

**THE EFFECTIVENESS OF CROSSWORD PUZZLE  
TOWARDS STUDENTS' VOCABULARY MASTERY AT THE  
SEVENTH GRADE IN MTS MA'ARIF NU 1 SUMBANG**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic  
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Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 13<sup>th</sup> of September 2023

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**THE EFFECTIVENESS OF CROSSWORD PUZZLE  
TOWARDS STUDENTS' VOCABULARY MASTERY AT THE  
SEVENTH GRADE IN MTS MA'ARIF NU 1 SUMBANG**

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*Assalamualaikum Warahmatullahi Wabarakatuh*

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**THE EFFECTIVENESS OF CROSSWORD PUZZLE TOWARDS  
STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE IN  
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*Wassalamu 'alaikum Warahmatullahi Wabarakaatuh*

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## **MOTTO**

*“Learn from the past, live for today, and plan for tomorrow.”*

-Unknown-



## DEDICATION

I dedicate this thesis to:

*My Beloved Parents, Fatkhurrozi & Siti Fatimatuzzahroh*

*My Beloved Wife, Almanisa Setianingrum*

*My Beloved Daughter, Tanisha Naira Syafa*

*My Beloved Sister, Nalwa Asyfa Aulia*

*Myself*



## PREFACE

First, Alhamdulillahirabbil'alamin, all praises to be Allah the Almighty, the Most Gracious, and the Most Merciful, the creator of all the creations, who has neither beginning nor end. The writer is deeply grateful to Allah SWT., Who has given me His blessing, strength, and guidance in accomplishing this thesis. May the blessing of Allah flow to His last messenger, the Noble Prophet, Muhammad SAW., His family and His companions.

This thesis partially fulfils the requirement for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without individuals and institutions' support, guidance, advice, help, and encouragement. Therefore, the writer would like to express the deepest gratitude and appreciation to:

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There is no more appropriate sentence with the most profound thanks for all help and supports that the researcher can convey, except thank you and prayers to all the parties who have helped in the completion of the thesis preparations. Hopefully, this thesis will be beneficial for the writer in particular and to readers in general. Aamiin.

Purwokerto, 13<sup>th</sup> of September 2023

I who declare,



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**THE EFFECTIVENESS OF CROSSWORD PUZZLE TOWARDS  
STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE IN  
MTS MA'ARIF NU 1 SUMBANG**

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**ABSTRACT**

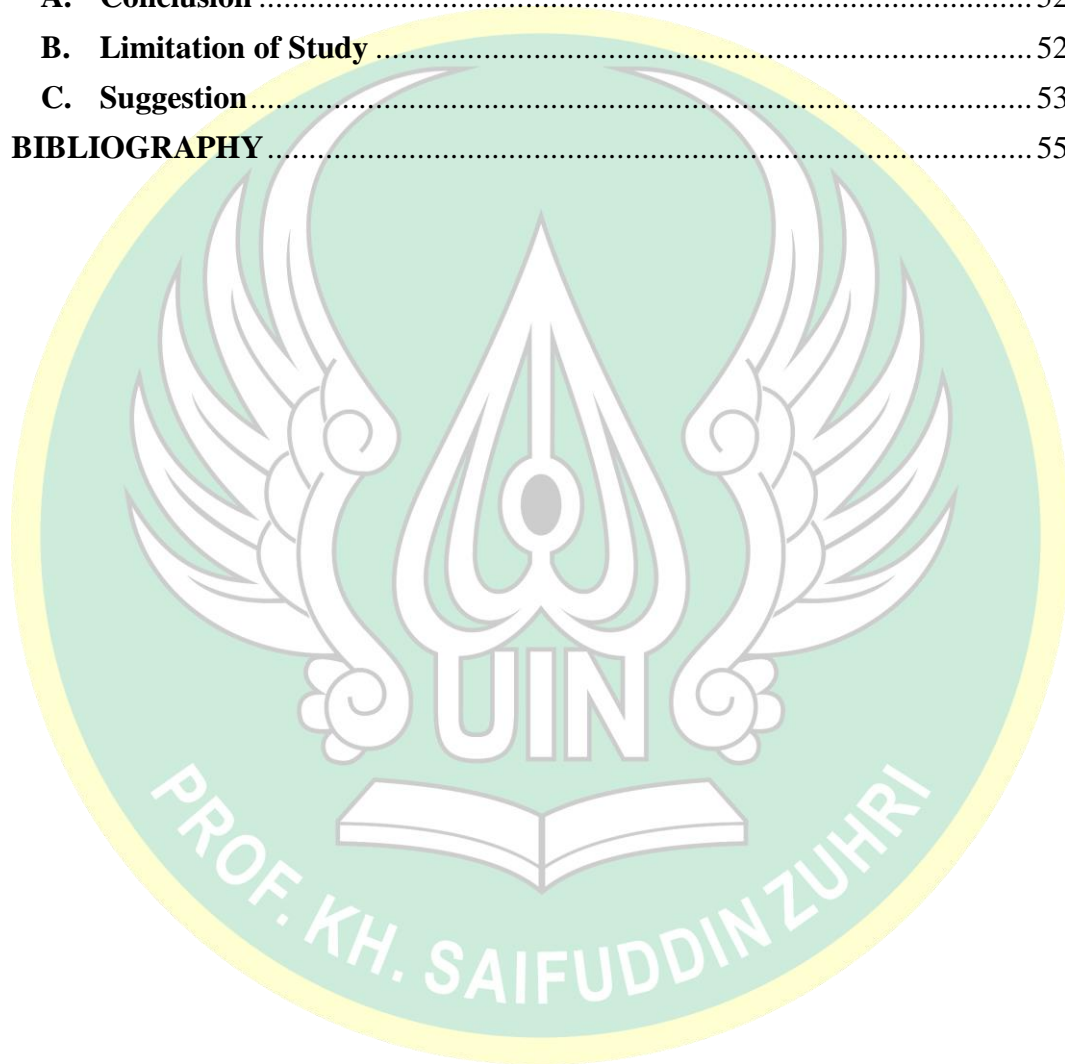
This study was aimed at examining the effectiveness of crossword puzzle towards students' vocabulary mastery at the seventh grade in MTs Ma'arif NU 1 Sumbang. The background of this study were the teaching method that teachers used was still using conventional technique, students were bored easily, and it needed challenging teaching technique that more enjoyable and fun for students. The seventh grade students of MTs Ma'arif NU 1 Sumbang was the population of this research. The sample were 7A as a control class and 7B as an experimental class. They were selected by using random sampling technique. To collect the data, pre-test and post-test using multiple choice were chosen. Independent sample t-test was applied to analyze the data. The results of hypothesis testing found that there was significance and improvement in the students vocabulary mastery who were taught by using crossword puzzle. It proved by the mean score of the pre-test and post-test in the experimental class from 44,1 to 76,8 and categorized as effective because of the achievement level of 75-85. The percentage of significance of the crossword puzzle towards students' vocabulary mastery in the experimental class was 32,7%.

**Key words:** *Crossword Puzzle, Vocabulary Mastery, Teaching English*

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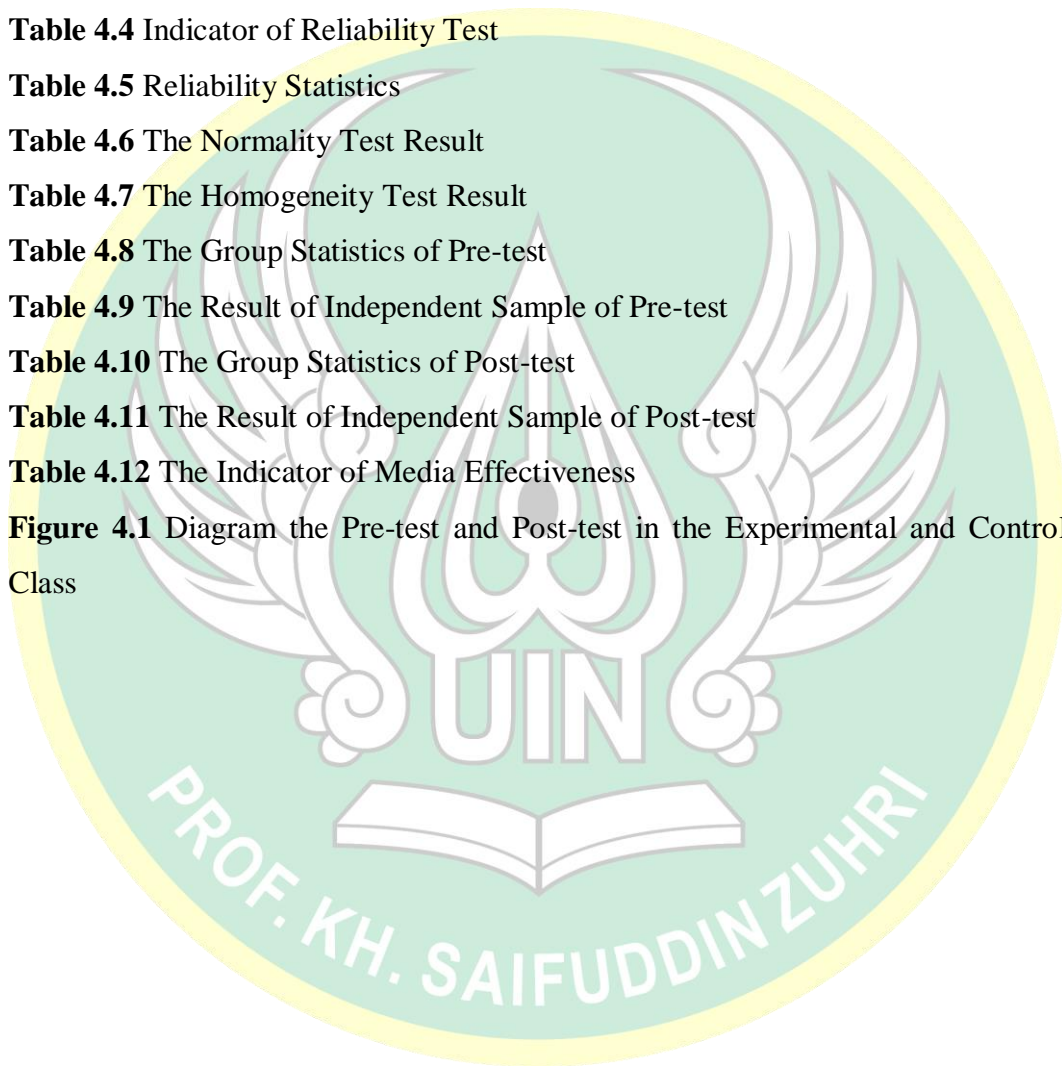
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## CHAPTER I INTRODUCTION

### A. The Background of Study

English as an international language has an important role in many aspect of life. It means that people throughout the world do not only use English to communicate but also to interact, and to transfer informations to other people. Therefore, it is regarded as a compulsory subject which taught in Elementary School until University level.

There are four language skills that must be mastered by students in learning English; listening, writing, reading, and speaking. Meanwhile there are also crucial components in language. They are vocabulary, grammar, and pronunciation. Vocabulary is a basic thing in learning English. It is able to support other skills such as listening, speaking, writing, and reading. According to Richard, a core component of language proficiency and provides much of the basis for how well learners speak, written, listen, and read was vocabulary<sup>1</sup>. It defines words help us to share our ideas and it is also assist us to understand other people's ideas. The skills such as listen, speak, read, and written by using words.

In the teaching and learning of English language, vocabulary becomes one of crucial component or sub skill that must be taught to the learners. If learners have adequate in mastering vocabulary, it will help them to reach those skills immediately. Besides, lack of vocabulary will make the students difficult in mastering the language. Without a sufficient vocabulary, learners cannot communicate or express their ideas effectively. All those skills and needs is using words. Through vocabulary, learners will be able to understand much information which can develop and improve their knowledge.

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<sup>1</sup> Jack C. Richards and Willy A. Reynanda, *Methodology in Language Teaching*, Cambridge: Cambridge University Press, 2002, p. 255

Moreover, vocabulary is the basic thing in the language learning. We can not understand written or oral language without knowing the meaning of words. Vocabulary assist the reader and the listener understand both spoken and written form. Beside, the lack of vocabulary will make students difficult to master the language. In other words, the teacher must have an interesting and variety technique or media in teaching vocabulary. One of the media can be used is crossword puzzle. Crossword puzzle greatly facilitates teachers' teaching method. It can be used by the teacher to arouse the students' interest to study English specially vocabulary<sup>2</sup>. So that the material can be delivered well and students able to mastery vocabulary. In line with Karim and Hasbullah, a crossword puzzle is an interesting technique in teaching language<sup>3</sup>. Therefore, in this study the researcher applied Crossword Puzzle in the teaching of vocabulary mastery.

This study will be conducted at MTs Ma'arif NU 1 Sumbang. After the pre-research there, it was found that crossword puzzle had never been applied by teacher especially English teacher in MTs Ma'arif NU 1 Sumbang. It was also found that teacher still use the conventional teaching technique, the source that teacher used is only from students' textbook. The students given the explanation by teacher then it just made them feel so bored. It affected to their motivation which lack of motivation in learning English. Students lazy to memorize the vocabulary and it affected to their score in English test.

Based on the explanation above, the researcher interested in researching a thesis entitled **“The Effectiveness of Crossword Puzzle Towards Students' Vocabulary Mastery at the Seventh Grade in MTs Ma'arif NU 1 Sumbang”**.

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<sup>2</sup> Irma Dwijayanti, et.al., The effect of Using Crossword Puzzle on Vocabulary Achievement of the Eight Grade Students at SMP Negeri 6 Bondowoso, *Karya Ilmiah Mahasiswa*, Jember University, Vol. 1 (1), 2015, p. 2

<sup>3</sup> Karim and Hasbullah, *Language Teaching Media*, Jakarta: Universitas Terbuka, 1986, p. 36

## **B. Operational Definition**

It is important to define the terms or variables of this study in order to avoid misunderstanding of the matter and to guide the researcher to discuss further. This study focused on the effect of vocabulary mastery taught by crossword puzzle. The following are short explanation of the terms used in this thesis:

### **1. Vocabulary**

Vocabulary is one of the important language aspect in learning English. Having vocabulary, students are easier to understand the teacher's explanation and also help them in learning for other skills; listening, speaking, writing, and reading. According to Brown, the importance of vocabulary students need to learn vocabulary because vocabulary is the key to learning a language. In the other words, vocabulary is a basic of language and it is very important to be mastered. Students can not speak well and understand written learning materials if they do not master it. As stated by Laurie Bauer, vocabulary is the words concern of the original of the words, the changer of the words, the relation of the words, and the application of the word in daily life. All of us have been using word to know what someone desires and to express our desire to others since we were about a year old. It is defines that vocabulary is truly the main component of language that will help us to communicate well although in several situations we will need another component like meaning, pronunciation and grammar put together in use. Moreover, Hatch and Brown defined vocabulary is a tool that have been using by someone to communicate with other people. In this sense, vocabulary is an important part of the individual person to share their idea or their willingness to the others.



## 2. Crossword Puzzle

Based on Webster's Dictionary, crossword puzzle refers to a puzzle in which words are filled into a pattern of numbered squares in answer to correspondingly numbered clues and in such a way that the words read across and down. Moreover, Cambridge Dictionary defined a crossword puzzle as a game which is written by words as the answer to questions in a pattern of black and white squares. It consists of a grid of squares and blanks into which words cross vertically and horizontally that are written by clues. By applying crossword puzzle as learning media in teaching vocabulary, students will be entertained and stimulated to think of the appropriate words to fill the blank spaces. It makes the teaching and learning process more enjoyable, challenging, yet entertaining.

Based on the operational definition above, it can be concluded that the effectiveness of crossword puzzles on students' vocabulary mastery is a learning method that uses media with a guessing format using existing clues to improve basic language in the form of word by word.

### **C. Research Question**

Based on the background of the study above, the research questions are formulated as follows:

1. Does crossword puzzle affect vocabulary mastery at the seventh grade in MTs Ma'arif NU 1 Sumbang?
2. How significantly effective is crossword puzzle on vocabulary mastery at the seventh grade in MTs Ma'arif NU 1 Sumbang?

### **D. Objectives of The Research**

Based on the background of the research, there are two objectives which the writer wants to get, they are:

1. To find out whether crossword has a significant effect on vocabulary mastery in MTs Ma'arif NU 1 Sumbang.

2. To find out the effectiveness of crossword puzzle on vocabulary mastery in MTs Ma'arif NU 1 Sumbang.

### **E. Significances of The Research**

The result of the study is expected to provide useful information about the effectiveness of crossword puzzle toward students' vocabulary mastery at the seventh grade of MTs Ma'arif NU 1 Sumbang. It is expected that the findings can contribute to the group of people, they are:

1. For english teacher

It gives an alternative teaching technique in vocabulary mastery by using crossword puzzle. It will help the teacher to increase students' score in English test.

2. For further research

For further researcher who are interested in doing research about vocabulary mastery at Junior High School level can get the basic information about the use of crossword puzzle. Moreover, they can apply crossword puzzle as the English material or learning media.

### **F. Structure of the Research**

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follows:

Chapter I presents introduction. It consists of background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods and structure of the research.

Chapter II explains the theories of vocabulary mastery using crossword puzzle which divided into some sub sections.

Chapter III consists of research method which deals with the research design, time and place of the research, population and sample, instruments for obtaining data, techniques of collecting data, and techniques of analyzing data.

Chapter IV presents the results of the research which discusses about the effect of crossword puzzle on vocabulary mastery.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Literature Review

##### 1. Vocabulary

###### a. Definition of Vocabulary

The first important thing to understand in learning a new language is having enough vocabulary. In order to communicate properly in a language, learners are hoped acquire a sufficient number of words and need to understand how to use them accurately. Without having enough vocabularies, communication will end up in unpleasant situation and make the learners reluctant to continue their sentence or idea.

According to Penny Ur, vocabulary defines as the words that are taught in foreign language<sup>4</sup>. It illustrated as if we teach a new words in a foreign language that called as vocabulary. Moreover, Hatch and Brown stated vocabulary as a tool that have been using by people communicate with other people<sup>5</sup>. In other words, vocabulary is a crucial part for the people to share their idea or their willingness to the others. In line with Shadikah, Fauziati, and Supriyadi, the term vocabulary reffered to a list or set of words fro particular language or a list of words that individual speakers of language use. Accordingly, a person's vocabulary is defines as a set of all words that the person understand to compose a new sentence. Reffered to Hornby, vocabulary is a total number of words which make up a language with definition or translation<sup>6</sup>. It means that vocabulary is imporant aspect for learners who learn English, if

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<sup>4</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, Cambridge: Cambridge University Press, 1996, p. 60

<sup>5</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, Cambridge: Cambridge University Press, 1995, p. 1

<sup>6</sup> Hornby, *Oxford Advanced Learnen's Dictionary*, Oxford: Oxford University Press, p.

they are not understand the meaning of words, they will lack of knowledge and difficult to understand the language.

From all the definitions given from some experts above, it can be concluded that vocabulary is one of the components of a language where there is no language without words. Thus, vocabulary is a set of words which used in language and the user know it.

#### **b. Purpose of Vocabulary**

Vocabulary as one of the important language aspect in English. having vocabulary, students are easier to understand the teacher's explanation about the learning materials. It helps them to improve their reading, writting, listening, and speaking skills. As stated by Brown, the importance of vocabulary is students need to learn vocabulary because vocabulary is the key o learning a language<sup>7</sup>. Moreover, Schmitt referred to reading skill depends on vocabulary mastery. More vocabulary students have, more proficient they are in applying vocabulary in reading skill. In addition, vocabulary is not only related to reading skill but also three other language<sup>8</sup>. It explains that there is strong relationship between vocabulary with the language skills.

Vocabulary is needed to express meaning and using in the receptive (listening and reading) and the productive (speaking and writing) skills. The more students mastered the vocabularies, the better their performances in all aspect of English will be. In line with Yuli, there are some purpose of vocabulary; to increase students vocabulary mastery, to identify the meaning of word in

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<sup>7</sup> Evelyn Hatch and Cheryl Brown, ....., p.

<sup>8</sup> Nobert Schmitt, *Vocabulary in Language Teaching*, Cambridge: Cambridge University Press, 2000, p. 155

the text, to understand the function, structure, and linguistic elements of the text<sup>9</sup>.

### c. Types of Vocabulary

As stated by Harmer<sup>10</sup> and Jo Ann Aeborsold<sup>11</sup>, types of vocabulary is divided into two:

#### 1. Active vocabulary

This kind of vocabulary is used by the students in their daily life to communicate with others; also known as productive vocabulary. The students can use active vocabulary in speaking or writing. The students is hoped to know how to pronounce it well, able to use grammar of the target language and also must be familiar and easy to understand the meaning of the word.

#### 2. Passive vocabulary

All the words which students can be recognized and understood when they interacted with others; are also called receptive vocabulary. It explains that passive vocabulary is all of the words heard or read by the students. Hearing the vocabulary used prompts the students to recall its meaning. In other words, you are being made to recall it.

Teaching vocabulary is not just presenting the new words to the students, but the teacher needs to decide which words to teach before the students learn specific area of lesson. It may help the teacher teach vocabulary that is really necessary for the students. The teacher must be smart to select appropriate vocabulary to their students.

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<sup>9</sup> Yuli R. Khatimah *et al.*, *Buku Guru Bahasa Inggris When English Rings a Bell*, Jakarta: Balitbang Kemendikbud, 2017, p. 75-86

<sup>10</sup> Jeremy Harmer, *The Practice of English Language Teaching New Edition* (New York: Longman Publishing, 1991), p. 159

<sup>11</sup> Jo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher*, (New York: Cambridge University Press, 1998), p. 139

#### **d. Some Technique of Teaching Vocabulary**

Technique of teaching is important in learning teaching process, not only determined by teachers and students competence but also by appropriate technique. Teaching technique should be prepared by teachers to help during learning teaching process. According to Ruth Gairns and Stuart Redman, in teaching vocabulary there are some techniques, those are:

##### **1. Visual aids**

The kind of this teaching technique is usually used pictures, photographs, flashcard, and blackboard, etc. Teacher can apply one of them as the learning media. For example, teacher takes some pictures from magazine, newspaper, or made by herself to introduce a new word to the students. Pictures can make students interest with the learning material and encourage the students' mind before they are given the English word because they can understand it from the pictures.

##### **2. Verbal explanation**

Teachers should select and provide words which will be taught based on students' level, the aim and the time allocated. This technique is an efficient way to explain unknown words, but this technique makes the students feel bored quickly. Thus, the teachers have to know the synonym, antonyms, and variety of words for students easier to understand.

##### **3. Contextual guesswork**

In this technique, the students will learn vocabulary from a text. The students can understand the meaning of difficult words from a text by deducing meaning from context, form, word association, and word formation.

Furthermore, there are four possible techniques to ease the comprehension of word in presenting the meaning of the words to the students. These are some techniques that can be implemented in teaching vocabulary in the class:

1. Demonstration technique

The teacher presents the word using gestures, pictures or physical movement. For example, the teacher makes the command “close the door” the way practising it by moving forward to the door and closing it. Then, the teacher has to ask one student to demonstrate it again.

2. By using song

Definitely, songs liked by everyone. The song can take students’ interest in learning material. The teacher can introduce some new words related to the songs. According to Griffiee, songs are provided with a meaningful context for the vocabulary, that is why using songs is a good way to introduce vocabulary<sup>12</sup>.

3. By using words puppets

A puppet is defined as a small figure doll of an animal or something. It can be as a teaching aid for teachers to introduce a new word. It is simple to create and easy to get the students' attention. The teacher can use the puppet to mention some new simple words to students and they will memorize the words.

The techniques mentioned above have different ways to use. The teacher is hoped can use the most suitable technique based on the students’ level, ability, and character. Thus, students can increase and enrich their vocabulary mastery.

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<sup>12</sup> Dale T. Griffiee, *Songs in Action*, UK: Frentice Hall International Ltd, 1992, p. 5



## 2. Crossword Puzzle

### a. Definition of Crossword Puzzle

According to Dhand, crossword puzzle defines as a puzzle with sets of aquares to be filled in with words, numbers, one letter, or number to each square<sup>13</sup>. The goal is that the using of crossword puzzle in teaching vocabulary to be filled with letters both horizontally and vertically; across and down in relation to numbered clues. Students have to pay attention the number for horizontal and vertical as the clue to fill the crossword puzzle.

In line with Suci, a crossword puzzle is a game of words where the player is given a clue or hint and the number of letters. The player have to fill in a grid of boxes by finding the right words<sup>14</sup>. Hornby stated that a crossword puzzle is a puzzle or a wordplay where the words have to be written related to numbered clues vertically or horizontally in blank space in the squares formed<sup>15</sup>.

### b. Purpose of Crossword Puzzle

The students do not give attention when the teacher is explaining the material in the class. Furthermore, they just keep silent if the teacher asked them in English. Students just acquire a few vocabularies. As stated by Martin C. Njoroge, the crossword puzzle is a game that makes the teaching and learning process attractive<sup>16</sup>. In line with Case, puzzles are useful for language learners because the enjoyment, satisfaction, reflection and play an

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<sup>13</sup> Dhand, *Techniques of Teaching*, New Delhi: APH Publishing, 2008, p. 55

<sup>14</sup> Suci Kurnia Sari, *The Effectiveness of Crossword Puzzle Game Towards Students' Vocabulary Mastery*, A Thesis, UIN Syarif Hidayatullah, 2017, p. 31

<sup>15</sup>

<sup>16</sup> Martin C. Njoroge, *The Use of Cross Word Puzzle as a Vocabulary Learning Strategy: A Case of English as Second Language in Kenyan Secondary School*, *International Journal of Current Research*, Vol. 5 (2), p. 313

focus learner attention on the language in a concentrated but nonstressful way<sup>17</sup>.

According to Nation, puzzles are one obvious type of self-motivating material<sup>18</sup>. It because they offer a challenge that can usually be met successfully. Moreover, Jones referred that crossword puzzle can be used in a variety of ways to teach new vocabulary, it is also to assist students to memorizing vocabulary what they already know<sup>19</sup>. As stated by Moore & Dettlaff in Yulia, crossword puzzle is motivating students in learning language, these puzzle can help students to enrich ththeir knowledge of vocabulary. It can be used to teach terminology, definitions, spelling, and pairing key concepts. Since students need to spell items correctly to fill the puzzle square, they gain greater retention and memorization of vocabulary<sup>20</sup>.

### **c. Procedures of Crossword Puzzle**

In language teaching games and contest in 1980, according to Lee some procedures of using crossword puzzle that students can use are follow as:

1. Everyone has the equal crossword and solves it individually, with the assist of the clues.
2. Every small group has distinctive crossword, and each person within the group enables to clear it up.
3. To begin with, each person works on the crossword personally, and then they work with a group. This makes it much more likely that every member of a group will make contributions something.

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<sup>17</sup> Doug Case, *English Puzzle 2*, Oxford: Heinemann Publishers, 1994, p. 5

<sup>18</sup> Nation, *Language Teaching Puzzles*, Wellington: Victoria University, 1986, p. 1

<sup>19</sup> Jones, *It's Crossword Time*, Middlesex: Penguin Group, 1992

<sup>20</sup> Yulia Rahmi, et.al., *The Students' Perception of Using Crossword Puzzle in Learning Vocabulary at the Sceondary School*, A Thesis, Universitas Islam Kalimantan Arsyad Al-Banjari Banjarmasin, 2020, p. 2

4. There is a crossword on the board, but there are no written clues. Give this orally and solve the crossword step by step in conversation with the class. Students come forward to the board and arrange the words in one by one, each then using differently coloured chalk. They also can be written to individual copies.
5. Relay the crossword puzzle, there are two crossword puzzle frames on the board consisting entirely of blank squares. If there are more than two groups, it can be create more frames. Somebody says “go” or “begin” and a student from each group hurries out, prints in one letter on the group crossword, and so on. All the members of each group do this, and try to build up words. Thus, there must be enough square; at least 16 if each group has 16 members. If there are more squares than members of the group, the first student to go out continuous writing in letters. Scoring is based on the number of letters in words which appear. There can also be a limit to encourage speed. It is far even better to have one ‘crossword’ for every group. If there are five students in a group, there can nevertheless be, say 25 squares within the ‘crossword’, and every participant will exit and add letter 5 times<sup>21</sup>.

#### **d. Advantages and Disadvantages of Crossword Puzzle**


The advantages of using crossword puzzle towards vocabulary mastery are follow as:

1. Crosswords had been used efficaciously in lots of specific disciplines displaying their versatility and flexibility<sup>22</sup>.

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<sup>21</sup> W. R. Lee, *Language Teaching Games and Context: 2nd Edition*, Oxford: Oxford University Press, 1980, p. 64-65

<sup>22</sup> C. D. Children, Using Crossword Puzzles as an AID to Studying Sociological Concepts, *Teaching Sociology*, Vol. 24 (1), p. 231

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2. Crossword such as useful tool because most people are already familiar with it, which decrease the need of explain directions and saving the time of class.
  3. These puzzles are often claimed as being a recreational activity, therefore making teaching and learning activity more enjoyable and less threatening than conventional teaching techniques.
  4. Crossword puzzles have been shown to be effective teaching tools of terminology, definitions, spelling, and pairing key concepts with related names, resulting in greater retention and memorization of facts.
  5. Crossword puzzles are helpful to identify areas of understanding as well as lack of comprehension and areas of weakness.
  6. These puzzles increase motivation and students' interest in the topic on their students' book.
  7. When students identify answers correctly, they may have an increase in confidence.
  8. Crossword puzzle have a positive effect on grades, as self-efficacy has been shown to be connected to performance, and satisfaction has been shown to reinforce learning<sup>23</sup>.

Beside the advantages, crossword puzzle has the disadvantages. Applying a crossword puzzle as learning media to teaching vocabulary to students may become frustrating and time-consuming because the students often have trouble matching up the squares. They can be very confused if they do not know the answer to the clues. There is just not enough time for all the crossword puzzles, it would make the students getting frustrating and anxiety. The use of crossword puzzle usually make noisy. Teacher should be planned so there is a minimum and maximum activities.

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<sup>23</sup> Suci Kurnia Sari, The effectiveness of Crossword Puzzle Game Towards Students' Vocabulary Mastery, *A Thesis*, UIN Syarif Hidayatullah, 2017, p. 3

### e. Crossword Puzzle Towards Vocabulary

Crossword puzzle is one of the puzzles that can be used by the teacher to arouse the students' interest in learning English especially vocabulary. As stated by Karim and Hasbullah, an interesting techniques in teaching language is crossword puzzle<sup>24</sup>. The crossword puzzle can be the one of the solution to help students memorize the vocabulary that should be mastered enjoyably and effectively as they are playing a game. Referred to Martin C. Njoroge, the game that can be used to increase student vocabulary is a crossword puzzle. The crossword puzzle is a game that makes the teaching-learning process attractive<sup>25</sup>. A study by Vivi Sunarko et al. Mentioned that by applying crossword puzzle as media in learning English, students will be entertained and stimulated to think of the appropriate words to fill the blank spaces. It makes the learning process more enjoyable, entertaining, interesting, yet challenging<sup>26</sup>.

### B. Review of Relevant studies

Based on several sources that related to this research, there are journals and some previous research that has correlation with topic of this research. They were:

1. The first is a thesis entitled "The Effectiveness of Crossword Puzzle Game towards Students' Vocabulary Mastery (An Experimental Study at the Second Grade of SMP Puspita Bangsa Ciputat)" by Suci Kurnia Sari (2016) from State Islamic University Syarif Hidayatullah Jakarta. The purpose of the research is to obtain about the empirical evidence from the effectiveness of crossword puzzle game towards

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<sup>24</sup> Karim and Hasbullah, *Language Teaching Media*, Jakarta: Universitas Terbuka, 1986, p. 36

<sup>25</sup> Martin C. Njoroge, "The Use of Cross Word Puzzle as a Vocabulary Learning Strategy: A Case of English as Second Language in Kenyan Secondary School", *International Journal of Current Research*, Vol. 5 (2), p. 313-321

<sup>26</sup> Vivi S, Priska N. S, Nani H, Sri N. T, "Effect of Crossword Puzzle Teaching strategy Towards Students' Vocabulary Mastery", *Language Literacy: Journal of Linguistics, Literature and Language Teaching*, Vol. 3 (2), p. 241-248

students' vocabulary mastery. The similarities between the research by Suci and this research are focus and theory, use pre-test and post-test as the technique of collecting data, and experimental as the research design.

2. The second is a journal of linguistics, literature and language teaching, entitled "The Effect of Crossword Puzzle Teaching Strategy Towards Students' Vocabulary Mastery" by Vivin Sunarko, Priska Novita Silalahi, Nani Haro, and Sri Ninta Tarigan. The research aimed to find out that crossword puzzle teaching strategy gives a significant effect towards students' vocabulary mastery at SMA Amir Hamzah Medan. The research by Vivin Sunarko and friends have similarities with this research. Both have the same theory and method of analyzing the data. But the object is different.
3. The third is a journal of English Ibrahimy, entitled "The Effectiveness of Using Crossword Puzzle Games Through Students' Vocabulary Mastery" by Dwi Nur Hadiyansah Wijaksono and Ainun Habiba Ramadani Siddik. The purpose of this research is to find out whether there was an effect of using crossword puzzle games through students' vocabulary mastery and the significant differences before and after using crossword puzzle games through students' vocabulary mastery. The study has similarities with this research; both use quantitative research method. The difference is located in the research design. The study by Dwi Nur and Ainun are conduct a pre-experimental design, meanwhile this study is conduct a quasi-experimental design.

### C. Hypothesis

1. Null Hypothesis ( $H_0$ )

$H_0 : \mu_1 = \mu_2$  (there is no significant effect of using crossword puzzle on students' vocabulary mastery).

2. Alternative Hypothesis ( $H_a$ )

$H_0 : \mu_1 \neq \mu_2$  (there is a significant effect of using crossword puzzle on students' vocabulary mastery).



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Type of the Research**

The type of research used in this study is a field research that applied to seventh grade students of MTs Ma'arif NU 1 Sumbang. This field research conducted by using quantitative with quasi-experimental approach to analyze the effect of crossword puzzle on vocabulary mastery. According to Sugiyono, quantitative research can be explained as a research method based on the philosophy of positivism, which is used for research specific population or sample, use research instrument as a data collection technique, data analysis is quantitative/statistical, with the purpose of testing the established hypothesis<sup>27</sup>. This method such a scientific method because there were concrete, empirical, objective, measurable, rational, and systematic principles as it scientific principles.

#### **B. Time and Place of Research**

This research conducted at MTs Ma'arif NU 1 Sumbang. This school was located at Dusun I, Banteran, Sumbang sub-district, Banyumas regency. The research held on June until August in the academic year of 2022/2023.

#### **C. Population and Sample of the Research**

##### **1. Population**

Sugiyono mentioned that population is a generalization that consist of objects and subjects that have a quantity of area and certain characteristics determined by the researcher to be studied to be get conclusions. The population of this research is the seventh grade students of MTs Ma'arif NU 1 Sumbang. There are four classes of seventh grade which contains 30 students each class.

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<sup>27</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2010, p. 117



Accordingly, the population in this study was 120 students in the seventh grade of MTs Ma'arif NU 1 Sumbang.

## 2. Sample

The sample is part of the number and characteristics possessed by the populations<sup>28</sup>. In this study, the researcher used 60 students of seventh grade as sample which contains 30 students each class. Students were from 7A as a control class and 7B as an experimental class. The sample was taken by using a random sampling technique. The same level or abilities that had by seventh grade students at MTs Ma'arif NU 1 Sumbang became the decision to used the random sampling technique. The procedure of conducting a random sampling technique was applied by drawing a lottery. The researcher made four pieces of paper then taken randomly one by one. The result was following as:

*Table 3.1 Sample of the Research*

7A (control class)	30
7B (experimental class)	30

### **D. Variable and Indicator of Research**

The variable is submitted to measure the dependent variable which is to get important information about customers and draw conclusions<sup>29</sup>. In this study has two types of variable which were independent variable and dependent variable.

#### 1. Independent Variable (Treatment Variables)

The independent variable is an attribute or characteristics that affects an outcome or dependent variable<sup>30</sup>. Based on the

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<sup>28</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2010, p. 118

<sup>29</sup> Sugiyono, ....., p. 142

<sup>30</sup> Creswell, *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.), Boston, MA: Pearson, 2012, p. 116

definition above, the independent variable of this research was crossword puzzle.

## 2. Dependent Variable (Response Variables)

The dependent variables is an attribute or characteristic that influenced by independent variables<sup>31</sup>. The dependent of this research was students' vocabulary mastery.

### **E. Technique of Data Collection**

For gathering informations about the topic of the research problems, the researcher would be use test instrument as the data collection. Test instrument used to measure the result of students' score in English subject was objective test with the kind of question is multiple choices that consists of 25 questions. Each questions has four point for the correct answer. Meanwhile, zero point for the wrong answer. The test instrument will be applied to both classes; a control class and an experimental class. It divides into two, they are pre-test and post-test. Pre-test obtains by using a test before class given treatment. Meanwhile, post-test is a test carried out to find out that all the materials that can be mastered well by learners after class given treatment.

### **F. Technique of Data Analysis**

For the next step of research is processing the data. The researcher used a t-test to analyse and determine whether the effect of using crossword puzzles toward vocabulary mastery has significant differences. The data from pre-test and post-test will be analyse using Independent Sample T-test with the help of software SPSS for windows. The data will be testing with normality test, homogeneity test, validity test, and reliability test first before continue to the Independent Sample T-test.

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<sup>31</sup> Creswell, Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.), Boston, MA: Pearson, 2012, p. 115

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes the research results and their discussion, consisting of a description of the data, data analysis, and data interpretation.

#### A. Findings

##### 1. Description of the Data

The data obtained came from students' pre-test and post-test scores in both classes, namely the control and experimental classes. The student pre-test and post-test scores are explained as follows:

##### a. The Pre-test and Post-test Score in the Experimental Class

*Table 4.1 The Pretest and Post-test Result in Experimental Class*

No	Students	Scores		Gained Score
		Pre-test	Post-test	
1	Agis Dwi K	28	60	32
2	Alexandra Kresnu	60	84	24
3	Arkan Syauqi	24	60	36
4	Ayub Maulana	28	76	48
5	Calista Alida	48	76	28
6	Deby Sabrina U	60	84	24
7	Dini Okta	20	64	44
8	Ervan Abdil M	40	80	40
9	Fajar Ayu K	36	76	40
10	Felisya Anggraeni	60	96	36
11	Gilang Dian R	52	78	26
12	Indah Lestari	52	88	36
13	Isnaeni Syam H	64	96	32
14	Kaela Sinta B	32	60	28
15	Khansa Putri	35	80	45
16	Labib Noval A	68	88	20
17	Pranaya Aga S	56	76	20
18	Putra Maulana H	72	96	24
19	Putri Nur A	28	60	32
20	Rahma Nuari A	40	76	36
21	Refan Dwi A	40	68	28
22	Rezky Pratama	52	80	28
23	Silifia Yulianti	36	60	24

24	Syahdad Abil A	44	76	32
25	Tri Maulana	32	68	36
26	Varitz Lutfi A	48	80	32
27	Wahyu Dwi Y	32	76	44
28	Wildan Yahya H	48	88	40
29	Zarif Daffa P	60	96	36
30	Nur Zahra	28	60	32
SUM		1323	2306	983
MEAN		44,1	76,86667	32,7666667
MAXIMUM SCORE		72	96	
MINIMUM SCORE		20	60	

Based on the table, it was shown that 30 students in the experimental class had an average pre-test score of 44,1 with the highest score of 72 and the lowest of 20. Meanwhile, the post-test had an average score of 76,8 with the highest score reaching 96 and the lowest of 60. It can be concluded that students' scores increased as indicated by a gained score of 32,7 after students were given treatment using crossword puzzles as learning media in teaching vocabulary.

Besides, the pre-test and post-test scores of the students in the control class are attached as follows:

#### b. The Pre-test and Post-test Score in the Control Class

*Table 4.2 The Pretest and Post-test Result in Control Class*

No	Students	Scores		Gained Score
		Pre-test	Post-test	
1	Adil Malih H	28	44	16
2	Ahnaf Ardiansyah	36	48	12
3	Anas Bahtiar	40	48	8
4	Astal Bintang S	36	64	28
5	Citra Fi'liatul K	56	60	4
6	Dafa Permana	28	40	12
7	Dea Puspita	76	80	4
8	Dede Affandi	60	68	8
9	Eza Yuliana	40	48	8
10	Feri Bagus L	20	44	24
11	Fikih Nur H	24	60	36
12	Hasna Sinta F	48	72	24

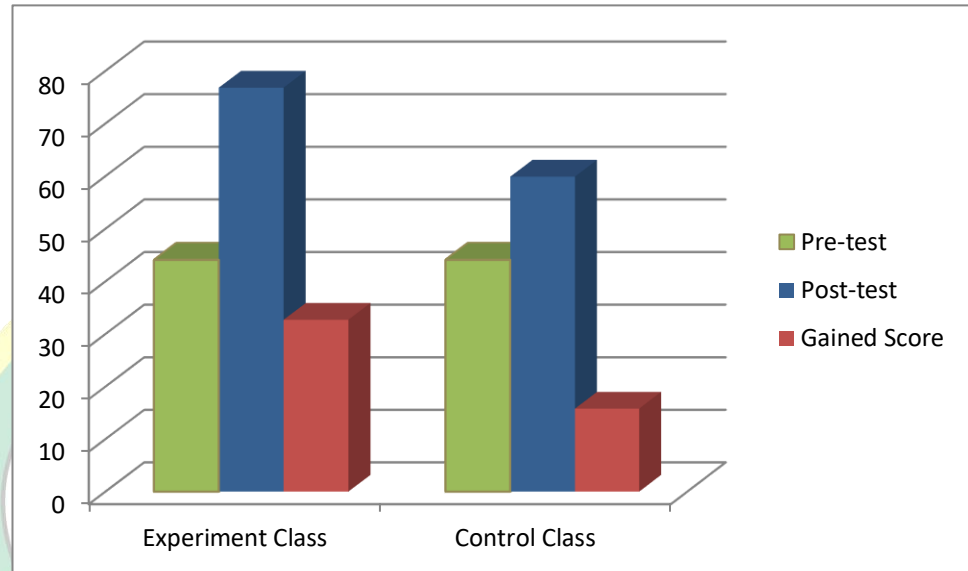
13	Isti Rohmah	56	68	12
14	Kaysah Amelia	44	72	28
15	Kinanti Wardah	28	44	16
16	Mirza Naufal	40	56	16
17	Nasma Azzahra	48	52	4
18	Nayla Nazwa S	44	64	20
19	Novan Dwi A	56	64	8
20	Rafi Sumbodho	36	44	8
21	Rafif Hanafi	40	60	20
22	Rakha Samba S	48	68	20
23	Renita Ludiah	52	76	24
24	Riska Nur I	44	72	28
25	Taufiq Nur F	40	68	28
26	Tri Adi P	68	80	12
27	Yanuar Ardi K	20	36	16
28	Yuliani Andari	44	48	4
29	Vicky Al Fahrizy	56	78	22
30	Zain Al Fahmi	68	72	4
	SUM	1324	1798	474
	MEAN	44,13333	59,93333	15,8
	MAXIMUM SCORE	76	80	
	MINIMUM SCORE	20	36	

From the table above, it was shown that 30 students in the control class had an average pre-test score of 44,1 with the highest score of 76 and the lowest of 20. Meanwhile, the post-test had an average score of 59,9 with the highest score reaching 80 and the lowest of 36. It can be concluded that the gained score only reaching of 15,8. It caused by the students in the control class were not given any treatment in teaching vocabulary.

Besides, the score table of both classes showed that the mean of gained scores in the experimental class is 32,7. Meanwhile, in the control class are only 15,8. It can be interpreted that there is a significant difference between students' achievement in the experimental class and the control class.

The result of mean score differences between the experimental class and the control class can be shown in the diagram below:

*Figure 4.1 The Pretest and Post-test Result in Experimental & Control Class*



## 2. Data Analysis

### a. Instrument Testing

#### 1) Validity Test

The validity test was conducted in MTs Ma'arif NU 1 Sumbang on 30 students of ninth grade by applying 30 multiple choice items. The reason ninth grade was chosen because they have received the material of vocabulary first. As a condition for testing of validity, it was done by comparing the r-table, which known that the r-table for 30 respondents with a significance of 0,05 was 0,0361. In this research, the validity test was conducted by using IBM SPSS V 25.

*Table 4.3 Results of Validity Test*

Number of Old Items	Number of New Items	Value of $r_{hitung}$	Value of $r_{tabel}$ (n=30, $\alpha=0,361$ )	Description
1	1	0,564	0,361	Valid

2	2	0,439	0,361	Valid
3	3	0,472	0,361	Valid
4	4	0,520	0,361	Valid
5	5	0,646	0,361	Valid
6	6	0,466	0,361	Valid
<b>7</b>		<b>0,266</b>	<b>0,361</b>	<b>Invalid</b>
<b>8</b>		<b>0,158</b>	<b>0,361</b>	<b>Invalid</b>
9	7	0,748	0,361	Valid
10	8	0,603	0,361	Valid
11	9	0,447	0,361	Valid
<b>12</b>		<b>0,305</b>	<b>0,361</b>	<b>Invalid</b>
13	10	0,600	0,361	Valid
14	11	0,532	0,361	Valid
15	12	0,617	0,361	Valid
16	13	0,561	0,361	Valid
<b>17</b>		<b>0,353</b>	<b>0,361</b>	<b>Invalid</b>
18	14	0,457	0,361	Valid
19	15	0,619	0,361	Valid
20	16	0,532	0,361	Valid
21	17	0,568	0,361	Valid
22	18	0,423	0,361	Valid
23	19	0,700	0,361	Valid

24	20	0,425	0,361	Valid
25	21	0,559	0,361	Valid
26	22	0,576	0,361	Valid
27	23	0,561	0,361	Valid
28	24	0,611	0,361	Valid
<b>29</b>		<b>0,208</b>	<b>0,361</b>	<b>Invalid</b>
30	25	0,580	0,361	Valid

Based on the computation of the table's validity, it can be observed from the 30 items of multiple-choice questions concerning vocabulary content that there are 25 valid items. The following questions 7, 8, 12, 17, and 29 no longer meet the validity criteria or are invalid. Invalid items may be disregarded or deleted so that the number of valid items from 25 item multiple-choice survey may be resubmitted to the responden.

## 2) Reliability Test

Referred to Sugiyono, reliability test is a test to determine the extent to which measurements of the same item will produce the same data. The instrument is tested for its ability to reveal phenomena experienced by respondents even though it is given at a certain time<sup>32</sup>. According to Arikunto, indicator of reliability test table can direct the result of this reliability test, as follows<sup>33</sup>:

*Table 4.4 Indicator of Reliability Test*

<b>r value</b>	<b>Categories</b>
0,0 < r <sub>xy</sub> ≤ 0,2	Very Low
0,2 < r <sub>xy</sub> ≤ 0,4	Low

<sup>32</sup> Sugiyono, 2017, ....., p.130

<sup>33</sup> Arikunto, 2006, ....., p. 161



$0,4 < r_{xy} \leq 0,6$	Moderate
$0,6 < r_{xy} \leq 0,8$	High
$0,8 < r_{xy} \leq 1,0$	Very High

Based on 30 respondents with significance level of 0.05, the  $r_{table}$  is 0,361. The results of reliability test that have been conducted using *IBM SPSS V 25* are follow as:

**Table 4.5 Reliability Statistics**

$r_{hitung}$	$r_{table}$	Description
0,873	0,361	Reliable

From the reliability statistics above, the  $r_{hitung}$  from *Cronbach's Alpha* is higher than  $r_{table}$ . Thus, it can be concluded that the instrument of voabulary test is reliable. It categorized as very high because  $0,8 < 0,873 \leq 1,0$

#### b. Normality Test

The objective of a normality test is to determine whether or not the distribution of a set of data or variables is regularly distributed. There are two decision criteria in the normalcy test:

1. If the *P-value* (Sig.)  $> 0.05$  = the data is normal distribution.
2. If the *P-Value* (Sig.)  $< 0.05$  = the data is not in normal distribution.

The normality test is computed using Kolmogorov-Smirnov and Shapiro-Wilk formula with the help by using *IBM SPSS V 25*, the data results are shown as follows:

**Table 4.6 The Normality Test Result**

Tests of Normality						
Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Exp	,116	30	,200 <sup>*</sup>	,959	30	,291
Posttest Exp	,171	30	,026	,916	30	,021
Pretest Ctr	,104	30	,200 <sup>*</sup>	,972	30	,596
Posttest Ctr	,154	30	,069	,939	30	,085

According to the table of normality statistics above, it interpreted that the probability value (Sig.)  $> 0.05$ , so that the data is normal distribution. Thus, the dependent and independent variables can be used for the next step of hypothesis testing.

**c. Homogeneity Test**

Homogeneity test determines if two or more populations (or subgroups of a population) have the same distribution of a single categorical variable. In this research, the homogeneity test used the pre-test results from both sample classes. The reason is that from their pre-test scores, their initial abilities will be known. The decision in homogeneity tests is based on two factors:

1. If the significance value is  $> 0.05$ , then it is said that the variance of two or more population groups is the same.
2. If the significance value is  $< 0.05$ , it is said that the variance of two or more population groups is not the same.

*Table 4.7 The Homogeneity Test Result*

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1,247	1	58	,269
	Based on Median	1,217	1	58	,274
	Based on Median and with adjusted df	1,217	1	57,695	,274
	Based on trimmed mean	1,234	1	58	,271

Based on the homogeneity test results, the probability value of significance value  $> 0.05$ , so that the variance of two classes (control class and experimental class) is the same.

#### d. Test of Hypothesis

##### Independent Sample T-test

Independent Sample T-test defines as unpaired sample test, there is a relationship or correlation between the two samples to be analyzed. It aims to compare two unpaired samples. The test is part of Parametric Statistics so that before carrying out the test, the data must be first confirmed in normal distribution. If the data is not in normal distribution, then the alternative can be used Non-Parametric Statistics, which known as *Mann Whitney Test*. There are two of primary basic decision of Independent Sample T-test, as follows:

1. If the value of Sig. (2-tailed) < Research Alpha (0.05) =  $H_0$  is rejected and  $H_a$  is accepted.
2. If the value of Sig. (2-tailed) > Research Alpha (0.05) =  $H_0$  is accepted and  $H_a$  is rejected.

##### A. Independent Sample T-test of *pre-test*

Table 4.8 The Group Statistics of Pre-test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Experiment	30	44,1000	14,21109	2,59458
	Control	30	44,1333	14,03379	2,56221

Based on the group statistics table, it showed that pre-test mean value for both the experimental and control class are 44,1. It was determined that students' beginning abilities are identical, or that they are homogenous. In IBM SPSS V25 analysis of Independent Sample T-test, an additional result is shown below:

*Table 4.9 The Result of Independent Sample of Pre-test*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	,438	,511	-,009	58	,993	-,03333	3,64647	-7,33254	7,26587
	Equal variances not assumed			-,009	57,991	,993	-,03333	3,64647	-7,33256	7,26589

The result indicates that the significance value for Levene's Test for Equality of Variances column is 0.511 ( $p > 0.05$ ). Equal Variances Assumed may be used to compare the population mean (t-test for Equality of Means) given that the two variances were homogenous or equal. In the Equal Variances Assumed column, the sig. (2-tailed) value is known to be  $0.993 > 0.05$ . Based on the rationale for decision of the Independent Sample T-test,  $H_0$  is approved and  $H_a$  is refused. Thus, there is no difference between the average results of the control class and the experimental class on the pre-test for the students' vocabulary mastery.

**B. Independent Sample T-test of *post-test***

*Table 4.10 The Group Statistics of Post-test*

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Experiment	30	76,8667	11,76416	2,14783
	Control	30	59,9333	13,01970	2,37706

Based on the group statistics table, it showed that *post-test* mean value for the experimental class is 76,86, meanwhile the mean value for control class is only 59,93. It can be concluded that the *post-test* mean value in the experimental class is higher than in the control class. Another output of Independent Sample T-test of *post-test* can be seen below.

**Table 4.11 The Result of Independent Sample of Post-test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1,247	,269	5,286	58	,000	16,93333	3,20369	10,52046	23,34621
	Equal variances not assumed			5,286	57,414	,000	16,93333	3,20369	10,51907	23,34760

The result indicates that the significance value for Levene's Test for Equality of Variances column is 0.269 ( $p > 0.05$ ). Equal Variances Assumed may be used to compare the population mean (t-test for Equality of Means) given that the two variances were homogenous or equal. In the Equal Variances Assumed column, the sig. (2-tailed) value is known to be  $0,000 < 0,05$ . Based on the rationale for decision of the Independent Sample T-test,  $H_0$  is rejected and  $H_a$  is approved. Consequently, there is a substantial difference between the average *post-test* results of the experimental class and the control class for the students' vocabulary mastery.

From the analysis results of the pre-test and post-test in the experimental class, the effectiveness of crossword puzzle increased from 44,1 to 76,8. Referred to Arikunto, it can be matched by the Indicator of Media Effectiveness that can be seen below:

*Table 4.12 The Indicator of Media Effectiveness*

Achivement Level	Categories
85 - 100	Very effective
75 - 85	Effective
55 - 75	Less effective
0 - 55	Not effective
< 20	Very not effective

(Arikunto, 2010:35)

Based on the table, the effective of crossword puzzle towards students' vocabulary mastery is categorized as effective. It can be concluded that crossword puzzle is useful for teaching vocabulary mastery.

## **B. Discussion**

The result of data analysis showed that the experimental class or class that underwent crossword puzzle as a teaching media had an average pre-test score of 44, 1 with the highest score was 72 and the lowest score was 20. The post-test average was 76,8 with the highest score was 96 and the lowest score was 60. Comparatively, the pre-test average for the control class or the class that did not get treatment by crossword puzzle was 44,1 with the greatest score being 76 and the lowest score being 20. The post-test average was 59,9 with the highest score was 80 and the lowest 36. The difference between average value of the pre-test and post-test in the experimental class was higher than the difference between the average value of the pre-test and post-test in the control class. It showed by  $32,7 > 15,8$ .

The aim of this study was to evaluate by using the Independent Sample T-test with the basis decision, if there is a significant difference between the average results of students in the experimental class and the control class on vocabulary mastery. Based on the table of pre-test group statistics, in each of the experimental and control classes were 30 respondents. Both classes achieved a mean score of 44,1 on the vocabulary mastery examination. It may be indicated that there was no difference between the experimental class and the control class in the mean score on the post. It also inferred that both of classes were homogenous because they were had same level of ability.

Meanwhile, from the output table of the Independent Sample T-test in the pre-test revealed that the sig. value Levene's Test for Equality of Variances was  $0,511 > 0,05$ . It indicated that the data versions for the experimental class and the control class were identical homogeneous. In other words, if the significance result of Levene's Test for Equality of Variances is greater than alpha (0,05), then the data variation was homogeneous. Meanwhile, if the significance level of Levene's Test for Equality of Variances was less than alpha (0,05), the the data variation was not homogeneous. The statistical data in the Independent Sample T-test of pre-test may then be directed by the value in the Equal Variances Assumed column after the homogeneous data variant has been determined. It can be seen that value of sig. (2 tailed) column was  $0,993 > 0,05$ . Based on the Independent Sample T-test basis of decision,  $H_a$  was rejected whereas  $H_0$  was approved. It caused by the value of sig. (2 tailed) is greater than the alpha (0,05). In other words, there was no significant difference between the pre-test results of students in the experimental class and the control class.

Besides, a technique that compares t-count and t-table is used to support the result of data analysis might be more spesific. If the t-count exceeds the t-table, then  $H_a$  is acceptable. Based on the pre-test table's Independent Sample T-test result, the t-count was -0,009. If the value of t was negative, the negative symbol would be ignored. In a research study, only absolute figures or numbers are required. T-table was derived using df column = 58 and an alpha value of 0,05, which was known to be 2,001. It computed as  $0,009 < 2,001$  whereas the t-

count is lower than t-table. It indicated that  $H_a$  is rejected, there was no difference in pre-test scores between the experimental class and the control class.

In the output of post-test group statistics, 30 students from each of the control and experimental classes participated as responders. In the experimental group, the mean score on the vocabulary was 76,8, whereas in the control group it was 59,9. The statistically descriptive conclusion was that the vocabulary mastery examination post-test scores of experimental class students were higher than those of control class students. Consequently, there was a difference between the experimental class and the control class in terms of the mean post-test scores for the vocabulary mastery examination.

Besides, the output table of the Independent Sample T-test in the post-test showed that the significance level of Levene's Test for Equality of Variances was  $0,269 > 0,05$ . It concluded that the data versions for the control class and the experimental class were identical or homogenous. If the significance result of Levene's Test for Equality of Variances was greater than alpha (0,05), then the data variation was homogenous. In contrast, if the significance level of Levene's Test for Equality of Variances was less than alpha (0,05), then the data variation was not homogenous. The statistical data in the Independent Sample T-test of post-test may then be directed by the value in the Equal Variances Assumed column after the homogeneous data variant has been determined. It can be seen that value of sig. (2 tailed) column was  $0,000 < 0,05$ . Based on the Independent Sample T-test basis of decision,  $H_a$  was accepted whereas  $H_0$  was rejected. It caused by the value of sig. (2 tailed) is less than the alpha (0,05). Hence, there was significant difference between the post-test results of students in the experimental class and the control class.

Supported by the comparison technique between t-count and t-table, if the t-count exceeds the t-table, then  $H_a$  is acceptable. Based on the post-test table's Independent Sample T-test result the t-count was 5,286. T-table was derived using df column = 58 and alpha = 0,05, which was known to be 2,001. T-count  $>$  t-table can be seen as  $5,286 > 2,001$ . It indicated that  $H_a$  is accepted,



resulting in a difference in the post-test outcomes between the experimental class and the control class.

The results of data analysis in the pre-test and post-test Independent Sample T-test output in both classes can be interpreted as the post-test results of the experimental class were significantly different than those of the control class. In other words, the experimental class was superior to the control class. It can be said that employing a crossword puzzle was suitable as a learning medium to attract students' vocabulary mastery.

Teaching vocabulary will be deemed as a meaningful avenue for teachers if they can conduct and combine a wide ranging of available techniques of teaching. This is undertaken as it is hoped to provide an innovative and insightful teaching technique that will be experienced by students to be more interesting, enjoy, and motivating. It can decrease the students' boredom and eliminate the dull atmosphere during the teaching and learning process. One of the techniques or strategies of teaching that can support the students' vocabulary mastery is the use of a learning medium. The crossword puzzle is a learning medium that also known as a kind of a word game that can improve the students to enrich their vocabulary knowledge. This teaching method using a crossword puzzle is kind of interesting and creative method to solve the problems often faced by students' in regards to the mastering vocabulary. In line with Aenun et al., a strategy of attract students' interest in English it can be adopted by another learning medium such as Youtube. A learning by using media as Youtube can increase students' interest. It can be showed by students can display interactive, interesting, and fun learning material<sup>34</sup>. Thus, a learning medium or teaching aid by using crossword puzzle is important to support students' learning in remembering and mastering vocabulary.

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<sup>34</sup> A Mutoharoh, A Zumrotul 'Ulya, Euis Nawangsari, SR Fatin, M Mualim, The Use of Youtube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic, *Tarling: Journal of Language Education*, 2021, p. 139

Crossword puzzle defines as a word play where the words have to be written related to numbered clues vertically or horizontally in blank spaces in the square formed<sup>35</sup>. It supported by Karim and Hasbullah, that crossword puzzle as one of interesting technique in teaching language<sup>36</sup>. As stated by Moore & Dettlaff in Yulia et al., a crossword puzzle can help students to extend their vocabulary knowledge. It can be used to teach through definitions, terminology, spelling and pairing key concepts. Since students need to spell items correctly to complete the crossword puzzle, vocabulary retention and memorization will be gained by them<sup>37</sup>.

Learning process by using crossword puzzle as media could help students' interested learning. It helps the teacher to deliver the material of vocabulary. As stated by Agus and Maulani, a visual-oriented media will alternate students to sequentially pay attention and engage the learning process. Besides, the assistance of visual media can mediate them acquire new words. Teachers could be helped by visual media to provide comprehensible input to acquire new vocabulary<sup>38</sup>. Crossword puzzle could make the students learning vocabulary unconsciously. The students feel that doing crossword puzzle is like a game rather than learning.

Students can find the related meaning of words by guessing words in the crossword puzzle so that they can memorize the words. A study by Bagus Prasetyo et al., reported that mastering vocabulary by using crossword puzzle could improve students' vocabulary<sup>39</sup>. In line with Irma Dwijayanti in a study, the students' vocabulary achievement is the students' ability in mastering the collecting of words recognized and understood with successful effort. The students' vocabulary examination through by nouns, verbs, adjectives, and adverbs. Besides, the result of this study was also in line with Rahmawati who did

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<sup>35</sup> Hornby, *Advance Learners dictionary of English*, England: Oxford University, 1987

<sup>36</sup> Karim & Hasbullah, *Language Teaching Media*, Jakarta: Karunia, 1986

<sup>37</sup> Yulia, Iwan, Supiani, "The Students' Perception of Using Crossword Puzzle in Learning Vocabulary at the Secondary School", UNISKA, 2005, p. 2

<sup>38</sup> Agus, Husein As Sabiq & Maulani, Anjani Sukirno, "Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students," *Insania*, ISSN 2598-3091, 2020

<sup>39</sup> Bagus P, Aan E, Sugeng A, "Using Crossword Puzzles to Improve the Eight Grade Students' Vocabulary Mastery", *EFL Education Journal*, Vol. 3 (8), 2016, p. 599-610

the experimental research consist of the use of crossword puzzle. From the study it found that crossword puzzle gave a significant effect on the students at SMPN 6 Bondowoso<sup>40</sup>. Hence, it was prove that crossword puzzle was more effective technique that can be used in teaching learning activity, especially in mastering vocabulary.



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<sup>40</sup> Irma Dwijayanti, Made Adi, Zakiyah T, “The Effect of Using Crossword Puzzle on Vocabulary Achievement of the Eight Grade Students at SMP Negeri 6 Bondowoso”, *Artikel Ilmiah Mahasiswa*, 2015, Vol. 1 (1), p. 1-4

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results and discussion of the research, it can be concluded that there was a different effect on students' vocabulary mastery among the students who were taught by crossword puzzle and those who were not taught by crossword puzzle. As mentioned before, the students who were given a treatment teaching by using crossword puzzle are significantly improve over those who were not taught by using crossword puzzle. In other word, the crossword puzzle was effective in teaching vocabulary.

The result of this study can be seen by comparing the mean score of the students in the experimental class and the control class. The mean score of pre-test in the experimental class is 44,1 and post-test is 76,8. Meanwhile, the mean score of pre-test in the control class is 44,1 and post-test is 59,9. Based on the calculation, the experimental class is higher than the control class. The percentage of significance of the crossword puzzle towards students' vocabulary mastery in the experimental class was 32,7%. Meanwhile, the control class that did not given by any treatment only achieved 15,8%. In this case, learning using crossword puzzles can be twice as quickly as learning vocabulary without crossword puzzles. The crossword puzzle was also categorized as effective based on the post-test mean score of experimental class, it was in the achievement level of 75-85. In short, the results of the pre-test and post-test indicated that students' responses to crossword puzzle in vocabulary mastery given a positive reaction. The students enjoyed the learning process by using the crossword puzzle and able to mastering vocabulary well.

#### B. Limitation of Study

Based on this study, there are some limitation that can be the attention to be improved by the next researcher. These limitations are:

1. This study only focuses on the crossword puzzle method in teaching vocabulary mastery.

2. This study is limited to the subject matter of teaching the vocabulary mastery. The reference of teaching materials need to be found and added to support teaching and learning process. Handbooks of students are still lacking to know material in depth about vocabulary.
3. Time allocation is also limited, the research conducted based on an agreement with the teacher and school. The treatment of crossword puzzle given to the research sample must be sufficient and adjust to the time allocated.

### **C. Suggestion**

Considering the results of this study entitled “The Effectiveness of Crossword Puzzle Towards Students’ Vocabulary Mastery at the Seventh Grade in MTs Ma’arif NU 1 Sumbang”, there are some suggestion are as follows:

1. For the teachers

Crossword puzzle is recommended to use in the teaching and learning activity, particularly for the students in vocabulary mastery. It might be utilized to pay attention of the students. Students can be easily remember the teacher-provided learning material. It can be interferred by the result of this study, studens enjoyed their learning activity because they were helpful by using crossword puzzle to mastering vocabulary. It affected to students’ vocabulary examination scores. In line with that, the crossword puzle would help the teacher to be more flexible and understand the suitable teaching method.

2. For the school

Crossword puzzle is suitable to be applied not only for English subject, it can be applied for all subjects. As a teaching medium, crossword puzzles are helpful to increase the student’s motivation in learning English, especially in mastering vocabulary. It could be more exciting to students because the atmosphere of learning activity could not be bored anymore. In line with that, it helped a lot the teaching and learning process to be alternative teaching method and increase the students’ ability knowledge in learning some topics that attached on the curriculum.

3. Last, the researcher hopes this study could be helpful and used as an additional reference. For the next researcher to add other variables and topics to develop other references for this crossword puzzle.



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## Appendix 1

PERTEMUAN KE 1-2			
RENCANA PELAKSANAAN PEMBELAJARAN			
Nama Sekolah	: MTs Ma'arif NU 1 Sumbang	Kelas/Semester	: VII/Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2023/2024
Materi	: Chapter I It's English Time	Alokasi Waktu	: 2 x 60 menit
Submateri	: Showing Appreciation to Others		

### A. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional secara lisan dan tulis yang melibatkan tindakan menunjukkan kekaguman atau pujian pada sesama sesuai dengan konteks penggunaannya. Pada akhir pembelajaran siswa:

- Mengetahui kosakata positive adjective atau kata sifat yang positif yang relevan dengan situasinya
- Mampu menggunakan bahasa Inggris pada kosakata adjective setiap kali muncul kesempatan untuk menyebutkan

### B. KEGIATAN PEMBELAJARAN

<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, serta memeriksa kehadiran</li> <li>❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung</li> <li>❖ Pembukaan dilakukan dengan menstimulus peserta didik dengan mengaitkan materi pembelajaran yang akan dilakukan dengan memberi apresiasi misalnya:            ✚ You are so handsome! You are so pretty! Excellent! That's good! That's great!</li> </ul>	<b>10 Menit</b>
<b>KEGIATAN INTI</b>	<ul style="list-style-type: none"> <li>❖ Guru mempersiapkan segala sesuatu yang penting digunakan di dalam proses pembelajaran</li> <li>❖ Guru harus memperhatikan karakter siswa di dalam memilih materi pembelajaran, dan menyusun waktu pembelajaran</li> <li>❖ Guru menggunakan cross word puzzle sebagai media pembelajaran untuk menyampaikan penjelasan kepada mereka tentang topic tersebut</li> <li>❖ Guru meminta siswa untuk mengatakan apa yang dilihat siswa tersebut sesuai media yang ditunjukkan guru kepada mereka</li> <li>❖ Guru memberikan contoh macam-macam adjective, memperagakan secara lisan, secara lancar dengan intonasi yang benar, penempatan jeda yang tepat, dan dengan ucapan yang jelas, tepat, dan dengan tekanan kata yang benar</li> <li>❖ Guru meminta siswa menyebutkan contoh lain sesuai materi tersebut dan menggunakannya ke dalam sebuah kalimat</li> </ul>	<b>40 Menit</b>
<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan.</li> <li>❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta</li> </ul>	<b>10 Menit</b>

	didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya ❖ Berdoa dan Memberi salam.	
<b>C. PENILAIAN</b>		
<b>SIKAP</b>	<b>PENGETAHUAN</b>	<b>KETERAMPILAN</b>
1. Cermat, disiplin dan jujur dalam mengikuti pembelajaran. 2. Menggunakan bahasa yang baik dan benar.	1. Menganalisis contoh adjective dan menggunakannya dalam sebuah kalimat apresiasi.	1. Mengungkapkan cara memberikan apresiasi/pujian dengan benar.

Purwokerto, 14 Agustus 2023

Guru Pamong

Peneliti

NIP.

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Mengetahui  
Kepala MTs Ma'arif NU 1 Sumbang

NIP.



PERTEMUAN KE 3-4			
RENCANA PELAKSANAAN PEMBELAJARAN			
Nama Sekolah	: MTs Ma'arif NU 1 Sumbang	Kelas/Semester	: VII/Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2023/2024
Materi	: Chapter I It's English Time	Alokasi Waktu	: 2 x 60 menit
Submateri	: Stating that We Can Do Something		

TUJUAN PEMBELAJARAN		
<p>Setelah mengikuti kegiatan peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional secara lisan dan tulis yang melibatkan tindakan menunjukkan kekaguman atau pujian pada sesama sesuai dengan konteks penggunaannya. Pada akhir pembelajaran siswa:</p> <ul style="list-style-type: none"> <li>• Mengetahui kosakata verb (kata kerja) yang paling umum sering digunakan</li> <li>• Mampu menggunakan bahasa inggris pada kosakata verb setiap kali muncul kesempatan untuk menyebutkan</li> </ul>		
KEGIATAN PEMBELAJARAN		
<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, serta memeriksa kehadiran</li> <li>❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung</li> <li>❖ Pembukaan dilakukan dengan menstimulus peserta didik dengan mengaitkan materi pembelajaran yang akan dilakukan dengan memberi pertanyaan misalnya:  <ul style="list-style-type: none"> <li>✚ Can you help me? What can I do for you? What will you do tonight?</li> </ul> </li> </ul>	<b>10 Menit</b>
<b>KEGIATAN INTI</b>	<ul style="list-style-type: none"> <li>❖ Guru mempersiapkan segala sesuatu yang penting digunakan di dalam proses pembelajaran</li> <li>❖ Guru harus memperhatikan karakter siswa di dalam memilih materi pembelajaran, dan menyusun waktu pembelajaran</li> <li>❖ Guru menggunakan flip chart sebagai media pembelajaran untuk menyampaikan penjelasan kepada mereka tentang topic tersebut</li> <li>❖ Guru meminta siswa untuk mengatakan apa yang dilihat siswa tersebut sesuai media yang ditunjukkan guru kepada mereka</li> <li>❖ Guru memberikan contoh macam-macam verb, memperagakan secara lisan, secara lancar dengan intonasi yang benar, penempatan jeda yang tepat, dan dengan ucapan yang jelas, tepat, dan dengan tekanan kata yang benar</li> <li>❖ Guru meminta siswa menyebutkan contoh lain sesuai materi tersebut dan menggunakannya ke dalam sebuah kalimat</li> </ul>	<b>40 Menit</b>
<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan.</li> </ul>	<b>10 Menit</b>

	<ul style="list-style-type: none"> <li>❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya</li> <li>❖ Berdoa dan Memberi salam.</li> </ul>	
<b>PENILAIAN</b>		
<b>SIKAP</b>	<b>PENGETAHUAN</b>	<b>KETERAMPILAN</b>
<ol style="list-style-type: none"> <li>1. Cermat, disiplin dan jujur dalam mengikuti pembelajaran.</li> <li>2. Menggunakan bahasa yang baik dan benar.</li> </ol>	<ol style="list-style-type: none"> <li>1. Menganalisis contoh verb dan menggunakannya dalam sebuah pernyataan bisa/akan melakukan sesuatu.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengungkapkan cara memberikan pernyataan bisa/akan melakukan sesuatu.</li> </ol>

Purwokerto, 21 Agustus 2023

Guru Pamong

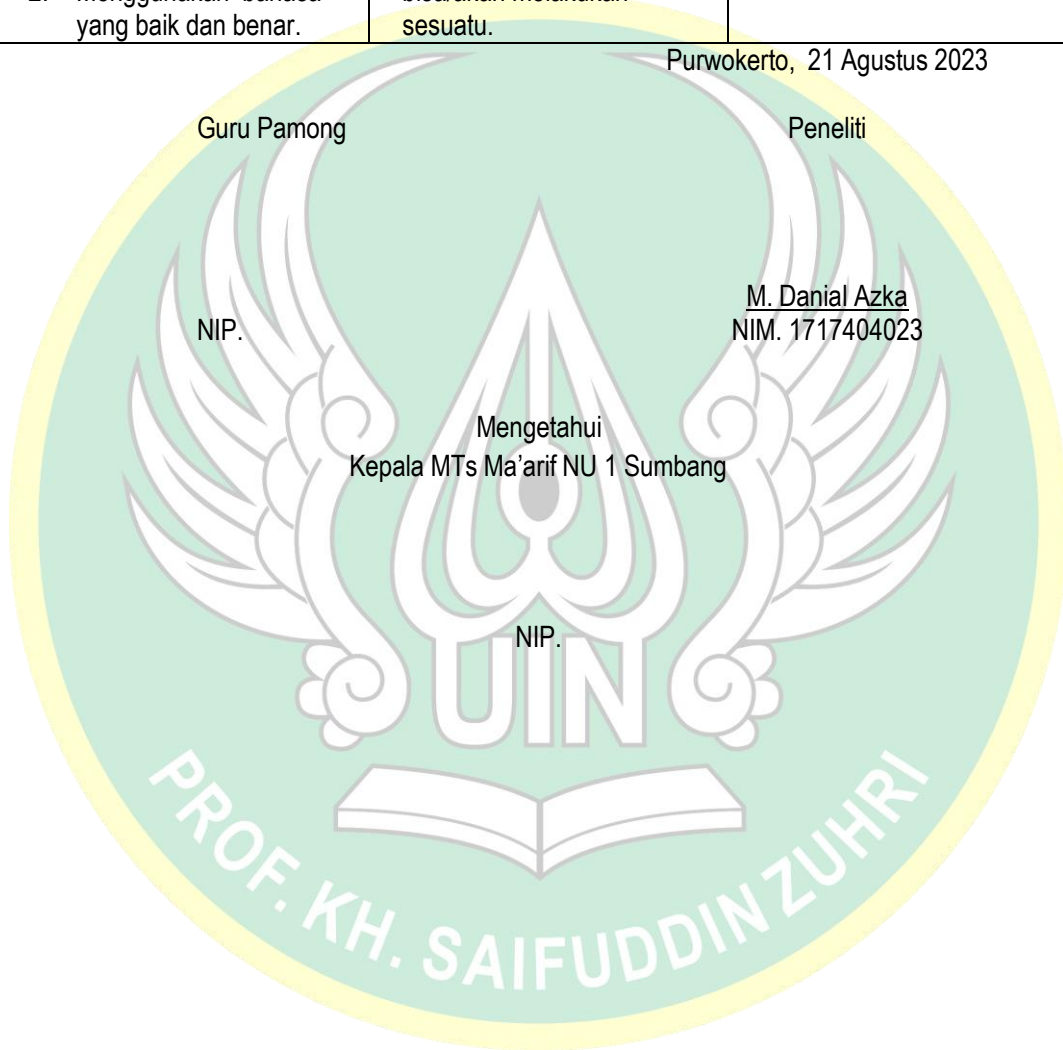
Peneliti

NIP.

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Mengetahui  
Kepala MTs Ma'arif NU 1 Sumbang

NIP.



## Appendix 2

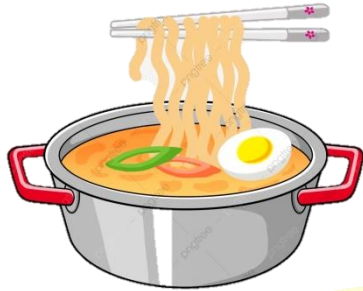
### VOCABULARY TEST

(Pre-Test & Post-Test)

1. Mom is \_\_\_\_\_ a noodle.  
a. Reading      b. Playing      c. Cooking      d. Drinking
  
2. I have a ball. I want to \_\_\_\_\_.  
a. Playing guitar      b. Playing football      c. Playing piano      d. Playing see-saw
  
3. John is \_\_\_\_\_ in the swimming pool now.  
a. Drinking      b. Swimming      c. Eating      d. Watching
  
4. Rio : "Hi Rina, what are you doing?"  
Rina : "I am \_\_\_\_\_ book."  
a. Writing      b. Reading      c. Drinking      d. Playing
  
5. Sita and Kiki are \_\_\_\_\_ in the kitchen.  
a. Cooking      b. Working      c. Studying      d. Playing
  
6.  Dita is \_\_\_\_\_. She has good voice.  
a. Swimming  
b. Eating  
c. Cooking  
d. Singing
  
7. Father : "It is 10 p.m now. Where is Ricco?"  
Mother: "Ricco is \_\_\_\_\_ in his bedroom."  
a. Cooking      b. Working      c. Eating      d. Sleeping

8. I am \_\_\_\_\_ a series in Netflix.  
a. Writing                      b. Studying      c. Swimming                      d. Watching
9. Vivi is \_\_\_\_\_ a lemon tea.  
a. Drinking                      b. Eating                      c. Watching                      d. Listening
10. I always \_\_\_\_\_ the dishes after eat.  
a. Watching                      b. Washing                      c. Opening                      d. Cooking
11. Liana get the best score in Math. She is \_\_\_\_\_  
a. Sad                      b. Happy                      c. Confuse                      d. Bored
12. This exercise is too \_\_\_\_\_. I got bad score.  
a. High                      b. Difficult                      c. Easy                      d. Expensive
13. Roy's car is new. He is very \_\_\_\_\_ now.  
a. Sad                      b. Confuse                      c. Bored                      d. Happy
14. The clown is so \_\_\_\_\_. He makes all kids laugh and happy.  
a. Funny                      b. Noisy                      c. Quiet                      d. Disgusting
15. I don't like lemon, because it is so \_\_\_\_\_  
a. Salty                      b. Sweet                      c. Sour                      d. Creamy
16. I like i cream, ice creame is so \_\_\_\_\_  
a. Creamy                      b. Salty                      c. Sour                      d. Spicy
17. The tea is so \_\_\_\_\_, maybe it is too much sugar.  
a. Sweet                      b. Sour                      c. Salty                      d. Spicy

18. Wow, i love this noodle. It is so \_\_\_\_\_



- a. Delicious
- b. Bitter
- c. Bad
- d. Wrong

19. The carpet is so \_\_\_\_\_. I want to clean it.

- a. Large
- b. Shiny
- c. Dirty
- d. Soft

20. I want to drink a glass of \_\_\_\_\_ water with a lot of ice.

- a. Cold
- b. Hot
- c. Sweet
- d. Salty

21. Something that you can find in the bedroom is a \_\_\_\_\_

- a. Blackboard
- b. Pillow
- c. Stove
- d. Shoes

22. My father always read \_\_\_\_\_ every morning.

- a. Television
- b. Radio
- c. Computer
- d. Newspaper

23. What are they?



- a. Sandals
- b. High heels
- c. Boots
- d. Socks



24. What is it?



- a. a t-shirt
- b. a blouse
- c. a cap
- d. a skirt

25. What is it?



- a. a cap
- b. a skirt
- c. a blouse
- d. a tie

### Appendix 3

#### The Experimental Class of Pre-test and Post-test

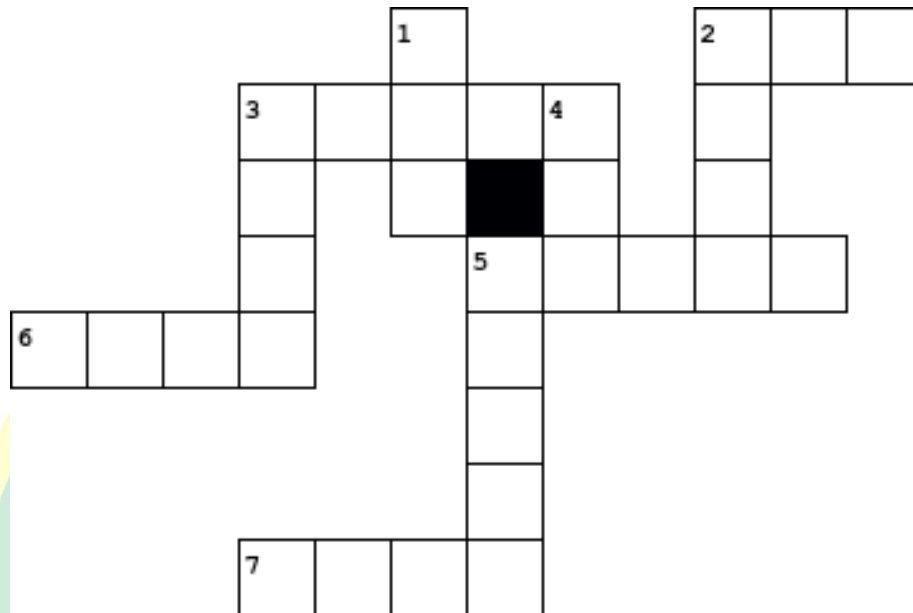
No	Students	Scores		Gained Score
		Pre-test	Post-test	
1	Agis Dwi K	28	60	32
2	Alexandra Kresnu	60	84	24
3	Arkan Syauqi	24	60	36
4	Ayub Maulana	28	76	48
5	Calista Alida	48	76	28
6	Deby Sabrina U	60	84	24
7	Dini Okta	20	64	44
8	Ervan Abdil M	40	80	40
9	Fajar Ayu K	36	76	40
10	Felisya Anggraeni	60	96	36
11	Gilang Dian R	52	78	26
12	Indah Lestari	52	88	36
13	Isnaeni Syam H	64	96	32
14	Kaela Sinta B	32	60	28
15	Khansa Putri	35	80	45
16	Labib Noval A	68	88	20
17	Pranaya Aga S	56	76	20
18	Putra Maulana H	72	96	24
19	Putri Nur A	28	60	32
20	Rahma Nuari A	40	76	36
21	Refan Dwi A	40	68	28
22	Rezky Pratama	52	80	28
23	Silifia Yulianti	36	60	24
24	Syahdad Abil A	44	76	32
25	Tri Maulana	32	68	36
26	Varitz Lutfi A	48	80	32
27	Wahyu Dwi Y	32	76	44
28	Wildan Yahya H	48	88	40
29	Zarif Daffa P	60	96	36
30	Nur Zahra	28	60	32
SUM		1323	2306	983
MEAN		44,1	76,86667	32,7666667
MAXIMUM SCORE		72	96	
MINIMUM SCORE		20	60	

### The Control Class of Pre-test and Post-test

No	Students	Scores		Gained Score
		Pre-test	Post-test	
1	Adil Malih H	28	44	16
2	Ahnaf Ardiansyah	36	48	12
3	Anas Bahtiar	40	48	8
4	Astal Bintang S	36	64	28
5	Citra Fi'liatul K	56	60	4
6	Dafa Permana	28	40	12
7	Dea Puspita	76	80	4
8	Dede Affandi	60	68	8
9	Eza Yuliana	40	48	8
10	Feri Bagus L	20	44	24
11	Fikih Nur H	24	60	36
12	Hasna Sinta F	48	72	24
13	Isti Rohmah	56	68	12
14	Kaysah Amelia	44	72	28
15	Kinanti Wardah	28	44	16
16	Mirza Naufal	40	56	16
17	Nasma Azzahra	48	52	4
18	Nayla Nazwa S	44	64	20
19	Novan Dwi A	56	64	8
20	Rafi Sumbodho	36	44	8
21	Rafif Hanafi	40	60	20
22	Rakha Samba S	48	68	20
23	Renita Ludiah	52	76	24
24	Riska Nur I	44	72	28
25	Taufiq Nur F	40	68	28
26	Tri Adi P	68	80	12
27	Yanuar Ardi K	20	36	16
28	Yuliani Andari	44	48	4
29	Vicky Al Fahrizy	56	78	22
30	Zain Al Fahmi	68	72	4
SUM		1324	1798	474
MEAN		44,13333	59,93333	15,8
MAXIMUM SCORE		76	80	
MINIMUM SCORE		20	36	

Appendix 4

# VERB



**Across**

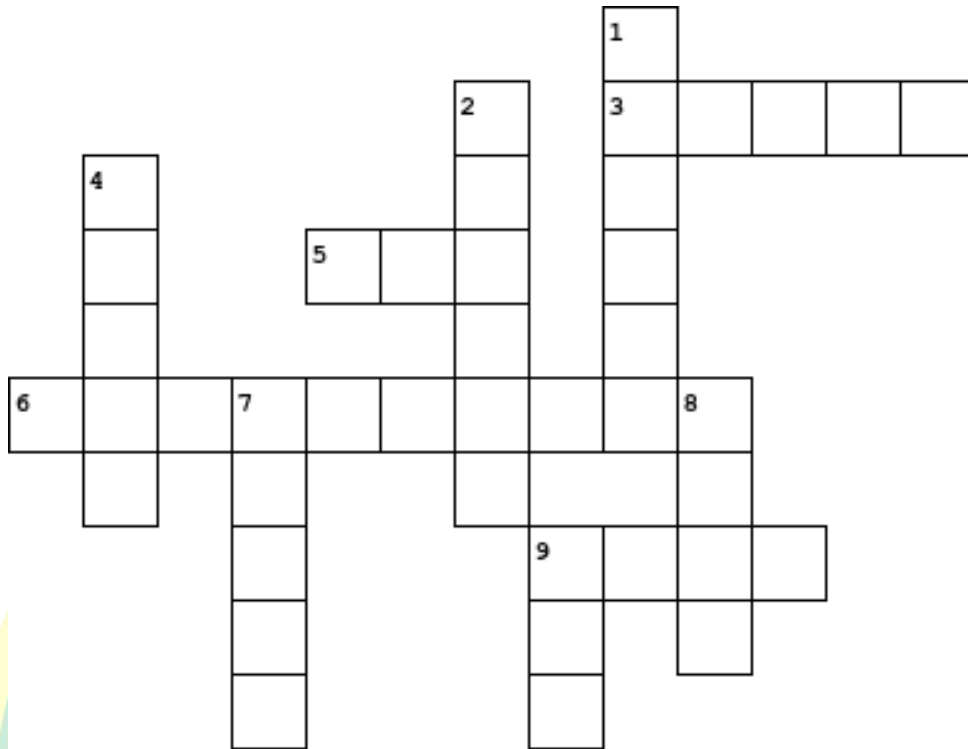
- 2. BERLARI
- 3. MENULIS
- 5. BELAJAR
- 6. MEMASAK
- 7. MELOMPAT

**Down**

- 1. DUDUK
- 2. MEMBACA
- 3. BERJALAN
- 4. MAKAN
- 5. TIDUR

PROF. KH. SAIFUDDIN ZUHRI

# NOUN



## Across

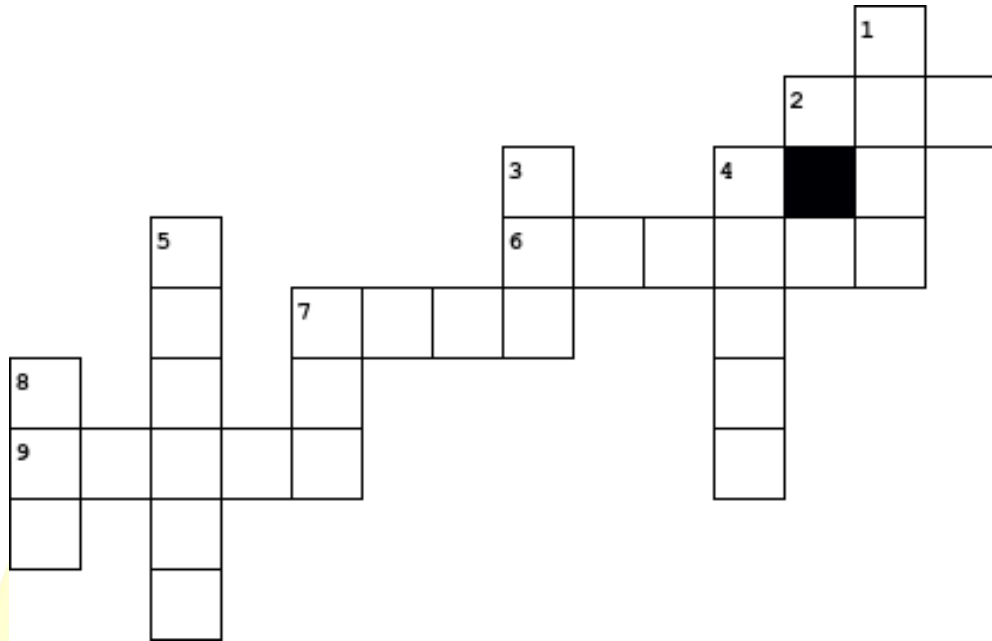
- 3. PENGGARIS
- 5. PULPEN
- 6. PAPAN TULIS
- 9. BUKU

## Down

- 1. PENGHAPUS
- 2. JENDELA
- 4. MEJA
- 7. KURSI
- 8. PINTU
- 9. TAS

PROF. KH. SAIFUDDIN ZUHRI

# ADJECTIVE



## Across

- 2. PANAS
- 6. TAKUT
- 7. DINGIN
- 9. MARAH

## Down

- 1. BAGUS
- 3. SEDIH
- 4. SENANG
- 5. LAPAR
- 7. MENANGIS
- 8. BURUK

PROF. KH. SAIFUDDIN ZUHRI

## Appendix 5

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Desi Wijayanti Ma'rufah, M. Pd  
Instansi : Universitas Islam Negeri Syarifuddin Zuhri Purwokerto  
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian dengan judul "The Effectiveness of Crossword Puzzle Towards Students' Vocabulary Mastery at the Seventh Grade in MTs Ma'arif NU 1 Sumbang" oleh peneliti :

Nama : Muhammad Danial Azka Riyadi  
NIM : 1717404023  
Jurusan/Prodi : Tadris/ Tadris Bahasa Inggris


Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

*Bisa digunakan dengan sedikit revisi.*

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 05 Juni 2023

Validator,



Desi Wijayanti Ma'rufah, M. Pd

## Appendix 6

No.	Crossword Puzzle Validity	Checklist
1.	An educator needs to master and have skills to use the media well.	√
2.	Prepare necessary tools and materials of crossword puzzle for repeated use.	√
3.	The proper determination of the media appearance position must be considered so that it can be seen by all students in the class.	√
4.	Students' arrangements for better results with creating the lesson plan.	√
5.	Introduce the material to be presented at the beginning of the lesson. It can be done by telling stories or linking the learning with events that occur around.	√
6.	Present the crossword puzzle sheets and provide related information according to the learning material with the use of simple language that is easy for students to understand.	√
7.	Provide stimulation by allowing students to ask and make a discussion.	√
8.	The educator and students instead provide the conclusion the material that has been delivered.	√

Purwokerto, 21 Agustus 2023

Validator,

Siti Farikhatussolihah, S.Pd.  
NIP.

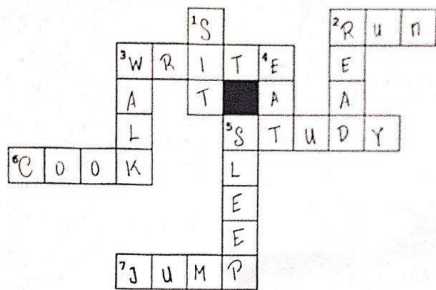


Appendix 7



REZKY PRATAMA  
NO. 22

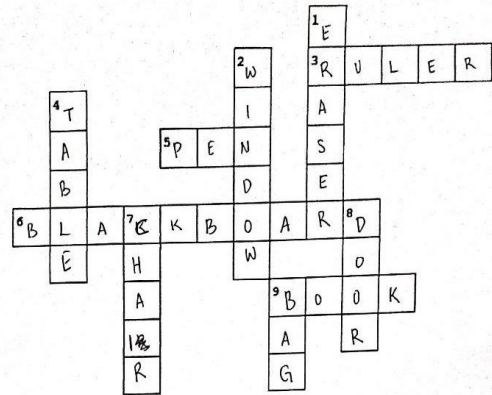
**VERB**



- |               |             |
|---------------|-------------|
| <b>Across</b> | <b>Down</b> |
| 2. BERLARI    | 1. DUDUK    |
| 3. MENULIS    | 2. MEMBACA  |
| 4. BELAJAR    | 3. BERJALAN |
| 6. MEMASAK    | 4. MAKAN    |
| 7. MELOMPAT   | 5. TIDUR    |

Felisya Angraeni  
No absen : 11

**NOUN**



- |                |              |
|----------------|--------------|
| <b>Across</b>  | <b>Down</b>  |
| 3. PENGGARIS   | 1. PENGHAPUS |
| 5. PULPEN      | 2. JENDELA   |
| 6. PAPAN TULIS | 4. MEJA      |
| 9. BUKU        | 7. KURSI     |
|                | 8. PINTU     |
|                | 9. TAS       |




Name : Zarif Daffa Pratama

No. : 29

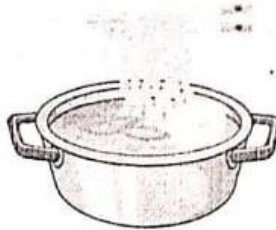
Class : 7-B

**VOCABULARY TEST**  
(Pre-Test & Post-Test)

1. Mom is \_\_\_\_\_ a noodle.  
a. Reading      b. Playing       c. Cooking      d. Drinking
  
2. I have a ball. I want to \_\_\_\_\_.  
a. Playing guitar       b. Playing football      c. Playing piano      d. Playing see-saw
  
3. John is \_\_\_\_\_ in the swimming pool now.  
a. Drinking       b. Swimming      c. Eating      d. Watching
  
4. Rio : "Hi Rina, what are you doing?"  
Rina : "I am \_\_\_\_\_ book."  
a. Writing       b. Reading      c. Drinking      d. Playing
  
5. Sita and Kiki are \_\_\_\_\_ in the kitchen.  
 a. Cooking      b. Working      c. Studying      d. Playing
  
6.  Dita is \_\_\_\_\_. She has good voice.  
a. Swimming  
b. Eating  
c. Cooking  
 d. Singing
  
7. Father : "It is 10 p.m now. Where is Ricco?"  
Mother: "Ricco is \_\_\_\_\_ in his bedroom."  
a. Cooking       b. Working      c. Eating      d. Sleeping

8. I am \_\_\_\_\_ a series in Netflix.  
 a. Writing      b. Studying      c. Swimming       d. Watching
9. Vivi is \_\_\_\_\_ a lemon tea.  
 a. Drinking      b. Eating      c. Watching      d. Listening
10. I always \_\_\_\_\_ the dishes after eat.  
 a. Watching       b. Washing      c. Opening      ~~d. Cooking~~
11. Liana get the best score in Math. She is \_\_\_\_\_.  
 a. Sad       b. Happy      c. Confuse      d. Bored
12. This exercise is too \_\_\_\_\_. I got bad score.  
 a. High       b. Difficult ~~c. Easy~~      d. Expensive
13. Roy's car is new. He is very \_\_\_\_\_ now.  
 a. Sad       b. Confuse      c. Bored      d. Happy
14. The clown is so \_\_\_\_\_. He makes all kids laugh and happy.  
 a. Funny      b. Noisy      c. Quiet      d. Disgusting
15. I don't like lemon, because it is so \_\_\_\_\_.  
 a. Salty       b. Sweet      c. Sour      d. Creamy
16. I like i cream, ice creame is so \_\_\_\_\_.  
 a. Creamy      b. Salty      c. Sour      d. Spicy
17. The tea is so \_\_\_\_\_, maybe it is too much sugar.  
 a. Sweet      b. Sour      c. Salty      d. Spicy

18. Wow, i love this noodle. It is so \_\_\_\_\_



- a. Delicious
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- d. Wrong

19. The carpet is so \_\_\_\_\_. I want to clean it.

- a. Large
- b. Shiny
- c. Dirty
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20. I want to drink a glass of \_\_\_\_\_ water with a lot of ice.

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21. Something that you can find in the bedroom is a \_\_\_\_\_

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- b. Pillow
- c. Stove
- d. Shoes

22. My father always read \_\_\_\_\_ every morning.

- a. Television
- b. Radio
- c. Computer
- d. Newspaper

23. What are they?



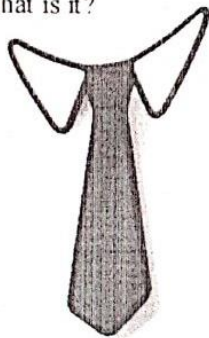
- a. Sandals
- b. High heels
- c. Boots
- d. Socks

24. What is it?



- a. a t-shirt
- b. a blouse
- c. a cap
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25. What is it?



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