

**THE IMPLEMENTATION OF CROSSWORD PUZZLES TO IMPROVE
STUDENTS' READING COMPREHENSION AT THE 8TH GRADE OF
SMPN 5 PALOPO**

A THESIS

*Submitted to the English Language Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



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THESIS APPROVAL.

This thesis entitles "*The Implementation of Crossword Puzzles to Improve Students' Reading Comprehension at the 8th Grade of SMPN 5 PALOPO*", which is written by Ayu Wandira, Reg. Num. 17.0202.0234, English Language Education Program of Tarbiyah and Teachers Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on Wednesday, November 17th, 2021, coincided with Rabiul Akhir 12th 1443 H, it is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Program.

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ABSTRACT

Ayu Wandira, 2021. *The Implementation of Crossword Puzzle to Improve Students' Reading Comprehension at the 8th Grade of SMPN 5 Palopo.* Thesis Tarbiyah Departement. Consultant (1). Amalia Yahya, S.E., M. Hum. (2). Dewi Furwana, S.Pd. I., M.Pd

Key Words: Teaching Reading, Crossword Puzzles, Quasi-Experimental Design.

The researcher aimed to determine whether or not the use of crossword puzzles improves students' reading comprehension in descriptive text, especially in one aspect of reading assessment, namely vocabulary in the first semester of 8th grade at SMPN 5 Palopo in the 2020/2021 academic year. In this research, the researcher applied a quasi-experimental design and conducted four meetings. The researcher conducted pre-test, treatment, and post-test in experimental class and control class. The population of this research was the 8th students of SMP 5 Palopo. The researcher used the purposive sampling technique. The sample of this research was ten students in the experimental class and ten students in the control class. The instrument used to collect data was ten short answer questions of descriptive text. The data of this research were analyzed quantitatively by using IBM SPSS Statistics program version 26. The result showed that there was a significant improvement in students' reading comprehension by using crossword puzzles. It was proved by the mean score of post-test in experimental is 71, while the mean score of post-test in control class is 49. From the data analysis computed by using SPSS, it was obtained that Sig = 0.00 and $\alpha = 0.05$. It means H1 is accepted because Sig < $\alpha = 0.05$. It means that the mean score of the post-test in the experiment class is better than the mean score of the post-test in the control class (71>49). Therefore, there was a significant improvement in students' reading comprehension by using crossword puzzles at the 8th grade of SMPN 5 Palopo in the 2020/2021 academic year.

CHAPTER I

INTRODUCTION

A. Background

All forms of communication in which a person's thoughts and feelings are symbolically expressed to convey meaning, whether from one country to another, are considered primary languages. It can be said, from the above, that the importance of language in human life is undeniable.

The English language is one of the most widely spoken languages on a global scale. International means bringing one person to another. Almost every country in the world, including Indonesia, speaks English as the first language¹. English, according to Harmer, is an international language since it is spoken by people all over the world². This indicates that English is frequently utilized as a foreign language to communicate among people worldwide. It is used in a variety of fields, including education, economics, and politics. Because everything uses English in this new era of globalization, English must be mastered.

In Indonesia, English is an important subject taught in traditional schools, from Junior High Schools to Universities. The four skills learned in

¹ Lamhot Simatupang and Lince Sihombing, "The Effect of PQRST Method on Students' Reading Comprehension of Descriptive Text," *The Effect of Pqrst Method on Students' Reading Comprehension of Descriptive Text* 8 (2002): 1–19.

² Sainab Chewae, "The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019," 2018.

English are listening, speaking, reading, and writing. There have been numerous arguments for why reading is essential. Patel and Jain argue that reading is one of the English skills and the most critical and crucial skill for everyone³. Also, according to Brath (2012: 3), reading is the ability to recognize words and articulate them and understand the basic concepts or meanings expressed by these words⁴.

This implies that reading is a skill that must be learned because we understand that we can get information by reading. We can recognize words and understand the basic concepts or meanings expressed by the terms. Besides, as well all know, many nations, including America, have a strong reading community. This implies that people must be conscious of the value of reading to improve the quality of society.

According to observations, students encountered several problems while learning English, mainly when it came to reading. The English teacher said that the students had some difficulties, particularly with reading. The teacher had to teach in two languages, English and Indonesian, because of the lack of vocabulary in English. Hence, the teacher had to direct students in the teaching and learning process. Students are also confused when reading

³ Ibid.

⁴Asrifan, Nadira, and Haedar, "Improving Students' Reading Comprehension of Descriptive Text Through Collaborative Murder," *Journal of Advanced English Studies*, Vol. 1, No.2, August 2018, Page 21-31 1, no. 2 (2013): 1–12.

because they do not know what the new language means, making it difficult to understand its contents⁵.

The researcher suggests using crossword puzzles to solve problems and enhance students' understanding of reading based on the evidence. The crossword puzzle can encourage students to learn while also guiding them to be more effective learners. According to Hornby (1976: 351), a crossword puzzle is a game wherein words from a square diagram must be plotted across and down into gaps with numbers. The terms were then discovered by deciphering the hints⁶. Dand (2008) a crossword puzzle is also defined as a puzzle with a series of boxes that must be packed with words or numerals, one word of the number for every package⁷. Crossword puzzles are a type of game wherein words must be surmised from cues and written through grid spaces, and you must think carefully. The step is to fill in the white boxes with letters that produce words or sentences by solving reading clues that ultimately lead to the answer. The researcher conducted research entitled **“The Implementation of Crossword Puzzle to Improve Students’ Reading Comprehension at the 8th Grade of SMPN 5 Palopo”** based on the problems described above in the first semester of 8th Grade of SMPN 5 Palopo in the academic year 2020/2021.

⁵ January 11, 2021, SMP N 5 Palopo, English teacher.

⁶ Siti Munjayanah, *“Improving Students’ Reading Comprehension Through Crossword Puzzle (A Classroom Action Research of the Seventh Grade of SMP Negeri 3 Tegeran in the Academic Years 2015/2016),”* 2016.

⁷ Nurteteng Sorong, “The Use of Crossword Puzzle towards the Students Vocabulary,” *INTERACTION: Jurnal Pendidikan Bahasa: Vol. 6, No.1: Mei 2019 ISSN: 2406-9558; E-ISSN: 2406-9566* 126, no. 1 (2019): 1–7.

B. Research Question

The researcher develops a research question problem statement stated above: Does crossword puzzles improve students' reading comprehension at the 8th grade of SMPN 5 Palopo?

C. The objective of the Research

Based on the formulation of the above issue, the following is the objective of this research: To find out whether or not the use of crossword puzzles improves students' reading comprehension in descriptive text in the first semester of 8th grade at SMPN 5 Palopo in the 2020/2021 academic year.

D. Significance of the Research

Below is the significance of the research:

1. Theoretically:

To encourage students to learn English, especially read using crossword puzzles.

2. Practically:

a. To find things more straightforward for students to study to read, crossword puzzles are used.

b. For the teachers, to provide English teachers with knowledge about teaching reading will be more accessible by using crossword puzzles.

- c. To inform another researcher about the use of crossword puzzles in the learning and teaching of the students, particularly throughout the comprehension of reading itself.

E. Scope of the Research

This research focused on one of the aspects of reading comprehension that is vocabulary. The number of vocabulary targeted by the researcher to be mastered by students is 75 words. The test is descriptive text with short answer questions that allow students to answer questions using vocabulary related to the text they have read.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The previous researches related studies are taken from the fourth previous research. The first research is Fatimah Zahara's (2018) "Use of Crossword Puzzles to Improve Reading Comprehension." This research aims to answer whether crossword puzzles can improve students' reading skills and find out students' perceptions after learning to read using crossword puzzles. The researcher used tests, experimental learning, and questionnaires to collect data. The results showed that using crossword puzzles increased students' reading ability significantly⁸.

The second research is Sainab Chewae's 2018 "The Effect of Using Crossword Puzzles on Reading Comprehension VIII Students of MTS Muhammadiyah Sukarame Academic Year 2018/2019". The researcher used multiple-choice question instruments to collect data. The research design is quasi Experimental. According to the SPSS data analysis, using a crossword puzzle affects student reading comprehension⁹.

⁸ Fatimah Zahara, "The Use of Crossword PUzzle to Improve Reading Comprehension (An Experimental Reasearch at the Second Year Students of SMA N 5 Aceh Barat Daya)," 2018.

⁹ Chewae, "The Influence of Using Crossword Puzzle on Students Reading Compreension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019."

The third research is Zuni Listiowati's 2016 "The Effect of Crossword Puzzle Game in Reading Comprehension of Narrative Texts." The purpose of this research was to see if there was a distinction in reading comprehension on narrative text during crossword puzzle instruction. This research is focused on experimental research accomplished at MTS Darul Ulum Semarang. The findings found a significant difference through student reading comprehension improvement between learned by the crossword puzzle game and not¹⁰.

From the three previous studies, crossword puzzles can improve reading comprehension and improve students' vocabulary. The similarity between previous and current experimental research is due to the same experimental research method. Still, the difference with recent research is that the object and place of research are always different, and the result of the increase in each research also differs depending on the treatment method of each researcher. This research was conducted online considering the COVID-19 pandemic situation.

B. Some Pertinent Ideas

1. Nature of Reading

a. Concept of Reading

Reading, writing, speaking, and listening are the four competencies in English. Reading is also one of the English language skills. Reading is a great

¹⁰ Zuni Listiowati, "The Influence of Crossword Puzzle Game in Reading Comprehension on Narrative Text (An Experimental Study at the Eighth Grade of MTs Darul Ulum Semarang in the Academic Year of 2015/2016)," no. August (2016).

thing to do, because we will find new information through reading and, most importantly, we will be rich in knowledge. In 1985, the authors of the BNR reading were described as making knowledge for written text. It is a complex skill that requires the alignment of several interconnected sources¹¹. Reading is the active act of deciphering the printed text¹².

Reading, in the above definition, is a complicated process of extracting the meaning of the text. There are many processes used between the reader and the text to provide sense communicated by the researcher is not the same, and a very different from other readers who read in the exact text and reading is also a method performed by readers to understand and obtain information from text. Readers will need to grasp what they are reading, and they must also understand the meaning of the words they are reading.

Besides that, we also need to motivate students so that they are willing or like reading. According to Jamestown (2006: 7), reading motivation is also an attempt to create conditions that will encourage anyone or students to read and obtain information from the text being read¹³. This implies that students who can be motivated to read will want to read more and understand what people read.

¹¹ Frankel Boston University et al., ““What Is Reading? ‘What Is Literacy,’” 2016.

¹²Elizabeth S Pang et al., “Teaching Reading,” *Teaching Mindful Writers*, 2020, 151–62, <https://doi.org/10.7330/9781607329374.c017>.

¹³ Robby Ibrahim, “The Use of Listen Read Discuss Strategy and Reading Motivation Toward The Students’ Reading Comprehension,” *ELT- Lectura: Jurnal Pendidikan, Vol 4, No 2, Agustus 2017* 4, no. 2 (2006): 25–36.

Good readers use many different reading patterns depending on the type and complexity of the reading material. The goal of reading is for readers to become acquainted with the reading and discover the ideas expressed in the reading.

b. Concept of Reading Comprehension

Pang et al. (2003:6) define comprehension as the process of comprehending related words, sentences, and texts¹⁴. Comprehension is not a unified method. It starts with moving written words to mean as in the brain. It recognizes individual words through recollection and knowledge of message and sound design, fits and causes utterances to the meaning, and eventually connects the above words into syllables. It can be interpreted that comprehension is the capacity of a person to comprehend meaning based on what they are read or hear. This is a method of interpreting the text that a person is reading. According to Pardo (2004), building knowledge of combining content is referred to as reading comprehension and skills that exist during the interaction of the reader's text¹⁵.

c. Concept of Teaching Reading and Reading Assessment Aspect

1) Concept of Teaching Reading

¹⁴ Asrifan, Nadira, and Haedar, "Improving Students' Reading Comprehension of Descriptive Text Through Collaborative Murder." *Journal of Advanced English Studies*, Vol. 1, No.2, August 2018, Page 21-31.

¹⁵ Ayfer Şahin, "The Effect of Text Types on Reading Comprehension," *Mevlana International Journal of Education* 3, no. 2 (2013): 57-67, <https://doi.org/10.13054/mije.13.27.3.2>.

Teaching students to read is one method for a teacher to gain insight into them. Teaching reading entails more than just teaching reading. Understanding the text is one of the goals of reading. We should keep the ideals of teaching reading in mind when teaching reading. When they teach reading, these ideals will become the standard for restricting an instructor.

The teaching principles are as follows: reading is not a passive activity; to appeal to the content of a reading text, students must interact from what they are reading. Students will react to a reading text's information in various ways, not just with words. In reading, estimation is an essential factor; it fits the assignment to the subject, and healthy teachers use reading texts¹⁶. This implies that teaching reading is not a passive task centered on specific explanations. Students must appreciate the experience of reading. More than just reading is required to teach reading. We must be cautious about how we teach our students to read a text. In to make the teaching processes a partner for teaching literacy, students and teachers are more efficient.

In improving students' reading comprehension, the teacher must also have a good reading approach in mind. According to Anderson (2008), teaching students techniques to make them more energetic and engaged in

¹⁶Chewae, "The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019."

reading activities is necessary. Reading different strategies develops students' reflective and innovative reading comprehension¹⁷.

2) Reading Assessment

Assessment is regarded as a method of detecting and defining students' insight, competencies, and expertise. Assessment is a classroom activity that collects data and provides constructive feedback to students to stimulate their learning (Black & William)¹⁸. According to Kauchak and Eggen in Westood (2008, p.78), the connection between learning and assessment is evident and reliable. Students will learn more when assessment is a regular part of the school curriculum, mainly when assessments are carried out regularly and provide students with feedback.

A variety of requirements are usually used to assess students' reading comprehension. Brown defines it as the main idea/topic, expressions/idioms/contextual expressions, inference/implicit detail, grammatical features, detail/scanning for a specially stated detail, excluding facts not written/unstated details, supporting ideas, and vocabulary¹⁹.

¹⁷ Desy Wulandary, Muhammad Sukirlan, and Sudirman, "Improving Students' Reading Comprehension of Descriptive Text By Using Prediction Strategy," *Persepsi Masyarakat Terhadap Perawatan Ortodontik Yang Dilakukan Oleh Pihak Non Profesional* 53, no. 9 (2013): 1689–99.

¹⁸ Madani Habib, "Assessment of Reading Comprehension," *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (2016): 125–47, <https://doi.org/10.18662/rrem/2016.0801.08>.

¹⁹ Chewae, "The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019."

According to Brown and H. Douglas, there are five aspects of assessment in reading.

	Poor 0,5	Fair 1 pts	Good 2 pts
Main idea	The main idea is not identified.	Recognizes the main idea but is unable to acknowledge supporting details.	Can identify the main idea and supporting details.
Content	Unable to recognize the story content.	Identifies the content but is unable to locate the content independently.	When reading, they can identify the content.
Vocabulary	Attempts to decode an unfamiliar word but do not interpret the meaning independently.	Interprets the unfamiliar word but will not also deduce its meaning from text.	Translate the meanings of unfamiliar words.
Inference	Cannot conclude	Identifies only a	Can recognize

	inferred message or identify propose.	subset of inferred messages or recognizes but misinterprets the inference.	when message is implied and deduce the correct meaning.
Expression	Unable to identify an expression in the story.	Identifies expression but cannot do so independently.	When reading the text, identify the expression ²⁰ .

Vocabulary is one aspect of reading evaluation that allows students to answer questions about what they have read, namely students must fill in the boxes in the crossword puzzle by looking for vocabulary answers related to the given text to be able to answer the questions in the crossword puzzle, students must first read and comprehend the text. For example, one of the obstacles that readers face in understanding the material is a lack of vocabulary²¹.

2. Nature of Text

a. Concept of text

²⁰ Wahidin, "Using Snowball Throwing in Teaching Reading at The Second Year Students of SMPN 8 Palopo," 2020.

²¹ Dasrul Hidayati, "Students Difficulties in Reading Comprehension At the First Grade of SMAN 1 Darussalam Aceh Besar," 2018.

Siahanan defines text as a valuable lexical item that exists in verbal communication written text in a context²². This implies that a text, whether spoken or written, refers to a meaningful linguistic relationship. The regulations governing lengthier pieces of text, like essays or blog posts, are referred to as text grammar.

According to Harmer, the genre is a type of text applied to general laws in a particular culture. Three characteristics differentiate every other kind of text: Purpose/social function: i.e., why the text was created for a specific social function; generic structure: i.e., text structure made up of elements that make up a particular genre, lexicogrammatical features: or lexicogrammar features used in a text, such as tenses and word forms such as adjectives, verbs, nouns, etc²³.

b. Types of Text

We must be familiar with several types of available text in English. Examples include narrative, recount, discussion, procedures, response, explanation, description, and exposition²⁴.

c. Concept of Descriptive Text

According to the 2006 Education Unit Level Curriculum Syllabus (KTSP), a junior high school curriculum requires students to write in various genres.

²² Chewae, "The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019."

²³ Ibid.

²⁴ Ibid.

Narrative text, recount text, descriptive text, report text, explanation text, analytical exposition text, hortatory exposition text, procedures text, discussions text, review text, anecdotes text, spoof text, and news text²⁵. The descriptive text is one genre that students must master in learning English. So, according to Zumarkhin (2005, p.5), descriptive text is the text that describes things, like persons, objects, or animals²⁶. Droga and Humphrey (2005:148) state that the descriptive text has a general structure and specific linguistic characteristics²⁷. A descriptive text describes a person, place, or thing so that the reader can picture the subject.

1) The Generic Structure of Description Text

The generic structure that follows will include a descriptive text; Identifications, in this section, the topic of the definition is clarified, and the description, the characteristic features of the subject are detailed in this section. It can describe a part, characteristics, qualities, height, unique features, capabilities, the hobbit's daily living, etc.

2) The Significant Lexico Grammatical Features of Descriptive Text

²⁵ Dr. Tiur Asih Siburian, "Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share," *REGISTER Journal of English Language Teaching of FBS-Unimed* 2, no. 4 (2013): 30–43, <https://doi.org/10.24114/reg.v2i4.682>.

²⁶ Eva Faliyanti, "The Correlation Between Students' Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in Descriptive Text," *Premise Journal:ISSN Online: 2442-482x, ISSN Printed: 2089-3345* 4, no. 2 (2015): 68–76, <https://doi.org/10.24127/pj.v4i2.301>.

²⁷ Ria Anggelia Tambun, "The Influence of Using Crossword Puzzle Towards the Students' Vocabulary Mastery," *The Second International Conference on Education and Language (2nd ICEL) 2014 Bandar Lampung University (UBL), Indonesia ISSN 2303-1417 Indonesian* 11 (2014): 416–21, <http://artikel.ubl.ac.id/index.php/icel/article/download/317/319>.

The following language characteristics are common in descriptive writing: a target on personal references, attributive and identification as a process, and the use of the simple present tense²⁸.

According to the above explanations, text that describes a particular item is referred to as descriptive text. Students can quickly obtain descriptive information if they understand the social structure text, generic structure, and substantial lexicogrammatical characteristics.

The Example of Descriptive Text

Identification and description are two generic structures in descriptive text²⁹.

Example of a Descriptive Text generic structure;

- a) Identification, Doraemon is a character from Fujiko Fujio's Tokyo Anime series. Doraemon is a computer-controlled cat. Doraemon has a small frame and white fingers and toes, and a white beard. Doraemon has no ears, although he has excellent hearing. Doraemon seems to have no ears, even though he can hear very well.
- b) Description, Doraemon also has a big pouch in that he can store a lot of future merchandise. The bag is known as the Yojigen pouch, which

²⁸ Chewae, "The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019."

²⁹ Elisabet, Rahayu Apriliaswati, and Luswandi Suhartono, "Teaching Reading Comprehension of Descriptive Text Through PQRSST Technique Based on Whole Language Approach," *Understanding Literacy Development: A Global View*, 2005, 49–64, <https://doi.org/10.4324/9781410613332>.

translates to a “fourth-dimensional pouch” Doraemon’s favorite food is dorayaki, a Japanese snack made of red peanut sauce, Doraemon’s favorite food. During an emergency, this robotic cat is also prone to panic. In an emergency, Doraemon will panic and drag each unneeded gadget from his pouch. Despite this, Doraemon is a beautiful cat. He is also always willing to assist Nobita in any situation³⁰.

Based on the previous example, the researcher believes that descriptive text is also one of the entertaining kinds of texts which can be used as a guide for learners to understand reading because students will be capable of scanning the text if it is entertaining to them.

d. Concept of Reading Comprehension in Descriptive Text

Reading comprehension relates to the procedure of extracting information from the text. As a result, the purpose is to thoroughly understand the text’s description and deduce the significance of a single word or sentence³¹. Learn text knowledge or definitions of the interpretation of text concepts during the reading process to grasp them. According to Gerot (1995, p.208), descriptive text is “designed to identify specific people, places, and objects.” The descriptive text indicates that the item in this text is both a concrete and an abstract thing. It can be a person, an animal, a place, or something else entirely. According to Abisamra

³⁰ Chewae, “*The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019.*”

³¹ Ibid.

(2001), the descriptive text refers to people, places, and objects in detail while allowing readers to visualize the described thing³². Based on the criteria listed above, It is feasible to conclude that recognizing the meaning of descriptive texts represents the ability to read the descriptive text and indicate specific people, places, or objects, and comprehend their meanings. Then, students can answer questions correctly and have good understanding skills.

3. Concept of Game

Students prefer using games in the classroom to learn because it makes learning less intimidating and more enjoyable for students and teachers (Franklin, Peat & Lewis, 2003; Weisskirch, 2006)³³. Hadfield (1994:4) defined a game as an exercise to pre-existing regulations and a fun component³⁴. It could be deduced that students would be more innovative if games were used in the teaching and learning method. The instructor as a medium to spread their information would be very beneficial on the other hand.

4. Concept of Crossword Puzzle

This research attempts to present one of the games that English can relate to the teacher in reading training: the crossword puzzles. Solving crossword puzzles requires a lot of focus and knowledge, both about words

³² Diah Paramita Sari, "Using Text-Related Picture To Increase Students' Reading Comprehension of Descriptive Text," *Inovish Journal* 2, no. 2 (2017).

³³ Carlos Mario Zapata Jaramilo, Bell Manrique Losada, and Michael J. "Mick" Fekula, "Designing and Solving Crossword Puzzles: Examining Efficacy in A Classroom Exercise," *Ieee Micro* 22, no. 3 (1999): 20–28.

³⁴ Tambun, "The Influence of Using Crossword Puzzle Towards the Students' Vocabulary Mastery."

and general information³⁵. According to Karim and Hasbullah (1986:2.36), students are trained to think and look for relationship answers to fill in the crossword puzzles boxes quickly³⁶. According to Charlesworth, reading by solving interrelated crossword puzzles can help students improve their reading comprehension skills³⁷. Crossword puzzles will improve social' desire to learn and encourage students to read learning materials more willingly. Furthermore, Crossword puzzles can help identify areas of understanding as well as reading comprehension problems³⁸.

Crossword puzzles encourage rationality, proper pronunciation or inspire students to conduct research (Abuelo, Castillo, & May 2016; Bailey, Hsu, & DiCarlo, 2017; Raines, 2010)³⁹. Crossword puzzles are also widely considered to apply prior knowledge and learn a new word or fact.

The example of a crossword puzzle in reading comprehension

Arini is our family's youngest. She was fourteen years old, four years younger than me. Her hair is long and straight, her eyes are bright, and she has

³⁵ David Z. Hambrick, Timothy A. Salthouse, and Elizabeth J. Meinz, "Predictors of Crossword Puzzle Proficiency and Moderators of Age-Cognition Relations," *Journal of Experimental Psychology: General* 128, no. 2 (1999): 131–64, <https://doi.org/10.1037/0096-3445.128.2.131>.

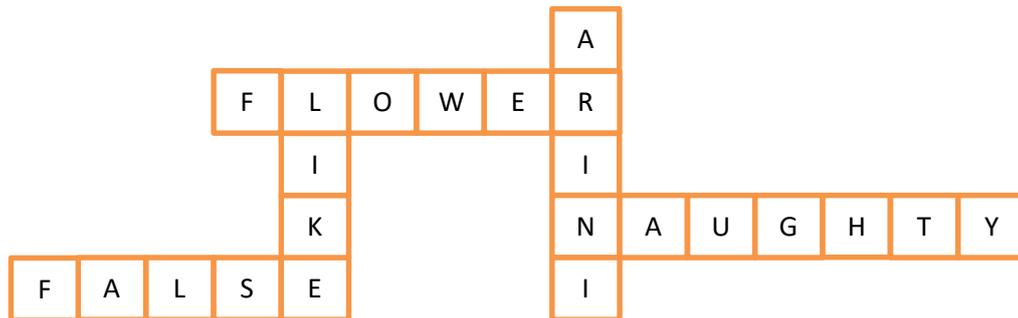
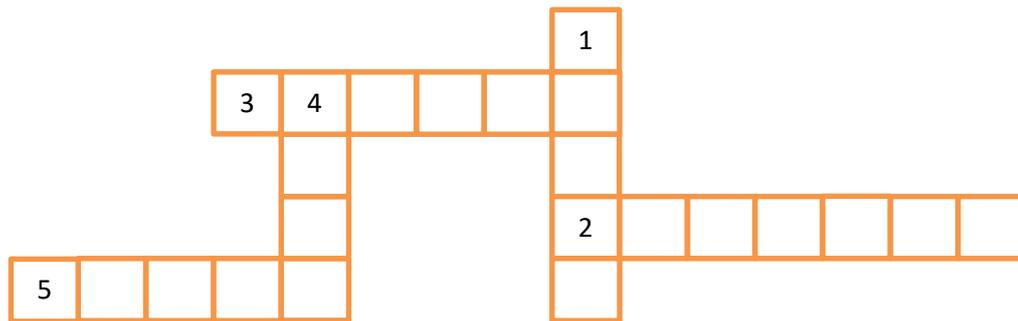
³⁶ Fajar Nyoto, "Improving The Eight Grade Students' Reading Comprehension By Using Crossword Puzzle At SMPI Darussalam Jambearum Jember In The 2014/2015 Academic Year," *Экономика Региона*, 2015, 32.

³⁷ Chewae, "The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019."

³⁸ Ibid.

³⁹ Vusi Vincent Mshayisa, "Students' Perceptions of Plickers and Crossword Puzzles in Undergraduate Studies," *Journal of Food Science Education* 19, no. 2 (2020): 49–58, <https://doi.org/10.1111/1541-4329.12179>.

a friendly smile. She can be a little naughty at our home, but she generally gets her way. Every day, she drew and colored flowers. She frequently enters a variety of drawing competitions all over the world.



Source: Adopted from the Sainab Chewae's thesis(2018)

Across :

- 2) What is Arini's personality in her home?
- 3) What kind of draw for Arini?
- 5) Is the argument is true or false? **“The author is sixteen years old”**

Down :

- 1) What is the name described in the text?

4) “Arini is very interested in drawing” You should substitute.... for the underlying word.

a) Procedures of Crossword Puzzle

The following are the steps to playing the Crossword puzzle game: First, the class was split into categories; secondly, offer each descriptive text group passage; third, they are asked to read the chapter; after that, in the crossword puzzle game, you ask students to surmise the word regarding the questions you give them; then each group has to respond quickly; and when they want to respond to the question, they should raise their hand; the group that reacts accurately will then receive a point, and the group will determine the winner with the most topics in each category⁴⁰.

b) Advantages of Crossword Puzzle

Crossword puzzles have been shown to have several advantages, making them a great addition to a list of active learning techniques. One of the most important advantages is that most students associate crossword puzzles with games and recreation. As a result, incorporating crossword puzzles as a learning activity can help make the subject more enjoyable while also increasing student engagement with the course material. Crossword puzzles can also appeal to a wide range of student learning styles, allowing teachers who use this non-traditional teaching pedagogy to reach more students.

⁴⁰ Chewae, “*The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019.*”

Besides, crossword puzzles can also increase students' confidence in their abilities and understanding⁴¹.

c) Disadvantages of Crossword Puzzle

A crossword puzzle used in the writing process may not be found on the internet, in a book, or in other sources. The teacher must design a crossword puzzle for them. Another disadvantage of crossword puzzles is that not all of the characteristics of things can be provided in a crossword puzzle. The teacher must adjust one word with other words when creating a crossword puzzle⁴².

5. Concept of Teaching Reading by Using Crossword Puzzle

Teaching reading is a challenge for a teacher because not all students can understand what they have read. According to the case (1994:), the crossword puzzles will be combined with the students' learning exercises⁴³. In the classroom, it can be used in the way students do writing exercises for reading assignments. As follows:

- a) Students can work alone or in groups to complete the crossword puzzle. All students have the same puzzle, or several students have one crossword puzzle. All groups may work on the same crossword puzzle

⁴¹ Isabel Mart, Serna Jos, and Francisco Parra Azor, "(C-189) Active Learning: Creating Interactive Crossword Puzzles," 1941.

⁴² Muetiah Annisa and Leni Marlina, "Teaching Writing Descriptive Text by Using Crossword Puzzle for Second Grade of Junior High School Students," *Journal of English Language Teaching* 2, no. 2 (2014), <https://doi.org/10.24036/jelt.v2i2.3720>.

⁴³ Munjayanah, "Improving Students' Reading Comprehension Through Crossword Puzzle (A Classroom Action Research of the Seventh Grade of SMP Negeri 3 Tegeran in the Academic Years 2015/2016)."

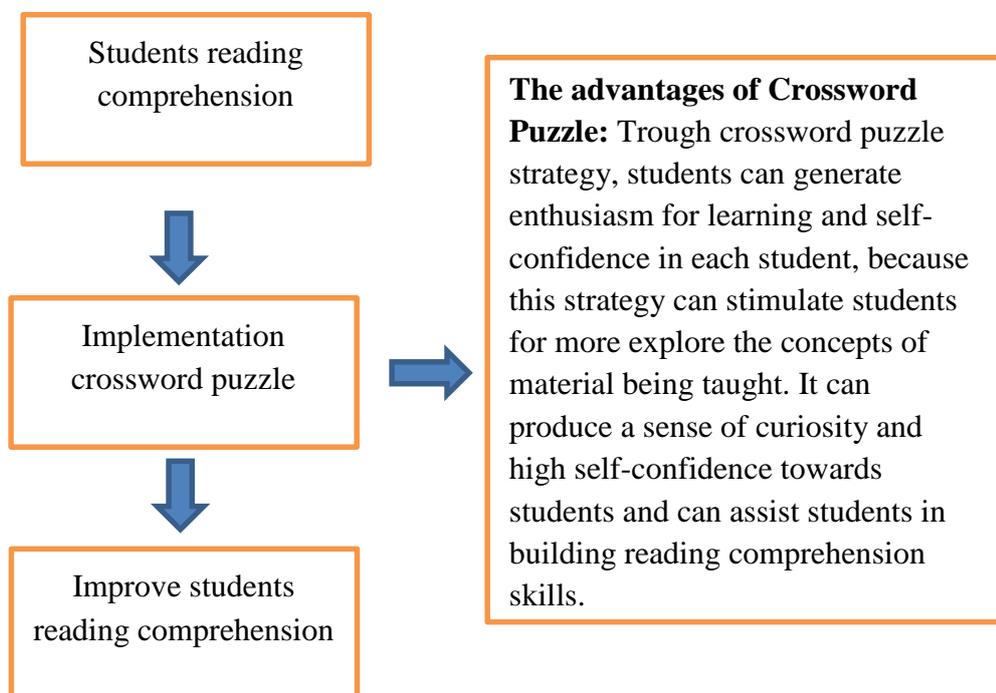
or several crossword puzzles used simultaneously but in different groups.

- b) Most of the crossword puzzles are self-contained; the end goal is to get a solution. Some, however, are accompanied by questions that must be resolved.
- c) The crossword puzzle can also be used for homework as much as possible to provide a fun or exciting supplement to student practice and reinforce areas of language that students have been practicing in the classroom.

6. Conceptual Framework

Reading is one of the abilities that every English student must learn. Reading is the technique for extracting knowledge from written texts. Reading comprehension is a crucial aspect of reading as it allows us to discover context information which the reader gives to the text to read. Students' reading comprehension relies heavily on their vocabulary. Students may struggle to understand the message of the given text due to a lack of vocabulary. One way to improve reading comprehension is to expand one's vocabulary. Understanding the vocabulary in each reading can help students comprehend the meaning of the text.

According to Charlesworth, Students can improve their reading comprehension skills by reading and then solving related crossword puzzles.⁴⁴ This implies that crossword puzzles can teach reading because they can quickly help students improve their reading comprehension and make the learning process more enjoyable.



7. Hypothesis

The following hypotheses were developed by the researchers based on the theoretical assumptions mentioned above:

⁴⁴ Chewae, "The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019."

H₁: The use of crossword puzzles improves students' reading comprehension in the 8th grade of SMPN 5 Palopo.

H₀: The use of crossword puzzles does not improve students' reading comprehension at the 8th grade of SMPN 5 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

For this research, a quasi-experimental design was used. The researcher used the experimental and control classes.

The approach taken by quantitative research is known as experimental research design. Quantitative research was numerical data representation and manipulation research to describe and explain the phenomena reflected in this observation. This research was also used in physics, biology, psychology, sociology, and geology, among other natural and social sciences (Wikipedia Encyclopedia, 2005)⁴⁵. Using quantitative research methods, the researcher hopes to identify students' reading ability improvement by giving pre-test and post-test to students. The pre-test was given to determine the students' reading comprehension abilities. After being given a pre-test, the experimental group will be treated with a crossword puzzle, whereas the control group will not be treated.

The following is the research design:

⁴⁵ Suphat KamolsonSu, "Fundamentals of Quantitative Research Suphat," *Language Institute*, 2007, 20, [http://www.culi.chula.ac.th/e-Journal/bod/SuphatSukamolson.pdf%5Cnhttp://isites.harvard.edu/fs/docs/icb.topic1463827.files/2007_Sukamolson_Fundamentals of Quantitative Research.pdf](http://www.culi.chula.ac.th/e-Journal/bod/SuphatSukamolson.pdf%5Cnhttp://isites.harvard.edu/fs/docs/icb.topic1463827.files/2007_Sukamolson_Fundamentals%20of%20Quantitative%20Research.pdf).

Table 3.1. The Research Design

Experimental Class.	Pre-Test	Using a crossword puzzle to teach reading as a treatment.	Post-Test
Control Class.	Pre-Test	-	Post-Test

B. Time and Place of the Research

This research was conducted at SMPN 5 Palopo. This research focused on using crossword puzzles to improve students' reading comprehension at SMPN 5 Palopo, located on Domba street, Palopo. This research was also conducted for six meetings.

Research Table 3.2.

	Jan	Feb	March	April	May	June	July	Aug	Sep	Oct
Pre observation	√									
Proposal seminar				√						
Giving pre-test							√			
Treatment							√			
Giving post-test								√		
Results seminar										√
UT										

C. Operational Definition of Variables

The operational definitions of variables in the research are as follows:

1. The independent variable (X), a crossword puzzle, is a word game in which students must spell the item to complete the correct answer.
2. The dependent variable (Y), students' reading comprehension, refers to the ability of the reader to extract any information from the descriptive reading text, especially in increasing vocabulary.

D. Population and Sample

1. The population in this research was 120 students from class 8th at SMPN 5 Palopo in the first semester of the academic year 2020/2021.
2. Purposive sampling was used by the researchers in this research because purposive sampling is a sampling technique with certain considerations. The reason for using the purposive sampling technique is because not all samples have criteria that match what the researcher do. There are more than ten samples. However, due to several reasons or considerations, such as the COVID-19 pandemic, which was the main reason for the lack of student learning participation from beginning to end, the researchers considered only selecting ten samples. The control class was VIII D. The experimental was VIII C. Students in class VIII C are composed of ten students trained as an experimental class by crossword puzzle games as teaching media, and VIII D was composed of ten students the control class.

E. The procedure of Collecting Data

The researcher obtains data by performing some measurements. In the research procedure, there are two stages: pre-test and post-test. In the control class, the researcher used the method commonly applied by teachers in schools. The teacher will teach without using crossword puzzles or games when reading, such as explaining the material and giving assignments as usual. The researcher conducted teaching in the experimental class before giving the post-test. This training was carried out in 6 meetings to teach students reading comprehension using crossword puzzles. In this meeting, the researcher trained students to get used to doing exercises using crossword puzzles. Following are the steps:

1. The teacher enters the experimental class Whatsapp group and explains the descriptive text material; then, students will be divided into several groups. Students are sent a descriptive text and crossword sheets; then, they work on crossword puzzles for 35 minutes together in their groups. After finishing, each group's students' representatives sent their assignments and voice messages reading the descriptive text. The teacher corrects the students' pronunciation error when the student representative and sends it. Then students submit their assignments. At the end of the learning process, students are asked to summarize the topics discussed. They are asked to memorize each vocabulary in the crossword puzzle and the reading text if

there is a vocabulary they do not know and the meaning of each vocabulary in their home.

2. The teacher enters the control class Whatsapp group for the control class and explains the descriptive text material through voice messages. If there is something that is not understood, the teacher allows students to ask questions. After that, students were given assignments related to descriptive texts and worked on them for 35 minutes. Then, student representatives were asked to explain the text and read their answers via voicemail. After that, at the end of the lesson, all students collect their assignments.

F. Instrument of the Research

The instruments used in this research will be a pre-test at the first meeting and a post-test at the last meeting. The test is composed of 10 short answer questions of descriptive text, a type of testing technique that allows students to write or fill in the missing word parts in the descriptive text given in the form of a crossword puzzle.

G. The technique of Data Analysis

Before to data analysis, the researcher gathered it and examined it using the following formula:

1. Scoring students' answers from pre-test and post-test using the following formula:

$$\text{Score} = \frac{\text{The total of students' correct answer}}{\text{The total of items}} \times 100$$

For example, if the total correct answer of the students is 9, the score achieved is 90 using the following formula:

The total correct answer is 9, and the Total numbers of the test are 10

$$\frac{9}{10} \times 100 = 90 \text{ (Excellent)}$$

Table 3.3. The Classification Score for Test

	CLASSIFICATION	SCORE
A	Excellent	90-100
B	Very Good	80-89
C	Good	70-79
D	Fairly Good	60-69
E	Fair	50-59 ⁴⁶

- Calculates the main score, standard deviation, frequency table and the t-test between the achievement of the experimental class and control class using IBM SPSS Statistics program version 26.

H. Hypothesis Acceptability

In addition to knowing whether the pre-test and post-test have significant differences and also to determine the acceptability of the hypothesis, the researcher used the following hypothesis acceptability criteria:

⁴⁶ Ratu Yulianti Natsir, "The Effectiveness of Brain Sketching Technique in Writing Descriptive Text," *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 4, no. 1 (2015): 26, <https://doi.org/10.26618/ejpb.v4i1.918>.

If : $t_0 > t_t$ = reject null hypothesis

If: $t_0 < t_t$ = received null hypothesis⁴⁷.

⁴⁷ Ade Miranda, "Using Team Games Tournament To Teach Vocabulary At The Eight Grade Students of SMPN 08 Palopo," 2019.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings describe the data results, which were analyzed statically, and the data were tabulated. The percentage of students in the experimental and control classes in the pre-test and post-test were compared between their scores on the pre-test and post-test.

1. The analysis of students' scores of experimental class and control class

In this part, the researcher compared the pre-test and post-test scores in the experimental and control classes to describe the results of each class.

a. The students' score of experimental class

The researcher gave the percentage pre-test and post-test scores of experimental class students in this classification. It showed that students scored in the experimental class before using crossword puzzles and after treatment.

Table 4.1. The rating percentage of students' pre-test and post-test

NO	CLASSIFICATION	SCORE	PRE-TEST		POST-TEST	
			F	P	F	P
1	Excellent	90 – 100	-	0%	3	30%
2	Very Good	80 – 89	-	0%	-	0%
3	Good	70 – 79	-	0%	2	20%
4	Fairly Good	60 – 69	1	10%	3	30%
5	Fair	50 – 59	2	20%	1	10%

Total		3	30%	6	60%
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In table 4.1. showed that most students in the experimental class can be categorized as fairly good, and fair before being given treatment. There were 1 student or 10% of students who had scored in the fairly good category, and there were 2 students or 20% of students who had scored in the fairly category before giving treatment (pre-test). After being given treatment (post-test), the experimental class can be categorized as excellent, good, fairly good, and fair. There were 3 students or 30% of students who had scored excellent category, there were 2 or 20% of students who had scored in the fairly good category, there were 3 or 30% students who had scored in the fairly good category, and there was 1 or 10% student who had scored in the fair category.

Table 4.2. The mean score and standard deviation of students' pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	10	10	60	32.00	18.135
PostTest	10	40	100	71.00	21.833
Valid N (listwise)	10				

Table 4.2 showed a difference between the mean score of pre-test and post-test in the experimental class. The mean score of the post-test was higher than the mean score of the pre-test (71.00>32.00). It means that there was an improvement after giving a treatment by using a crossword puzzle. The standard

deviation of the post-test was higher than the standard deviation of the pre-test (21.833>18.135).

Table 4.3. The Pair Sample Test of Experimental Class

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-39.000	29.609	9.363	-60.181	-17.819	-4.165	9	.002

Based on table 4.3 above, the researcher concludes that the probability value is higher than alpha (α) ($0.002 < 0.05$). It means that H1 was accepted, and H0 was rejected. It is concluded that there was a significant difference in pre-test and post-test of experimental class.

b. The students' score of control class

The data gathered from the control class before and after treatment using the assignment technique method is shown below.

Table 4.4. The Rate Percentage of Students' Pre-test and Post-test

NO	CLASSIFICATION	SCORE	PRE-TEST		POST-TEST	
			F	P	F	P
1	Excellent	90 – 100	-	0%	-	0%
2	Very Good	80 – 89	-	0%	3	30%
3	Good	70 – 79	1	10%	-	0%
4	Fairly Good	60 – 69	1	10%	1	10%
5	Fair	50 – 59	1	10%	1	10%
Total			3	30%	5	50%

In table 4.4. showed that most students in the control class can be categorized as good, fairly good, and fair before treatment. There were 1 student or 10% of students who have scored in the good category, there were 1 student or 10% of students who have scored in the fair good category, and there were 1 student or 10% of students who have scored in the fair category. After being given treatment (post-test), the control class can be categorized as very good, fairly good, and fair. There were 3 students or 30% of students who had scored very good category, there were 1 or 10% of students who had scored in the fairly good category, and there were 1 or 10% students who had scored in the fair category.

Table 4.5. The Mean Score and Standard Deviation of Students' Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	10	20	70	40.00	16.330
Post-Test	10	20	80	49.00	24.698
Valid N (listwise)	10				

Table 4.5 showed that the mean score of the post-test was higher than the mean score of the pre-test in the control class ($49.00 > 40.00$) and the standard deviation of the pre-test lower than the standard deviation of a post-test ($16.330 < 24.698$). It means that there was no improvement in the students in the control class.

Table 4.6. The Pair Sample Test of Control Class

	Paired Samples Test	
--	----------------------------	--

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-9.000	24.698	7.810	-26.668	8.668	-1.152	9	.279

Based on table 4.6 above, the researcher concludes that the probability value is higher than alpha (α) ($0.279 > 0.05$). It means that H1 was rejected, and H0 is accepted. It is concluded that there was no significant difference in pre-test and post-test of the control class.

c. The Calculating of t-test post-test experiment class and post-test control class

Table 4.7. Paired Sample Test of Pre-test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experimental - Pre-Test Control	-8.000	24.404	7.717	-25.458	9.458	-1.037	9	.327

Based on table 4.7 above, the researcher concludes that the probability value is higher than alpha (α) ($0.327 > 0.05$). It means that H1 was rejected, and

H0 is accepted. It is concluded that there was no significant difference before treatment in the experimental group and control group.

Table 4.8. Paired Sample Test of Post-test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-Test Experimental - Post-Test Control	22.000	35.214	11.136	-3.190	47.190	1.976	9	.080

Table 4.8 above showed that the probability value is lower than alpha (α) ($0.080 > 0.05$). It means that H1 was rejected, and H0 was accepted. It is concluded that there was no significant difference after treatment in the experimental class and control class. It could be stated that using the crossword puzzle method, and students do not have a better score than students who are taught using non-crossword puzzles.

Table 4.9. Students' Reading Achievement

	Pre-Test		Post-Test	
	Experimental	Control	Experimental	Control
Respondent	10	10	10	10
Mean	32	40	71	49
SD	18.135	16.330	21.833	24.698

Table 4.9 showed that each group's total number of respondents was experimental class 10 students and control class 10 students. The mean score and standard deviation showed a difference in pre-test and post-test to both classes.

The data shown in table 4.9 shows that the mean pre-test scores of the experimental and control classes were statistically almost the same before being given treatment. After being given treatment, the post-test scores of the experimental class, and the control class, showed different mean values because the level of ability and interest in learning in the control class (VIII D) is lower than the experimental class (VIII C). The Control class was not given treatment using crossword puzzles, namely only with the usual assignment technique method, while the Experimental class was given treatment using crossword puzzles.

B. Discussion

Based on the background in this research, The English teacher said that the students had some difficulties, particularly with reading. The problems experienced by students were that the teacher had to teach using two languages, namely English and Indonesian, because of the lack of vocabulary in English. Hence, the teacher had to direct students in the teaching and learning process. Students are also confused when reading because they do not know what the new language means, making it difficult to understand its contents.

The researcher suggests using crossword puzzles to solve problems and improve students' reading comprehension, especially in one aspect of reading

assessment, namely vocabulary. Based on the research method of chapter III in this research, the teaching and learning process is divided into three stages in the experimental class. The first stage was that students were given a pre-test by providing a descriptive reading test first to determine the extent of students' knowledge in reading, especially in the vocabulary of students before they get treatment. When the researcher gave the pre-test, most of the students felt confused because they did not understand the meaning of the text provided. In this case, the vocabulary they knew was still very minimal. The results of the student pre-test showed that there were no students who had scored in the excellent category. The second stage was when the researcher treated the students, namely teaching reading by using crossword puzzles. The material was descriptive text given to students in which students had to answer the text by looking for vocabulary answers in the crossword puzzle. During the use of crossword puzzles in the teaching and learning process, students are more active and enjoy more learning. Students are also more active in asking about the material given, especially about how to answer the text using crossword puzzles. There is evidence that using crossword puzzles can help students learn to read, significantly increasing students' vocabulary. The last stage was to give a post-test to students. When the researcher gave the post-test, the condition of the students in the class was quite good. The results of the students' post-test showed that there were students who had scored in the excellent category.

The control class was divided into three stages; the first stage was giving a descriptive reading test to determine the extent of students' knowledge in reading,

especially in students' vocabulary, before they were treated. The second stage was the researcher gave treatment given did not use crossword puzzles, only used descriptive texts where the text was the same as the text taught in the experimental class. When given a different treatment, the students in the control class were not enthusiastic about learning differently from the experimental class. Students rarely ask about the material given especially about how to answer the text, students answer the text given with incorrect answers, and students pay less attention to assignments and find it difficult to collect assignments. The last stage was to provide a post-test for students. When the researcher gave the post-test, the condition of the students in the class was not much different when given the pre-test. The experimental class has a significant difference from the control class, not only because the enthusiasm for learning in the experimental class is higher than the control class, but also because the ability of the control class is lower than the experimental class, and also because the treatment given to the experimental class is more than the control class, where learning discussions are not only carried out during class hours but outside of class hours if there is a problem or something the researcher wants to ask as much as possible to continue to help students.

In this research, the descriptive tests given to students were still in the basic category, based on the results of observations that had been made previously that the students were still at the beginner level which had a fundamental understanding and English language skills, which were only about simple sentences and familiar vocabulary. In addition to the opportunity, the researcher discovered other difficulties in their class after conducting the research, including:

1. Students still have difficulty answering questions about descriptive texts because students do not understand the meaning of the vocabulary in the text.
2. Some students want to take online learning but are constrained by the study quota.
3. Some students are lazy to study because of the covid 19 situation, which is their reason for not paying attention to learning at school.

As stated in Chapter II, crossword puzzles are one learning media that can help students improve their reading comprehension, particularly in one aspect of reading assessment, namely vocabulary. According to Charlesworth, reading by solving interrelated crossword puzzles can help students improve their reading comprehension skills⁴⁸. According to Moursund (2007), solving crossword puzzles can help maintain and improve one's vocabulary, spelling skills, and knowledge of many other small pieces of information⁴⁹. According to Karim and Hasbullah (1986:2.36), students are trained to think and look for relationship answers to fill in the crossword puzzles boxes quickly⁵⁰. Puzzles are often

⁴⁸ Chewae, *"The Influence of Using Crossword Puzzle on Students Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019."*

⁴⁹ Munjayanah, *"Improving Students' Reading Comprehension Through Crossword Puzzle (A Classroom Action Research of the Seventh Grade of SMP Negeri 3 Tegeran in the Academic Years 2015/2016)."*

⁵⁰ Nyoto, *"Improving The Eight Grade Students' Reading Comprehension By Using Crossword Puzzle At SMPI Darussalam Jambearum Jember In The 2014/2015 Academic Year."*

considered recreational activities because they are more fun and do not threaten traditional teaching techniques (Crossman & Crossman, 1983; Childers, 1996)⁵¹.

The similarity between previous and current experimental research is due to the same experimental research method. Still, the difference with recent research was that the object and place of research are always different, and the result of the increase in each research also differs depending on the treatment method of each researcher. This research was conducted online considering the COVID-19 pandemic situation.

Based on the research question in this research, “Does crossword puzzles improve student’s reading comprehension at the 8th grade of SMAN 5 Palopo?” Teaching reading using crossword puzzles at SMPN 5 Palopo, there was a significant improvement when using crossword puzzles in improving students’ reading comprehension. Therefore, it can be said that using crossword puzzles can help improve students’ reading, especially vocabulary, and students have better scores when using crossword puzzles.

⁵¹ Tricia M Davis, Brooke Shepherd, and Tara Zwiefelhofer, “Reviewing for Exams: Do Crossword Puzzle Help in the Success of Student Learning?. *The Journal of Effective Teaching* 9/2: 4-10,” *The Journal of Effective Teaching* 9, no. 3 (2009): 4–10, <http://digital.library.wisc.edu/1793/34692>.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The researcher concluded that using crossword puzzles and the media had a better score for the 8th grade students in SMPN 5 Palopo. Based on the result of pre-test and post-test experimental class, the mean score pre-test is 32, the mean score of post-test is 71, the result of pre-test and post-test control class, the mean score pretest is 40, and the mean score of post-test is 49. According to the research, there was a significant difference in teaching reading before and after utilizing the crossword puzzle method. As a result, using the crossword puzzle method in the 8th grade of SMPN 5 Palopo resulted in a higher score.

B. Suggestion

Several suggestions should be made based on the findings of this research in aims to enhance the quality of future teaching and learning. The following are some suggestions from the researcher:

1. For 8th grade II students of SMPN 5 Palopo, Students must always be active in the teaching and learning process and not be afraid or lazy in English lessons. In addition, students must manage themselves to always have a positive attitude in learning English. They should know how to understand the text quickly and improve their vocabulary.

2. The use of crossword puzzles in the classroom to teach reading comprehension of descriptive texts is an intriguing method because it can help students understand the subject more quickly. As a result, teachers must devise and refine ways or media to attract students' attention while learning. In addition, teachers must also be innovative in their approach to making their students happy and enthusiastic about learning English. What needs to be considered and prepared by teachers when they want to teach reading using crossword puzzle media during online learning is that the teacher must prepare crossword puzzles with interesting reading so that students are more interested and more focused on answering the questions in the crossword puzzles in online learning. Meanwhile, if the teacher wants to use crossword puzzles in offline learning, the teacher must provide more opportunities for students to be able to explore themselves to fill out crossword puzzles confidently in front of the class without limiting students.
3. The researcher hopes this research can inspire future studies that will analyze teaching reading comprehension using crossword puzzles. The researcher realizes that this research is still far from perfection. Therefore, criticism and suggestions are highly expected for the perfection of this thesis. Future researchers can use this technique at a different level. Hopefully, this thesis can be helpful for us. Amen.

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RPP

Sekolah : SMPN 5 PALOPO
Mata Pelajaran : BAHASA INGGRIS (Teks Deskriptif)
Kelas/Semester : VIII4/SEMESTER SATU/KELAS EKSPERIMEN
Jenis teks : TEKS DESKRIPTIF
Alokasi waktu : 2X45MENIT (6 PERTEMUAN)

A. STANDAR KOMPETENSI

1. Memahami makna dalam bentuk teks fungsional singkat deskriptif, dalam kehidupan sehari-hari.

B. KOMPETENSI DASAR

1. Memahami dan mengidentifikasi arti dari bentuk teks fungsional singkat deskriptif dengan menggunakan teka-teki silang.
2. Merespon makna teks fungsional singkat deskriptif secara akurat dan lancar terkait dengan teks.

C. INDIKATOR

1. Siswa dapat meningkatkan kemampuan pemahamannya.
2. Siswa dapat menemukan detail teks yang dinyatakan dan tidak.
3. Siswa dapat merespon dan mengidentifikasi makna teks deskriptif.

D. TUJUAN PEMBELAJARAN

1. Di akhir proses belajar mengajar, siswa diharapkan mampu meningkatkan kemampuan pemahaman bacaannya dengan menggunakan Teka-Teki Silang.

E. METODE/ TEKNIK MENGAJAR

1. Metode : Online Learning
2. Technique : Menggunakan media permainan

F. MEDIA/ALAT PEMBELAJARAN

1. Whatsapp, HP, Teks bacaan, Lembar soal, dan Game teka-teki silang.

G. AKTIVITAS KELAS

➤ **Pertemuan I (pre-test)**

- **Kegiatan Awal**

- Salam dan berdoa.
- Memperkenalkan diri kepada siswa.
- Mengecek kehadiran siswa.

- **Aktivitas Utama**

- Peneliti menjelaskan alasan dia masuk ke kelas.
- Peneliti meminta siswa menceritakan pengalamannya terkait dengan kegiatan membaca.
- Peneliti bertanya kepada siswa tentang masalah mereka dalam pemahaman membaca.
- Peneliti menyampaikan kepada siswa tentang tujuan penelitian.
- Peneliti mengirimkan Pre-test kepada siswa.
- Siswa mengerjakan Pre-test selama 35 menit.

- **Aktivitas Akhir**

- Siswa mengirimkan lembar jawaban pre-test.
- Peneliti menanyakan pendapat siswa tentang Pre-test yang diberikan.
- Peneliti meminta siswa mempersiapkan diri untuk pertemuan berikutnya dan menutup pertemuan hari ini.
- Salam dan berdoa.

PRE-TEST

My Older Sister

(Source: <https://www.kompas.com/skola/read/2020/11/04/121841769/contoh-descriptive-text-tentang-orang?page=all>)

I have an older sister. Her name is Anisa Rahayu. I call her ‘Kak Nisa’ and she is seven years older than me. Although we are siblings, we have some different characteristics and personalities. My sister has black wavy hair, but sometimes she can annoy my mother. She rarely cleans her room because she is quite busy. She

often sleeps a lot on weekends due to her working schedule, which is from Monday to Saturday. My sister is a hard-working person who I adore so much. She is the type of older sister who can be relied on.

Please answer the question based on the text above!

1. “She rarely cleans her room because she is quite busy.” The underlined word can be replaced with a word....
2. What does “relied” mean in Indonesian?
3. What is the antonym for the word “black” in the text above?
4. What does Nisa rarely clean when she’s busy?
5. We have some different characteristics and? The correct word to complete the gaps in the sentence above is?
6. What is the synonym for the word “adore” in the text above?
7. What does “wavy” mean in Indonesian?
8. What does “annoy” mean in Indonesian?
9. What does Nisa always do on weekends?
10. Nisa is years older than me. The correct word to complete the gaps in the sentence above is?

➤ **Pertemuan II (treatment and practice)**

- **Aktivitas Awal**

- Salam dan berdoa.
- Mengecek kehadiran siswa.
- Memberikan materi.

• **Aktivitas Utama**

- Peneliti menjelaskan materi yang berkaitan dengan teks deskriptif melalui pesan suara grup whatsapp.
- Peneliti memberikan waktu untuk Tanya jawab tentang teks deskriptif yang dijelaskan.
- Siswa dibagi menjadi beberapa kelompok.
- Peneliti mengirimkan teks bacaan dan lembar teka-teki silang.

- Siswa menyelesaikan teka-teki silang bersama teman kelompoknya.
- Perwakilan siswa membacakan teks deskriptif melalui pesan suara whatsapp dan mengirimkannya.
- Siswa mengumpulkan lembar jawaban mereka.
- **Aktivitas Akhir**
- Siswa menyimpulkan topik yang telah dipelajari.
- Siswa menghafal setiap kosakata yang ada dalam teka-teki silang juga yang ada dalam teks bacaan jika ada yang belum mereka ketahui dirumahnya.
- Salam dan berdoa.

A. Definition

Teks deskriptif adalah teks yang mendeskripsikan sesuatu, seperti orang, benda, dan hewan. Tujuan teks deskripsi adalah untuk merinci atau mendeskripsikan objek dari sudut pandang penulis sehingga pembaca dapat merasakan, melihat, dan mendengar objek yang dijelaskan secara detail.

B. Generic structure of the descriptive text

Struktur umum dari teks deskriptif;

- Identifikasi, pada bagian ini, topik definisi diklarifikasi dan
- Deskripsi, ciri-ciri subjek dirinci di bagian ini. Itu dapat menggambarkan bagian, karakteristik, kualitas, tinggi, penampilan fisik, kemampuan, kehidupan sehari-hari hobbit, dll.

C. Significant Lexico Grammatical Features of Descriptive Text

Fitur bahasa yang biasanya ditemukan dalam deskriptif antara lain:

- 1) Fokus pada peserta tertentu.
- 2) Menggunakan atributif dan identifikasi adalah proses
- 3) Menggunakan simple present tense didalamnya.

D. Example of Descriptive Text

- Identification, Doraemon is one of the characters in the Japanese Manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has a small body, white hands, and feet. Even though he can hear very well, but Doraemon has no ears.
- Description, Doraemon is also a large pocket that can produce a lot of merchandise from the future. The bag is called the Yojigen pocket, or also the fourth-dimensional pocket. Doraemon's favorite food is Dorayaki, a Japanese snack filled with red bean paste. This robotic cat also tends to panic during an emergency. In an emergency, Doraemon will panic and take out every unnecessary gadget from his pocket. Despite this, Doraemon is a perfect cat. He also always helps Nobita in any case.

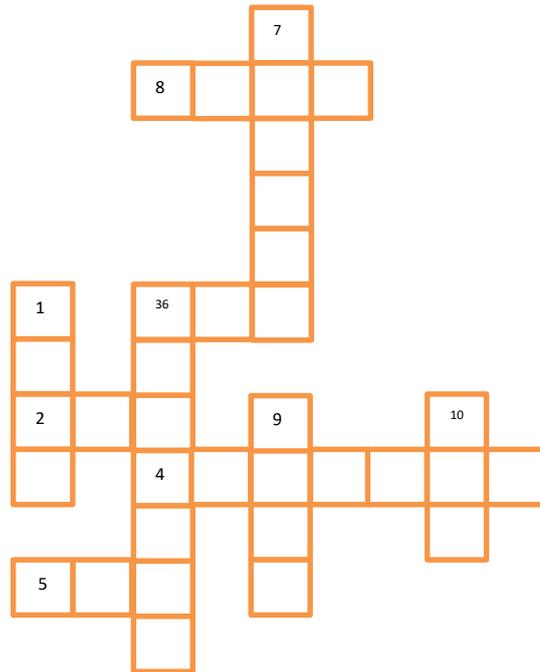
DESCRIPTIVE TEXT

(Source: adapted from Siti Munjayanah's thesis)

I am Dina. I live in a nice house. It is in the country. My house has two bedrooms. My bedroom is my favorite room. It's a nice room. It has a blue wall. I put posters of my favorite singers on the wall. There is a small shelf for my books and cassettes. My room has a big window. It also has a new desk with a yellow lamp. It is a nice room. I like it.

Crossword Puzzle

Please answer the Crossword Puzzle based on the text above!



Down

- 1) "Dina lives in a nice house." The underlined word can be replaced with a word....
- 3) Based on the text above, what room does Dina like the most?
- 7) What does "yellow" mean in Indonesian?
- 9) It also has a new desk with a yellow The correct word to complete the gaps in the sentence above is?
- 10) What does "shelf" mean in Indonesian?

Across

- 2) What is the antonym for the word "new" in the text above?
- 4) What does "room" mean in Indonesian?
- 5) My house has bedrooms. The correct word to complete the gaps in the sentence above is?
- 6) What is the antonym for the word "small" in the text above?
- 8) What color is Dina's bedroom?

➤ **Pertemuan III (practice)**

• **Aktivitas Awal**

- Salam dan Berdoa.
- Mengecek kehadiran siswa.

• **Aktivitas Utama**

- Peneliti mendeskripsikan dirinya, dan mengirimkannya ke grub whatsapp.
 - Peneliti memberikan waktu untuk Tanya jawab terkait dengan teks deskriptif (orang yang dideskripsikan).
 - Peneliti mengirimkan teks bacaan dan lembar teka-teki silang.
 - Siswa menyelesaikan teka-teki silang bersama.
 - Peneliti memberikan nilai pada siswa yang menjawab lebih cepat dan tepat yang langsung mengirimkannya jawabannya.
 - Perwakilan siswa membacakan teks deskriptif dan mengirimkannya.
 - Peneliti memperbaiki kesalahan pengucapan siswa.
 - Siswa mengumpulkan lembar jawaban mereka.
- **Aktivitas Akhir**
- Siswa menyimpulkan topik yang telah dipelajari.
 - Siswa menghafal setiap kosakata yang ada dalam teka-teki silang juga yang ada dalam teks bacaan jika ada yang belum mereka ketahui dirumahnya.
 - Salam dan berdoa.

DESCRIPTIVE TEXT

Borobudur Temple

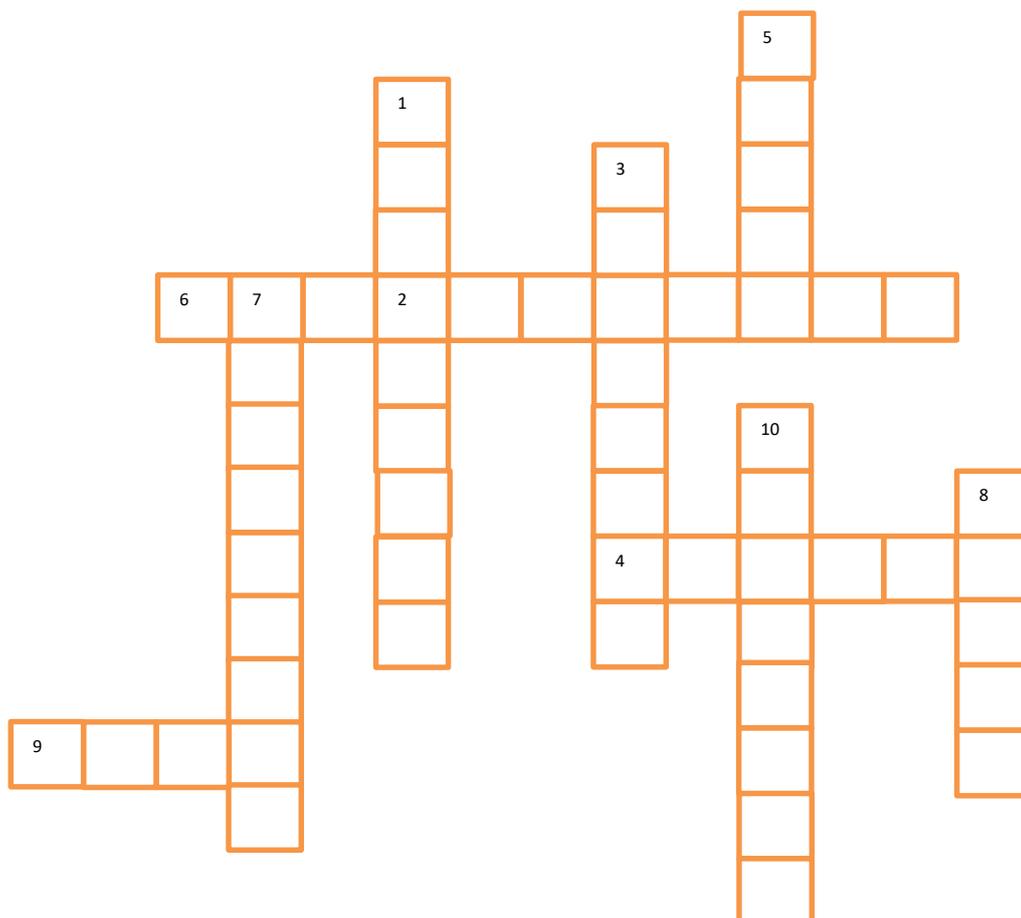
(Source: <https://www.yuksinau.id/contoh-descriptive-text/>)

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved in its circumstances. People all over the world

know that Borobudur is one of the greatest artworks that have ever known since a long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire the Borobudur temple because of its beauty, its elegance, and the story of the relief on its walls. Domestic tourists usually go there by bus or private cars, while foreign tourists like to join the travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

Please answer the Crossword Puzzle based on the text above!



Down

- 1) "Borobudur temple is one of the most beautiful tourist resorts in Indonesia." The underlined word can be replaced with a word....
- 5) But some of them like to credit cards and checks. The correct word to complete the gaps in the sentence above is?
- 7) What temple is described in the text above?
- 8) What is the antonym for the word "ever" in the text above?
- 10) What is the synonym for the word "usually" in the text above?

Across

- 2) What does "built" mean in Indonesian?
- 3) What is the antonym for the word "biggest" in the text above?
- 4) What is the synonym for the word "easier" in the text above?
- 6) What does "century" mean in Indonesian?
- 9) What does "stone" mean in Indonesian?

➤ **Pertemuan IV (practice)**

- **Aktivitas Awal**
 - Salam dan berdoa.
 - Mengecek kehadiran siswa.
- **Aktivitas Utama**
 - Peneliti mengirimkan teks bacaan dan lembar teka-teki silang ke grup whatsapp.
 - Siswa menyelesaikan teka-teki silang.
 - Peneliti meminta perwakilan siswa untuk meneja kosakata yang ada dalam teka-teki silang melalui pesan suara whatsapp dan mengirimkannya.
 - Perwakilan siswa membacakan teks deskriptif dan mengirimkannya melalui pesan suara whatsapp.

- Peneliti memperbaiki kesalahan pengucapan siswa.
- Siswa mengumpulkan lembar jawaban mereka.
- **Aktivitas Akhir**
 - Siswa menyimpulkan topik yang telah dipelajari.
 - Siswa menghafal setiap kosakata yang ada dalam teka-teki silang juga yang ada dalam teks bacaan jika ada yang belum mereka ketahui dirumahnya.
 - Salam dan berdoa.

DESCRIPTIVE TEXT

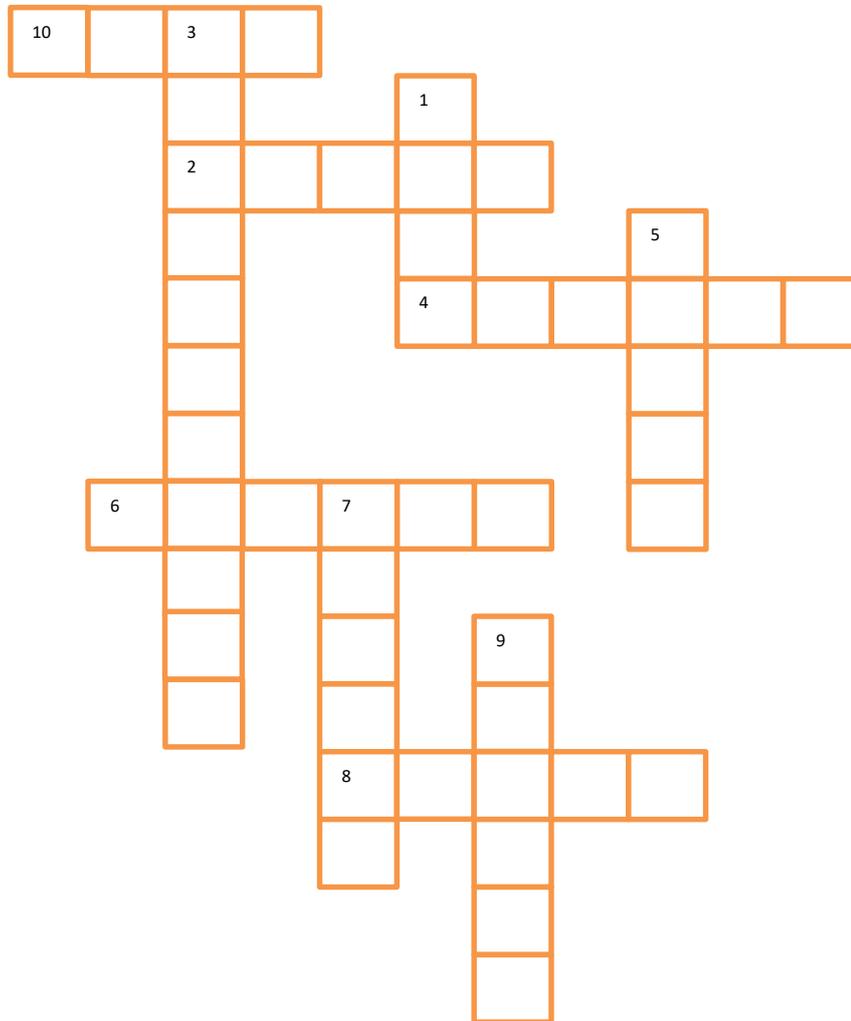
Pink Beach

(Source: <http://britishcourse.com/contoh-descriptive-text-tentang-pantai-merah-muda.php>)

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from very small marine invertebrates, and also Foraminifera, a microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Please answer the Crossword Puzzle based on the text above!



Down

- 1) What beach is described in the text above?
- 3) What is the synonym for the word “proper” in the text above?
- 5) “70 species of sponge can be here”. The correct word to complete the gaps in the sentence above is?
- 7) What is the antonym for the word “crushed” in the text above?
- 9) What does “coral” mean in Indonesian?

Across

- 2) What does “sand” mean in Indonesian?
- 4) Where does Pink Beach come from?
- 6) What can be done on the pink beach besides snorkeling?
- 8) What species are there on the pink beach apart from fish and sponge species?
- 10) What does “fish” mean in Indonesian?

➤ **Pertemuan V (Practice)**

- **Aktivitas Awal**

- Salam dan berdoa.
- Mengecek kehadiran siswa.

- **Aktivitas Utama**

- Peneliti mengirimkan teks bacaan dan lembar teka-teki silang.
- Peneliti mendeskripsikan tentang kartun yang disukai dan mengirimnya melalui pesan suara whatsapp.
- Siswa menyelesaikan teka-teki silang.
- Perwakilan siswa membacakan teks deskriptif melalui pesan suara whatsapp dan mengirimkannya dan menghafal setiap kosakata yang dalam teka-teki silang beserta dengan artinya.
- Peneliti memperbaiki kesalahan pengucapan siswa.
- Siswa mengumpulkan lembar jawaban mereka

- **Aktivitas Akhir**

- Siswa menyimpulkan topik yang telah dipelajari.
- Siswa menghafal setiap kosakata yang ada dalam teka-teki silang juga yang ada dalam teks bacaan jika ada yang belum mereka ketahui dirumahnya.
- Salam dan berdoa.

DESCRIPTIVE TEXT

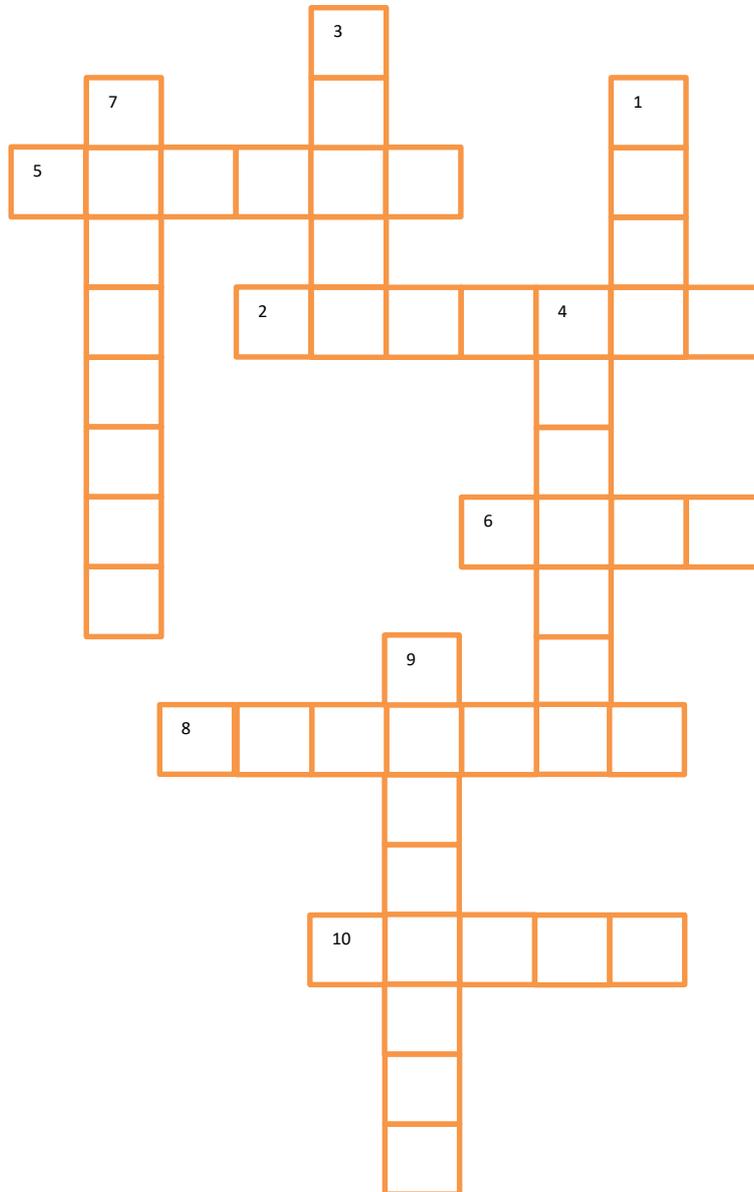
Toba Lake

(Source: <https://www.kuliahbahasainggris.com/contoh-descriptive-text-tentang-tempat-about-place-danau-toba-dan-candi-borobudur-beserta-artinya/>)

Danau Toba or Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. Danau Toba is the largest volcanic lake in Indonesia, even in Southeast Asia. What makes it more special is taken from Samosir Island, an Island that settled in the middle of the lake. Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It was formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural center of the Batak tribe, the indigenous from North Sumatra.

The eruption of a supervolcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to changes in the earth's weather and the start of the ice age that affects the world civilization. Lake Toba is more like a sea than a lake considering its size. Therefore, the Lake is placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba also includes the deepest lake in the world, which is approximately 450 meters.

Please answer the Crossword Puzzle based on the text above!



Down

- 1) What is the name of the lake described from the text above?
- 3) What is the antonym for the word “narrow” in the text above?
- 4) What does “gigantic” mean in Indonesian?
- 7) What does “bridge” mean in Indonesian?
- 9) What does “includes” mean in Indonesian?

Across

- 2) What is the synonym for the word “middle” in the text above?
- 5) “Samosir island is the cultural center of the Batak tribe.” The underlined word can be replaced with a word....
- 6) What does “indigenous” mean?
- 8) ” extinction of species of living creatures. The correct word to complete the gaps in the sentence above is?
- 10) What is the name of the tribe which is the cultural center of Samosir Island?

➤ Pertemuan VI (post-test)

- **Aktivitas awal**
 - Salam dan berdoa.
 - Mengecek kehadiran siswa.
- **Aktivitas Utama**
 - Peneliti mengirimkan soal post-test.
 - Peneliti meminta siswa mengerjakan post-test.
 - Peneliti mengerjakan post-test selama 35 menit.
 - Siswa mengumpulkan hasil post-testnya.
- **Aktivitas Akhir**
 - Memberikan komentar, kritik, saran, dan motivasi kepada siswa.
 - Mengucapkan terima kasih dan meminta maaf.
 - Salam dan berdoa.

POST-TEST

Jeong Jaehyun

(Source: <https://www.kompas.com/skola/read/2020/11/04/121841769/contoh-descriptive-text-tentang-orang?page=all>)

I have a favorite idol named Jeong Jaehyun. He is a member of a Korean boy group named NCT. He was born on February 14th, 1997, and now he is 23

years old. He is 183 cm tall. He has very white skin, which makes him called 'Casper.' According to some sources, he has an ideal body proportion. His legs are long. He also has broad shoulders. His hair looks very soft, and his eyebrows are thick. He also has a pointed nose. One charming point that everybody would notice is his dimple. He has very deep dimples on his chubby cheeks, and they are visible when he smiles. Despite having several nicknames, most of his fans often call him 'peach' because of his rosy cheeks. He is also called 'bread.' This is because he often makes a facial expression that makes him look like bread. He also has a lot of talents. He can sing, rap, and dance well. He is also good at sports and playing musical instruments such as the piano. Moreover, he is also adept at cooking meat, so that he has the nickname 'Jung Jaeyuk,' which means meat.

Please answer the question based on the text above!

1. What does “charming” mean in Indonesian?
2. What musical instruments is Jaehyun good at playing?
3. What is the antonym for the word “thick” in the text above?
4. What does “shoulders” mean in Indonesian?
5. What is Jaehyun good at cooking that he was given the nickname “Jung Jaeyuk”?
6. What does “talents” mean in Indonesian?
7. Based on the above text, apart from rapping and dancing, what else could Jaehyun do?
8. Because of his rosy cheeks, most of his fans call him?
9. What does “sources” mean in Indonesian?
10. What is the antonym for the word “tall” in the text above?

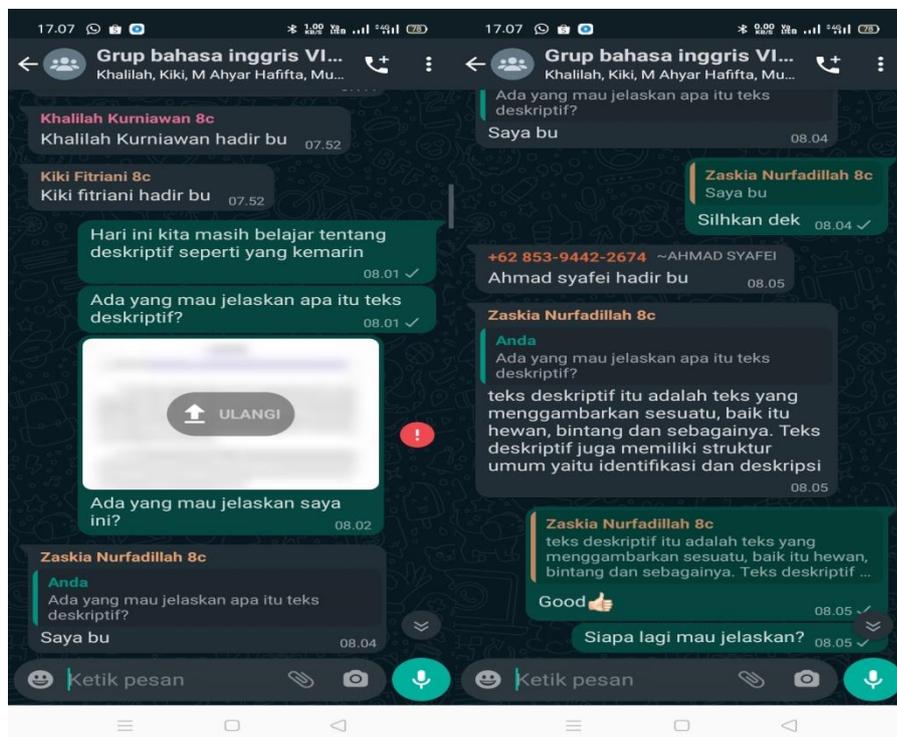
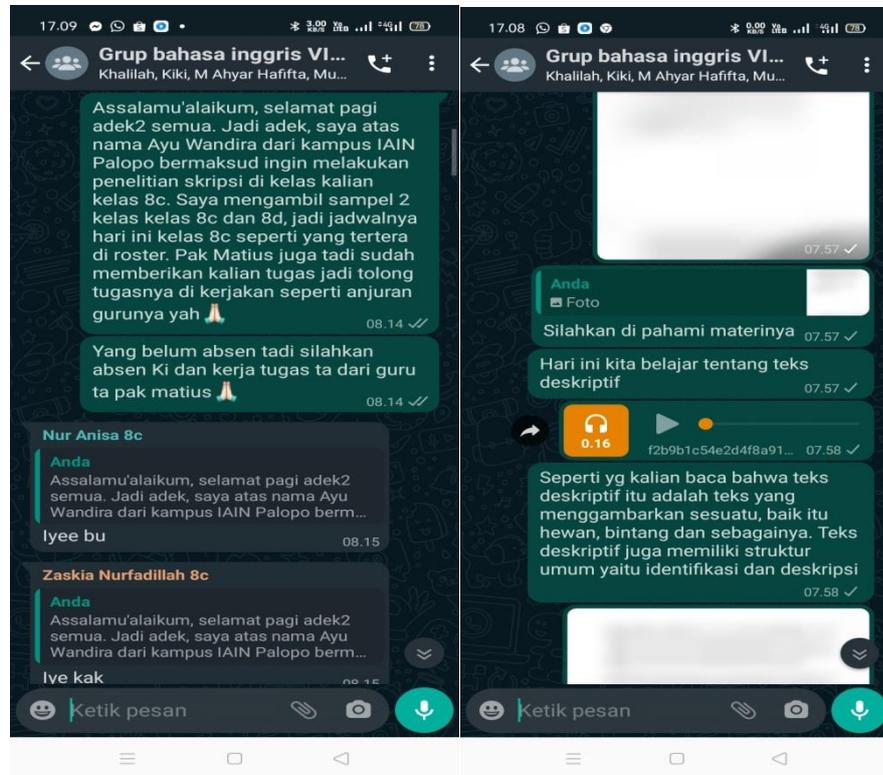
H. PENILAIAN

1. **Penilaian Sikap:** Pemantauan keaktifan siswa.
2. **Penilaian Pengetahuan:** Menjawab soal yang diberikan dengan tepat.
3. **Penilaian Keterampilan:** Berupa tugas yang diberikan.
4. **Prosedur Penilaian:**

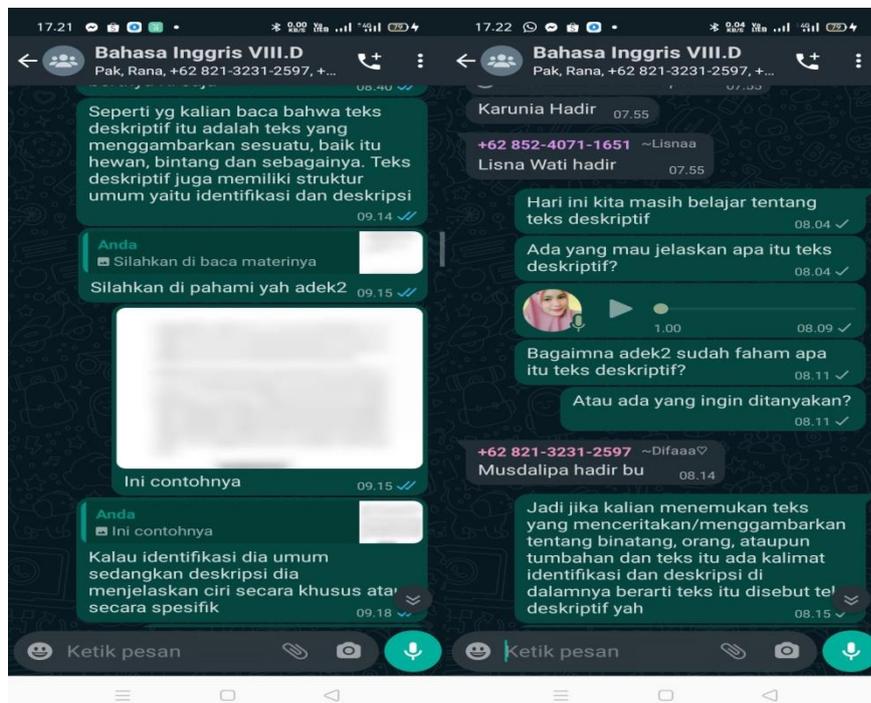
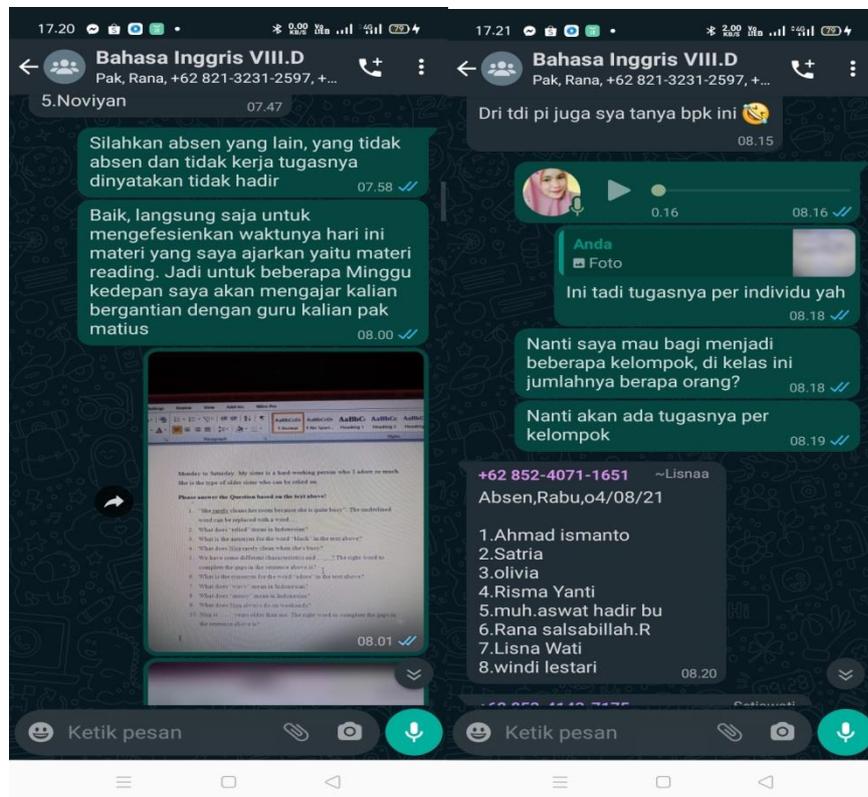
$$\text{Skor Siswa} = \frac{\text{jawaban siswa yang benar}}{\text{total pertanyaan}} \times 100$$

Total Pertanyaan = 10, Skor untuk 1 jawaban salah = 0 dan Total skor = 100

BUKTI PEMBELAJARAN DI KELAS EXPERIMENTAL (VIII C)



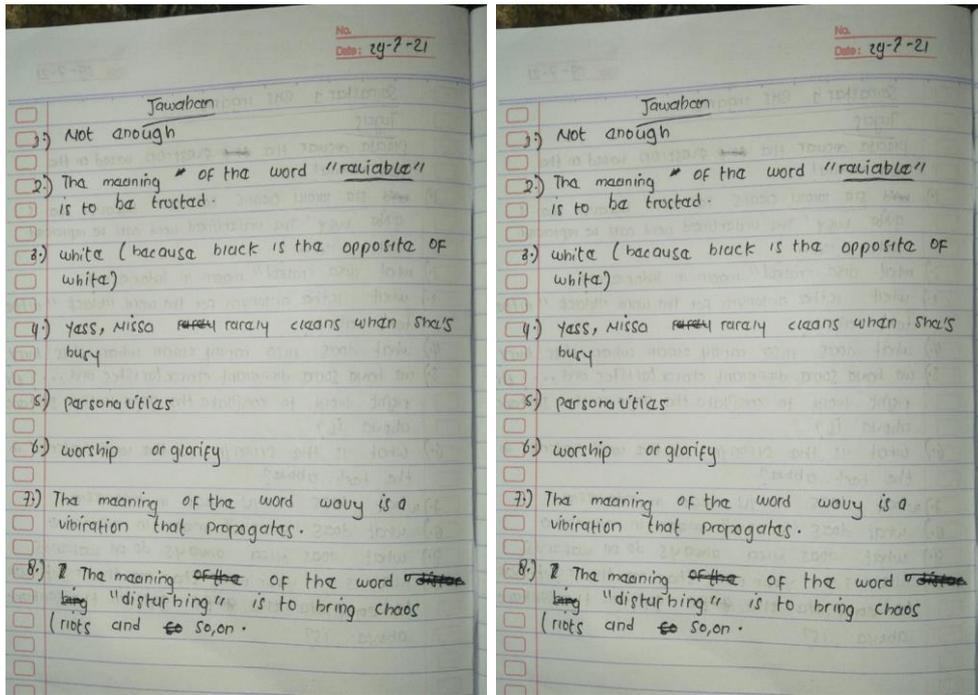
BUKTI PEMBELAJARAN DI KELAS CONTROL (VIII D)



NILAI KELAS EXPERIMENT

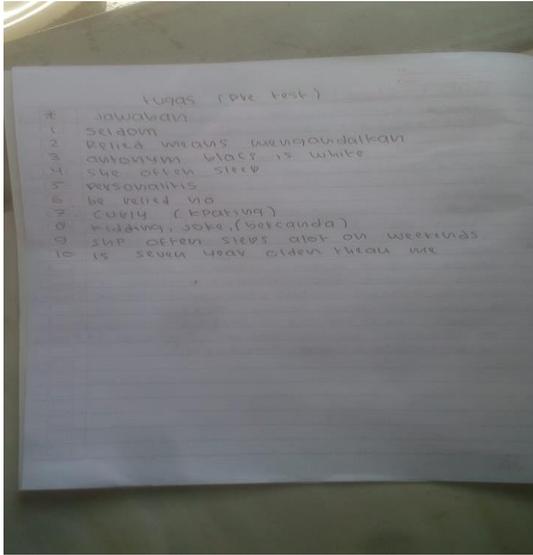
PRE-TEST NILAI TERENDAH NUR SAFIRA

JUMLAH BENAR: 1 JUMLAH SALAH: 9 SKOR: $\frac{1}{10} \times 100 = 10$ (Fair)



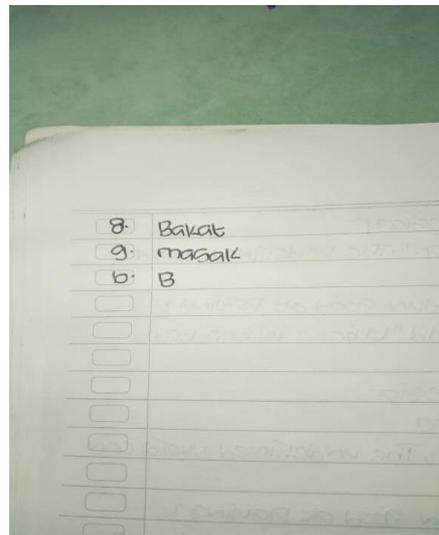
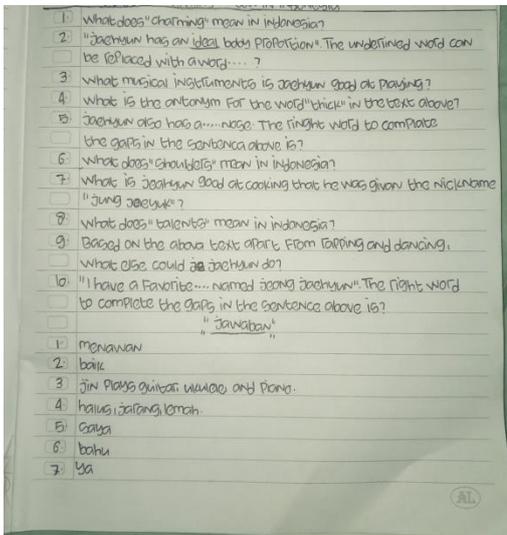
PRE-TEST NILAI TERTINGGI KHALILAH KURNIAWAN

JUMLAH BENAR: 6 JUMLAH SALAH: 4 SKOR: $\frac{6}{10} \times 100 = 60$ (Fairly Good)



POST-TEST NILAI TERENDAH SASKIA

JUMLAH BENAR: 3 JUMLAH SALAH: 7 SKOR: $\frac{3}{10} \times 100 = 30$ (Fair)



POST-TEST NILAI TERTINGGI KIKI FITRIANI

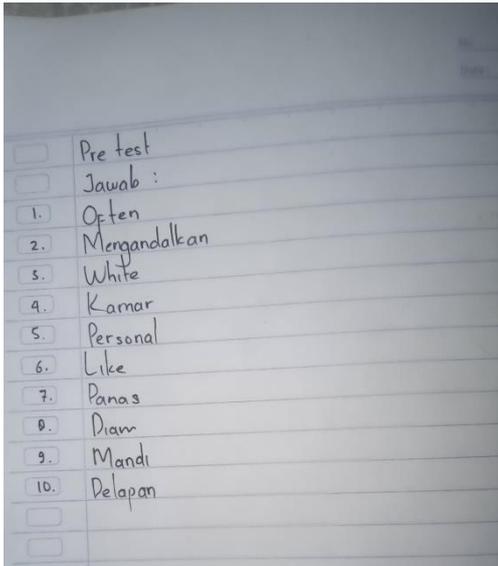
JUMLAH BENAR: 10 JUMLAH SALAH: 0 SKOR: $\frac{10}{10} \times 100 = 100$

(Excellent)

NILAI KELAS CONTROL

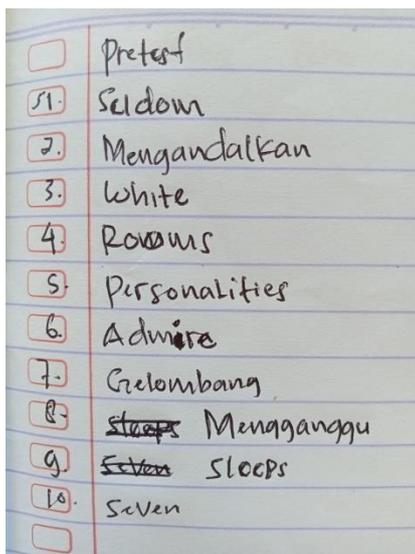
PRE-TEST TERENDAH LISNA WATI

JUMLAH BENAR: 2 JUMLAH SALAH: 8 SKOR: $\frac{2}{10} \times 100 = 20$ (Fair)



PRE-TEST NILAI TERTINGGI RISMAYANTI

JUMLAH BENAR: 7 JUMLAH SALAH: 3 SKOR: $\frac{7}{10} \times 100 = 70$ (Good)



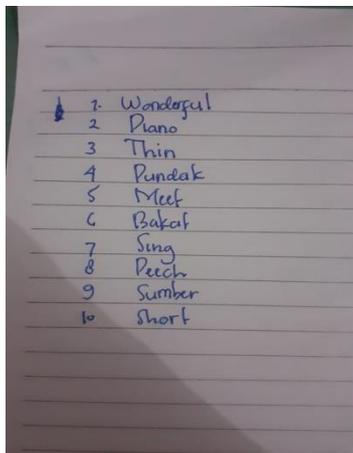
POST-TEST NILAI TERENDAH WINDI LESTARI

JUMLAH BENAR: 2 JUMLAH SALAH: 8 SKOR: $\frac{2}{10} \times 100 = 20$ (Fair)

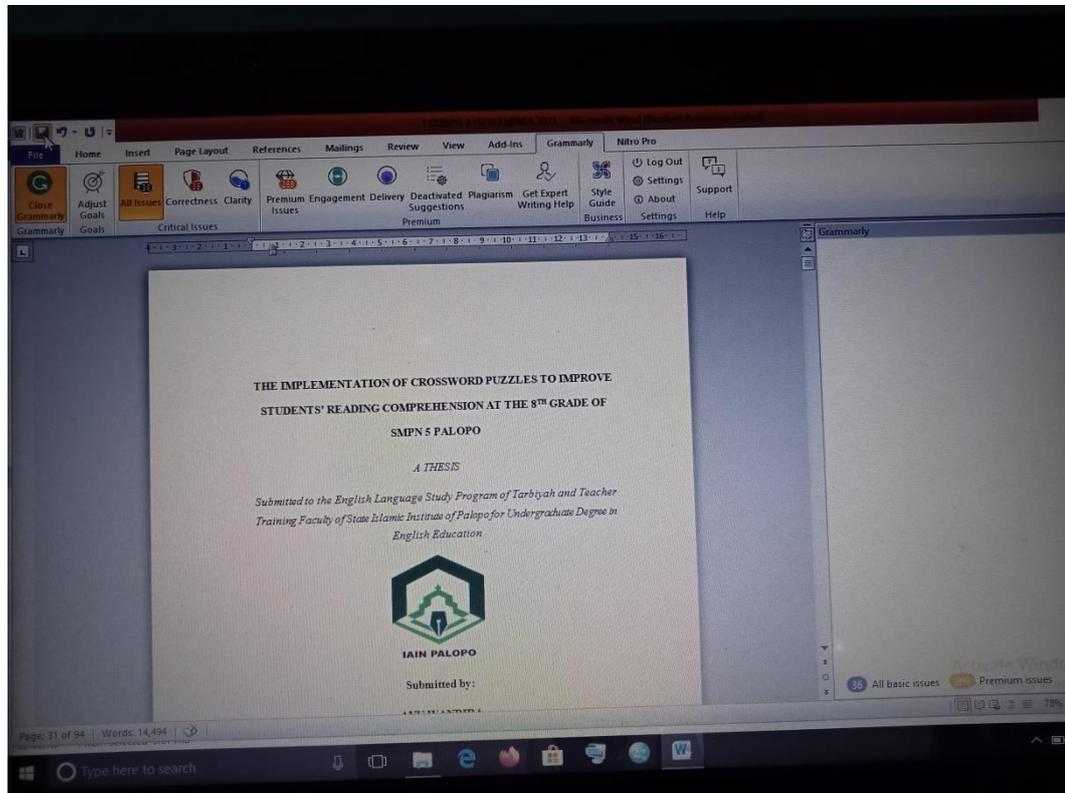


POST-TEST NILAI TERTINGGI NUR AULIAH

JUMLAH BENAR: 8 JUMLAH SALAH: 2 SKOR: $\frac{8}{10} \times 100 = 80$ (Very Good)



GRAMMARLY



HASIL TURNITIN



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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SURAT KETERANGAN

No. 662/In.19/FTIK/PBI/PP.00.9/10/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Ayu Wandira
NIM : 17 0202 0234
Semester : IX (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 12 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 19 Oktober 2021

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

LEMBAR VALIDASI INSTRUMENT

LEMBAR VALIDASI PAKAR TENTANG KEVALIDTAN DAN KEPRAKTISAN BAHAN AJAR BERUPA RPP

Petunjuk: Berilah tanda (✓) pada kolom dibawah ini sesuai dengan butir-butir pernyataan. Lembar validasi ini bertujuan untuk mengetahui validasi RPP Penelitian.

NO	ASPEK	KOMPONEN/INDIKATOR	SKOR			
			1	2	3	4
1	Isi (content)	A. Meliputi satuan pendidikan, kelas, semester, program, mata pelajaran dan alokasi waktu				✓
		B. Kompetensi isi sesuai dengan yang telah ditetapkan.				✓
		C. Kompetensi dasar sesuai dengan kompetensi dasar.				✓
		D. Indicator sesuai dengan kompetensi dasar.			✓	
		E. Tujuan pembelajaran sesuai dengan indicator pembelajaran.			✓	
		F. Materi pembelajaran yang disampaikan relevan.			✓	
		G. Menggunakan pendekatan metode pembelajaran yang sesuai.			✓	
		H. Menggunakan alat dan bahan, media berupa sumber belajar yang sesuai.				✓
		I. Kegiatan pembelajaran terdariatas				

		Pendahuluan, Kegiatan inti 5 M (Mengamati, Menanya, Mengumpulkan data, Mengasosiasi dan Mengkomunikasikan), dan Menutup.					✓
		J. Kegiatan inti sesuai dengan penerapan pembelajaran kontekstual.				✓	
		K. Menggunakan penilaian yang sesuai yaitu aktivitas siswa, beserta ranah, sikap dan keterampilan.				✓	
2	Struktur dan Navigasi (Construct)	A. Identikasi RPP jelas					✓
		B. Komponen RPP sesuai dengan K13					
		C. Setiap komponen diuraikan dengan jelas.					✓
		D. Setiap komponen terurut dan terstruktur.					✓
		E. Langkah-langkah pembelajaran diurutkan secara sistematis.					✓
		F. Uraian kegiatan setiap pertemuan jelas.					✓
		G. Format penulisan sesuai dengan kaidah.					✓
3	Tata Bahasa	A. Bahasa yang digunakan sesuai dengan EYD.					✓
		B. Menggunakan bahasa sederhana dan mudah dimengerti.					✓
		C. Rumusan kalimat tidak menimbulkan penafsiran ganda atau salah penafsiran.					✓

LEMBAR VALIDASI PAKAR
TENTANG KEVALIDATAN SOAL PRE TEST DAN POST-TEST

Validator :Dr. Jufriadi, S.S., M. Pd

Petunjuk : Berilah tanda (√) pada kolom dibawah ini sesuai dengan butir-butir pertanyaan. Lembar validasi ini bertujuan untuk mengetahui validitas soal pre-test dan post-test penelitian.

NO	ASPEK	INDIKATOR	SKOR			
			1	2	3	4
1	Validitas isi	A. Sesuai dengan kompetensi dasar.				✓
		B. Sesuai dengan indicator pembelajaran.				✓
		C. Sesuai dengan kurikulum K 13			✓	
		D. Sesuai dengan sumber belajar.			✓	
		E. Kebenaran konsep dari materi telah sesuai.			✓	
		F. Sesuai dengan alokasi waktu.			✓	
		G. Materi yang diujikan relevan.				✓
		H. Memuat jenjang kognitif.				✓
		I. Tingkat kesukaran bervariasi.				✓
2	Validitas muka	A. Kebahasaan susunan kalimat.				✓
		B. Font huruf berukuran normal.				✓
		C. Kejelasan tanda baca.				✓
		D. Kalimat tidak menimbulkan tafsiran lain.			✓	
		E. Kalimat soal mudah dipahami.				✓
		F. Menggunakan jenis huruf yang formal.				✓
		G. Kesesuaian menggunakan kata yang di bold/italic/underline/normal .				✓
		H. Kejelasan petunjuk cara mengerjakan atau menjawab				✓

		butir-butir soal.					
3	Validitas konstruk	A. Kalimat yang digunakan tidak menyinggung hati seseorang.					✓
		B. Sesuai dengan perkembangan siswa.					✓
		C. Sesuai dengan situasi nyata.					✓
		D. Mencakup berbagai macam materi yang luas dan bersifat komprehensif.					✓
		E. Ada keterkaitan antar konsep.					✓
		F. Memberikan penguatan.					✓
		G. Memiliki lebih dari satu cara penyelesaian.					✓
		H. Melibatkan logika dan penalaran.					✓

Keterangan:

Skor 4: Sangat Setuju

Skor 3: Setuju

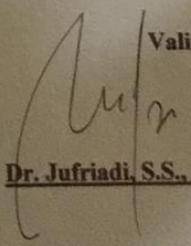
Skor 2: Kurang Setuju

Skor 1: Tidak Setuju

Saran:

01 April
Palopo, Maret 2021

Validator


Dr. Jufriadi, S.S., M. Pd