang di nilai				Jumlah Skor
		BS	JJ	TJ	DS	
1						
2						

Keterangan:

- BS : Bekerja Sama
- JJ : Jujur
- TJ: Tangggung Jawab
- DS : Disiplin

Catatan:

Aspek Perilaku dinilai dengan kriteria:

- 76-100 = Sangat baik
- 51-75 = Baik
- 26-51 = Cukup
- 1-25 = Kurang

2. Rubrik Penilaian Pengetahuan

No	Nama Siswa	Pengetahuan				
		I	II	III	IV	Jumlah
1						
2						
3						

Keterangan: Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.

3. Rubrik Penilaian Keterampilan (Individu)

No	Nama Siswa	Konsep	Jawaban	Kreativitas	Waktu	Hasil	Jumlah
1							
2							
3							

4. Rubrik Penilaian Keterampilan (Kelompok)

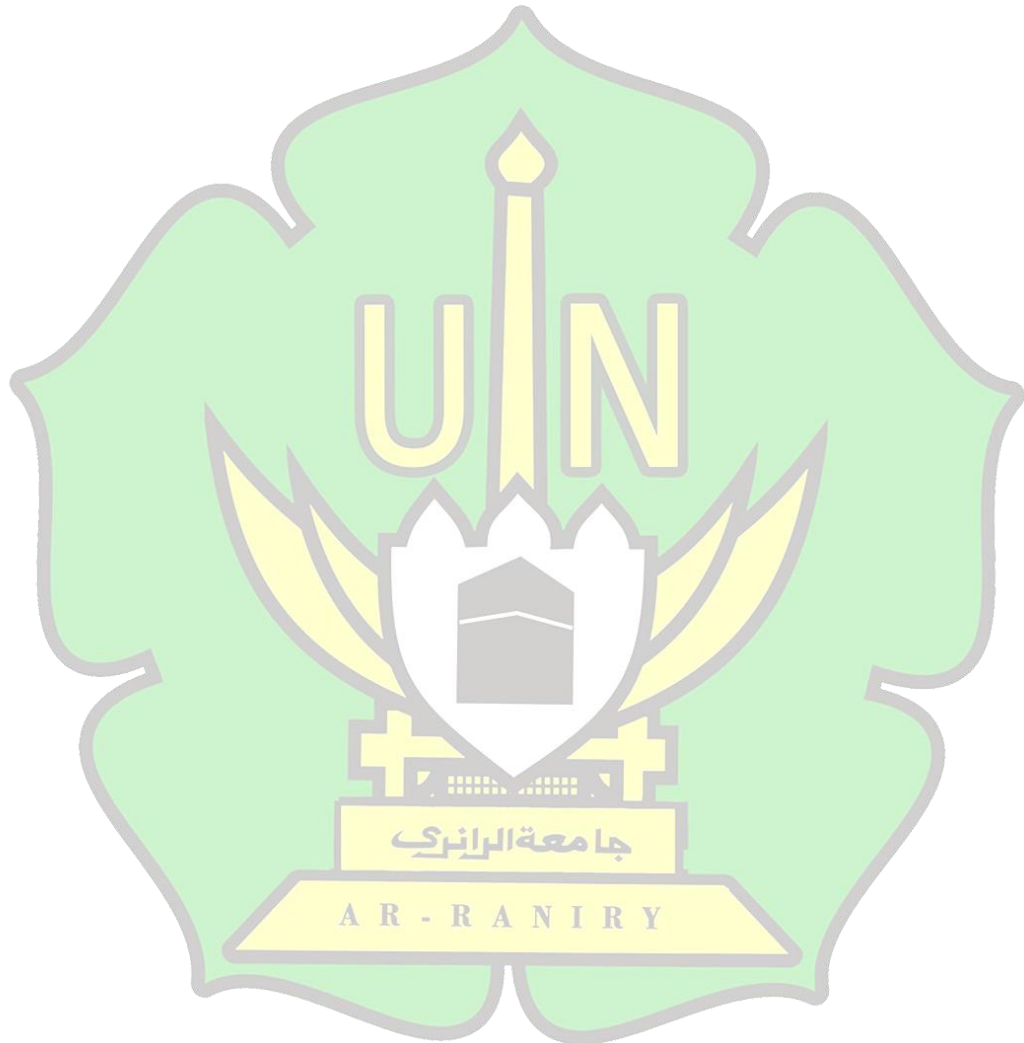| No	Kriteria	Kelompok						
		1	2	3	4	5	6	7
1	Kesesuaian dengan konsep dan prinsip bidang studi							
2	Ketepatan							
3	Kreativitas							
4	Ketepatan waktu pengumpulan tugas							
5	Keterampilan hasil							
	Jumlah							

Keterangan:

4 = Sangat Baik

3 = Baik

2 = Cukup Baik

1 = Kurang Baik

Nilai perolehan = $\frac{Jumlah\ Skor}{20}$ x 10
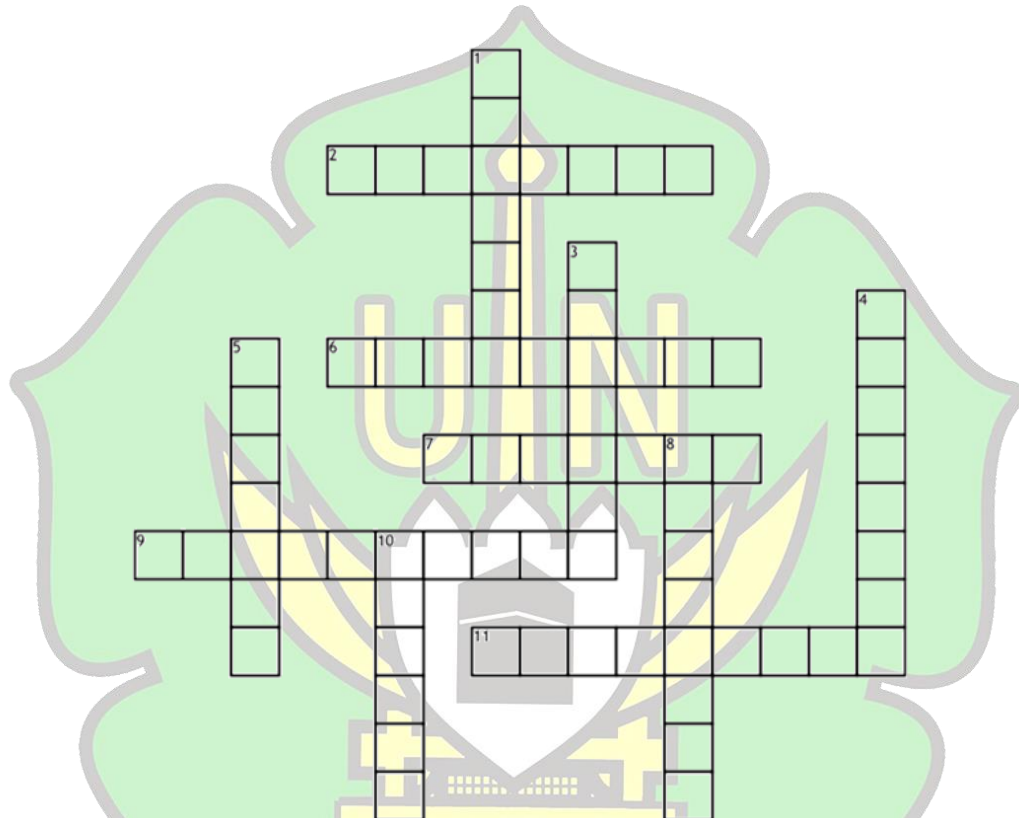
Lampiran

WORKSHEET I

Work in group. Fill in the puzzle below correctly!

Group: **Member:**

Across
2. _____ is the process of getting information into the memory system
6. _____ is the process by which information is held in working memory
7. Taking notes while listening to a lecture is an example of _____ attention
9. Speed of _____ is how quickly and efficiently the early steps in information processing are completed.
11. Getting information back out of memory is termed _____.

Down
1. _____ involves the manner in which information is represented and kept in memory.

3. _____ memory is the active processes and structures involved in holding information in mind and simultaneously using that information
4. A grocery list is an example of what type of memory aid?
5. _____ memory is a brief and almost identical representation of the stimuli that exists in the observable environment
8. _____ memory is intentional and conscious remembering of information learned and remembered at a specific point in time
10. The _____ effect demonstrates the interference that automatic processing of words has on the more effortful task of naming the colors

RENCANA PELAKSAAN PEMEBELAJARAN (RPP)

B. IDENTITAS GURU

Nama Guru   : Alfiani S

Sekolah   : SMP Negeri 2 Kuala

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII/I

Materi   : Expressing Suprise

Alokasi Waktu   : 1 x perteuan = 2JP @40 menit

1. Tujuan Pembelajaran

- Siswa mampu mengembangkan rasa ingin tahu dan tanggung jawab.
- Siswa mampu mengidentifikasi fungsi dan tujuan pada ungkapan
- Siswa mampu mengidentifikasi struktur pada ungkapan.
- Siswa mampu mengidentifikasi informasi yang terdapat dalam teks percakapan ungkapan rasa terkejut
- Siswa mampu menyebutkan ide pokok dari kalimat ungkapan.

2. Kompetisi Dasar

- 3.10 Memahami tujuan, struktur teks, dan unsur kebahasan dari ungkapan.
  lisan dan tulis tentang orang, dan benda, sangat pendek dan sederhana.

3. Langkah-langkah Kegiatan Pembelajaran

 3.1. Alat dan Bahan

- Alat   : Spidol, papan tulis.
- Bahan   : worksheet, contoh teks percakapan.

 3.2. Metode Pembelajaran

- Model pembelajaran   : Crossword Puzzle
- Pendekatan   : Scientific learning approach

3.3 Siswa berlatih praktik /mengerjakan project berdiskusi,

menganalisis,membuat dan menjawab pertanyaan dari teks percakapan

ungkapan

3.4. Menyimpulkan dan Penilaian Pembelajaran

- Kesimpuan pembelajaran

  Siswa dapat menyimpulkan topik pembelajaran mengenai teks ungkapan dan memastikan bahwa mereka benar-benar paham tentang topik tersebut.

- Penilaian

  Rasa ingin tahu : Melalui pengamatan pada saat proses pembelajaran

  Tanggung jawab : Melalui pengamatan pada saat proses dan hasil pembelajaran.

  Pengetahuan dan keterampilan : Melalui diskusi, tanya jawab, dan tugas yang diberikan oleh guru.

PROSES PEMEBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahulu	10 menit
Apersepsi - Melakukan pembukaan dengan mengucapapkan salam dan mengajak peserta didik untuk berdoa - Memeriksa kehadiran peserta didik. - Menyampaikan rencana pembelajaran. - Menyampaikan tujuan pembelajaran	
Kegiatan Inti	50 menit
- Guru menjelaskan secara rinci materi tentang ungkapan. - Guru memberikan contoh teks percakapan ungkapan rasa terkejut - Guru melibatkan peserta didik dalam memberikan	

contoh. - Guru menjelaskan tentang Crossword Puzzle kepada peserta didik. - Guru membagi peserta didik kedalam beberapa kelompok. Setiap kelompok terdiri dari 4-5 orang. - Guru memberikan peran kepada peserta didik dalam setiap kelompoknya sebagai leader, clunk expert, gist expert, dan announcer. - Guru menjelaskan langkah-langkah Crossword Puzzle game - Guru meminta peserta didik untuk melakukan langkah Crossword Puzzle game **Konfirmasi:** - Guru memberikan umpan balik berupa koreksi dan masukan kepada peserta didik. - Guru menanggapi pertanyaan dan memberikan penjelasan apabila masih terdapat misunderstanding. - Guru dan siswa bersama-sama menyimpulkan pembelajaran yang telah dilaksanakan	
Kegiatan Penutup	16 Menit
- Bersama-sama dengan peserta didik guru membuat simpulan atau rangkuman pelajaran. - Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang pelajaran yang telah diberikan. - Guru menutup kegiatan pembelajaran.	

Mengetahui

Guru Bahasa Inggris   Peneliti

SMPN 2 Kuala

Welas Meidar, S.Pd.   Alfiani S

Lampiran I: Rubrik Penilaian

1. Rubrik Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang di nilai				Jumlah Skor
		BS	JJ	TJ	DS	
1						
2						

Keterangan:

- BS : Bekerja Sama
- JJ : Jujur
- TJ: Tangggung Jawab
- DS : Disiplin

Catatan:

Aspek Perilaku dinilai dengan kriteria:

- 76-100 = Sangat baik
- 51-75 = Baik
- 26-51 = Cukup
- 1-25 = Kurang

2. Rubrik Penilaian Pengetahuan

No	Nama Siswa	Pengetahuan				
		I	II	III	IV	Jumlah
1						
2						
3						

Keterangan: Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.

3. Rubrik Penilaian Keterampilan (Individu)

No	Nama Siswa	Konsep	Jawaban	Kreativitas	Waktu	Hasil	Jumlah
1							
2							
3							

4. Rubrik Penilaian Keterampilan (Kelompok)

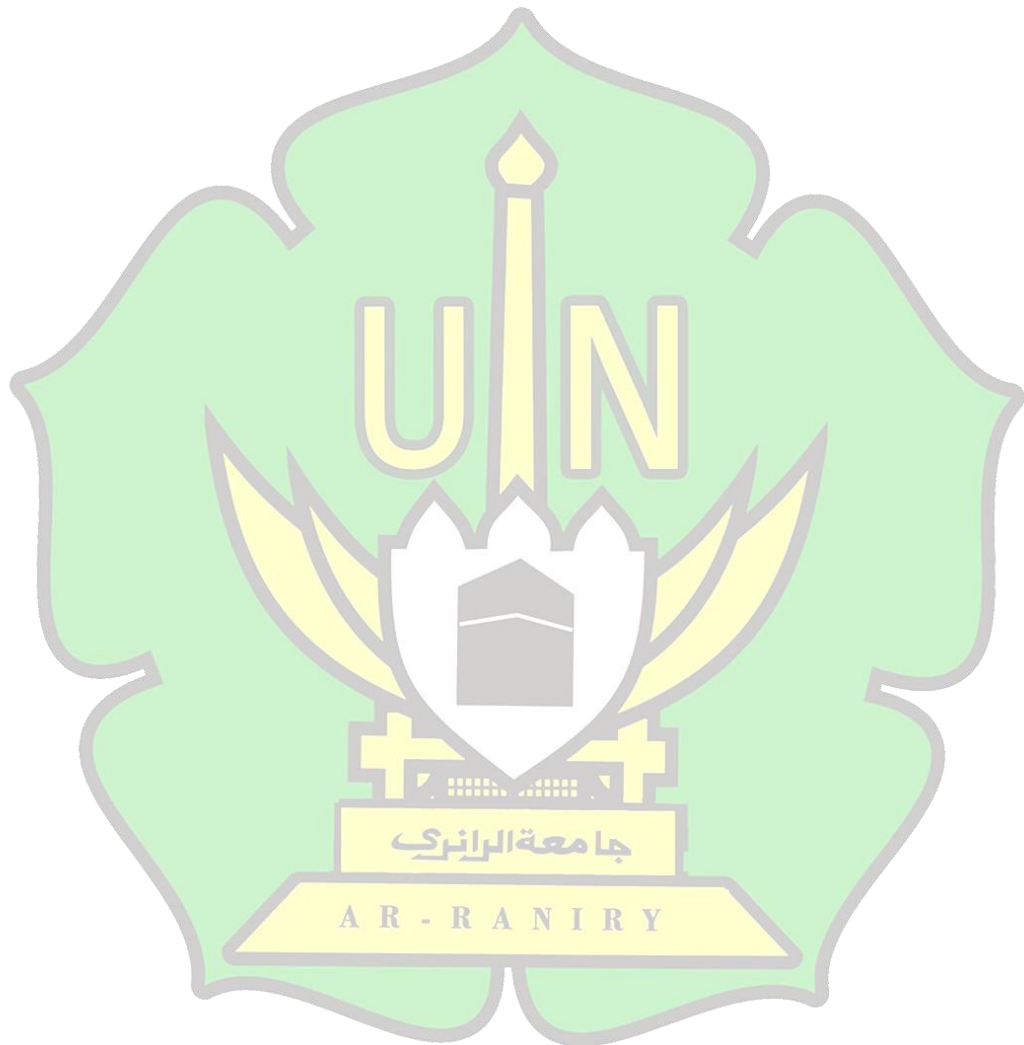| No	Kriteria	Kelompok						
		1	2	3	4	5	6	7
1	Kesesuaian dengan konsep dan prinsip bidang studi							
2	Ketepatan							
3	Kreativitas							
4	Ketepatan waktu pengumpulan tugas							
5	Keterampilan hasil							
	Jumlah							

Keterangan:

4 = Sangat Baik

3 = Baik

2 = Cukup Baik

1 = Kurang Baik

Nilai perolehan = $\frac{Jumlah\ Skor}{20}$ x 10

Lampiran

WORKSHEET III

Work in group. Fill in the puzzle below correctly!

Group: **Member:**
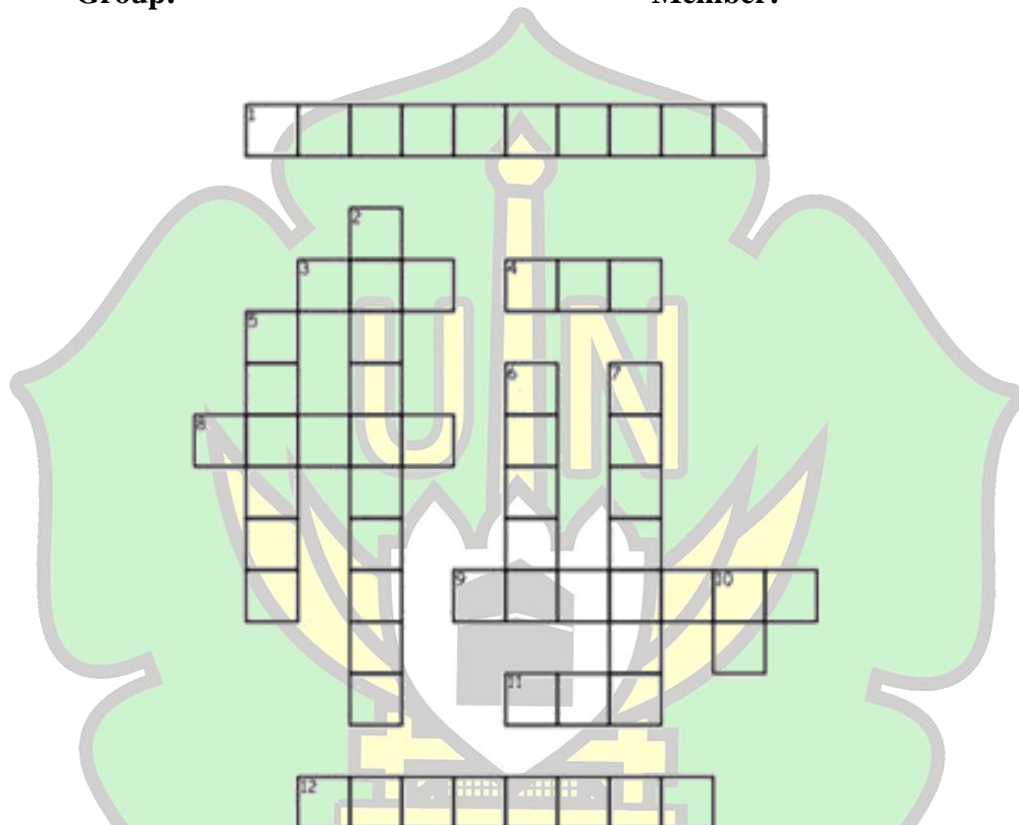
Across

1. When is your birthday? (00/00/0000)

3. Best mom

4. Best candy crush player

8. What is between your ankle and your 大腿

9. YO what's up

11. OK For reals... ArE yOu ReAdY fOr ThE sUrPrIsE?!?

12. What are you getting after this?

Down

2. What's today?

5. What day of the week is it

6. Are you ready for the surprise?

7. whats on your arm

10. Is the surprise food?

Word Bank

MOTHER'S DAY	SURPRISE	MAYBE	NO
11/01/1973	YOU	MOM	CEILING
SUNDAY	KNEES	MUSCLES	YES

RENCANA PELAKSAAN PEMEBELAJARAN (RPP)

C. IDENTITAS GURU

Nama Guru : Alfiani S

Sekolah : SMP Negeri 2 Kuala

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII/I

Materi : Ungkapan meminta serta mengungkapkan pendapat

Alokasi Waktu : 1 x perteuan = 2JP @40 menit

1. Tujuan Pembelajaran

- Siswa mampu mengembangkan rasa ingin tahu dan tanggung jawab.
- Siswa mampu mengidentifikasi fungsi dan tujuan pada ungkapan
- Siswa mampu mengidentifikasi struktur pada ungkapan.
- Siswa mampu mengidentifikasi informasi yang terdapat dalam teks percakapan ungkapan meminta serta mengungkapkan pendapat
- Siswa mampu menyebutkan ide pokok dari teks percakapan ungkapan.

2. Kompetisi Dasar

- 3.10 Memahami tujuan, struktur teks, dan unsur kebahasan dari ungkapan. lisan dan tulis tentang orang, benda, sangat pendek dan sederhana.

3. Langkah-langkah Kegiatan Pembelajaran

 3.1. Alat dan Bahan

- Alat : Spidol, papan tulis.
- Bahan : worksheet, contoh teks percakapan.

 3.2. Metode Pembelajaran

- Model pembelajaran : Crossword Puzzle
- Pendekatan : Scientific learning approach

3.3 Siswa berlatih praktik /mengerjakan project berdiskusi, menganalisis,membuat dan menjawab pertanyaan dari teks percakapan ungkapan

3.4. Menyimpulkan dan Penilaian Pembelajaran

- Kesimpuan pembelajaran

  Siswa dapat menyimpulkan topik pembelajaran teks percakapan ungkapan dan memastikan bahwa mereka benar-benar paham tentang topik tersebut.

- Penilaian

  Rasa ingin tahu : Melalui pengamatan pada saat proses pembelajaran

  Tanggung jawab : Melalui pengamatan pada saat proses dan hasil pembelajaran.

  Pengetahuan dan keterampilan : Melalui diskusi, tanya jawab, dan tugas yang diberikan oleh guru.

PROSES PEMEBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahulu	10 menit
Apersepsi - Melakukan pembukaan dengan mengucapapkan salam dan mengajak peserta didik untuk berdoa - Memeriksa kehadiran peserta didik. - Menyampaikan rencana pembelajaran. - Menyampaikan tujuan pembelajaran	
Kegiatan Inti	50 menit
- Guru menjelaskan secara rinci materi tentang ungkapan.	

- Guru memberikan contoh teks percakapan ungkapan meminta perhatian. - Guru melibatkan peserta didik dalam memberikan contoh. - Guru menjelaskan tentang Crossword Puzzle kepada peserta didik. - Guru membagi peserta didik kedalam beberapa kelompok. Setiap kelompok terdiri dari 4-5 orang. - Guru memberikan peran kepada peserta didik dalam setiap kelompoknya sebagai leader, clunk expert, gist expert, dan announcer. - Guru menjelaskan langkah-langkah Crossword Puzzle game - Guru meminta peserta didik untuk melakukan langkah Crossword Puzzle game **Konfirmasi:** - Guru memberikan umpan balik berupa koreksi dan masukan kepada peserta didik. - Guru menanggapi pertanyaan dan memberikan penjelasan apabila masih terdapat misunderstanding. - Guru dan siswa bersama-sama menyimpulkan pembelajaran yang telah dilaksanakan	
Kegiatan Penutup	17 Menit
- Bersama-sama dengan peserta didik guru membuat simpulan atau rangkuman pelajaran. - Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang pelajaran yang telah diberikan. - Guru menutup kegiatan pembelajaran.	

Mengetahui

Guru Bahasa Inggris   Peneliti

SMPN 2 Kuala

Welas Meidar, S.Pd.   Alfiani S

Lampiran I: Rubrik Penilaian

1. Rubrik Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang di nilai				Jumlah Skor
		BS	JJ	TJ	DS	
1						
2						

Keterangan:

- BS : Bekerja Sama

- JJ : Jujur

- TJ: Tangggung Jawab

- DS : Disiplin

Catatan:

Aspek Perilaku dinilai dengan kriteria:

- 76-100 = Sangat baik

- 51-75 = Baik

- 26-51 = Cukup

- 1-25 = Kurang

-

2. Rubrik Penilaian Pengetahuan

No	Nama Siswa	Pengetahuan				
		I	II	III	IV	Jumlah
1						

2						
3						

Keterangan: Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.

3. Rubrik Penilaian Keterampilan (Individu)

No	Nama Siswa	Konsep	Jawaban	Kreativitas	Waktu	Hasil	Jumlah
1							
2							
3							

4. Rubrik Penilaian Keterampilan (Kelompok)

No	Kriteria	Kelompok						
		1	2	3	4	5	6	7
1	Kesesuaian dengan konsep dan prinsip bidang studi							
2	Ketepatan							
3	Kreativitas							
4	Ketepatan waktu pengumpulan tugas							
5	Keterampilan hasil							
	Jumlah							

Keterangan:

4 = Sangat Baik

3 = Baik

2 = Cukup Baik

1 = Kurang Baik

Nilai perolehan $= \dfrac{Jumlah\ Skor}{20} \times 10$

Appendix F: Documentation

PRE-TEST

NAME : Raihan Maulana   CLASS : VIII / 2

KERJAKANLAH SOAL DI BAWAH INI DENGAN BENAR DAN TEPAT!

Match the meaning of words in column A with ones in column B!

No	Column A	Answer	Column B
1	Giving Attention	b	a. A natural and common way to react to unexpected events or information
2	Expressing opinion	c	b. refers to the ability to acknowledge and respond to the emotional struggles and experiences
3	Offering help	d	c. To express agreement with someone's opinion.
4	Requesting something	h	d. A way or an expression to suggest or offer help to someone who needs it
5	Asking for and giving advice	g	e. To express regret or remorse to someone when you have done something wrong
6	Expression of sympathy	h	f. Use to show our care or attention to other or someone.
7	Expressing surprise	e	g. Related to the business where you need advice or assistance from your relatives and friends
8	Expressing pride	i	h. To ask for something or ask someone to do something in a polite or formal way
9	Asking for an apology	j	i. The act of saying what you think or showing how you feel using words
10	Expressing agreement		j. Perceived as motivated by self-interest
11	Giving Suggestion	k	k. To express agreement with someone's opinion.
12	Expressing Obligation		l. An expression used for something pleasant.
13	Expressing pleasure	l	m. an expression that expresses dislike/hate for something
14	Expressing disagreement	o	n. An expression used to express or state an obligation or strict rule to others or oneself.
15	Expressing dislikes	m	o. Expressions we use to ask for and give advice or recommendations

Choose your correct answer!

16. Libby: I heard the news. You get promoted. They also said you hit the new record for monthly sales. . . . . . you deserve it.
    Arlo: Thanks.
    a. You did incredible job by saving the company from bankruptcy
    b. Congratulations on being a best employee of the month
    ✗ Congratulations
    d. Congratulations for winning the championship
    https://www.dimensibahasainggris.com/

17. Dad: You did it honey. You've showed the people that you're the best.
    Izma: I couldn't do it without you dad.
    Dad: . . . . .
    Izma: Thanks dad.
    ✗ I'm proud of you.
    b. How beautiful you are.
    c. You have such beautiful eyes.
    d. What a lovely daughter.
    https://www.dimensibahasainggris.com/

18. Akira: Where did you buy that costume?
    Jun: I didn't buy it. I made it.
    Akira: Really?
    Jun: Yes.
    Akira: . . . . . You are creative.
    Jun: Thanks.
    a. Congratulations.
    ✗ Wonderful.
    c. I'm proud of you.
    d. Unbelievable.
    https://www.dimensibahasainggris.com/

19. Ardi: You get the highest score on English test. . . . . .
    Nizar: Thank you.
    Where do you learn English?
    Nizar: I learn English at www.dimensibahasainggris.com.
    Ardi: Cool.
    a. Beautiful.
    b. What an easy test.
    c. Awful.
    ✗ Well done!
    https://www.dimensibahasainggris.com/

20. The following expressions are used to congratulate someone, e
    a. Fantastic!
    b. I'm proud of you.
    ✗ Shame on you!
    d. You did incredible job!
    https://www.dimensibahasainggris.com/

Appendix G: Autobiography

Name   : Alfiani S

Students Number   : 190203122

Place/Date of Birth   : Simpang Peut, 08 Maret 2001

Gender   : Female

Religion   : Islam

Status   : Single

Occupation   : Student

Nationally   : Indonesia

Address   : Blangkrueng,, komplek Perumahan BTN No. C3, Baitussalam, Aceh Besar

Email   : 190230122@student.ar-raniry.ac.id

Phone Number   : 082363326504

Parents

    Name of Father   : (Alm) Syafari

    Name of Mother   : Darmiyah

    Father's Occupation   : -

    Mother Occupation   : Trader

    Address   : Jln. Pasar inpress, Desa Simpang Peut, Kec Kuala, Kab Nagan Raya

Education

Elementary   : SDN 1 Simpang Peut (2007-2013)

Junior high school   : SMPN 2 Kuala (2013-2016)

Senior high school   : MAN 1 Aceh Barat (2016-2017)

University   : UIN Ar-Raniry Banda Aceh (2019-2024)