



**THE EFFECT OF USING CROSSWORD PUZZLE
GAME ON STUDENTS' VOCABULARY MASTERY
AT GRADE XI MAN SIPAGIMBAR
TAPANULI SELATAN**

A THESIS

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

Written By:

SUMIATI TAMBUNAN

Reg. Numb: 17 203 00004

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANG SIDIMPUNAN**

2023



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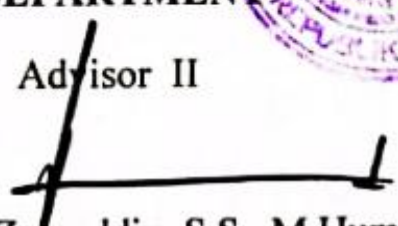


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Term : Munaqasyah
Item : 7 (six) exemplars

Padangsidempuan, Februari 2023
a.n. Sumiati Tambunan
To: Dean
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Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Sumiati Tambunan, entitled "The Effect of Using Crossword Puzzle Game on Students' Vocabulary Mastery at Grade XI MAN Sipagimbar-Tapanuli Selatan". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

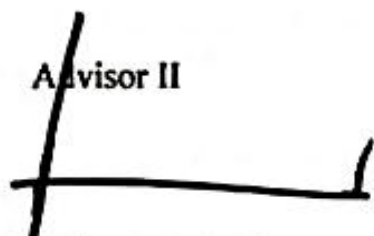
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam'alaikumwr.wb.

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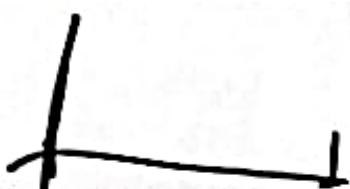

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ABSTRACT

This research is intended to investigate the Effect of Using Crossword Puzzle Game on Students' Vocabulary Mastery at Grade XI MAN Sipagimbar-Tapanuli Selatan. The problems that faced by students in vocabulary mastery were: 1) The students got difficulties in understanding English language because lack on vocabulary, 2) The students got difficulty in memorizing vocabulary, 3) The students felt uninterested when teaching and learning because the method that's used, 4) The teacher did not have various methods in teaching vocabulary, 5) The students had lack of motivation.

The formulation of the problem in this research were: 1) How is the students' vocabulary mastery before learning using crossword puzzle game, 2) How is the students' vocabulary mastery after learning using crossword puzzle game, 3) Is there any significant effect of crossword puzzle game on students' vocabulary mastery at grade XI MAN Sipagimbar-Tapanuli Selatan. The purpose of this research was to answer the formulation of the problem in this research.

This research uses experimental quantitative method with pre-test and post-test design. The populations were all of the students at XI Grade MAN Sipagimbar-Tapanuli Selatan. The sample were XI MIA 1 as control class that consisted of 26 students and XI MIA 2 as experimental class that consisted of 27 students. The data were collected through pre-test and post-test in multiple choice test form and analyzed by using Statistical Package for Social Sciences (SPSS) with T-test.

The result of research showed that the mean score of experimental class was higher than the mean score of control class after using crossword puzzle game. The mean score of experimental class in pre-test was 48.52 and the mean score of control class in pre-test was 55.19. Meanwhile, the mean score of experimental class in post-test after doing treatment by using crossword puzzle game was 83.15 and the mean score of control class in post-test was 60.77. In addition, after doing T-test, the researcher found that the t-test value was sig (2tailed) < 0.05 (0.000 < 0.05). Therefore, alternative hypothesis (H_a) of this research was accepted null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of using crossword puzzle game on students' vocabulary mastery at grade XI MAN Sipagimbar-Tapanuli Selatan.

Key Words: *Crossword Puzzle Game, Vocabulary Mastery.*

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ABSTRAK

Penelitian ini fokus pada pengaruh penggunaan permainan teka-teki silang terhadap penguasaan kosakata siswa kelas XI MAN Sipagimbar-Tapanuli Selatan. Ada beberapa masalah-masalah yang dihadapi siswa dalam penguasaan kosakata diantaranya: 1) Siswa mengalami kesulitan dalam memahami bahasa Inggris karena kurangnya kosakata, 2) Siswa mengalami kesulitan dalam menghafal kosakata, 3) Siswa merasa tidak tertarik saat belajar mengajar karena metode yang digunakan, 4) Guru tidak memiliki berbagai metode dalam mengajar kosakata, 5) Siswa kurang motivasi.

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana penguasaan kosakata siswa sebelum pembelajaran menggunakan permainan teka-teki silang, 2) Bagaimana penguasaan kosakata siswa sesudah pembelajaran menggunakan permainan teka-teki silang, 3) Adakah pengaruh yang signifikan permainan teka-teki silang terhadap penguasaan kosakata siswa kelas XI MAN Tapanuli Selatan. Penelitian ini bertujuan untuk menjawab rumusan masalah dalam penelitian ini.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain pre-test dan post-test. Populasinya adalah keseluruhan murid kelas XI MAN Tapanuli Selatan. Sampelnya adalah kelas XI MIA 1 sebagai kelas control yang terdiri dari 26 siswa dan XI MIA 2 sebagai kelas eksperimen yang terdiri dari 27 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal pilihan ganda dan dianalisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan crossword puzzle game. Rata-rata skor dari kelas eksperimen di pre-test adalah 48.52 dan skor rata-rata kelas control di pre-test adalah 55.19. Sedangkan skor rata-rata kelas eksperimen di post-test setelah melakukan treatment menggunakan crossword puzzle game adalah 83.15 dan skor rata-rata kelas control di post-test adalah 60.77. Selain itu, setelah dilakukan uji-t ditemukan bahwa sig (2-tailed) < 0.05 (0.000 < 0.05). Oleh karena itu, hipotesis alternative (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan crossword puzzle game terhadap penguasaan kosakata siswa kelas XI MAN Tapanuli Selatan.

Kata Kunci: *Permainan Teka-teki Silang, Penguasaan Kosakata.*

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Researcher

Sumiati Tambunan
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TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY	
SCHOOLAR MUNAQOSAH EXAMINATION	
LEGALIZATION OF DECAN OF TARBIYAH AND TEACHER TRAINING FACULTY	
ABSTRACT	i
ABSTRAK	ii
AKNOWLEDGEMENT	iii
TABLE OF CONTENT	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDIX	xi
CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Study	4
D. Formulation of the Problem	4
E. Objectives of the Research.....	5
F. Significances of the Research	5
G. Definition of Operational Variables.....	6
H. Outline of the Thesis	7
CHAPTER II: THEORITICAL DESCRIPTION	
A. Description of Vocabulary Mastery	9
1. Definition of Vocabulary.....	9

2. Kinds of Vocabularies	11
3. Classification of Vocabulary	13
4. Aspect of Vocabulary	17
5. Importance of Vocabulary	20
B. Concept of Crossword Puzzle Game.....	22
1. Description of Game	22
2. Definition of Crossword Puzzle Game.....	24
3. The Advantages and Disadvantages of Using Crossword Puzzle	26
4. Procedure of Teaching Vocabulary through Crossword Puzzle	28
C. Related Findings.....	29
D. Conceptual Framework	32
E. Hypothesis.....	34

CHAPTER III: RESEARCH METHODOLOGY

A. Place and Time of Research	35
B. Research Design.....	35
C. Population and Sample.....	35
D. Instrument of the Research.....	36
E. Validity and Reliability Instrument.....	38
F. The Procedure of Collecting Data.....	39
G. Techniques of Data Analysis	41
H. Hypothesis test	43

CHAPTER IV: RESULT RESEARCH

A. The Description of Data	44
1. The Description of Data before Using Crossword Puzzle Game.....	44
a. Score of Pre-Test in Experimental Class	44
b. Score of Pre-Test in Control Class.....	46
2. The Description of Data after Using Crossword Puzzle Game.....	48
a. Score of Post-Test in Experimental Class	48
b. Score of Post-Test in Control Class	50
3. Hypothesis Test.....	52
4. Gain Score of Experimental Class and Control Class	54
B. Discussion	54
C. Threats of the Research.....	55

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusions58
B. Suggestions.....59

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF TABLES

Table 1	: Research Design.....	36
Table 2	: Population of the Research	37
Table 3	: Sample of the Research.....	37
Table 4	: Indicators of Vocabulary Mastery (Pre-Test)	38
Table 5	: Indicators of Vocabulary Mastery (Post-Test).....	38
Table 6	: Level of the Score	38
Table 7	: Score of Pre-Test in Experimental Class	45
Table 8	: Frequency Distribution of Pre-Test in Experimental Class	46
Table 9	: Score of Pre-Test in Control Class.....	47
Table 10	: Frequency Distribution of Pre-Test in Control Class	48
Table 11	: Score of Post-Test in Experimental Class.....	49
Table 12	: Frequency Distribution of Post-Test in Experimental Class.....	50
Table 13	: Score of Post-Test in Control Class	51
Table 14	: Frequency Distribution of Post-Test in Control Class	52
Table 15	: Independent T-Test	54
Table 16	: Gain Score.....	55

LIST OF FIGURES

Figure 1: Conceptual Framework.....	34
Figure 2: Description Data of Pre-Test in Experimental Class.....	47
Figure 3: Description Data of Pre-Test in Control Class	49
Figure 4: Description Data of Post-Test in Experimental Class	51
Figure 5: Description Data of Post-Test in Control Class.....	53

LIST OF APPENDIXES

- Appendix 1 : Lesson Plan of Experimental Class
- Appendix 2 : Lesson Plan of Control Class
- Appendix 3 : Instrument of Pre-Test before Validity
- Appendix 4 : Instrument of Pre-Test after Validity
- Appendix 5 : Instrument of Post-Test before Validity
- Appendix 6 : Instrument of Pro-Test after Validity
- Appendix 7 : Score of Experimental Class in Pre-Test
- Appendix 8 : Score of Control Class in Pre-Test
- Appendix 9 : Score of Experimental in Post-Test
- Appendix 10 : Score of Control Class in Post-Test
- Appendix 11 : Data Descriptive Statistics (Data SPSS)
- Appendix 12 : The Result of Students' Work in Pre-Test and Post-Test
(Experimental and Control Class)
- Appendix 13 : Research Documentation

CHAPTER I

INTRODUCTION

A. Background of the Problem

The first crucial skill on learning a new language is vocabulary. Anyone who has a limited vocabulary will also have limited comprehension when reading and listening, and they will find difficulties to use their productive skills like speaking and abilities. The students' ability to listen, talk, read, and write can be improved by their acquisition of a wide variety of vocabularies. As many school tests as students take include vocabulary, more knowledgeable they are about vocabulary and have a stronger command of how to utilize words, the easier and more enjoyable their schoolwork will be for them. Additionally, their chances of succeeding on an English test increase with the amount of vocabulary they are familiar with.

When teaching vocabulary, there are a few different methods and strategies that can be employed. Gaming is among of them. A crossword puzzle game is one of them. Because it meets the requirements of a game, crossword puzzles are included in vocabulary games. Crossword puzzle game provides opportunity to learn words wider. By guessing some fun and challenging questions in the crossword puzzle, the students will remember the words. While the students are finding the answers, they will have critical thinking. This means they will think critically and to be aware in every single word. It can help them in learning English

vocabulary such as nouns, verbs, adjectives, and adverbs. This game does not need many tools to conduct. Thus, the students can practice every time they want and their vocabulary may improve accordingly.¹

According to preliminary research, education and learning took place in this world at schools. The teaching and learning process occurred every day in MAN Sipagimbar Tapanuli-Selatan. The students are instructed by a variety of teachers in a variety of subjects and talents. Mrs. Siti Kholijah Tambunan and Mrs. Yanti Hutasuhut are the two teachers who consistently teach English at MAN Sipagimbar Tapanuli-Selatan. When teaching in the classroom, two of these English teachers used few strategies or methods, particularly when teaching vocabulary. According to Kholijah Tambunan, “her strategies to teach vocabulary by simply writing the vocabulary on the blackboard first, and then asking students to memorize it, and then students come forward one by one and Say it, and ask students to write it down”.² According to Mrs. Yanti Hutasuhut, her strategies in teaching vocabulary is almost the same as Mrs. Kholijah Tambunan, “which is to ask students first, then write them on the blackboard and memorize them, then students memorize them one

¹ Feni Fela Erlinda, “The Use of Crossword Puzzle Game to Improve Students’ Vocabulary Mastery of Descriptive Text” (2020): 14, <https://all3dp.com/2/fused-deposition-modeling-fdm-3d-printing-simply-explained/>.

² Siti Kholijah Tambunan, *Private Interview to the English Teacher of MAN Tapanuli Selatan*, (Sipagimbar, MAN Tapanuli Selatan, September 26th, 2020)

by one in front of the class”.³ In order to teach language, the teacher lacks an effective strategy, method, or technique.

From the interview result, the study's findings indicated that several factors can contribute to some vocabulary-related issues. First, a lack of vocabulary causes students to have trouble understanding English. The second is that students struggle to retain vocabulary.

In light of the foregoing explanation and issues, the researcher believes that this approach will help students who are having trouble learning language. Teaching vocabulary can be done in a variety of ways. Use of games is one strategy. Playing games is favorable and helpful when learning new words. Because they frequently incorporate friendly competition and foster a collaborative learning environment, they are inspiring. The students get the chance to collaborate. Vocabulary games increase students' ability to use English in a flexible and conversational manner in the classroom and provide context from real life.⁴ In order to teach language to the students, the researcher opts for a game. The researcher thinks that using games can help kids acquire vocabulary without getting too bored. The crossword puzzle game is one of them. Therefore, the researcher only focused on “The Effect of Crossword Puzzle Game on Students’ Vocabulary Mastery at Grade XI MAN Sipagimbar-Tapanuli Selatan.”

³ Yanti Hutasuhut, *Private Interview to the English Teacher of MAN Tapanuli Selatan, (Sipagimbar, MAN Tapanuli Selatan, September 26nd, 2020*

⁴ Ali Derakhshan and Elham Davoodi Khatir, “The Effects of Using Games on English Vocabulary Learning,” *Journal of Applied Linguistics and Language Research* 2, no. 3 (2015): 39–47, www.jallr.ir.

B. Identification of the Problem

According to the description provided above, the research's problem might be stated as follows:

1. The students got difficulties in understanding English language because lack on vocabulary.
2. The students got difficulty in memorizing vocabulary.
3. The students had lack of motivation.

C. Limitation of the Study

The study's limitations must be stated in order to prevent misunderstandings and to make the study clear. At grade XI MAN Tapanuli Selatan Sipagimbar, the author restricts the study to vocabulary mastery and directs it toward crossword puzzle instruction. The researcher is particularly interested in nouns that are used in kitchens and classrooms. The reason is because it makes it easier for them to understand the material because they are still related to things around them and their daily life. Besides that, to remind them about the basic vocabulary that they always use every day.

D. Formulation of the Problem

The problem of the study can be stated as follows in light of the study's background:

1. How is the students' vocabulary mastery before learning using Crossword Puzzle Game?

2. How is the students' vocabulary mastery after learning using Crossword Puzzle Game?
3. Is there any significant effect of Crossword Puzzle Game on students' vocabulary mastery?

E. Objectives of the Research

According to the definition given above, the goals of this study are:

1. To know students' vocabulary mastery before learning using Crossword Puzzle Game.
2. To know students' vocabulary mastery after learning using Crossword Puzzle Game.
3. To know whether Crossword Puzzle Game is significant on students' vocabulary mastery or not.

F. Significances of the Research

The significances of this research are:

1. For the headmaster, a purpose on the study is for inspire English teachers to deliver effective lessons in English.
2. For the teacher, to enhance the delivery of English lessons, particularly vocabulary instruction, and to support the teacher in making the learning process more engaging.
3. For the students, utilizing this technique, they can broaden their vocabulary and knowledge.
4. For the researcher, resulting from this study, it is anticipated that new knowledge will be gained, relevant information will be produced, and

a successful teaching strategy particularly for vocabulary instruction will be developed.

G. Definition of Operational Variables

To avoid misunderstandings about what this investigation's title actually means, the author has communicated some theories about each variable. The following are some findings that the author might draw from this research:

1. Playing crossword puzzle games is a great way to test your vocabulary knowledge and critical thinking abilities. A crossword puzzle comprises of a rectangular figure that is divided into squares that are both blank (white) and cancelled (black, colored, or crosshatched). With this diagram, there are two lists of numbered definitions or hints, one for the words that are horizontal and one for those that are vertical. The numbers on the lists match the corresponding numbers on the figure. The words that correspond to the numbered definitions or hints are to be formed by inserting a certain letter of the alphabet into each of the diagram's vacant squares. The puzzle gets its name from the way the words cross or interlock.
2. Building a robust vocabulary is one component of studying English as a foreign language. It shows that the students are able to understand and use the meaning of the word. The more vocabulary students are able to understand, the more fluently they can use their language. Students with limited vocabulary will struggle to learn English. It is

impossible to overestimate the significance of vocabulary in learning English because it is one of the essential elements for improving the learner's speaking, listening, reading, and writing skills. A natural ability to learn English vocabulary from life experience based on one's needs and knowledge.

H. Outline of the Thesis

The systematic section of this work is divided into five chapters. There are numerous sub chapters in each chapter, each having the following details:

Introduction is in Chapter 1. It consists of the problem's history, its identification, its limitations, how the problem was formed, the research's objective, its significances, and a summary of the thesis.

The theoretical description is covered in Chapter II, along with a description of peer feedback technique and a theoretical description of writing skill. After that, a review of the relevant conclusions, conceptual framework, and hypothesis

Research methodology is covered in Chapter III. It includes the following: the population and sample, the research instrument, the data collection techniques, and the data analysis techniques.

The research's findings are presented in Chapter IV, which discusses the data analysis. This chapter's sections on data description, testing of hypotheses, discussion, and research threats.

The conclusion of Chapter V summarizes the findings of the research and includes the researcher's recommendations for students and teachers.

CHAPTER II

THEORITICAL DESCRIPTION

A. Description of Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is one of the subs skills in learning English. Vocabulary is also one of the important things to mastering the four skills; reading, writing, listening, and speaking.⁵ It serves as a fundamental instrument in every language and facilitates successful language. When learning a language, vocabulary is an essential skill to acquire. It is also a skill that every learner must possess in order to comprehend and master language. Without having enough vocabularies, the students will be unable to master English written or even spoken.⁶ It should be mastered by students before the language. A language vocabulary is a collection or list of terms. These are all the words that have ever been used to communicate. A broad vocabulary is necessary for language learning in order to develop language skills, specifically listening, speaking, reading, and writing. A students' ability to speak is aided by their vocabulary.

“All the words known by a person or used when addressing a particular issue are regarded as their vocabulary”, according to

⁵ Fitri Rayani Siregar, “Teachers’ Techniques in Teaching Vocabulary for Beginner Class” 3, no. 1 (2015): 1–27.

⁶ Eka Sustri Harida, “Using Mind Mapping Technique to Teach Vocabulary” 3, no. 1 (2015): 1–14.

Hornby.⁷ Many words that are created by vocabulary, which is a part of language, are used to organize language. It provides details or an explanation in linguistic terms.

Based on Ur, “the terms as instruct in a foreign language are referred to as vocabulary”.⁸ A vocabulary, which is a set of words with meaning, is what give languages their structure. Every word has a meaning in every language, allowing for unambiguous communication between speakers. Elfrieda H. Hiebert and Michael L. Kamil stated “knowledge of word meaning is referred to as vocabulary”.⁹ According to the two meanings, vocabulary is the knowledge and comprehension of words by a person.

Based on Jack C. Richard and Willy a Renandya, “Vocabulary is a fundamental part of language proficiency and forms a large part of the foundation for how well students speak, listen, read, and write in a language”.¹⁰ Vocabulary is a crucial component of language, according to this. The ability to listen, speak, read, and write in a language is the result of developing a wide vocabulary. Many ideas can be communicated verbally or in writing by employing words.

⁷ A.S. Hornby, *Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 2010).

⁸ Penny Ur, *A Course in Language Teaching, Practice and Theory* (Cambridge: Cambridge University Press, 1996).

⁹ Michael L Kamil and Elfrieda H Hiebert, *Teaching and Learning Vocabulary Bringing Research to Practice* (Mahwah, New Jersey: Lawrence Erlbaum, 2005).

¹⁰ Jack C Richard and Williy A Renandya, *Methodology in Language Teaching and Anthology of Current Practice* (USA: Cambridge University Press, 2000).

The researcher came to the conclusion that learning vocabulary is the most fundamental and crucial part of learning a language based on the above rationale. A series of words known as a vocabulary are used by people to interact with one another when they communicate. All words that human use to communicate with one another are included.

2. Kinds of Vocabularies

Vocabulary is the important part in learning English language because vocabulary is connected to other abilities and is necessary for effective language learning, it is a crucial component of learning the English language. According to Nation, Aeborsold, and Field in Wahyu, there are two types of vocabulary, both types of language are active or productive and passive or receptive.¹¹ A productive vocabulary is one that is employed in both spoken and written form. While reading and listening are the primary ways that receptive vocabulary is used.

The vocabulary that a person has that they can use while writing or speaking is referred to as their productive vocabulary. These words are well-known, widespread, and frequently used.¹² Students that have a strong vocabulary are able to read, spell, and pronounce words correctly. It concerns the grammatical usage of the words. Additionally, the students' productive vocabulary is made up of terms

¹¹ Wahyu dwi Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of Smp Angkasa Adisutjipto Yogyakarta in the Academic Year of 2010/2011" (2019): 1–19, <https://bok.cc/book/667521/c3dae0>.

¹² Paul Meara, *Teaching and Learning Vocabulary, Effective Learning and Teaching in Modern Languages*, 2005, p. 3, <https://doi.org/10.4324/9780203023785>.

that they understand, can correctly pronounce, and can use in their speech and writing. It involves having the necessary foundations for receptive vocabulary as well as the ability to speak or write at the appropriate time.¹³ Productive can be seen as an active process because students can learn the language to express their ideas to others. In both spoken and written contexts, it is recognizable and understandable.

Words in a learner's receptive vocabulary are those they can understand and recognize when they are used in a context, but they are unable to correctly generate. Even if pupils do not fully understand a word's definition, they can nevertheless assign it some meaning, which is known as receptive or passive vocabulary. The term "receptive vocabulary" describes terms that students understand but do not necessarily need to utilize. Language components that can be recognized and understood when listening or reading are referred to as receptive vocabulary.

The following are two types of vocabulary descriptions as explained by Lehr & Osborn in Fajar:

a. First, there are two types of words: oral and print.

1) Words that are recognized and used in speaking and listening are included in oral vocabulary.

¹³ Muhammad Fadrulrohman, "Improving Students. Vocabulary Mastery Using Song," 2017, p. 23, <http://eprints.iain-surakarta.ac.id/710/1/Muh%20Fadrulroman%20A1%20Ihsani.pdf>.

- 2) Print vocabulary includes the words that are recognize and used in reading and writing.
- b. Second, there are two types of word knowledge: receptive and productive.
- 1) Included in receptive vocabulary are words that can identify when we hear or see them. It is the ability to comprehend passive vocabulary utilized both in listening and reading situations.
 - 2) Productive vocabulary is the set of words that's an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.¹⁴

It is evident that productive vocabulary and receptive vocabulary are two distinct categories of vocabulary. A person's productive vocabulary is the collection of words they can use when speaking or writing. On the other hand, the receptive vocabulary comprises of words that can be recognized and understood while reading or listening.

3. Classification of Vocabulary

There are different types of vocabulary to learn. Another way to categorize vocabulary is according to how the words and their contents operate. Types of vocabulary are used to gauge a person's

¹⁴ Fajar Furqon, "Correlation between Students' Vocabulary Mastery and Their Reading Comprehension" 1, no. 1 (2013): 1–10.

proficiency, but classifications of vocabulary are categories of vocabulary in and of themselves. The division of vocabulary into categories, also known as word classes, includes nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. It is recognized as a speech unit.

Word class refers to how a language categorizes words according to how on their function in communication within a language. Word classes can also be utilized to demonstrate the organizational principles of the vocabulary in general. Traditional English grammars distinguish between eight parts of speech, using a system that has roots in Latin and Greek. Nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections are the eight parts of speech.¹⁵

The following list of speech components is explained:

1) Noun

A noun is a word that is used to refer to a specific person, place, or thing. Things include anything that we can taste, smell, touch, and see, as well as anything that we can think of but cannot experience with our five senses.¹⁶ Nouns are words that describe things like persons, things, and creatures. For instance, it is a book.

¹⁵ Howard Jackson, Etienne Ze Amvela, *Words, Meaning, and Vocabulary an Introduction to Modern Lexicology*, (London: Casell 2000), p.18.

¹⁶ Wren, Martin, *High School English Grammar and Composition Latest Edition* (1990), p. 3.

As stated in the previous description, a word "noun" can be used to name objects like people, places, or specific objects. Anything that comes to mind is considered a thing.

2) Verb

The word "verb" designates an action. It seems less verb-like when a verb refers to a state rather than an action. Verb is a term used to describe or demonstrate a course of action. "A verb is a word or group of words that expresses an action (e.g., runs, goes, paints), emotion (e.g., loves, envies), or state of being (am, are, is, have been, was, seem).¹⁷ Examples:

- a) Hafizah *reads* Al-Qur'an
- b) All of students are *studying*

3) Adjective

An adjective is used to emphasize traits or qualities. Adjectives are words that are used in conjunction with nouns to identify or describe the person, animal, location, or thing that the noun denotes, as well as to convey a number or quantity.

Examples:

- a) Khadijah is a *clever* girl.
- b) He is a *diligent* student.

¹⁷ Jane Straus, *The Blue Book of Grammar and Punctuation an Easy to Use Guide with Clear Rules, Real World Examples, and Reproducible Quizzes*, Eleventh E (United States: Bass A WileyImprint,2008AD),P.1.,http://ngoangu.vimaru.edu.vn/wpcontent/uploads/documents/The_Blue_Book_of_Grammar_and_Punctuation-1.pdf.

4) Adverb

It involves describing the where, when, how, and why of an activity using a verb, an adjective, another adverb, or another word.

Examples:

- a) Sukri goes *to* school
- b) The teacher is teaching *in* the class.

5) Conjunction

A term that connects sentences and words together is a conjunction. Examples:

- a) My grandfather *and* my grandmother go to Makkah.
- b) We memorized Al-Qur'an *after* prayed.

6) Pronoun

It is a term that can act as a noun substitute. Example:

- a) *He* is a doctor.
- b) They are *my* parents.

7) Interjection

An interjection is a term used in a phrase to convey a sudden thought or expressions. Example:

- a) "Wow, it is good idea."
- b) "Oh! Look at that!"

8) Preposition

Prepositions are words that are used to demonstrate the relationship between two other words in a sentence or to clarify the relationship between two grammatical terms. Example:

- a) They will come *in* march.
- b) I am angry *with* them.

4. Aspect of Vocabulary

A vocabulary list is a collection of terms with clear language-related meanings. A crucial component of language that should be taught is vocabulary. Students ought to learn it and master it. There are some language skills that should be learned and taught, such as:¹⁸

1) Pronunciation and spelling

The students must comprehend both the sound and appearance of a word (it is spelling).

2) Grammar

When students learn a group of new words, the grammar rules should be comprehended by them. If a novel item's grammar is not evidently covered by general grammatical rules, it will need to be taught. For instance, when introducing a new verb, it might additionally include the verb's past tense, if it's irregular (think, thought), and whether it's transitive or intransitive. It aims to

¹⁸ Penny Ur, *A Course in Language Teaching Practice and Theory*, ed. Marion Williams and Tony Wright (United Kingdom, 1996), 60-62, <https://www.pdfdrive.com>.

convey the irregular plural form of the word, just like when teaching a noun (mouse, mice).

3) Collocation

Another element that determines whether a specific combination sounds the collocation that characterizes a certain piece of content as "right" or "wrong" is that particular item. It is yet another detail regarding a novel thing that might be instructive.

4) The denotation, connotation, and appropriateness of the word.

Denotation, which is typically the kind of definition given in dictionaries, is a word's basic meaning in terms of what it refers to in the real world. For instance, the word "cat" designates a particular species of animal, more precisely a typical household carnivorous mammal.

Connotation is a part of an item's meaning that is less clear. The associations it conjures up or the emotions it arouses, which may or may not be mentioned in the dictionary description. The example, the word "dog" has a favorable meaning of friendliness and devotion in the minds of the majority of British people. In contrast, the Arabian culture is associated with filth and inferiority.

Whether or not a specific object is appropriate to use in a given situation is a more nuanced component of meaning that frequently has to be taught. It is therefore useful for students to understand how frequently or rarely a word is used in polite

conversation. As an illustration, the word weep has a connotation that is essentially identical to that of the word cry, but it is less frequently used, more formal, and generally reserved for writing as opposed to speaking.

5) Aspect meaning relationship

Teaching strategies can also benefit from showing students how one concept links to that of other concepts. There are many such relationships, some of which include:

a) Synonym

A word with a similar or nearly same meaning is called a synonym. For example, almost: nearly.

b) Antonym

A term that has a different meaning from another word is called an antonym. Example, handsome: ugly.

c) Hyponym

These are that things which act as a concrete illustration of the idea. Examples of hyponyms for animals are lion, cat, and rabbit.

d) Co-hyponym

The other item is of a similar nature. Red, brown, and green are examples of co-hyponyms. Co-ordinate is another name for co-hyponym.

e) Super ordinate

It refers to a broad idea that includes particular things. Animals that are superior to one another include cats, zebras, and lions.

f) Translation

The words or phrases that are being taught have a similar meaning in the learners' native tongues.

g) Word information

In addition, two words can be combined to form a vocabulary item. Examples of such combinations include two nouns, a gerund and a noun, or a noun and a verb. Learning how prefixes and suffixes work is essential to learning vocabulary.

5. Importance of Vocabulary

It is essential to learn new words. Vocabulary is one of the components of the English language that is essential for learning. For those learning English, it acts as a foundation and manual. A list of words known as a vocabulary is used to produce written and spoken language. It is one of the key resources used by students to try and use English properly.

The amount and caliber of a person's vocabulary might reveal their level of language proficiency. If someone has a strong vocabulary, communicating with others may be simple. When communicating a

concept or knowledge, using vocabulary does not cause confusion in anyone. It takes vocabulary mastery to make communication between people easier. By developing your vocabulary, you can converse with one another more easily.

Wallace cites two key justifications for the significance of vocabulary:

- 1) Both spoken and written language which can take either or both of two forms require vocabulary to function.
- 2) Both production and recognition vocabulary are necessary for learning English as a foreign language.¹⁹

The significance of mastering vocabulary was put up by Lewis in Prashant: “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.²⁰ It suggests that even if someone has poor grammar, they can still communicate; yet, if they lack vocabulary, they are unable to express themselves, interact with others, or comprehend what others are saying. It demonstrates the value of vocabulary in helping students master the language.

Santiago outlined four reasons why vocabulary is important. Vocabulary’s significance. There are:

- 1) Vocabulary as the basic for communication.

¹⁹ Furqon, “Correlation between Students’ Vocabulary Mastery and Their Reading Comprehension.”

²⁰ Prashant Subhash Mothe, “Innovative Techniques of Teaching Vocabulary at the Intermediate Level in the Second Language Classroom” (2002): 377–390, <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/377.pdf>.

Without the vocabulary, nothing can be accomplished. It is fundamental to communication.

2) The role of vocabulary in reflecting social reality.

After learning that language is made up of symbols that represent human emotions and thoughts, it becomes clear that language is the only way to understand the truth of human mind.

3) Vocabulary as an emotion booster.

According to common sense, emotions are primarily of the physical variety and have little connection to their namesake terms.

4) Vocabulary as a gauge of intellectual aptitude.

Given that academic discourses are used to disseminate science and technology on a large scale and that academic discourses are made up of structured words, it is clear that vocabulary has a close relationship to the dissemination of scientific findings.²¹

B. Concept of Crossword Puzzle Game

1. Description of Game

Because vocabulary is so important to learning a language, teaching vocabulary needs to be engaging and the teacher needs to be imaginative. Games were regarded as one of the best ways to make

²¹ Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabulary: A Review," *JET (Journal of English Teaching)* 5, no. 1 (2019): 15.

classroom more alive and interesting. Games also could make students awake and motivated in studying.²² A game is an activity that includes predetermined rules, a goal, and a fun element.²³ El Shamy in Ibrahim defines a game as a "competitive activity played according to rules within a given context where players meet a challenge to achieve an objective and win."²⁴ Blanka states that game is perceived as a meaningful fun activity governed by rules.²⁵ According to these definitions, a game is a form of entertainment that calls for both players and predetermined rules in order to be enjoyed.

According to Kablan in Husam, both the teacher and the students in the class can benefit from the game activities, which may play a significant instructional function.²⁶ It is asserted that well-organized gaming apps. The goals of the game activity technique are to increase learning, reinforce retention, and boost students' enthusiasm. A game is therefore an activity with guidelines and a goal. In order to keep students' attention and work up, many use games as a motivator.

²² Sokhira Linda Vinde, "Fostering Lecturers' Teaching Creativity through Games," *English Education : English Journal for Teaching and Learning* 7, no. 01 (2019): 95.

²³ Jill Hadfield, *Elementary Vocabulary Games A collection OF Vocabulary Games and Activities for Elementary Students of English* (Longman: Pearson Education, 1998), p.4., http://elibrary.bsu.az/books_250/N_20.pdf.

²⁴ Abdelrazig Ibrahim, "Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools," *American scientific research journal for engeneering, technology, and sciences (asrjets)* 37, no. 1 (2017): 140–150, <https://asrjetsjournal.org/>.

²⁵ Blanka Frydrychova Klimova, "Games in the Teaching of English," *Procedia - Social and Behavioral Sciences* 191 (2015): 1157–1160, <http://dx.doi.org/10.1016/j.sbspro.2015.04.312>.

²⁶ Husam Rushdi Ishtawi, "The Effects of Game Strategy on the Learning of English Grammar for the Twelfth Grade Students," 2011, p. 41., <http://library.iugaza.edu.ps/thesis/93881.pdf>.

Additionally, the use of games by the teacher can help create rich contexts for the language.

A fun educational game that makes teaching and learning easier. Games are helpful and efficient for learning language. Ali stated that games are advantageous and effective in learning vocabulary. It is motivating because it usually involves friendly competition and create cooperative learning environment. Game can improve students' communicative skills and they have a chance to use the target language.²⁷ Because games are entertaining ways to learn, they inspire pupils and make them love the process. It will inspire kids and maintain their interest.

Chen in Ibrahim summarized the advantages of adopting games in the classroom in nine major areas, which are as follows:

- 1) Games are learner-centered (the student is always in focus).
- 2) Games promote a communicative competence.
- 3) Games create a meaningful context for language use.
- 4) Games increase learning motivation.
- 5) Games reduce learning anxiety.
- 6) Games integrate many various linguistics skills.
- 7) Games encourage creativity and spontaneous usage of the language.
- 8) Games construct a cooperative learning environment.
- 9) Games foster participatory attitudes of the students.²⁸

2. Definition of Crossword Puzzle Game

A crossword puzzle game is a puzzle game which normally takes the form of a square or a rectangular grid of white and black shades

²⁷ Derakhshan and Davoodi Khatir, "The Effects of Using Games on English Vocabulary Learning."

²⁸ Ibrahim, "Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools."

squares.²⁹ By figuring out the solutions to the clues, you must place letters in the white squares to create words or phrases. For languages that are written right to left, the solution words and phrases are placed on the grid from top to bottom and left to right. Jones states that the crossword puzzles can be used in a variety of ways: to teach new vocabulary, to help students to memorize what they already know.³⁰

According to Jones in Rahayu's thesis, crossword puzzle is a wonderful means of developing vocabulary, spelling, and language skills from childhood through adulthood.³¹ Crossword puzzles should, if possible, take into account age (for individuals, partners, or small groups). We can therefore infer from the previous assumption that crossword puzzles are helpful at all levels and for all disciplines.

Adenan contends that games and puzzles are blatant examples of self-motivating, interesting, and challenging language-learning exercises. One of the games the teacher can assign is a crossword puzzle to get the students interested in learning English, especially vocabulary.³² It thus supports the claim made by Karim and Hasbullah that crossword puzzles make for interesting teaching tools.

²⁹ Resti Febtrina, Ujang Suparman, and Al. Et, "The Use of Crossword Puzzle on Students' Interaction in Learning Vocabulary" 86 (n.d.).

³⁰ dini restu Profita, "Improving Students' Vocabulary Mastery Teacher Training and Education Faculty" (2012): 1–86.

³¹ Rahayu Lestari, "A Comparative Study of Students' Vocabulary Achievement Between Those Who Are Taught Through Logico and Those Taught Through Crossword Puzzle at The Seventh Grade of SMP Negeri 21 Bandar Lampung," *Academy of Management Journal* 5, no. 3 (2002): 11–143.

³² Adenan, *Puzzles and Games: for students of IKIP* (Yogyakarta: Kanisius, 1992), hlm. 9.

Crossword puzzle is a challenging that interesting, funny and creative to teach and learning process.³³ Students must infer words from context cues and enter them into grid spaces in this word search to expand their vocabulary. This was consistent with the game's goal, which is to create a spelling grid with as many words as you can by arranging them vertically and horizontally.

3. The Advantages and Disadvantages of Using Crossword Puzzle

a. The Advantages of Using Crossword Puzzle

In learning in the form of game, it must have many advantage so that it makes it easier for students to learn the material that has been given, including crossword puzzle games. Harry Dhand said about the benefits of crossword puzzle included, it makes students have more motivation in learning process; it can easily made by teacher.³⁴

According to Jones, using crossword puzzles as a teaching and learning technique has the following advantages:

- 1) Word strategy, logic, and vocabulary are only a few of the practical skills needed to solve crossword puzzles.

³³ Tri Risky Hasibuan, Eka Sustris Harida, and Fitri Rayani Siregar, "Improving Students' Vocabulary Mastery Through Crossword Puzzle Technique At Sd Muhammadiyah 1 Padangsidempuan," *TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman* 4, no. 1 (2018): 91.

³⁴ Melasari Melasari, Krisna Ismawati, and Deri Sis Nanda, "The Effect of Using Crossword Puzzle Towards Students' Vocabulary Mastery in the Eleventh Grade Students of SMA Muhammadiyah 2 Bandar Lampung in Academic Year 2017-2018," *Journal of English Education Studies* 2, no. 1 (2019): 67-73.

- 2) Crossword puzzles are a terrific tool to teach and improve vocabulary because the definitions or synonyms of the phrases in the clues are right there to provide reinforcement.
- 3) You may utilize crossword puzzles as a quiz or to promote the use of dictionaries and thesauruses or to learn terminology specific to a subject.
- 4) Students may find crossword puzzles less intimidating as review resources because they are associated with pleasure.
- 5) As opposed to passive review methods, puzzles encourage active learning and will keep pupils interested in the subject matter.
- 6) The fact that crossword puzzles can appeal to a variety of learning styles is another advantage of them. Many visual learners are adept at solving puzzles and get a great sense of accomplishment from doing so.
- 7) Listening students benefit from doing a crossword in a sequential manner because they love step-by-step reasoning.
- 8) Kinesthetic learners appreciate the multi-tasking techniques needed to complete a crossword puzzle.

b. The Disadvantages of Using Crossword Puzzle

In the terms of the advantages, the crossword puzzle game has many advantages that make students more interested and easy to understand in the learning process. But besides having

the advantages, crossword puzzle game also has disadvantages that make students not enthusiastic when playing the game. The disadvantages of crossword puzzle game are as follows:

- 1) Because children sometimes struggle to line up the squares, creating crossword puzzles may become time-consuming and frustrating for them.
- 2) The instructor needs to be aware that crossword puzzles are not considered busywork. Even if the objective of the game is purely recreational, the teacher should approve of its use. Consequently, some pupils need a lot of time to finish.³⁵

4. Procedure of Teaching Vocabulary through Crossword Puzzle

The teacher is expected to use a variety of delivery methods while teaching vocabulary to students using crossword puzzles. Lee demonstrates a few crossword-playing techniques for students to use, including:

- a. Everyone uses the same crossword to solve it on their own, using the clues as guidance.
- b. Each small group works together to answer a unique puzzle that they have been given.
- c. Everyone works on the crossword independently at first, and then they collaborate as a group. This increases the likelihood that each person will make a contribution to the group.

³⁵ Lestari, "A Comparative Study of Students' Vocabulary Achievement Between Those Who Are Taught Through Logico and Those Taught Through Crossword Puzzle at The Seventh Grade of SMP Negeri 21 Bandar Lampung."

- d. There are no written answers to the crossword puzzle on the board. Give this to the students orally and walk them through the crossword in conversation. Each student uses a different color of chalk to write the words on the board one at a time. Additionally, they may be written on distinct copies.
- e. The crossword relay consists of two crossword frames on the board (or more if there are more than two teams). These crossword frames are made up entirely of blank squares. One student from each team rushes out and prints one letter on the team crossword when someone yells "go" or "begin," and so on. Each team member does this while attempting to accumulate words.³⁶

C. Related Findings

According to the research's title, the following researchers have conducted research in relation to the title: The first study was carried out by Rabi'ah, who came to the following conclusions: First, considering that students learn by doing while using the crossword technique, it might be stated that the technique has an effect on students' acquisition of English vocabulary. They independently complete the crossword, and the pupils search for the new vocabulary using the initials of the latter. The post-test score improvement of the students serves as evidence. This method can help address the issue of a monotonous and dull class. When they actively

³⁶ Suci Kurnia Sari, "The Effectiveness of Crossword Puzzle Game towards Students' Vocabulary Mastery" (2017): 1–66, <https://repository.uinjkt.ac.id/dspace/>.

participate in the teaching and learning process or when they work on crossword puzzles in groups in a laid-back environment, students appear to enjoy learning and love studying. Second, the research's findings refute the null hypothesis, which shows that students' post-test scores differ from their pre-test scores. That is demonstrated by the value of sig, which is 0.000 (less than 0.05). In conclusion, the use of crossword puzzles significantly improves students' language skills. It implies that after being taught using the crossword technique, students' vocabulary improves.³⁷

The second study is by Novia Lestari and Yuyun Yulia, whose goal was to show how employing crossword puzzles helped SD N Golo fifth grade pupils enhance their vocabulary proficiency. The design of this study was based on an action research approach. The research was conducted over two cycles. Students in SD N Golo's fifth grade served as the study's subjects, with the English teacher serving as a collaborator. Field notes, interviews, and observation were used to gather the data. As a result, the information was presented in the form of interview and field notes. Three phases were taken in the data analysis using the qualitative method: data reduction, data visualization, and conclusion drawing. The analysis of the data revealed that using the crossword puzzle technique could increase students' vocabulary proficiency. The qualitative data revealed that most of the students were actively participating in their education and were able to remember language. It was obvious from the

³⁷ Achmad Ramadhan and Siti Lutfiah Rabiyyatul Adawiyah, "The Effect of Word Webbing Technique on the Students' Vocabulary Mastery," *Vision* 16, no. 2 (2020): 35–40.

way the students responded to the researcher's directions and from the outcomes of the cycle 1 and cycle 2 task scores.³⁸

Neneng Ratnawati, Wiwiek Eko Bindarti, and Annur Rofiq completed the final investigation. Crossword puzzle use had a significant impact on vocabulary accomplishment for the eighth-grade students at SMP Negeri 5 Jember during the academic year 2012–2013, according to their analysis of the post-test data, hypothesis validation, and discussion in the preceding chapter. Given that the effectiveness of using crossword puzzles to teach vocabulary had a substantial impact on vocabulary attainment, the researcher makes the following recommendations the following demographic groups: First, to get students more involved in the learning process, it is suggested that the SMP English teacher incorporate crossword puzzles into vocabulary lectures. It is possible to employ crossword puzzles as a lesson activity if they were given intriguing hints, like vivid graphics, so that the students would be encouraged to participate because they were interested in the subject. Second, it is suggested that future researchers who plan to carry out extra research on the use of crossword puzzles employing other vocabulary items or language abilities use the outcomes of this study as a guidance and source of information. As

³⁸ Novia Lestari and Yuyun Yulia, "The Use of Crossword Puzzle to Improve Vocabulary Mastery of the Fifth Grade Students of SD N Golo" 2, no. 2 (2018): 71–79.

an example, think about the following: Increasing eighth-grade students' vocabulary proficiency using crossword puzzles.³⁹

D. Conceptual Framework

The students must possess a wide range of vocabulary. The approach used to teach vocabulary should be effective from the teacher's perspective and enjoyable for the students to learn. It can be easier and more exciting for teachers to teach vocabulary by employing crossword puzzle games as a teaching technique. The illustration below serves as the conceptual framework:

³⁹ Neneng Ratnawati, Wiwiek Eko Bindarti, and Annur Rofiq, "The Effect of Using Crossword Puzzle on Vocabulary Achievement of the Eighth Year Students at SMP Negeri 5 Jember," *Pancaran* 2, no. 2 (2013): 23–32, <http://repository.unej.ac.id/handle/123456789/18942>.

Conceptual Framework

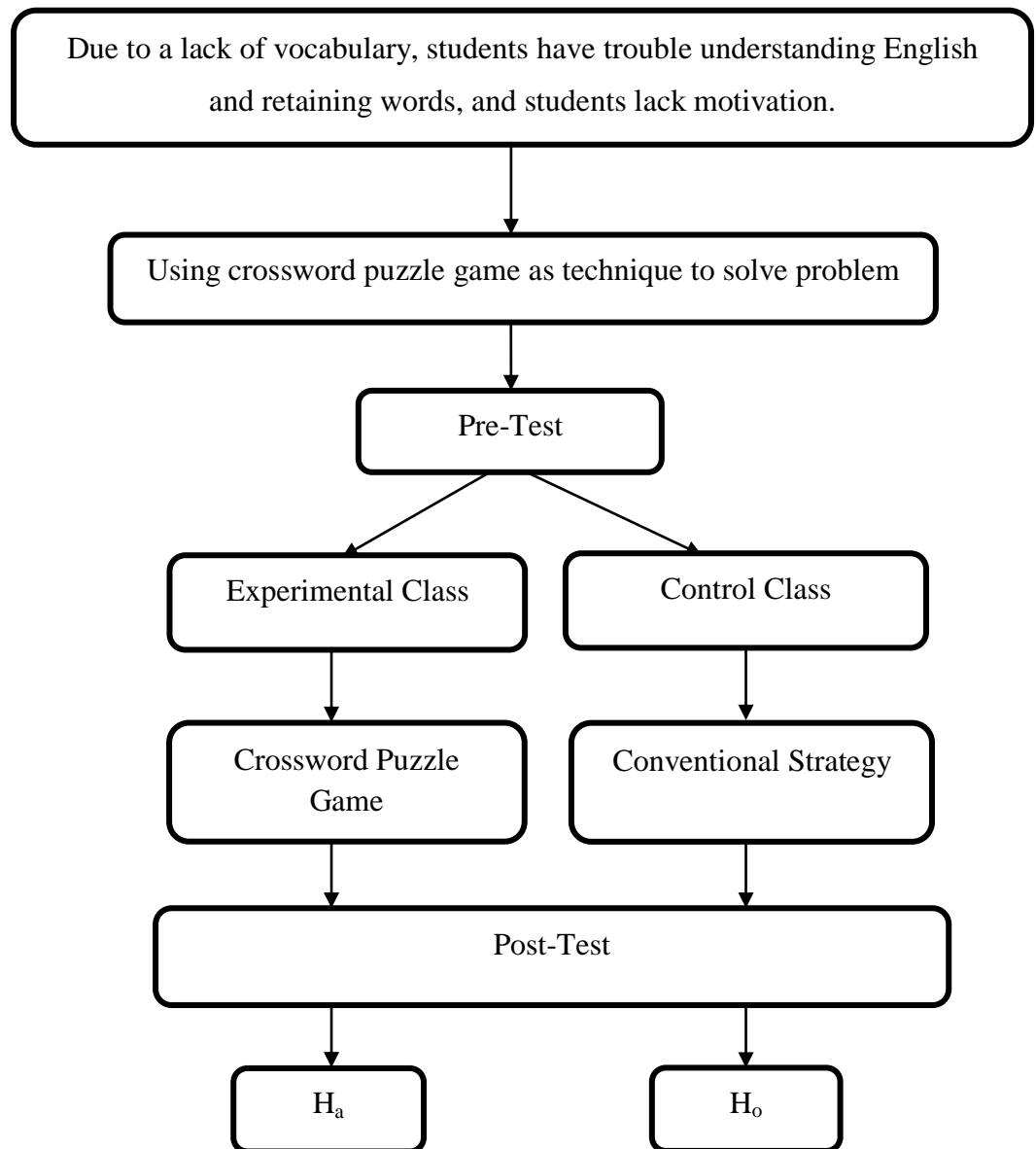


Figure 1: Conceptual Framework

Depending on the figure below, a teacher use a crossword puzzle game as a method of instruction to help students improve their vocabulary. One vocabulary strategy that might help kids with their word problems is the crossword puzzle game. The researcher gives the students a pre-test to

gauge their language proficiency before beginning treatment. The researcher then administers a crossword puzzle game to the experimental class and an instructor technique to the control class. The last phase is a post-test to evaluate the impact of employing a crossword puzzle game on students' vocabulary mastering performance at grade XI MAN Sipagimbar-Tapanuli Selatan.

E. Hypothesis

The hypothesis of this research are:

1. Alternative hypothesis (H_a): there is a significant effect of using crossword puzzle game on students' vocabulary mastery at Grade XI of MAN Sipagimbar-Tapanuli Selatan.
2. Null hypothesis (H_0): there is no significant effect of using crossword puzzle game on students' vocabulary mastery at Grade XI of MAN Sipagimbar- Tapanuli Selatan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The study was carried out at MAN Tapanuli Selatan. It is situated on Tolang Street in Sipagimbar's Saipar Dolok Hole district. The study started in September 2021 and ran until completion.

B. Research Design

This study is both quantitative and experimental in nature. The researcher uses two classes: the control class and the experimental class. This study will employ a Pre-Test Post-Test Control Group Design. The experimental class was the group that used crossword puzzle thinking as a method of thought. The control class, on the other hand, was the group that believed in employing teacher technique.

Table 1

Table Design of Collecting Data Pre- test and Post- test

Class	Pre-test	Treatment	Post-test
Experimental class	✓	✓ Crossword Puzzle Game	✓
Control class	✓	Teacher Technique	✓

C. Population and Sample

1. Population

All MAN Tapanuli Selatan students in the XI grade make up the population. The study will be completed for MAN Tapanuli Selatan's

Science class in grade XI. Two classes of students make up the population of this study. The table below shows what can be inferred:

Table 2
The Population of the XI MIA MAN Sipagimbar

No	Class	Total Students
1	MIA 1	26
2	MIA 2	27
TOTAL		53

2. Sampel

Because the population is small, the researcher in this study uses population sampling. Two classifications are picked by the researcher. The study uses XI IPA-1, which has 26 students as a control group, and XI IPA-2, which has 27 students as an experimental group.

Table 3
The Sample of the XI MIA MAN Sipagimbar

No	Class	Total Students
1	MIA 1	26
2	MIA 2	27
TOTAL		53

D. Instrument of the Research

The test was the instrument utilized in this study. A test is a set of questions designed to assess a person's knowledge, skill, and intelligence so that it can be determined if the subject has previously been learned or not. It is used to gauge how well children have mastered language. Multiple choice exams are the data collection tool used in this study by the researcher. As depicted in the following indicator:

Table 4
Indicators of Vocabulary Mastery (Pre-Test)

No	Indicators	Items	Number of Item	Score	Total Score
1	Students are able to identify things in the classroom	10	1, 2, 3, 5, 8, 10, 11, 14, 16, 17	5	50
2	Students are able to identify things in the kitchen	10	4, 6, 7, 9, 12, 13, 15, 18, 19, 20	5	50
Total		20			100

Table 5
Indicators of Vocabulary Mastery (Post-Test)

No	Indicators	Items	Number of Item	Score	Total Score
1	Students are able to identify things in the classroom	10	1, 3, 5, 7, 8, 10, 11, 13, 15, 16	5	50
2	Students are able to identify things in the kitchen	10	2, 4, 6, 9, 12, 14, 18, 19, 20	5	50
Total		20			100

In this study, there were 50 items on a multiple-choice test. 25 items were used for the pre- and post-tests before being validated. After being pre- and post-validated for both the experimental and control classes, the test consists of 20 items.

Students who took the test received scores that were classified as very good, good, enough, less, or fail:

Table 6
Level of the Score

Interval	Predicate	Description
80-100	A	Very Good
66-79	B	Good
56-65	C	Enough
40-55	D	Low
0-39	E	Fail

The table shows the grade that each student received. If students receive a mean score of 80 to 100, they fall into a very good category. Students fail, however, if their mean score is 0–39. After obtaining the mean score, it is possible to see the level of pupil mastery from the table.

E. Validity and Reliability Instrument

1. Validity

The definition of validity is the degree to which the researcher has measured the variables he intended to test. Item validity is used in this study to determine the instrumentation's validity. Item validity is a component of the test as a whole because it uses items to measure the test. 50 tests total 25 for the pre-test and 25 for the post-test make up the test before the validity test. Refer to the list of r product moment with r_t in the 5% significant range $\alpha = 0, 05$ to determine the correctness of each query.

So, if $r_{\text{count}} > t_{\text{table}}$ the test is classified valid. To get the validity of the test, researcher used the formula of product moment:

$$R_{pb_i} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where:

r_{pb_i} : Coefficient Item validity

Mp : Mean Score of total score

Mt : Re-Average of total score that achieved success by member of test

St : Standard deviation of total score

p : Presentation of right answer of item tested validity

q : Presentation of right wrong of item tested validity

2. Reliability

The constancy of the measurement is reliability. A research tool needs to be trustworthy. Using KR-20, the researcher can determine how reliable the data is. The equation is:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s_{t^2} - \sum pq}{s_{t^2}} \right)$$

Where:

R_{11} : Reliability of the instrument

n : Total of question

St^2 : Varians total

p : Proporsi subject who is correct answer (1)

q : Proporsi subject who is incorrect answer (0)

F. The Procedure of Collecting Data

The researcher will outline certain steps in order to collect the research's data. Pre-test, treatment, and post-testing will be made.

1. Pre-test

To determine the homogeneity of the sample, a pre-test should be conducted. The sample, experimental, and control classes' mean scores can be obtained using a function in the program. Both

research sample groups receive the pre-test. Before using crossword puzzles about vocabulary, the researcher will be given a writing test in the following procedures to determine the students' fundamental abilities:

- a) The researcher prepares the test.
- b) The researcher distributes the test to the students on experimental and control class.
- c) The researcher gives the explanation or instruction of the test.
- d) The researcher gives the time to do the test.
- e) The students does the test by their own answer.
- f) The researcher collects the sheet paper.
- g) The researcher checks the sheet paper of students and find out th mean score of both of class.

2. Treatment

In this instance, the researcher will use a crossword puzzle game to teach the experimental class about language. The method of treatment in the experimental class is to demonstrate a test and explain to the students how to use crossword puzzles to learn vocabulary.

Steps for teaching a crossword puzzle in an experimental class:

- a. The teacher prepares a crossword puzzle that has been made previously.
- b. The teacher divides the students into groups.
- c. The teacher shares crossword puzzle sheets to each group.

- d. The teacher explains the rules of the game.
 - e. The teacher asks each group to read and prepare answer before starting the game.
3. Post-test

The researcher will administer a post-test on the same subject as the pre-test after treating the pupils using crossword puzzles. The post-test technique is the same as the pre-test. The researcher's findings from the crossword problem were used to determine some vocabulary, which the students will be asked to continue in this section. It sought to ascertain whether or not the treatment had a meaningful impact. This project aims to determine the impact of employing crossword puzzles on vocabulary writing in experimental classes.

G. Techniques of Data Analysis

In order to evaluate whether there is a significant difference between the students' abilities as taught by the crossword puzzle game, the researcher must first carry out a preliminary test using a normality test and a homogeneity test.

1. Requirement Test

a. Normality Test

If the data for both groups of persons have a normal distribution, it will pass the normality test. The *Shapiro-Wilk* formula from the Statistical Package for Social Sciences (SPSS) was used by the researcher to examine the data.

Following is a summary of how the test of normal should be interpreted:

- 1) If the Asymp. Sig. (2-tailed) value is more than the rate of 5% Alpha (Asymp.sig. (2-tailed) > 0.05), it can be assumed that the data generated from the sample is normally distributed.
- 2) If the Asymp. Sig. (2-tailed) value is less than the Alpha level of 5% (Asymp. Sig. (2-tailed) 0.05), it can be considered that the data generated from the sample distribution is not normal.

b. Homogeneity test

The homogeneity test is used to verify whether the sample research was carried out in a consistent manner. It is used to determine if the version is the same for the experiment class and the control class. If the version is the same for both classes, it is homogenous. The use of this test ensures that the data are all from the same sample. By examining the value of Sig, the homogeneity test result can be interpreted (2-tailed).

The following interpretation can be drawn:

- 1) If the variations differ from the mean in a substantial way (Sig. (2-tailed) > 0.05), (homogeneous).
- 2) If the variant differs significantly from the mean (Sig. (2-tailed) 0.05), (not homogeneous).

H. Hypothesis test

1. The mean difference between two sample pairs is determined using the paired sample T-test, which, if the data are dispersed consistently, can be carried out.

The following interpretation can be drawn:

- a. If the significance is less than 0.05 (Sig. (2-tailed) 0.05), H_0 is disregarded and H_a is accepted.
- b. If the significance is more than 0.05 (Sig. (2-tailed) > 0.05), H_0 is accepted and H_a is rejected.

2. Independent Sample T-Test

Use the independent sample t-test to determine whether the means of the two unpaired samples differ from one another. This test is carried out if the data are homogeneous and ordinarily distributed.

The following interpretation can be drawn:

- a. If the significance is less than 0.05 (Sig. (2-tailed) 0.05), H_0 is disregarded and H_a is accepted.
- b. If the significance is more than 0.05 (Sig. (2-tailed) > 0.05), H_0 is accepted and H_a is rejected.

CHAPTER IV

RESEARCH RESULT

In order to assess the data, the researcher collected pre-test and post-test information from both the experimental and control groups. The effect of utilizing a crossword puzzle game on students' vocabulary mastery has been calculated by the searcher using quantitative analysis of the data. The following data description was then provided by the researcher:

A. The Description of Data

1. The Description of Data before Using Crossword Puzzle Game

a. Score of Pre-Test in Experimental Class

To serve as the experimental group, the researcher enrolled in class XI MIA 2. Based on the students' responses from the pre-test, the researcher computed the students' score and provided it in appendix 7. Scores for the experimental pre-test class are displayed in the following table:

Table 7

The Score of Pre-Test in Experimental Class

Description	Statistics
Total score	1.310
Highest score	65
Lowest score	30
Mean	48.52
Median	50.00
Modus	50
Range	35
Interval	7
Variants	101.567
Standard Deviation	10.078

According to the preceding data, the experimental class's overall pre-test score was 1310, with a mean of 48.52, a median of 50.00, a modus of 50, a range of 35, an interval class of 7, a variation score of 101.567, and a standard deviation of 10.078. The scores of the students are then determined using the following formula:

Table 8

Frequency Distribution of Pre-Test in Experimental Class

No	Interval Class	Mid-Point	Frequency	Percentages
1	30-36	33	5	18.5%
2	37-43	40	3	11.1%
3	44-50	47	8	29.6%
4	51-57	54	5	18.5%
5	58-64	61	5	18.5%
6	65-71	68	1	3.7%
	$i = 7$		27	100%

According to the table above, the frequency distribution, the students' scores are as follows: interval classes 30-36 had 5 students (18.5%); 37-43 had 3 students (11.1%); 44-50 had 8 students (29.6%); 51-57 had 5 students (18.5%); 58-64 had 5 students (18.5%); and interval classes 65-71 had 1 student (3.7%).

The researcher displayed the data as a histogram in the following graphic to provide a clear and comprehensive description of the data:

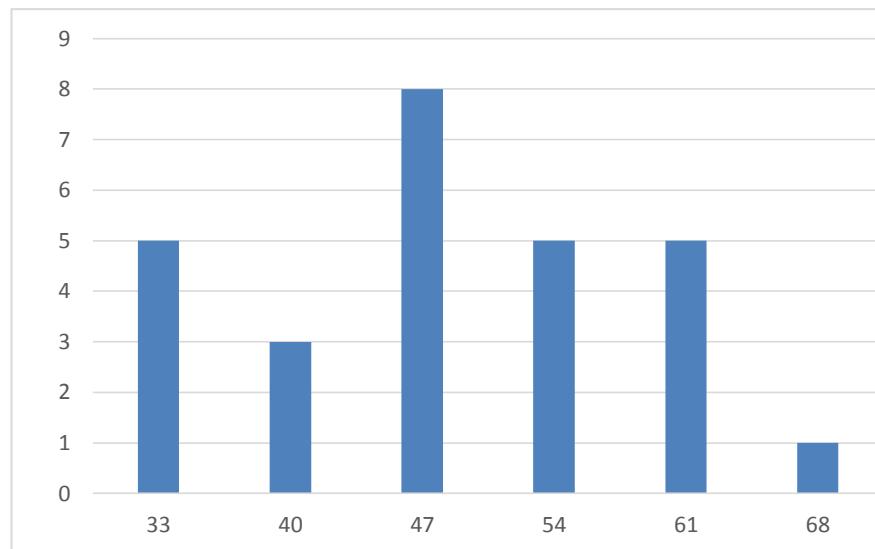


Figure 2: Data Description of Students' Vocabulary Mastery in Experimental Class (Pre-Test)

b. Score of Pre-Test in Control Class

The results of the pre-test that the students in the control class took were determined by the researcher. It can be seen in appendix 8. The results for the pre-test control group are shown in the following table:

Table 9

The Score of Pre-Test in Control Class

Description	Statistics
Total score	1.432
Highest score	70
Lowest score	30
Mean	55.19
Median	55.00
Modus	55
Range	40
Interval	9
Variants	116.962
Standard Deviation	10.815

According to the preceding data, the experimental class's overall pre-test score was 1432, with a mean of 55.19, a median of 55.00, a modus of 55, a range of 40, an interval class of 9, a variations score of 116.962, and a standard deviation of 10.815. The table below shows how the frequency distribution of the students' results from the control class may be used:

Table 10

Frequency Distribution of Pre-Test in Control Class

No	Interval Class	Mid-Point	Frequency	Percentages
1	30-38	34	2	7.6%
2	39-47	43	4	15.4%
3	48-56	52	8	30.8%
4	57-65	61	9	34.6%
5	66-74	70	3	11.5%
6	75-83	79	0	0%
	i = 9		26	100%

The students' scores are as follows based on the frequency distribution in the table above: interval classes 30-38 had 2 students (7.6%), 39-47 had 4 students (15.4%), 48-56 had 8 students (30.8%), 57-65 had 9 students (34.6%), 66-74 had 3 students (11.5%), and interval classes 75-83 had 0 students (0%).

The researcher displayed the data as a histogram in the following graphic to provide a clear and comprehensive description of the data:

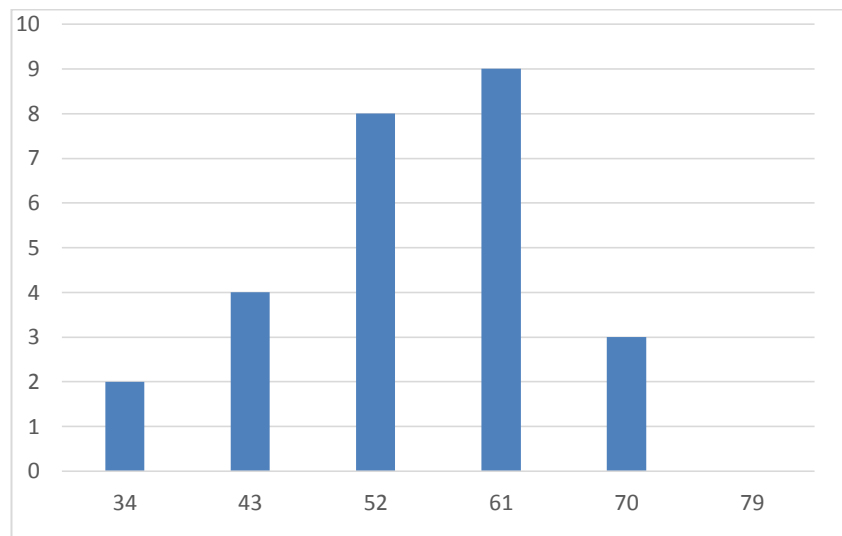


Figure 3: Data Description of Students' Vocabulary Mastery in Control Class (Pre-Test)

2. The Description of Data after Using Crossword Puzzle Game

a. Score of Post-Test in Experimental Class

On following table shows the computation of the results that students obtained when responding to the exam when the crossword puzzle game had finished being utilized as therapy by the researcher:

Table 11

The Score of Post-Test in Experimental Class

Description	Statistics
Total score	2.245
Highest score	95
Lowest score	60
Mean	83.15
Median	85.00
Modus	85
Range	35
Interval	7
Variants	63.746
Standard Deviation	7.984

According to the preceding data, the experimental class's overall pre-test score was 2245, with a mean of 83.15, a median of 85.00, a modus of 85, a range of 35, an interval class of 7, a variant of 63.746, and a standard deviation of 7.984. The scores of the students are then determined using the following formula:

Table 12

Frequency Distribution of Post-Test in Experimental Class

No	Interval Class	Mid-Point	Frequency	Percentages
1	60-66	63	2	7.4%
2	67-73	70	0	0%
3	74-80	77	7	25.9%
4	81-87	84	11	40.7%
5	88-94	91	5	18.5%
6	95-101	98	2	7.4%
	$i = 7$		27	100%

The frequency distribution shown in the table above indicates the following for the students' scores: interval classes 60–66 had 2 students (7.4%), 67–73 had 0 students (0%), 74–80 had 7 students (25.9%), 81–87 had 11 students (40.7%), 88–94 had 5 students (18.5%), and interval classes 95–101 had 2 students (7.4%).

The researcher displayed the data as a histogram in the following graphic to provide a clear and comprehensive description of the data:

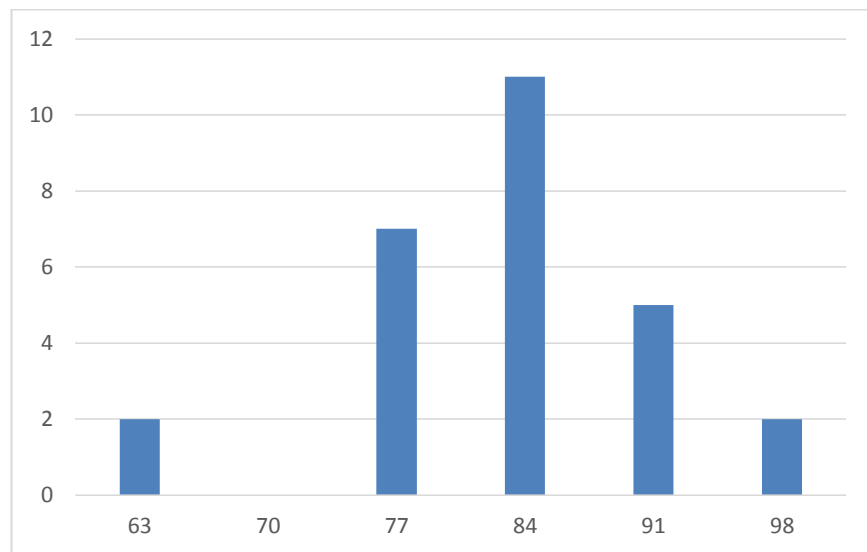


Figure 4: Data Description of Students' Vocabulary Mastery in Experimental Class (Post-Test)

b. Score of Post-Test in Control Class

As the control group, the researcher used class XI MIA 1. Following the researcher's typical technique of teaching vocabulary instruction, the following table displays the results of the students' performance on the test:

Table 13

The Score of Post-Test in Control Class

Description	Statistics
Total score	1580
Highest score	85
Lowest score	25
Mean	60.77
Median	60.00
Modus	65
Range	60
Interval	13
Variants	217.385
Standard Deviation	14.744

According to the preceding data, the experimental class's overall pre-test score was 1580, with a mean of 60.77, a median of 60.00, a modus of 65, a range of 60, an interval class of 13, a variant count of 217.385, and a standard deviation of 14.744. The frequency distribution of the students' results from the control group may be applied to a table in the manner shown in the example that follows:

Table 14

Frequency Distribution of Post-Test in Control Class

No	Interval Class	Mid-Point	Frequency	Percentages
1	25-37	31	2	7.6%
2	38-50	44	4	15.3%
3	51-63	57	8	30.8%
4	64-76	70	8	30.8%
5	77-89	83	4	15.4%
6	90-102	96	0	0 %
	i = 13		26	100%

In the interval classes of 25 to 37, there were 2 students (7.6%), in classes 38 to 50, there were 4 students (15.4%), in classes 51 to 63, there were 8 students (30.8%), in classes 64 to 76, there were 8 students (30.8%), in classes 77 to 89, there were 4 students (15.4%), and in classes 75 to 83, there was not a single student (0%).

The researcher displayed the data as a histogram in the following graphic to provide a clear and comprehensive description of the data:

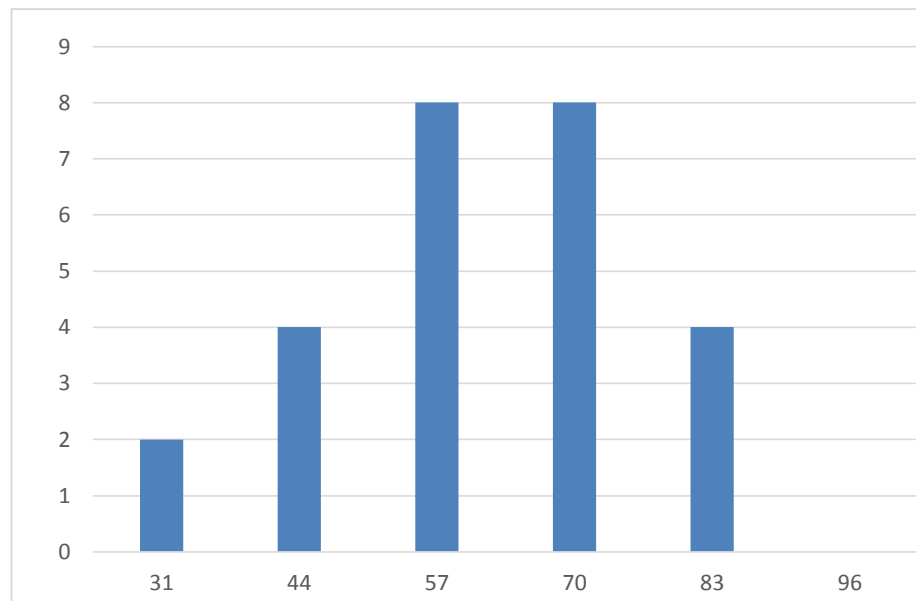


Figure 5: Data Description of Students' Vocabulary Mastery in Control Class (Post-Test)

3. Hypothesis Test

The Independent Sample-T test is used to establish the truth or falsity of the claim that the difference between the two sample means is unpaired. An independent T-test was run on post-test data from the experimental class and post-test data from the control group. The researcher utilized SPSS Independent Sample T-Test to assess the hypothesis. The post-test results of the experimental class and the control class are normal and homogenous, according to the researcher's analysis of the post-test data. The primary hypothesis of the study was that "there is an impact of crossword puzzle game on students' vocabulary mastering at grade XI MAN Sipagimbar-Tapanuli Selatan."

Table 15
Independent T-Test of Post-Test in Experimental Class and Control Class

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-test (Ex)	27	83.15	7.984	1.537
	Post-Test (Cont)	26	60.77	14.744	2.892

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	6.786	.012	6.907	51	.000	22.379	3.240	15.874	28.884
	Equal variances not assumed			6.834	38.185	.000	22.379	3.274	15.751	29.007

The researcher learned from Table 15 that the independent sample t-test

Test of students in the experimental and control courses produced sig. (2 tailed) of $0.000 < 0.05$, suggesting that H_0 was rejected and H_a was accepted. The researcher also found that the experimental class's students' mean post-test scores were 83.15, whereas the control class's was 60.77. According to the study's result, playing crossword puzzle games affects students' vocabulary proficiency in grade XI MAN Panuli-Sipagimbar Selatan.

4. Gain Score of Experimental Class and Control Class

The experimental class's and the control class' gain scores are shown in the following table:

Table 16

Gain Score of Experimental Class and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental	48.52	83.15	34.63	29.05
Control	55.19	60.77	5.58	

study found that the experimental class's students had a gain score of 29.05. Based on Table 16, this was said.

B. Discussion

Addressed were the study's findings. The results of the data analysis show that the experimental group's mean score in the pre-test was 48.52, and that it was 83.15 in the post-test. It was 34.63 points better. Pre-

test mean scores for the control class were 55.19, and post-test mean scores were 60.77. It was 5.58 to be improved. This comparison suggests that the experimental class outperformed the control class in terms of growth. The students' linguistic skills was impacted as a result of the crossword puzzle game.

According to Harry Dhand's thesis, which also outlines the advantages of crossword puzzles, they increase students' enthusiasm to learn and are simple for teachers to create.

In order to successfully support students' motivation to acquire language, this media is used. It is also addressed with the theory and contrasted to the associated findings that the researcher has mentioned.

C. Threats of the Research

The following are the risks the study poses, according to the researcher:

1. A few students didn't take the questions from the pre- and post-test seriously. A few they keep on defrauding. Because some of them did not complete the test on their own, the results were not entirely accurate.
2. Due to its limitations, the learning implementation was not very successful.
3. Some students made noise while they were learning. During the ensuing classroom activities, they weren't paying attention. During the researcher's presentation on the issue, several of them carried on conversations with their friends.

4. Some of them were disinterested in the learning process, which affected their responses.

CHAPTER V

CONCLUSIONS AND SUGGESTIOS

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. The students' vocabulary mastery at grade XI MAN Sipagimbar-Tapanuli Selatan before learning by using crossword puzzle game in experimental class was 1.310, while in control class was 1.432. It also can be seen from the students' mean score of pre-test. The mean score of experimental class was 48.52 and the mean score of control class was 55.19.
2. The students' vocabulary mastery at XI grade MAN Sipagimbar-Tapanuli Selatan after learning by using crossword puzzle game in experimental class was 2.245 and also can be seen from the students' score of post-test, the higher score after using crossword puzzle game (experimental class) was 95 and the lowest score was 60.
3. There was significant effect of using crossword puzzle game on students' vocabulary mastery at XI grade MAN Sipagimbar-Tapanuli Selatan. It can be seen from the result of independent sample t-test of students' at experimental and control class in post- test was found sig. (2 tailed) of $0.000 < 0.05$, it means H_0 was rejected and H_a was accepted, while mean of students at experimental class in post-test was 83.15 and mean of students at control class in post-test was 60.77. It

can be concluded that the students' score of experimental class was higher than the students' score of control class.

B. Suggestions

The researcher obtained a plethora of knowledge and proficiency in the teaching and learning of English as a result of this study. The researcher concluded from this study that a few things needed to be changed. It prompts the researcher to make the following recommendations:

1. Based on the researcher's findings, the headmaster should employ the crossword puzzle game to encourage the English instructor to teach as effectively as possible. This game can help students become more motivated to learn new words, which is good for vocabulary learning.
2. It is envisaged that crossword puzzle games can motivate vocabulary acquisition in English teachers. The effectiveness of using crossword puzzle games in the classroom was demonstrated by this study and others.
3. After playing this game, it is intended that the kids will find it useful to increase their vocabulary.
4. The following researcher can benefit from this research by conducting additional research on the same subject. It is hoped that other researchers would learn a lot from this experimental study and may even compare it to other studies that used similar factors.

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APPENDIX 1

LESSON PLAN

(EXPERIMENTAL CLASS)

Sekolah	: MAN Tapanuli Selatan
Mata Pelajaran	: Bahasa Inggris
Topik	: Menulis teks deskriptif
Kelas/Semester	: XI/Ganjil
Alokasi Waktu	: 2 x 40

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuaan.

B. Kompetensi Dasar

1. Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan

memberi dan meminta informasi terkait nama benda yang ada di ruangan kelas dan dapur yang terkait dengan kehidupan sehari-hari.

2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan nama-nama benda yang berada di ruangan kelas dan di dapur.

C. Indikator Pencapaian Kompetensi (IPK)

1. Mengidentifikasi noun
2. Menemukan kosakata dalam bentuk noun
3. Mengidentifikasi dan menyusun kata acak dalam bentuk noun

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi nama-nama benda yang berada di dalam ruangan kelas.
2. Siswa mampu mengidentifikasi nama-nama benda yang ada di dapur.
3. Siswa mampu menyusun huruf acak yang berhubungan dengan nama benda yang ada di ruangan kelas dan di dapur dengan benar.

E. Materi Pembelajaran

Things in the classroom	Things in the kitchen
Book : buku	Plate : piring
Chalk : kapur	Spoon : sendok
Chair : kursi	Fork : garpu
Clock : jam dinding	Bowl : mangkuk
Marker : spidol	Pan : panci
Notebook : buku catatan	Cup : cangkir
Pencil case : kotak pensil	Kettle : ceret
Table : meja	Stove : kompor
Pencil : pensil	Frying pan : wajan
Lamp : lampu	Oven : oven
Pen : pulpen	Refrigerator : kulkas
Eraser : penghapus	Knife : pisau
Ruler : penggaris	Kitchen sink : tempat cuci
Scissors : gunting	Glass : gelas

F. Metode Pembelajaran

Metode pembelajaran : Crossword Puzzle Game

G. Media Pembelajaran

1. Media

- Fotokopi materi pembelajaran
- Worksheet siswa

2. Alat/Bahan

- Spidol dan papan tulis

H. Langkah-langkah Pembelajaran

Pertemuan pertama Pendahuluan	<ol style="list-style-type: none">1) Guru memasuki kelas dengan mengucapkan salam serta menyapa siswa dalam Bahasa Inggris.2) Guru memeriksa kehadiran siswa.3) Guru membuka pelajaran dengan mengajak siswa berdo'a.4) Guru menjelaskan secara ringkas materi yang akan dipelajari.
Kegiatan Inti	Mengamati Dengan bimbingan guru siswa mengamati beberapa langkah-langkah dalam permainan crossword puzzle game <ol style="list-style-type: none">1. Guru menyiapkan crossword puzzle yang sudah dibuat sebelumnya2. Guru menjelaskan peraturan permainan saat memainkan game tersebut3. Guru membagi siswa dalam beberapa kelompok4. Guru membagikan lembar crossword puzzle kepada siswa5. Guru mempersilahkan setiap kelompok untuk membaca terlebih dahulu sebelum memulai permainan
Kegiatan	<ol style="list-style-type: none">1. Guru memberikan pertanyaan kepada siswa apakah

Penutup	<p>mereka sudah paham terhadap materi yang sudah dipelajari.</p> <ol style="list-style-type: none"> 2. Guru bertanya kepada siswa tentang kesulitan mereka selama proses belajar mengajar. 3. Guru dan siswa mengakhiri pelajaran. 4. Guru mengingatkan siswa kembali untuk belajar di rumah. 5. Salam
Pertemuan ke 2 Pendahuluan	<ol style="list-style-type: none"> 1. Guru menyapa siswa dalam bahasa Inggris 2. Guru memeriksa kehadiran siswa 3. Guru membuka pelajaran dengan mengajak siswa berdo'a
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru mengulang kembali pelajaran sebelumnya 2. Guru memberikan soal 3. Siswa menjawab soal yang diberikan
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru mengumpulkan hasil kerja siswa 2. Guru menutup pertemuan dengan hamdalah dan salam

I. Penilaian

1. Tehnik : Merespon Pertanyaan Secara Tertulis
2. Bentuk : Multiple Choice
3. Instrument : Terlampir

J. Pedoman Penilaian

1. Jumlah Skor Maksimal x 5 : 20
2. Nilai Maksimal : 100
3. Nilai Siswa : $\frac{\text{Skor Perolehan}}{\text{Skor Maksimum}} \times 100$

Padangsidimpuan, 2022

Mengetahui,

Validator

Siti Kholijah Tambunan, S.Pd

Peneliti

Sumiati Tambunan

NIM. 1720300004

APPENDIX 2

LESSON PLAN (CONTROL CLASS)

Sekolah	: MAN Tapanuli Selatan
Mata Pelajaran	: Bahasa Inggris
Topik	: Menulis teks deskriptif
Kelas/Semester	: XI/Ganjil
Alokasi Waktu	: 2 x 40

H. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya
7. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
8. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuaan.

I. Kompetensi Dasar

3. Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan

memberi dan meminta informasi terkait nama benda yang ada di ruangan kelas dan dapur yang terkait dengan kehidupan sehari-hari.

4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan nama-nama benda yang berada di ruangan kelas dan di dapur.

J. Indikator Pencapaian Kompetensi (IPK)

4. Mengidentifikasi noun
5. Menemukan kosakata dalam bentuk noun
6. Mengidentifikasi dan menyusun kata acak dalam bentuk noun

K. Tujuan Pembelajaran

4. Siswa mampu mengidentifikasi nama-nama benda yang berada di dalam ruangan kelas.
5. Siswa mampu mengidentifikasi nama-nama benda yang ada di dapur.
6. Siswa mampu menyusun huruf acak yang berhubungan dengan nama benda yang ada di ruangan kelas dan di dapur dengan benar.

L. Materi Pembelajaran

Things in the classroom	Things in the kitchen
Book : buku	Plate : piring
Chalk : kapur	Spoon : sendok
Chair : kursi	Fork : garpu
Clock : jam dinding	Bowl : mangkuk
Marker : spidol	Pan : panci
Notebook : buku catatan	Cup : cangkir
Pencil case : kotak pensil	Kettle : ceret
Table : meja	Stove : kompor
Pencil : pensil	Frying pan : wajan
Lamp : lampu	Oven : oven
Pen : pulpen	Refrigerator : kulkas
Eraser : penghapus	Knife : pisau
Ruler : penggaris	Kitchen sink : tempat cuci
Scissors : gunting	Glass : gelas

M. Metode Pembelajaran

Metode pembelajaran : Conventional Strategy

N. Media Pembelajaran

3. Media

- Papan tulis
- Spidol

4. Alat/Bahan

- Papan tulis
- Buku ajar
- Spidol

H. Langkah-langkah Pembelajaran

Pertemuan pertama Pendahuluan	5) Guru memasuki kelas dengan mengucapkan salam serta menyapa siswa dalam Bahasa Inggris. 6) Guru memeriksa kehadiran siswa. 7) Guru membuka pelajaran dengan mengajak siswa berdoa. 8) Guru menjelaskan secara ringkas materi yang akan dipelajari.
Kegiatan Inti	Mengamati 6. Guru memberikan materi noun (things in the classroom and things in the kitchen) kepada siswa 7. Guru memberikan penjelasan mengenai materi tersebut
Kegiatan Penutup	6. Guru memberikan pertanyaan kepada siswa apakah mereka sudah paham terhadap materi yang sudah dipelajari. 7. Guru bertanya kepada siswa tentang kesulitan mereka selama proses belajar mengajar. 8. Guru dan siswa mengakhiri pelajaran. 9. Guru mengingatkan siswa kembali untuk belajar di

	rumah. 10. Salam
Pertemuan ke 2 Pendahuluan	4. Guru menyapa siswa dalam bahasa Inggris 5. Guru memeriksa kehadiran siswa 6. Guru membuka pelajaran dengan mengajak siswa berdo'a
Kegiatan Inti	4. Guru mengulang kembali pelajaran sebelumnya 5. Guru memberikan soal 6. Siswa menjawab soal yang diberikan
Kegiatan Penutup	3. Guru mengumpulkan hasil kerja siswa 4. Guru menutup pertemuan dengan hamdalah dan salam

I

Penilaian

4. Tehnik : Merespon Pertanyaan Secara Tertulis
5. Bentuk : Multiple Choice
6. Instrument : Terlampir

J. Pedoman Penilaian

4. Jumlah Skor Maksimal x 5 : 20
5. Nilai Maksimal : 100
6. Nilai Siswa : $\frac{\text{Skor Perolehan}}{\text{Skor Maksimu}} \times 100$

Padangsidimpun, 2022

Mengetahui,

Peneliti

Validator

Siti Kholijah Tambunan, S.Pd

Sumiati Tambunan

NIM. 1720300004

APPENDIX 3

Instrument for Pre-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar)!

1. What is the name of the room to study in school?
 - a. Bathroom
 - b. Market
 - c. Classroom
 - d. Kitchen
2. "Penggaris" in English is....
 - a. Blackboard
 - b. Ruler
 - c. Eraser
 - d. Pencil
3. These are things in the classroom, except....
 - a. Desk
 - b. Marker
 - c. Book
 - d. Plate
4. A room where food is kept, prepared and cooked and where the dishes are washed is....
 - a. Living room
 - b. Bedroom
 - c. Bathroom
 - d. Kitchen
5. Something that you can find in the classroom is a....
 - a. Whiteboard
 - b. Bed
 - c. Frying pan
 - d. Soap
6. What is "kompor" in English....
 - a. Glass
 - b. Stove
 - c. Refrigerator
 - d. Fork
7. My father makes coffee in a....
 - a. Spoon
 - b. Plate
 - c. Bowl
 - d. Cup
8. I save my book and pencil case on....
 - a. Bag
 - b. Chair
 - c. Pencil case
 - d. School
9. My mother asks my sister to put the eggs, vegetables, fruit and meat in....
 - a. Stove
 - b. Refrigerator
 - c. Mixer
 - d. Oven
10. I need a for writing.
 - a. Eraser
 - b. Ruler
 - c. Pen
 - d. Sharpener
11. It is usually on the roof. It can be found in your classroom. It is used to light the room. It is....
 - a. Pencil case
 - b. Lamp
 - c. Pencil colour
 - d. Wall
12. We use and to eat.
 - a. Knife and spoon
 - b. Spoon and bowl
 - c. Plate and spoon
 - d. knife and for

13. I mince the onion with....
- | | |
|----------|----------|
| a. Knife | c. Plate |
| b. Fork | d. Cup |
14. Arrange the letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
- | | |
|-----------|-----------|
| a. Karrem | c. Merkam |
| b. Marker | d. Merrak |
15. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to coo)
- | | |
|------------|------------|
| a. Khentic | c. Chikent |
| b. Chentik | d. Kitchen |
16. My teacher needs....to write on blackboard.
- | | |
|-----------|-----------|
| a. Marker | c. Pen |
| b. Chalk | d. Pencil |
17. The shape is usually square. You save your pen, eraser, pencil and other tools to write in it. It is....
- | | |
|-------------------|-----------|
| a. Pencil case | c. Basket |
| b. Correction pen | d. Chalk |
18. My sister bakes cake on....
- | | |
|----------|-----------------|
| a. Mixer | c. Refrigerator |
| b. Cup | d. Oven |
19. Something that you can find in the kitchen, except....
- | | |
|----------------|---------------|
| a. Rice cooker | c. Whiteboard |
| b. Stove | d. Dispenser |
20. You need ato fry an egg.
- | | |
|-----------|---------------|
| a. Kettle | c. Frying pen |
| b. Fork | d. Pan |
21. The thing that students used to erase their writing is....
- | | |
|-----------|--------|
| a. Book | c. Pen |
| b. Eraser | d. Map |
22. What can we find in the kitchen?
- | | |
|--------------------------------------|------------------------------|
| c. A ruler, a sharpener and scissors | c. A pan, stove, and car |
| d. A knife, sofa, and carpet | d. A pan, an oven, and spoon |
23. What can we find in the classroom?
- | | |
|------------------------------|---------------------------|
| c. Chairs, table, and marker | c. Car, book, and pencil |
| d. Book, pen, and plate | d. Spoon, fork, and plate |
24. There are many things in the classroom. The students sit on these things. What is it....
- | | |
|---------------|-----------|
| c. Tables | c. Chairs |
| d. Whiteboard | d. Desks |
25. You can serve food on a....
- | | |
|---------------|----------|
| a. Spoon | c. Plate |
| b. Frying pan | d. Glass |

APPENDIX 4

Instrument for Pre-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar)!

1. What is the name of the room to study in school?
 - a. Bathroom
 - b. Classroom
 - c. Market
 - d. Kitchen
2. "Penggaris" in English is....
 - a. Blackboard
 - b. Eraser
 - c. Ruler
 - d. Pencil
3. These are things in the classroom, except....
 - a. Desk
 - b. Book
 - c. Marker
 - d. Plate
4. A room where food is kept, prepared and cooked and where the dishes are washed is....
 - a. Living room
 - b. Bathroom
 - c. Bedroom
 - d. Kitchen
5. Something that you can find in the classroom is a....
 - a. Whiteboard
 - b. Frying pan
 - c. Bed
 - d. Soap
6. What is "kompor" in English....
 - a. Glass
 - b. Refrigerator
 - c. Stove
 - d. Fork
7. My father makes coffee in a....
 - a. Spoon
 - b. Bowl
 - c. Plate
 - d. Cup
8. I save my book and pencil case on....
 - a. Bag
 - b. Pencil case
 - c. Chair
 - d. School
9. My mother asks my sister to put the eggs, vegetables, fruit and meat in....
 - a. Stove
 - b. Mixer

- c. Refrigerator
10. I need a for writing.
- a. Eraser
c. Ruler
- d. Oven
b. Pen
d. Sharpener
11. It is usually on the roof. It can be found in your classroom. It is used to light the room. It is....
- a. Pencil case
c. Lamp
- b. Pencil colour
d. Wall
12. We use and to eat.
- a. Knife and spoon
c. Spoon and bowl
- b. Plate and spoon
d. knife and for
13. I mince the onion with....
- a. Knife
c. Fork
- b. Plate
d. Cup
14. Arrange the letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
- a. Karrem
c. Marker
- b. Merkam
d. Merrak
15. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to cook)
- a. Khentic
c. Chentik
- b. Chikent
d. Kitchen
16. There are many things in the classroom. The students sit on these things. What is it....
- a. Tables
c. Whiteboard
- b. Chairs
d. Desks
17. What can we find in the classroom?
- a. Chairs, table, and marker
c. Book, pen, and plate
- b. Car, book, and pencil
d. Spoon, fork, and plate
18. My sister bakes cake on....
- a. Mixer
c. Cup
- b. Refrigerator
d. Oven
19. Something that you can find in the kitchen, except....

- a. Rice cooker
- b. Whiteboard
- c. Stove
- d. Dispenser
20. What can we find in the kitchen?
- a. A ruler, a sharpener and scissors
- b. A pan, stove, and car
- c. A knife, sofa, and carpet
- d. A pan, an oven, and spoon

Mengetahui,

Validator

Siti Kholijah Tambunan, S. Pd

APPENDIX 5

Instrument for Post-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar)!

1. Arrange these letters to be a correct word! G-A-B (Thing that you use to save your school tools)
 - a. Bga
 - b. Gba
 - c. Abg
 - d. Bag
 2. It has many colours. It is similar to pencil. Students use this thing to make their drawing is colourful. What is it....
 - a. Pencil case
 - b. Colour pencil
 - c. Pen
 - d. Pencil sharpener
 3. Transpose the letter to a correct word! V-O-T-E-S (a kitchen tools to cooking food)
 - a. Stove
 - b. Vetos
 - c. Evots
 - d. Setov
 4. My mother adds (L-A-S-T) to her cooking. Transpose the letters in the bracket into correct word.
 - a. Tals
 - b. Salt
 - c. Slat
 - d. Last
 5. Arrange these letters into the correct word B-L-O-W (thing in the kitchen as place to serve stew food and other)
 - a. Lowb
 - b. Bwol
 - c. Bowl
 - d. Blow
 6. There are pencil, pen, eraser and sharpener in the....
 - a. Pan
 - b. Stove
 - c. Pencil case
 - d. Plate
 7. Arrange to the correct word! P-A-L-M (it is used to light the room in the classroom)
 - a. Malp
 - b. Lamp
 - c. Lamp
 - d. Palm
 8. Arrange these letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
 - a. Karrem
 - b. Marker
 - c. Merkam
 - d. Merrak
- Arrange the letters to answer number 9 until 14 based on the clues!
9. P-L-E-A-T (to put food or price)
 - a. Plaet
 - b. Palet
 - c. Telap
 - d. Plate
 10. R-E-L-U-R (to make straight line)
 - a. Relur
 - b. Lurer
 - c. Rurel
 - d. Ruler
 11. C-L-I-P-E-N (instrument to write on the book)
 - a. Clipen
 - c. Cilpen

- b. Pencil
d. Clepin
12. P-O-O-N-S (to eat with)
a. Noops
b. Poons
c. Spoon
d. Snoop
13. M-E-R-K-A-R-B-A-O-D-R (to write on a whiteboard)
a. Boardmarker
b. Merkarboard
c. Markerboard
d. Markerboadr
14. There are books on the (B-A-L-E-T)
a. Batle
b. Bleat
c. Tebal
d. Table
15. The students are reading a....
a. Chair
b. Book
c. Eraser
d. Ruler
16. We use this thing when we want to drink. You can find in the kitchen. What is it....
a. Kettle
b. Bowl
c. Plate
d. Cup
17. Fatih always drinks a..... of milk in the morning.
a. Bowl
b. Glass
c. Spoon
d. Dispenser
18. The students write their lesson in the....
a. Bag
b. Chair
c. Note book
d. Table
19. My mother always asks me to wash our dirty plates on....
a. Toilet
b. Stove
c. Kitchen sink
d. Oven
20. My mother serves soup on a.....
a. Cup
b. Chair
c. Kettle
d. Bowl
21. My mother cooks fried rice in a.....
a. Frying pan
b. Plate
c. Kettle
d. Oven
22. The thing can be black or white. It is square. It can be found in the classroom. Teacher usually explains the lesson in this thing. What is it....
a. Chair
b. Table
c. Board
d. Desk
23. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to cook)
a. Khentic
b. Chentik
c. Chikent
d. Kitchen
24. Transpose these letters into correct word! H-O-E-S-S (students use on their foot to school)
a. Shoes
b. Hoses
c. Hsoes
d. Sheos
25. Do not play with a....in the kitchen. It can cut your finger. What is it.....
a. Spoon
b. Fork
c. Plate
d. Knife

APPENDIX 6

Instrument for Post-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar)!

1. Arrange these letters to be a correct word! G-A-B (Thing that you use to save your school tools)
 - a.Bga
 - b.Gba
 - c. Abg
 - d. Bag
2. It has many colours. It is similar to pencil. Students use this thing to make their drawing is colourful. What is it....
 - a.Pencil case
 - b. Colour pencil
 - c. Pen
 - d. Pencil sharpener
3. Transpose the letter to a correct word! V-O-T-E-S (a kitchen tools to cooking food)
 - a.Stove
 - b.Vetos
 - c. Evots
 - d. Setov
4. My mother adds (L-A-S-T) to her cooking. Transpose the letters in the bracket into correct word.
 - a.Tals
 - b.Salt
 - c. Slat
 - d. Last
5. Arrange these letters into the correct word B-L-O-W (thing in the kitchen as place to serve stew food and other)
 - a.Lowb
 - b.Bwol
 - c. Bowl
 - d. Blow
6. There are pencil, pen, eraser and sharpener in the....
 - a.Pan
 - b.Stove
 - c. Pencil case
 - d. Plate
7. Arrange to the correct word! P-A-L-M (it is used to light the room in the classroom)
 - a.Malp
 - c. Lamp

- b.Lamp d. Palm
8. The thing can be black or white. It is square. It can be found in the classroom. Teacher usually explains the lesson in this thing. What is it....
- a.Chair c. Board
- b.Table d. Desk
- Arrange the letters to answer number 9 until 14 based on the clues!
9. P-L-E-A-T (to put food or price)
- a.Plaet c. Telap
- b.Palet d. Plate
10. R-E-L-U-R (to make straight line)
- a.Relur c. Rurel
- b.Lurer d. Ruler
11. C-L-I-P-E-N (instrument to write on the book)
- a.Clipen c. Cilpen
- b.Pencil d. Clepin
12. P-O-O-N-S (to eat with)
- a.Noops c. Spoon
- b.Poons d. Snoop
13. M-E-R-K-A-R-B-A-O-D-R (to write on a whiteboard)
- a.Boardmarker c. Markerboard
- b.Merkarboard d. Markerboadr
14. There are books on the (B-A-L-E-T)
- a.Batle c. Tebal
- b.Bleat d. Table
15. My mother serves soup on a.....
- a.Cup c. Kettle
- b.Chair d. Bowl

16. We use this thing when we want to drink. You can find in the kitchen. What is it....
- a.Kettle
b.Bowl
c. Plate
d. Cup
17. Fatih always drinks a..... of milk in the morning.
- a.Bowl
b.Glass
c. Spoon
d. Dispenser
18. The students write their lesson in the....
- a.Bag
b.Chair
c. Note book
d. Table
19. My mother always asks me to wash our dirty plates on....
- a.Toilet
b.Stove
c. Kitchen sink
d. Oven
20. Do not play with a....in the kitchen. It can cut your finger. What is it.....
- a.Spoon
b.Fork
c. Plate
d. Knife

Mengetahui,

Validator

Siti Kholijah Tambunan, S. Pd

APPENDIX 7

Score of Pre-Test in Experimental Class

NO	NAME	SCORE
1	AHMAD TOMY POHAN	55
2	ANDRIANSYAH HARAHAP	30
3	ASMADI SHB	30
4	ATIKA ZAHRA	60
5	FADIL RAMBE	50
6	FADLAN KURNIA GULTOM	45
7	FAHMI ADZKA POHAN	60
8	FERDI RAMBE	35
9	HARUN ARRASYID	60
10	JUNIATI SIREGAR	55
11	KHAIDIR RAMBE	55
12	KIKI HASIBUAN	50
13	KURNIAWAN	45
14	MUHAMMAD DARWIS	35
15	MUHAMMAD YUSUF	55
16	OOS ZEIN SIMATUPANG	50
17	PANDU ARSAD SIREGAR	60
18	PIRHOT RITONGA	40
19	RIKO HARDINATA	40
20	RIKO RIKARDO	65
21	ROBY ANSYAH	45
22	ROMADON	50
23	SAHAT GULTOM	35
24	SAHBUDIN RITONGA	55
25	SARMADAN RITONGA	40
26	TODUNG SIREGAR	60
27	TOHIBBUL NASRUN	50
TOTAL		1310

APPENDIX 8

Score of Pre-Test in Control Class

NO	NAME	SCORE
1	AFRIYANI RAMBE	55
2	AIDA RIZKY UTAMI	65
3	AULIA RINA SIREGAR	50
4	ENJELINA SIMBOLON	65
5	FADLAN HASIBUAN	70
6	INTAN RAMBE	55
7	JUNIATI	60
8	LELI SURYANI POHAN	70
9	LIDIA PUTRI RAMBE	30
10	MARDIAH HARAHAP	60
11	MASROISAH DONGORAN	50
12	NANDA RIZKI MARPAUNG	40
13	NOVA AMALIA	60
14	NURYA GISKA DONGORAN	65
15	QOMAR RAMADHAN	55
16	RAHMAD RIZKY	45
17	RISKA KHAIRANI SITOMPUL	45
18	SAHAT RAMBE	55
19	SARIPA RITONGA	70
20	SARMIA SIMAMORA	60
21	SITI PADILAH GULTOM	55
22	SOUMI RAHMADANI	55
23	SUKMA PRIMADONA RAMBE	60
24	SUSI SUSANTI RITONGA	40
25	TOMI SURYADI	65
26	WIWI HARTATI RAMBE	35
TOTAL		1432

APPENDIX 9

Score of Post-Test in Experimental Class

NO	NAME	SCORE
1	AHMAD TOMY POHAN	75
2	ANDRIANSYAH HARAHAP	90
3	ASMADI SHB	80
4	ATIKA ZAHRA	85
5	FADIL RAMBE	90
6	FADLAN KURNIA GULTOM	90
7	FAHMI ADZKA POHAN	65
8	FERDI RAMBE	85
9	HARUN ARRASYID	90
10	JUNIATI SIREGAR	75
11	KHAIDIR RAMBE	95
12	KIKI HASIBUAN	60
13	KURNIAWAN	85
14	MUHAMMAD DARWIS	85
15	MUHAMMAD YUSUF	95
16	OOS ZEIN SIMATUPANG	90
17	PANDU ARSAD SIREGAR	85
18	PIRHOT RITONGA	85
19	RIKO HARDINATA	80
20	RIKO RIKARDO	75
21	ROBY ANSYAH	85
22	ROMADON	85
23	SAHAT GULTOM	85
24	SAHBUDIN RITONGA	80
25	SARMADAN RITONGA	80
26	TODUNG SIREGAR	85
27	TOHIBBUL NASRUN	85
TOTAL		2245

APPENDIX 10

Score of Post-Test in Control Class

NO	NAME	SCORE
1	AFRIYANI RAMBE	65
2	AIDA RIZKY UTAMI	60
3	AULIA RINA SIREGAR	60
4	ENJELINA SIMBOLON	55
5	FADLAN HASIBUAN	75
6	INTAN RAMBE	35
7	JUNIATI	60
8	LELI SURYANI POHAN	65
9	LIDIA PUTRI RAMBE	55
10	MARDIAH HARAHAP	45
11	MASROISAH DONGORAN	60
12	NANDA RIZKI MARPAUNG	55
13	NOVA AMALIA	80
14	NURYA GISKA DONGORAN	55
15	QOMAR RAMADHAN	70
16	RAHMAD RIZKY	80
17	RISKA KHAIRANI SITOMPUL	50
18	SAHAT RAMBE	75
19	SARIPA RITONGA	65
20	SARMIA SIMAMORA	85
21	SITI PADILAH GULTOM	65
22	SOUMI RAHMADANI	85
23	SUKMA PRIMADONA RAMBE	65
24	SUSI SUSANTI RITONGA	45
25	TOMI SURYADI	45
26	WIWI HARTATI RAMBE	25
TOTAL		1580

APPENDIX 11

Data Descriptive Statistics (Data SPSS)

		Statistics			
		NILAI UJIAN PRE TEST EXPERIMEN CLASS	NILAI UJIAN POST TEST EXPERIMEN CLASS	NILAI UJIAN PRE TEST CONTROL CLASS	NILAI UJIAN POST TEST CONTROL CLASS
N	Valid	27	27	26	26
	Missing	0	0	1	1
Mean		48.52	83.15	55.19	60.77
Std. Error of Mean		1.940	1.537	2.121	2.892
Median		50.00	85.00	55.00	60.00
Mode		50 ^a	85	55	65
Std. Deviation		10.078	7.984	10.815	14.744
Variance		101.567	63.746	116.962	217.385
Range		35	35	40	60
Minimum		30	60	30	25
Maximum		65	95	70	85
Sum		1310	2245	1435	1580

a. Multiple modes exist. The smallest value is shown

APPENDIX 12

a. Students' Lowest Score (Pre-Test Experimental Class)

NAM 2 ANDRIANSYAH HRP
KLS = XI ma²

Instrument for Pre-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar!)

- ✓ What is the name of the room to study in school?
a. Bathroom Classroom
b. Market Kitchen
- ✓ "Penggaris" in English is....
a. Blackboard Eraser
 Ruler Pencil
- ✗ 3. These are things in the classroom, except....
a. Desk Book
b. Marker Plate
- ✗ 4. A room where food is kept, prepared and cooked and where the dishes are washed is....
 Living room Bathroom
b. Bedroom Kitchen
- ✗ 5. Something that you can find in the classroom is a....
a. Whiteboard Frying pan
 Bed Soap
- ✗ 6. What is "kompor" in English....
a. Glass Refrigerator
b. Stove Fork
- ✗ 7. My father makes coffee in a....
a. Spoon Bowl
b. Plate Cup
- ✓ 8. I save my book and pencil case on....
 Bag Pencil case
b. Chair School

9. My mother asks my sister to put the eggs, vegetables, fruit and meat in....
- a. Stove c. Mixer
 b. Refrigerator d. Oven
10. I need a for writing.
- a. Eraser c. Pen
 b. Ruler d. Sharpener
11. It is usually on the roof. It can be found in your classroom. It is used to light the room. It is....
- a. Pencil case c. Pencil colour
 b. Lamp d. Wall
12. We use and to eat.
- a. Knife and spoon c. Plate and spoon
 b. Spoon and bowl d. knife and for
13. I mince the onion with....
- a. Knife c. Plate
 b. Fork d. Cup
14. Arrange the letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
- a. Karrem c. Merkam
 b. Marker d. Merrak
15. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to cook)
- a. Khentic c. Chikent
 b. Chentik d. Kitchen
16. There are many things in the classroom. The students sit on these things. What is it....
- a. Tables c. Chairs
 b. Whiteboard d. Desks
17. What can we find in the classroom?
- a. Chairs, table, and marker c. Car, book, and pencil
 b. Book, pen, and plate d. Spoon, fork, and plate

18. My sister bakes cake on...

- a. Mixer
- b. Cup
- c. Refrigerator
- d. Oven

19. Something that you can find in the kitchen, except...

- a. Rice cooker
- b. Stove
- c. Whiteboard
- d. Dispenser

20. What can we find in the kitchen?

- a. A ruler, a sharpener and scissors
- b. A knife, sofa, and carpet
- c. A pan, stove, and car
- d. A pan, an oven, and spoon

$$\begin{aligned} T &= 6 \times 5 \\ &= \frac{30}{100} \times 100 \\ &= 30 \\ &= \underline{\underline{30}} \end{aligned}$$

Nama: Asmadi Shb X MIA

Instrument for Pre-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar!)

1. What is the name of the room to study in school?

- a. Bathroom
- b. Market
- c. Classroom
- d. Kitchen

2. "Penggaris" in English is...

- a. Blackboard
- b. Ruler
- c. Eraser
- d. Pencil

3. These are things in the classroom, except...

- a. Desk
- b. Marker
- c. Book
- d. Plate

4. A room where food is kept, prepared and cooked and where the dishes are washed is...

- a. Living room
- b. Bedroom
- c. Bathroom
- d. Kitchen

5. Something that you can find in the classroom is a...

- a. Whiteboard
- b. Bed
- c. Frying pan
- d. Soap

6. What is "kompor" in English...

- a. Glass
- b. Stove
- c. Refrigerator
- d. Fork

7. My father makes coffee in a...

- a. Spoon
- b. Plate
- c. Bowl
- d. Cup

8. I save my book and pencil case on...

- a. Bag
- b. Chair
- c. Pencil case
- d. School

9. My mother asks my sister to put the eggs, vegetables, fruit and meat in
- a. Stove
 - b. Refrigerator
 - c. Mixer
 - d. Oven
10. I need a for writing.
- a. Eraser
 - b. Ruler
 - c. Pen
 - d. Sharpener
11. It is usually on the roof. It can be found in your classroom. It is used to light the room. It is
- a. Pencil case
 - b. Lamp
 - c. Pencil colour
 - d. Wall
12. We use and ... to eat
- a. Knife and spoon
 - b. Spoon and bowl
 - c. Plate and spoon
 - d. knife and for
13. I mince the onion with
- a. Knife
 - b. Fork
 - c. Plate
 - d. Cup
14. Arrange the letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
- a. Karrem
 - b. Marker
 - c. Merkam
 - d. Merrak
15. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to cook)
- a. Khentic
 - b. Chentik
 - c. Chikent
 - d. Kitchen
16. There are many things in the classroom. The students sit on these things. What is it....
- a. Tables
 - b. Whiteboard
 - c. Chairs
 - d. Desks
17. What can we find in the classroom?
- a. Chairs, table, and marker
 - b. Book, pen, and plate
 - c. Car, book, and pencil
 - d. Spoon, fork, and plate

X 18. My sister bakes cake on...

a. Mixer

c. Refrigerator

X Cup

d. Oven

✓ 19. Something that you can find in the kitchen, except...

a. Rice cooker

X Whiteboard

b. Stove

d. Dispenser

X 20. What can we find in the kitchen?

X A ruler, a sharpener and scissors

c. A pan, stove, and car

b. A knife, sofa, and carpet

d. A pan, an oven, and spoon

$$\begin{aligned} T &= 6 \times 5 \\ &= \frac{30}{10} \times 100 \\ &= 30 \end{aligned}$$

- My mother asks my sister to put the eggs, vegetables, fruit and meat in...
- a. Stove
 b. Refrigerator
 c. Mixer
 d. Oven
10. I need a for writing.
- a. Eraser
 b. Ruler
 c. Pen
 d. Sharpener
11. It is usually on the roof. It can be found in your classroom. It is used to light the room. It is....
- a. Pencil case
 b. Lamp
 c. Pencil colour
 d. Wall
12. We use and to eat.
- a. Knife and spoon
 b. Spoon and bowl
 c. Plate and spoon
 d. knife and for
13. I mince the onion with....
- a. Knife
 b. Fork
 c. Plate
 d. Cup
14. Arrange the letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
- a. Karrem
 b. Marker
 c. Merkam
 d. Merrak
15. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to cook)
- a. Khentic
 b. Chentik
 c. Chikent
 d. Kitchen
16. There are many things in the classroom. The students sit on these things. What is it....
- a. Tables
 b. Whiteboard
 c. Chairs
 d. Desks
17. What can we find in the classroom?
- a. Chairs, table, and marker
 b. Book, pen, and plate
 c. Car, book, and pencil
 d. Spoon, fork, and plate

✓ 18. My sister bakes cake on...

- a. Mixer
- b. Cup

c. Refrigerator

Oven

✗ 19. Something that you can find in the kitchen, except...

- a. Rice cooker
- b. Stove

c. Whiteboard

Dispenser

✓ 20. What can we find in the kitchen?

- a. A ruler, a sharpener and scissors
- b. A knife, sofa, and carpet

c. A pan, stove, and car

A pan, an oven, and spoon

$$\begin{aligned} T &= 13 + 5 \\ &= 65 + 100 \\ &= 165 \\ &= 65 \end{aligned}$$

8. The thing can be black or white. It is square. It can be found in the classroom. Teacher usually explains the lesson in this thing. What is it....

- a. Chair ~~Chair~~ Board
b. Table ~~Table~~ Desk

Arrange the letters to answer number 9 until 14 based on the clues!

9. P-L-E-A-T (to put food or price)

- a. Plaet ~~Plaet~~ Telap
b. Palet ~~Palet~~ Plate

10. R-E-L-U-R (to make straight line)

- a. Relur ~~Relur~~ Rurel
b. Lurer ~~Lurer~~ Ruler

11. C-L-I-P-E-N (instrument to write on the book)

- a. Clipen ~~Clipen~~ Cilpen
b. Pencil ~~Pencil~~ Clepin

12. P-O-O-N-S (to eat with)

- a. Noops ~~Noops~~ Spoon
b. Poons ~~Poons~~ Snoop

13. M-E-R-K-A-R-B-A-O-D-R (to write on a whiteboard)

- a. Boardmarker ~~Boardmarker~~ Markerboard
b. Merkarboard ~~Merkarboard~~ Markerboard

14. There are books on the (B-A-L-E-T)

- a. Batle ~~Batle~~ Tebal
b. Bleat ~~Bleat~~ Table

15. My mother serves soup on a....

- a. Cup ~~Cup~~ Kettle
b. Chair ~~Chair~~ Bowl

16. We use this thing when we want to drink. You can find in the kitchen. What is it....

- a. Kettle ~~Kettle~~ Plate
b. Bowl ~~Bowl~~ Cup

17. ✓ Fatih always drinks a.... of milk in the morning.
- | | |
|---------------------|--------------|
| a. Bowl | c. Spoon |
| b. Glass | d. Dispenser |
18. ✓ The students write their lesson in the....
- | | |
|----------|-------------------------|
| a. Bag | c. Note book |
| b. Chair | d. Table |
- X 19. My mother always asks me to wash our dirty plates on....
- | | |
|----------------------|-----------------|
| a. Toilet | c. Kitchen sink |
| b. Stove | d. Oven |
- ✓ 20. Do not play with a.... in the kitchen. It can cut your finger. What is it....
- | | |
|----------|---------------------|
| a. Spoon | c. Plate |
| b. Fork | d. Knife |

$$\begin{aligned} T &= 12 + 5 \\ &= \frac{60}{100} \times 100 \\ &= 60 \\ &= \end{aligned}$$

d. Students' Highest Score (Post-Test Experimental Class)

Nama - Muhammad Yusuf
Kelas - XI MIA²

Instrument for Post-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar)!

1. Arrange these letters to be a correct word! G-A-B (Thing that you use to save your school tools)
a. Bga c. Abg
b. Gba Bag
2. It has many colours. It is similar to pencil. Students use this thing to make their drawing is colourful. What it is ...
a. Pencil case c. Pen
 Colour pencil d. Pencil sharpener
3. Transpose the letter to a correct word! V-O-T-E-S (a kitchen tools to cooking food)
 Stove c. Evots
b. Vetos d. Setov
4. My mother adds (L-A-S-T) to her cooking. Transpose the letters in the bracket into correct word.
a. Tals c. Slat
 Salt d. Last
5. Arrange these letters into the correct word B-L-O-W (thing in the kitchen as place to serve stew food and other)
 a. Lowb Bowl
b. Bwol d. Blow
6. There are pencil, pen, eraser and sharpener in the....
 a. Pan Pencil case
b. Stove d. Plate
7. Arrange to the correct word! P-A-L-M (it is used to light the room in the classroom)
 a. Malp c. Lamp
 Lamp d. Palm

8. The thing can be black or white. It is square. It can be found in the classroom.
Teacher usually explains the lesson in this thing. What is it....

- a. Chair Board
b. Table d. Desk

Arrange the letters to answer number 9 until 14 based on the clues!

9. P-L-E-A-T (to put food or price)

- a. Plaet c. Telap
b. Palet Plate

10. R-E-L-U-R (to make straight line)

- a. Relur c. Rurel
b. Lurer Ruler

11. C-L-I-P-E-N (instrument to write on the book)

- a. Clipen c. Cilpen
 Pencil d. Clepin

12. P-O-O-N-S (to eat with)

- a. Noops Spoon
b. Poons d. Snoop

13. M-E-R-K-A-R-B-A-O-D-R (to write on a whiteboard)

- Boardmarker c. Markerboard
b. Merkarboard d. Markerboadr

14. There are books on the (B-A-L-E-T)

- a. Batle c. Tebal
b. Bleat Table

15. My mother serves soup on a....

- a. Cup c. Kettle
b. Chair Bowl

16. We use this thing when we want to drink. You can find in the kitchen. What
is it....

- a. Kettle c. Plate
b. Bowl Cup

17. Fatih always drinks a..... of milk in the morning.

- a. Bowl
- b. Glass
- c. Spoon
- d. Dispenser

18. The students write their lesson in the....

- a. Bag
- b. Chair
- c. Note book
- d. Table

19. My mother always asks me to wash our dirty plates on....

- a. Toilet
- b. Stove
- c. Kitchen sink
- d. Oven

20. Do not play with a.... in the kitchen. It can cut your finger. What is it.....

- a. Spoon
- b. Fork
- c. Plate
- d. Knife

$$\begin{aligned} T &= 1975 \\ &= 95 \\ &= \frac{95}{100} \times 100 \\ &= 95 \\ &= \end{aligned}$$

Nama : Khadir Rambe
Kelas : XI MIPA - 2

Instrument for Post-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar!)

1. Arrange these letters to be a correct word! G-A-B (Thing that you use to save your school tools)

- a. Bga
 b. Gba
 c. Abg
 d. Bag

2. It has many colours. It is similar to pencil. Students use this thing to make their drawing is colourful. What it is...

- a. Pencil case
 b. Colour pencil
 c. Pen
 d. Pencil sharpener

3. Transpose the letter to a correct word! V-O-T-E-S (a kitchen tools to cooking food)

- a. Stove
 b. Vetos
 c. Evots
 d. Setov

4. My mother adds (L-A-S-T) to her cooking. Transpose the letters in the bracket into correct word.

- a. Tals
 b. Salt
 c. Slat
 d. Last

5. Arrange these letters into the correct word B-L-O-W (thing in the kitchen as place to serve stew food and other)

- a. Lowb
 b. Bwol
 c. Bowl
 d. Blow

6. There are pencil, pen, eraser and sharpener in the....

- a. Pan
 b. Stove
 c. Pencil case
 d. Plate

7. Arrange to the correct word! P-A-L-M (it is used to light the room in the classroom)

- a. Malp
 b. Lamp
 c. Lamp
 d. Palm

8. The thing can be black or white. It is square. It can be found in the classroom.
Teacher usually explains the lesson in this thing. What is it...

- a. Chair Board
 b. Table d. Desk

Arrange the letters to answer number 9 until 14 based on the clues!

9. P-L-E-A-T (to put food or price)

- a. Plaet c. Telap
 b. Palet Plate

10. R-E-L-U-R (to make straight line)

- a. ReIur c. Rurel
 b. Lurer Ruler

11. C-L-I-P-E-N (instrument to write on the book)

- a. Clipen c. Cilpen
 Pencil d. Clepin

12. P-O-O-N-S (to eat with)

- a. Noops Spoon
 b. Poons d. Snoop

13. M-E-R-K-A-R-B-A-O-D-R (to write on a whiteboard)

- Boardmarker c. Markerboard
 b. Merkarboard d. Markerboadr

14. There are books on the (B-A-L-E-T)

- a. Batle c. Tebal
 b. Bleat Table

15. My mother serves soup on a.....

- a. Cup c. Kettle
 b. Chair Bowl

16. We use this thing when we want to drink. You can find in the kitchen. What is it....

- a. Kettle c. Plate
 Bowl d. Cup

17. Fatih always drinks a..... of milk in the morning.

- a. Bowl
 b. Glass
c. Spoon
d. Dispenser

18. The students write their lesson in the....

- a. Bag
 b. Chair
 c. Note book
d. Table

19. My mother always asks me to wash our dirty plates on....

- a. Toilet
b. Stove
 c. Kitchen sink
d. Oven

20. Do not play with a... in the kitchen. It can cut your finger. What is it....

- a. Spoon
b. Fork
c. Plate
 d. Knife

$$\begin{aligned} T &= 19 \times 5 \\ &= \frac{95}{100} \times 100 \\ &= 95 \\ &= \end{aligned}$$

e. Students' Lowest Score (Pre-Test Control Class)

NAMA = LIDIA Putri RAMBE
KLS = XI MIA'

Instrument for Pre-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar!)

✓ 1. What is the name of the room to study in school?

a. Bathroom	✗ Classroom
b. Market	d. Kitchen

✗ 2. "Penggaris" in English is....

a. Blackboard	✗ Eraser
b. Ruler	d. Pencil

✗ 3. These are things in the classroom, except ...

a. Desk	✗ Book
b. Marker	d. Plate

✗ 4. A room where food is kept, prepared and cooked and where the dishes are washed is....

a. Living room	c. Bathroom
✗ b. Bedroom	d. Kitchen

✗ 5. Something that you can find in the classroom is a....

a. Whiteboard	c. Frying pan
b. Bed	✗ Soap

✗ 6. What is "kompor" in English....

a. Glass	c. Refrigerator
b. Stove	✗ Fork

✓ 7. My father makes coffee in a....

a. Spoon	e. Bowl
b. Plate	✗ Cup

✗ 8. I save my book and pencil, case on....

a. Bag	✗ Pencil case
b. Chair	d. School

9. My mother asks my sister to put the eggs, vegetables, fruit and meat in....
- a. Stove
 - b. Refrigerator
 - c. Mixer
 - d. Oven
10. I need a for writing.
- a. Eraser
 - b. Ruler
 - c. Pen
 - d. Sharpener
11. It is usually on the roof. It can be found in your classroom. It is used to light the room. It is....
- a. Pencil case
 - b. Lamp
 - c. Pencil colour
 - d. Wall
12. We use and to eat.
- a. Knife and spoon
 - b. Spoon and bowl
 - c. Plate and spoon
 - d. knife and for
13. I mince the onion with....
- a. Knife
 - b. Fork
 - c. Plate
 - d. Cup
14. Arrange the letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
- a. Karrem
 - b. Marker
 - c. Merkam
 - d. Merrak
15. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to cook)
- a. Khentic
 - b. Chentik
 - c. Chikent
 - d. Kitchen
16. There are many things in the classroom. The students sit on these things. What is it....
- a. Tables
 - b. Whiteboard
 - c. Chairs
 - d. Desks
17. What can we find in the classroom?
- a. Chairs, table, and marker
 - b. Book, pen, and plate
 - c. Car, book, and pencil
 - d. Spoon, fork, and plate

✓ 18. My sister bakes cake on....

a. Mixer

c. Refrigerator

b. Cup

✗ Oven

✓ 19. Something that you can find in the kitchen, except....

a. Rice cooker

✗ Whiteboard

b. Stove

d. Dispenser

✗ 20. What can we find in the kitchen?

a. A ruler, a sharpener and scissors

✗ A pan, stove, and car

b. A knife, sofa, and carpet

d. A pan, an oven, and spoon

$$T = 6 \times 5$$

$$= \frac{30}{100} \times 100$$

$$= \underline{\underline{30}}$$

f. Students' Highest Score (Pre-Test Control Class)

nama: Fadlan HSB kelas: XI IPA

Instrument for Pre-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar!)

- ✓ 1. What is the name of the room to study in school?
a. Bathroom Classroom
b. Market Kitchen
- ✓ 2. "Penggaris" in English is...
a. Blackboard Eraser
 Ruler Pencil
- ✗ 3. These are things in the classroom, except...
a. Desk Book
 Marker Plate
- ✓ 4. A room where food is kept, prepared and cooked and where the dishes are washed is...
a. Living room Bathroom
b. Bedroom Kitchen
- ✓ 5. Something that you can find in the classroom is a...
 Whiteboard Frying pan
b. Bed Soap
- ✗ 6. What is "kompor" in English...
a. Glass Refrigerator
b. Stove Fork
- ✓ 7. My father makes coffee in a...
a. Spoon Bowl
b. Plate Cup
- ✓ 8. I save my book and pencil case on...
 Bag Pencil case
b. Chair School

9. My mother asks my sister to put the eggs, vegetables, fruit and meat in...
- a. Stove
 b. Refrigerator
 c. Mixer
 d. Oven
10. I need a for writing.
- a. Eraser
 b. Ruler
 c. Pen
 d. Sharpener
11. It is usually on the roof. It can be found in your classroom. It is used to light the room. It is...
- a. Pencil case
 b. Lamp
 c. Pencil colour
 d. Wall
12. We use and to eat.
- a. Knife and spoon
 b. Spoon and bowl
 c. Plate and spoon
 d. knife and for
13. I mince the onion with...
- a. Knife
 b. Fork
 c. Plate
 d. Cup
14. Arrange the letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
- a. Karrem
 b. Marker
 c. Merkam
 d. Merrak
15. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to cook)
- a. Khentic
 b. Chentik
 c. Chikent
 d. Kitchen
16. There are many things in the classroom. The students sit on these things. What is it....
- a. Tables
 b. Whiteboard
 c. Chairs
 d. Desks
17. What can we find in the classroom?
- a. Chairs, table, and marker
 b. Book, pen, and plate
 c. Car, book, and pencil
 d. Spoon, fork, and plate

- ✓ 18. My sister bakes cake on...
- a. Mixer
 - b. Cup
 - c. Refrigerator
 - Ⓓ Oven
- ✗ 19. Something that you can find in the kitchen, except...
- Ⓐ Rice cooker
 - b. Stove
 - c. Whiteboard
 - d. Dispenser
- ✓ 20. What can we find in the kitchen?
- a. A ruler, a sharpener and scissors
 - b. A knife, sofa, and carpet
 - c. A pan, stove, and car
 - Ⓓ A pan, an oven, and spoon

$$\begin{aligned} T &= 14 + 5 \\ &= \frac{70}{100} \times 100 \\ &= \underline{\underline{70}} \end{aligned}$$

Nama = SARIPA Ritonga
Kelas = XI MIPA 3

Instrument for Pre-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar!)

- ✓ 1. What is the name of the room to study in school?
a. Bathroom Classroom
b. Market d. Kitchen
- ✓ 2. "Penggaris" in English is...
a. Blackboard c. Eraser
 Ruler d. Pencil
- ✗ 3. These are things in the classroom, except...
a. Desk Book
b. Marker d. Plate
- ✗ 4. A room where food is kept, prepared and cooked and where the dishes are washed is...
a. Living room Bathroom
b. Bedroom d. Kitchen
- ✓ 5. Something that you can find in the classroom is a...
 Whiteboard c. Frying pan
b. Bed d. Soap
- ✓ 6. What is "kompor" in English...
a. Glass c. Refrigerator
 Stove d. Fork
- ✓ 7. My father makes coffee in a...
a. Spoon c. Bowl
b. Plate Cup
- ✗ 8. I save my book and pencil case on...
a. Bag Pencil case
b. Chair d. School

- My mother asks my sister to put the eggs, vegetables, fruit and meat in ...
- a. Stove
 Refrigerator
 c. Mixer
 d. Oven
10. I need a for writing.
- a. Eraser
 b. Ruler
 Pen
 d. Sharpener
11. It is usually on the roof. It can be found in your classroom. It is used to light the room. It is ...
- a. Pencil case
 b. Lamp
 Pencil colour
 d. Wall
12. We use and to eat.
- a. Knife and spoon
 b. Spoon and bowl
 Plate and spoon
 d. knife and for
13. I mince the onion with....
- Knife
 b. Fork
 c. Plate
 d. Cup
14. Arrange the letters to be a word! M-E-R-K-A-R (tools to write on whiteboard)
- a. Karrem
 Marker
 c. Merkam
 d. Merrak
15. Transpose the letter to a correct word! T-H-I-C-K-E-N (place to cook)
- a. Khentic
 b. Chentik
 c. Chikent
 Kitchen
16. There are many things in the classroom. The students sit on these things. What is it...
- Tables
 b. Whiteboard
 c. Chairs
 d. Desks
17. What can we find in the classroom?
- Chairs, table, and marker
 b. Book, pen, and plate
 c. Car, book, and pencil
 d. Spoon, fork, and plate

- ✓ 18. My sister bakes cake on....
- a. Mixer
 - b. Cup
 - c. Refrigerator
 - d. Oven
- * 19. Something that you can find in the kitchen, except....
- a. Rice cooker
 - b. Stove
 - c. Whiteboard
 - d. Dispenser
- ✓ 20. What can we find in the kitchen?
- a. A ruler, a sharpener and scissors
 - b. A knife, sofa, and carpet
 - c. A pan, stove, and car
 - d. A pan, an oven, and spoon

$$\begin{aligned} T &= 14 \times 5 \\ &= \frac{70}{100} \times 100 \\ &= 70 \\ &= \end{aligned}$$

g. Students' Lowest Score (Post-Test Control Class)

NAMA: wivi Hartati rambe
KLS: XI MIA-2
Instrument for Post-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar)!

1. ✓ Arrange these letters to be a correct word! G-A-B (Thing that you use to save your school tools)

a. Bga
b. Gba
c. Abg
d. Bag

2. ✗ It has many colours. It is similar to pencil. Students use this thing to make their drawing is colourful. What it is....

a. Pencil case
b. Colour pencil
c. Pen
d. Pencil sharpener

3. ✗ Transpose the letter to a correct word! V-O-T-E-S (a kitchen tools to cooking food)

a. Stove
b. Vetos
c. Evots
d. Setov

4. ✗ My mother adds (L-A-S-I) to her cooking. Transpose the letters in the bracket into correct word.

a. Tals
b. Salt
c. Slat
d. Last

5. ✓ Arrange these letters into the correct word B-L-O-W (thing in the kitchen as place to serve stew food and other)

a. Lowb
b. Bwol
c. Bowl
d. Blow

6. ✓ There are pencil, pen, eraser and sharpener in the....

a. Pan
b. Stove
c. Pencil case
d. Plate

7. ✗ Arrange to the correct word! P-A-L-M (it is used to light the room in the classroom)

a. Malp
b. Lamp
c. Lamp
d. Palm

X 8. The thing can be black or white. It is square. It can be found in the classroom. Teacher usually explains the lesson in this thing. What is it...

- a. Chair
- b. Table
- c. Board
- d. Desk

Arrange the letters to answer number 9 until 14 based on the clues!

X 9. P-L-E-A-T (to put food or price)

- a. Plaet
- b. Palet
- c. Telap
- d. Plate

X 10. R-E-L-U-R (to make straight line)

- a. Relur
- b. Lurer
- c. Rurel
- d. Ruler

X 11. C-L-I-P-E-N (instrument to write on the book)

- a. Clipen
- b. Pencil
- c. Cilpen
- d. Clepin

X 12. P-O-O-N-S (to eat with)

- a. Noops
- b. Poons
- c. Spoon
- d. Snoop

X 13. M-E-R-K-A-R-B-A-O-D-R (to write on a whiteboard)

- a. Boardmarker
- b. Merkarboard
- c. Markerboard
- d. Markerboadr

X 14. There are books on the (B-A-L-E-T)

- a. Batle
- b. Bleat
- c. Tebal
- d. Table

X 15. My mother serves soup on a....

- a. Cup
- b. Chair
- c. Kettle
- d. Bowl

✓ 16. We use this thing when we want to drink. You can find in the kitchen. What is it...

- a. Kettle
- b. Bowl
- c. Plate
- d. Cup

✓ 17. Fatih always drinks a..... of milk in the morning.

a. Bowl

✓ b. Glass

c. Spoon

d. Dispenser

✗ 18. The students write their lesson in the....

a. Bag

b. Chair

c. Note book

✓ d. Table

✗ 19. My mother always asks me to wash our dirty plates on....

a. Toilet

b. Stove

c. Kitchen sink

✓ d. Oven

✗ 20. Do not play with a.... in the kitchen. It can cut your finger. What is it....

a. Spoon

✓ b. Fork

c. Plate

d. Knife

$$\begin{aligned} T &= 5 \times 5 \\ &= \frac{25}{100} \times 100 \\ &= 25 \\ &= \end{aligned}$$

h. Students' Highest Score (Post-Test Control Class)

Nama: Sarmia Simamora
Kelas: XI MIA-1 Instrument for Post-Test

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar!)

1. Arrange these letters to be a correct word! G-A-B (Thing that you use to save your school tools)
a. Bga
b. Gba
c. Abg
✗ Bag
2. It has many colours. It is similar to pencil. Students use this thing to make their drawing is colourful. What it is...
a. Pencil case
✗ Colour pencil
c. Pen
d. Pencil sharpener
3. Transpose the letter to a correct word! V-O-T-E-S (a kitchen tools to cooking food)
✗ Stove
b. Vetos
c. Evots
d. Setov
4. My mother adds (L-A-S-T) to her cooking. Transpose the letters in the bracket into correct word.
a. Tals
✗ Salt
c. Slat
d. Last
5. Arrange these letters into the correct word B-L-O-W (thing in the kitchen as place to serve stew food and other)
a. Lowb
b. Bwol
✗ Bowl
d. Blow
6. There are pencil, pen, eraser and sharpener in the...
a. Pan
b. Stove
✗ Pencil case
d. Plate
7. Arrange to the correct word! P-A-L-M (it is used to light the room in the classroom)
a. Malp
✗ Lamp
c. Lamp
d. Palm

8. The thing can be black or white. It is square. It can be found in the classroom. Teacher usually explains the lesson in this thing. What is it....

- a. Chair Board
- b. Table d. Desk

Arrange the letters to answer number 9 until 14 based on the clues!

9. P-L-E-A-T (to put food or price)

- a. Plaet c. Telap
- b. Palet Plate

10. R-E-L-U-R (to make straight line)

- a. Relur c. Rurel
- b. Lurer Ruler

X 11. C-L-I-P-E-N (instrument to write on the book)

- Clipen c. Cilpen
- b. Pencil d. Clepin

12. P-O-O-N-S (to eat with)

- a. Noops Spoon
- b. Poons d. Snoop

13. M-E-R-K-A-R-B-A-O-D-R (to write on a whiteboard)

- Boardmarker c. Markerboard
- b. Merkarboard d. Markerboadr

X 14. There are books on the (B-A-L-E-T)

- Batle c. Tebal
- b. Bleat d. Table

15. My mother serves soup on a....

- a. Cup c. Kettle
- b. Chair Bowl

16. We use this thing when we want to drink. You can find in the kitchen. What is it....

- a. Kettle c. Plate
- b. Bowl Cup

17. Fatih always drinks a..... of milk in the morning.
- a. Bowl
 - Glass
 - c. Spoon
 - d. Dispenser
18. The students write their lesson in the....
- a. Bag
 - b. Chair
 - Note book
 - d. Table
19. My mother always asks me to wash our dirty plates on....
- a. Toilet
 - b. Stove
 - Kitchen sink
 - d. Oven
20. Do not play with a.... in the kitchen. It can cut your finger. What is it....
- a. Spoon
 - Fork
 - c. Plate
 - d. Knife

$$\begin{aligned} T &= 17 \times 5 \\ &= \frac{85}{100} \times 100 \\ &= 85 \\ &= \end{aligned}$$

Instrument for Post-Test

NAMA: ~~SARA~~ SOUMI RAHMADANI
KELAS : XI MIA 1

Answer the question below by giving cross (X) in the correct answer! (jawablah pertanyaan dibawah ini dengan tanda (X) pada jawaban yang benar!)

1. Arrange these letters to be a correct word! G-A-B (Thing that you use to save your school tools)
a. Bga
b. Gba
c. Abg
d. Bag
2. It has many colours. It is similar to pencil. Students use this thing to make their drawing is colourful. What it is....
a. Pencil case
b. Colour pencil
c. Pen
d. Pencil sharpener
3. Transpose the letter to a correct word! V-O-T-E-S (a kitchen tools to cooking food)
a. Stove
b. Vetos
c. Evots
d. Setov
4. My mother adds (L-A-S-T) to her cooking. Transpose the letters in the bracket into correct word.
a. Tals
b. Salt
c. Slat
d. Last
5. Arrange these letters into the correct word B-L-O-W (thing in the kitchen as place to serve stew food and other)
a. Lowb
b. Bwol
c. Bowl
d. Blow
6. There are pencil, pen, eraser and sharpener in the....
a. Pan
b. Stove
c. Pencil case
d. Plate
7. Arrange to the correct word! P-A-L-M (it is used to light the room in the classroom)
a. Malp
b. Lamp
c. Lamp
d. Palm

8. The thing can be black or white. It is square. It can be found in the classroom. Teacher usually explains the lesson in this thing. What is it....
- a. Chair
 - b. Table
 - c. ~~Board~~
 - d. Desk
- Arrange the letters to answer number 9 until 14 based on the clues!
9. P-L-E-A-T (to put food or price)
- a. Plaet
 - b. Palet
 - c. Telap
 - d. ~~Plate~~
10. R-E-L-U-R (to make straight line)
- a. Relur
 - b. Lurer
 - c. ~~Rurel~~
 - d. ~~Ruler~~
11. C-L-I-P-E-N (instrument to write on the book)
- a. Clipen
 - b. ~~Pencil~~
 - c. Cilpen
 - d. Clepin
12. P-O-O-N-S (to eat with)
- a. Noops
 - b. Poons
 - c. ~~Spoon~~
 - d. Snoop
13. M-E-R-K-A-R-B-A-O-D-R (to write on a whiteboard)
- a. ~~Boardmarker~~
 - b. Merkarboard
 - c. Markerboard
 - d. Markerboardr
14. There are books on the (B-A-L-E-T)
- a. Batle
 - b. Bleat
 - c. Tebal
 - d. ~~Table~~
15. My mother serves soup on a.....
- a. Cup
 - b. Chair
 - c. ~~Kettle~~
 - d. Bowl
16. We use this thing when we want to drink. You can find in the kitchen. What is it....
- a. Kettle
 - b. ~~Bowl~~
 - c. ~~Plate~~
 - d. ~~Cup~~

17. Fatih always drinks a..... of milk in the morning.
- Bowl
 - Glass
 - c. Spoon
 - d. Dispenser
18. The students write their lesson in the....
- a. Bag
 - b. Chair
 - Note book
 - d. Table
19. My mother always asks me to wash our dirty plates on....
- a. Toilet
 - b. Stove
 - Kitchen sink
 - d. Oven
20. Do not play with a.... in the kitchen. It can cut your finger. What is it....
- a. Spoon
 - b. Fork
 - c. Plate
 - Knife

$$\begin{aligned} T &= 17 \times 5 \\ &= \frac{85}{100} \times 100 \\ &= 85 \\ &= \underline{\underline{85}} \end{aligned}$$

APPENDIX 13

Research Documentation

a. Experimental Class





b. Control Class



CURRICULUM VITAE



A. Personal Identity

Name : Sumiati Tambunan
No. reg : 17 203 00004
Place/date of birth : Parsuluman, 22 Desember 1998
E-mail/No Hp : [sumiatitambunan46@gmail.com/](mailto:sumiatitambunan46@gmail.com) 0823-0438-3853
Gender : Female
Address : Parsuluman, Kec. Saipar Dolok Hole, Tap. Selatan.
Parent Identity
Father's Name : Tamba Tua Tambunan
Occupations : Farmer
Mother's Name : Samsia Siregar
Occupations : Farmer

B. Educational Background

Elementary School : SD N 101010 Parsuluman (2011)
Junior High School : MTS N Saipar Dolok Hole (2014)
Senior High School : MAN Sipagimbar Saipar Dolok Hole (2017)

