IMPLEMENTING CROSSWORD PUZZLE GAME TO IMPROVE VOCABULARY MASTERY AT THE FIRST GRADE STUDENT OF AL-MA'MUROH DORMITORY IN ACADEMIC YEAR 2021/2022

THESIS

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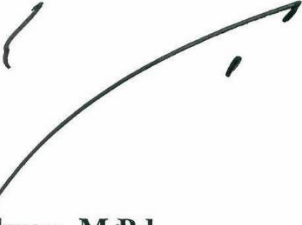Banyuwangi, 2th April 2022

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v

DEDICATED

For the first surely for my self and my beloved family, my strongest mother Siti khotijah and my greatest father imam baedowi also my best sister ikrimatus sholihah who never tired to give me their spirit, prayers and motivations that always grow confidence in me so that this thesis can be completed properly.

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"Life is Never Flat"

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We realize that this thesis proposal is not without its shortcomings. The author expects suggestions and criticisms for the sake of perfection and improvement so that in the end this proposal report can provide benefits for the field of education and application in the field and can be developed further.

Banyuwangi, 04 April 2022

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ABSTRACT

Fikiah N, Hilda-*Implementing Crossword Puzzle Game To Improve Vocabulary Mastery At The First Grade Students Of Al-Ma'muroh Dormitory In Academic Year 2021/2022*

Keywords : Crossword Puzzle, Game, Vocabulary

The research aimed to find out improving students' vocabulary mastery byusing Crossword Puzzle game. This research was conducted by using Classroom ActionResearch (CAR). The subject of this research was First Grade of Al-Ma'muroh Language Study Clubwhich consisted of 16 students.

The object of this research was to improve the students' vocabulary mastery through Crossword Puzzle game. This researcher was conductedin two cycles which each consists' of planning, acting, observing, and reflecting.The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test andpost-test.

Based on the result of this research showed that there was a development onthe students' vocabulary mastery, it can be seen from the mean score of pre-test were 78.3, and the mean score of pot-test cycle 2 was 89. In addition, there were 6 students (25%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the pre-test.

Meanwhile, in the cycle 1, there were 6 students (37.5%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 16 students (89%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of interview it showed that there was improvement of positive responses in the teaching-learning processof vocabulary through Crossword Puzzle game. Furthermore, the results of observation and interview showed that the students weremotivated in teaching-learning process during the implementation of Crossword Puzzle game.

ABSTRAK

Fikiah N, Hilda-*Implementing Crossword Puzzle Game To Improve Vocabulary Mastery At The First Grade Students Of Al-Ma'muroh Dormitory In Academic Year 2021/2022*

Kata kunci : Teka-teki silang, Permainan, Kosakata

Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosakata siswa dengan menggunakan game Crossword Puzzle. Penelitian ini dilakukan dengan menggunakan Classroom Action Research (CAR). Subjek penelitian ini adalah Kelas I Klub Studi Bahasa Al-Ma'muroh yang terdiri dari 16 siswa.

Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa melalui game Crossword Puzzle. Penelitian ini dilakukan dalam dua siklus yang masing-masing terdiri dari perencanaan, bertindak, mengamati, dan merefleksikan. Data dikumpulkan melalui data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan menganalisis dan hasil pengamatan. Kemudian, data kuantitatif diperoleh dari skor kosakata siswa pra-tes dan pasca-tes.

Berdasarkan hasil penelitian ini menunjukkan bahwa ada perkembangan penguasaan kosakata siswa, dapat dilihat dari skor rata-rata pra-tes adalah 62,1, skor rata-rata pasca-tes 1 adalah 70, dan skor rata-rata siklus pot-test 2 adalah 87,5. Selain itu, ada 4 siswa (25%) yang lolos Kriteria Penguasaan Minimum – Kriteria Ketuntasan Minimal (KKM) dalam pra-tes.

Sementara itu, pada siklus 1, terdapat 6 siswa (37,5%) yang lolos Kriteria Penguasaan Minimum (KKM), dan diperoleh yang pada siklus pasca tes 2 terdapat 14 siswa (87,5%) yang lulus Kriteria Ketuntasan Minimal (KKM), sehingga kriteria keberhasilan tercapai.. Kemudian, dari hasil wawancara itu menunjukkan bahwa ada peningkatan respon positif dalam proses belajar-mengajar kosa kata melalui game Teka-teki Silang. Selanjutnya, hasil pengamatan dan wawancara menunjukkan bahwa para siswa termotivasi dalam proses belajar-mengajar selama pelaksanaan permainan Teka-teki Silang.

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CHAPTER I

INTRODUCTION

1.1 Research Background

Language is a crucial component of our daily lives, according to sanggam (2008:1) on ambiyatul (2018:1). It is due to the fact that language is used to communicate with others. Language is a collection of principles utilized by humans as a means of communication, as well as a means of communicating our thoughts and ideas. It may be stated that language, as a tool used by humans to transmit their thoughts and ideas, is a very significant form of communication. Furthermore, they can communicate with people from diverse countries.

Learning a language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express his opinions, ideas, and feelings in communication. Vocabulary is the most important component of language because it affects four language skills: listening, speaking, reading and writing. Related to the importance of learning vocabulary that is central to the acquisition of languages, whether first, second, or foreign languages. In general, vocabulary is the knowledge of the meaning of a word.

English is getting incredibly essential in Indonesia, as it is used for a variety of purposes including teaching, cultural exchange, and so on. The importance of English in this century cannot be overstated, as it is the most widely spoken language on the planet. With the advancement of

technology, English has become increasingly important in a variety of fields, including medical, engineering, and education. It is now regarded a necessary language to acquire in order to meet the communication needs of the globalization period.Millions of individuals around the world speak English. English is taught as a foreign language in Indonesia from elementary school through university. It was taught in order to help pupils improve their English skills. Listening, speaking, reading, and writing are the four essential skills that pupils must learn. There are two types of skills among the four. Reading and listening are examples of receptive skills, in which meaning is taken from the discourse. Speaking and writing are examples of productive skills, which require students to produce language on their own (Harmer, 2002:265).

Vocabulary is one of the important aspects of learning a foreign language. Is a basic competency that must be owned by learners to get other competencies such as: listening, speaking, reading and writing. Vocabulary cannot be separated from other Elements of English in the teaching and learning process, because vocabulary affects the student's ability to learn English language. Students can communicate and express their ideas, emotions, and feelings well with an adequate number of words they have kept in mind.

At Al-ma'muroh language Study Club vocabulary is taught by integrating with skills such as speaking, reading, writing and listening. In the first batch, vocabulary teachings focused on writing simple sentences with the words they learned. Where before entering the level, students need

to know what the meaning of the word, how to spell, and how to pronounce the word.

According to Gerttrude Nye Dorrry (1966:21) Improving vocabulary by using games has several advantages. First, children generally love games. They always play games in their lives. They spend more free time playing. Secondly, games offer a natural communication of context between them. By playing games sometimes they forget about their shame. Third, games can motivate children to speak in a foreign language they are learning. In addition, the game can be used as a review for previous lessons. It makes the teacher's job easier. There have been several previous studies related to the above problems have been done; First by Ismiyati, in his research he applied vocabulary teaching through games in the first year of junior high school. He aims to offer an alternative technique in vocabulary teaching by using games. His discussions focused on what types of games were suitable for use and how they could be used in teaching vocabulary through games in the first year of high school.

Games can be useful to stimulate the classroom atmosphere. Based on Moursund (2006) for many students, the game is intrinsically motivating. Games are entertaining and engaging activities, often challenging, and are activities that students play and usually interact with others. A language game can excite students to take part in the game. It can also increase students' interest in learning English. They work together in the competition to win the game. Therefore, they study hard together with their friends in pairs. They discussed seriously answering the task given by the teacher.

Games provide an environment where one can interact with others and develop certain types of social skills. According to Davis (2010) puzzle Game can help students in learning vocabulary, especially in recognizing the meaning and spelling of words. Furthermore, puzzles are learning techniques that arouse students' interest in experimenting with the use of different words, meanings, and structures.

Teachers are always on the lookout for activities that can help pupils improve their foreign language learning abilities. The teacher must be aware of the students' current situation. In the teaching and learning process, method plays a significant role. The teacher's method must be capable of making the students like learning. One approach for making students love learning is to use games. The student can acquire new language while also playing a game.

according to Edward (2006: 74), There are numerous games that can be used to aid in the learning process. Puzzle games are one type of game. Students can learn new words and increase their vocabulary by playing a puzzle game. Using words in conversation and performing crossword puzzles, there are two activities that will aid improve vocabulary. As a result, the researcher proposes using puzzles to teach vocabulary. The pupils' brains may be trained to remember new words by playing a puzzle game. Furthermore, the students will learn English through sharing the puzzle game with a friend.In fact, the researcher hypothesized that the kids' learning vocabulary development, particularly among junior high school pupils, is producing some anxiety. After conducting observations during

teaching practice at member al-ma'muroh hostel, the researcher discovered that students in the first grade of al-ma'muroh dormitory still struggled with vocabulary mastering. As a result, the researcher chose to take additional steps to address those issues by conducting additional study in this final job.

Researcher observed the situation and discovered that the same issues persist. researcher discovered some evidence in this regard. There used to be a lot of words that the pupils had no idea what they meant. During the teaching and learning process, they inquired about the meanings of many words. One of the issues they were having was that they couldn't understand the instructions in the text book or the assignments they were undertaking. They were unfamiliar with the verbs employed in the directions. Another issue was discovered during class exercises. They were uninterested in undertaking tasks in the teaching learning process because they had trouble understanding what they read or heard. Because they have a limited language, they tend to undertake constructive things by mimicking the example.

I took the title of this study because after I made observations it turned out that there were many students whose English skills were unfortunately very low. After I finished they had the habit of filling out Indonesian crossword puzzles in the dormitory. they work together passionately. that's where the author thinks to make English learning methods using things or activities that are liked by students.namely using a crossword puzzle game use English language.

Other problems were related to the teaching process, teachers typically utilize a boring traditional way of converting words from English to Indonesian by isolating terms. The teacher would write ten words on the board at the beginning of each meeting and ask the students to translate them into Indonesian. Students found acquiring language to be challenging at times, and they were discouraged from doing so. In addition, pupils were rarely given the opportunity to practice the terms they had learned in other tasks. At various teaching-learning opportunities, they naturally learn the words. As a result, they only understood the meaning of words and readily forgot them.

The author proposes crossword puzzles because it is considered suitable technique and can also motivate students to learn vocabulary casually and pleasant situations, so that students can understand and memorize words easily. Using this game, students can remember the meaning of words, and students know how to spell words.

All of the above data inspires the researcher to do an action research study because she wants to know how far a puzzle game may boost students' vocabulary knowledge and whether she can meet students at Al-MA'muroh. So, the researcher conducts an action research titled "IMPLEMENTING CROSSWORD PUZZLE GAME TO IMPROVE VOCABULARY MASTERY AT THE FIRST GRADE STUDENTS OF AL-MA'MUROH DORMITORY IN ACADEMIC YEAR 2021/2022."

1.2 Research Problem

Referring to the limitation of the problem, the researcher formulates the problem as follows:

1. How is the implementation of teaching English language using Crossword Puzzle game to improve student vocabulary mastery at the first grade of al-ma'muroh dormitory?

2. What are the teacher responses to Crossword Puzzle Games used by researcher in teaching?

3. Can the use of Crossword Puzzle Games in teaching vocabulary improve the student vocabulary mastery?

1.3 Research Objectives

In relation to the formulation of the problem above, the objective of the research are :

1. To know the implementation of teaching English language using Crossword Puzzle Games at the first grade student in Al-Ma'muroh Dormitory.

2. To know the teacher responses to Crossword Puzzle Games used by researcher in teaching.

3. To know the using of Crossword Puzzle Game in Teaching Vocabulary can improve the student vocabulary mastery.

1.4 Research Significances

The results of this study are expected to provide some significant:

a. For Students

The students of first grade in al-ma'muroh dormitory who receive the information of the use of Puzzle Game To Improve Vocabulary Mastery.

b. For Teachers

The English teacher of first grade in al-ma'muroh who receives the results of the research as an input which can be used to develop the writing processes to be more effective and efficient ones.

c. For Al-Ma'muroh Dormitory

In practical terms that can be considered in order to promote andimproveschool achievement is as an input or initial information about the realcondition of the teaching of writing collaboration in al-ma'muroh dormitory. Through this information, managers areexpected to use the educational or instructional models approriate as a maximum achievment of learning outcomes.

d. For other Researchers

Other researchers who can regard the results of the research as inputs and references.

1.5 Research Scope and Limitation

With regard to the identification of the problem, it is impossible for the researcher to solve all problems which exist in first grade of al-ma'muroh dormitory. So, this research is focused on improving the

students' vocabulary mastery by using puzzle game in first grade in al-ma'muroh dormitory.

The subject of the study is 16 students in the first grade of language programme at Darussalam Senior High School, who are placed in special language dormitory name Al-Ma'muroh dormitory and carry out language deepening classes.

1.6 Definition of Key Terms

To avoid the misunderstanding, there are some keys terms that need to know, such as:

There are several terms in this study. The definition of them is as follows:

a. Crossword Puzzle

According to Moursund (2007:8) crossword puzzle is a polpular puzzle games which in every case, the puzzle solver's goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task .Dhand (2008:55) defines a crossword puzzle as a puzzle with sets of squaresto be filled in with words/ numbers, one letter or number to each square.

Webster (1990) states that crossword puzzle as a puzzle on which words arefilled into a pattern of numbered squares in answer to correspondingly numbered clues.Thus, the writer concludes that crossword puzzle game is a words game thatusually takes the form of a square or a rectangular grid by solving clues which lead to the answers.

Crossword puzzle was first known published by Liverpool journalist,Arthur Wynne, he is usually credited as the investor of the popular game. OnDecember 21st, 1931, crossword puzzle was appeared in Sunday newspaper,the New York World. Wynne Puzzle (see picture 2.1) different fromnowadays crosswords, in that picture, it has diamond shaped and contained nointernal black squares. During early 1920's, other newspaper picked up thenewly discovered pastime and within a decade crossword puzzles werefeatured in almost all American newspapers. It was in this period crosswordbegun to assume their familiar form. Ten years after it rebirth in the States, itcrossed the Atlantic and re-conquered Europe.

According the Guinness Book of Records, the first collection of crosswordpuzzles was published in the USA in 1924. Called The Cross Word PuzzleBook it was the first publication by a new partnership formed by Dick Simonand Lincoln Schuster. The book, a compilation of crossword puzzles from thenewspaper New York World, was an instant success and helped to establishpublishing giant Simon & Schuster, who continue to produce crossword booksto this day.

Meanwhile, the first appearance of a crossword in a British publicationwas in *Pearson's Magazine* in February 1922, and it the first *Times* crosswordappeared in February 1st, 1930. British puzzles quickly develop their ownstyle, being considerably more difficult than the American variety. Inparticular the cryptic crossword became established and rapidly gainedpopularity. The generally considered governing rules for cryptic puzzles werelaid down by A. F. Ritchie and D. S Macnutt. They were gifted

with theability to *see* words puzzle together in given geometrical patterns and capableof twisting and turning words into word plays dancing on the wit of humanminds, have since constructed millions of puzzles by hand and each of thesepuzzlers has developed personal styles knows and loved by his fans. Thesepeople have set the standard of what to expect from a quality crosswordpuzzle.

b. Game

About the definition of the games is based on the Oxford Advanced Dictionary of Current English the meaning of game is form of usually competitive play or sport with rules.

According to David and Roger, they said that games are attractive, because hey are fun, the pleasant relaxes atmosphere fostered by the games has proven to be efficient learning. That is why many teachers of English as a second language who use games with children and teenagers and even adults are extremely pleased with there sult. To make games effective, Lubis suggests, "Games are best set upby demonstration rather than by lengthy explanation."It means that by demonstrations, students will get experience to practice their physics, emotion and thought. To know the effectiveness of the games, let us have a look at the advantages of using games proposed by Rita Susana Larcabal:

1. Help those who play to develop their inner self

2. Help them related to others more effectively and cooperatively Train them in creative freedom as they feel less embarrass or afraid or become more self confident, and finally

3. Bring them and the facilitator closer, which will eventually help to lower the tension and anxiety that prevent students from acquiring the language

However, she warned that although games can be used to practice certainlanguage items at certain stages in the acquisition process, the main aim of gamesshould be to develop communication skill. Thus, games will be considered not onlyjust as a reward or relaxed after working hard or other aspect of the course; it alsobecome a stimulating and interesting way to help students acquire the targetlanguagewithout even realizing it. Even though games provide a lot of advantages,it is not easy to achieve effective language learning, since there are some challengesthat mayarise when teachers conduct the games. Eningtyas in her thesis explainsthechallenges that teachers must be aware are:

a) A student would like to express himself in English but he/she is afraid to deviate from the safety on the sentences he was memorized.

b) One or more students dominate the games, giving other little opportunities to practice their English.

c) Students get out of control when the games are conducted.

Based on the statements above, can be concluded that games is fun, it is cancreate relaxes atmosphere if use in teaching learning process. So it can be make thestudents easier to receive the material.

According to Hornby, the game is an activity that you do to have somefun.Another definition of game is expressed on Oxford Advance

Dictionary,game is an activity or a sport with rules in which people or teams competeagain each other. Since games can present fun and enjoyment in a classroom,thus it can be a good technique in language learning.

Such a game should be enjoyable, convenient, comfortable, and interestingusually this situation will invite the students to concentrate on learningactivities. Particularly in teaching vocabulary by using the game can encourage thestudents to be more active to participate in the classroom during the teachinglearning process.Moreover, Lee Su Kim said on a statement that the use of games in theclassroom is:

a) Games are helpful to ice-breaking the students' boredom at the language class.

b) Games are challenging for the students also for the teachers

c) Games are useful to boost the students' willingness of learning the language.

d) Games are motivated the students to apply it in their daily life.

e) Games create a meaningful context for the use of language

Peter J. Rainbow and Richard B. Baldauf, Jr. in their journal write somecharacteristics of games. The game should be fun and entertain, intrinsically,motivating, and worth playing for the students.[21]Furthermore, there are many opinions supporting the idea using games inteaching vocabulary. Games are helpful because they can make students feelthat certain words are important and necessary. Besides, the use of game canincrease students' motivation in learning vocabulary

c.   Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language (Richard,2002:4).

Hornby (1995) defined vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings. While Ur (1998) stated that vocabulary can be defined, roughly, as the words we teach in the foreign language. Based on (yourdictionary.com)

vocabulary is the all the language and word seither used or understood by a person or group of people. However, a new item of vocabulary may be more than just single word:

for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. In conclusion, vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Related Literature

2.1.1 Vocabulary

In Oxford Learners Pocket dictionary, vocabulary is list of wordswith their meanings, especially in a book for learning a foreign language. Language is used to communicate ideas and experiences, we can express our idea or experience if we have known the vocabulary of the language, it is impossible for us to make a conversation without the mastery the vocabulary of language. Vocabulary is one of language part that must be known by foreign learners to understand the four language skill. (Puspita sari, 2019:8)

As in the Qur'an surah An-nahl verse 103 which discusses language :

وَلَقَدْ نَعْلَمُ اَنَّهُمْ يَقُوْلُوْنَ اِنَّمَا يُعَلِّمُهٗ بَشَرٌّ لِسَانُ الَّذِيْ يُلْحِدُوْنَ اِلَيْهَاَعْجَمِيٌّ وَّهٰذَا لِسَانٌ عَرَبِيٌّ مُّبِيْنٌ(١٠٣)

which means "*And indeed We know that they said, "Surely the Qur'an has been taught to him by a man (Muhammad)." The language of the person they accused (which Muhammad learned) to him was 'Ajam, while this (the Qur'an) was in ordinary Arabic.*"

From the statement above, we know that vocabulary is important in teaching learning process, therefore we must improve our vocabulary.

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To improve vocabulary, we must know where the source of vocabulary comes from is. So the student willbw easier to learn English. According to Harmer (2001:56) on puspita sari (2019:8), there are some sourch to learn vocabulary in teaching learning process, they are :

a. Words list

    Word list is on economical way of organizing vocabulary for learning and it doesn't matter a great deal if they are put together in a random way. The students can learn vocabulary wherever they are, because it is easy to bring.

b. Vocabulary book

    It is also integrated into skills work, typically in the form of a pre-task or post-task vocabulary focus. There is many vocabulary and task in vocabulary book which can be an exercise for the students.

c. The teacher

    The teacher is a potential fruitful source of vocabulary input not only in terms of in accidental learning, but also as a means of introducing vocabulary thought teacher talk.

d. Learner

    Each learner can contribute to the shared class lexicon though activities as brainstorming. Learner can improve their vocabulary from other learner by discussion and sharing with their friends.

e. Short text

Short text for vocabulary building purposes whether spoken or written have enormous advantages over learning words from lists From the statement above, we know that the teacher and learner have the great influence in improving the students' vocabulary.

Teachermust help the students to improve the students' vocabulary, especially inteaching learning process. Teacher must make students feel enjoy inlearning vocabulary. So they will be easier in remembering newvocabulary that they have gotten. With much vocabulary they will easierin communication with other and understanding what they have read.Therefore the students with poor vocabulary need to build theirvocabulary.

After we have known the source of vocabulary, we must improveour vocabulary. There is an efficient way to improve vocabulary(Edwards, 2006: 71), They are:

a. Reading

Reading can help to find new and interesting words. Read new magazines, books and newspapers. Identify the words that you don't know and write them down.

b. Use dictionaries

Use the dictionary dictionaries to look up the meaning of the words that you find while reading for pleasure and for school. The dictionary is filled with information about words and the use

of words(Mullen; 1963; 29). It can be a basic reference tool when the learner using words in doing the task.

c. Review vocabulary words regularly

Keep the index cards, and study them although just a few spare minutes. The words that have written in index card must be bring inevery where. So the learner can read the words although just a few minutes.

d. Use the words

Two other activities that will help build the learner vocabulary are using the words in conversation and doing crossword puzzles. The use of words in daily conversation can help the students in using the words spontaneously in speaking ability. In addition, the students can practice their vocabulary by doing crossword puzzle. It can make students to remember the vocabulary that they have had .

2.1.2 The Importance of Vocabulary

Lee C. Deighton said: *Vocabulary is the most important component of the power of language. In using language, students who are rich in vocabulary will succeed in both expression skills: speaking and writing, as well as receptive skills: listening and reading. But those who are poor in vocabulary will get into trouble in that skill.*

Deighton explained that dealing with learning English as a foreign language, vocabulary is one of the components of the language that has the most important role in mastering the four language skills.

In addition, there are other interests of vocabulary, namely: according to David L. Stepherd (1973:39), he said that vocabulary is the basis of skills for communicating; People will not be able to communicate easily without knowing it. That is,vocabulary is important in communication. We cannot communicate with others in a particular language if we do not know many words from the language.

Finally, without ignoring the other components of the language, it is clear that vocabulary is the most important factor in learning to teach English as a foreign language even in all languages. So, teachers are expected to have an excellent way to make students interested in learning English vocabulary so that the purpose of teaching and learning can be carried out properly.

2.1.3 Crossword Puzzle

In Oxford Learner'sdictionary (2003;103), crossword is puzzle inwhich words have to be guessed from clues and written in spaces in a grid. Acrossword is a word puzzle that normally takes the form of a squareorrectangular grid of white and shaded squares. Puzzle is game that you have to think about carefully in order to answer it ordo it (Oxford Learner dictionary; 2003:349).

Puzzle is game or toy to exercisethe mind (Longman Handy Learners' Dictionary of American English: 2000:336).

2.1.4 Crossword Puzzle as a Game
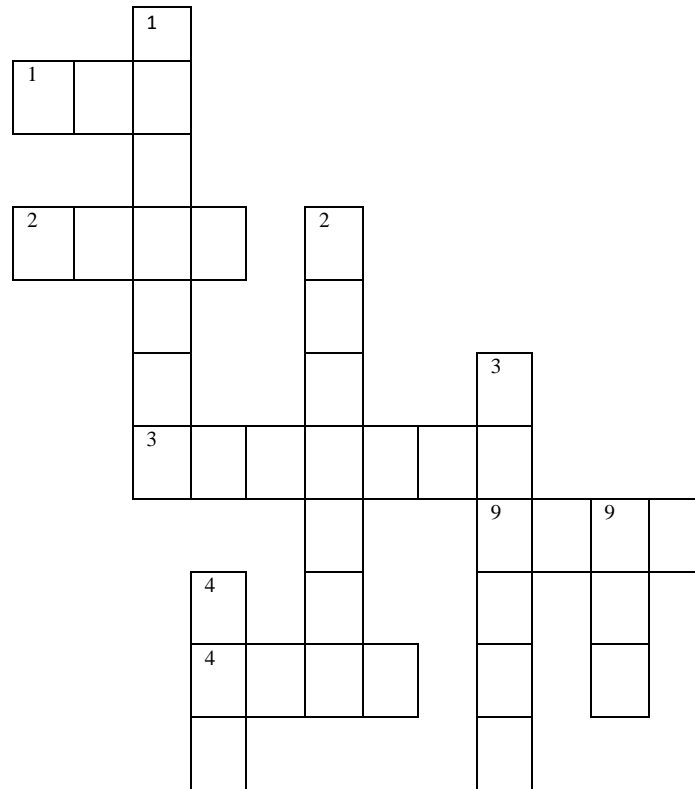
Figure 2.1 : The phases of Crossword Puzzle Gamemodified

by the researcher

In the definition above shows that crossword puzzle is a game. Inour daily live, It can be an exercise our mind which is done in our freetime as a filler. In teaching learning process, it can be a game which helpsthe students in improving vocabulary.

Furthermore, the statement below will show that crossword puzzleis one kind of games. There is the type of games that usually called fillers.These are not mainly games, but they are activities, which can be turnedintogames by incorporating the competitive element to them(http://www.wikipedia.org), they consist of:

a. Quizzes are not games as their name indicates; however, games can become quizzes. One of the purposes of games is for the teacher to evaluate students' knowledge. They are generally used in an end-of lesson activity to check student's retention.

b. Riddles, whose main goal is to develop students' listening or reading comprehension. It can improve students' vocabulary too (Lee;1963:124). For Example, the teacher said, "What do we use to cut our meet? "Write down your answer on your paper". (the answer is knife)

c. Crossword puzzles, which are mainly focused on vocabulary and spelling practice. Crossword puzzle can improve the students' vocabulary by filling the words in the clues and reading the clues of crossword puzzle. Sometimes, the teacher gives the clues of crossword puzzle orally, so the students listen and write down the clues. It can train the students' spelling and listening.

2.1.5 The Procedure of Presenting Crossword Puzzle

In presenting crossword puzzle, the teacher can do the variousways. The procedure of presenting crossword puzzle must make thestudents are interested to do the crossword puzzle. The various proceduresare possible (Lee; 1963:135):

a. The teacher gives the same crossword for each student. They solve individually with the help of written clues.

b. The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group

helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.

c. Teacher gives crossword puzzle for all of students. They do the crossword individually. Then the teacher divides the class into group sand then they work in groups. The students can share their answer to finish their crossword in their group.

d. The teacher write crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group come to the board and writes the words in one by one.

Furthermore, the teacher can be creative in presenting crosswordpuzzle. For example, the teacher divides the class into groups. Then theteacher gives the same crossword for each group. The group who finishedin the first time and all of the answer is right will be given a point. It canbe more interesting, if there is a prize for the winner.In addition, crossword puzzle consists of a crossword and clues.The clues are the guidance for solving crosswords puzzle. There are threekinds of clue:

a. Picture

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

b. Definition

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

c. Sentences completion

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

2.2 Previous Studies

Here is the related to the studies of Crossword Puzzle Game:

The Use of Word Square Game to Improve Student Vocabulary Mastery at the Second Year Of SMPN 4 Model Parepare by Usmayani 2020.In her research, she implemented crossword puzzle and some activities inplaying crossword puzzle, such as group work, discussing the answer,pronouncing words, and making sentences. Her used one type of crossword puzzlefor both spoken and written activities. At the first cycle, she found that the wordbank that she implemented in her crossword puzzle was not effective for thestudents" vocabulary learning. It was because the students only match the words inthe words bank with the box in crossword puzzle.

Therefore, at the second cycle she changed the words bank with colorfulpicture. Through using pictures, giving rewards, and requiring the students tobring dictionary that he implemented, the students did not make mistakes inplaying crossword puzzle and the teaching and learning run well.

In conclusion, by using crossword puzzle, she improved the students'' vocabulary mastery because crossword puzzle facilitates the students to befamiliar with the words so that they could memorize them well because they wereattended several times in playing crossword puzzle.

They conclude that crossword puzzle game has many positive impacts on their vocabulary mastery such as they felt more confident, their vocabulary increased, pronunciation they became much better. The similarity using puzzle game method. And also, the differences research method was mix method, and my research method was classroom action research. The difference is place in of SMPN 4 model Pare-pare in my place was Darussalam boarding school, object of the research was students majoring English Department in this research conduct communicative class. the statue institution was formal education, differences with in courrse. this thesis, the part analyzed which focuses on identify Vocabulary Mastery.

The Effect of Using Riddle Technique in Students' Vocabulary Mastery Of The 2017/2018 Tenth Grade Students Of Smk Swasta Pemda Langkat Bahorok by Lusiana, Eka Rahmadanta Sitepu in Department of English Language Education, College of Budi daya Binjai. In theirpaper By using riddle, the students can learn and retain words moreeasily. In other word, it can help the students to improve their interesting and challenging. It encourages them to cooperate well. In her research, she implemented crossword puzzle and some activities in playing crossword puzzle, such as group work, discussing the answer, pronouncing words, and making sentences. He used one type of crossword puzzle for both spoken and written activities. At the first cycle, he

found that the word bank that he implemented in his crossword puzzle was not effective for the students" vocabulary learning. It was because the students only match the words in the words bank with the box in crossword puzzle. Therefore, at the second cycle he changed the words bank with colourful picture. Through using pictures, giving rewards, and requiring the students to bring dictionary that he implemented, the students did not make mistakes in playing crossword puzzle and the teaching and learning run well. In conclusion, by using crossword puzzle, he improved the students "vocabulary mastery because crossword puzzle facilitates the students.

The Effectiveness Of Crossword Puzzle GameTowards Students' Vocabulary Mastery 2017, Suci Kurnia Sari. Thestudy is purposed to know whetherusing games in teaching vocabulary is an effective technique to increase students'interest in learning English or not at *at Second Grade of SMP Puspita Bangsa Ciputat*. In collecting the data, she uses field research and carried out by observation,teaching practice and interview with the teachers concerned. Her study can bedrawn that the use of games in teaching vocabulary is the effective technique toincrease students' interest in learning English.. The similarity with this research is using method to improve speaking skill, the differences population was XI Students Of SMP Puspita Bangsa Ciputat, and my research population was a communicative class. And the differences with this study was class of the research in SMP Puspita Bangsa Ciputat, but in my research was communicative language. the status institution was formal and my institution research was course. the part analyzed which focuses on identify problems the lack motivation, and this research focused only in Vocabulary mastery.

From all of the previous study above, the writer will be conducted aboutteaching vocabulary. But for thisresearch, the writer used different media in collecting and analyzing the data. Thewriter used crossword puzzle game in teaching vocabulary for first grade of Al-Ma'muroh Language Study Club.

Based on the result of the previous studies, it is concluded that crossword puzzle game can improve students' vocabulary mastery. Therefore, this is worth be conducted and expected to give some positive contributions for both English teachers and the students. to make the students improve their speaking ability, one way is doing regular practices. The researcher used the action research method to solve the problems of the student's communicative class of Al-Ma'muroh language study club in learning English.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research is classified as Classroom Action Research. A collaborativeaction research is an approach where by a facilitator engages with a group ofparticipants in the context of their working environment to help define and explorecertain problems and needs. In this study the researcher will act as a real teacherwho teaches the students.

Meanwhile the real teacher acts as observer who observesthe teacher who applies the use of riddles game in improving students' vocabularymastery when the teaching learning process conducted. Since it deals with theclassroom setting, this study is director to develop the teaching strategy in order tofind out the solution to the classroom problem in the teaching of vocabulary. Tocope with classroom problem in the teaching of vocabulary, the real teacher appliesthe use of riddles during the teaching learning process.

Classroom action is a method of finding out what the best way in theclassroom. So that, we can improve students ability in learning process. This aimof classroom action research is to improve the teachers' teaching their ownclassroom or school. While there is no requirement that the findings begeneralizedto other situation, the results can add to knowledge base. Classroom ActionResearch consist of three words, there are:

a. Research

Examine activities of an object, use the rules of particular methodology toobtain data or information to improve the quality of a thing that interest andimportant for the researcher.

b. Action

Some activities that are deliberately made with a specific purpose, which inthis research formed a series of cycle activities.

c. Class

Class is group of students who are in the same time receive the lesson froma teacher. Constrain which written for understanding about the class is oldinterpretation, to immobilize a misconception and widely understood by the publicwith "room for teacher to teach". Class not just a room but a group of students whoare studying.

By combining three words above, classroom action research reflection to activitywhich is intentionally appeared and happened in class.

In here, the researcher uses a Classroom Action Research (CAR) designedby Kemmis and Mc Taggart model that consist of four steps namely, planning,acting, observing, and reflecting. Improvement the problem in this research isbrought about by the series of cycle. The figure is bellow:
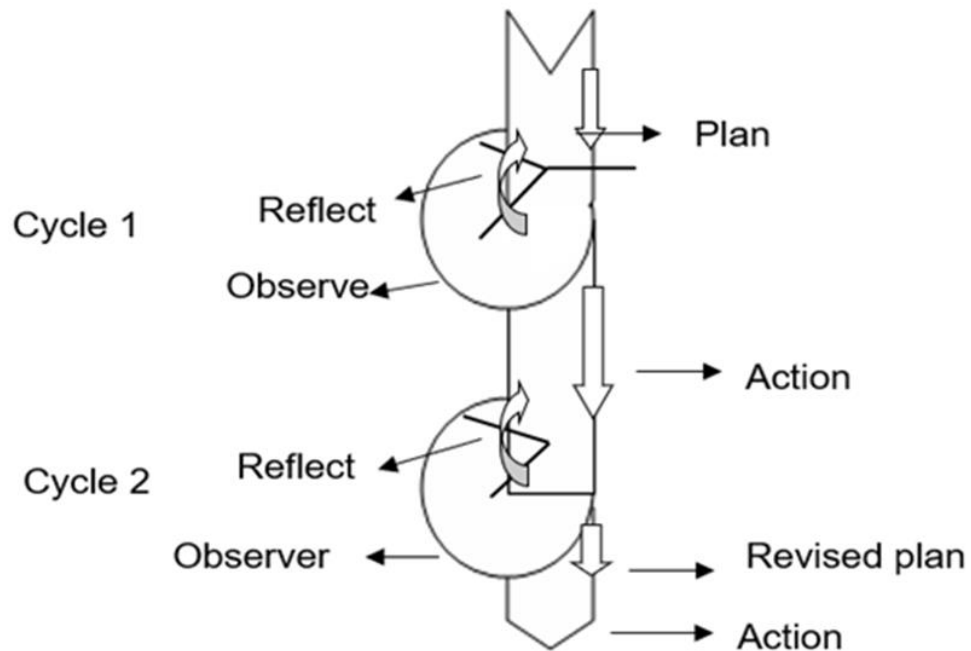
Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart

The procedures of research are performs by administrating two cycles. Eachcycle contain four steps which are planning, action, observation, and reflection.Before the cycle I begun, orientation test is administrated to identify the basicknowledge of the students about vocabulary mastery.

3.2 Research Setting

The setting of this study conduct at al-ma'muroh dormitory. This school islocated in Al-Ma'muroh Dormitory. The subject of this study is the the first grade of Darussalam Senior High School . This participant of the class consists of 16 students.

a. Place

The ALSC (Al-Ma'muroh Language Study Club) institution located at the Darussalam Putri Utara Islamic Boarding School is a language institution that has recently been established. This member of ALSC is domiciled in Al-Ma'muroh Dormitory.

b. Time

The time to perform acts ranging from Cycle I and Cycle II for 2 weeks in 6 Meetings.

3.3 Research Subject

The subject of the study is the first grade students of Al-Ma'muroh Dormitory. It is only one class with the total number of students are 16. The student's list details are below:

No	Students Number	Name
1	2101 54	Ainir Rohimah
2	210902	Cheshilian Nuril Makrus
3	211170	Dhini Mulyasari
4	211255	Djingga Nafthalie A.B
5	181109	Gita Ayu Safitri
6	180278	Krisna Ayu Dwi Fitriani
7	180696	Layli Nazwa Fibriana M
8	211205	Laura Syahira

9	180416	Monic Mayzaidah Istan
10	181137	Neelam Choirunnisa
11	210667	Nurmiatul Lailia
12	210142	Nurul Syafika
13	210876	Ratna Ananda
14	211441	Riqqah Arawinda E. AM
15	210359	Shofi Ruhamafillah
16	180569	Unun Nadhiroh

Table 3.1 List Student's Name of First Grade

3.4 Research Instrument

The instrument of collecting data is used by the researcher to get the dataobservation by using:

a. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher and students.

b. Test: is used for getting data research result and students activities inteaching learning. There are two tests used in this research as follows:

A) Pre-test is done before implementing the Classroom Action Research (CAR).

B) Post-test is implemented after implementing the Classroom Action Research (CAR)

c. Diary Notes: is personal records usually done by the researcher itself that will be writing up daily. The diary notes are useful for

knowing all the students' activities during teaching and learning process.

d. Documentation :Study documentation use to show the teaching and learning process by using the photograph. The research take the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

3.5 Data Source

Data is result of research record in number and fact (Arikunto, 1997 : 91), it means that data is number of fact is found by researcher. Data in this study only uses primary data. Ari (1985) stated that primary data is data which are collected directly from the sample. For this study, the data was got from score by administering Pre-test and Post-test.

Arikunto (1998 : 114) stated that, Sources of data are subjects where data comes from. Those can be:

1. Person

   Person is man who gives the data or information orally, it can be done by interviewing or by giving Test for the subject.

2. Place

   Place is the resources of data that deals with place or moving, some place can be the room. The location of the resources of material the place of this research was in First Grade of Al-Ma'muroh Language Study Club.

3. Paper

Paper is resources of data that deals with symbol; picture the document, book number, the paper of this research document about structure of First Grade Al-Ma'muroh Language Study Club (ALSC).

3.6 Procedure of Data Collection

This study is classroom action research, it is mean that there must be cycles in this study. The cycles of classroom action research project involve identifying a problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting). There will be one cycles, If the first cycle of the role play method does not work, then the second method will be held. If the second method is unsuccessful, a third cycle will be held. This method for improving student vocabulary mastery.

including pre-cycle and each cycle is ended by final test. There are four steps in action research, they are planning, acting (implement the role play in teaching spea

king), observing (the researcher observes the teaching learning process and student activity in the classroom), and reflecting (teacher and researcher).

3.6.1 Preliminary Study

This procedure of action research is to identify and define the real problems occurring the students in the class. On this stage, the researcher will have teacher to know the teaching method practice to explain problems in teaching and learning englinh language and the initial condition of student's ability in vocabulary mastery. So researcher directly observe the teaching and learning method in his class.

The researcher came to class on Sunday, 12th October 2021 although the teacher teach grammar material, the researcher still observes to get the information about student's initial condition and to know their problem in learning speaking. After the researcher got the data from observation and the test and the researcher decide to analyze the problem faced the students. As problem have been identified, the researcher choses one and the most crucial problems: motivation vocabulary mastery. Because of student vocabulary is still low. so, the fluency in all of skill in english students is also low. After analyzing the problems faced by student, the next step which is done by the researcher designing a plan to continue into the next cycle to overcome the problems in the previous cycle. It was going on Friday, 14th, October 2021 the researcher did the pre-cycle treatment to student. The researcher thought improving

vocabulary mastery student's using crossword puzzle game method and ended with pre cycle test.

3.6.2 Criteria of Success

Based on preliminary study above, the criteria of success of study is the use crossword puzzle game to improve vocabulary mastery ability at first grade of ALSC (Al-Ma'muroh Language Study Club). Based on the ALSC (Al-Ma'muroh Language Study Club) agreement between the researcher and the teacher, classroom action research can be called successful if it can exceed the criteria that have been determined, that is when there is 70% of students could achieve the target score. Moreover, CAR is able to be called fail if it is cannot exceed the criteria that have been detained. Then, the alternative action would be done in the next cycle.

3.7 Data Analysis

This research used qualitative and quantitative data. The analysis qualitative data used in this research observation of students' activities during teaching learning process, and the interview before and after Classroom Action research(CAR).

The quantitative data there was a vocabulary test and it were about 20questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct

answer was given4 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \text{ x } 100 \text{ %}$$

Where:

S: Score

R: The number of correct answer

N: The number of question To know the mean of the students' score of vocabulary in each cycle, the following formula was applied:

$$X = \frac{\Sigma x}{N}$$

Where:

X : mean

Σx : total score

N : number of students

Third, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75, which is adapted from the school agreement at SMA Darussalam. It uses the formula:

$$P = \frac{F}{N} \text{ x } 100 \text{ %}$$

Where:

P: the class percentage

F: total percentage score

N: number of students

After getting mean of the students' score per actions, the research identifies whether or not there might have students' improvement score on

vocabulary comprehension from pre-test up to post-test score in cycle 1 and cycle 2.

In analyzing that, the researcher uses the formula:

$P = \frac{y1-y}{N}$ x 100 %

Where:

P : percentage of students' improvement

y : pre-test result

y2 : post-test 2

Table 3.2

Classification of Student Score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	<40

	VOCABULARY ASSESSMENT			
	Poor (1 point)	Fair (2 Points)	Good (3 Points)	Exellent (4 Points)
Match words to definition	student is able to match only a few words to their definitions	Student is able to match some of the words to their definitions	Student is able to match most of the words to their definitions	student is able to match all of the words to their definitions
Complete sentence	Studentis able to complete only a few sentence with the correct vocabulary words	Student is able to complete some of the sentence with the vocabulary correct words	Student is able to complete most of the sentence with the correct vocabulary words	Student is able to complete all of the sentench with the correct vocabulary words
Write Definitions	Student is able to write only a few definitions	Student is able to write some of the definition	Student is able to write most of the definitions	Student is able to write all of the definitions
Write original sentences	Students is able to write a sentence for only a few words	Students is able to write a sentence for some of the words	Student is able to write as entence for most of the words	student is able to write sentence for all of the words
Mechanics	Student often misspells, does not use correct punctuation	Student sometimes misspells, does not use correct punctuation	Student seldom misspell, does not capitalize doesnot use correct punctuation	Student never misspell, does not capitalize does not use correct punctuation

Table 3.3www.rcampus.com Vocabulary Assesment Rubric

CHAPTER IV

FINDING AND DISCUSSION

This research was aimed to improve the student's Vocabulary Mastery at communicative class of ALSC (Al-Ma'muroh Language Study Club) in academic year 2021/2022 by using Crossword Puzzle Game method. It was carried out based on the procedures that had been planned before. This chapter describes the processes as well as the result of the research.

4.1 Findings of Data

4.1.1 Preliminary of Observation (Reconnaissance)

The goal of pre-observation is to know the teaching learning process directly before implementing the Classroom Action Research (CAR). The researcher observed the learning teaching process in communicative class of ALSC (Al-Ma'muroh Language Study Club) in academic year 2021/2022.

The observation was started on Tuesday, October 14th 2021, until Thursday, 30th2021. This procedure of action research was to identify and define the real problems occurring the students in the class. after doing that learning activity, the researcher found several problems related to the learning process. was that the fluency and pronunciation of students in speaking. There was schedule of the research as follow:

Table 4.1

Schedule of The Research

DATE	ACTIVITY
October 14th 2021	Preliminary study
October 15th, 2021	Preparing lessons plan, material, assessment, and criteria of success, and preparing media.
October 16th, 2021	First meeting to implementing lesson plan cycle I
October 20th, 2021	Second meeting to implementing student final test Cycle I
October 22th, 2021	First meeting to implementing lesson plan cycle II
October 24th, 2021	Second meeting to implementing student final test Cicle II.
October 29th, 2021	Analysing the student's score.
October 30th, 2021	Writing the finding and Printing the report.

Source processed by researchers, 2022

The researcher was started the teaching and learning process first is greeting them, and the researcher introduce by herself. And then, the researcher checked their attendance list and giving motivate. Furthermore, the researcher presented and explained the material include all aspect such as definition of some place, example of sentence, procedure of translating of vocabulary and etc. Knowing here, the researcher encountered some related program to the learning teaching process. The first was not whole students paid attention, their attention was mostly spent to speak to each other. The second, some of student's brick stammer when speak English and some of student still combines 3 different languages in one sentence, namely Indonesian, Javanese and English. And the third, some of student still did not understand how to apply them vocabulary when speak English.

To analyse all in the class room, the observation was done by conducting an oral test by the teacher. Every student's spoke theirs works according to a topic was given from teacher. Besides, after some student done or finished their works in oral test.

Based on that scoring rubric observation from teacher above, the researcher concludes that. There were 8 student's still get fair score. There were 8 student's get excellent score, . While the standard criteria from was 75.00. and the average score ALSC (Al-Ma'muroh Language Study Club) was 78.37.

Besides the interview was conducted October 15th 2021to complete field problem. And the interview was transferred to be interview transcript.

According data from the interview, it can be known that students were not to much interested in learning English. Moreover, as they mentioned in interview, student think learning English was it will only be boredbecause of the monotonous method. In addition, student also still encountered the problem related to Vocabulary Mastery. Based on informant, ''The teacher always gives assignment to do a task related to make sentence. such as, a write daily activity in students book of the class using the LKS (Lembar Kerja Siswa), make general conversation, and describing picture, etc.'' Besides, some media are used by the English teacher such us, handbook, picture, internet, and material from other book, etc. Based on the informant assume was ''The Vocabulary Mastery of first grade at ALSC (Al-Ma'muroh Language Study Club) is still low.

4.1.2 Description of Crossword Puzzle Game Implementation

The researcher described the process of implementation as bellow:

Table 4.2: Students' scores in a preliminary study

No	Name of Student	Score
1	Ainir Rohimah	80
2	Cheshilian Nuril Makrus	65
3	Dhini Mulyasari	45
4	Djingga Nafthalie A.B	70
5	Gita Ayu Safitri	75
6	Krisna Ayu Dwi Fitriani	70
7	Layli Nazwa Fibriana M	60

8	Laura Syahira	60
9	Monic Mayzaidah Istan	65
10	Neelam Choirunnisa	60
11	Nurmiatul Lailia	55
12	Nurul Syafika	75
13	Ratna Ananda	65
14	Riqqah Arawinda E. AM	60
15	Shofi Ruhamafillah	60
16	Unun Nadhiroh	70
	Total	**$\sum x = 1035$** **$X = 64.6$**

Based on the score table obtained by students in the above observations, 16 students can participate in doing the task. There fore the scores obtained by students in the table above are analyzed using a scoring rubric, while the standard criteria score (SKM) was 70. Moreover, there were 81% of students were not successful in test, which means that their score of students was under the standard success or criteria maximum of the score (SKM). While there were 19% of students who were successful in the pre-study task, because the result of the score that they get meets the standard success or criteria maximum of the score.

In addition to all the problems faced by students above, the researcher is sure that the lack of vocabulary they have is also one of the problems faced by students. This can be proven by the inability of some students to know the vocabulary that is quite common to know, such as eating, waking up, and so on.

a. Report of Cycle I

1). Planning of Action

Researchers provide several needs related to research, as follows:

a) Provide a Lesson Plan

The lesson plan were used to manage activities, material and time. And was guided by using lesson plans. so that the learning objectives are directed and achieve the goals by using a lesson plan.

b) Provided a Material of Teaching

Teaching materials are Crossword Puzzle Game . In addition to student-student conversations, other components are presented, such as a little discussion about their activities. In addition, the researcher also presented transcripts of conversations for students. as well as short 3-minute videos for great examples for doing Crossword Puzzle Game.

c) Provided an Instructional Strategy

The first instruction for applying the Crossword Puzzle Game method was students are give the result of their answers from the Crossword Puzzle Game. And second students to be shown a short video about an example of working on a Crossword Puzzle Game. With the aim that students can do task of the researcher properly and correctly. Third, students make group consist of two people to discussion the answer and translation of the questions that have been given.

d) Prepare Criteria of Success

This research can be called successful. if, 80% student's at firstgrade of ALSC(Al-Ma'muroh Language Study Club) students could achieve the target score 75.00.

e) Prepare Test

The test was presented to each students, the kind of test was an oral test. Every students was make a group, one group a consists two people. In the result each group must read out every vocabulary obtained in the game.

Table 4.2

The Students' Score during Cycle I

No	Name of Student	Match Words to definition	Complete Sentence	Write definition	Write Original sentences	Mechanics	Total Score
1	Ainir Rohimah	20	20	18	20	20	98
2	Cheshilian Nuril Makrus	15	14	19	10	12	70
3	Dhini Mulyasari	15	15	20	18	15	83
4	Djingga Nafthalie A.B	18	17	19	18	20	92
5	Gita Ayu Safitri	14	10	18	12	14	68
6	Krisna Ayu Dwi Fitriani	18	12	16	17	18	81
7	Layli Nazwa Fibriana M	18	11	20	10	12	71

8	Laura Syahira	10	18	13	13	15	72
9	Monic Mayzaidah Istan	20	16	18	20	19	93
10	Neelam Choirunnisa	13	11	10	19	12	65
11	Nurmiatul Lailia	16	17	18	19	11	81
12	Nurul Syafika	20	20	17	19	20	96
13	Ratna Ananda	8	10	15	11	14	58
14	Riqqah Arawinda E. AM	12	12	18	11	16	69
15	Shofi Ruhamafillah	18	18	17	13	18	84
16	Unun Nadhiroh	15	12	18	16	12	73
	Total						**∑x = 1254** **X = 78.3**

Source:Processed by Researcher, 2022

2). Implementing

there were two meetings in implementing as follow:

a) the first meeting

The first meeting in cycle 1, was done on thursday, 16th October, 2021. And duration of teaching was applied based on the lesson plans, exactly 60 minutes. There was activity was bellow:

- **Pre-Activities**

The all of time in pre activity were 5 minutes. Were that: The teacher was began the teaching by greeting Assalamualaikum Wr.Wb to class. Afterward, the researcher continues to lead praying by reading basmallah together. Furthermore, researcher checked the attendance list. After that the researcher, prepare students to ready learning activity, motivate them, appreciate, and convey learning objectives.

- **Main Activities**

The all of time in main activity were 20 minutes. Were that implemented lesson plan, such as: the teacher Students are given guidance from the teacher, by knowing Crossword Puzzle Game of the material and about Vocabulary Mastery.Students are then given the opportunity to ask questions about things that have not been understood.

- **Post Activities**

The all of time in post activity were 5 minutes. Were that: The teacher ends the learning process by giving thanks for the success of the learning activity process.It was closed by praying and finally said alhamdulillah together.

b) Second meeting

The first meeting in cycle 1, was done on wednesday, October 16th, 2021. Besides in this meeting, who that implement the lessons was the teacher. the researcher just observe during teaching speaking using role play method. different from the previous meeting, the first meeting only focused on tests for the students. And duration of teaching was applied based on the lesson plans, exactly 60 minutes There was activity was bellow:

- **Pre Activity**

    The all of time in pre activity were 5 minutes. Were that: The teacher was began the teaching learning process by greeting Assalamualaikum Wr.Wb to class. Afterward, the teacher continues to lead praying by reading basmallah together. Furthermore, teacher checked the attendance list. After that theteacher, prepare students to ready learning activity, motivate them, appreciate, convey learning objectives, asked about material that explain in first meeting, and give to know students that today there will be a second test.

- **main activity**

    The all of time in pre activity were 20 minutes. Were that: speaking test. Two student's make conversations in front of class using transcript dialogue from the vocabulary where take from before.

- **Post Activity**

The all of time in post activity were 5 minutes. Were that: The teacher ends the learning process by giving thanks for the success of the learning process. It was closed by praying and finally said alhamdulillah together.

3) Observing

in the third stages, the researcher observed the condition and process which accrued in the cycle 1 more deeply. The learning and teaching also supported by using observation checklist, as bellow:

table 4.3

Observation Checklist for The Student

No	Name	Paying Attention	Practicing Well	Being Enthusiastic in Implementing Role Play
1	AINIR ROHIMAH	✓	✓	✓
2	CHESHILIA NURIL M	✓	✓	✓
3	DHINI MULYASARI	✓	✓	✓
4	DJINGGA NAFTHALIE	✓	✓	✓
5	GITA AYU SAFITRI	✓	✓	✓
6	KRISNA AYU DWI F	✓	✓	✓
7	LAYLI NAZWA F	✓	✓	✓
8	LAURA SYAHIRA	✓	✓	✓
9	MONIC MAYZAIDAH	✓	✓	✓
10	NEELAM CHOIRUNNISA	✓	✓	✓
11	NURMIATUL LAILIA	✓	✓	✓
12	NURUL SYAFIKA	✓	✓	✓
13	RATNA ANANDA	✓	✓	✓
14	RIQQAH ARAWINDA E	✓	✓	✓
15	SHOFI RUHAMAFILAH	✓	✓	✓
16	UNUN NADHIROH	✓	✓	✓

Source:Observedby Researchers, 2022

Table 4.4

Observation Checklist For The Student

No	The Teacher Activities	Yes	No
1	opening in class	✓	
2	giving material well,	✓	
3	verifying students attending lists	✓	
4	delivering motivation,	✓	
5	guiding students difficulty during learning,	✓	

SSSource : Observed by Researchers, 2022

According on the observation checklist above, it showed that's allstudents were paid attention when the teacher explained material to students and make student enjoyed this method. Related to the students' response, all students paying well attention to the teacher explanation. All of them also practice well with their group.Finally,the teaching andlearning activity enthusiastically studentsseen interested Crossword Puzzle Game thats makes students more focused in this material that has been explained by the teacher. it becomes the student's score of Vocabulary Mastery improve by 80%. Either observation checklist above, the researcher make score observations for teacher. That's aim, was to get results from before. The table of scoring rubric as bellow:

4) Reflecting

Based on analysis of the cycle one, it can be concluded that the cycle I and Cycle II was considered passed because it was determined from the of success criteriaThis research can be called successful. if, 80% student's at first grade of ALSC(Al-Ma'muroh Language Study Club) students could achieve the target score 75.00. Based on scores were improved in the cycle II Then, score in preliminary study. So that's way, this method makes students more focused in this material that has been explained by the teacher. it becomes the student's score of fluency and pronunciation improve by 80%.

5) Revise the strategy applied in cycle 1

Based on the scores that have been generated above, the researcher revised the strategy that had been applied in cycle I. The researcher used a task-based learning strategy by making introducing video in four meetings in cycle II. The differences between the two were that the implementation of the task-based learning strategy in cycle II has more meetings than in cycle I. In addition, in cycle I, students are not familiar with new vocabulary that they may need in the process of completing the test in cycle I. So, in cycle II, students have more opportunities and time to learn, ask, and practice new vocabularies that may be unfamiliar to them during the process of completing the video-making task given by the researcher in four meetings that will be conducted in cycle II.

b. Report of Cycle II

1). Planning of Action

Researchers provide several needs related to research, as follows:

a) Provide a Lesson Plan

The lesson plan were used to manage activities, material and time. And was guided by using lesson plans. so that the learning objectives are directed and achieve the goals by using a lesson plan.

b) Provided a Material of Teaching

Teaching materials are Crossword Puzzle Game . In addition to student-student conversations, other components are presented, such as a little discussion about their activities. In addition, the researcher also presented transcripts of conversations for students. as well as short 3-minute videos for great examples for doing Crossword Puzzle Game.

c) Provided an Instructional Strategy

The first instruction for applying the Crossword Puzzle Game method was students are give the result of their answers from the Crossword Puzzle Game. And second students to be shown a short video about an example of working on a Crossword Puzzle Game. With the aim that students can do task of the researcher properly and correctly. Third, students make group consist of two

people to discussion the answer and translation of the questions that have been given.

d) Prepare Criteria of Success

This research can be called successful. if, 80% student's at firstgrade of ALSC(Al-Ma'muroh Language Study Club) students could achieve the target score 75.00.

e) Prepare Test

The test was presented to each students, the kind of test was an oral test. Every students was make a group, one group a consists two people. In the result each group must read out every vocabulary obtained in the game.

Table 4.5

The Students' Score during Cycle II

No	Name of Student	Match Words to definition	Complete Sentence	Write definition	Write Original sentences	Mechanics	Total Score
1	Ainir Rohimah	20	20	20	20	20	100
2	Cheshilian Nuril Makrus	18	15	19	15	14	81
3	Dhini Mulyasari	17	16	20	20	18	91
4	Djingga Nafthalie A.B	20	20	19	18	20	97
5	Gita Ayu Safitri	16	15	18	20	16	85

6	Krisna Ayu Dwi Fitriani	18	18	17	18	20	91
7	Layli Nazwa Fibriana M	18	15	20	18	14	85
8	Laura Syahira	15	18	18	15	19	85
9	Monic Mayzaidah Istan	20	17	20	20	19	96
10	Neelam Choirunnisa	17	15	15	20	16	83
11	Nurmiatul Lailia	17	19	18	20	15	89
12	Nurul Syafika	20	20	20	19	20	99
13	Ratna Ananda	15	18	16	20	16	85
14	Riqqah Arawinda E. AM	17	18	16	16	18	85
15	Shofi Ruhamafillah	20	18	18	14	19	89
16	Unun Nadhiroh	19	15	19	17	15	85
	Total						**∑x = 1424** **X = 89**

Source:Processed by Researcher, 2022

2). Implementing

there were two meetings in implementing as follow:

a) the first meeting

The first meeting in cycle II, was done on Wednesday, 20th October, 2021. And duration of teaching was applied based on the lesson plans, exactly 60 minutes. There was activity was bellow:

- **Pre-Activities**

  The all of time in pre activity were 5 minutes. Were that: The teacher was began the teaching by greeting Assalamualaikum Wr.Wb to class. Afterward, the researcher continues to lead praying by reading basmallah together. Furthermore, researcher checked the attendance list. After that the researcher, prepare students to ready learning activity, motivate them, appreciate, and convey learning objectives.

- **Main Activities**

  The all of time in main activity were 20 minutes. Were that implemented lesson plan, such as: the teacher Students are given guidance from the teacher, by knowing Crossword Puzzle Game of the material and about Vocabulary Mastery. Students are then given the opportunity to ask questions about things that have not been understood.

- **Post Activities**

  The all of time in post activity were 5 minutes. Were that: The teacher ends the learning process by giving thanks for the success of the learning activity process.It was closed by praying and finally said alhamdulillah together.

b) Second meeting

The first meeting in cycle 1, was done on wednesday, October 16th, 2021. Besides in this meeting, who that implement the lessons was the teacher. the researcher just observe during teaching speaking using role play method. different from the previous meeting, the first meeting only focused on tests for the students. And duration of teaching was applied based on the lesson plans, exactly 60 minutes There was activity was bellow:

- **Pre Activity**

    The all of time in pre activity were 5 minutes. Were that: The teacher was began the teaching learning process by greeting Assalamualaikum Wr.Wb to class. Afterward, the teacher continues to lead praying by reading basmallah together. Furthermore, teacher checked the attendance list. After that theteacher, prepare students to ready learning activity, motivate them, appreciate, convey learning objectives, asked about material that explain in first meeting, and give to know students that today there will be a second test.

- **main activity**

    The all of time in pre activity were 20 minutes. Were that: speaking test. Two student's make conversations in front of class using transcript dialogue from the vocabulary where take from before.

- **Post Activity**

The all of time in post activity were 5 minutes. Were that: The teacher ends the learning process by giving thanks for the success of the learning process. It was closed by praying and finally said alhamdulillah together.

3) Observing

in the third stages, the researcher observed the condition and process which accrued in the cycle 1 more deeply. The learning and teaching also supported by using observation checklist, as bellow:

table 4.6

Observation Checklist for The Student

No	Name	Paying Attention	Practicing Well	Being Enthusiastic in Implementing Role Play
1	AINIR ROHIMAH	✓	✓	✓
2	CHESHILIA NURIL M	✓	✓	✓
3	DHINI MULYASARI	✓	✓	✓
4	DJINGGA NAFTHALIE	✓	✓	✓
5	GITA AYU SAFITRI	✓	✓	✓
6	KRISNA AYU DWI F	✓	✓	✓
7	LAYLI NAZWA F	✓	✓	✓
8	LAURA SYAHIRA	✓	✓	✓
9	MONIC MAYZAIDAH	✓	✓	✓
10	NEELAM CHOIRUNNISA	✓	✓	✓
11	NURMIATUL LAILIA	✓	✓	✓
12	NURUL SYAFIKA	✓	✓	✓
13	RATNA ANANDA	✓	✓	✓
14	RIQQAH ARAWINDA E	✓	✓	✓
15	SHOFI RUHAMAFILAH	✓	✓	✓
16	UNUN NADHIROH	✓	✓	✓

Source:Observedby Researchers, 2022

Table 4.7

Observation Checklist For The Student

No	The Teacher Activities	Yes	No
1	opening in class	✓	
2	giving material well,	✓	
3	verifying students attending lists	✓	
4	delivering motivation,	✓	
5	guiding students difficulty during learning,	✓	

SoSource : Observed by Researchers, 2022

According on the observation checklist above, it showed that's allstudents were paid attention when the teacher explained material to students and make student enjoyed this method. Related to the students' response, all students paying well attention to the teacher explanation. All of them also practice well with their group.Finally,the teaching andlearning activity enthusiastically studentsseen interested Crossword Puzzle Game thats makes students more focused in this material that has been explained by the teacher. it becomes the student's score of Vocabulary Mastery improve by 80%. Either observation checklist above, the researcher make score observations for teacher. That's aim, was to get results from before. The table of scoring rubric as bellow:

Table 4.8

Student Score from Teacher, after usingCrossword puzzle game

No	Name	Score	scale
1	AINIR ROHIMAH	100	Excellent
2	CHESHILIA NURIL M	81	Excellent
3	DHINI MULYASARI	91	Excellent
4	DJINGGA NAFTHALIE	97	Excellent
5	GITA AYU SAFITRI	85	Excellent
6	KRISNA AYU DWI F	91	Excellent
7	LAYLI NAZWA F	85	Excellent
8	LAURA SYAHIRA	85	Excellent
9	MONIC MAYZAIDAH	96	Excellent
10	NEELAM CHOIRUNNISA	83	Excellent
11	NURMIATUL LAILIA	89	Excellent
12	NURUL SYAFIKA	99	Excellent
13	RATNA ANANDA	85	Excellent
14	RIQQAH ARAWINDA E	85	Excellent
15	SHOFI RUHAMAFILAH	89	Excellent
16	UNUN NADHIROH	85	Excellent

Source:Processed by Teacher, 2022

Based on Student Score from teacher , after using Crossword Puzzle Game. The students vocabulary score of ALSC (Al-Ma'muroh Language Study Club) in academic 2021/2022 after using the Crossword Puzzle Gamebeing increased 80%.

4. Summary of the student's average score

After the research implemented a task-based learning strategy, the data was obtained by her. The results show that there was some improvement in students' Vocabulary Mastery, students were interested and not afraid to answer the teacher questions. In addition, students pay attention when the researcher explains the material and

completes the answer. Then analyzed in each cycle briefly. So it can
be seen in the diagram, below:

4.1: Diagram

The Student's Average Score in preliminary Study, cycle I,

and cycle II

	average/mean	
Pre-Study	**Cycle I**	**Cycle II**
64,6	**78,3**	**89**
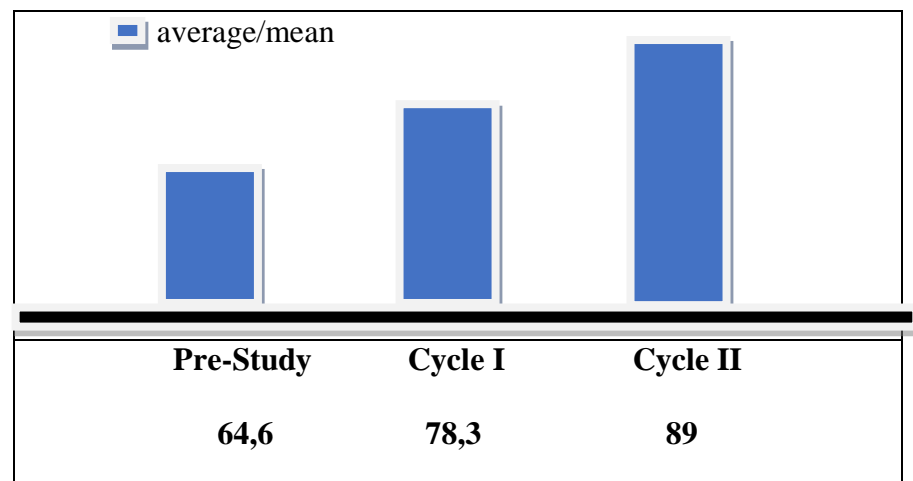
It can be seen that the average score of students in the preliminary
study was 64,6. While the average value of students in the first cycle
was 78,3, then increased to 89 (from combining data generated by
raters one and two) in the second cycle.

According to the diagram above, the percentage of students who
passed from SKM shows that the percentage of students who passed
from SKM in cycle I was bigger than the percentage of students who
passed SKM in the preliminary study after being taught by
implementing a task-based learning strategy, there was as many as
improvements, and the cycle I was improved in the cycle II, there was
24% improvement.

Based on the results from cycle I to cycle II, it can be seen that student scores increased by applying Crossword Puzzle Game. In addition, students' grades increased from preliminary studies to cycle II.

4.2   Discussion

Crossword Puzzlewas a game of acting or behaving like someone else who faces a new situation. It makes students free to be someone, based on their creativity linguistic input.It could beconcluded that the use Crossword Puzzle Game was effective in improvingvocabulary mastery during the teaching and learning process.

One of the indicators, the beginning of the action has achieved success is the indicator of attention. Because with the attention of students, they become more enjoy with learning activities. Cycle I showed that at the first meeting, atthe time the researcher gives direction about the rules of the crossword puzzle game to be used,The students' attention to all the expressions given by the researcher was classified as very highgood.At this time it has been shown that there is a response from students that occurs when communication occurs between teachers and students. It can be seen from the responses of students who answered several questions from the teacher swiftly and expressively. In the example when the teacher asks about a review such as: "do you understand what crossword puzzle game is". This attention indicator was declared successful because students responded non-verbally to the other person, namely by looking, nodding, shaking their heads, smiling, laughing, turning

their heads, raising their hands, and etc. Verbally, they can respond to verbal communication correctly and contextually. It can be concluded based on the student's response to the teacher's verbal communication by carrying out all his orders correctly. Thus, if students are able to pay attention to the teacher, the psychological condition of the students has focused on the teacher. So that the acceptance of the material becomes easier for students to understand.

The results showed that there was an improvement in the vocabulary of mastery students using crossword puzzle games. The average cycle I is 78.3% This means cycle II at 89%, indicating that the score and average in cycle II are better than in the first cycle. Automatically the percentage of students who get 75 points or pass KKM also grows. In the cycle I, the students who got under 75 points were 8 students. In the Cycle II nobody students who got under 75 points (100%). This means an increase all of student success in cycle II. From the data above, shown by applying this technique, students' vocabulary scores continue to increase from cycle I to cycle II. The student's vocabulary mastery increases and being good at the first meeting for the next meeting occurs not only in the average student's grades, but also the student's expressions, interests, and excitement show an improvement. This can be seen on questionnaires, diaries and observation sheets. Most students are more active and enthusiastic during the learning process. This implies that the use of crossword puzzle games can improve vocabulary and also help English teachers to teach vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the study, it can be concluded that:

Crossword puzzle games are implemented through topics in the first grade of Al-Ma'muroh Language Study Club, After being implemented in cycle II, the results are: Puzzles can develop and motivate students in learning English, especially vocabulary. So Crossword puzzle is effectively used in vocabulary teaching to improve student vocabulary, it is evidenced by excellent response, this is based on the results that show that more than 80% of students enthusiastically participate during the teaching and learning process.

About the student's response to the puzzles that teachers use in teaching vocabulary is: Most students are happy and interested in the use of this game. Most learners point out that it is very useful to make it easier to remember vocabulary for them. During the teaching and learning process students respond well to the use of puzzles. This can be seen from their active participation and enthusiasm in the teaching and learning process.

Based on the finding and discussion, the researcher could conclude that the implementation of Crossword Puzzle Game in the first grade of Al-Ma'muroh Dormitory had a positive result and improved the students speaking skills. Both researcher and students always enjoy teaching and learning activities in the classroom. Apart from the fact that some games are played as a form of learning

reflection, students can also complete the tasks given by the researcher properly and responsibly, although this must always be reminded. In short, students can improve their Vocabulary after implementing a Crossword Puzzle Game.

Because of this, the implementation of Corossword Puzzle Game to improve students' Vocabulary Mastery followed by some steps such as 1). The teacher introduces What is Crossword Puzzle Game as the purpose of the activity. 2). The teacher explains the steps to applay Crossword Puzzle Game 3). The researcher displays an example of an introductory video about the game and asks students to watch it carefully. 4). Each student answer a question in paper of crossword puzzle . 5). The teacher asks students to collect information about their job/task. 6). The researcher allowed students to ask about the difficulties and problems they faced related to doing crossword puzzle game. 7). Researcher provide positive feedback to make students more interested and motivated in learning English, especially in vocabulary mastery. 8). The researcher evaluates the results of all the activities carried out.

Finally, the results of interviews with English teachers showed that Master gave a positive response after the application of Crossword Puzzle games in teaching vocabulary because it could be an alternative technique to use in teaching vocabulary.

5.2 Suggestion

From the result of research in the first grade students of Al-Ma'muroh Language Study Club, in order to build the English teaching learning processmore effective and more optimal for the students, the researcher would like to suggest:

1. Puzzle games can be an alternative to overcome students boredom.

2. This strategy or technique is recommended to English teachers or other researchers who want to conduct similar study or research.

3. In applying crossword puzzle game , the researcher needs to a better preparation before. Moreover, the teacher should be able to determine and choose the topic which can be implemented in crossword puzzle.

4. The researcher should apply the appropriate method in teaching learning process. The most important in choosing the method is should make students get new experience, new concept, and better skill. So, they can solve their problem in teaching learning process.

5. This research need a further research to get a better result and improvement in implementation to the following research in other school, due to this research is in the first grade students of Al-Ma'muroh Language Study Club, in academic year 2021/2022 in the second semester.

Finally, researcher hope that the results of this study can be used as additional references, there will be further research with different discussions that can make revisions in the development of this crossword puzzle game.

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APPENDIXES

LESSON PLAN

Cycle 1

Lembaga Bahasa   : Al-Ma'muroh Language Study Club (ALSC)

Kelas   : First Grade

Mata Pelajaran   : English

Pertemuan   : Ke - 1

Alokasi Waktu   : 60 Menit

A. Kompetensi Dasar :

3.7 Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutinatau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan Gerund)

4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

B. Iindikator Pencapaian

1. **Mengidentifikasi setiap vocabulary dalam soal dan jawaban**

2. **Menulis dan berbicara menggunakan vocabulary yang didapat**

3. **Mengoreksi isi pertanyaan dengan menterjemahkan seluruhnya**

C. Tujuan Pembelajaran

Dengan melakukan pembelajaran ini, para siswa angkatan pertama dapat mengidentifikasi soal serta menginterpretasi seluruh vocabulary dengan baik, serta komunikatif dalam proses belajar.

D. Kegiatan Pembelajaran

1. Pendahuluan

   a. Memberi salam dan berdoa

   b. Menecek kehadiran

   c. Menyampaikan tujuan inti

2. Kegiatan Inti

   a. Menyampaikan materi, memberikan contoh dan bertanya jika ada materi yang belum dipahami

   b. Diskusi

   c. Membuat beberapa kalimat dengan vocabulary yang didapatkan

3. Penutup

   a. Memberi kesimpulan materi pada pertemuan yang baru dilakukan

   b. Melakukan refleksi terhadap kegiatan yang sudah dilakukan

   c. Memberikan motivasi

E. Materi Pembelajaran

1
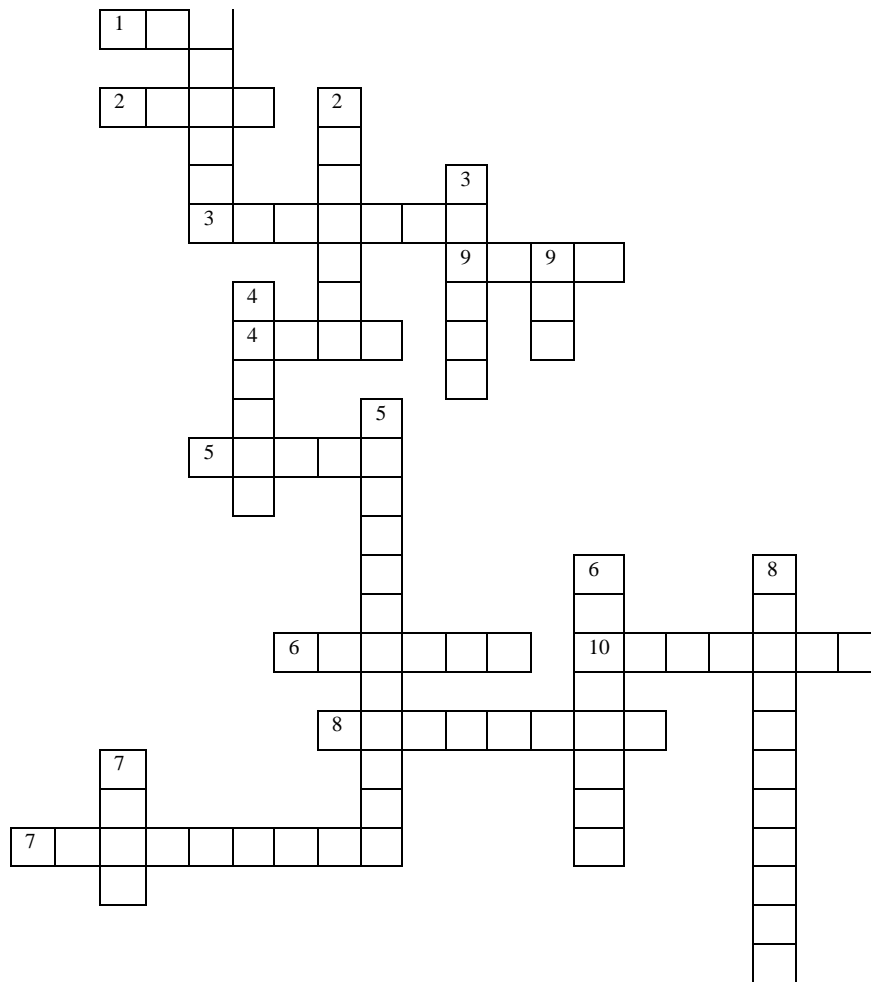
Across

1. "Im 22 years old" it shows....

2. The object pronoun of **they**.....

3. Dina goes to the........ to borrow some books

4. You need it to light home.

5. There are.... days in a week

6. You always feel.... before sleeping

7. We can communicate with other people in a long distance by speaking to them through...

8. What language is spoken in china?

9. Oriza Sativa the latin word of <u>rice</u>

   What is the indonesian of the underlined word

10. Something to wash your hair

Down

1. Specific (Antonim).....

2. It is a place to sleep on.

3. What is your name? ..... is Rara

4. Rose or Jasmine is name of.....

5. Unforget+able

6. Place for checked up your health

7. The couple of "Uncle"

8. Where do you usually go shopping?

9. People always cry when he is...

Blokagung, 16 Oktober 2021

Mengetahui,

ALSC Leader   Reseacher

<u>EVI HIDAYATUL MAGHFIROH</u>   <u>HILDA NURIATUL FIKIAH</u>

NIM. 18112210007

LESSON PLAN

Cycle II

Lembaga Bahasa   : Al-Ma'muroh Language Study Club (ALSC)

Kelas   : First Grade

Mata Pelajaran   : English

Pertemuan   : Ke - 2

Alokasi Waktu   : 60 Menit

A. Kompetensi Dasar :

3.7 **Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutinatau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan Gerund)**

4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

B. Iindikator Pencapaian

1. **Mengidentifikasi setiap vocabulary dalam soal dan jawaban**

2. **Menulis dan berbicara menggunakan vocabulary yang didapat**

3. **Mengoreksi isi pertanyaan dengan menterjemahkan seluruhnya**

C. Tujuan Pembelajaran

Dengan melakukan pembelajaran ini, para siswa angkatan pertama dapat mengidentifikasi soal serta menginterpretasi seluruh vocabulary dengan baik, serta komunikatif dalam proses belajar.

D. Kegiatan Pembelajaran

4. Pendahuluan

   a. Memberi salam dan berdoa
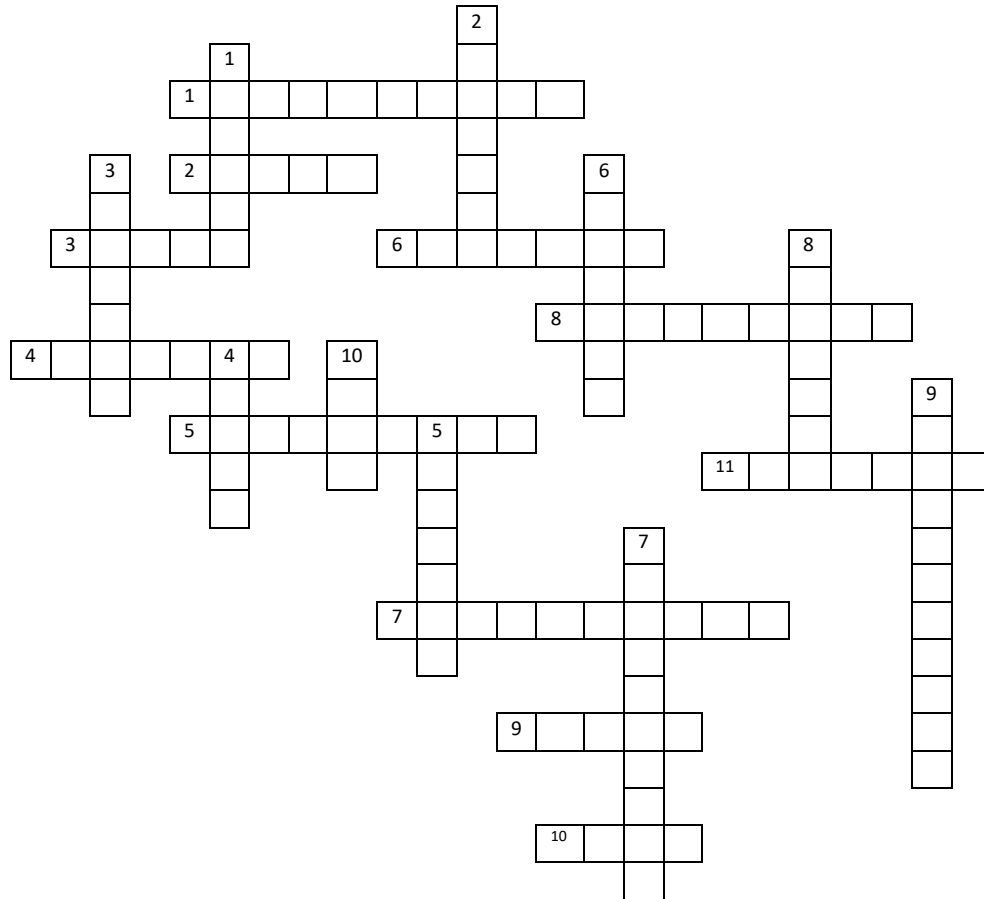
   b. Menecek kehadiran

   c. Menyampaikan tujuan inti

5. Kegiatan Inti

   a. Menyampaikan materi, memberikan contoh dan bertanya jika ada materi yang belum dipahami

   b. Diskusi

   c. Membuat beberapa kalimat dengan vocabulary yang didapatkan

6. Penutup

   a. Memberi kesimpulan materi pada pertemuan yang baru dilakukan

   b. Melakukan refleksi terhadap kegiatan yang sudah dilakukan

   c. Memberikan motivasi

E. Materi Pembelajaran

Across

1. Not Possible

2. The show looks monotonous. I feel... so that I go home earlier

3. We eat using a .... hand

4. Verb 2 of *"bring"*

5. Tidak bisa dilihat

6. Agnes monica is recognized as a multi ..... artist.

7. The place where you eat

8. The cake is so .... (adjective)

9. The class <u>begins</u> at 07.00 o'clock

   What is the synonym of the underline word?

10. Peringkat

11. An apple is Rp. 2000,- a watermelon is Rp. 10.000,-. It means that an apple ....

    than watermelon

Down

1. Export (Antonim)

2. Special clothes are worn when we sleep

3. Pendapat

4. What the bee's produce?

5. What do you wear during sleeping

6. Not angry

7. Your beloved girl

8. The bell rings, it ends the school day. You say .... to your teacher

9. It is an instrument for measuring human temperature

10. Barat

Blokagung, 20 Oktober 2021

Mengetahui,

ALSC Leader   Reseacher

EVI HIDAYATUL MAGHFIROH   HILDA NURIATUL FIKIAH

NIM. 18112210007

INTERVIEW

Interview for the English Teacher in the preliminary Study (Before Classroom Action Research)

Interview Guideliness

1. Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

2. Skill dan apa yang anda anggap paling sulit didalam pengajaan bahasa Inggris?

3. Teknik mengajar apa saja yang anda gunakan dalam pengajaran *vocabulary*?

4. Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?

5. Media apa yang anda gunakan dalam pengajaran *vocabulary*?

6. Sarana/fasilitas apa saja yang tersedia di asrama ini yang bisa mendukung pembelajaran bahasa Inggris?

7. Apa kendala dalam pengajaran *vocabulary*?

8. Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?

9. Tugas apa yang biasa Guru berikan di kelas?

10. Berapa KKM untuk mata pelajaran Bahasa Inggris?

11. Apakah Guru pernah mendengar tehnik pengajaran *Crossword Puzzle game*?

12. Apakah strategi pengajaran *Crossword Puzzle game* efektif diterapkan pada pengajaran skill *vocabulary*?

13. Menurut anda apakah strategi pengajaran *Crossword Puzzle game* dapat meningkatkan perbendaharaan *vocabulary* siswa dalam bahasa Inggris?

The result of Interview for the English teacher in the Preliminary

Study

Interviewer : Hilda Nuriatul Fikiah

Interviewee : Evi Hidayatul Maghfiroh

Profession : English Teacher

R: Researcher

T: Teacher

R: Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T: Proses pembelajaran bahsa Ingris di kelas adalah memberikan materi, game, dan juga test

R: Sub-Skill apa yang anda anggap paling sulit didalam pengajaan bahasa Inggris?

T: Dalam pengajaran sub-skill vocabulary.

R: Teknik mengajar apa saja yang anda gunakan dalam pengajaran *vocabulary*?

T: Metode *fun learning,* seperti game mendengarkan music dan pembelajaran out door

R: Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?

T: Menulis vocab dan mengingat vocabulary bahasa Inggris

R: Media apa yang anda gunakan dalam pengajaran *vocabulary*?

T: Menggunakan kamus

R: Sarana/fasilitas aa saja yang tersedia di asrama ini yang bisa mendukung pembelajaran bahasa Inggris?

T: Sarana yang tersedia beberapa kamus di perpustakaan bahasa

R: Apa kendala dalam pengajaran *vocabulary*?

T: Anak-anak sulit menghafal kosa kata baru

R: Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?

T: Kadang baik, kadang tidak.

R: Tugas apa yang biasa Guru berikan di kelas?

T: Membaca text dan mencari kata yang tidak dipahami artinya lalu meminta untuk Menghafalnya

R: Berapa KKM untuk mata pelajaran Bahasa Inggris?

T: KKM kita 75. Sesuai dengan KKM disekolah karena kita asrma yang memiliki instansi yaitu SMA Darussalam

R: Apakah Guru pernah mendengar tehnik pengajaran *Crossword Puzzle game*?

T: Pernah

R: Apakah strategi pengajaran *Crossword Puzzle game* efektif diterapkan pada pengajaran subskill *vocabulary*?

T: Ya, agar siswa tidak jenuh. Karna dengan metode yang itu-itu saja membuat anak-anak dikelas merasa bosan

R: Menurut anda apakah strategi pengajaran *Crossword Puzzle game* dapat meningkatkan perbendaharaan *vocabulary* siswa dalam bahasa Inggris?

T: Ya insyaallah dengan ketelatenan guru mengajar dikelas mungkin bisa

Interview for the English teacher after Classroom Action Research

Interview Guideliness

1. Bagaimana kemampuan siswa kelas pertama dalam pembelajaran *vocabulary* setelah menggunakan tehnik *Crossword Puzzle game*?

2. Bagaimana penguasaan vocabulary siswa setelah menerapkan strategi *Crossword Puzzle game*?

3. Bagaimana partisipasi siswa ketika pembelajran *vocabulary* menggunakan *Crossword Puzzle game* berlangsung?

4. Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *Crossword Puzzle game*

5. Menurut Ibu, bagaimana mengatasi permasalahan tersebut?

6. Apa pendapat Ibu setelah melihat pembelajaran *vocabulary* menggunakan *Crossword Puzzle game?*

7. Apakah Ibu merasa termotivasi setelah melihat penggunaan *Crossword Puzzle game* dalam pembelajaran di kelas?

8. Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *Crossword Puzzle game?*
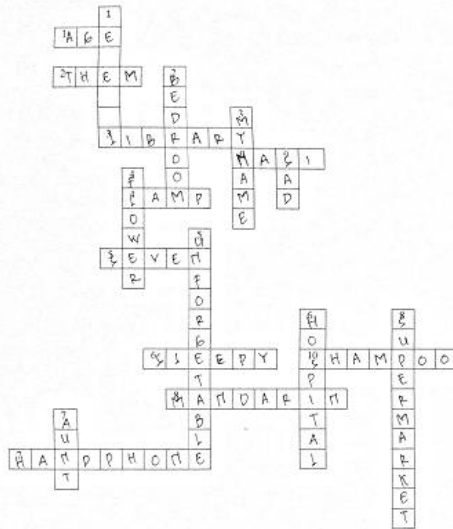
9. Setelah melihat pembelajaran *vocabulary* dengan menggunakan *Crossword Puzzle game* , apakah startegi ini efektif diterapkan pada pembelajaran *vocabulary*?

10. Menurut Ibu, apakah strategi pembelajaran *Crossword Puzzle game* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

The Result of Interview for the English Teacher after

Classroom Action Research

Interviewer : Hilda Nuriatul Fikiah

Interviewee : Evi Hidayatul Maghfiroh

Profession : English Teacher

R: Researcher

T: Teacher

R: Bagaimana kemampuan siswa kelas pertama dalam pembelajaran *vocabulary* setelah menggunakan tehnik *Crossword Puzzle game*?

T: Kemampuan siswa semakin bertambah ketika melaksanakan percakapan menggunakan bahasa inggris sudah memiliki vocabulary yang cukup

R: Bagaimana penguasaan vocabulary siswa setelah menerapkan strategi *Crossword Puzzle game?*

T: Lebih mudah menghafal dan mengetahui kosa kata yang baru dan siswi tidak mudah lupa

R: Bagaimana partisipasi siswa ketika pembelajran *vocabulary* menggunakan *Crossword Puzzle game* berlangsung?

T: Partisipasi anak-anak sangat baik, mereka aktif dan mau mengerti pelajaran yang diberikan

R: Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *Crossword Puzzle game?*

T: Siswi kadang mengganggu teman dan kadang tidak membawa kamus saat disuruh

R: Menurut Ibu, bagaimana mengatasi permasalahan tersebut?

T: Guru harus selalu mengingatkan agar mereka membawa kamus setiap pelajaran bahasa Inggris dan memberikan hukuman pada mereka yang mengganggu temannya saat pelajaran berlangsung.

R: Apa pendapat Ibu setelah melihat pembelajaran *vocabulary* menggunakan *Crossword Puzzle game?*

T: Pendapat saya, setelah menggunakan *Crossword Puzzle game* anak didik lebih mudah memahamai *vocabulary* baru

R: Apakah Ibu merasa termotivasi setelah melihat penggunaan *Crossword Puzzle game* dalam pembelajaran di kelas?

T: Ya, saya ingin menerapkannya dalam mengajar

R: Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *Crossword Puzzle game*?

T: Sangat menyenangkan dan santai

R: Setelah melihat pembelajaran *vocabulary* dengan menggunakan *Crossword Puzzle game*, apakah startegi ini efektif diterapkan pada pembelajaran *vocabulary*?

T: Ya

R: Menurut Ibu, apakah strategi pembelajaran *Crossword Puzzle game* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

T: Ya dan dapat mempertahankan *vocabulary* yang telah dipelajari sebelumnya

TES SISWA

Across

1. "Im 14 years old" it shows....
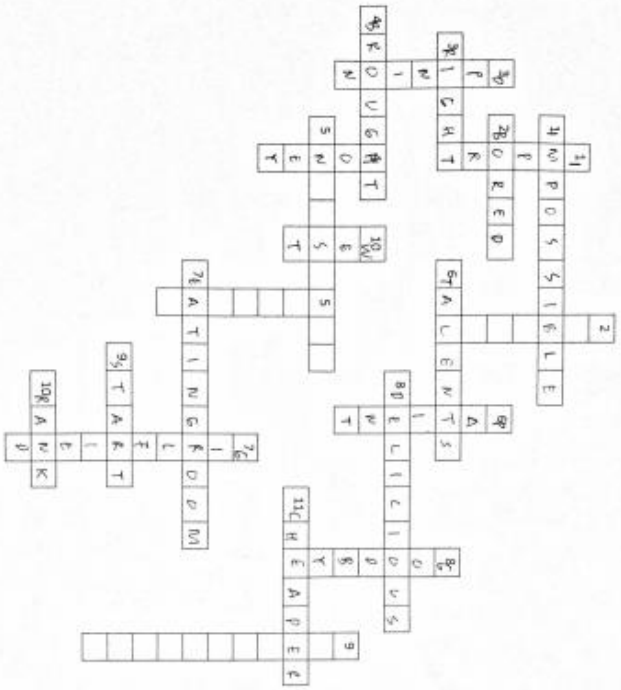2. The object pronoun of **they**.....
3. Dina goes to the........ to borrow some books
4. You need it to light home.
5. There are.... days in a week
6. You always feel.... before sleeping
7. We can communicate with other people in a long distance by speaking to them through...
8. What language is spoken in china?
9. Oriza Sativa the latin word of <u>rice</u>
   What is the indonesian of the underlined word
10. Something to wash your hair

Down

1. Specific (Antonim).....
2. It is a place to sleep on.
3. What is your name? ..... is Rara
4. Rose or Jasmine is name of.....
5. Unforget+able
6. Place for checked up your health
7. The couple of "Uncle"
8. Where do you usually go shopping?
9. People always cry when he is...

Name : CHECHILIA MURIL MARKUS

Vocab : - Age : Umur
- Them : Mereka
- Library : Perpustakaan
- Lamp : Lampu
- Seven : Tujuh
- Sleepy : Ngantuf
- Handphone : HP
- Mandarin (Bahasa a)
- Rice : Nasi

- Shampoo : Sampo
- Bedroom : Kamar tidur
- My name : Nama ku
- Flower : Bunga
- Unforgetable : Hampir lupa
- Hospital : R. Sakit
- Aunt : Tante
- Supermarket : swalayan
- Sad : sedih

Nama : DINGGA NAFTHALIE ARGIA AL BASHAR.

Vocab : BORED = Bosan

Right	= kanan
Brought = Bring	= membawa
Delicious = Lezat	
Cheaper = murah	

cooking room = ruang makan
Short = Pendek
Rank = Ranking
Opinion = Peringkat = Tingkatan
Honey | = madu

Tulislah vocab beserta artinya dari soal-soal diatas :

Patient = sabar
Goodbye = sampai jumpa
West = barat
Girlfriend = pacar Pr.

impossible = Mustahil
import =
talent = berbakat

Acroos

1. Not Possible
2. The show looks monotonous. I feel... so that I **go home** earlier
3. We eat using a ..... hand
4. Verb 2 of "bring"
5. Tidak bisa dilihat
6. Agnes monica is recognized as a multi ..... artist.
7. The place where you eat
8. The cake is so ..... (adjective)
9. The class <u>begins</u> at 07.00 o'clock
   What is the synonym of the underline word?
10. Peringkat
11. An apple is Rp. 2000,- a watermelon is Rp. 10.000,-. It means that an apple ..... than watermelon

Down

1. Export (Antonim)
2. Special clothes are worn when we sleep
3. Pendapat
4. What the bee's produce?
5. What do you wear during sleeping
6. Not angry
7. Your beloved girl
8. The bell rings, it ends the school day. You say ..... to your teacher
9. It is an instrument for measuring human temperature
10. Barat

Name: Hesiana Chaisun isa betari

Vocab:
- cage : kurung
- hurry : merika
- bedroom : kamar tidur
- library : Perpustakaan
- flower : bunga
- my name : namaku
- rice : nasi
- sad : sedih
- lamp : lampu
- seven : tujuh
- unforgetable : tidak terlupakan
- hospital : Rumah sakit
- shampoo : sampo
- supermarket : swalayan
- aunt : bibi
- handphone : handphone
- sleepy : mengantuk

Across

1. "Im 14 years old" it shows.....
2. The object pronoun of **they**.....
3. Dina goes to the........ to borrow some books
4. You need it to light home.
5. There are..... days in a week
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1. Specific (Antonim).....
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5. Unforget+able
6. Place for checked up your health
7. The couple of "Uncle"
8. Where do you usually go shopping?
9. People always cry when he is...

SILABUS

Nama sekolah   : SMA Darussalam

Mata Pelajaran   : Bahasa Inggris

Kelas/Program   : X/MIA/IIS/BHS

_____

                             _____

                             _____

Kompetensi Inti   :

KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2:Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan meta kognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	

1	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*)	3.1.1. Menjelaskan fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi
		
		3.1.2. Menyebutkan struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri
		
		3.1.3. Menentukan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan jati diri
		
		3.1.4. Menerapkan fungsi sosial, struktur teks, dan
			• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru
			
			• Struktur Teks
			  – Memulai
			  – Menanggapi (diharapkan/di luar dugaan)
			
			• Unsur Kebahasaan
			  – Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan
			
			  – Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*)
			
			  – Subjek Pronoun: *I, You, We, They, He, She, It*
			
			  – Kata ganti possessive *my*, *your*, *his*, dsb.
			
			  – Kata tanya *Who*? *Which*? *How*? Dst.
			  – Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
				- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar
				
				- Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada
				
				- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.
				
				- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.
				
				- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya
				
				- Melakukan refleksi tentang proses dan hasil belajarnya	

		unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga	– Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	
	4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.1. Membuat teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri 4.1.2. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri		

| 2 | 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapinya, sesuai dengan konteks penggunaannya | 3.2.1. Menjelaskan ungkapan pujian beserta responnya

 3.2.2. Memahami makna dialog sesuai dengan kondisi yang diberikan

 3.2.3. Mengidentifikasi jenis ungkapan pujian dalam kehidupan sehari hari

 3.2.4. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya | • Fungsi Sosial
 Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

 • Struktur Teks
 – Memulai
 – Menanggapi (diharapkan/di luar dugaan)

 • Unsur Kebahasaan
 – Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya
 – Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. | - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar

 - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya | |
| | 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya dengan memperhatikan fungsi sosial, | 4.2.1. Membuat teks lisan dan tulis tentang pujian bersayap dalam kehidupan sehari hari

 4.2.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap sesuai unsur kebahasaan | – Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

 • Topik
 Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI | - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa

 - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. | |

	struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	yang benar dan sesuai konteks		- Melakukan refleksi tentang proses dan hasil belajar
3	3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*) 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan	3.3.1.Menjelaskan menyatakan dan menanyakan tentang niat sesuai dengan konteks penggunaannya 3.3.2.Merespon menyatakan dan menanyakan tentang niat sesuai dengan konteksnya 3.3.3.Menentukan struktur teks dan unsur kebahasan sesuai dengan penggunaannya 3.3.4. Menerapkan fungsi sosial dari teks menyatakan tentang niat sesuai dengan penggunaannya 4.3.1. Membuat percakapan	• Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks – Memulai – Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan – Ungkapan pernyataan niat yang sesuai, dengan modal *be going to*, *would like to* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. – Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niatyang dapat	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami	•

	tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	tertulis yang mengandung ungkapan-ungkapan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu 4.3.2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu	menumbuhkan perilaku yang termuat di KI	di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
4	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi	3.4.1 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang lingkungan sekolah 3.4.2. Menyebutkan fungsi sosial teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait lingkungan sekolah 3.4.3.Mengidentifikasi struktur teks.	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup – Identifikasi (nama keseluruhan dan bagian) – Sifat (ukuran, warna, jumlah, bentuk, dsb.) – Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan – Kosa kata dan istilah terkait dengan tempat wisata dan bangunan	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain

sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	3.4.4.Mengidentifikasi informasi rinci dalam teks. 3.4.4. Memproduksi karya terkait lingkungan sekolah 3.4.5. Membandingkan fungsi sosial, teks deskriptif tulis dengan memberi dan meminta informasi terkait lingkungan sekolah sesuai dengan konteks penggunaannya 3.4.6. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait lingkungan sekolah 4.4.1.1Membuat teks deskriptif terkait dengan lingkungan sekolah secara kontekstual 4.4.1.2. Menangkap makna teks deskriptif	bersejarah terkenal - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar

		terkait dengan lingkungan sekolah secara kontekstual 4.4.2.1. Menyusun teks *deskriptif* lisan dan tulis terkait lingkungan sekolah		

5	3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (*announcement*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya
	
	4.5 Teks pemberitahuan (*announcement*)
	
	4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan
		3.5.1. Menjelaskan fungsi sosial teks khusus dalam bentuk pemberitahuan (*announcement*) , dengan memberi dan meminta informasi terkait dengan kegiatan sekolah berupa muatan lokal (Mangga dan Anggur)
		
		3.5.2. Menyebutkan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) tentang muatan lokal (Mangga dan Anggur)
			• Fungsi Sosial
			  Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah
			
			• Struktur Teks
			  - Istilah khusus terkait dengan jenis pemberitahuanny a
			  - Informasi khas yang relevan
			  - Gambar, hiasan, komposisi warna
			
			• Unsur Kebahasaan
			  – Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan)
			  – Nomina singular dan plural secara tepat, dengan atau tanpa *a, the,*
				- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar.
				
				- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya
				
				- Mencermati danbertanya jawab tentang contoh menganalisisdeskrip si dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis	

teks khusus dalam bentuk pemberitahuan (*announcement*) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (*announcement*), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	3.5.3. Mengidentifikasi struktur teks dalam bentuk pemberitahuan (*announcement*) tentang muatan lokal (Mangga dan Anggur) 3.5.4. Menggali informasi tersirat dan tersurat dari teks pemberitahuan 3.5.5. Membedakan fungsi sosial, struktur teks, dan unsur teks dalam bentuk pemberitahuan (*announcement*) terkait kegiatan sekolah tentang muatan lokal (Mangga dan Anggur) 4.5.1.1. Membuat teks pemberitahuan kegiatan sekolah tentang muatan lokal (Mangga dan Anggur) 4.5.1.2. Menangkap makna teks	*this, those, my, their*, dsb. – Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.

		pengetahuan tentang muatan lokal (Mangga dan Anggur) 4.5.2.1. Menyusun teks pemberitahuan kegiatan sekolah tentang muatan lokal (Mangga dan Anggur)			
6	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks	3.6.1. Mengidentifikasi ciri-ciri kalimat *Past Simple* dan *Present Perfect tense*, (fungsi sosial, struktur teks, dan unsur kebahasaan). 3.6.2. Menyebutkan perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris 3.6.3. Menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks – Memulai – Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan – Kalimat deklaratif dan interogative dalam s*imple past tense, present perfect tense*. – Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu – Nomina singular dan plural secara tepat, dengan atau tanpa *a, the,*	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan	

	penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*)
	
	4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
		merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.
		
		3.6.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau
		
		4.6.1.Menuliskan dalam jurnal belajarnya permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau
		
		4.6.2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan
			this, those, my, their, dsb.
			  – Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
			
			• Topik
			  Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI
				kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.
				
				- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung
				
				- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut
				
				- Melakukan refleksi tentang proses dan hasil belajar	

		tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya		

7	3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
	
	4.7 Teks *recount* – peristiwa bersejarah
	
	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah
		3.7.1 Mengidentifikasi struktur teks
		3.7.2 Mengidentifikasi unsur kebahasaan pada teks recount
		3.7.3. Membedakan unsur kebahasaan pada teks recounts
		3.7.4. Menentukan fungsi 102ocial teks recount sesuai dengan konteks
		3.7.5. Menganalisis unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks
			• Fungsi Sosial
			Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan
			
			• Struktur Teks
			Dapat mencakup:
			  - orientasi
			  - urutan kejadian/kegiatan
			  - orientasi ulang
			
			• Unsur Kebahasaan
			  – Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
			  – Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
			  – Adverbia dan frasa preposisional penujuk waktu
				- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks
				
				- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks
				
				- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian	

	4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	penggunaannya 4.7.1.1.Mengungkapkan teks lisan tentang pengalaman pribadi atau kejadia/peristiwa sesuai konteks penggunaannya 4.7.2 .1. Membuat teks recount tentang kejadian masa lalu.	- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar	
8	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1.Menjelaskan fungsi sosial teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat 3.8.2.Menyebutkan unsur kebahasaan teks naratif lisan dan tulis dengan	• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan – Kalimat-kalimat dalam*simple past*	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur	

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	memberi dan meminta informasi terkait legenda rakyat 3.8.3.Menentukan struktur teks naratif tulis dengan memberi dan meminta informasi terkait legenda rakyat 3.8.4.Mengidentifikasi teks naratif tulis dengan memberi dan meminta informasi terkait legenda rakyat sesuai dengan konteks penggunaan nya 3.8.5. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif sesuai dengan konteks penggunaannya	*tense, past continuous*, dan lainnya yang relevan – Kosa kata: terkait karakter, watak, dan setting dalam legenda – Adverbia penghubung dan penujuk waktu – Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	kebahasaan yang ada – Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi – Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan – Melakukan refleksi tentang proses dan hasil belajar

		4.8.1 Membuat teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat 4.8.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat		
9	3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur	3.9.1. Menjelaskan fungsi sosial lirik lagu terkait kehidupan remaja 3.9.2.Menjelaskan unsur kebahasaan lirik lagu terkait kehidupan remaja	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca,	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait

kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	3.9.3. Mengidentifikasi bahasa dalam lagu 3.9.4. Menjelaskan genre lagu sesuai dengan konteks 3.9.5. Menentukan end ryhm lagu 3.9.6. Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja 4.9.1. Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja	dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

DOCUMENTASI

Peneliti melaksanakan Observasi kelas diluar ruangan

Peneliti melihat kemampuan bahasa inggris siswa

Pelaksanaan Pre-Test

Pelaksanaan Classroom Action Research

Pelaksanaan Post-Test I

Pelaksanaan Post-Test II

Peneliti foto bersama seluruh siswa dan Guru

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IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

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Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Adapun judul penelitiannya adalah:

Implementing Crossword Puzzle Game to Improve Vocabulary Mastery at the First Grade Students of Al-ma'muroh Dormitory in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 27 Januari 2022
Dekan

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Program Studi : TBIG (Tadris Bahasa Inggris)

Dosen Pembimbing : **Ahmad Faruq, M.Pd.**

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di Asrama Al-Ma'muroh, Asrama instansi SMA Darussalam program Bahasa Inggris dan Mandarin. Pondok Pesantren Darussalam Putri Utara. Dengan judul penelitian :

Implementing Crossword Puzzle Game to Improve Vocabulary Mastery at First Grade Students of Al-Ma'muroh Dormitory in Academic Year 2021/2022.

Demikian surat keterangan ini kami buat dan untuk dipergunakan dengan semestinya.

Blokagung, 04 April 2022
Departemen Bahasa Asrama Al-Ma'muroh

EVI HIDAYATUL MAGHFIROH

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PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20212
JUDUL	Implementing Crossword Puzzle Game to Improve Vocabulary Mastery at The First Grade Students of Al-Ma'muroh Dormitory in Academic Years 20212022

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	03 April 2022	03 April 2022	pengajuan bab 1 sampai 5	refisi bab 5
2	20212	31 Maret 2022	31 Maret 2022	pengajuan bab 4	refisi bab 4
3	20212	29 Maret 2022	29 Maret 2022	pengajuan bab 1-3	refisi bab 3
4	20212	20 Desember 2021	20 Desember 2021	pengajuan proposal sekripsi	pembenahan proposal sekripsi
5	20212	09 Desember 2021	09 Desember 2021	pengajuan research method	pembenahan resarch method
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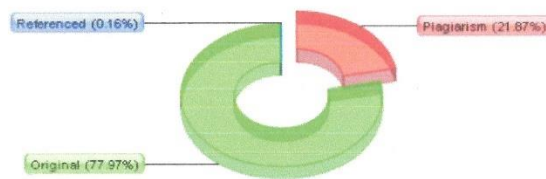Analyzed document: **BAB 1-5.docx** Licensed to: **Aster Putra**

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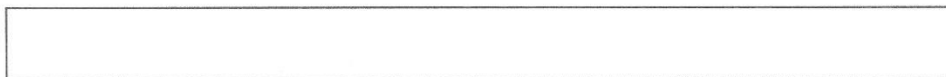
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