

**IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING THE CROSSWORD PUZZLE GAME
AT GRADE VII SMP N 5 PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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LETTER AGREEMENT

Term : Thesis
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Padangsidempuan, 11 July 2024
To:
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Padangsidempuan

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

After reading, studying and giving advice for necessary revise on thesis belongs to *Yunita Permata Sari Siregar*, entitled "*Improving Students' Vocabulary Mastery By Using the Crossword Puzzle Game at Grade VII SMP N 5 Padangsidempuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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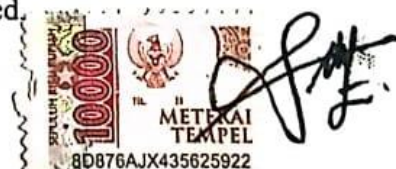
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ABSTRACT

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Thesis Title : “Improving Students’ Vocabulary Mastery by Using the Crossword Puzzle Game at Grade VII SMP N 5 Padangsidempuan”

This study aims to improve students’ vocabulary mastery by using crossword puzzle game at grade VII students of SMP N 5 Padangsidempuan. Because it has found in that school the students’ vocabulary mastery is still low. The method used is Classroom Action Research. The participants of this research were 23 students in class VII-5 SMP N 5 Padangsidempuan. The data analyses were from vocabulary test, observation notes and interview. The result of the research showed the improvement mean score of the students. The first test in the first cycle was 60.17 and second test in the second cycle was 82.60. It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement of vocabulary and the students were more active and interested in learning vocabulary mastery. Related to the interview result, it could be known that students’ vocabulary mastery had improved. It asserted that crossword puzzle game can improve students’ vocabulary mastery at grade VII-5 SMP N 5 Padangsidempuan. The result in the previous study increased 17.05 while in this study The novelty of this research is from the improvement increased 22.43.

Key Word: *Vocabulary Mastery, Crossword Puzzle Game*

ABSTRAK

Nama : Yunita Permata Sari Siregar
NIM : 20 203 00021
Judul Skripsi : Meningkatkan Penguasaan Kosakata Siswa dengan Menggunakan Permainan Teka-teki Silang di Kelas VII SMP N 5 Padangsidempuan

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dengan menggunakan permainan teka-teki silang pada siswa kelas VII SMP N 5 Padangsidempuan. Karena ditemukan di sekolah tersebut penguasaan kosakata siswa masih rendah. Metode yang digunakan adalah Penelitian Tindakan Kelas. Partisipan penelitian ini adalah 23 siswa kelas VII-5 SMP N 5 Padangsidempuan. Analisis data dilakukan dengan menggunakan tes kosakata, catatan observasi dan wawancara. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata siswa. Tes pertama pada siklus pertama adalah 60,17 dan tes kedua pada siklus kedua adalah 82,60. Dapat disimpulkan bahwa nilai rata-rata pada siklus kedua lebih tinggi dari siklus pertama. Berdasarkan catatan observasi menyatakan bahwa siswa mengalami peningkatan dalam penguasaan kosakata dan siswa lebih aktif dan tertarik dalam pembelajaran penguasaan kosakata. Terkait dengan hasil wawancara, dapat diketahui bahwa penguasaan kosakata siswa mengalami peningkatan. Hal ini menegaskan bahwa permainan teka-teki silang dapat meningkatkan penguasaan kosakata siswa di kelas VII-5 SMP N 5 Padangsidempuan. Hasil pada penelitian sebelumnya meningkat 17,05 sedangkan pada penelitian ini meningkat 22,43. Kebaruan dari penelitian ini adalah dari peningkatannya meningkat 22,43.

Kata Kunci Penguasaan Kosakata, Permainan Teka-Teki Silang

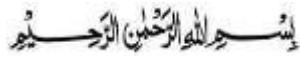
ملخص البحث

الاسم : يونيتا بيرماتا ساري سيرينغار
رقم التسجيل : ٢٠٢٠٣٠٠٠٢١
عنوان البحث : تحسين إتقان الطلاب للمفردات اللغوية باستخدام لعبة الكلمات المتقاطعة في الصف السابع الإعدادي ٥ بادانغسيديمبون

تهدف هذه الدراسة إلى تحسين إتقان الطلاب للمفردات اللغوية باستخدام لعبة الكلمات المتقاطعة لدى طلاب الصف السابع في المدرسة الإعدادية ٥ بادانغسيديمبون. لأنه وجد أن إتقان الطلاب للمفردات في تلك المدرسة لا يزال منخفضاً. الطريقة المستخدمة هي البحث الإجرائي الصفّي. كان المشاركون في هذا البحث ٢٣ طالباً في الصف السابع-الصف الخامس من المدرسة الإعدادية ٥ بادانغسيديمبون. تم تحليل البيانات من اختبار المفردات وملاحظات الملاحظة والمقابلة. أظهرت نتيجة البحث متوسط درجات التحسن لدى الطلاب. كان الاختبار الأول في الدورة الأولى ٦٠,١٧ والاختبار الثاني في الدورة الثانية ٨٢,٦٠. ويمكن استنتاج أن متوسط الدرجات في الدورة الثانية كان أعلى من الدورة الأولى. استناداً إلى ملاحظات الملاحظة، ذُكر أن الطالبات قد تحسنت مفرداتهن اللغوية وأن الطالبات كنّ أكثر نشاطاً واهتماماً بتعلم إتقان المفردات. فيما يتعلق بنتيجة المقابلة، يمكن معرفة أن إتقان الطلاب للمفردات قد تحسن. وأكدت الدراسة أن لعبة الكلمات المتقاطعة يمكن أن تحسن إتقان الطلاب للمفردات في الصف السابع-الصف الخامس الإعدادي ٥ بادانغسيديمبون. وقد زادت النتيجة في الدراسة السابقة ١٧,٠٥ بينما في هذه الدراسة الجدة في هذا البحث من التحسن زيادة ٢٢,٤٣.

الكلمات المفتاحية: إتقان المفردات، لعبة ألغاز الكلمات المتقاطعة

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I realize this thesis cannot be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidempuan, 11 July 2024
Reseacher

Yunita Permata Sari Siregar
Reg. Num. 20 203 00021

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is a core component of language proficiency and provides much of the basics 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 ways contexts, reading, or watching television.

Research on vocabulary in recent years has been done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering the word. It means that vocabulary plays an important part in language.¹ In conclusion, the vocabulary cannot be separated from other language aspect.

Nowadays, people live in the 21st century or popular 4.0 era which everything easy to use and communicate with other people in the world. People might say this era is a virtual era. All people can get information easily, people just type some keyword then the things that people want appear which has a lot of variation. Many studies today claim that children create knowledge when

¹Jack C. Richards and Willy A. Renandya, "Methodology in Language Teaching" (Cambridge University Press, 2002), <https://shorturl.at/brwLT>

children play. Media –likes game-are very interesting and popular in teaching and learning. So, it is like people build an interesting environment in the class where the student feels free to explore their knowledge while learning. In addition, making students enjoy the instruction is very important, because students will learn better when students feel happy and fun.

The problem with grade VII students at SMP N 5 Padangsidempuan is their weakness on vocabulary mastery. The minimum completeness criteria for English subject are 75, many students did not reach the minimum completeness criteria. This is known from preliminary research by doing interviews to teacher.² The teacher admitted that very few students master vocabulary. As known, vocabulary is very important in language learning. According to Richards and Renandya,³ vocabulary plays a crucial role in acquiring language skills which is the basis for learning to speak, listen, read, and write. As a basis for learning a language, students need to learn vocabulary well so that it can facilitate them in the learning process. This statement is also supported by Hiebert and Kamil⁴, vocabulary is the set of words for which we know the meanings when we speak, write, or read. Vocabulary is a crucial component of language that preserves all knowledge of word meanings and uses. it means vocabulary is fundamental in

² Private interview with Hapsyah Sri Mei Siregar, On 27th of November 2023 at SMP N 5 Padangsidempuan

³ Jack C.Richards and Willy A.Renandya, “Methodology in Language Teaching” (Cambridge University Press, 2002), https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scan.pdf.

⁴ Elfrieda H.Hiebert and Michael L.Kamil, *Teaching and Learning Vocabulary* (Marwah, New Jersey: Lawrence Erlbaum Associates, 2005), <https://s3-euw1-ap-pe-df-pch-content-store-p.s3.eu-west-1.amazonaws.com/9781410612922/a7fe8db3-06ef-47ee-9e40-40b17405df14/relatedobjects/preview.pdf?>

communication and an essential skill to acquire. Thornbury⁵ also said without grammar very less can be expressed, without vocabulary nothing can be expressed. It means without vocabulary we can't express anything because without vocabulary we can't know the meaning of the word that we use. So that, with vocabulary, the speaker can easily convey the message that wants to express.

Other problems that affect the English language mastery of grade VII students at SMP N 5 Padangsidimpuan are the students' inability in mastering noun. This is known from interviews with teachers⁶ and students⁷. When asked about the distribution of nouns to students, they could not answer. This seems to be a burden on students' mastery of English, even though it can be said that nouns are part of the vocabulary and there are very many nouns found all around us.

Next problem is the inaccuracy of the strategies or methods used by teachers in teaching vocabulary. This is known from the results of interviews with teacher⁸, the teacher said that the teacher had used various strategies for teaching vocabulary such as the Grammar Translation Method, Task Based Language Teaching and also the Lecture Method. However, in reality students still do not master vocabulary well and fluently. The inaccuracy of the method or strategy used is a problem in vocabulary learning in class VII of SMP N

⁵ Scott Thornbury, "How to Teach Vocabulary.Pdf" (Pearson Longman, 2002).

⁶ Private interview with Hapsyah Sri Mei Siregar, On 27th of November 2023 at SMP N 5 Padangsidimpuan

⁷ Private interview with students grade VII, On 27th of November 2023 at SMP N 5 Padangsidimpuan.

⁸ Private interview with Hapsyah Sri Mei Siregar, On 27th of November 2023 at SMP N 5 Padangsidimpuan.

5 Padangsidempuan. Even though it is known that strategy is very important to make students proficient in mastering something. According to Mutiyah et al⁹ the learning strategy is a device in guiding learners to accelerate their knowledge to master what contents they learn. The strategy in learning is the most important thing to success in learning process. It helps students to understand the specific information from the subject they learn. It can focus their attention on the target that they want to achieve.

There are many strategies that can be used to learn and teach vocabulary such as total physical response. According to Richards and Rogers in Baiq et al¹⁰ reveal the total physical response is a language teaching method built around coordination of speech and action. It attempts to teach language through physical activity. It is a language teaching method based on coordination between speech and action, the method for teaching languages using motor physical activity. Another strategy to teach vocabulary is by using media. Phillips in Oktavianita¹¹ stated that vocabulary is best learned when the meaning of the word (s) is illustrated, for example by a picture, an action, or a real object. It means that pictures can be used to teach students vocabulary so that teachers can't use

⁹ Mutiyah Mahdin, Baso Jabu, and Muhammad Basri, "English Grammar Learning Strategies Applied by a Successful Student at Midwifery Academy of Bataritoja," *Angewandte Chemie International Edition*, 6(11), 951–952., 2019, 12, http://eprints.unm.ac.id/15174/1/Artikel_Mutiyah_Mahdin.pdf.

¹⁰ Baiq Sumarni, Dharma Dev Bhatta, and Sharon Fung-Chien Kho, "The Use of Total Physical Response in Teaching Vocabulary Integrated with Meaningful Classroom Interaction," *Journal of Language and Literature Studies* 2, no. 1 (2022): 10, <https://doi.org/10.36312/jolls.v2i1.710>.

¹¹ Oktavianita. (2022). *The Effectiveness Of Using Picture In Vocabulary Learning In Seventh-Grade Junior High School Students* (Hasanuddin University). https://repository.unhas.ac.id/id/eprint/24290/3/F041181034_skripsi_09-05-2022%201-2.pdf

single-tone methods at any time. The teacher can easily and efficiently teach students vocabulary through the use of image media

In this study, the researcher chose to use a crossword puzzle game to solve students' vocabulary problems. According to Ball¹² Crossword puzzles are an excellent vehicle for cooperative learning. The crossword puzzles in this section cover a wide variety of topics that students will find interesting. The teaching techniques, working with a classmate, students can share their knowledge of English in solving the various vocabulary or grammatical questions posed in the puzzle. After students have completed the puzzle (in class or as homework assigned to be done with a classmate), the teacher should discuss the solutions with the class as a whole. Give students examples of sentences in which some of the new words are used, and ask them to write sentences of their own.

Many people have successfully used this method to successfully master vocabulary, one of them is Mansur and Fatimah¹³ who found the use of crossword puzzle in learning vocabulary run well. The students enjoy learning, working cooperatively, and sharing their knowledge with each other freely which motivated them to achieve the better score. Therefore, the crossword puzzle can solve the students' problem in learning vocabulary. It is easy for them to memorize the words because they feel enjoy playing the game during learning

¹² Elizabeth Ball, *The Lighter Side Of TEFL*,(americanenglish.state.gov,2019).
<https://shorturl.at/T4Mr0>

¹³ Nurfauziah Mansur and Fatima, "Improving Vocabulary Mastery Through Crossword Puzzle," *Datokarama English Education Journal* 4, no. 1 (2023): 10, <http://deejournal.org/index.php/dee>.

process. In conclusion, the researcher can say the crossword puzzle technique is appropriate to answer the students' problem in learning vocabulary.

Based on the explanation above, the researcher is interested in using the Crossword Puzzle Game as a game to teach vocabulary at SMP N 5 Padangsidempuan. This research is in conducting classroom action research with the purpose of improving students' vocabulary mastery. Therefore, the researcher conducts the title of the research **“Improving Students' Vocabulary Mastery By Using the Crossword Puzzle Game at Grade VII SMP N 5 Padangsidempuan”**.

B. The Identification of the Problem

Based on the background of the problems above, the identification of the problem in this research are:

1. The students' score did not reach the minimum completion criteria
2. The teacher did not use various strategies yet
3. The students had lack of vocabulary, especially nouns
4. The students were low in memorizing vocabulary

C. The Focus of the Research

There are many problems associated with vocabulary described in the identification of the problem above. For this occasion, the researcher only focused on lack of vocabulary mastery in noun (things in the school). It would be solved by crossword puzzle game. There are several types of crossword puzzle game and the researcher chose picture crossword.

D. The Formulation of the Problem

Based on the background of the problem, the research problem of this study is formulated as the: “To what extent can the crossword puzzle game improve students’ vocabulary mastery?”

E. The Objective of the Research

Based on the problem above, the objective of the research is: to describe the extent the crossword puzzle game can improve students’ vocabulary mastery at grade VII SMP N 5 Padangsidempuan or not.

F. The Significances of the Research

This research is expected to give some benefits:

1. To the English teacher, the result of this research can give additional knowledge and be useful as one alternative media to teach vocabulary
2. For the students, this research is expected to be useful to make the students more interested and motivated to improve their vocabulary
3. To other researchers, the result of this research can be a reference for conducting other research related to this research study.

G. The Definitions of Terminologies

1. Improving

Improving refers to the process or action of making something better or enhancing its quality, performance, or conditions. It involves efforts to achieve overall improvement or advancement.

2. Vocabulary Mastery

Vocabulary mastery is a deep understanding and mastery of various words in a language. This involves the ability to recognize, understand and use these words appropriately in a variety of communication situations, both spoken and written. Vocabulary mastery also includes developing the ability to accurately select words that fit the context.

3. Crossword Puzzle Game

Crossword puzzle game is a game that involves small boxes that must be filled with letters to form words that match certain clues or you cannot use boxes but each word must be related to each other. The goal is to fill in all the squares correctly so that they form a pattern of intersecting word.

H. The Outline of Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it consists of background of the problem, identifications of the problem, focus of the problem, formulation of the problem, the objective of the research, the significances of the research, the definitions of terminologies and outline of the thesis. In chapter two, it was consisted of theoretical descriptions, review of the related literature, review of related findings, the conceptual framework and the hypothesis of the action. In chapter three, it was consisted of research

methodology and in research methodology consisted of place and time of the research, the research design, the participants of the research, the instrument of research, the procedure of collecting data, the technique of data analysis.

In chapter four, it was the result of the research talking about the analysis of data. This chapter consist of description of data, the comparative result of students' vocabulary mastery, discussion of the research findings, and the threats of the research. In chapter five, consist of conclusion, implications and suggestions.

CHAPTER II

THEORETICAL DESCRIPTIONS

A. Review of the Related Literature

1. The Concept of Vocabulary Mastery

a. The Definition of Vocabulary

Vocabulary is one of the components and supporting elements to the mastery of four language skill namely listening, speaking, reading, and writing. The role of vocabulary cannot be ignored in learning English in order to comprehend the target language. There are some definitions of vocabulary proposed by some experts.

According to Brown¹ the term of vocabulary refers to a list or set of words of a particular language or words that individual speakers of language might use. In other words, a fluent speaker must have an adequate vocabulary to support his speaking. From the definition, it is concluded that vocabulary is a set/list of words of a particular language including single words, compound words and idioms that individual speakers of a language might use.

Hornby in Mawar et al² stated that vocabulary refers to the collection of word. Vocabulary is the total number of the words.

¹ H. Douglas Brown, *Principle of Language Learning and Teaching*, *Encyclopedia of the Sciences of Learning*, 5th ed. (San Fransisco State University, 2007), <https://smartlib.umri.ac.id/assets/uploads/files/af2ff-language-teaching-principles-1-.pdf>.

² Seri Mawar, Eka Susti Harida, and Fitri Rayani Siregar, "Improving Students' Vocabulary Mastery Through Word Square Modeling At Grade VII SMP Negeri 5 Padangsidempuan," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 3, no. 2 (2017): 16, <https://doi.org/10.24952/tazkir.v3i2.1554>.

Vocabulary is important not merely in educational world but in daily activities. Vocabulary is recognized as the perfect instrument of language and language is recognized as the perfect instrument communication, because it is one important matter in language. When doing communication, the people will understand each other because people use vocabulary.

Vocabulary is one of the imperative aspects to support English language skills. As stated by Richards and Renandya³ vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, read, listen and write. For instance, in listening skills, to be able to understand speech and utterance, people should know the meaning of words and sentences being said. Hence, people know the intention of the utterance and can react either through action or answer it using spoken utterance, which here, people have to use words to do that.

In order to understand what people are reading, people should be able to understand the meaning that is being conveyed through the written words. Siregar and Harida⁴ stated that “It seems teaching vocabulary is easier task than other component of the language. Yet, in fact, most of the students have difficulty in inquiring vocabulary”. The initial assumption about teaching vocabulary being easier than other components of language is misleading. Vocabulary is all the words in a language, the

³ C.Richards and A.Renandya, “Methodology in Language Teaching.”

⁴ Fitri Rayani Siregar and Eka Sustris Harida, *Building a Better Vocabulary by Word Formation Process*, ed. Rendy & Miya, Edisi Pertama (Jakarta: Kencana, 2021).

richness of words owned by a speaker or writer, words used in a field of science, and a list of words arranged like a dictionary as well as a brief and practical explanation

Based on the explanation above, it can be inferred that acquiring vocabulary is essential to learning a language that it plays a big part in language acquisition, and that learning vocabulary is crucial to being able to communicate in a language. For language learners, vocabulary should be taught first before any element in teaching language, including grammar or pronunciation. It does not mean that the other element is not important, but when the learners master vocabulary the other element will follow. This is because the learners can convey their ideas in oral or written form.

Vocabulary is the basic element of language that someone needs in learning a language especially to communicate effectively with others. Thus, researcher concluded that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

b. Vocabulary Mastery

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English

skill. Syarifudin et al⁵ said in the process of learning English in junior high school, vocabulary mastery is very important for the students. It is because in their early years, vocabulary connected experiences that the students have and play a vital role in the development of their language. Junior high school students are train to do some ways in learning a vocabulary. It will be developed when the learning grow up and learn it a senior high school. Both of junior high school and senior high school students have their similarity in learning but the junior high school students have more specific treatment since they are in the concrete operation or grow to the semi abstract of psychological development. The students learned basically content word of vocabulary because the learners are major word dominate English.

Vocabulary relates to words. Mastering vocabulary is a difficult thing for young learners learning English. As known, vocabulary is one of the important components of language that should be mastered by young learners. Richard and Renandya⁶ said that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Mastering vocabulary can make students proficient in English, by mastering a lot of vocabulary, students will also know a lot about the

⁵ Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 9 (2014): 1–10, <https://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/7022/7215>.

⁶ C.Richards and A.Renandya, "Methodology in Language Teaching."

meaning or terms in vocabulary. Then, by mastering vocabulary, in this case English vocabulary, students can also communicate well and correctly. As mentioned by Asyiah⁷ in Ghina vocabulary is regarded as one of essential factors that gives big influence to the people's communication. So, this means that vocabulary is an important aspect of communicating.

c. The Kinds of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing. There are many kinds of vocabulary made by the expert. Harmer⁸ stated that vocabulary is distinguished into two kinds, there are active vocabulary and passive vocabulary.

Active vocabulary is also called productive vocabulary. Learners more commonly use it appropriately in speaking and writing. Although in practice, it seems more difficult to carry out, at least the learner must know how to pronounce it appropriately, able to use the words with good structure in the target language. Vocabulary can be called as an active vocabulary when students have already learned it and they are expected to be able to use it properly.

⁷ Raudhatul Ghina, "The Analysis of Students' Vocabulary Mastery in Comprehending Descriptive Text" (Sultan Syarif Kasim Riau, 2021), [https://repository.uin-suska.ac.id/54106/2/Thesis Raudhatul Ghina.pdf](https://repository.uin-suska.ac.id/54106/2/Thesis%20Raudhatul%20Ghina.pdf).

⁸ Jeremy Harmer, *The Practice of English Language Teaching, Longman Handbooks for Language Teaching Series*, 4th ed., 1991, https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer.

Passive vocabulary is called receptive vocabulary as well. It is words that commonly are uneasy to be recognized and understood in the context of listening and reading by learners. Passive vocabulary refers to items that learners will probably find difficult or even not able to produce and they only recognize it when they meet them. According to Hiebert and Kamil⁹ vocabulary is divided into: First, oral vocabulary is the set of words for which people know the meanings when people speak or read orally. Second, productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though people may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, people recognize them, even if imperfectly.

According to Aya¹⁰ there are different categories of parts of speech. Parts of speech can be grouped into two major families, depending on their function and their grammatical or content behavior. The functional words are prepositions, articles, conjunctions, forms indicating

⁹ H.Hiebert and L.Kamil, *Teaching and Learning Vocabulary*.

¹⁰ Kurnia Aya, "Functional Word, Content Word, Word, and Morphemes (Vocabulary)," n.d., 10, <https://englishbanget.files.wordpress.com/2013/09/syntax.pdf>.

number, gender, or tense and pronouns. They are used chiefly to express grammatical functions. The contents are used to express cultural content and they are consists of nouns, verbs, adjectives, and adverbs. They have more or less independent meanings.

Material of vocabulary used in this research is noun. A noun can be defined as a word used to name a person, place, or thing. A thing here means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of.

General Types of Nouns:¹¹

1) Kinds

According to their kinds, nouns can be classified into proper and common nouns.

- a) A proper noun is a name of a particular, individual person, place, or thing who/which is usually unique. It is written is a capital letter. Example: Karen, Daniel, Yogyakarta, Indonesia, Sarjana Wiyata.
- b) A common noun is a name given in common to every person or thing of the same class or kind. Different from proper nouns, this sort of nouns is not written in a capital letter.

Example : girl, boy, city, country, university.

¹¹ Akhmad Kardimin, *Fendamental English Grammar*, 4th ed. (Yogyakarta: Pustaka Pelajar, 2009).

When classified into their particular details, common nouns can be divided into 3 classes, i.e. abstract, individual, and collective nouns.

(1) An abstract noun, which belongs to uncountable nouns, is a word used to name an idea, activity, action, a quality, or state which is considered apart from the object to which it belongs, for example of this noun category is kindness, theft, boyhood, and grammar.

(2) An individual noun, which belongs to countable nouns, is a word that represents a typical member of a group and may include most of the concrete nouns, i.e. words which can be perceived by human senses. This category can be exemplified by these words: student, lawyer, flower, and plant.

(3) A collective noun names a group, number, or collection of persons, objects, or things taken together and spoken as one whole, for example, example, fleet, police, and crowd.

The systematic classification of nouns into proper, common, abstract, individual, and collective categories provides a comprehensive framework for understanding and using these fundamental building blocks of language with greater precision and effectiveness in both written and spoken communication.

2) Grammatical Distinction and Number

When the classification is made on the basis of their grammatical distinction, as stated above, common nouns may be grouped into 2. They are:

- a) Countable nouns which are made up from individual and collective nouns. A countable noun refers to nouns denoting persons or things that can be counted. Therefore, it is only the nouns in this category which can be made into the plural form. In their singular form, they are preceded by the indefinite article 'a/an'. The plural form of the singular countable nouns are normally made by adding -s, as a book become books, a pen become pens, and a cow become cows. However, nouns ending in -s, -sh, -ch, or -x, and -o, form their plural by adding -es to their singular form, like a kiss become kisses, a match become matches, a tax become taxes, and a mango become mangoes.
- b) Uncountable nouns which are mostly made up from abstract nouns.

According to their number, these countable nouns can be made into (1) singular and (2) plural nouns. Although the note on countable and uncountable

nouns in this section is trustworthy, it is not always easy to distinguish countable from uncountable nouns.

In this research, researchers focus on countable nouns, especially name of things in the school.

Based on the explanation above the researcher focuses on the content word, especially on the noun. So the kind of vocabulary should be related to the material of school.

d. Teaching Vocabulary

Teaching vocabulary as defined in terms of educational objectives is the process of delivering material from teachers to students, and as a result, there will be changing habits in the student's behavior. Teaching vocabulary is clearly more than just presenting a new word. In teaching vocabulary, the teachers hope to have some technique in order to make students familiar with the vocabulary so that they understand new words easily. The techniques function not only to help the students grasp the meaning of new words quite easily but also to vary the teaching activity in order to avoid boredom on the part of students.

The teachers have an important role in improving the students' achievement in teaching learning process. Teachers are in constant search of essential activities that allow students' to improve their learning abilities of foreign language. The teachers must consider classroom and

students' condition.¹² More importantly, the use of appropriate method used by the teacher can help students enjoy in learning. Regarding vocabulary mastery, the use of suitable method could help students become easier to acquire new words. There are many methods or techniques in teaching learning process, one kind of the method is using the crossword puzzle game.

According to Brown¹³ there are five essential steps in teaching vocabulary based on research into students, there are:

- 1) Having sources for encountering new words.
- 2) Getting a clear image, whether visual or auditory or both, for the forms of the new words.
- 3) Learning the meaning of the words.
- 4) Making a strong memory connection between the forms and meaning of the words.
- 5) Using the words

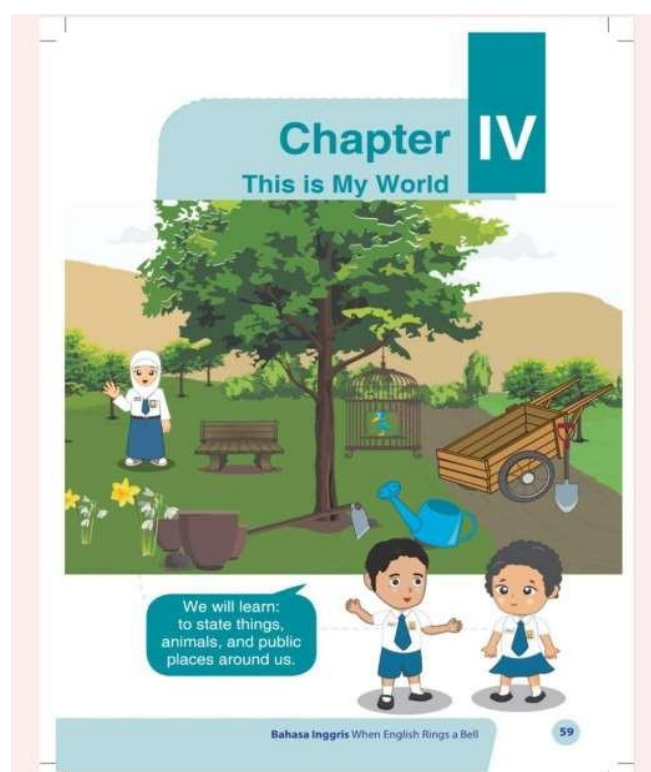
Based on the explanation above, it can be said that there are many ways of teaching vocabulary that most English teachers use, such as translation, games, pictures, etc. The teacher knows that in presenting the new vocabulary, but in this research the researcher only focuses on using games to teach vocabulary, namely the crossword puzzle game.

¹² Yuliana Imelda and Dua Kasing, "Using Crossword Puzzle To Improve Vocabulary Mastery in English Report Text of the Eleventh Grade Students At Sma Negeri 1 Maumere in the Academic Year of 2018/2019," *Edunipa Journal* 3, no. 2 (2023): 75–98, <https://edunipa.nusanipa.ac.id/index.php/ednp/article/view/88>.

¹³ Brown, *Principle of Language Learning and Teaching*.

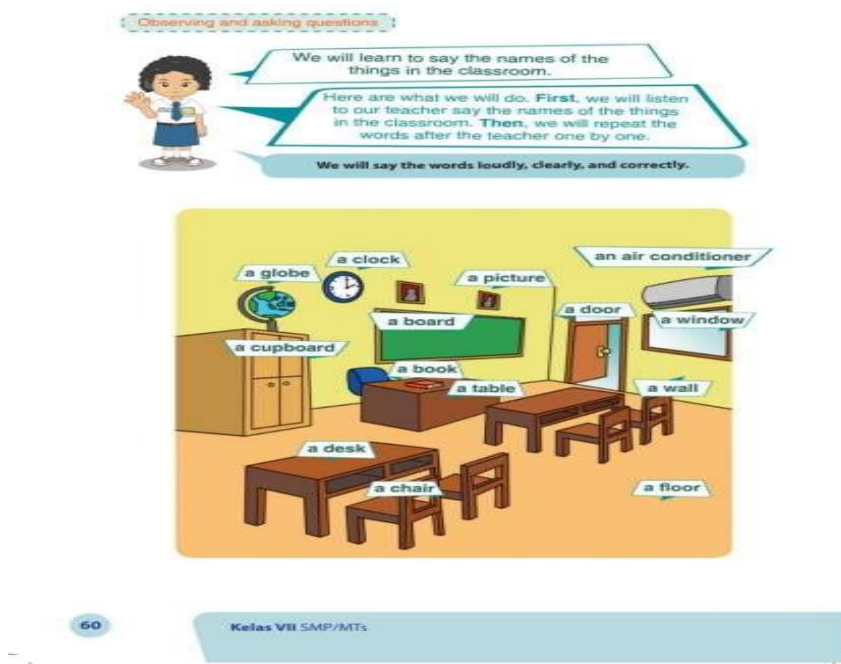
e. The Materials of Vocabulary

Nowadays, students of grade VII SMP N 5 Padangsidempuan use 2013 curriculum or named K'13. It means in k'13 curriculum students more active than teacher. The students textbook mastery 8 topics, but for this research only use one topic that is topic 4 with the title “This is My World”, because this topic is suitable with the research that focus on noun (things in the school).



Taken from Wachidah et al¹⁴ English textbook

¹⁴ Siti Wachidah et al., *Bahasa Inggris When English Rings a Bell* (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), https://bukusekolah.id/checkout/order-received/382848/?key=wc_order_vOz0pphFrFxn3%0A. <https://tinyurl.com/59t87shs>



Taken from Wachidah et al¹⁵ English textbook

The material taught in this research is about things in school. The researcher taught fifty vocabulary words about things in school. The material is adapted to what is in students' textbooks.

f. Vocabulary Assesement

According to Lado in Mustika¹⁶ there are some vocabulary aspects as follows:

1) Meaning

When teaching students about meaning, the teacher should clarify that a word can have multiple meanings depending on the context in which it is used. The teacher can use guided discovery and dictionaries to help students understand the meaning.

¹⁵ Wachidah et al.

¹⁶ Vina Mustika, "The Use Of Crossword Puzzle Game To Improve Students' Vocabulary Mastery," *NBER Working Papers* (Universitas Lampung, 2022), <http://www.nber.org/papers/w16019>.

2) Spelling

In learning vocabulary, spelling is essential for learning vocabulary since it promotes reading and serves as a link between letters and sounds, due to the fact that they belong to various types, spelling there may be different acceptable written versions of an equivalent word within the same variety of English, as is the case with many American English terms.

3) Pronunciation

Hornby stated that the manner a person pronounces words in a language is referred to as pronunciation. The majority of words have only one pronunciation, however some words have two or more. It can be seen from some words are “present” which pronunciation /ˈpreznt/ and /ˈprɪznt/ and the word “read”, which pronunciation /ri:d/ and /red/. Because it is unrelated to word spelling, English pronunciation is difficult to master. Students want to be able to speak English fluently and clearly. So that they can communicate without being irritated, and so that the receiver can communicate more easily.

4) Word Classes

Word classes are a sets of word in a language. Hatch and Brown stated that the word classification is based on their functional classification, namely part of speech. There are parts of

speech that students must know such as noun, verb, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

5) Word Use

Words use is how a word, phrase, or concept is employed in a language. Word use can also entail grammar, which can be the topic of profound analysis.

Based on the aspects of vocabularies above, the researcher focused on meaning and spelling. Those are the skills that early learners acquire in order to communicate effectively. This research will be conducted at SMP N 5 Padangsidimpuan.

2. The Concept of the Crossword Puzzle Game

a. The Definition of the Crossword Puzzle Game

Crossword Puzzle is a strategy in the form of a crossword puzzle game. Good and fun learning without losing the essence of ongoing learning, strategies can even involve active student participation from the start. In this game students are asked to write vocabulary horizontally or downwards and the letters used in the vocabulary are interconnected with the next vocabulary.

According to Ball¹⁷ Crossword puzzles are an excellent vehicle for cooperative learning. The crossword puzzles in this section cover a wide variety of topics that students will find interesting. The teaching techniques, working with a classmate, students can share their knowledge

¹⁷ Elizabeth Ball

of English in solving the various vocabulary or grammatical questions posed in the puzzle. After students have completed the puzzle (in class or as homework assigned to be done with a classmate), the teacher should discuss the solutions with the class as a whole. Give students examples of sentences in which some of the new words are used, and ask them to write sentences of their own.

According to Webster¹⁸ crossword puzzle is an arrangement of numbered squares to be filled in with words, in where a letter is to each square so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically, and numbered synonyms and definitions are given as clues for the words.

According to Njoroge in Sina et al¹⁹ the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary. Then, crossword puzzle is a suitable game used to help students to master vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary. Considering the importance of vocabulary, a teacher needs to propose a good method and technique in teaching it. The students should feel interested and enjoy its teaching and learning process. A conventional teaching of vocabulary (without media) will make the students feel bored.

¹⁸Merriam-Webster.com Dictionary, s.v. “crossword puzzle,” accessed July 9, 2024, <https://www.merriam-webster.com/dictionary/crossword%20puzzle>.

¹⁹ Sina, Wisrance, and Sahan.

To solve this problem, there are many techniques which can be used to improve vocabulary mastery. One of them is crossword puzzle.

The crossword puzzle is the most popular game in all corners of the world. Completing crossword puzzles is a pleasant task because it includes a lot of things such as instructions, word games, and nuances of games.

Mshayisa in Rifai et al²⁰ crossword puzzles can increase student activity in learning. This game encourages students to think critically, spell correctly, minimize errors in answers, and students are motivated to get factual information. Crossword puzzles are usually used to find out or learn new words, and new facts. In addition, crossword puzzles are effective when applied during the learning process, this has been proven to improve student learning outcomes and scientific discipline.

In conclusion, crossword puzzles serve as an engaging and versatile educational tool, promoting active learning, vocabulary development, and collaborative problem-solving while offering educators a flexible method to reinforce language skills across various topics.

b. The Types of Crossword Puzzle Game

In teaching vocabulary by using crossword puzzle, there are some kinds of crossword puzzle²¹ which can be done the students, they are:

²⁰ Rifai, Siminto, and Mirza.

²¹ Yuli Pangestu, "The Effectiveness of Crossword Puzzle Game to Teach Vocabulary at The Second Grade Students of Junior High School," 2020, 6–18, <https://repository.ump.ac.id/3912/>.

1) Oral crossword

The oral crossword is the crossword which is the clue is given orally by the teacher, and the students just get the blank crossword. Only give the students the puzzle with no clues what so ever. Give the clues orally. In a foreign language class, this can be an excellent listening activity. Tell students to fill in what they can and then repeat the clues once more at the end.

2) Picture crossword

Picture crossword is the crossword which is the clue consist of picture. Only give the students the puzzle with no clues. For each clue, hold up a picture. This works especially well with a unit that involves a lot of new vocabulary.

3) Object crossword

The object crossword is the crossword in which the clue is written on the object. Only give students the blank puzzle with no clues. Place the items around the room, each labeled with their clue number. Have students rotated around the room to different stations; allow them to pick up the objects as they complete the puzzle. This tactile version of the puzzle is great for those students who are hands on learners. This type of puzzle works well for units with a lot of vocabulary.

These various types of crossword puzzles are oral, picture, and object, offer diverse and engaging ways for teachers to

reinforce vocabulary learning, catering to different learning styles and creating interactive classroom experiences. The researcher chose picture crossword.

c. The Procedures of Using the Crossword Puzzle Game

In presenting crossword puzzle, the teacher can use the various ways. The procedure of presenting crossword puzzle must be understood and interesting by the students to do the crossword puzzle. The various procedures are possible²²:

- 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. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.
- 3) Teacher gives crossword puzzle for all of 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 answer to finish their crossword in their group.
- 4) The teacher write crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step

²² Yusup Priyasudiarja and Y.Sri Purwaningsih, *70 English Games Fun&Learning* (Yogyakarta: ANDI Yogyakarta, 2014).

with the class. The class is divided into groups and each group come to the board and writes the words in one by one.

Another way to play crossword puzzle is

Whether played individually or in groups, Crossword Puzzle is considered a useful game for training cognitive abilities, problem solving and social interaction. The choice of how to play depends on the preferences and goals of each individual or group.

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

In addition, crossword puzzle consists of a crossword and clues. The clues are the guidance for solving crosswords puzzle. There are three kinds of clue: Picture: The clue is consisting of picture which shows something, so the learner can guess the word. Definition: This clue is by giving the meaning of word in crossword puzzle. For example: Animal that lives in the water (The answer is fish). Sentences completion: This clue is consisting of sentence in which the answer is by fill the missing word. For example: My father's father is my (The answer is grandfather).

In conclusion there are various ways in presenting crossword puzzle. The teacher can be creative in presenting crossword puzzle. The

crossword puzzle game can be played both individual work and group work.

d. The Advantages of Using the Crossword Puzzle Game

According to Plaister in Sadiyah et al²³ in teaching vocabulary there are some advantages of crossword puzzle that can be taken, namely:

- 1) Learning vocabulary by doing, because doing action would be more meaningful and motivating students.
- 2) By doing puzzle, students are trained to involve in the problem solving.
- 3) It is interesting and challenging for students. It can avoid students' boredom of monotonous learning. In this case, puzzle tries to increase students' attention, their lesson materials and this procedure better learning.
- 4) The puzzle in group or classroom discussion students is trained to be more critical thinking.
- 5) The puzzle in group will make the students feel fun, enjoy in their learning English. This is helpful for students' in learning English.

Based on the advantages explained above, it can be concluded that the crossword puzzle game is a game that can be used to teach vocabulary. Crossword puzzle game can be an effective game for teaching vocabulary.

²³ Wina Halimatus Sadiyah, Wina Septiani, and Evie Kareviati, "Improving English Vocabulary Mastery By Using Crossword Puzzle," PROJECT (Professional Journal of English Education) 2, no. 2 (2019): 5, <https://doi.org/10.22460/project.v2i2.p110-114>.

Therefore, researcher had been used this game to solve vocabulary problems at Grade VII SMP N 5 Padangsidempuan.

e. Teaching Vocabulary by Using the Crossword Puzzle Game

The following is procedure in teaching vocabulary (things in the school) by using the Crossword Puzzle Game according to Priyasudiarja and Purwaningsi²⁴

Table II. 1 Procedure Teaching Vocabulary by Using the Crossword Puzzle Game

Teacher's Activities	Procedures of Using The Crossword Puzzle Game	Students' Activities
1. Teacher opens class by greeting and pray before learning. 2. Teacher takes attendance list. 3. Teacher explains the purpose of the study. 4. Teacher asks the students about related material (noun: things in the school) that will discuss	Pre-Teaching	1. Students give greeting and pray before learning. 2. Students listen to the teacher while take attendance list. 3. Students listen to teachers` explanation. 4. Students answer the teachers` questions about the material that will discuss
5. Teacher shows picture about things in the school and ask about the name of that things 6. The teacher gives the same crossword for each student. 7. The teacher divides the class into groups. Then the teacher gives a different crossword for each group.	While Teaching	5. Students say the name of the things in English 6. The students solve individually with the help of written clues. 7. Everyone in the group helps to solve it.

²⁴ Yusup Priyasudiarja and Y.Sri Purwaningsi

Teacher's Activities	Procedures of Using The Crossword Puzzle Game	Students' Activities
8. Teacher asks students to write the vocabulary on their note book 9. Teacher asks students to make conclusion of the material and ask students question to check whether they understand. 10. Teacher concludes the material and ask the students difficulties in learning vocabulary by using crossword puzzle game. 11. Teacher close the meeting by praying with all students.	Post-Teaching	8. Students write the vocabulary on their notebook 9. Students conclude the material and answer the teacher question. 10. Students listen to teacher conclusion and tell their Difficulties in learning vocabulary by using crossword puzzle game. 11. Students pray to close the meeting.

Based on the procedures in the table above, researcher had used these steps in teaching vocabulary at Grade VII SMP N 5 Padangsidempuan.

B. Review of Related Findings

In writing this research, which discussed learning by using the Crossword Puzzle Game, the researcher found some related research that uses the Crossword Puzzle Game in teaching vocabulary. As follows :

First, Tambartiji and Atmawidjaja²⁵ stated that this study aims to determine the increase in students' mastery of English vocabulary using

²⁵ Vina Novita Tambaritji and Nai Supartini Atmawidjaja, "Improving Students' Vocabulary Mastery Using Crossword Puzzle," *PROJECT (Professional Journal of English Education)* 3, no. 5 (2020): 9, <https://doi.org/10.22460/project.v3i5.p588-596>.

crosswords and to find out what are the effects of using crosswords in the learning process. This research uses classroom action research methods. In the first cycle the average value of students 58.97 and categorized as still very low or bad. Therefore in the second cycle, the average value of students increased to 76.02 and the category is good. This shows that there is an increase in the mastery of English vocabulary after implementing crossword puzzle games in the learning process in the classroom.

Second, Idris et al²⁶ stated that the objective of this study is to find out the influence of crossword puzzle method to improve the students' vocabulary mastery. This research is quasi-experimental as the design that used two group pretest and posttest. Based on the result of the calculation process the researcher gained that in pretest had a mean of 59.05 and the posttest had a mean of 82.20 of experimental class. Based on the finding of this study, it can be concluded that using of crossword puzzle method in improving students' vocabulary mastery is quite success.

Third, Rifai et al²⁷ stated that this study aims to help overcome the problems that exist in class VII B students of SMPN 1 Jabiren Raya, Pulang Pisau Regency, Jabiren Raya District. This research design uses collaborative classroom action research. After the implementation of this research, there was an increase in students' vocabulary. It can be seen from the increase in each

²⁶ Nurfitriani Idris, Muhammad Yahrif, and Sujarwo, "The Influence of Using Crossword Puzzle to Improve Students' Vocabulary Mastery of Class VII SMP Negeri 4 Pujananting of Barru," *Education, Language, and Culture (EDULEC)* 3, no. 1 (2023): 9, <https://jurnal-eureka.com/index.php/edulecj/article/view/114/151>.

²⁷ Rifai, Siminto, and Mirza, "The Improvement of The Students' Vocabulary by Using Crossword Puzzle."

cycle, namely in cycle 1 students got 53.3% classical completeness and increased in cycle 2 to 90% after conducting vocabulary tests through multiple choice. Therefore, based on the research that has been conducted, the Crossword Puzzle method can improve students' vocabulary.

Fourth, Harianja and Khalid²⁸ stated that this study aims to obtain empirical evidence regarding the effect of crosswords puzzle on students vocabulary mastery. This research was conducted on students class VII of SMP Al Razi Sinar Harapan. The method used in this research was a Quantitative with quasioner- experimental. The results of this study indicate that media crosswords puzzle are effective in learning vocabulary mastery in class VII of SMP Al Razi Sinar Harapan. This is based on the results of the t-test which shows that t-observed > t- table (3,01 > 2,03). At 5% significance. This means that Ha is accepted and Ho is rejected. Therefore it can be concluded thata the media crosswords puzzle has an effect on students vocabulary mastery.

Fifth, Profita et al²⁹ stated that The method used is classroom action research. It was carried out in two cycles. The techniques for collecting data are observation, interview, questionnare, field notes, photograph and test. The data were analyzed by using qualitative technique and quantitative technique. The researcher conducted the tests before (pre-test) and after (post-test). The research

²⁸ Suci Anggi Harianja and M Khalid, "The Effect of Using Crosswords Puzzle Towards Students Vocabulary Mastery at SMP Al Razi Sinar Harapan," *Journal Pusat Studi Pendidikan Rakyat Volume 3*, no. 2 (2023): 9, <https://pusdikra-publishing.com/index.php/jies/article/download/1359/1218>. <https://tinyurl.com/5ntmcytz>

²⁹ Dini Restu Profita, Gunarso Susilohadi, and Teguh Sarosa, "Improving English Vocabulary Mastery By Using Crossword Puzzle," English Education Department of Teacher Training and Education Faculty Sebelas Maret University Surakarta, <https://shorturl.at/rjwfa>

result gives good effect in teaching learning process. The mean score of pre-test was 50, the post-test 1 was 69, and the post-test 2 was 80.

The differences between this research and previous research were, firstly, the research location was different, where in this research the researcher chose the location at SMP N 5 Padangsidimpuan. Secondly, the results of different studies, in the previous study the increase was 36.3% while in this study the increase was 23.82%.

Based on the description above it can be seen that the Crossword Puzzle Game can improve students' vocabulary. The researcher hopes the Crossword Puzzle Game can improve the students' vocabulary and add to students' interest in studying vocabulary. So, this research will be about Improving Students' Vocabulary Mastery by Using the Crossword Puzzle Game at Grade VII SMP N 5 Padangsidimpuan.

C. The Conceptual Framework

This research is concerned with using the Crossword Puzzle Game on students' vocabulary, and it will be used in teaching and learning vocabulary. Before the researcher went to the researcher, first, the researcher observed what there were problems needed to be solved. The researcher asked the teacher about English learning especially about vocabulary at SMP N 5 Padangsidimpuan for the first.

After the problems were found, the researchers make plans to make the first cycle in teaching and learning vocabulary by using the Crossword Puzzle Game. Then, the researcher will act on this planning and observe students when

they are learning vocabulary by using a Crossword Puzzle Game. Lastly, the researcher reflects to know, whether the problem is solved or not. After that, the researcher plans to make the second cycle to repair the first cycle, and to solve the problem that appeared from the first cycle. So, the researcher writes the plans to do research based on the framework below:

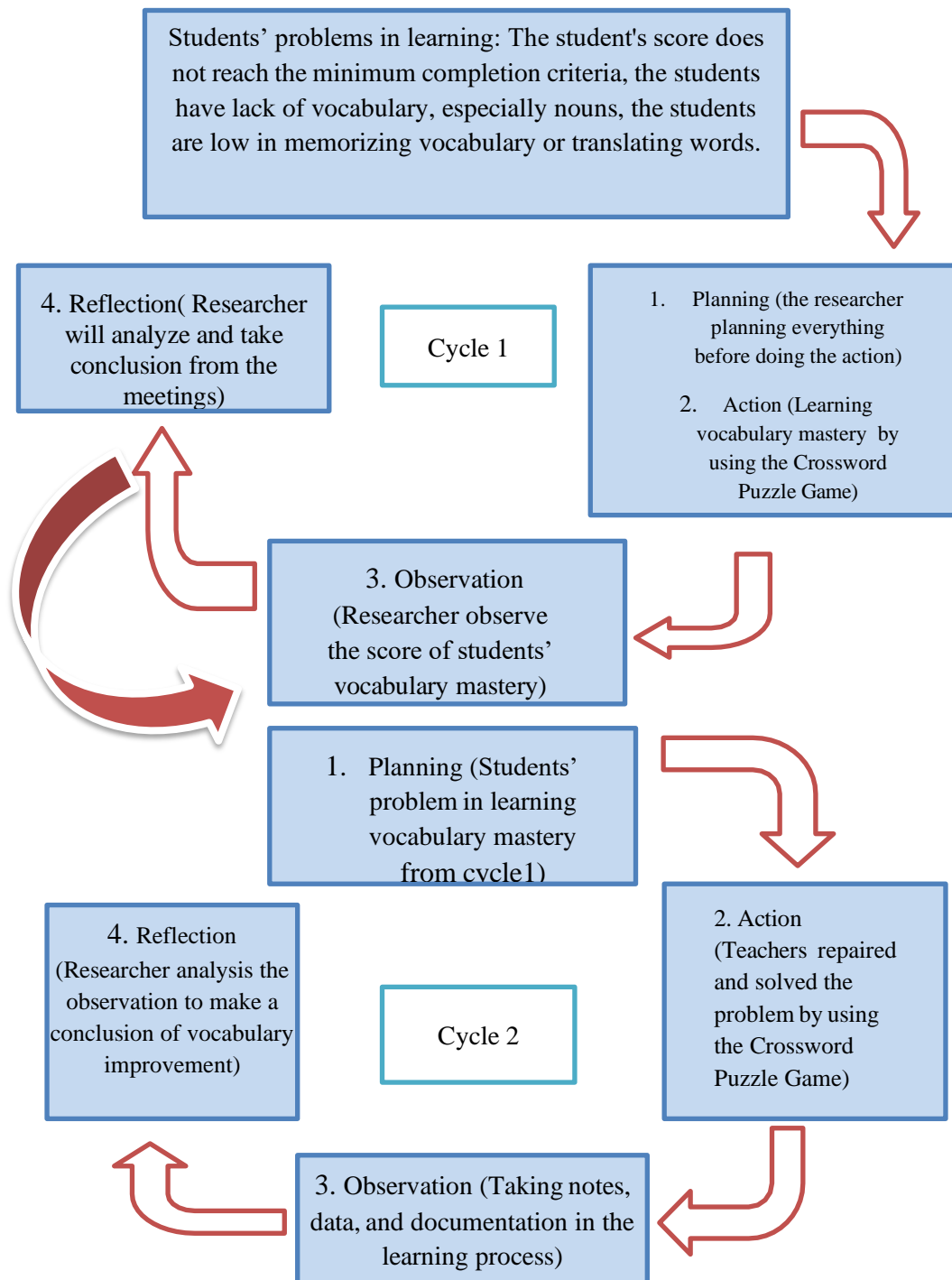


Figure II. 1 Conceptual Framework

D. Hypothesis of the Action

The hypothesis of this research is that “the Crossword Puzzle Game can improve the students’ vocabulary mastery at Grade VII SMP N 5 Padangsidempuan”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research have been done at SMP Negeri 5 Padangsidimpuan. It is located on Jl. Perintis Kemerdekaan, Padang Matinggi, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan. This research have been done from October 2023 until June 2024.

B. The Research Design

This research is using classroom action research. Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice and the teacher as researcher' AR involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts. So, in AR, a teacher becomes an investigator' or 'explorer of his or her personal teaching context, while at the same time being one of the participants in it.

According to Kemmis and McTaggart cited from book of Burn who are major authors in this field. AR typically involves four broad phases in a cycle of research.¹ The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

¹ Anne Burns, *Doing Action Research in English Language Teaching* (New York and London: Routledge, 2010).

The four broad phases are, plan, action, observation, and reflection. When all steps have been taken but they do not receive maximum results, then the steps are repeated/ re-plan.

This research used Classroom Action Research design by Kemmis. The researcher collaborated with Mrs. Hapsyah as a seventh grade teacher at SMP N 5 Padangsidempuan. The steps in the action was simple than other design, and made it easy for researchers to understand. The form of action research cycles can be seen in the illustration below:

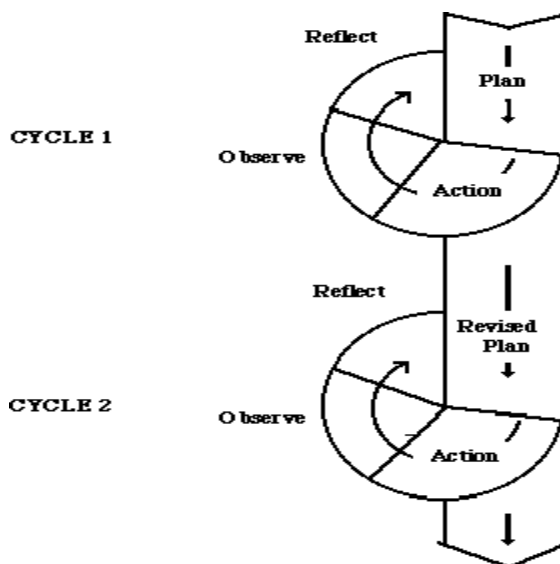


Figure III. 1 Cyclical AR model on Kemmis and Mc Taggart (1998)²

C. The Participants of the Research

The participants of this research are the students and teacher in the seventh grade of SMP N 5 Padangsidempuan. There are 23 students as participants and a teacher as a collaborator.

² Burns

D. The Instruments of Research

The instruments used in collecting the data for this research were as follows:

a) Interview

Interview have been done to get information about students' feelings about giving opinions before and after implementing the crossword puzzle game. The researcher also have been interviewed the English teacher before and after implementing the crossword puzzle game in the classroom. This interview have been given the information about what was the problem that the students or teachers face during the learning process and hopefully the researcher could solve the problem by using the game prepared.

b) Observation

The researcher have been observed the students and the teachers while learning process to know what strategy that the teacher use in teaching and to know what was the problem while learning process. This observation have been contained the data that researcher needed to search the solution about the problem. The researcher observed the students' response about using the crossword puzzle game while learning, and the factors influenced the teaching-learning process.

c) Test

In this research, the researcher used a vocabulary test. The test consists of 14 multiple choice questions with 4 options in each questions,

7 re-arrange word questions, and 4 match-definition questions. The test have been given to each student to find out the scores of each student's vocabulary. The researcher gave 1 score for each question. To make a score of 100, the true answer times 4. Thus, the maximum score of the test is 100. The researcher have been used the same test for the test in cycle 1 and the test in cycle 2. The test has been validated, the researcher used item validity. See Appendix 3.

Table III. 1 The Indicator of Vocabulary Test

NO	Indicators	Items	Number of Item	The Value	Total Score
1.	Students are able to identify noun(things in the school) in English.	14	1,2,3,4,5, 6,7,8,9,10 ,11,12,13, 14	4	56
2.	Students are able to write correct spelling of the word	7	15,16,17, 18,19,20, 21	4	28
3.	Students are able to know the meaning of each word	4	22,23,24, 25	4	16
Total		25			100

E. The Procedures of Collecting the Data

This research applied two cycles. Each cycle consists of two meetings, consists of 2 X 45 minutes. So, in this research there are four meetings during the research process is doing. Each cycle consists of four steps: planning, action, observation, and reflection.

1. First Cycle

In the first cycle, the researcher conducts two meetings. Every meeting will be conducted for ninety minutes. The researcher observed all the activities in the classroom.

a. First Meeting

1) Planning

- a) Arranging the lesson plan that consists of the steps of action
- b) Repairing the pretest to know the students' vocabulary
- c) Determining the lesson material was about vocabulary, which is about things in the school
- d) Designing a procedure teaching vocabulary by using the crossword puzzle game(individually)

2) Action

- a) Giving greetings to students
- b) Telling the purpose of learning
- c) Giving the topic to the students
- d) Preparing a list of vocabulary about things in the school (pencil, ruler, book, glasses, scissors, eraser, pen, pin, paper clip, table, laptop, sticky paper, flash drive, stapler, sticky tape, crayon, glue stick, highlighter, knife, and cupboard).

- e) Showing pictures of things in the school and ask students to say the name of that things and write it on the whiteboard
- f) Doing the learning process by using the procedure of crossword puzzle game
- g) Encouraging and concluding learning
- h) Observing the classroom

3) Observation

- a) Observing the execution of the crossword puzzle game
- b) Observing the students' vocabulary

4) Reflection

- a) Making any decision for the next cycle
- b) Developing another environment to simulate
- c) Analyzing the found data
- d) Clarifying the found problems in the activity whether in the case of students or teacher

b. Second Meeting

In these meetings researcher expend to repair the problem in the meeting before:

1) Planning

- a) Analyzing the reflection result in the first meeting and expend to be done in the next meeting
- b) Arranging lesson plan

c) Designing procedures for teaching

2) Action

a) Giving greetings to students

b) Telling the purpose of learning.

c) Reviewing previous lesson

d) Preparing list of things in the school (chair, broom, clock, flag, map, bookshelf, whiteboard, calendar, marker, sharpener, table cloth, globe, calculator, key, desk, computer, trash can, door, flower vase, window).

e) Showing pictures and ask students to write the vocabulary on the whiteboard

f) Telling the rules of the crossword puzzle game

g) Encouraging and concluding learning

3) Observation

a) Observing the procedure that had been arranged whether working

b) Observing whether the students' vocabulary is better than before or not

c) Observing students' vocabulary by using the instrument

d) Calculating the test 1

4) Reflection

- a) Analyzing the weaknesses and progress when the crossword puzzle game will be done to determine the next activity planning
- b) Reflecting on the crossword puzzle game that uses the learning process
- c) Reflecting on teaching activity and students' learning results that using crossword puzzle game
- d) Evaluating or interpreting the data from the class and making any decisions for the next cycle.

2. Second Cycle

In this cycle, the researcher evaluates all the activities in the cycle before and after repairing the problem. Conduct two meetings and every meeting will be done ninety minutes.

a. Third Meeting

1) Planning

- a) Analyzing the reflection result in the first meeting and expend to be done in the next meeting
- b) Encoding the problem in the learning process
- c) Preparing all material that will be needed in the teaching-learning process, such as lesson plans and picture of vocabulary (correction pen, lunch box, bottle water,

folder, projector, pencil case, bag, paper, notebook, chalk).

d) Design the lesson plan by using crossword puzzle(group)

2) Action

a) Rearranging the classroom arrangement

b) Explaining about the material first

c) Dividing students into groups

d) Giving the paper about crossword puzzle to each group

e) Monitoring time allocation with all activity was done

f) Collecting the group's result

g) Checking the answer together

h) Observing the classroom

3) Observation

a) Observing the procedure that had been arranged whether working

b) Observing whether the students' vocabulary is better than before or not

c) Observing students' vocabulary by using the instrument

4) Reflection

a) Analyzing the weaknesses and progress when the crossword puzzle game was done to determine the next activity planning

- b) Reflecting on the crossword puzzle game that uses a learning process
- c) Reflecting on teaching activity and students' learning results that using crossword puzzle game
- d) Evaluating or interpreting the data from the class and making any decisions for the next cycle

b. Fourth Meeting

1) Planning

- a) Analyzing the reflection result in the first cycle and expanding the third repairing to be done in the next meeting
- b) Preparing all material that will be needed in the teaching-learning process, such as lesson plans and media
- c) Encoding the problem in the learning process
- d) Designing the lesson plan by using crossword puzzle

2) Action

- a) Giving motivation to students
- b) Giving explanation and review of the topic about things in the school
- c) Dividing students into 2 groups
- d) Monitoring the time allocation with all activity is done
- e) Observing the classroom

- 3) Observation
 - a) Observing the teaching-learning process 2
 - b) Calculating the test 2 to see the improvement
- 4) Reflection
 - a) Evaluating Teaching Learning Process 2
 - b) Discussing the result, if the students' test result has reached the criterion of the action success, the cycle would be stopped
 - c) Making the report

Table III.2 Teaching Procedures Every Cycle

Cycle 1	Cycle 2
Meeting 1 1. Planning <ol style="list-style-type: none"> a. Arranging the lesson plan that consists of the steps of action b. Repairing the pretest to know the students' vocabulary c. Determining the lesson material was about vocabulary, which is about things in the school d. Designing a procedure teaching vocabulary by using the crossword puzzle game(individually) 2. Action <ol style="list-style-type: none"> a. Giving greetings to students b. Tell the purpose of learning c. Giving the topic to the students d. Preparing a list of vocabulary about things in the school e. Showing pictures of things in the school and ask students to say the name of that things and write it on the whiteboard 	Meeting 3 1. Planning <ol style="list-style-type: none"> a. Analyzing the reflection result in the first meeting and expand to be done in the next meeting b. Encoding the problem in the learning process c. Preparing all material that will be needed in the teaching-learning process, such as lesson plans and media d. Designing the lesson plan by using crossword puzzle(group) 2. Action <ol style="list-style-type: none"> a. Rearranging the classroom arrangement b. Explaining about the material first c. Dividing students into groups d. Giving the paper about crossword puzzle to each group e. Monitoring time allocation with all activity was done f. Collecting the group's result

Cycle 1	Cycle 2
<p>f. Doing the learning process by using the procedure of crossword puzzle game</p> <p>g. Encouraging and concluding learning</p> <p>h. Observing the classroom</p> <p>3. Observation</p> <p>a. Observing the execution of the crossword puzzle game</p> <p>b. Observing the students' vocabulary</p> <p>4. Reflection</p> <p>a. Making any decision for the next cycle</p> <p>b. Developing another environment to simulate</p> <p>c. Analyzing the found data</p> <p>d. Clarifying the found problems in the activity whether in the case of students or teacher</p>	<p>g. Checking the answer together</p> <p>h. Observing the classroom</p> <p>3. Observation</p> <p>a. Observing the procedure that had been arranged whether working</p> <p>b. Observing whether the students' vocabulary is better than before or not</p> <p>c. Observing students' vocabulary by using the instrument</p> <p>4. Reflection</p> <p>a. Analyzing the weaknesses and progress when the crossword puzzle game was done to determine the next activity planning</p> <p>b. Reflecting on the crossword puzzle game that uses a learning process</p> <p>c. Reflecting on teaching activity and students' learning results that using crossword puzzle game</p> <p>d. Evaluating or interpreting the data from the class and making any decisions for the next cycle</p>
<p>Meeting 2</p> <p>1. Planning</p> <p>a. Analyzing the reflection result in the first meeting and expand to be done in the next meeting</p> <p>b. Arranging lesson plan</p> <p>c. Designing procedures for teaching</p>	<p>Meeting 4</p> <p>1. Planning</p> <p>a. Analyzing the reflection result in the first cycle and expanding the third repairing to be done in the next meeting</p> <p>b. Preparing all material that will be needed in the teaching- learning process, such as lesson plans and media</p> <p>c. Encoding the problem in the</p>

Cycle 1	Cycle 2
<p>2. Action</p> <ol style="list-style-type: none"> a. Giving greetings to students b. Telling the purpose of learning. c. Reviewing previous lesson d. Preparing list of things in the school e. Showing pictures and ask students to write the vocabulary on the whiteboard f. Telling the rules of the crossword puzzle game g. Encouraging and concluding learning <p>3. Observation</p> <ol style="list-style-type: none"> a. Observing the procedure that had been arranged whether working b. Observing whether the students' vocabulary is better than before or not c. Observing students' vocabulary by using the instrument d. Calculating the test 1 <p>4. Reflection</p> <ol style="list-style-type: none"> e. Analyzing the weaknesses and progress when the crossword puzzle game will be done to determine the next activity planning f. Reflecting on the crossword puzzle game that uses the learning process g. Reflecting on teaching activity and students' learning results that using crossword puzzle game h. Evaluating or interpreting the data from the class and making any decisions for the next cycle. 	<p>learning process</p> <p>d. Design the lesson plan by using crossword puzzle</p> <p>2. Action</p> <ol style="list-style-type: none"> a. Giving motivation to students b. Giving explanation and review of the topic about things in the school c. Dividing students into 2 groups d. Explaining about the rules of crossword puzzle game e. Monitoring the time allocation with all activity is done f. Observing the classroom <p>3. Observation</p> <ol style="list-style-type: none"> a. Observing the teaching- learning process 2 b. Calculating the test 2 to see the improvement <p>4. Reflection</p> <ol style="list-style-type: none"> a. Evaluating Teaching Learning Process 2 b. Discussing the result, if the students' test result has reached the criterion of the action success, the cycle would be stopped c. Making the report

F. The Technique of Data Analysis

In this research, the researcher used quantitative and qualitative data. Quantitative data will be used to analyze the scores of students. The researcher counts quantitative data by computing the score of the vocabulary. The formula is in the following:³

$$M = \frac{\sum fX}{N}$$

Where:

M : Mean of the students

$\sum f X$: The frequency of students times total of scores

N : Total of students

By using this formula, researchers can get an idea of the average performance of participants in a particular test or measurement. It helps in evaluating the impact of actions or interventions implemented in the classroom, providing objective information about the changes that may occur as a result of the strategies or changes implemented.

The percentages of students' vocabulary through the crossword puzzle game will be calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : The percentage of student

R : The number of students

³ Hartono, *Statistik Untuk Penelitian*, 2nd ed. (Yogyakarta: Lembaga Studi Filsafat, Kemasyarakatan, Kependidikan dan Perempuan (LSFK2P), 2004).

T : The total number of students

This formula can be used to calculate the percentage of success of the total trials. The interpretation is that the percentage states how big the proportion of success is in the overall experiment in percentage form. If (R) is the number of students who show an increase in understanding the material after applying a learning method, and (T) is the number of students in the class, this formula can be used to measure the percentage of success of the learning method in increasing student understanding. This percentage provides an idea of how effective the class action is in achieving the desired improvement goals.

Finally, the researcher summarizes qualitative data in six steps as suggested by Creswell in the following:⁴

Step 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material or sorting and arranging the data into different types depending on the source of information.

Step 2: Read all the data. This is done by obtaining a general sense of the information about students' vocabulary mastery.

Step 3: Begin detail analysis from 'chunk' data. It involved taking text data into categories and labeling those with a term (a term based on the actual language of the participant).

Step 4: Use the detail analysis to generate a description of the setting or people as well as categories or analysis. The description involved a detailed

⁴ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, *Microbe Magazine*, vol. 4 (SAGE Publication, Inc., 2009), <https://doi.org/10.1128/microbe.4.485.1>.

rendering of information about the notes. Then, the researcher used this to generate themes or categories.

Step 5: advancing how the description and themes are represented in the qualitative narrative. This is a discussion that mentions a chronology of events, the detailed discussion of several themes, or inter-connecting themes. The researcher used visuals or figures to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was the researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

To evaluate the result of teaching vocabulary by using crossword puzzle game on students' vocabulary mastery. The researcher described into data description, the comparative result of students' vocabulary test, the discussion, and the threats of the research findings.

A. Data Description

The data was analyzed from the learning process and evaluation in each cycle which consisted of cycle 1 up to cycle 2. Analysis in this research also conducted by observation and interview because this research used classroom action research.

1. Setting

The place of the research was at SMP N 5 Padangsidempuan. The location is at Jl. Perintis Kemerdekaan no.61, North Sumatera. This research started from October 2023 until June 2024. The participants of this research were the students of class VII-5 and the teacher who involved in this research was Mrs. Hapsyah Sri Mei Siregar, S.Pd. The researcher chose this class because the researcher found the problem of students' vocabulary mastery.

The school condition was clean and orderly, creating an effective learning atmosphere. The teacher also arrived on time according to the specified lesson hours. The students also had good manners and were polite and really respect the teacher.

The situation in the classroom while teaching and learning process. Some of students made noisy and it would affect to other students who learn in that place. In the same hand, students were not focus to study because some factors such as noisy and internal factors from themselves. Besides that, there were several students actively participated in the learning process using the crossword puzzle game. These students were very enthusiastic when listening to the researcher's explanation regarding vocabulary material. Teacher made observation when the learning process occurs, sometimes teacher reprimand students who were too active and are considered to be making noise during the learning process.

Finally, the result of the action would be delivered into a part, based on the question on formulation of the problem. The results have been presented at the result of classroom learning process in cycle 1 and cycle 2 points.

2. Result of Classroom Learning Process in Cycle 1 and Cycle 2

The result of the students' vocabulary mastery delivered into two cycles. The data founded from the learning process in every cycle. Researcher would explain the cycle 1 and cycle 2 by following explanation below.

a. Cycle 1

The first cycle was conducted for two meetings. Each meeting was done for forty-five minutes. So, the total of first and second meeting were ninety minutes. The first meeting was conducted on Monday, 13 May 2024 and the second meeting was done on Thursday, 16 May 2024.

1) Classroom Learning Process in the First Meeting

For the first, the researcher would made lesson plan that would be done in each meeting. The researcher made lesson plan and material which suitable with indicators of this research. Also, preparing the paper consist of crossword puzzle game that will be used to teach the vocabulary.

In this research the researcher was as a teacher and the teacher was as a collaborator The teacher would observed the researcher when the researcher done action in each cycle.

After that, the researcher gave greeting to open the class, pray before started lesson, checked students` attendant, and to make relationship between students and researcher better, the researcher introduced self and students also done it, and explained the purpose of the research into their class. The researcher also gave motivation.

The next step, researcher asked the students about related material (things in the school) that have discuss by showing the picture about material that would be given before gave the first material. Researcher gave a paper consist of crossword puzzle game and asked each student to do the game individually. Researcher and students checked the crossword puzzle game together. Researcher asked students to write down the vocabulary on the notebook. Researcher asked students question to checked

whether they understood. Researcher concluded the material and asked the students difficulties in learning vocabulary through crossword puzzle game and made it clear for everyone and researcher closed the meeting by praying with all students.

While conducting some previous actions, the teacher observed the students and classroom process. In observing the action, researcher used observation sheet to observe students and the teaching learning process.

In this meeting the observation result from the observation sheet was:

- a) There was not student absent
- b) There were fifteen students could not answer teacher's question, student initial name N, AL, NK, ANV when the researcher show the picture and asked about the vocabulary name they could not answered the question.
- c) There were twelve students did not enthusiast in teaching process, student initial A, DK, TH, AN when the researcher asked them to write vocabulary to the whiteboard they did not want to write it.
- d) There were ten students active in teaching process, student initial HTR, PS, FA, RB when the researcher asked them to write vocabulary to the whiteboard they wanted to write it.

- e) There were six students could answer teacher's question, student initial KNA, LAP, AR, CF when the researcher show the picture and asked about the vocabulary name they could answered the question.

Finally, the researcher done reflecting related to action research and effort that had been done in first meeting. It means that, making evaluation about teaching learning process in the first cycle gave solution for the next meeting. So that, observation that had been done by researcher and co-teacher purposed to find out the problem when the action or teaching learning process was done and made conclusion.

The problems were students still difficult to remember the name of things in the classroom and also difficult to pronounce the vocabulary .Then the teacher gave some solutions, such as teacher asked students to repeat how to pronounce the words together and asked students to pronounce it one by one. So the students can improve their vocabulary.

2) Classroom Learning Process in the Second Meeting

For the second meeting in cycle 1, the researcher analyzed the reflection result in the first meeting. Prepared all material of vocabulary about things in the school that needed in the teaching learning process, it likes lesson plan, media and the last researcher encoded the problem and progress in the learning process. Before

researcher was going to continue material, the researcher gave greeting to open the class, pray before started the lesson, checked students` attendant and reminding the students about last meeting. Thus, the material still relation.

While teaching in the second meeting in cycle 1 acted some actions. Researcher asked the students about related material (things in the school) by showing the picture of things in the school, students answer the question and write the answer on the whiteboard in turn. Researcher said the vocabulary and asked the students to repeat. Researcher gave a paper consist of crossword puzzle game and asked each student to do the game individually. Researcher and students checked the crossword puzzle game together. Researcher asked students to write down the vocabulary on the notebook. Researcher asked students question to checked whether they understood. In this meeting, the researcher gave the test that have prepared before. Then, the time given was 20 minutes to answer the question. The students did the test individually. The last, teacher collected the students` test.

The observation was conducted during the implementation of the action in classroom. In observation, researcher monitored the teaching- learning process by using Crossword Puzzle Game in teaching vocabulary.

Students` problem in learning process was:

- a) There were ten students did not enthusiast in joining the learning process, student initial name DSK,D,HA when researcher asked them to do the crossword puzzle individually they did not do it all, the said they did not answer it
- b) Most of students active in teaching learning process, although some students still made noisy in the class, student initial name N, AL liked talking when the researcher explained the material.
- c) There were twelve students could not answer the question yet, student initial name AAT, FL, could not answer the question about the name of vocabulary.

Based on the result of the observation, the researcher realized that the result of activities that had been done were not successful in solving the students` vocabulary mastery. It could be concluded that the activities should be change, improve, and completed. Therefore, the researcher made lesson plan again for the second meeting in this cycle.

Based on the observation and the result of the first test should be needed to repair and gave solution for improving some students that still got score in under neat of minimum mastery criterion. The last the researcher and co-teacher concluded that the

first cycle should be repair especially in lesson plan, material, and trick the teaching learning process for the next cycle.

3) Students' Vocabulary Mastery Score in Cycle 1

Cycle I done while applied the first test. The result of students' vocabulary score in cycle I showed in the table below:

Table IV. 1 Students' Vocabulary Score in Cycle I

NO	Students' Initial	Indicators			Total Point (x4)	Test Score
		Students are able to identify noun(things in the school) in English	Students are able to write correct spelling of word	Students are able to know the meaning of each word		
1.	N	9	1	0	10	40
2.	AL	10	0	1	11	44
3.	NK	10	0	1	11	44
4.	DSK	9	0	1	10	40
5.	D	9	0	2	11	44
6.	HA	10	0	2	12	48
7.	B	11	0	0	11	44
8.	A	10	0	2	12	48
9.	DK	9	0	1	10	40
10.	TH	12	0	4	16	64
11.	ANV	9	0	1	10	40
12.	FL	12	0	4	16	64
13.	HTR	13	2	4	19	76
14.	PS	12	6	1	19	76
15.	KNA	12	2	4	18	72
16.	LAP	13	6	2	21	84
17.	AR	13	4	4	21	84
18.	CF	12	5	1	18	72
19.	RF	14	3	2	19	76
20.	AAT	11	2	2	15	60
21.	FA	12	4	4	20	80
22.	RB	13	4	4	21	84
23.	AN	13	0	2	15	60
Total		258	39	49	346	1384
Mean Score		44.86	6.78	8.52		60.17

Based on the table above, the mean score for each indicator can be seen, where for the first indicator the mean score was 44.86,

the second indicator was 6.78 and the third indicator was 8.52. It can be concluded that students master the first indicator of identifying noun better than the second and third indicators.

This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table IV. 2 Resume of Variable Score in cycle I

Descriptive	Statistics
Total Points	346
Total score	1384
Highest score	84
Lowest score	40
Mean	60.17
Median	60
Modus	40 and 44
Range	44

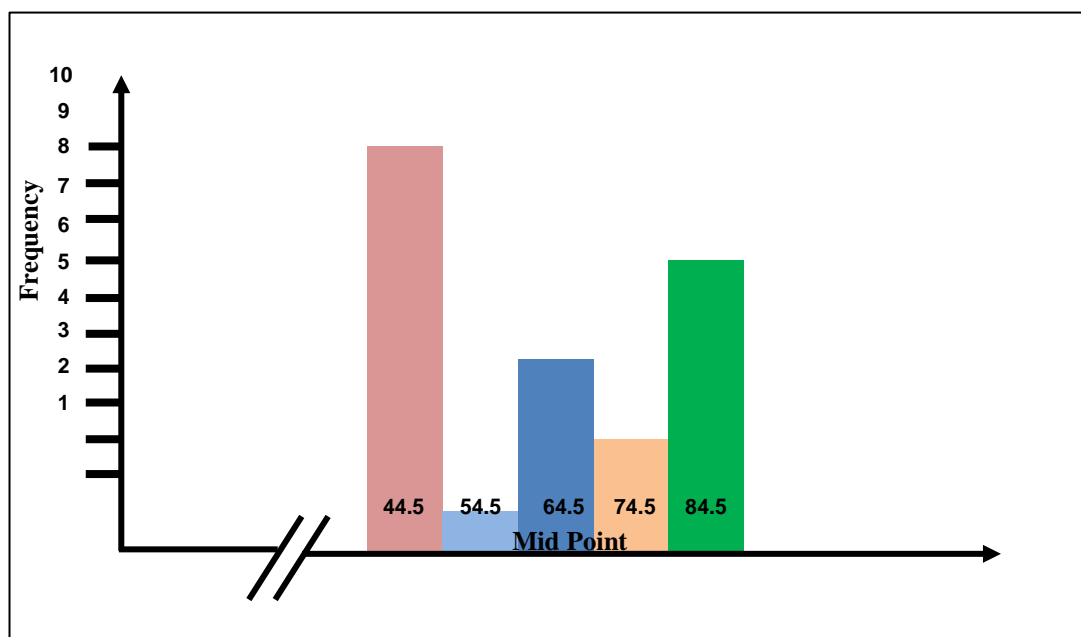
From table above, it showed total score from 23 students' in class VII were 1.384 with 346 points. The mean score was 60.17. Highest score was 84. Lowest score was 40. The median was 60. Modus was 40 and 44. The range was 40.

The frequency of students' result score in cycle I showed in the table below:

Table IV. 3 Frequency of Students' Result Score in cycle I

No	Interval	Mid-Point	Frequency	Percentages
1.	40-48	44.5	10	43.48%
2.	49-57	54.5	0	0%
3.	58-66	64.5	4	17.39%
4.	67-75	74.5	2	8.70%%
5.	76-84	84.5	7	30.43%
<i>I=9</i>			23	100%

In order to get description of the data clearly and completely, the researcher present the histogram on the following figure:



Based on the data description above, it could be concluded that the students' vocabulary mastery in cycle 1 is still low.

Based on the result of the first test in cycle 1, the researcher got the students' result of test in vocabulary mastery based on indicator of vocabulary test. The result showed that vocabulary achievement is still low. From 23 students in the class just 7 students who got the score passed the KKM (75). The total score of the students in cycle 1 was 336. The students' score in vocabulary test were the total score from some indicators of vocabulary test. They are, students are able to identify noun(things in the school) in English, students are able to write correct spelling of word, students are able to know the meaning of each word identification. To know the students' indicators mean score in vocabulary test, the researcher would describe as the following table:

Table IV. 4 Students' Indicators Mean Score in Cycle 1

No.	Indicator	Total the correct answer	Percentage	Maximal score percentage
1.	Students are able to identify noun(things in the school) in English	258	44.86%	56%
2.	Students are able to write correct spelling of word	39	6.78%	28%
3.	Students are able to know the meaning of each word	49	8.52%	16%
	Total	336	60.16%	100%

From the table above it could be seen that the total of students' mean score from each indicators was 60.17% to know the classification quality of students' score in vocabulary mastery, the researcher should know the percentage of the students' mean score. The way were the total students who passed the KKM (7 students) times 100% and then divided to the total of student (23), the result was 30.43%. So, the percentage of the students' mean score was 30.43%.

Based on the classification quality of students' score, 30.43% was low criteria. It means that the students' vocabulary mastery was still low. To make be clear the students' vocabulary mastery based on the indicators, the researcher would present in the following figure:

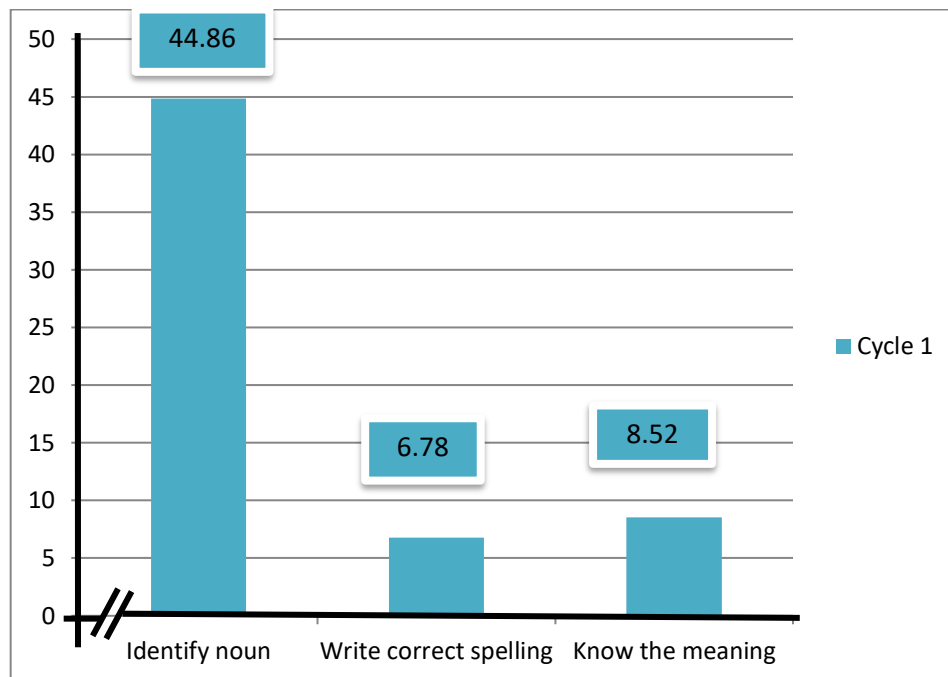


Figure IV. 2 The Students' Indicators Mean Score in Cycle 1

From those conditions, the researcher realized that the first cycle was less, or the result of first cycle was not success for improve the students' vocabulary mastery. It could be concluded that the action should be repaired and change to improve students' vocabulary mastery again. The researcher should change the trick or the new atmosphere in teaching learning process activity.

To repair it, the researcher did the reflecting relate to action research and effort that had been done in the first cycle. It means that making evaluation about teaching learning process in the first cycle and gave solution for the next cycle. So that, observation that had been done by researcher and collaborator teacher purposed to find out the problem when the action or teaching learning process had been done. Based on it and the result of cycle 1 should be

needed to repair and gave solution to improve students who were less in each indicator of vocabulary test. The last the researcher and collaborator teacher concluded that the first cycle should be repaired, especially in lesson plan, and trick or atmosphere the teaching learning process in the next cycle. To make re-planning the first cycle which could be resolved in the next cycle clearly.

Below some problems and resolution were:

Table IV. 5 The First Cycle Problems and Solutions

Problems in Cycle 1	Solutions
Most of students were still low in writing correct spelling of the word	Researcher would ask students to write the word more often. The researcher would explain completely and briefly.
Most of students did not follow the step in playing crossword puzzle game	The researcher would walk around the class and paid attention to each student during applied the crossword puzzle game.
Most of students did not know the meaning of the word	The researcher would show the picture of the vocabulary and the students would say the name of that vocabulary.

Source : result observation of researcher and co-teacher.

Based on the result of interview and observation, there were three problems that the researcher found in the first cycle. They are; Most of students were still low in writing correct spelling of the word, most of students did not follow the step in playing crossword puzzle game, most of students did not know the meaning of the word, to solve those problems the researcher prepared the solutions in each problem. The researcher would do the solutions

to solve the students' problem. The researcher would do the repairing in the next cycle.

b. Cycle 2

The second cycle was conducted for two meetings. Each meeting was done for forty-five minutes. So, the total of first and second meeting were ninety minutes. The first meeting was conducted on Monday, 20 May 2024 and the second meeting was done on Monday, 27 May 2024. It was done at grade VII SMP N 5 Padangsidempuan, consisted of 23 students. The researcher observed the teacher, the students and classroom process.

1) Classroom Learning Process in the Third Meeting

The researcher planned to observe all the activities in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students' vocabulary mastery. Problems how to identify things in the school, write correct spelling of the noun and knowing the meaning of the vocabulary. In this process the teacher gave greeting to open the class, pray before started lesson, checked students' attendant, and to make relationship between students and researcher better, the researcher introduced self and students also done it, and explained the purpose of the research into their class. The researcher also gave motivation.

Researcher reviewed the previous lesson first. The researcher asked the students about new vocabulary (things in the school) by showing the picture of things in the school, students answer the question and write the answer on the whiteboard in turn. Researcher said the vocabulary and asked the students to repeat. Researcher asked students about the vocabulary to students randomly. Researcher divided the students into four groups. Researcher gave a paper consist of crossword puzzle game to each group and asked each group to do the crossword together. Researcher and students checked the crossword puzzle game together. Researcher gave the reward to the winner. Researcher asked students to write down the vocabulary on the notebook. Researcher asked students question to checked whether they understood. Researcher concluded the material and asked the students difficulties in learning vocabulary mastery through crossword puzzle game and made it clear for everyone. Finally, teacher closed the meeting by praying with all students.

In observing the items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement on students` vocabulary mastery. The researcher could improve her ability in taught the class. In the opening the class, the researcher gave good motivation to students so they had

spirit in teaching learning process. They also improved their vocabulary.

The researcher could organize the class well. Researcher moved from one group to other group to control the class and gave suggestion. The result observation was:

- a) There were fifteen students could answer the question, when the researcher asked the question to randomly students most of students could answer the question.
- b) There were three students did not enthusiast, student initial ANV, NK, D still did not enthusiast to the learning process by using the crossword puzzle game.
- c) The students were more active in the group, most of students felt happy when studied with group
- d) There were some students made noisy in their groups to talk their answer.

The researcher done reflecting related to action research and effort that had been done in the second cycle. If in the first cycle students still confused about write correct spelling of the vocabulary, so in this cycle the researcher can solve the problem by using crossword puzzle game. In this cycle, reflecting is done by analyzing the result from the crossword. The second cycle is carried out to determine the success of the implementation of improvements by applying the crossword puzzle game, and from

the crossword paper it can see that crossword puzzle game is effective in learning process and can improve their vocabulary mastery.

2) Classroom Learning Process in the Fourth Meeting

Researcher planned the activities for the second cycle. The planning that had repaired to improve the students` vocabulary mastery in cycle 1, the first made lesson plan and prepared all material that would be used, prepared media (pictures) and the test in this cycle, the second, motivated students to have quick prediction in vocabulary mastery. Researcher came to class and opened the class, the teacher gave greeting, and gave previewed about the material last meeting. The teacher also gave motivation to make students more interesting and enjoy in learning process.

In this process researcher applied Crossword Puzzle Game. Researcher reviewed all the vocabularies that had been taught by showing the picture of things in the school, students answer the question together. Researcher asked students about the vocabulary to students randomly. Researcher divided the students into two groups. Researcher asked each group to face the whiteboard. Researcher gave a marker to each group and asked each group to write the vocabulary as much as they can in 10 minutes. The vocabulary must be related each other and make a crossword.

Researcher and students checked the crossword puzzle game together. Teacher gave the reward to the winner. Teacher asked students question to checked whether they understood. Researcher concluded the material and asked the students difficulties in learning vocabulary through crossword puzzle game and made it clear for everyone and researcher closed the meeting by praying with all students.

Finally, in the end of the four meeting in the cycle 2, the researcher gave test. There were 25 items consist of 14 multiple choices, 7 re-arrange question and 4 match-definition question. Before gave the test, the firstly, the researcher gave instruction how to do the test again, that was same with the first test before in cycle 1, so that the students did not confused to answer the test like in the first test in cycle 1.

Based on the observation sheet in the last meeting, there was an improvement on students` vocabulary mastery. The researcher could improve her ability in taught the class. In the opening the class, the researcher gave good motivation to students so they had spirit in teaching learning process. In observation, researcher observed the fourth learning process that was in cycle 1 and cycle 2 and researcher calculated the test of students.

- a) There was not student did not active in joining the class
- b) There were two students could not answer teacher`s question
- c) There was not student did not enthusiast in teaching process.

In this cycle, reflecting is done by analyzing the result from the text. The second cycle is carried out to determine the success of the implementation of improvements by applying the crossword puzzle game, and from the test it can see that crossword puzzle game is effective in learning process and can improve their vocabulary. Thus by this game they were easier to understand the material. In this cycle the researcher can evaluate that students` vocabulary mastery can improve by using crossword puzzle game, so the purpose of this research have done.

3) Students' Vocabulary Mastery Score in Cycle 2

Cycle II done while applied the second test. The result of student vocabulary score in cycle II showed in the table below:

Table IV. 6 Students' Vocabulary Score in Cycle 2

NO	Students' Initial	Indicators			Total Score (x4)	Test Score
		Students are able to identify noun(things in the school) in English	Students are able to write correct spelling of word	Students are able to know the meaning of each word		
1.	N	12	2	4	18	72
2.	AL	12	3	4	19	76
3.	NK	11	4	4	19	76
4.	DSK	11	4	4	19	76
5.	D	11	4	4	19	76
6.	HA	12	6	2	20	80
7.	B	11	4	4	19	76
8.	A	11	3	2	16	64
9.	DK	14	1	4	19	76
10.	TH	10	6	4	20	80
11.	ANV	13	1	4	18	72
12.	FL	10	7	4	21	84
13.	HTR	11	7	4	22	88
14.	PS	13	6	4	23	92
15.	KNA	12	6	4	22	88
16.	LAP	12	7	4	23	92
17.	AR	13	6	4	23	92
18.	CF	13	7	4	24	96
19.	RF	12	7	3	22	88
20.	AAT	11	5	4	20	80
21.	FA	14	6	4	24	96
22.	RB	14	7	4	25	100
23.	AN	11	7	2	20	80
Total		274	116	85	475	1900
Mean Score		47.65	20.17	14.78		82.60

Based on the table above, the mean score for each indicator can be seen, where for the first indicator the mean score was 47.65, the second indicator was 20.17 and the third indicator was 14.78. It can be concluded that students master the first indicator of identifying noun and the third indicator of knowing the meaning of words better than the third indicator.

This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table IV. 7 Resume of Variable Score in cycle II

Descriptive	Statistics
Total Points	475
Total score	1900
Highest score	100
Lowest score	72
Mean	82.60
Median	80
Modus	76
Range	28

From table above, it showed total score from 23 students' in class VII were 1900 with 475 points. The mean score was 82.60. Highest score was 100. Lowest score was 72. The median was 80. Modus was 76. The range was 28.

The frequency of students' result score in cycle II showed in the table below:

Table IV. 8 Frequency of Students' Result Score in cycle I

No	Interval	Mid Point	Frequency	Percentages
1.	72-77	74.5	9	39.14%
2.	78-83	80.5	4	17.39%
3.	84-89	86.5	3	13.04%
4.	90-95	92.5	4	17.39%
5.	96-101	98.5	3	13.04%
I=6			23	100%

In order to get description of the data clearly and completely, the researcher present the histogram on the following figure:

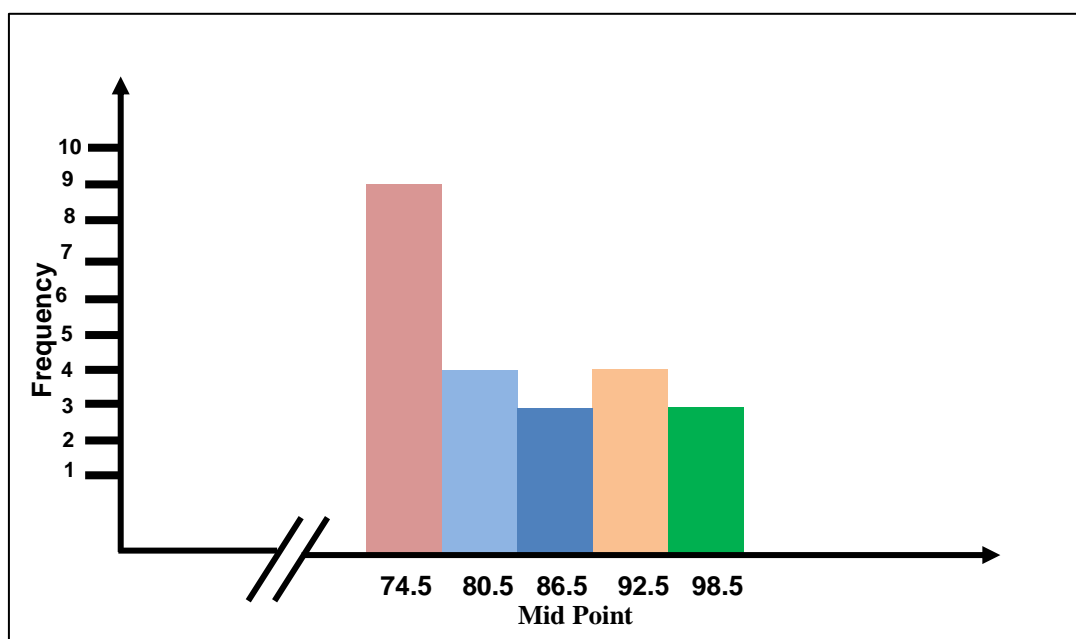


Figure IV. 3 Data Description of Students' Score in Cycle 2

Based on the data description above, it could be concluded that students' vocabulary mastery in cycle 2 was good.

Based on the result of the first test in cycle 2, the researcher got the students' result of test in vocabulary mastery based on indicator of vocabulary test. The result showed that vocabulary achievement is improved. There were 20 students who got the score passed the KKM (75). The total score of the students in cycle 2 was 475. The students' score in vocabulary test were the total score from some indicators of vocabulary test. They are, students are able to identify noun (things in the school) in English, students are able to write correct spelling of word, students are able to know the meaning of each word identification, to

know the students' indicators mean score in vocabulary test, the researcher would describe as the following table:

Table IV. 9 Students' Indicators Mean Score in Cycle 2

No.	Indicator	Total the correct answer	Percentage	Maximal score percentage
1.	Students are able to identify noun(things in the school) in English	274	47.65%	56%
2.	Students are able to write correct spelling of word	116	20.17%	28%
3.	Students are able to know the meaning of each word	85	14.78%	16%
	Total	475	82.60%	100%

According to the above table, it showed that the improvement happened in cycle 2. The students could improve their score in each indicators of vocabulary test. The mean score of students' vocabulary mastery by using crossword puzzle game in cycle 2 was 82.60% while in the cycle 1 was 60.17%. It means that the students' mean score in cycle 2 was higher than the students' score in cycle 1.

The classification quality of students' score in vocabulary test the researcher should know the percentage of the students' mean score. The way were the total students who passed the KKM

(20 students) times 100% and then divided to the total of student (23 students), the result was 86.95 %. So, the percentage of the students' mean score in cycle 2 was 86.95%. Based on the classification quality of students' score, 86.95% was good criteria. It means that the students' vocabulary was good in cycle 2.

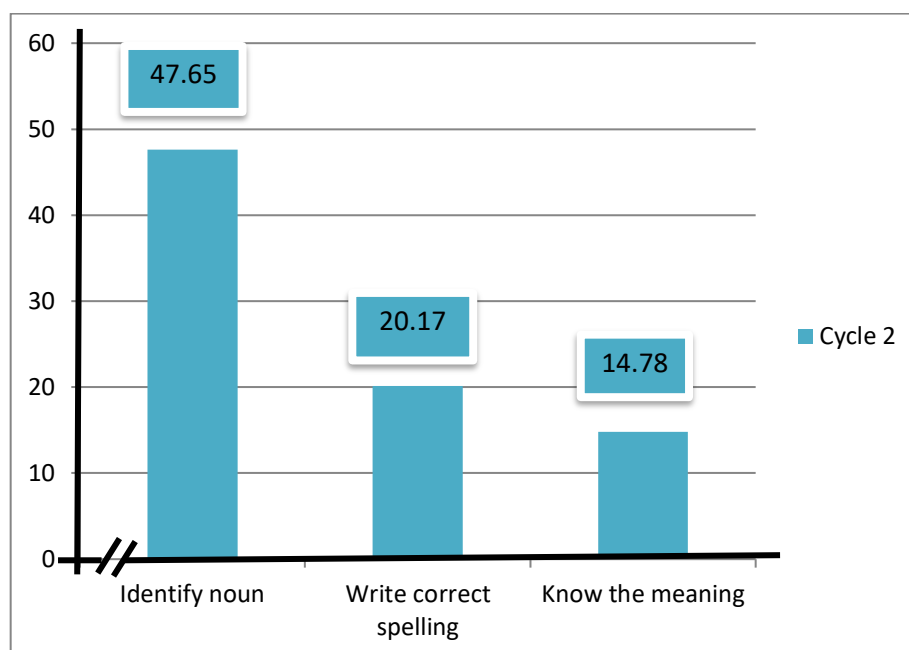


Figure IV. 4 The Students' Indicators Mean Score in Cycle 2

B. The Comparative of Students' Vocabulary Mastery

The students' score improved from the first test to the second test. The researcher gave the test in second and fourth meeting. During the research, it was found out that the students' score kept improving from the first test to the last test. By application crossword puzzle game the students' score was significantly improved. There were difference in lowest and the highest of students' vocabulary score in each vocabulary test which was given during the researcher. The differences showed that there was a significant improvement of

students' vocabulary mastery. The improvement of students' score in each test can be seen in the following table:

Table IV. 10 Students Mean Score Vocabulary Test in Cycle 1 and Cycle 2

Indicators	Total the correct answer in Cycle 1	Percentage	Total the correct answer in Cycle 2	Percentage
Students are able to identify noun(things in the school) in English	258	60.17%	274	82.60%
Students are able to write correct spelling of word	39		116	
Students are able to know the meaning of each word	49		85	
Total	346		475	

Source : Students' mean score of result test in cycle 1 and cycle 2.

Based on the above table, it can be concluded that the students means score in each indicators by using the crossword puzzle game at grade VII was increased in cycle 1 to cycle 2. The students mean score in each indicator improved in the cycle 2. It could be provided from the mean score of students in each indicator.

From the data above, the total mean score of students in cycle 1 was 60.17% increased to be 82.60% in cycle 2. Beside that the percentage in of the students' mean score in cycle 1 was 30.43% (low criteria) while the percentage of students' mean score in cycle 2 was 86.95% (good criteria). It means that the comparison of the mean score criteria from cycle 1 to cycle 2

were different. The comparison percentage from the cycle 1 and cycle 2 was 56.52%. It means that the improvement of the students' mean score in cycle 1 to cycle 2 was 56.52%. To make be clear the comparison mean score of the students in each indicators from cycle 1 to cycle 2, the researcher would describe it in the following figure above:

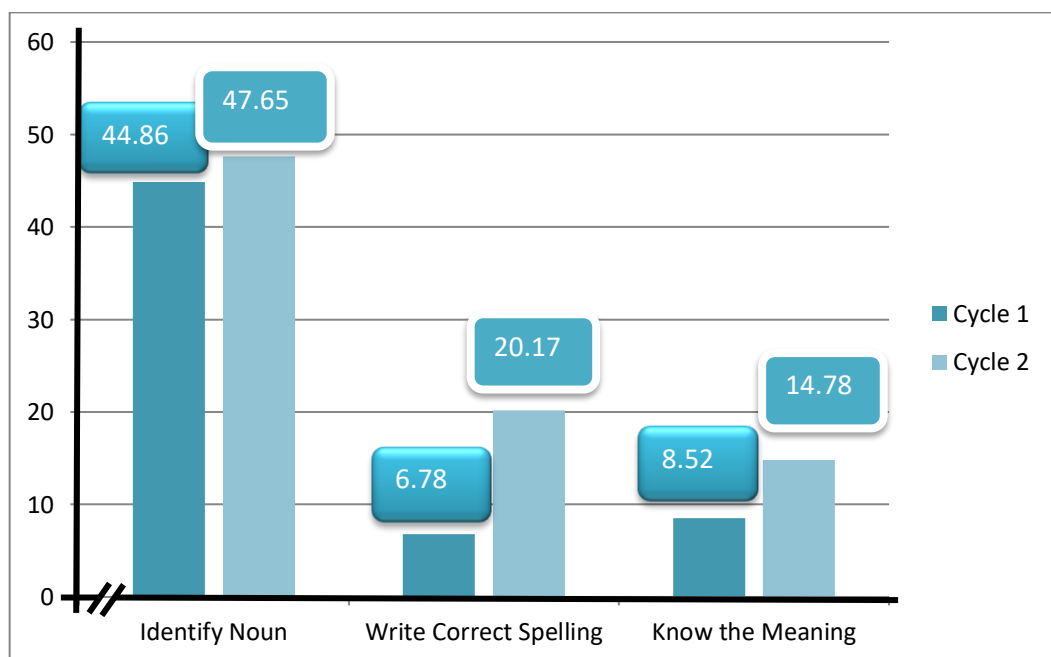


Figure IV. 5 Improvement of Students' Indicator Vocabulary in Cycle 1 and Cycle 2

The researcher also provided the graph that showed the comparison of the students' achievement between cycle 1 and cycle 2 that could be seen below:

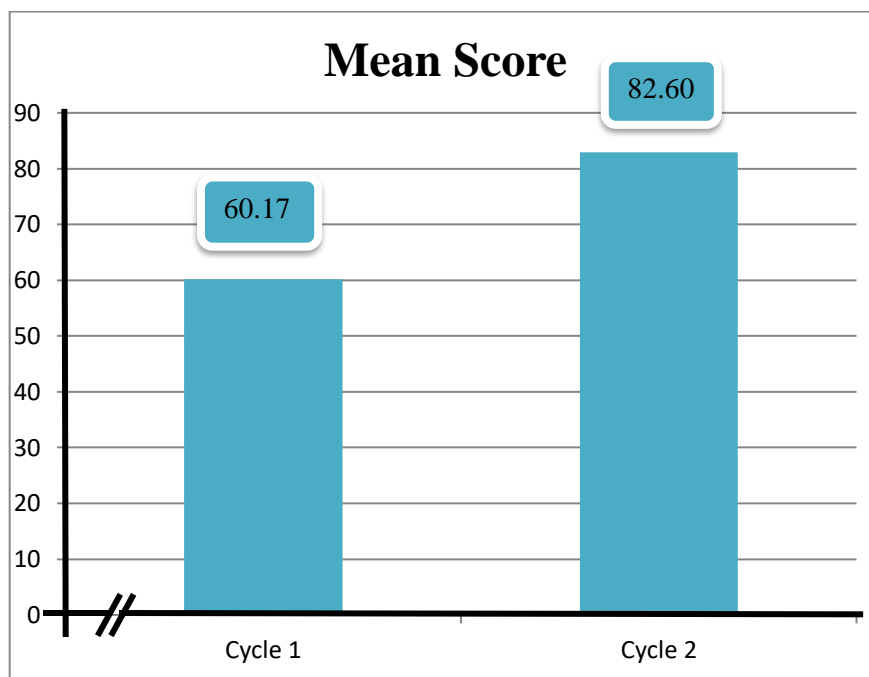


Figure IV. 6 The Comparison of Students' Achievement in Cycle 1 and Cycle 2

From the above chart, it could be seen the differences of the students' means score. Based on the result of data analysis and research finding, it could be summarized that students' vocabulary mastery improved in cycle 2. From the test in cycle 1 the students mean score was 60.17 increased to be 82.60 in test cycle 2. It means that the implementation of crossword puzzle game can improve students' vocabulary mastery.

C. The Discussion

This research was conducted in SMP N 5 Padangsidempuan with 23 participants. Researcher agreed and support the theory that crossword puzzle game could improve students' vocabulary mastery as stated by Ball¹ Crossword puzzles are an excellent vehicle for cooperative learning. The crossword puzzles

¹ Elizabeth Ball

in this section cover a wide variety of topics that students will find interesting. The teaching techniques, working with a classmate, students can share their knowledge of English in solving the various vocabulary or grammatical questions posed in the puzzle. After students have completed the puzzle (in class or as homework assigned to be done with a classmate), the teacher should discuss the solutions with the class as a whole. Give students examples of sentences in which some of the new words are used, and ask them to write sentences of their own.

The differences between this research and previous research were, firstly, the research location was different, where in this research the researcher chose the location at SMP N 5 Padangsidempuan. Secondly, the result of different studies, in the previous study the increase was 17.05 while in this study the increase was 22.43.

Crossword puzzle games give students real experience in using and discovering new vocabulary, thereby helping them understand and remember vocabulary better. The Crossword Puzzle Game could improve students' vocabulary mastery especially in noun (things in the school). Based on the research findings, the researcher got the result of the research showed that there was upgrading of students vocabulary mastery through Crossword Puzzle Game in learning process.

It could see from the first and the second cycle, there are upgrading percentages in answering test. The mean score was from 60.17 to become 82.60. Here the researcher had to discuss the findings with other findings

from other studies. This research is not the first research that had been done, there are some of researches related to this research. First, Tambartiji and Atmawidjaja², in the first cycle the average value of students 58.97 and categorized as still very low. Therefore in the second cycle, the average value of students increased to 76.02 and the category is good Second, Idris et al³, the result of the calculation process the researcher gained that in pretest had a mean of 59.05 and the posttest had a mean of 82.20 of experimental class. Third, Rifai et al⁴, in cycle 1 students got 53.3% classical completeness and increased in cycle 2 to 90% after conducting vocabulary tests through multiple choice. The difference between this research and previous research is the increase rate, in this study the increase reached 5.34% while other research reached 36.7%. This research has in common with previous research is that both show an increase in students' vocabulary after carrying out the learning process using the crossword puzzle game.

Based on the findings above, the researcher concluded that Crossword Puzzle Game is a good game in improving vocabulary mastery. The different the researcher's research from then is from the result, where the result in the first cycle was 30.43% and the second cycle was 86.95%. It can be concluded by Crossword Puzzle Game can improve the students' vocabulary mastery.

² Tambartiji and Atmawidjaja, "Improving Students' Vocabulary Mastery Using Crossword Puzzle."

³ Idris, Yahrif, and Sujarwo, "The Influence of Using Crossword Puzzle to Improve Students' Vocabulary Mastery of Class VII SMP Negeri 4 Pujananting of Barru."

⁴ Rifai, Siminto, and Mirza, "The Improvement of The Students' Vocabulary by Using Crossword Puzzle."

Table IV. 11 The Percentage of Students' Vocabulary Mastery by Using the Crossword Puzzle Game

Meeting	The Students Got Point up 75	The Total Number of Students	Percentage
Cycle 1	7	23	30.43%
Cycle 2	20	23	86.95%

The result indicated that there was an improvement on the students' vocabulary mastery through Crossword Puzzle Game at grade VII of SMP N 5 Padangsidempuan. So, the result of the first cycle and the second cycle showed that there was improvement from the first cycle to the second cycle. The novelty of this research is from the improvement The result of different studies, in the previous study the increase was 17.05 while in this study the increase was 22.43.

D. The Threats of the Research

When doing the research, the researcher found that some threats in this research. The researcher found the students' weakness in the class when the writing vocabulary happened. The students never try writing vocabulary well. So that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson.

Then, when the action research was done, still there were some students become trouble maker. It make another students did not have concentration. The researcher felt difficult for this time, because they did not hear the researcher as a teacher when explained the material. In this case, the researcher made one way or solution. The students as trouble maker should be more pay attention. They asked to answer the question, or asked them about where was the material did not understand yet.

The last, the researcher was as a teacher in this research. She was also as an observant, although English teacher was as a collaborator. The co-teacher observed the researcher when the researcher doing the action, but when to observe the students, the researcher was as observant firstly although co-teacher helped. The data was taken by test with any objective assessment. The action of the lesson plan should be effective and efficient. So it can be concluded that the result of this research should be objective, and all the activities of this research should be presented in the real situation.

CHAPTER V

CLOSING

A. Conclusion

Having analyzed and presented the data in the previous chapter, the conclusion of the research was that using of crossword puzzle game in teaching vocabulary mastery can improve students' vocabulary mastery. So, it can be concluded based on the students' vocabulary test mean score in which was in cycle 1 were 60.17 and cycle 2 was 82.60. It can be concluded that crossword puzzle games can improve students' vocabulary mastery at Grade VII SMP N 5 Padangsidempuan.

B. Implications

The classroom action research conducted at SMP N 5 Padangsidempuan highlights the effectiveness of using crossword puzzle games as a teaching tool to improve vocabulary mastery among middle school students. By incorporating interactive and engaging activities like crossword puzzles, students not only showed quantitative improvements in their vocabulary scores but also displayed increased motivation and enjoyment in the learning process.

The research methodology, involving planning, acting, observing, and reflecting, allowed for a systematic evaluation and implementation of this game-based approach. While crossword puzzle games demonstrated strengths in promoting vocabulary learning, it is essential to address any potential weaknesses or limitations through appropriate strategies or modifications. The positive results encourage educators to explore similar interactive and game-

based approaches, fostering an engaging and effective learning environment that enhances student engagement and facilitates better retention and mastery of language skills.

C. Suggestions

The researcher gave some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestions were:

1. For the teacher, become the reference to teach vocabulary even if it in the different various vocabulary. Crossword Puzzle Game is able to improve students' vocabulary mastery. Therefore, the researcher is suggested to apply various activities and strategies in Crossword Puzzle Game to improve the quality of the English teaching and learning process.
2. For the students, it hoped that by Crossword Puzzle Game students more interest in teaching vocabulary.
3. For the researcher, Crossword Puzzle Game as reference to further or other classroom action research more paying attention in the efficiency of time.

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APPENDIX 1

LESSON PLAN IN CYCLE 1 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 5 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Materi Pokok : Vocabulary Things in the School
Alokasi Waktu : 4x45 menit (2 Pertemuan)

A. Kompetensi Inti

KI-1 Dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta berperilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.1 Siswa mampu mengenali kosa kata things in the school	Menyebutkan kosa kata things in the school dalam bahasa Inggris secara individual
3.2 Siswa mampu mengetahui arti kosa kata things in the School	Menuliskan kosa kata tentang things in the school di buku tulis secara individual

C. Tujuan Pembelajaran

- Melalui kegiatan the crossword puzzle game siswa mampu mengenali kosa kata things in the school
- Melalui kegiatan the crossword puzzle game siswa mampu menguasai banyak kosa kata tentang things in the school
- Melalui kegiatan the crossword puzzle game siswa mampu menuliskan ejaan kosa kata noun things in the school secara benar

D. Materi Pembelajaran

Materi pembelajaran tentang noun of things in the school

E. Metode Pembelajaran

Metode pembelajaran melalui game yaitu the Crossword Puzzle Game.

F. Media Pembelajaran

1. Papan tulis
2. Spidol
3. Kertas berisi kosa kata things in the school
4. Kertas berisi crossword puzzle game
5. Laptop & Infocus(jika ada)

G. Sumber Belajar

1. Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when English rings the bell,kelas VII Kemendikbud,revisi tahun 2017
2. Kamus bahasa inggris

H. Langkah-Langkah Pembelajaran

1. Pertemuan ke-1(2x45 menit)
 - a. Kegiatan Pendahuluan
 - 1) Berdoa di awal pembelajaran
 - 2) Greeting
 - 3) Mengabsen siswa
 - 4) Memberi motivasi pada siswa
 - 5) Memberi gambaran penjelasan mengenai materi yang akan dipelajari serta strategi yang akan digunakan
 - 6) Guru menunjukkan gambar benda di sekolah dan bertanya tentang nama benda tersebut dalam bahasa Inggris
 - 7) Siswa menjawab pertanyaan yang diberikan guru
 - b. Kegiatan Inti
 - 1) Guru meminta siswa menuliskan kosa kata tersebut ke papan tulis
 - 2) Guru mengucapkan kata tersebut dengan ucapan yang benar dan diulangi oleh siswa
 - 3) Melakukan proses pembelajaran dengan menggunakan prosedur permainan crossword puzzle game
 - c. Kegiatan Penutup
 - 1) Guru meminta siswa mencatat kosa kata di buku tulis mereka
 - 2) Guru mereview pembelajaran sekaligus merangkum materi pembelajaran pada hari itu
 - 3) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
 - 4) Berdoa di akhir pembelajaran

5) Pertemuan Ke-2(2x45 menit)

a. Kegiatan Pendahuluan

- 1) Berdoa di awal pembelajaran
- 2) Greeting
- 3) Mengabsen siswa
- 4) Memberi motivasi kepada siswa
- 5) Melakukan review materi sebelumnya
- 6) Memberi gambaran tentang materi hari ini
- 7) Guru menyiapkan gambar tentang things in the school
- 8) Guru menunjukkan gambar tersebut dan meminta siswa menuliskan kosakata tersebut dalam bahasa Inggris di papan tulis

b. Kegiatan Inti

- 1) Guru menjelaskan aturan permainan crossword puzzle game kepada siswa
- 2) Guru melakukan kegiatan PBM mengikuti prosedur crossword puzzle game
- 3) Guru memberikan kertas yang telah disiapkan sebelumnya

c. Kegiatan Penutup

- 1) Guru meminta siswa menuliskan kosa kata yang sudah dipelajari ke buku catatan
- 2) Guru memberikan test kepada siswa
- 3) Guru mengulas kembali pembelajaran pada hari itu sekaligus merangkumnya
- 4) Guru menjelaskan tentang rencana pembelajaran pada pertemuan berikutnya
- 5) Doa selesai pembelajaran

I. Penilaian Hasil Pembelajaran

Teknik: Merespon pertanyaan secara tertulis

Bentuk: Pertanyaan tertulis

Padangsidempuan,

2024

Researcher

Yunita Permata Sari Siregar

APPENDIX 2

LESSON PLAN IN CYCLE 2 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 5 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Materi Pokok : Vocabulary Things in the School
Alokasi Waktu : 4x45 menit (2 Pertemuan)

A. Kompetensi Inti

KI-1 Dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta berperilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.1 Siswa mampu mengenali kosa kata things in the school	Menyebutkan kosa kata things in the school dalam bahasa Inggris secara individual
3.2 Siswa mampu mengetahui arti kosa kata things in the school	Menuliskan kosa kata tentang things in the school di buku tulis secara individual

C. Tujuan Pembelajaran

- Melalui kegiatan the crossword puzzle game siswa mampu mengenali kosa kata things in the school
- Melalui kegiatan the crossword puzzle game siswa mampu menguasai banyak kosa kata tentang things in the school
- Melalui kegiatan the crossword puzzle game siswa mampu menuliskan ejaan kosa kata noun things in the school secara benar

D. Materi Pembelajaran

Materi pembelajaran tentang noun of things in the school

E. Metode Pembelajaran

Metode pembelajaran melalui game yaitu the Crossword Puzzle Game.

F. Media Pembelajaran

1. Papan tulis
2. Spidol
3. Kertas berisi gambar kosa kata benda di sekitar sekolah
4. Kertas berisi soal teka-teki silang
5. Laptop & Infocus(jika ada)

G. Sumber Belajar

1. Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris when English rings the bell, kelas XI Kemendikbud, revisi tahun 201
2. Kamus bahasa inggris

H. Langkah-Langkah Pembelajaran

1. Pertemuan ke-3(2x45 menit)

a. Kegiatan Pendahuluan

- 1) Berdoa di awal pembelajaran
- 2) Greeting
- 3) Mengabsen siswa
- 4) Memberi motivasi pada siswa
- 5) Meriview materi pelajaran sebelumnya
- 6) Memberi gambaran penjelasan mengenai materi yang akan dipelajari serta strategi yang akan digunakan

b. Kegiatan Inti

- 1) Guru membagi siswa menjadi beberapa kelompok
- 2) Guru memberikan kertas yang telah disiapkan sebelumnya kepada setiap kelompok
- 3) Guru memantau alokasi waktu dengan seluruh kegiatan yang dilakukan
- 4) Guru mengumpulkan hasil jawaban siswa
- 5) Guru dan siswa memeriksa jawabannya bersama-sama

c. Kegiatan Penutup

- 1) Guru mereview pembelajaran sekaligus merangkum materi pembelajaran pada hari itu
- 2) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- 3) Berdoa di akhir pembelajaran

2. Pertemuan Ke-4(2x45 menit)

a. Kegiatan Pendahuluan

1. Berdoa di awal pembelajaran

2. Greeting
3. Mengabsen siswa
4. Memberi motivasi kepada siswa
5. Mengulas kembali semua kosa kata yang telah dipelajari

b. Kegiatan Inti

- 1) Guru membagi siswa menjadi 2 kelompok
- 2) Setiap kelompok diberikan 1 spidol
- 3) Setiap kelompok menuliskan kosa kata yang telah dipelajari sebanyak mungkin
- 4) Setiap kata yang ditulis harus berkaitan satu sama lain membentuk crossword puzzle
- 5) Guru memantau alokasi waktu dengan semua aktivitas yang dilakukan
- 6) Kelompok yang menulis kosa kata paling banyak diberikan hadiah

c. Kegiatan Penutup

- 1) Guru mengulas kembali pembelajaran pada hari itu sekaligus merangkumnya
- 2) Guru memberikan test kepada masing-masing siswa
- 3) Doa selesai pembelajaran

I. Penilaian Hasil Pembelajaran

Teknik: Merespon pertanyaan secara tertulis

Bentuk: Pertanyaan tertulis

Padangsidempuan,

2024

Researcher

Yunita Permata Sari Siregar

APPENDIX 4

INSTRUMENT TEST CYCLE 1 DAN CYCLE 2

Name:

Class:

A. Choose the best answer for the questions below!

1. You can draw a better line with a _____.



- a. Metre
- b. Scissors
- c. Glasses
- d. Ruler

2. She is my teacher. She is reading a _____ now.



- a. Song
- b. Newspaper
- c. Book
- d. Eraser

3. I need to fasten this note to the noticeboard. Do you have any _____?



- a. Pens
- b. Pins
- c. Paper clips

d. Punch

4. I always save my homework on a _____.



- a. Wireless
- b. Webcam
- c. USB flash drive
- d. Network

5. She colors the pictures with a blue _____.



- a. Stapler
- b. Punch
- c. Sticky tape
- d. Crayon

6. Use this _____ to bond the two materials.



- a. File
- b. Eraser
- c. Glue
- d. Punch

7. I used more _____ to keep it its place.



- a. Highlighter
- b. Sticky tape
- c. Utility knife
- d. Scissors

8. Look at the picture !



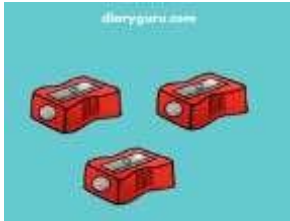
There is a . . . in my classroom

- a. Table
- b. Cupboard
- c. Chair
- d. Broom

9. I put some pens, some pencils, a ruler, and some erasers in my . . .

- a. Pencil case
- b. Clock
- c. Broom
- d. Scissor

10. Look at the picture !



There are three red . . .

- a. Flags
- b. Sharpeners
- c. Globes
- d. Scissors

11. This tool can erase marker, chalk, or pencil. This is a . . .

- a. Map
- b. Glue
- c. Eraser
- d. Bag

12. This chart shows the days of each month. This is a . . .

- a. Glue
- b. Clock
- c. Calender
- d. Broom

13. We cover the table with ...

- a. Globe
- b. Chair
- c. Table Cloth
- d. Clock

14. This is a three-dimensional model of the world, commonly found in the classroom. This is a...

- a. Globe
- b. Map
- c. Flag
- d. Bookshelf

B. Rearrange these letters below into correct spelling of things in the school!

15. Y-E-K

16. K-E-D-S

- 17. H-A-L-K-C
- 18. R-M-A-R-K-E
- 19. B-E-G-L-O
- 20. S-T-L-P-A-E-R
- 21. R-C-M-O-P-U-T-E

C. Match this definition below with the correct word!

Definition				Word
a place to arrange books	22.		a.	Door
before entering the class we will open this object	23.		b.	Flower vase
we cover the table with this object to make it look neat	24.		c.	Table cloth
we put flowers in it	25.		d.	Bookshelf

APPENDIX 5

KEY ANSWER

A. MULTIPLE CHOICE

7. D
8. C
9. B
10. C
11. D
12. C
13. B
14. C
15. A
16. B
17. C
18. C
19. C
20. A

B. REARRANGE LETTERS

21. KEY
22. DESK
23. CHALK
24. MARKER
25. GLOBE
26. STAPLER
27. COMPUTER

C. MATCH DEFINITION

28. D. BOOKSHELF
29. A. DOOR
30. C. TABLE CLOTH
31. B. FLOWER VASE

APPENDIX 6

INTERVIEW SHEET WITH TEACHER

1. Researcher: “According to your observations, how did the students respond when I explained the rules and instructions for the Crossword Puzzle Game at the beginning of cycle 1?”

Teacher: “At first, most of the students looked confused and didn't understand the rules of the game. However, once you provide more detailed explanations and examples, they start to seem interested and enthusiastic”.

2. Researcher : “ Did you see an increase in students' vocabulary mastery during cycle 1?”

Teacher: “I haven't seen a significant increase in vocabulary mastery in cycle 1. Maybe because this is the first experience for students, so they still need time to adapt to this learning method”.

3. Researcher: “What obstacles or challenges did you observe during the implementation of cycle 1?”

Teacher: ”The main obstacle I observed was time management. Some students take longer to complete puzzles, so you'll need to adjust your schedule and allow extra time”.

4. Researcher: Based on your observations, what are your suggestions or recommendations for improvement in cycle 2?

Teacher: “I suggest that you provide clearer instructions and more detailed examples before starting the game in cycle 2. In addition, you can also consider giving rewards or awards to groups who successfully complete the puzzle quickly and correctly as additional motivation for student”

APPENDIX 7

INTERVIEW SHEET WITH STUDENTS

1. Researcher: "What do you think about the learning we do using the Crossword Puzzle Game?"

Student: "I feel this game is quite interesting and different from usual, ma'am. Playing puzzles while learning vocabulary feels more fun than just memorizing"

2. Researcher: "Do you have difficulty understanding or solving Crossword Puzzle puzzles?"

Student: "There are several questions that are quite difficult for me, ma'am. Maybe because I haven't really mastered the vocabulary in question".

3. Researcher: "In your opinion, what needs to be improved or improved in the implementation of the Crossword Puzzle Game in the next cycle?"

Student: "Maybe you can give an example before starting the game, ma'am. So we can better understand how to do the puzzle. Apart from that, maybe you can make it into groups to make it even more exciting".

APPENDIX 8

OBSERVATION NOTE SHEET STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS CLASSROOM ACTION RESEARCH

Subject Matter : English

Class/Semester : VII/2

Cycle 1 : Meeting 1

Observer : Hapsyah Sri Mei Siregar,S.Pd. as a collaborator

No	Initial	Activities				
		Student could not answer the teacher questions	Student could answer the teacher questions	Student active	Student did not enthusiastic	Student who did not attend
1.	N					
2	AL					
3	NK					
4	ANV					
5	DSK					
6	D					
7	HA					
8	B					
9	A					
10	DK					
11	TH					
12	AN					

13	FL					
14	HTR					
5	PS					
16	KNA					
17	LAP					
18	AR					
19	CF					
20	RF					
21	AAT					
22	FA					
23	RB					

Padangsidimpuan,

2024

Researcher

Yunita Permata Sari Siregar

**OBSERVATION NOTE SHEET STUDENTS' ACTIVITY IN TEACHING LEARNING
PROCESS CLASSROOM ACTION RESEARCH**

Subject Matter : English

Class/Semester : VII/2

Cycle 1 : Meeting 1

Observer : Hapsyah Sri Mei Siregar,S.Pd. as a collaborator

No	Initial	Activities				
		Student could not answer the teacher questions	Student could answer the teacher questions	Student active	Student did not enthusiast	Student who did not attend
1.	N	✓			✓	
2	AL	✓		✓		
3	NK	✓			✓	
4	ANV	✓			✓	
5	DSK	✓			✓	
6	D	✓			✓	
7	HA		✓	✓		
8	B	✓		✓		
9	A	✓			✓	
10	DK	✓			✓	
11	TH	✓			✓	
12	AN	✓		✓		
13	FL	✓			✓	
14	HTR	✓			✓	
5	PS		✓	✓		
16	KNA	✓			✓	
17	LAP		✓	✓		
18	AR		✓	✓		
19	CF		✓	✓		
20	RF	✓			✓	
21	AAT	✓			✓	
22	FA		✓	✓		
23	RB		✓	✓		
Result		There were sixteen students could not answer the question	There were seven students could answer the teacher question	There were ten students active	There were thirteen students did not enthusiast	There was no student who did not attend

Padangsidempuan, 13 Mei 2024

Researcher

Yunita Permata Sari Siregar

**OBSERVATION NOTE SHEET STUDENTS' ACTIVITY IN TEACHING LEARNING
PROCESS CLASSROOM ACTION RESEARCH**

Subject Matter : English

Class/Semester : VII/2

Cycle 1 : Meeting 2

Observer : Hapsyah Sri Mei Siregar,S.Pd. as a collaborator

No	Initial	Activities				
		Student could not answer the teacher questions	Student could answer the teacher questions	Student active	Student did not enthusiast	Student who did not attend
1.	N	✓			✓	
2	AL		✓	✓		
3	NK	✓			✓	
4	ANV	✓			✓	
5	DSK		✓			
6	D		✓	✓		
7	HA		✓	✓		
8	B		✓	✓		
9	A	✓			✓	
10	DK	✓			✓	
11	TH	✓			✓	
12	AN	✓		✓		
13	FL	✓		✓		
14	HTR	✓			✓	
5	PS		✓	✓		
16	KNA	✓			✓	
17	LAP		✓	✓		
18	AR		✓	✓		
19	CF		✓	✓		
20	RF	✓			✓	
21	AAT	✓			✓	
22	FA		✓	✓		
23	RB		✓	✓		
Result		There were twelve students could not answer the teacher question	There were eleven students could answer the teacher question	There were twelve students active	There were ten students did not enthusiast	There was no student who did not attend

Padangsidempuan, 16 Mei 2024

Researcher

Yunita Permata Sari Siregar

**OBSERVATION NOTE SHEET STUDENTS' ACTIVITY IN TEACHING LEARNING
PROCESS CLASSROOM ACTION RESEARCH**

Subject Matter : English

Class/Semester : VII/2

Cycle 2 :Meeting 1

Observer : Hapsyah Sri Mei Siregar,S.Pd. as a collaborator

No	Initial	Activities				
		Student could not answer the teacher questions	Student could answer the teacher questions	Student active	Student did not enthusiast	Student who did not attend
1.	N		✓	✓		
2	AL	✓		✓		
3	NK	✓			✓	
4	ANV		✓		✓	
5	DSK	✓		✓		
6	D	✓			✓	
7	HA		✓	✓		
8	B	✓		✓		
9	A	✓		✓		
10	DK	✓		✓		
11	TH		✓	✓		
12	AN	✓		✓		
13	FL		✓	✓		
14	HTR		✓	✓		
5	PS		✓	✓		
16	KNA		✓	✓		
17	LAP		✓	✓		
18	AR		✓	✓		
19	CF		✓	✓		
20	RF		✓	✓		
21	AAT		✓	✓		
22	FA		✓	✓		
23	RB		✓	✓		
Result		There were eight students could not answer the teacher question	There were fifteen students could answer the teacher question	There were twenty students active	There were three students did not enthusiast	There was no student who did not attend

Padangsidimpuan, 20 Mei 2024

Researcher

Yunita Permata Sari Siregar

**OBSERVATION NOTE SHEET STUDENTS' ACTIVITY IN TEACHING LEARNING
PROCESS CLASSROOM ACTION RESEARCH**

Subject Matter : English

Class/Semester : VII/2

Cycle 2 :Meeting 2

Observer : Hapsyah Sri Mei Siregar,S.Pd. as a collaborator

No	Initial	Activities				
		Student could not answer the teacher questions	Student could answer the teacher questions	Student active	Student did not enthusiast	Student who did not attend
1.	N	✓		✓		
2	AL		✓	✓		
3	NK		✓	✓		
4	ANV		✓	✓		
5	DSK		✓	✓		
6	D		✓	✓		
7	HA		✓	✓		
8	B		✓	✓		
9	A	✓		✓		
10	DK		✓	✓		
11	TH		✓	✓		
12	AN		✓	✓		
13	FL		✓	✓		
14	HTR		✓	✓		
5	PS		✓	✓		
16	KNA		✓	✓		
17	LAP		✓	✓		
18	AR		✓	✓		
19	CF		✓	✓		
20	RF		✓	✓		
21	AAT		✓	✓		
22	FA		✓	✓		
23	RB		✓	✓		
Result		There were two students could not answer the teacher question	There were twenty one students could answer the teacher question	There were twenty three students active	There was no students did not enthusiast	There was no student who did not attend

Padangsidimpuan, 27 Mei 2024

Researcher

Yunita Permata Sari Siregar

DOCUMENTATION

Cycle 1

The teacher introduced the researcher to students



Researcher explained the material and did the learning process by using the CPG







Students did the test



Cycle 2

Researcher explained material and gave the crossword puzzle game to each group



Students do the crossword puzzle game with group





Students did the test



APPENDIX 3 Validity Test

Nama Siswa	CYCLE 1												
	1	2	3	4	5	6	7	8	9	10	11	12	13
RJ	D	C	B	A	B	C	D	C	A	A	C	A	B
AIM	B	C	B	A	B	C	D	C	A	C	C	A	B
RS	D	C	C	B	B	C	D	B	A	A	C	A	A
C	D	C	D	A	B	C	D	C	A	A	C	A	B
SDY	D	C	A	A	B	D	D	B	D	A	B	A	A
AM	C	C	D	B	B	D	B	A	B	A	D	B	A
HP	B	C	B	A	B	C	D	C	A	A	C	A	B
DP	D	C	B	A	B	C	D	C	A	A	C	A	B
Z	A	B	D	A	A	C	A	C	C	B	D	A	B
MR	D	A	A	A	B	A	D	C	A	C	C	A	D
AS	D	C	C	A	B	C	D	C	A	A	C	A	B
NWP	A	A	B	A	B	A	D	C	D	A	C	A	C
RRZ	D	C	C	A	B	A	D	A	D	C	B	A	D
MRB	A	A	A	A	D	C	B	A	B	B	D	C	B
NA	D	C	B	A	B	C	D	C	B	A	C	A	B
M	D	B	B	A	B	C	D	C	D	C	C	A	B
NTH	A	C	C	A	B	C	D	C	D	B	C	C	D
RS	D	D	D	A	B	C	D	C	B	D	C	A	B
NYT	A	C	D	A	B	C	D	B	C	A	C	A	A
AW	D	D	D	B	B	D	B	A	B	A	D	A	B
NZ	C	C	B	A	B	C	D	C	D	D	C	C	B
SNS	A	B	D	A	B	A	D	B	A	D	C	A	C
E	D	C	B	A	B	C	D	C	A	A	C	A	B
PH	D	A	D	A	B	C	D	B	C	A	C	A	B
JUMLAH BENAR	14	15	8	21	22	17	20	15	9	14	18	20	15
<i>r Tabel</i>	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044
<i>t Hitung</i>	0,404505	0,461644	0,525155	0,36388	0,389799	0,55726	0,627371	0,651036	0,504257	0,348712	0,661709	0,430548	0,518461
STATUS	V	V	V	InV	InV	V	V	V	V	InV	V	V	V

CYCLE 1													
7	8	9	10	11	12	13	14	15	16	17	18	19	20
D	C	A	A	C	A	B	C	A	B	C	A	C	C
1	1	0	1	1	1	1	0	0	1	0	1	1	1
1	1	1	0	1	1	1	1	0	0	1	1	1	1
1	0	1	1	1	1	0	0	0	1	1	1	0	1
1	1	1	1	1	1	1	1	1	1	1	1	0	1
1	0	0	1	0	1	0	1	1	1	0	0	0	1
0	0	0	1	0	0	0	1	0	0	0	0	0	0
1	1	1	1	1	1	1	1	0	0	1	1	1	1
1	1	1	1	1	1	1	1	0	0	1	1	1	1
0	1	0	0	0	1	1	0	0	1	0	1	1	0
1	1	1	0	1	1	0	0	1	0	0	1	0	0
1	1	1	1	1	1	1	1	1	1	1	1	0	1
1	1	0	1	1	1	0	0	0	0	0	1	1	1
1	0	0	0	0	1	0	0	1	1	0	0	0	0
0	0	0	0	0	0	1	1	0	0	0	1	0	0
1	1	0	1	1	1	1	1	1	1	1	1	1	1
1	1	0	0	1	1	1	0	0	0	0	1	0	0
1	1	0	0	1	0	0	0	1	0	0	0	1	0
1	1	0	0	1	1	1	1	1	1	1	1	1	1
1	0	0	1	1	1	0	0	0	0	1	0	0	1
0	0	0	1	0	1	1	0	0	0	0	0	1	1
1	1	0	0	1	0	1	1	0	1	1	1	0	1
1	0	1	0	1	1	0	0	1	1	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	0	0	1	1	1	1	1	0	0	0	1	0	0

Nama Siswa	CYCLE 2											
	1	2	3	4	5	6	7	8	9	10	11	12
	REARRANGE											
RJ	0	0	5	5	5	5	5	0	0	0	0	0
AIM	0	5	0	5	5	0	5	0	5	5	5	0
RS	5	0	5	5	5	5	5	5	5	5	5	5
C	5	0	0	5	0	5	5	5	0	5	5	5
SDY	0	5	5	5	5	5	5	5	5	5	5	5
AM	0	5	0	5	0	5	5	0	5	5	5	0
HP	5	0	5	5	5	5	5	5	5	5	5	5
DP	5	5	5	5	5	5	0	5	0	5	5	5
Z	0	5	0	5	0	5	5	0	5	5	5	5
MR	0	0	5	5	5	5	5	5	5	0	5	5
AS	0	5	0	5	0	5	5	5	5	5	5	5
NWP	0	5	5	0	5	5	5	5	0	5	5	0
RRZ	5	0	0	5	5	0	5	5	5	0	5	5
MRB	0	5	0	0	5	5	5	5	5	5	0	5
NA	5	0	0	5	5	5	5	5	5	5	5	0
M	5	5	0	0	5	5	5	5	5	5	5	5
NTH	5	0	5	5	0	5	5	5	5	5	5	5
RS	0	5	5	5	5	5	0	5	0	5	5	5
NYT	5	0	0	5	0	0	0	5	0	5	0	0
AW	0	5	5	0	5	5	5	5	5	5	5	5
NZ	5	0	0	5	5	5	5	5	5	5	5	5
SNS	0	5	5	5	5	5	5	5	5	5	5	5
E	5	5	5	5	5	5	5	5	5	5	5	5
PH	0	0	5	5	5	0	5	0	0	0	5	0
N	20											
N-2	18											
r Tabel	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044
r Hitung	0,352123	0,247622	0,165838	0,024298	-0,04705	0,534562	0,071875	0,621546	0,490595	0,461667	0,482591	0,759551
KRITERIA	InV	InV	InV	InV	InV	V	InV	V	V	V	V	V

								SKOR TOTAL
13	14	15	16	17	18	19	20	
			MATCH					
0	5	5	5	0	5	0	0	45
0	0	5	0	5	5	0	5	55
5	5	5	5	5	0	5	5	90
5	5	5	5	5	5	5	5	80
5	5	5	5	5	5	5	0	90
0	5	5	5	0	5	5	5	65
0	5	5	0	5	0	0	5	75
5	5	5	5	5	5	5	5	90
5	5	5	5	5	5	5	5	80
5	5	0	5	5	5	5	0	75
5	5	5	5	5	5	5	5	85
5	5	5	0	5	0	0	5	65
5	5	5	5	5	5	5	5	80
5	5	0	0	5	5	5	0	65
0	5	5	5	0	5	5	5	75
0	0	5	5	5	0	5	5	75
5	5	5	5	5	5	5	5	90
5	5	0	5	5	5	0	0	70
5	5	5	5	5	5	0	5	55
5	5	5	5	5	5	5	5	90
0	5	0	5	5	0	5	5	75
5	5	5	0	0	5	5	5	85
5	5	5	5	5	5	5	5	100
5	0	5	0	0	0	0	0	35
0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	0,4044	
0,341175	0,482591	0,097193	0,423481	0,454314	0,203898	0,729667	0,423481	
InV	V	InV	V	V	InV	V	V	

CURRICULUM VITAE



I. Identity

1. Name : Yunita Permata Sari Siregar
2. Reg. No. : 20 203 00021
3. Sex : Female
4. Place/ Birth : Medan, 2 June 2002
5. Child : 4
6. Nationality : Indonesia
7. Status : Not Married
8. Religion : Islam
9. Address : Jl. B.M Muda Silandit, Padangsidempuan
10. Phone Number : 0895805386789
11. e-mail : yunitapermatasari558@gmail.com

II. Parents

- a. Father
 1. Name : Ridwan Siregar
 2. Job : Farmer
 3. Address : Jl. B.M Muda Silandit, Padangsidempuan
 4. Phone Number : -
- b. Mother
 1. Name : Linda Sari Harahap
 2. Job : Housewife
 3. Address : Jl. B.M Muda Silandit, Padangsidempuan
 4. Phone Number : -
- c. Guardian
 1. Name : -
 2. Job : -
 3. Address : -
 4. Phone Number : -

III. Education Background

- | | | |
|-----------------------|---|------|
| 1. Elementary School | : SD Negeri 200211 Padangmatinggi | 2014 |
| 2. Junior High School | : SMP Negeri 5 Padangsidimpuan | 2017 |
| 3. Senior High School | : SMA Negeri 3 Padangsidimpuan | 2020 |
| 4. S.1 | : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan | 2024 |

IV. Organization

Member of HMJ TBI in 2022

APPENDIX 9 Title Legalization Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B-6146/Un.28/E.1/PP.00.9/10/2023
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

30 Oktober 2023

Yth:

1. Dr. Eka Sustris Harida, M. Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, S.S., M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Yunita Permata Sari Siregar
NIM : 20 203 00021
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Improving Students' Vocabulary Mastery by Using Crossword Puzzle Game at Grade VII SMP N 5 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasamanya yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

Ketua Program Studi
Tadris Bahasa Inggris


Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP. 19801224 200604 2 001


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

APPENDIX 10 Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1456 /Un.28/E.1/TL.00/05/2024
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP N 5 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yunita Permata Sari
Nim : 2020300021
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. BM. Muda Kel. Silandit

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students Vocabulary Mastery by Using Crossword Puzzle Game at Grade VII SMP N 5 Padangsidimpuan "

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidimpuan, Mei 2024

a.n Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Yuffanti Syafrida Siregar, S.Psi., MA
NIP. 19801224 200604 2 001

APPENDIX 11 Research Reply Letter



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMP NEGERI 5 PADANGSIDIMPUAN

Jl. Perintis Kemerdekaan No. 61 Padangsidempuan Selatan
Telp. (0634)22255 Kode Pos 22727

SURAT KETERANGAN

NOMOR : 422/ 234 /SMP.5/2024

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

Nama : YUNITA PERMATA SARI SIREGAR
NIM : 2020300021
Prodi : Tadris Bahasa Inggris
Alamat : Jl. BM Muda Kelurahan Silandit

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 13 Mei 2024 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : **"Improving Students' Vocabulary Mastery by Using The Crossword Puzzle Game at Grade VII SMP Negeri 5 Padangsidempuan"** sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan, Nomor : B- 1456/Un.28/E.1/TL.00/05/2024 tanggal 6 Mei 2024.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidempuan, 15 Juni 2024
Kepala SMP Negeri 5 Padangsidempuan

JAMALI, S.Pd

NIP. 19680626 199412 1 001