

**THE EFFECT OF CROSSWORD PUZZLES TO
ENHANCE STUDENT'S ENGLISH VOCABULARY
MASTERY**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of English Education
Department



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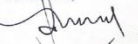
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ABSTRACT

Title : The Effect of Crossword Puzzles
to Enhance Student's English
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This study is to investigate the effectiveness of using crossword puzzles to improve English vocabulary mastery in the Seventh Grade of SMPN 16 Semarang in the Academic Year 2021/2022. This study used quantitative research method and experimental research design. This sample of the research is 66 seventh grader students of SMPN 16 Semarang. They are from 2 different classes, Students of VII D class as the experimental class, whereas students of VII C as the control class. So, there are 33 students from each group participating. This research used a written test of the pre-test and post-test as the instruments. Based on the independent sample test done for each group, the sig. (2-tailed) of the experimental post-test group is 0.000. since it is less than 0.05. It is found that H_0 was rejected and H_a was accepted. It means, there was a significant effect of using crossword puzzles on enhancing students' English vocabulary mastery.

*Keywords: Crossword Puzzles, Significant effect,
Vocabulary mastery*

MOTTO

Don't tell Allah "*I have a big problem*", but tell the problem that "*I have a big God*".

(Ali bin Abi Thalib)

DEDICATION

In the name of Allah *'AzzawaJalla*, the lord of this word, the beneficent and merciful. This research is done because of much support and motivation. No writing project is successful without the patience and prayer of everyone it is not enough just to write their name on this thesis. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department
2. My respectable and beloved father and mother (Mr. Zainal Efendi, S.E and Mrs. Mus Neli, S. Ag), always spread their affection, prayer, and love, and give their advice till the writer finished arranging this thesis. Thank you very much for giving the writer support
3. My beloved little sisters and little brother (Deva Fitriana, Devi Fitriani, Yoana Syifa Nabila, and Alfis Hafizar) always support each other to finish my thesis.
4. My big family always spread their support and prayer for the writer in writing this thesis

5. All of my lecturers in UIN Walisongo Semarang especially the Education and Teacher Training Faculty and English Education Department who have educated and taught the writer

Thanks a lot, there are no words that can express my gratitude but pray may Allah multiplies the best rewards for all your kindness.

Semarang, 15 September 2022

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Bismillahirrahmanirrahim,

Thanks to Allah, the most Gracious and most Merciful, who blesses the writer in completing this thesis. *Sholawat* and *salam* are also delivered to our beloved Prophet, Muhammad SAW, who has guided us from the darkness to the brightness era and brought us to the truth way of life. By the grace of Allah, this thesis entitled ***“The Effect of Crossword Puzzle to Enhance Student's English Vocabulary Mastery”*** was able to complete the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials for learning English Education.

With all sincerities of the writer's deepest heart, she realized that if there were no support and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum. as the dean of Education and Teacher Training Faculty.

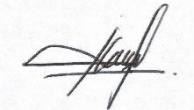
2. Sayyidatul Fadlilah, M. Pd. as the chairman of English Education Department.
3. Dra. Nuna Mustikawati Dewi, M. Pd., as the guardian lecturer during I learn in UIN Walisongo
4. Nadiah Ma'mun, M.Pd. as my advisor always gives her valuable time, guidance, correction, and some suggestions during arranging and completing this thesis.
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The writer realizes that this thesis is still far from perfection so constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted. Finally, the writer expects that this thesis would be beneficial for further study.

Semarang, 15 September 2022

The Researcher,



Putri Ulandari

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, question of the research, objective of the research, pedagogical significance, scope of the research, and organization of the research.

A. Background of the Research

Language is important for a human being without language they cannot communicate with each other.¹ It means that language is the most important element for humans. If they master a foreign language, certainly can carry out the communication well. Language is used to communicate. To communicate well in a foreign language, a student must master a sufficient number of words and know how to use them properly. Vocabulary is one of the most important elements in the English language.

Vocabulary is one of the English components, which has to be mastered and acquired by students in learning a new language. It can be argued that vocabulary is a tool of communication that needs to be taught in context and

¹ Noel Burton-Roberts, *Analyzing sentences* (London: Longman, 1986) 241

people should always be given many opportunities to use the language. Vocabulary itself consists of several parts of speech; they are nouns, verbs, adjectives, and adverbs. From those kinds of vocabulary, the first that students need to know is nouns. Vocabulary is very important in studying English. If people have less vocabulary, they not only cannot understand what other saying but also cannot make sentences to transfer their messages to other people. Thus, they will understand English expressions if they have enough vocabulary.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.² It means that vocabulary is a major component of language skills that can give learners basic speaking, listening, reading, and writing. The language

² Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University press 2008), 255.

learning process cannot be effective and productive without a solid method and vocabulary.

The activity in teaching vocabulary is a factor that can make the learning vocabulary process more effective in conveying the material subject. According to the Manual of Classification of Learning Activity books, learning activity is defined as any activity of an individual organized to improve knowledge skills or competence.³ The teacher should be creative in teaching English vocabulary to students by using and varying the activity with the subject to make the students feel interested and happy in receiving the material. Considering that, the researcher wants to give a solution, especially in increasing students' vocabulary mastery, so that later the students will be able to write in English well. The solution is by teaching vocabulary using Crossword Puzzle. Because the Crossword Puzzle game is a kind of game that will make the teaching-learning process more attractive than before. The students will feel fun, relaxed, and enjoyable, and they will memorize the vocabulary differently, that is by rewriting them.

³ Manual, Classification of Learning Activies (CLA), (European Union: Eurostat 2016).

According to Hornby, a crossword puzzle is a game in which words have to be fitted across and downwards into spaces with a number in a square diagram. By applying crossword puzzle games in teaching vocabulary, the students will be entertained. This game also stimulates the students to think about what words are appropriate to fill the blank boxes, affects the students psychologically, and makes the teaching-learning process more enjoyable, interesting, and challenging. One of the efforts to improve the students' vocabulary mastery in learning English is by using an effective, interesting, and enjoyable teaching medium for students.⁴

Based on the explanation above, the author uses crossword puzzles in learning English vocabulary with class VII students of SMPN 16 Semarang in the academic year 2022/2023 as the object of research, making this research different from other studies. Crossword puzzle games allow students to improve student's English vocabulary mastery. Related to the background above, the writer takes the title of this

⁴ Hornby, AS, Oxford Advanced Learner's Dictionary of Current English, (New York, Oxford University Press, 1987).

“skripsi” **“The Effect of Crossword Puzzle to Enhance Student's English Vocabulary Mastery”**.

B. Question of the Research

Considering the background above, the writer formulated the problem statement as follow:

“Is there any significant effect of using crossword puzzles to enhance students' English vocabulary mastery at the Seventh Grade of SMPN 16 Semarang in the Academic Year 2022/2023?”

C. Objective of the Research

By the formulation of the problem above, the purpose of this study was to obtain evidence of the effectiveness of crossword puzzles to improve English vocabulary mastery of grade VII students of SMPN 16 Semarang in the Academic Year 2022/2023.

D. Pedagogical Significance

The result of the research is expected to give contributions to the teachers, the students, and the future researcher both theoretically and practically.

1. Theoretically, this research is expected to provide theoretical significance to new findings on vocabulary mastery by using play word games such as crossword puzzles. On the other hand, this

research is expected to be a reference, framework, and guideline for related studies that will come.

2. Practically, the result of this study is beneficial:

a. For students

It is hoped that it can provide support to students to improve their vocabulary mastery. Teaching vocabulary using words in the play word game will make students relax and have fun because this method increases their learning vocabulary easily without difficulty. This means that it can make students better mastery of vocabulary.

b. For the teachers

This learning is expected to enrich the teacher's strategy in teaching vocabulary. This research will provide support to English teachers to develop teaching aids for teaching English. And researchers hope that the results of this study can be useful for other teachers in applying methods that can help teachers to increase student interest in learning English vocabulary mastery.

c. For other researchers, use this study as a reference to conduct the next research.

E. Scope of the Research

The researcher limited this study to the effectiveness of the crossword puzzles to improve the students' English vocabulary mastery in the seventh grade of SMP 16 Semarang in the academic year 2022/2023.

F. Organization of the Thesis

The researcher arranges this thesis systematically to case readers in understanding it. This thesis consists of five chapters. Each is related to another. The organizations of the thesis are:

Chapter one is the introduction of this research which wraps up the background of the research, question of the research, objective of the research, pedagogical significance, scope of the research, and organization of the thesis.

Chapter two covers the Literature review, previous research, and conceptual framework. The literature review presents several theories related to vocabulary, crossword puzzles, and about the advantages of crossword puzzles. In previous related studies, the researcher reviews the results of previous related studies that have a similar variable to this research. In the conceptual framework, the researcher presents the concept of this research and the hypothesis.

Chapter three is a research methodology that provides the research design, variables and indicators, population, research instrument, method of collecting data, and method of analyzing data.

Chapter four presents the research findings and discussion. This chapter presents school profiles, descriptions of research results, data analysis, and hypotheses, as well as a discussion on the effectiveness of Crossword Puzzles in Enhance Students' English Vocabulary Mastery at SMPN 16 Semarang in the 2022/2023 Academic Year.

Chapter five is closing in which the researcher concludes the study results and presents some suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights previous research, literature review, conceptual framework, and hypothesis of the study.

A. Previous Research

There are some studies related to the effect of a crossword puzzle to improve vocabulary mastery that have been conducted by other researchers before.

1. The first research entitled "Improving Students' Vocabulary Mastery Using Crosswords" by Vina Novita Tambaritji & Nai S. Atmawidjaja (2020). This study aims to determine the increase in students' English vocabulary mastery using crossword puzzles and to find out what effect the use of crossword puzzles has in the learning process. This research uses the classroom action research method. Researchers conducted research in one of the junior high schools in Cimahi with the object of class VIII students and the subjects in this study amounted to 34 students. For data collection, the researcher used observation, interviews, and tests, to find out whether there was progress from the students in improving their English vocabulary

mastery. The findings show that there is an increase in English vocabulary mastery after applying crossword puzzles in the learning process in the classroom.⁵

The similarity between previous research and current research is that researchers want to know the use of Crossword Puzzles to improve students' English vocabulary mastery. Meanwhile, the difference between this research is that the previous researcher chose VIII SMP students as research objects, while my research chose VII SMP students as research objects.

2. The second research is “Effect of Crossword Puzzle Teaching Strategy Towards Students’ Vocabulary Mastery” by Vivin Sunarko dkk (2019). This research is to find out that the crossword puzzle teaching strategy gives a significant effect towards students’ vocabulary mastery at SMA Amir Hamzah Medan. The research design used is a pre-experimental design formed as one group pretest-posttest design using a quantitative approach. The

⁵ Vina Novita Tambaritji, Nai S. Atmawidjaja, *Improving Students' Vocabulary Mastery Using Crossword Puzzle*, (Professional Journal of English Education (PROJECT), IKIP Siliwangi, 2020), Vol. 3, No. 5.

data collecting method is a test. The research data are analyzed by applying paired samples t-test formula through SPSS 23 and the result of the research shows that the value of the t-count is 51,700, while the t-table with the significance level of 5% and Df of 12 is 2,179. The t-count is higher than the t-table ($51,700 > 2,179$). This means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. In conclusion, there is a significant effect towards students' vocabulary mastery before and after having taught by the utilization of the crossword puzzle teaching strategy at SMA Amir Hamzah Medan.⁶

The similarity between previous research and current research is that researchers want to know the effectiveness of Crossword Puzzles in improving students' English vocabulary mastery. While the difference between this study is that the previous researcher chose senior high school students as research objects, while my research chose junior high school students as research objects.

⁶ Vivin Sunarko dkk, *Effect of Crossword Puzzle Teaching Strategy Towards Students' Vocabulary Mastery*, (Language Literacy: Journal of Linguistics, Literature and Language Teaching, 2019), Vol. 3, No. 2, pp. 241-248.

3. The last research is “The Use of Crossword Puzzles as The Way to Increase Student’s Vocabulary Mastery at SMA Tamansiswa Binjai” by Imam Fahmi Fachrozi dkk (2021). The researcher aimed to find a technique that could increase the students’ vocabulary. To find out whether an interactive method by applying crossword puzzles can improve students’ vocabulary. The researchers give the students a pre-test and post-test. The researcher used two cycles in this research. We can see that in the first cycle the number of students who got a score of 75 was 6.6% and in the second cycle, the number of students who got a score of 75 was 76.6%. This technique adds insight to the student’s mastery of the English vocabulary and also it will not make the classes to be boring but also fun.⁷

The similarity between previous research and current research is that researchers want to know the use of Crossword Puzzles to improve students' English vocabulary mastery. While the difference in this study is that the previous researchers chose

⁷ Imam Fahmi Fachrozi dkk, *The Use of Crossword Puzzles as The Way to Increase Student’s Vocabulary Mastery at SMA Tamansiswa Binjai*. (Linguistic, English Education and Art (LEEAA) Journal, 2021), Vol. 4, No. 2.

senior high school students as research objects, while my research chose junior high school students as research objects.

Based on the three previous studies, some differences can be found. The author focuses on helping students to improve their mastery of English vocabulary. In addition, the author also conducted research in the first grade of junior high school.

B. Literature Review

1. Vocabulary

a. Definition of Vocabulary

Based on Oxford Learner's Pocket Dictionary, vocabulary is all words in the language, the sum of words used, understood, or commanded by specific people, social groups, occupations, industries, etc. The definition is in line with Webster's. Vocabulary is the sum of words used by people, or a specific purpose or person, or language, books, A collection list of words such as authors and scientific branches, in alphabetical order and definitions.

In learning English, vocabulary is one of the crucial aspects to master to have a strong

foundation in using English to communicate. The vocabulary choice and teaching vocabulary methods are two important factors that should be focused on. Harmer says vocabulary has an important role in language learning as it helps students to master language skills and express their idea.⁸ When a new vocabulary is intruded, vocabulary mastery is improved. In line with this, Thornbury defines words as the language basic social to accompany students' vocabulary mastery. Otherwise, they cannot effectively communicate and express their idea.⁹

Moreover, understanding the vocabulary meaning students produced is important as well. It can be seen when students are given statements or questions and need to respond to them. For example, students know the meaning of 'mouse' and know how to use it in a sentence. They also know what 'mouse' means, whether it refers to an animal or stuff they need when they use a laptop. Learning vocabulary needs a long

⁸ Harmer J, "*The practice of English language teaching*", (Fourth edition, Pearson Longman: Harlow, 2007).

⁹ Thornbury, "*How to Teach Vocabulary*", (New York, Longman, 2003).

process to help students understand the words as well as their meaning Schmitt argues it remains a mystery when talking about the mechanics of vocabulary learning, but the certain thing is that words cannot be instantaneously acquired, at least not for second language adult learners.¹⁰

From the theories above, it can be concluded that vocabulary is a basic element in English language learning. Therefore, it is important to expose students to the number of vocabulary in the classroom. They are also supposed to understand what they mean and how to use it in sentences. Otherwise, they will get difficulties practicing all their English skills or they cannot communicate well can be the worst consequence.

b. Types of Vocabulary

Vocabulary can be divided into two types. They are receptive vocabulary and productive vocabulary or passive and active vocabulary. Receptive vocabulary is words that the student recognizes and understands when they occur in

¹⁰ Schmit, “*Vocabulary and It is Important in Language Learning*”, (Cambridge: University Press, 2010)

a context, but which he cannot produce correctly and use constructively speaking and writing. According to Scrivener, there are two kinds of vocabulary.¹¹ Those are as follows:

1) Active vocabulary

Active vocabulary means “the words they should be using in their speech, writing”. The speaker may have to master some limits of the vocabulary of this active vocabulary in communication. Although they have to reproduce the speech with the listener, according to the situation they can choose the word mastered. For example: in the discussion, teaching process, and other meetings.

2) Passive vocabulary

Passive vocabulary means that the words they needed merely to comprehend especially, in their reading. The speaker in this situation will not reproduce some sentences but they are asked to be the

¹¹ Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching* (New York: Heinemann, 1994).

receiver of the message by comprehending the passage or listening to some broadcast. The kinds of vocabulary are needed at the advanced level, for example, written passages such as newspapers, periodicals, literature, textbook, etc.¹²

Besides being divided into active and passive vocabulary, vocabularies used in a sentence are divided into functions of each word named parts of speech. Many kinds of “Part of Speech” that all English words commonly classify into seven parts of speech, those are noun, verb, adjective, adverb, preposition, conjunction, and interjection.¹³ But in this part the researcher is going to discuss only three parts of speech, they are noun, verb, and adjective.

1) Noun

a word that refers to a person, thing, place, plant, or animal. For examples John, Rose, Cat, doctors, table, house, happiness.

2) Verb

¹² *Jim Scrivener*

¹³ *Fuad Mas'ud, Essential of English Grammar a Practical Guide* (Yogyakarta: BBFE- Yogyakarta, 2005), 44.

a word or phrase that expresses an action, an event, or a state. For example: come, play, read, study, eat, eat.

3) Adjective

a word that describes a noun. For example: red, strong, sad, tall, happy, good, beautiful.

c. Teaching Vocabulary

Teaching vocabulary is one of the important aspects of English learning. Exactly, typical vocabulary targets for general English courses are different there are Elementary level (elementary school) 1000 words, intermediate (junior high school) 2000 words, and upper intermediate level (senior high school): in additional 2000 words, advantage level (college): in additional 2000+ words.¹⁴

Especially at junior high school is intermediate level. They have to master a vocabulary of at least 200 words. Intermediate students have already achieved a lot.

¹⁴ Jack C. Richard, *Curriculum Development in Language Teaching*, (London: Cambridge University Press, 1999), 154.

Sometimes, it may seem to them, they don't improve that much or that fast anymore. The teacher has to make a hard attempt to show the student what they still need to learn without being discouraged. One of the ways of doing this is to make the task we give them more challenging and to get them to analyze language more thoroughly.¹⁵

Before teaching vocabulary, teachers need to identify students' needs. Otherwise, it will be too wide to focus on because words are of various kinds. According to Nation (2008), there are several reasons why the teacher needs to teach vocabulary based on context: (1) There are many words students need to master; (2) learning vocabulary deals with a long cumulative process requiring meeting words; (3) teaching words need to be limited in theme or scope.¹⁶ In other words, learning vocabulary involves all complete packages of knowing a range of word aspects, including meaning, form,

¹⁵ Jeremy Harmer, *How to Teach English*, (Edinburgh: Wesley Longman, 1998), 13.

¹⁶ Nation, "*Learning to be a good orthographic reader*", (Journal of Research in Reading, 2008), 31.

and use. Thornbury (2003) states there are many ways to teach vocabulary in the classroom that can be used by the teacher such as (1) translation, (2) explanation, (3) providing synonyms, (4) mentioning antonyms, and (5) showing the real related object.

Teaching vocabulary to children and students is not easy. There is a difference between teaching children and teaching adults. The children or students have certain characteristics and need a certain treatment. The teacher needs to develop, support, motivate, and dig up their basics in improving it by providing a supportive environment, and useful resources and carefully structuring input and practice opportunities.

d. The technique of Teaching Vocabulary

The technique is a way of presenting the language to the students. Technique from a category of teaching activities that seem relatively independent from approach and syllabuses. Typically, the technique is chosen because they represent ways of presenting language material that the teacher feels are going to do the best for the largest number of students. That is, the teacher usually wants to maximize efficiency in learning.¹⁷

One technique in teaching vocabulary is by using a game. Gaming provides a playful environment in which the learners follow prescribed rules as they strive to attain a challenging goal. It is a highly motivating method, especially for tedious and repetitive content. Gaming often requires learners to use problem-solving skills or demonstrate mastery of specific content demanding a high degree of accuracy and efficiency.

¹⁷ H Douglass Brown, *Overview of Curriculum* (San Francisco: Addison Wesley Longman.Inc,1989), 14.

In the process of teaching and learning, the teacher often finds situations when students are not enthusiastic about learning because they get bored. If they are bored, they will be difficult to concentrate and participate in the classroom activity. This condition is also caused by the lack of some facilities such as the availability of the media for teaching and learning. So, the crossword technique is the appropriate technique for this condition because it doesn't need any facilities and equipment to do the activities, only paper containing vocabulary questions in the form of crossword puzzles.

From the explanation above, we can conclude that crossword puzzles are both a media and a technique in this research.

2. Crossword Puzzles

a. Definition of Crossword Puzzles

Many ways can be used to improve students' vocabulary mastery. One of them is by using games. Napa defines, "The purpose of the game is, of course, to make the material more enjoyable, interesting, and challenging". Both of the above statements emphasize that games can

be useful in teaching vocabulary, and help a student improve their vocabulary without feeling bored and unhappy.¹⁸

Crossword puzzles are games that make the learning process in the classroom interesting and fun. This game provides opportunities for students to practice and repeat vocabulary and assemble simple sentence patterns. Franklin et al stated that crossword puzzle games can significantly increase students' motivation and interest in the topic being discussed.¹⁹ Tricia, et al in their research found that crossword puzzles can have a positive effect on student interaction, encouraging students' interest in being active in the learning process.²⁰

The crossword puzzle has been proposed as one of the alternative games in teaching-learning. Dhand defines a crossword puzzle as a puzzle with sets of squares to be filled in with

¹⁸ P, A, Napa, " *Vocabulary Development Skill*", (Yogyakarta: Kanisius, 1993).

¹⁹ Franklin S, dkk, " *Non-Traditional Interventions to Stimulate Discussion: The Use of Games and Puzzles*", (Journal of Biological Education, 2003) 37(2), 76-82.

²⁰ Tricia M, " *Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning*", (The Journal of Effective Teaching, 2009), 9(3), 4-10.

words/ numbers, and one letter/ number to each square. Synonyms or definitions of words are given with numbers corresponding to numbers in the squares. Letters/ words are fitted into a pattern of numbered squares in answer to clues.²¹

According to Moursund crossword puzzle is a popular puzzle game in which in every case, the puzzle solver's goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task.²²

Crossword is a puzzle in which words have to be written (from numbered clues) vertically and horizontally (up and down) on spaces on a chequered squared or oblong. A puzzle is a problem designed to test a person's knowledge. Crossword Puzzle is a problem designed to test a person's knowledge in which words have to be written vertically and horizontally in spaces on a square.

²¹ Harry Dhand, *Techniques of Teaching*, (New Delhi, APH Publishing Corporation, 2008).

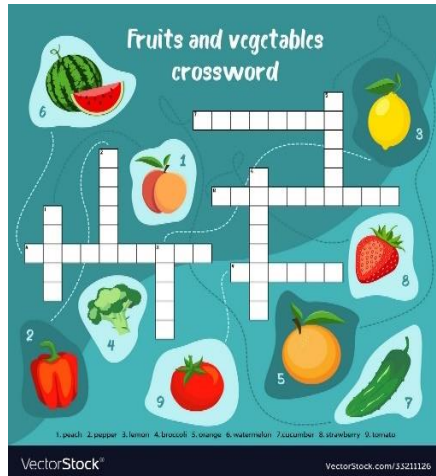
²² Dave Moursund, *Introduction to Using Games in Education: A Guide for Teachers and Parents*, (2007).

One way to make learning fun is to use games as a teaching method so that students feel happy learning in class. Researchers apply word games in the teaching and learning process in class to improve student's vocabulary mastery. Crosswords can train students to remember words and their meanings because crosswords are a type of game that is related to the formation and discovery of words. Crossword puzzles are one method that can be used in learning English specifically in improving students' vocabulary mastery. The Crossword Puzzle strategy is an appropriate learning strategy without losing the ongoing learning essence. Even this strategy can involve the active participation of learners during the class. The crossword puzzle is an effective teaching tool for terminology, definition, spelling, and pairing key concepts with related names, resulting in greater retention and memorization of facts. By applying crossword puzzles to the teaching and learning process students can learn and can add insights into English vocabulary little by little.

b. Types of Crossword Puzzles

There are two types of crossword puzzles²³, they are:

- 1) Crossword puzzles using a picture as clues. The place of the clues (picture) around the crossword puzzle. An example of a crossword puzzle using pictures is as follows:



- 2) Crossword Puzzle without a picture. This crossword puzzle uses phrases or sentences for clues. An example of a

²³ Alifa Binta, "The use of Crossword Puzzle in Improving Students' Vocabulary Mastery", (Thesis: UPI Bandung, 2010).

crossword puzzle without a picture is as follows:



c. The procedure of using Crossword Puzzles

In presenting a crossword puzzle, the teacher can do various ways. The procedure of presenting a crossword puzzle must make the students interested to do the crossword puzzle. The various procedures are possible:

- 1) The teacher gives the same crossword for each student. They solve individually with the help of written clues.
- 2) The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the

work. Otherwise, if there is a more passive member in one group, it will be difficult to do all the work.

- 3) The teacher gives crossword puzzles to all of the students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answers to finish their crosswords in their groups.
- 4) The teacher writes crosswords on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group comes to the board and writes the words one by one.

Furthermore, the teacher can be creative in presenting crossword puzzles. For example, the teacher divides the class into groups. Then the teacher gives the same crossword for each group. The group who finished the first time and all of the answers is right will be given a point. It can be more interesting if there is a prize for

the winner. In addition, a crossword puzzle consists of a crossword and clues.

The clues are the guidelines for solving crosswords puzzle. There are three kinds of clues:

1) Picture

The clue is consisting of a picture that shows something, so the learner can guess the word. For example: What is this animal? (The answer is a rabbit).

2) Definition

This clue is by giving the meaning of a word in a crossword puzzle. For example: Be no longer valid (The answer is expired).

3) Sentence completion

This clue is consisting of the sentence in which the answer is by filling in the missing word. For example, My father's brother is my (The answer is uncle).

d. The advantages of Crossword Puzzles

Like my explanation above crossword puzzles is very an interesting way to teach

vocabulary. It is very useful for the students. From this game, they can study English happily and easily. The use of crossword games in teaching vocabulary is one of the alternative techniques to help the students construct and improve their vocabulary mastery. Moreover, crossword puzzles can be one of the activities in practicing vocabulary which can help the students to be more familiar with the words, recognize the words, and manipulate and remember the words.

The other advantage of crossword puzzle techniques is to avoid teaching monotonously, so the students are not bored studying English in the classroom. Working on the crossword game in a group and relaxed atmosphere will make the students feel fun and enjoy learning. This is meaningful and helpful in learning a language and it can encourage all of the students to participate in the learning process.²⁴

The teacher should create a warm atmosphere to make the classroom livelier so

²⁴ Rabi'ah, "*The Effect of Crossword Technique on Students' Vocabulary Mastery*", (E-Link Journal, 2018), Vol. 5 No. 5.

that the students will be interested in learning the language.

There are some advantages of using crossword puzzles in vocabulary teaching:

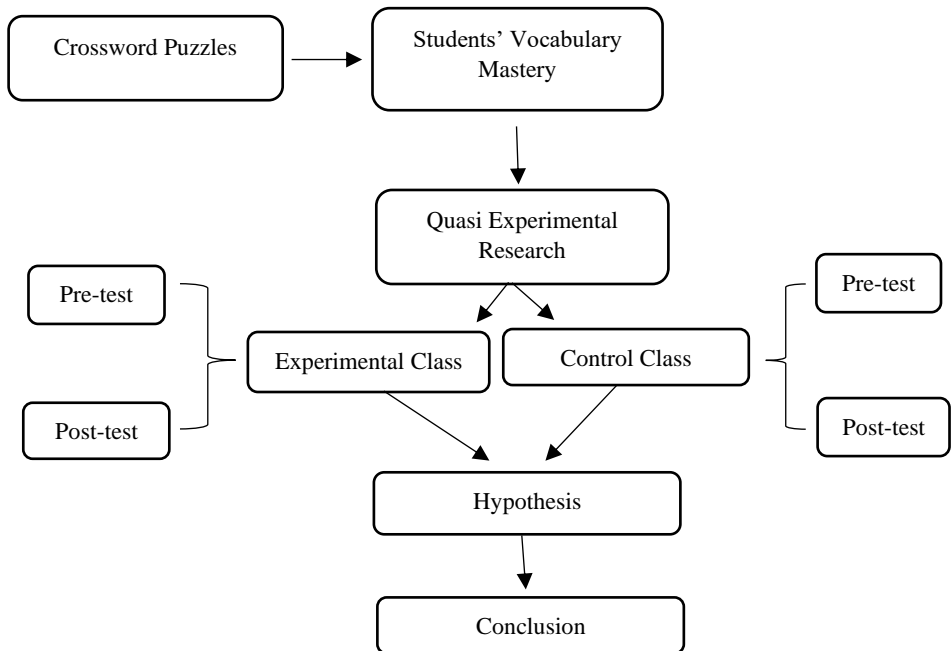
First of all, solving crossword puzzles requires a variety of practical abilities, such as language, spelling, and guessing. Crossword puzzles also make it simple for kids to comprehend new vocabulary and keep their attention on the lessons at hand.

In addition, crossword puzzles with subject-specific vocabulary can be created with ease and in a short amount of time. Crossword puzzles have endured as a favorite national pastime because they are appealing to all ages, they can be completed in a rather brief period, and solving them provides a sense of accomplishment.

Using crossword puzzles as a game, the students are engaged as if they do the real practice. Of course, the students can understand the meaning.

C. Conceptual Framework

Conceptual Framework of the Study



The figure explains the research conceptual framework. It starts from the aim which is to find out if Crossword Puzzles have a significant effect on students' vocabulary mastery of seventh graders of SMP N 16 Semarang in the academic year of 2022/2023. The design is quasi-experimental research therefore two classes are taken namely experimental and control classes. Both classes get a Pre-test before getting treatments and Post-test after getting treatments. The researcher used Crossword Puzzle as a treatment in

Experimental Class. The control class was not given treatment by Crossword Puzzles.

D. Hypothesis

The hypothesis is a temporary answer to a research question. The researcher formulated the hypothesis of this study is divided into two categories. They are the Alternative hypothesis and the Null hypothesis.

1. Alternative Hypothesis (H_a): "There is a significant effect of using crossword puzzles to enhance students' English vocabulary mastery in junior high school."
2. Null Hypothesis (H_0): "There is no significant effect of using crossword puzzles to enhance students' English vocabulary mastery in junior high school."

CHAPTER III

RESEARCH METHOD

This chapter covers research design, variables, and indicators, population, research instrument, method of collecting data, and method of analyzing data.

A. Research Design

A research design is an organization of parameters for data collection and analysis to balance procedural economy with relevance to the study goal.²⁵ The term "research design" refers to the early planning of the procedures to be used. for gathering the necessary information and methods for their analysis, keeping in mind look at the research's goal and the staff, time, and financial resources that are available.

In this study, the researcher uses quantitative research. Mujis describes quantitative research as collecting numerical data to explain phenomena analyzed by using mathematical formulas. It consists of two types of study, experimental designs, and non-experimental designs. The researcher applies experimental designs specifically Quasi-experimental

²⁵ C.R. Kothari, *Research methodology methods and techniques* (Jaipur: New Age International Publishers, 2004), 31-32.

which means to approximate the advantages of true experimental designs with the real problem occurring at the place the researcher conducts the study, for instance, to implement a program in a real school setting. It can be seen that before conducting the research, the researcher investigated learning problems faced by teachers especially dealing with teaching vocabulary.²⁶

There will be two kinds of tests given in quasi-experimental designs namely pre-test and post-test. The one given before treatment is provided is a pre-test, while the post-test is done after the treatment. Two classes are joining the study, one is considered the experimental class, and the other is called the control class. Both classes are selected with random sampling.

To obtain the data on students' initial ability, the researcher gives pre-test for both experimental and control classes. In the following meetings, the researcher provides treatment to them. Students in the experimental class were taught by using "the Crossword Puzzle". while those in the control class were taught without using the Crossword Puzzle. The treatment for each class is done for three meetings with a different theme

²⁶ D Mujis, *“Doing Quantitative Research in Education”*, (London: Sage Publications Ltd, 2004).

of vocabulary. In the end, the researcher gives a post-test to both groups to see their vocabulary mastery improvement after getting the treatment.

Quasi-experimental designs in educational research can mostly be represented as follow:

$K1 = T1 - X - T2$
$K2 = T1 - O - T2$

K1 = Experimental group

K2 = Control group

X = The class that is taught using The Crossword Puzzle

O = The class that is taught using without The Crossword Puzzle

T1 = Pre-test

T2 = Post-test

B. Variables and Indicators

This study involves two variables, namely the independent variable and the dependent variable.

1. The independent variable is a crossword puzzle

Indicators: Some materials and practice questions are presented uniquely. In addition, the explanations are short and easy to understand.

2. The dependent variable is the students' vocabulary mastery

Indicators: Students can actively participate in the learning process by answering questions and translating the vocabulary that has been provided.

A. Population

The population of the study was the seventh-grade students of SMPN 16 Semarang. There will be about 231 students in seventh grade. Before using the sample, a homogeneity test was completed. The results of the homogeneity test stated that of the seven classes only five classes were homogeneous. After being declared homogeneous, random sampling could be carried out. Class selection to select the control and experimental groups was done by lottery, then what came out was class VII D and VII C.

No	Grade	Set		Total
		Male	Female	
1	VII D	13	20	33
2	VII C	16	17	33

C. Research Instrument

There are two parts to the vocabulary test, namely pretest, and posttest. The pre-test is intended to determine the initial knowledge of English vocabulary, while the post-test is used to see the increase in students' vocabulary after being given treatment. The instrument used is a written vocabulary test. It consists of writing the meaning of words and classifying words. The number of vocabulary used in testing students' vocabulary improvement skills is 60 vocabularies to test students' vocabulary in the pre-test and post-test and has different questions in each test.

D. Method of Collecting Data

1. Test

According to Brown, a test is one of the methods used to measure someone's ability, performance, or knowledge. It requires a set of procedures, techniques, or items. The method is supposed to be explicit and structured to qualify for the test. The researcher uses some activities in the teaching-

learning process in conducting this study as follows:²⁷

- a. The pre-test is the first activity the researcher gives to students. A filling paragraph test is given to students before the teaching-learning process to measure their initial ability. In this stage, the researcher intends to know if the students' abilities of the two groups are at the same level.
- b. Post-test is the last activity done by the researcher on the sample. This test has the same question type as the previous one. The aim is to see if there is a significant improvement in students' vocabulary mastery after receiving some treatment.

After obtaining students' scores on the pre-test and post-test, the researcher uses the application of SPSS 25 to measure the test's validity and reliability. The data are supposed to be valid and reliable before they can be analyzed more for the study purpose.

²⁷ Brown, *"Language Assessment: Principles and Classroom Practice"*, (United State of America: Pearson Education, 2004).

E. Method of Analyzing Data

The data collected through the test was analyzed by using a quasi-experimental. Before testing the hypothesis, the data must be normally distributed and homogenous. Therefore, normality and homogeneity must be provided.

1. Normality Test

The normality test is to determine whether the population data is normally distributed or not.²⁸

To test the normality, the researcher employed SPSS 25 version.

To find out the normality of data by following this step:

- a. First, fill the variable view with write down the name of the classes.
- b. Input the data to the data view.
- c. Click analyze – descriptive statistics – explore
- d. Input the data into the variable test.
- e. Then click “plots” and checklist “normality plots with tests” and click continue.
- f. Click OK.

The hypothesis of the data:

²⁸ Syofian Siregar, *Statistik Parametrik untuk Penelitia Kuantitatif* (Jakarta: PT Bumi Aksara, 2014).

$H\alpha$: data is normally distributed

$H0$: data is not normally distributed

2. Homogeneity Test

It was useful to test the homogeneity of variance in comparing two or more groups.²⁹

A homogeneity test was done before the researcher compared some groups. In this research, the researcher calculated the homogeneity test by using SPSS 25 version.

The steps of calculation are as follows:

- a. First, fill the variable view with write down the name of the classes.
- b. Input the data to the data view.
- c. Click analyze – compare means – one-way ANOVA.
- d. Input the data into a variable test.
- e. Click “option” and checklist “homogeneity of variance test” then click continue.
- f. Click OK.

The hypothesis of the data:

²⁹ Retno, Statistika, 212.

$H\alpha$: data is homogeneous

$H0$: data is not homogeneous

3. Hypothesis Testing

After getting the data, the researcher analyzed the statistic calculation of the T-test with a significant 5%.

In the T-test, the researcher analyzed the data by comparing the score between the experimental class and control class in the pre-test and post-test. The researcher used SPSS 25 version to calculate the data. SPSS is one of the most commonly used statistical packages in the social sciences.³⁰ The researcher found the result of means, standard deviation, and standard error from each variable before conducting the t-test.

The steps of calculation are as follows:

- a. First, fill the variable view with write down the name of the classes.
- b. Input the data to the data view.
- c. Click analyze – compare means – independent-samples T test.

³⁰ Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods* (London: Sage Publications, 2001), 126.

- d. Input the data into a variable test.
- e. Fill in “define group” based on the group.
- f. Click OK

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter examines the data gathered during the experimental research. The first analysis focuses on data collecting and analysis, while the second analysis represents the results of pre-test and post-tests conducted in both experimental and control groups.

A. Profile of School

SMP 16 Semarang was officially established on December 15, 1983, with the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0247/0/1983. State Junior High School (SMPN) 16 Semarang, is one of the State Junior High Schools located on Jalan Prof. Dr. Hamka Ngaliyan Semarang, Central Java Province, Indonesia. Similar to junior high schools in general in Indonesia, the school education period at SMPN 16 Semarang is taken within three school years, starting from Class VII to Class IX.

SMP 16 Semarang in addition to being predicated as a National Standard School (SSN) is also a school category that has experienced many developments. The school consists of 24 classrooms, laboratories, libraries, and others. SMP Negeri 16 Semarang also has sufficient

media to be used in the teaching and learning process. The school has 45 teachers and 759 students.

B. Data Description

In this study, researchers used quasi-experimental research where researchers took two classes as samples. In this study, the two classes, namely the experimental class and the control class, will be given a pretest, treatment, and posttest. is about a crossword puzzle that will be given at the beginning of the class opening as a game so that students are more excited to start learning English vocabulary. While the treatment that will be given to the experimental class is in the form of learning about crossword puzzles according to what has been designed in the lesson plan. In this study, researchers took class VII SMPN 16 Semarang as the population. Then the researcher took two classes as samples, namely class VII D as the experimental class and VII C as the control class. The research was conducted from 28 July to 20 August 2022.

C. Data Analysis and Hypothesis

The experimental group (VII D) was given a pre-test on July 28th, 2022, and the control group (VII C) was given a pre-test on July 28th, 2022. They were given the

task of translating and classifying English vocabulary. provided by the researcher.

After the treatment, the experimental group (VII D) was given a post-test on August 20th, 2022, and the control group (VII C) was given a post-test on August 20th, 2022. The experimental class was given the task of filling in the blank boxes in the form of a crossword puzzle. with English vocabulary according to the instructions given by the researcher which is located under the crossword puzzle. Meanwhile, the control class was given the task of translating and classifying the English vocabulary given by the researcher.

The results of the pre-test and post-test were used to determine whether the class was normal and homogeneous. This is known as the normality and homogeneity test. The finished data are as follows:

Table 4.3 The value of the Pre-test of the Experimental Class and the Control Class

EXPERIMENTAL CLASS		
No	Code	Score
1	E1	59
2	E2	65
3	E3	54

4	E4	59
5	E5	52
6	E6	57
7	E7	54
8	E8	68
9	E9	56
10	E10	53
11	E11	51
12	E12	67
13	E13	59
14	E14	59
15	E15	61
16	E16	51
17	E17	55
18	E18	54
19	E19	58
20	E20	60
21	E21	50
22	E22	59
23	E23	52
24	E24	54
25	E25	60
26	E26	59
27	E27	55

28	E28	63
29	E29	54
30	E30	63
31	E31	60
32	E32	55
33	E33	62
SUM		1898
AVERAGE		57.51515
MIN		50
MAX		68

CONTROL CLASS		
No	Code	Score
1	C1	58
2	C2	60
3	C3	49
4	C4	62
5	C5	60
6	C6	55
7	C7	59
8	C8	59
9	C9	60
10	C10	50

11	C11	53
12	C12	52
13	C13	61
14	C14	52
15	C15	53
16	C16	62
17	C17	60
18	C18	53
19	C19	55
20	C20	51
21	C21	54
22	C22	56
23	C23	49
24	C24	51
25	C25	55
26	C26	56
27	C27	56
28	C28	50
29	C29	51
30	C30	52
31	C31	54
32	C32	57
33	C33	59
SUM		1824

AVERAGE	55.272727
MIN	49
MAX	62

Table 4.4 The value of the Post-test of the Experimental Class and the Control Class

EXPERIMENTAL CLASS		
No	Code	Score
1	E1	61
2	E2	70
3	E3	67
4	E4	68
5	E5	60
6	E6	62
7	E7	64
8	E8	74
9	E9	65
10	E10	61
11	E11	59
12	E12	75
13	E13	64
14	E14	67
15	E15	68

16	E16	60
17	E17	65
18	E18	63
19	E19	68
20	E20	70
21	E21	65
22	E22	64
23	E23	66
24	E24	62
25	E25	69
26	E26	64
27	E27	64
28	E28	69
29	E29	65
30	E30	70
31	E31	67
32	E32	60
33	E33	69
SUM		2165
AVERAGE		65.60606
MIN		59
MAX		75

CONTROL CLASS		
No	Code	Score
1	C1	63
2	C2	65
3	C3	58
4	C4	67
5	C5	62
6	C6	61
7	C7	63
8	C8	68
9	C9	63
10	C10	50
11	C11	66
12	C12	63
13	C13	59
14	C14	66
15	C15	58
16	C16	70
17	C17	70
18	C18	59
19	C19	60
20	C20	61
21	C21	53

22	C22	65
23	C23	59
24	C24	58
25	C25	62
26	C26	66
27	C27	64
28	C28	59
29	C29	54
30	C30	53
31	C31	58
32	C32	62
33	C33	65
SUM		2030
AVERAGE		61.51515
MIN		50
MAX		70

1. Normality Test

The normality test was used to determine whether the data from the research's control class and experimental class came from a normal distribution or not.

Table 4. 5 The Normality Test of Pre-test and Post-test Results

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Learning Result	Experimental Pre-test	.131	33	.165	.960	33	.263
	Control Pre-test	.129	33	.181	.945	33	.095

The normality test was carried out to ensure that the distribution of the data obtained was normal. To see if the data distribution is normal, the researcher compares the mean significance with 0.05. If the average significance is less than 0.05, then the data distribution is not normal, whereas if it is more than 0.05 then the data distribution is normal.

Since the sample used in this study was less than 50, the Shapiro-Wilk significance was referenced. It can be seen that the significance of the pre-test for the

experimental group is 0.263, which is greater than 0.05, which means that the data distribution is normally distributed. This also applies to the control group with a significance of 0.095, because more than 0.05 then the data is normally distributed.

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Learning Result	Experimental Post-test	.106	33	.200*	.966	33	.376
	Control Post-test	.111	33	.200*	.971	33	.498

As for the results of the post-test normality test, the Shapiro-Wilk's significance result of the experimental class is 0.376, since it is more than 0.05, the data distribution is normal. In addition, the significance of the control class is 0.498 which is also more than 0.05, it is normal.

2. Homogeneity Test

Table 4.4 The Homogeneity Test of Post-test Result

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Students' Learning Result	Based on Mean	.878	1	64	.352
	Based on Median	.828	1	64	.366
	Based on Median and with adjusted df	.828	1	61.428	.366
	Based on trimmed mean	.879	1	64	.352

Based on the data in the table, the data significance of the post-test between the experimental class and control class was 0.352. Therefore, the data for the post-test was homogeneous because it was higher than 0.05.

3. Hypothesis Test

The pre-test and post-test results of the experiment class must now be compared to see if there is a statistically significant difference. Additionally, the researcher tested this research hypothesis using SPSS 25 program. However, the major test scores from the pre-and post-tests were used to measure and compute the data. Moreover, 0.05 or 5% was determined as the significance value (α) following the formula. The result of the t-test is presented in the figure below:

Table 4.6 Group Statistics of Post-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Learning Result	Experimental Post-test	33	65.61	3.960	.689
	Control Post-test	33	61.52	4.810	.837

The experimental class and the control class statistical results were broken down in the table

above. N represented all of the topic data (33 from the experimental class and 33 from the control class). There is a big difference between the experiment class and the control class. The experiment class received a mean score of 65.63, whereas the control class received a mean score of 61.52. The study's statistical hypothesis is also described in the table below:

Table 4.7 Independent Sample Test

Independent Samples Test									
Levene's Test for Equality of Variance		t-test for Equality of Means							
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	

Students' Learning Result	Equal variances assumed	.878	.352	3.772	64	.000	4.091	1.085	1.924	6.258
	Equal variances not assumed			3.772	61.727	.000	4.091	1.085	1.923	6.259

Based on the results of the Independent Samples Test of the table, it was discovered that Sig. (2-tailed) the score was 0.000 less than 0.05. As a result, it is evident indicates that H_0 was rejected and H_a was accepted. It means, there was a significant effect of crossword puzzles on enhancing students' English vocabulary mastery.

D. Discussion

This section deals with the interpretation of findings derived from statistical analysis results. The description of the data collected through the test as described in the findings section showed that the

students' English vocabulary improved. The students' scores after using crossword puzzles in teaching vocabulary were better than before the treatment.

The research started from July 28, 2020 to August 20, 2020. The research was conducted at SMP 16 Semarang in the academic year of 2022/2023. Class VII D and VII C students became the sample of this research. Class VII D is the experimental class, while class VII C is the control class. These classes can play cooperatively in the teaching and learning process. In this study there are three main activities, namely pre-test, treatment, and post-test. The activity was carried out in three meetings. There were 33 experimental class students and 33 control class students who participated in this activity. The data collection process in this study was carried out in three meetings consisting of one meeting for pre-test and post-test, and two meetings for treatment. Before carrying out the teaching and learning process, the researcher gave a pretest to measure the students' previous knowledge in vocabulary. The results of the pre-test can be seen in table 4.1 got an average value of "poor enough".

Students in the experimental class were enthusiastic, especially at the first meeting, most of the

students in the experimental class felt more fun and they were not bored in the classroom during the teaching and learning process.

The increase in students' vocabulary in the experimental class was caused by the treatment. In the learning process students really enjoy the treatment. This is the first time that students learn vocabulary using crossword puzzles, where they are asked to do many activities. At the beginning of the lesson, the researcher gave some assignments to the students using crossword puzzles and other vocabulary tests using hints. It makes students enjoy the assignment because it is a fun game and they can work in a team. The students said that learning English vocabulary using crosswords was interesting, crosswords were easier and more effective than just memorizing words.

Teaching technique is one of the factors that affect learning outcomes. In the teaching process, the teacher must choose the right technique, so that students will enjoy the lesson. Based on the test results, the process of learning English using crossword puzzles as a vocabulary teaching technique at SMP 16 Semarang can help students to improve students' vocabulary, so that they can improve their vocabulary achievement.

In addition, students who are taught using crossword puzzles find it more fun and they are not bored in class during the teaching and learning process. In the learning process, students in the experimental class enjoyed and had fun. In applying crossword puzzles, students spell words, say the words over and over, looking for answers with clues, and their meanings. In addition, the difficulty of the questions in the pre-test and post-test is also interesting to discuss.

The results of this study indicate that the vocabulary of SMP 16 Semarang students increased. Based on the test table above, the information was gathered from the pre-test and post-test results of the experimental class and the control class for the vocabulary tasks that the researcher provided. The experimental class's pre-test mean score was 57.51 and the post-test mean score was 65.60. The control class's mean scores were 55.27 on the pre-test and 61.51 on the post-test.

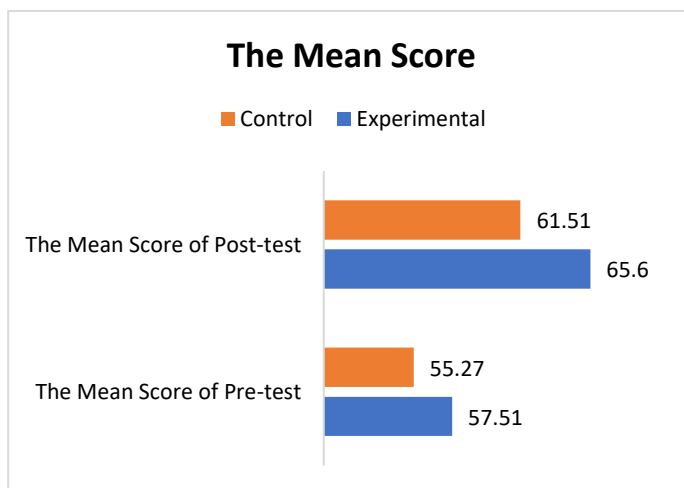
Table 4.7 The Mean Scores of the Experimental Class and Control Class

No	Class	The Mean Score of Pre-test	The Mean Score of Post-test

1	Experimental	57.51	65.60
2	Control	55.27	61.51

According to computational findings, there are considerable disparities between the outcomes of mastering English vocabulary with crossword puzzles and without crossword puzzles for the seventh graders at SMPN 16 Semarang. It is more effective to learn vocabulary while working on a crossword puzzle than without. According to the test results, pupils who are taught vocabulary using crossword puzzles perform better than those who are not.

Here are the graphs of the students' mean scores in the experiment class and the control class, which correspond to the description in Table 4.7:



E. Research Limitation

The researcher realizes that this research has not been carried out optimally. During the procedure, there are several challenges. The following are some of the limitations of the study:

1. This research was conducted at SMPN 16 Semarang, and the samples used were only VII D and VII C in the academic year 2022/2023. When the same researcher conducts research in different schools, there is still the possibility that the research will produce different results.
2. The researcher was fortunate to have a lot of experience and knowledge to carry out this research, and although the implementation process was less than ideal, the researcher did his best.
3. Due to time constraints, the implementation process could not be completed completely, but it was sufficient to meet all the requirements of this research.
4. The researcher is not expert in statistics; there are many formulas and it takes more time to calculate the data results; however, the researcher did everything possible to calculate the data for this study.

5. Given these constraints, further research is needed on increasing mastery of English vocabulary using crossword puzzles to achieve more optimal results.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research.

A. Conclusion

Based on the findings and discussion of the research, the researcher can be concluded that the average of the pre-test from the experimental class = 57.51, and the average of the pretest from the control class = 55.27. After doing the treatment, the researcher found that the average experimental class = 65.60 and the average control class = 61.51. With the equal quantity of each class is 33:33. From the data of the Independent Samples Test, it was obtained that Sig. (2-tailed) the score was 0,000 smaller than 0.05. As a result, it is evident indicates that H_0 was rejected and H_a was accepted. It means, there was a significant effect of crossword puzzles on enhancing students' English vocabulary mastery. Aside from that, there is a distinction between the average values of the experimental class's students. The experimental group outperforms the control group on average. It means that crossword puzzles an effective in improving students' English vocabulary mastery.

B. Suggestions

1. The English Teachers

Teachers are expected to place a stronger emphasis on vocabulary development given its significance to the process of acquiring a language. Each meeting should have a specific theme chosen to make it easier for the teacher and students to concentrate on only certain connected terms. Furthermore, teachers should use engaging teaching procedures or techniques to encourage students' activity. Students are happy to participate in class activities without the teacher's prodding when they are enjoyable. When children have a large enough vocabulary, they do better in all areas of English proficiency, including speaking, listening, reading, and writing. Crossword Puzzle is an alternative method for learning English vocabulary, especially in improving students' English vocabulary skills. Furthermore, this research can assist teachers in developing some innovative teaching techniques.

2. For Students

Students might start actively looking for more educational resources online. They can browse a lot of useful websites and applications for free. They

can develop their English skills, particularly their command of the language's vocabulary, by actively seeking out more resources and practicing.

3. The Next Researcher

The researcher's focus in this study is on determining students' average vocabulary mastery abilities and ways to improve them through the usage of crossword puzzles. As a result, details regarding the variables affecting students' vocabulary mastery level and whether there are any more useful learning games to teach this ability are not provided. Therefore, it is anticipated that the following researchers will carry out additional research into the use of crossword puzzles for teaching other skills or the integration of crossword puzzles and other activities or media to teach vocabulary. It would be preferable to include questionnaires or interviews as a data collection tool.

C. Closing

Praise be to Allah SWT, who helped me to finish this thesis with ease and direction. The researcher requests criticism or ideas for this thesis because no

thesis is perfect. The reader and the following researcher should benefit from this thesis, hopefully.

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Instrument of pre-test

1. Experiment Class:

Working on the questions that have been provided by the researcher in the form of vocabulary material, namely translating English vocabulary and classifying the word into word classes.

2. Control Class:

Working on the questions that have been provided by the researcher in the form of vocabulary material, namely translating English vocabulary and classifying the word into word classes.

Instrument of post-test

1. Experiment Class:

Students are asked to work on vocabulary material questions in the form of crossword puzzles consisting of 10 clue questions to fill in each column provided in the form of crossword puzzles.

2. Control Class:

Working on the questions that have been provided by the researcher in the form of vocabulary material, namely translating English vocabulary and classifying the word into word classes.

RENCANA PELAKSANAAN PEMBELAJARAN

KELAS EXPERIMENT

Satuan Pendidikan	: SMP 16 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi Pokok	: Vocabulary
Alokasi Waktu	: 6x40 menit (3x pertemuan)

A. Kompetensi Inti

1. KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai,

merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 2.2 Menunjukkan jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.1 Menerapkan structure teks dan unsur kebahasaan untuk melaksanakan fungsi social dari menerjemahkan kosakata Bahasa Inggris, dan Mengklasifikasikan kata kedalam kelas kata, sesuai konteks penggunaannya.

4.1 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi social dan unsur kebahasaan dari kosakata Bahasa Inggris
2. Mengidentifikasi makna dari kosakata Bahasa Inggris
3. Mengurai ide melalui Crossword Puzzles sesuai konteks penggunaannya dengan percaya diri dan berani.
4. Mengklasifikasikan kosakata Bahasa Inggris dasar kedalam kelas kata yaitu kata benda (noun)

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi fungsi social dengan benar
2. Siswa dapat mengidentifikasi struktur teks dengan benar
3. Siswa dapat mengidentifikasi ciri kebahasaan dengan benar

4. Melalui observasi, latihan dan penugasan, peserta didik mampu mengidentifikasi berbagai informasi dalam teks pendek berbentuk deskripsi.
5. Melalui observasi, latihan dan penugasan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait noun dengan baik dan benar

E. Materi Pembelajaran

VOCABULARY

1. Pengertian Vocabulary

Kosakata adalah kumpulan kata-kata dalam bahasa yang digunakan untuk berkomunikasi dengan orang lain.

2. Jenis-jenis Vocabulary

a. Kata Benda (Noun)

Merupakan jenis kata yang merujuk pada segala hal yang dapat dibendakan. Biasa untuk menyebutkan makhluk hidup, benda mati dan tempat.

Example: Father, Book, Garden

b. Kata Kerja (Verb)

Verb merupakan kata yang mendeskripsikan aksi, tindakan, keadaan atau kondisi.

Example: Study, Send, Take

c. **Kata Sifat (Adjective)**

Adalah sebuah kata yang digunakan untuk menjelaskan dan menggambarkan sebuah kata benda. Biasanya digunakan untuk mendeskripsikan rasa, waktu, warna, ukuran hingga jumlah.

Example: Red, Smart, Cheap

F. Metode Pembelajaran

Discovery Learning with Scientific Approach

G. Media dan Alat Pembelajaran

Media : Worksheet atau lembar kerja siswa

Alat : Papan tulis, spidol

Sumber Belajar : Buku Bahasa Inggris siswa kelas VII “When English Rings A Bell”

H. Langkah-langkah Pembelajaran

1. Pertemuan Pertama

a. Pendahuluan

- 1) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
 - 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin
 - 3) Memberikan motivasi dan apersepsi
 - 4) Menginformasikan tujuan pembelajaran
 - 5) Menyampaikan scenario pembelajaran
- b. Kegiatan Inti
- 1) Observasi
 - Siswa membaca materi tentang “Noun” yang telah diberikan.
 - 2) Menanya
 - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit.
 - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang part of speech terutama tentang “Noun”.
 - 3) Mengumpulkan Informasi
 - Siswa menggaris bawahi kosakata tentang (noun) pada teks deskriptif yang telah disediakan.

4) Mengasosiasi

- Siswa mengklasifikasikan kosakata yang terdapat dalam teks tersebut kedalam kelas kata (noun)
- Siswa melakukan diskusi dan membuat kesimpulan dari penjelasan materi yang telah disampaikan.

5) Mengkomunikasikan

- Siswa bersama teman sebangkunya mempersentasikan hasil diskusinya didepan kelas
- Guru mengoreksi hasil pekerjaan siswa yang maju.

6) Mencipta

- Siswa bekerja sama dengan teman sebangkunya untuk membuat teks deskriptif sederhana

c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

2. Pertemuan Kedua

a. Pendahuluan

- 1) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin
- 3) Memberikan motivasi dan apersepsi
- 4) Menginformasikan tujuan pembelajaran
- 5) Menyampaikan scenario pembelajaran

b. Kegiatan Inti

1) Observasi

- Siswa mengamati materi tentang “Noun & Verb” serta Crossword Puzzle yang telah disiapkan oleh guru.

2) Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit.
- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang part of speech terutama tentang “Noun & Verb”.
- Dengan bimbingan dan arahan guru, siswa mempertanyakan berbagai hal yang berkaitan dengan Crossword Puzzles

3) Mengumpulkan Informasi

- Siswa menggaris bawahi kosakata tentang (noun & verb) pada teks deskriptif yang telah disediakan.

4) Mengasosiasi

- Siswa mengklasifikasikan kosakata yang terdapat dalam teks tersebut kedalam kelas kata (noun & verb)
- Siswa melakukan diskusi dan membuat kesimpulan dari penjelasan materi yang telah disampaikan.

- Siswa mengisi lembaran yang berisi kolom crossword puzzles dengan kosakata yang benar sesuai clue yang telah diberikan.

5) Mengkomunikasikan

- Siswa bersama teman sebangkunya mempersentasikan hasil diskusinya didepan kelas
- Guru mengoreksi hasil pekerjaan siswa yang maju.

6) Mencipta

- Siswa bekerja sama dengan teman sebangkunya untuk membuat teks deskriptif sederhana

c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
 - 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
3. Pertemuan Ketiga
- a. Pendahuluan
 - 1) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
 - 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin
 - 3) Memberikan motivasi dan apersepsi
 - 4) Menginformasikan tujuan pembelajaran
 - 5) Menyampaikan scenario pembelajaran
 - b. Kegiatan Inti
 - 1) Observasi
 - Siswa mengamati materi tentang “Noun, Verb, & Adjective” serta Crossword Puzzle yang telah disiapkan oleh guru.
 - 2) Menanya
 - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit.

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang part of speech terutama tentang “Noun & Verb”.
- Dengan bimbingan dan arahan guru, siswa mempertanyakan berbagai hal yang berkaitan dengan Crossword Puzzles

3) Mengumpulkan Informasi

- Siswa menggaris bawahi kosakata tentang (noun, verb, & adjective) pada teks deskriptif yang telah disediakan.

4) Mengasosiasi

- Siswa mengklasifikasikan kosakata yang terdapat dalam teks tersebut kedalam kelas kata (noun & verb)
- Siswa melakukan diskusi dan membuat kesimpulan dari penjelasan materi yang telah disampaikan.
- Siswa mengisi lembaran yang berisi kolom crossword puzzles

dengan kosakata yang benar sesuai clue yang telah diberikan.

5) Mengkomunikasikan

- Siswa bersama teman sebangkunya mempersentasikan hasil diskusinya didepan kelas
- Guru mengoreksi hasil pekerjaan siswa yang maju.

6) Mencipta

- Siswa bekerja sama dengan teman sebangkunya untuk membuat teks deskriptif sederhana

c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.

- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

RUBIK PENILAIAN

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes tulis vocabulary
 - a. Sikap

Penilaian observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	
			
			
2	
			
			

Keterangan:

BS : Bekerja Sama

JJ : Jujur

TJ : Tanggung Jawab

DS : Disiplin

Catatan :

1) Aspek perilaku dinilai dengan kriteria:

75= Baik

50= Cukup

26= Kurang

2) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai (*contoh: $275 : 4 = 68,75$*)

4) Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup ©

00,00 – 25,00 = Kurang (K)

5) Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

b. Pengetahuan

No	Keterangan	Nilai				
		1	2	3	4	5
1	Kosakata (vocabulary)					

2	Kelancaran (fluency)					
3	Ketelitian (accuracy)					
4	Pengucapan (pronunciation)					
5	Intonasi (intonation)					
6	Pemahaman (understanding)					
7	Pilihan Kata (diction)					

No	Aspek Kebahasaan	Skor	Penilaian
1	Vocabulary	5	Hampir sempurna
		4	Ada beberapa kesalahan tapi tidak mengganggu makna
		3	Ada beberapa kesalahan dan mengganggu makna
		2	Banyak kesalahan dan mengganggu makna
		1	Terlalu banyak kesalahan sehingga sulit dipahami
2	Fluency	5	Sangat lancar
		4	Lancar
		3	Cukup lancar
		2	Kurang lancar
		1	Tidak lancar
3	Accuracy	5	Sangat teliti
		4	Teliti
		3	Cukup teliti

		2	Kurang teliti
		1	Tidak teliti
4	Pronunciation	5	Hampir sempurna
		4	Ada beberapa kesalahan tapi tidak mengganggu makna
		3	Ada beberapa kesalahan dan mengganggu makna
		2	Banyak kesalahan dan mengganggu makna
		1	Terlalu banyak kesalahan sehingga sulit dipahami
5	Intonation	5	Hampir sempurna
		4	Ada beberapa kesalahan tapi tidak mengganggu makna
		3	Ada beberapa kesalahan dan mengganggu makna
		2	Banyak kesalahan dan mengganggu makna
		1	Terlalu banyak kesalahan sehingga sulit dipahami
6	Understanding	5	Sangat memahami
		4	Memahami
		3	Cukup memahami
		2	Kurang memahami
		1	Tidak memahami
7	Diction	5	Sangat variative dan tepat
		4	Variative dan tepat
		3	Cukup variative dan tepat
		2	Kurang variative dan tepat

		1	Tidak variative dan tepat
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Pedoman penilaian $\frac{5 \times 6}{3} =$

Skor maksimal adalah 10

RENCANA PELAKSANAAN PEMBELAJARAN

KELAS CONTROL

Satuan Pendidikan	: SMP 16 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi Pokok	: Vocabulary
Alokasi Waktu	: 6 x 40 menit (3x pertemuan)

A. Kompetensi Inti

1. KI 1: Menghargai dan menghayati ajaran agama yang di anutnya
2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,

budaya terkait fenomena dan kejadian tampak mata.

4. KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 2.2 Menunjukkan jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

- 3.1 Menerapkan structure teks dan unsur kebahasaan untuk melaksanakan fungsi social dari menerjemahkan kosakata Bahasa Inggris, dan Mengklasifikasikan kata kedalam kelas kata, sesuai konteks penggunaannya.
- 4.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi social dan unsur kebahasaan dari kosakata Bahasa Inggris (noun, verb, adjective)
2. Mengidentifikasi makna dari kosakata Bahasa Inggris (noun, verb, adjective)
3. Mengurai ide dengan membuat table kosakata bahasa Inggris agar memudahkan siswa untuk memahami dan menghapalkan kosakata tersebut.
4. Mengklasifikasikan kosakata Bahasa Inggris dasar kedalam kelas kata yaitu kata benda (noun), kata kerja (verb), dan kata sifat (adjective).

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi fungsi social dengan benar
2. Siswa dapat mengidentifikasi struktur teks dengan benar
3. Siswa dapat mengidentifikasi ciri kebahasaan dengan benar
4. Siswa dapat memperkaya pembendaharaan kata benda (noun), kata kerja (verb), dan kata sifat (adjective)
5. Siswa dapat meningkatkan penguasaan kosakata Bahasa Inggris
6. Siswa dapat Mengklasifikasikan kosakata Bahasa Inggris dasar kedalam kelas kata yaitu kata benda (noun), kata kerja (verb), dan kata sifat (adjective).

E. Materi Pembelajaran

VOCABULARY

1. Pengertian Vocabulary

Kosakata adalah kumpulan kata-kata dalam bahasa yang digunakan untuk berkomunikasi dengan orang lain.

2. Jenis-Jenis Vocabulary

a. Kata Benda (Noun)

Merupakan jenis kata yang merujuk pada segala hal yang dapat dibendakan. Biasa untuk menyebutkan makhluk hidup, benda mati dan tempat.

Example: Father, Book, Garden

b. Kata Kerja (Verb)

Verb merupakan kata yang mendeskripsikan aksi, tindakan, keadaan/kondisi.

Example: Study, Send, Take

c. Kata Sifat (Adjective)

Adalah sebuah kata yang digunakan untuk menjelaskan dan menggambarkan sebuah kata benda. Biasanya digunakan untuk mendeskripsikan rasa, waktu, warna, ukuran hingga jumlah.

Example: Red, Smart, Cheap

F. Metode Pembelajaran

Discovery Learning with Scientific Approach

G. Media dan Alat Pembelajaran

Media : Worksheet atau lembar kerja siswa

Alat : Papan tulis, spidol

Sumber Belajar : Buku Bahasa Inggris siswa kelas
VII “When English Rings A Bell”

H. Langkah-langkah Pembelajaran

1. Pertemuan Pertama

a. Pendahuluan

- 1) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin
- 3) Memberikan motivasi dan apersepsi
- 4) Bermain game crossword puzzles tentang vocabulary (Noun)
- 5) Menginformasikan tujuan pembelajaran
- 6) Menyampaikan scenario pembelajaran

b. Kegiatan Inti

1) Observasi

- Siswa membaca materi tentang “Noun” yang telah diberikan.

2) Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit.

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang part of speech terutama tentang “Noun”.
- 3) Mengumpulkan Informasi
- Siswa menggaris bawahi kosakata tentang (noun) pada teks deskriptif yang telah disediakan.
- 4) Mengasosiasi
- Siswa mengklasifikasikan kosakata yang terdapat dalam teks tersebut kedalam kelas kata (noun)
 - Siswa melakukan diskusi dan membuat kesimpulan dari penjelasan materi yang telah disampaikan.
- 5) Mengkomunikasikan
- Siswa bersama teman sebangkunya mempersentasikan hasil diskusinya didepan kelas
 - Guru mengoreksi hasil pekerjaan siswa yang maju.
- 6) Mencipta

- Siswa bekerja sama dengan teman sebangkunya untuk membuat teks deskriptif sederhana

c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

2. Pertemuan Kedua

a. Pendahuluan

- 1) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin
- 3) Memberikan motivasi dan apersepsi

- 4) Bermain game crossword puzzles tentang vocabulary (Noun and Verb)
 - 5) Menginformasikan tujuan pembelajaran
 - 6) Menyampaikan scenario pembelajaran
- b. Kegiatan Inti
- 1) Observasi
 - Siswa membaca materi tentang “Noun & Verb” yang telah diberikan.
 - 2) Menanya
 - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit.
 - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang part of speech terutama tentang “noun & verb”.
 - 3) Mengumpulkan Informasi
 - Siswa menggaris bawahi kosakata tentang (noun & verb) pada teks deskriptif yang telah disediakan.
 - 4) Mengasosiasi

- Siswa mengklasifikasikan kosakata yang terdapat dalam teks tersebut kedalam kelas kata (noun & verb)
- Siswa melakukan diskusi dan membuat kesimpulan dari penjelasan materi yang telah disampaikan.

5) Mengkomunikasikan

- Siswa bersama teman sebangkunya mempersentasikan hasil diskusinya didepan kelas
- Guru mengoreksi hasil pekerjaan siswa yang maju.

6) Mencipta

- Siswa bekerja sama dengan teman sebangkunya untuk membuat teks deskriptif sederhana

c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah

dilaksanakan secara konsisten dan terprogram.

- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

3. Pertemuan Ketiga

a. Pendahuluan

- 1) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin
- 3) Memberikan motivasi dan apersepsi
- 4) Bermain game crossword puzzles tentang vocabulary (Noun, Verb, and Adjective)
- 5) Menginformasikan tujuan pembelajaran
- 6) Menyampaikan scenario pembelajaran

b. Kegiatan Inti

1) Observasi

- Siswa membaca materi tentang “noun, verb, & adjective” yang telah diberikan.

2) Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit.
 - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang part of speech terutama tentang “noun, verb, & adjective”.
- 3) Mengumpulkan Informasi
- Siswa menggaris bawahi kosakata tentang (noun, verb, & adjective) pada teks deskriptif yang telah disediakan.
- 4) Mengasosiasi
- Siswa mengklasifikasikan kosakata yang terdapat dalam teks tersebut kedalam kelas kata (noun, verb, & adjective)
 - Siswa melakukan diskusi dan membuat kesimpulan dari penjelasan materi yang telah disampaikan.
- 5) Mengkomunikasikan

- Siswa bersama teman sebangkunya mempersentasikan hasil diskusinya didepan kelas
- Guru mengoreksi hasil pekerjaan siswa yang maju.

6) Mencipta

- Siswa bekerja sama dengan teman sebangkunya untuk membuat teks deskriptif sederhana

b. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

RUBIK PENILAIAN

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes tulis vocabulary
 - a. Sikap

Penilaian observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	
			
			
2	
			
			

Keterangan:

BS : Bekerja Sama

JJ : Jujur

TJ : Tanggung Jawab

DS : Disiplin

Catatan :

1) Aspek perilaku dinilai dengan kriteria:

75= Baik

50= Cukup

26= Kurang

2) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai (*contoh: $275 : 4 = 68,75$*)

4) Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup ©

00,00 – 25,00 = Kurang (K)

5) Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

b. Pengetahuan

No	Keterangan	Nilai				
		1	2	3	4	5
1	Kosakata (vocabulary)					

2	Kelancaran (fluency)					
3	Ketelitian (accuracy)					
4	Pengucapan (pronunciation)					
5	Intonasi (intonation)					
6	Pemahaman (understanding)					
7	Pilihan Kata (diction)					

No	Aspek Kebahasaan	Skor	Penilaian
1	Vocabulary	5	Hampir sempurna
		4	Ada beberapa kesalahan tapi tidak mengganggu makna
		3	Ada beberapa kesalahan dan mengganggu makna
		2	Banyak kesalahan dan mengganggu makna
		1	Terlalu banyak kesalahan sehingga sulit dipahami
2	Fluency	5	Sangat lancar
		4	Lancar
		3	Cukup lancar
		2	Kurang lancar
		1	Tidak lancar
3	Accuracy	5	Sangat teliti
		4	Teliti
		3	Cukup teliti

		2	Kurang teliti
		1	Tidak teliti
4	Pronunciation	5	Hampir sempurna
		4	Ada beberapa kesalahan tapi tidak mengganggu makna
		3	Ada beberapa kesalahan dan mengganggu makna
		2	Banyak kesalahan dan mengganggu makna
		1	Terlalu banyak kesalahan sehingga sulit dipahami
5	Intonation	5	Hampir sempurna
		4	Ada beberapa kesalahan tapi tidak mengganggu makna
		3	Ada beberapa kesalahan dan mengganggu makna
		2	Banyak kesalahan dan mengganggu makna
		1	Terlalu banyak kesalahan sehingga sulit dipahami
6	Understanding	5	Sangat memahami
		4	Memahami
		3	Cukup memahami
		2	Kurang memahami
		1	Tidak memahami
7	Diction	5	Sangat variative dan tepat
		4	Variative dan tepat
		3	Cukup variative dan tepat
		2	Kurang variative dan tepat

		1	Tidak variative dan tepat
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Pedoman penilaian $\frac{5 \times 6}{3} =$

Skor maksimal adalah 10

STUDENS' PRE-TEST WORKSHEET FOR EXPERIMENTAL CLASS

Name: Pahri Mirza Saputra Class: 7 D
**KERJAKANLAH SOAL DIBAWAH INI DENGAN
 BENAR DAN TEAPAT!**

50

1. Write the meaning of the words below.

1	Teacher = <u>guru</u>	16	Delicious =
2	Book = <u>buku</u>	17	Shoes =
3	Cheap = <u>Murah</u>	18	Funny = <u>lucu</u>
4	Difficult = <u>kesulitan</u>	19	Expensive = <u>bagus</u>
5	Learn =	20	Watch =
6	Understand = <u>perampikan</u>	21	Send = <u>irim</u>
7	Class = <u>kelas</u>	22	Smart =
8	Student =	23	Hair = <u>Rambut</u>
9	Floor =	24	Uniform =
10	Picture =	25	Rubbish =
11	Speak = <u>bagus</u>	26	Sweep =
12	Handsome = <u>ganteng</u>	27	Take =
13	Write = <u>menulis</u>	28	Diligent =
14	Beautiful = <u>cantik</u>	29	Wash =
15	Help = <u>Tolong</u>	30	Easy = <u>Mudah</u>

2. Please classification this words above into the suitable class word!

Noun (Kata Benda)	Verb (Kata Kerja)	Adjective (Kata Sifat)
book = <u>buku</u> ✓	Teacher = <u>Guru</u>	Help = <u>Tolong</u> ✓
Pencil = <u>Pensil</u> ✓		
Pen = <u>bolpoin</u> ✓		

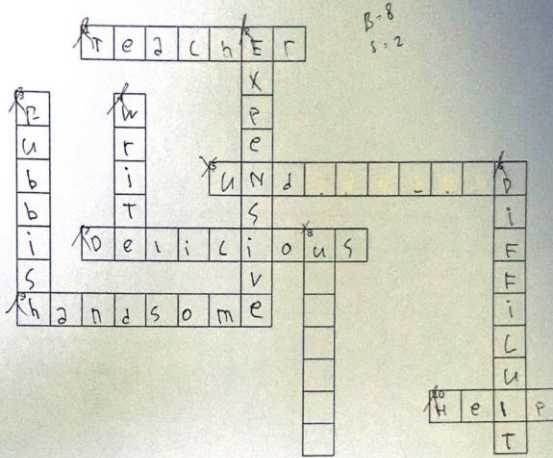
STUDENTS' POST-TEST WORKSHEET FOR EXPERIMENTAL CLASS

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80

POST-TEST

CROSSWORD PUZZLE ABOUT NOUN, VERB, AND ADJECTIVE



ACROSS

1. Someone whose job is to teach in a school or college
5. To know the meaning of something that someone says
7. The English of "anak"
9. a word used to compliment a man
10. Doing something for someone

DOWN

2. Antonym of "cheap"
3. The English of "sampah"
4. The English of "menulis"
6. Antonym of "easy"
8. A set of clothes which has to be used by the members of the same group of people at the school

STUDENS' PRE-TEST WORKSHEET FOR CONTROL CLASS

60

PRE-TEST

NAME: m u h a m m a d i l l a h m a n u f i d h a CLASS: 7C

KERJAKANLAH SOAL DIBAWAH INI DENGAN BENAR DAN TEPAT!

1. Write the meaning of the word below

1	Table (meja)	✓	11	Small (kecil)	✓
2	Beautiful (cantik)	✓	12	Find (
3	Bag (tas)	✓	13	Family (keluarga)	✓
4	Tree (Pohon)	✓	14	Learn (
5	Forget		15	Student (
6	Angry (marah)	✓	16	Feel (
7	Big (besar)	✓	17	Tall (
8	Remember		18	Stupid (bodoh)	✓
9	Book (buku)	✓	19	Sad (sedih)	✓
10	Door (pintu)	✓	20	Busy (sibuk)	✓

NOUN (Kata Benda)	VERB (Kata Kerja)	ADJECTIVE (Kata Sifat)
meja (table) ✓		small (kecil) ✓
tas (bag) ✓		big (besar) ✓
		small (kecil) ✓
		big (besar) ✓
buku (book) ✓		angry (marah) ✓
pintu (door) ✓		beautiful (cantik) ✓

24 x 25

STUDENTS' POST-TEST WORKSHEET FOR CONTROL CLASS

Name: TITO SATYA M Class: 7C
**KERJAKANLAH SOAL DIBAWAH INI DENGAN
 BENAR DAN TEAPAT!**

65

1. Write the meaning of the words below.

1	Teacher (<u>guru</u>)	16	Delicious (<u>enak</u>)
2	Book (<u>buku</u>)	17	Shoes (<u>sepatu</u>)
3	Cheap (<u>murah</u>)	18	Funny (<u>senang</u>)
4	Difficult	19	Expensive
5	Learn	20	Watch (<u>nonbon</u>)
6	Understand (<u>paham</u>)	21	Send (<u>kirim</u>)
7	Class (<u>kelas</u>)	22	Smart (<u>pintar</u>)
8	Student (<u>belajar</u>)	23	Hair (<u>Rambut</u>)
9	Floor (<u>Atap</u>)	24	Uniform
10	Picture	25	Rubbish
11	Speak (<u>Bicara</u>)	26	Sweep
12	Handsome (<u>Ganteng</u>)	27	Take
13	Write	28	Diligent
14	Beautiful (<u>Cantik</u>)	29	Wash (<u>mencuci</u>)
15	Help (<u>Tolong</u>)	30	Easy (<u>mudah</u>)

2. Please classification this words above into the suitable class word!

Noun (Kata Benda)	Verb (Kata Kerja)	Adjective (Kata Sifat)
book = buku ✓	Teacher = Guru	Help = Tolong ✓
Pencil = Pensil ✓		
Pen = bolpoin ✓		

DOCUMENTATION





CURRICULUM VITAE

1. Personal Identity

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Kemuning Kab. Lampung Utara
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E-mail : putriulandari163@gmail.com

2. Educational Background

- a. Tk Islam Mulimin Bukit Kemuning
- b. SD Negeri 3 Bukit Kemuning
- c. MTs Plus Walisongo Lampung Utara
- d. MA Plus Walisongo Lampung Utara
- e. Universitas Islam Negeri Walisongo Semarang

Semarang, 15 September 2022

The Researcher,



Putri Ulandari

1803046016

