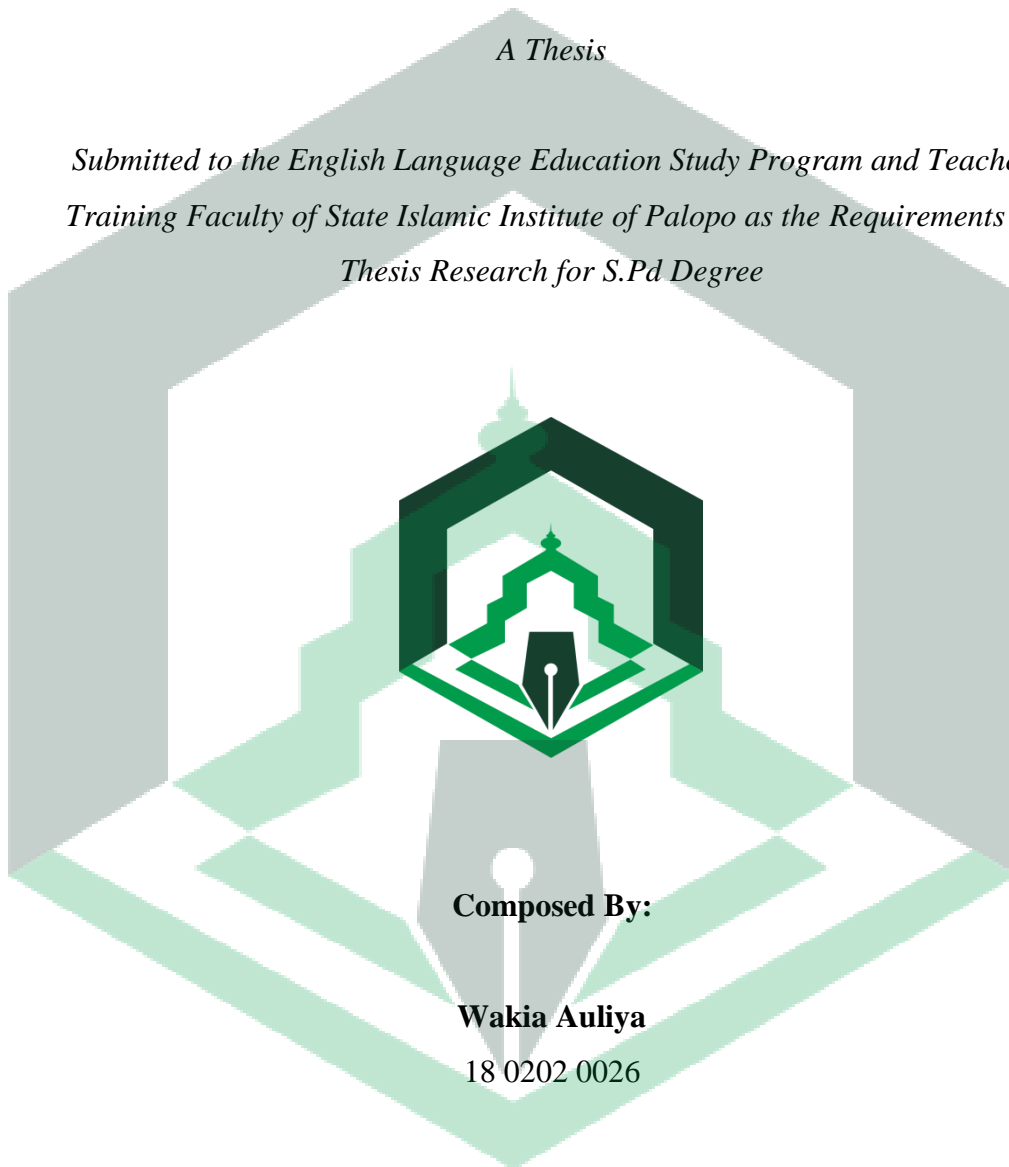


**DESIGNING CROSSWORD PUZZLE BOOK TO INCREASE
STUDENTS' VOCABULARY FOR THE SEVENTH GRADE
STUDENTS AT MTS. SA. ISLAM WATHANIYAH CIMPU**

A Thesis

*Submitted to the English Language Education Study Program and Teacher
Training Faculty of State Islamic Institute of Palopo as the Requirements of
Thesis Research for S.Pd Degree*



Composed By:

Wakia Auliya

18 0202 0026

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

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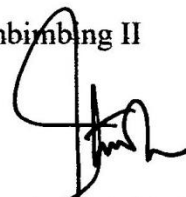
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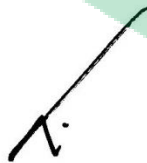
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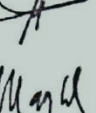
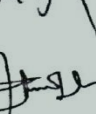

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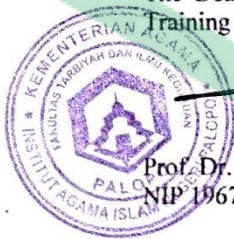
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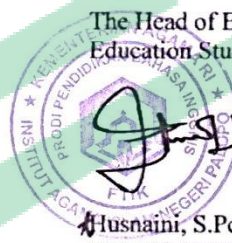
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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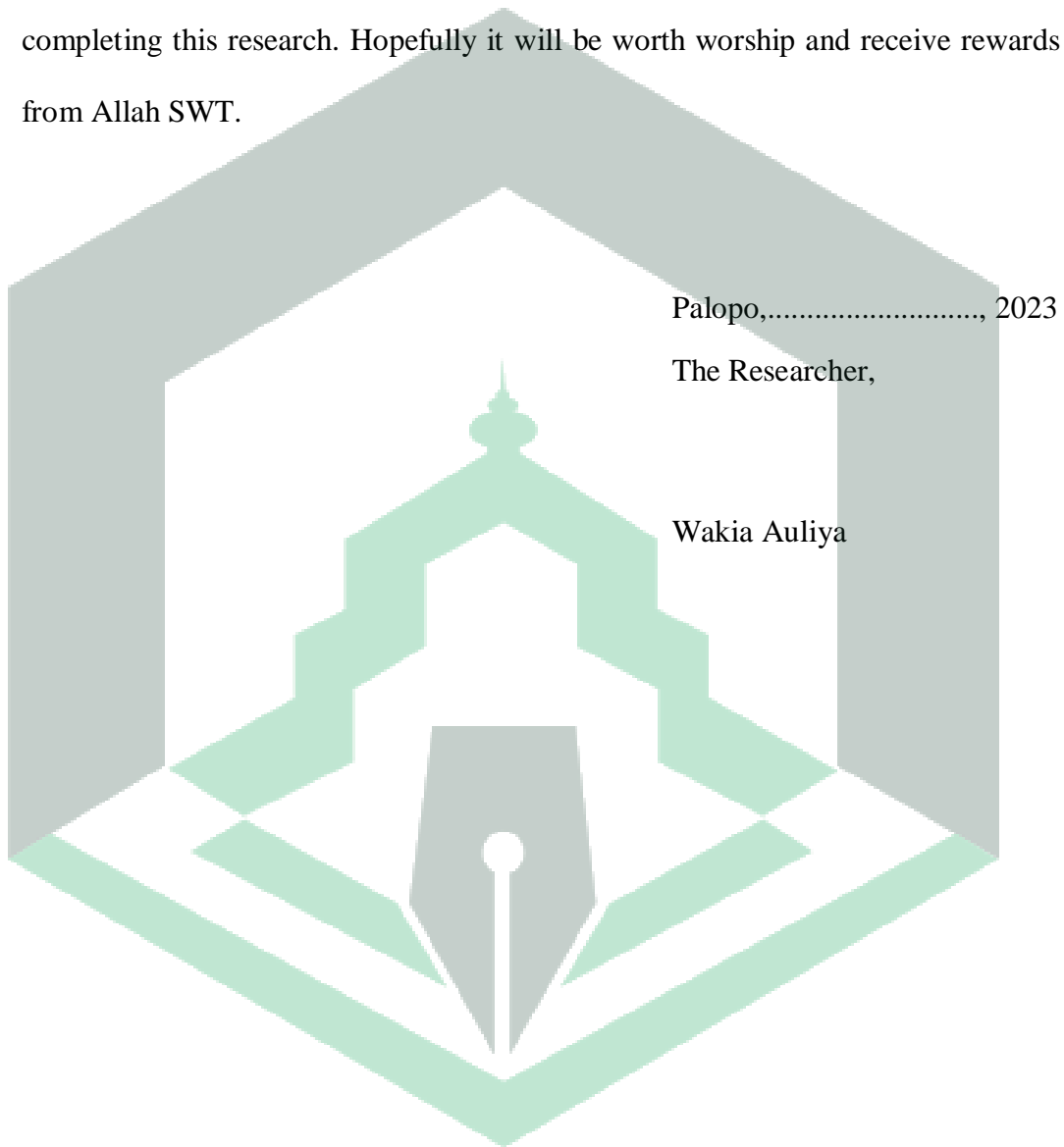
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Palopo,....., 2023

The Researcher,

Wakia Auliya

LIST OF CONTENTS

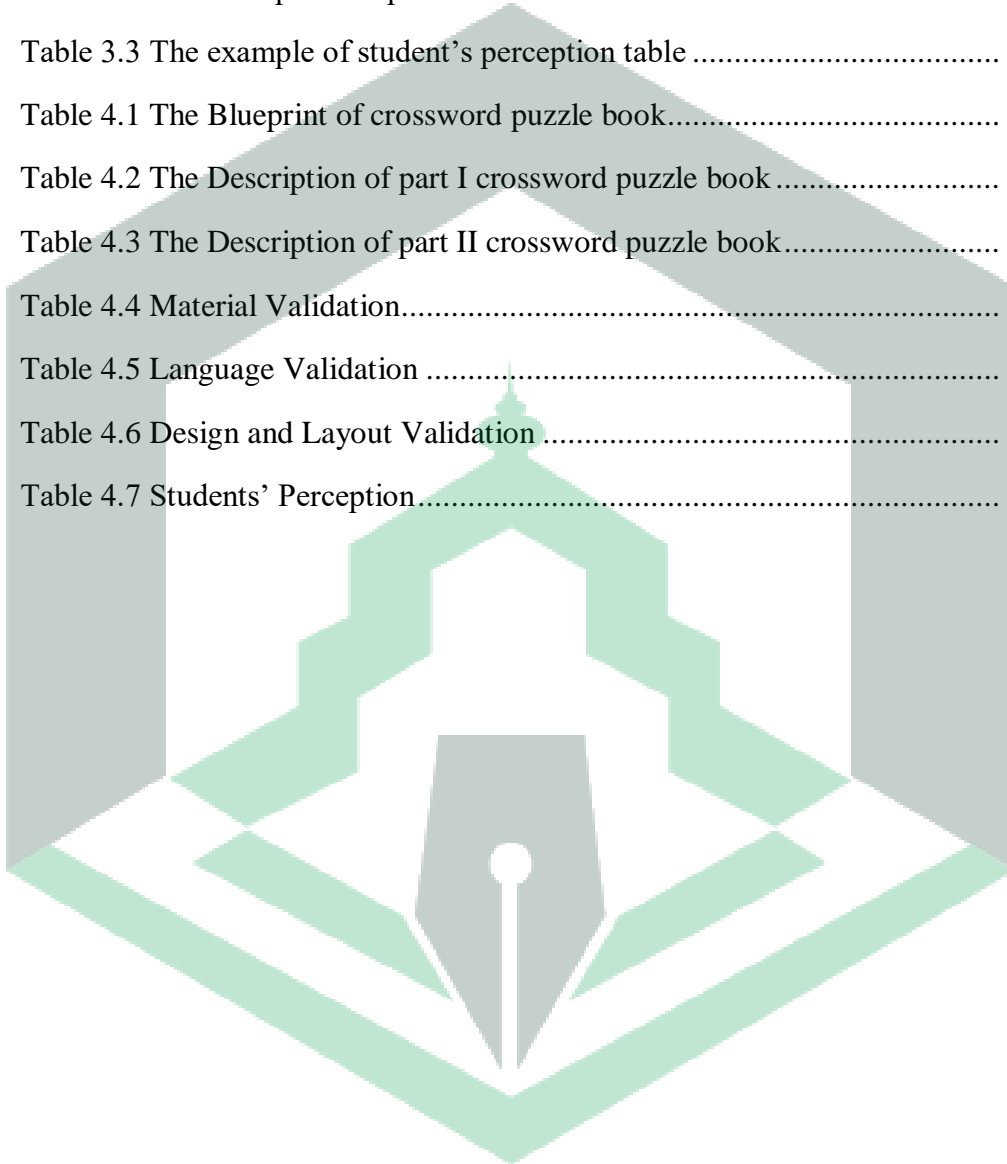
COVER

TITLE OF PAGE	i
NOTA DINAS PEMBIMBING	ii
CONSULTANT APPROVAL	iii
NOTA DINAS PENGUJI	iv
EXAMINER APPROVAL	v
THESIS APPROVAL	vi
STATEMENT OF AUTHENTICITY	vii
ACKNOWLEDGEMENT	viii
LIST OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF CHARTS	xv
LIST OF APPENDICES	xvi
ABSTRACT	xvii
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Research Question.....	4
C. The Objectives of the Research.....	5
D. The Significances of the Research.....	5
E. The Specification of the Research.....	6
F. The Assumption and Delimitation of the Research.....	6
CHAPTER II REVIEW OF RELATE LITERATURE	8
A. Previous Study.....	8
B. Literature Review.....	12

C. The Conceptual Framework.....	33
CHAPTER III RESEARCH METHODOLOGY	35
A. Research Design.....	35
B. Location and Time of the Research	35
C. Subject and Object of the Research.....	36
D. Procedure of the Research	36
E. Data Collection Technique	38
F. Data Analysis Technique	39
CHAPTER IV FINDINGS AND DISCUSSION.....	43
A. Research Findings	43
B. Discussion.....	67
CHAPTER V CONCLUSION AND SUGGESTION	72
A. Conclusion	72
B. Implication.....	73
C. Suggestion.....	73
BIBLIOGRAPHY	75
APPENDICES	

LIST OF TABLES

Table 3.1 Material topics qualification of product evaluation	42
Tabel 3.2 The example of expert's validation table	42
Table 3.3 The example of student's perception table	42
Table 4.1 The Blueprint of crossword puzzle book.....	51
Table 4.2 The Description of part I crossword puzzle book	56
Table 4.3 The Description of part II crossword puzzle book.....	59
Table 4.4 Material Validation.....	60
Table 4.5 Language Validation	61
Table 4.6 Design and Layout Validation	62
Table 4.7 Students' Perception.....	64



LIST OF FIGURES

Figure 2.1 Crossword puzzle.....	23
Figure 2.2 Crossword puzzle.....	23
Figure 2.3 ADDIE Model	29
Figure 2.4 4-D Model	30
Figure 2.5 Borg and Gall model	31
Figure 2.6 Conceptual Framework	33
Figure 3.1 Score Percentage.....	40
Figure 3.2 Formulation mean score	41
Figure 3.3 Formulation of the score.....	41
Figure 4.1 Text of crossword puzzle	53
Figure 4.2 Crossword puzzle maker	54
Figure 4.3 Designing crossword puzzle	55
Figure 4.4 Vocabulary form.....	56
Figure 4.5 Book cover.....	66
Figure 4.6 List of content	66
Figure 4.7 Additional content.....	66

LIST OF CHARTS

Chart 4.1 The students' purpose learning English.....	44
Chart 4.2 The students' level mastery of English.....	44
Chart 4.3 The students' difficulties in learning English	45
Chart 4.4 The students' purpose lerning vocabulary	45
Chart 4.5 The students' need the form of vocabulary.....	46
Chart 4.6 The students' opinion of picture in English book	46
Chart 4.7 The students' opinion of the book contain indonesian language	47
Chart 4.8 The students' activity that can help increase vocabulary	47
Chart 4.9 Media that can increase students' new vocabulary	48
Chart 4.10 The student preferred place in learning English.....	48
Chart 4.11 The teacher role	49
Chart 4.12 The student preferred in learning vocabulary	49

LIST OF APPENDICES

- Appendix 1 Surat Izin Meneliti dan Selesai Meneliti
- Appendix 2 The Blue Print of Questionnaire's Instrument
- Appendix 3 Questionnaire's Instrument of Need Analysis
- Appendix 4 The Result of Instrument Validation by the Expert
- Appendix 5 The Result of Students' Questionnaire and Teacher Interview
- Appendix 6 The Result of Experts' Evaluation of the Product
- Appendix 7 The Questionnaire of Students' Perceptions
- Appendix 8 The Result of Students' Perception
- Appendix 9 The Documentations



ABSTRACT

Wakia Auliya, 2023, *“Designing Crossword Puzzle Book to Increase Students’ Vocabulary for the Seventh Grade Students at MTs. SA. Islam Wathaniyah Cimpu”*. Thesis English Language Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute IAIN of Palopo. Supervised by Magfirah Thayyib and Husnaini.

The research aimed to design an appropriate crossword puzzle book for the seventh grade students of MTs. SA. Islam Wathaniyah Cimpu. The researcher applied Research and Development (R&D) design in this research, by using ADDIE models (analysis, design, development, implementation, evaluation). The subject of the research was the seventh grade student, consist of 28 students. Based on the need analysis and English teacher interview the student was in the low category of vocabulary mastery. In order to help student improve their vocabulary the research conduct the learning media. Crossword puzzle is a vocabulary games that can increase vocabulary. The Crossword puzzle book was designing based on the seventh grade syllabus material and students’ need analysis. The appropriate crossword puzzle to increase students’ vocabulary for the seventh grade students is the crossword puzzle book designed based on the students’ needs and referred to the materials of the seventh-grade syllabus. These are several topics in crossword puzzle book; verb, adjective, profession, family, part of body, number, colour, vocabulary at school, vocabulary in the house, fruit, vegetables, animal, food and drink. The result of students’ perception toward the crossword puzzle book was 92% which is qualified as excellent. Crossword puzzle is a very appropriate medium for learning English vocabulary. From the activity of answering crossword puzzles, students are very active in class, so that increasing students' enthusiasm for learning.

Keyword: Crossword Puzzle, Vocabulary, Research and Development

CHAPTER I

INTRODUCTION

A. Background

Vocabulary has a very important role in learning a language. The four English language skill of listening, reading, writing, and speaking require a great deal of vocabulary knowledge in order to be competent in them. It is possible to say that vocabulary is the capital for mastering English competences. The more vocabulary students have, the easier it is to understand the English language, and it will be ease for student to express idea and opinion in English. Vocabulary teaching should be a top priority in English language teaching. Students must be trained well to increase their vocabulary knowledge.

In teaching English the teacher gets a very big challenge in motivating students to speak English. Besides that, a teacher must also have the right technique or strategy in teaching English. There are several problems that are often found in students, especially junior high school students. First, the lack of vocabulary that students know is because at the previous level, in the elementary school, they did not get English lessons. Second, students do not have motivation in learning English, so they are not interested in learning English. Third, fear of making mistakes and lack of confidence. It is also the problem that found at MTs. Cimpu, especially in seventh grade student.

Based on the English teacher at MTs. Cimpu, the student still has a low category in English vocabulary. The researcher also found the lack of instructional

media that provide enough opportunities for students to increase English vocabulary. In schools, students are provided with English language textbooks were entirely full English. Students difficult to understand the meaning of the sentences in the book, become students demotivated to learn English. Thus, the English achievement of students at MTs. Cimpu is still in low category.

There are some techniques of teaching vocabulary that can be applied by the teachers, those are: 1) visual aids, 2) verbal explanation, 3) audio, 4) running context. Media that can be seen include: a) tangible objects, namely how to teach vocabulary by showing or bringing real objects as objects to be studied into the classroom, b) image media, and c) demonstrations using facial expressions or expressions, faces, gestures, expressions, and actions. Besides that, teachers can motivate the importance of having English skills for students to be enthusiastic in learning English.¹

Students' attention in learning also can be attracted by the use of certain games. Using educational games have a positive impact on learning, it can increasing student enthusiasm and motivation.² Students could be happier and more enjoy if the learning process is combined by using games or giving interesting quizzes. The researcher decided to used crossword puzzles to increase students' vocabulary achievement. Crossword puzzle is a game in which the way to play is to fill in the blank spaces in the form of a box with correct word based

¹ Suparmin, "Pentingnya Kosakata Pada Keterampilan Bahasa Inggris" (<https://widyasari-press.com/pentingnya-kosakata-pada-keterampilan-bahasa-inggris/>, Accessed on Agust 16, 2022, at 19.30).

² Hasir Y. Uti, et.al., "Pengaruh Penggunaan Media Game Pada Pembelajaran Bahasa Inggris Secara Dan Luring Di MTs N 1 Gorontalo." *Jurnal Pemikiran Dan Pengembangan Pembelajaran* 3, no. 3 (2021): 10–17.

to the clues/instructions.³ Based on previous research using crossword puzzle can improve students' motivation in learning English. It was proved by the score of students after learning by use crossword puzzle is significantly improved.⁴

This crossword puzzle already exists in the form of an application game that can be downloaded on smartphone and played online, but the material that usually obtained in online crossword games already has a level of difficulty and has random material. Also the students at MTs. Cimpu is constrained by media that requires internet and students are not allow to bring a smartphone to school. Therefore the researcher conducted the crossword puzzle made in book form by adapted seventh grade English material to make it more effective and beneficial.

There are several reasons the researcher choose crossword puzzle, the first is crossword puzzle is a word game that can improve vocabulary, second is there is writing activity that can help student to memorize the new vocabulary, third there is practice contextual understanding which is connected the right word to the question of the crossword, and then the students can enjoy to play with the crossword puzzle while increase their vocabulary. To make it easier for students to solve the crossword puzzle game, the researcher provided a vocabularies.

The Crossword Puzzle method is fun without losing the essence of learning. Learning in this way can involve active student participation from the start. It is also beneficial for teachers to carry out education using the Crossword

³ Erlinna, "Teka teki sebagai media pembelajaran" (<https://erlinna.wordpress.com/2011/05/20/teka-teki-sebagai-media-pembelajaran/>, Accessed on Agust 24, 2022, at 11.26).

⁴ Husnaini, "The Achievement of Students' English Vocabulary through Puzzle at SMP Neg 9 Palopo" Thesis, English Study Program IAIN Palopo, (2007): ix.

puzzle method because it involves active student participation from the moment the learning activity. Students participate in all learning processes, not only mentally but also physically involved. With this, students will feel a more pleasant atmosphere to maximize learning outcomes.⁵

Therefore, the researcher is interested to design a crossword puzzle book to ease the teaching of vocabulary. The researcher conducted the research entitled “Designing crossword puzzle book to increase students’ vocabulary for the seventh grade students at MTs. SA. Islam Wathaniyah Cimpu”.

B. Research Question

Base on the identifications of the problems, the researcher formulate the research questions as follows:

1. What is the appropriate crossword puzzle to increase students’ vocabulary for the seventh grade students at MTs. SA Islam Wathaniyah Cimpu ?
2. What is the seventh grade students’ perception towards the crossword puzzle book?

⁵ Masripah, Nurul Fatonah, Yufi Mohammad Nasrullah, Nurhasanah. “Penerapan Strategi Pembelajaran Crossword Puzzle Untuk Meningkatkan Hasil Belajar IPS Siswa Sekolah Dasar” 2, no. 3 (2023): 13–22. <https://doi.org/10.51574/judikdas.v2i3.773>.

C. The Objectives of the Research

Based on the research questions, the research objectives are:

1. To design the appropriate crossword puzzle book to increase students' vocabulary for the seventh grade students at MTs. SA Islam Wathaniyah Cimpu.
2. To find out seventh grade students' perception towards the crossword puzzle book.

D. The Significances of the Research

1. Theoretically

This research was expected to increase students' vocabulary, and student's interest in English by using crossword puzzle book.

2. Practically

This research could be helpful for 1) Providing a product of learning material that suitable and can raise students' interest in learning English new vocabulary for seventh grade students at MTs. SA. Islam Wathaniyah Cimpu. 2) Give the reference to the teacher by using the book as teaching media and assessing students' vocabulary achievement, and for the students to increase their vocabulary. This research also can be the reference for the next researcher.

E. The Specification of the Research

The researcher was producing crossword puzzle book that referred to the English vocabulary based on the students' level at seventh grade and correlate with syllabus on the school, the specification are as follows:

1. The crossword puzzle book was printing with A5-size paper.
2. The contents of the crossword puzzle book are divided into two parts. The first part is crossword puzzles and the second part is vocabularies.
3. The topic of the crossword puzzle was referred to the materials of the seventh grade syllabus. The topic selected; verb, adjective, profession, family, part of body, number, colour, vocabulary at school, vocabulary in the house, fruit, vegetables, animal, food and drink.

F. The Assumption and Delimitation of the Research

There were several assumptions given by the researcher in designing the crossword puzzle book as follows:

1. The researcher designing the book as attractive as possible, so that it attracts students' interest to use it.
2. The design crossword puzzle book evaluated objectively by expert judgments.
3. Crossword puzzle book are expected to increasing students' English vocabulary.

In conducting the research, the researcher had several delimitations as follows:

1. The material of vocabulary in the crossword puzzle books contained a basic vocabulary, shown in the form of list and pictorial vocabularies. The selection of the vocabulary is sources from syllabus, English textbooks for class VII, English teacher.
2. There are several topics provided in this crossword puzzle book design. The topics are; verb, adjective, profession, family, part of body, number, colour, vocabulary at school, vocabulary in the house, fruit, vegetables, food and drink, animal.
3. ADDIE models. The researcher applied one of kind of development models was going through the five process, consist of; analysis, design, development, implementation, evaluation.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Previous Study

There are several previous studies related to this research, as follows:

The first, Impiani Zagoto, Renata R. S. A. Laia (2022) entitle *Crossword Puzzle Game for Teaching Vocabulary*. The purpose of this research was to improve students' vocabulary mastery through the use of a crossword puzzle game for the Eighth Grade Students of SMPN 1. This research was designed by using Classroom Action Research (CAR). The result showed that is the implementation of crossword puzzle game is useful to teach vocabulary since it offered a good exercise to help the students to understand and learn different levels of meaning for the same words.⁶ This research has the same purpose, it is to help learners in mastery vocabulary using crossword puzzle. However the researcher has design CAR, while this research applied R&D research design by producing crossword puzzle book for the learners.

The Second is from Vivin Sunarko, et al., (2019) *Effect of Crossword Puzzle Teaching Strategy toward Students' Vocabulary Mastery*. This research was to find out that crossword puzzle teaching strategy gives a significant effect

⁶ Impiani Zagoto, Renata R. S. A. Laia, "Crossword puzzle game for teaching vocabulary," *English Language Education (Relation Journal)* 4, no. 2, (2022): 1–6. https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=es7PZskAAAAJ&citation_for_view=es7PZskAAAAJ:WF5omc3nYNoC.

towards students' vocabulary mastery at SMA Amir Hamzah Medan. The crossword puzzle is a kind of word game, which can improve the learners to enrich vocabulary knowledge. The research design employed pre-experimental design formed as one group pretest- posttest design using quantitative approach. Based on the findings, there is a significant effect on students' vocabulary mastery before and after using the crossword puzzle teaching approach at SMA Amir Hamzah Medan.⁷ In the previous study measuring the effectiveness of using crossword puzzles, while this research was designing crossword puzzle book using r&d design. The level of the subject is different, where this research subject is junior Islamic high school.

The third, Yayang Taofik Anwar and Efransyah (2018) with entitle *Teaching English Vocabulary Using Crossword Puzzle Game at Seventh Grade Student*. The purpose of the research is to test the efficiency of the Crossword Puzzle Game in teaching vocabulary to seventh-grade students at SMPN 10 Cimahi. The major goal is to determine whether or not the crossword puzzle game helps pupils increase their vocabulary. In one class, quantitative research and pre-experimental research design are used. The pretest and posttest are used as instruments to collect data. This research concluded that teaching English vocabulary through a crossword puzzle game is an excellent way to improve

⁷ Vivin Sunarko, et al., "Effect of Crossword Puzzle Teaching Strategy Towards Students' Vocabulary Mastery," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 3, no. 2 (2019): 241–48, doi:10.30743/ll.v3i2.1984.

students' vocabulary.⁸ This research has a same level seventh grade but, in the different place. Also the research has applied experiment design, which to test the efficiency of the Crossword Puzzle Game.

The fourth, the research from Julia Ike Darmayanti, Dian Fadhilawati, Adin Fauzi (2022) entitled *A Model of Digital Vo-Book with Crossword for Teaching and Learning Vocabulary in Seventh Grade Junior High School at Blitar: Research and Development*. The objective of this study are to create a model of a Digital Vo-Book with Crossword for teaching and learning vocabulary, as well as to determine the suitability of a Digital Vo-Book with Crossword for Teaching and Learning Vocabulary in Seventh Grade Junior High School. This study modified Sugiyono's R&D model. The model's end result included a digital Vo-Book with a crossword puzzle and three guidebooks for students, teachers, and the general public.⁹ This research has similarities with this research at the level of subject, crossword, and also research design. the difference lines in the product model to be produced. The research creates a digital crossword which utilizes internet media, while this research conducted the book without using internet, which reduced the problems of students who do not have computers, phones, and the internet.

⁸ Yayang Taofik Anwar and Efransyah Efransyah, "Teaching English Vocabulary Using Crossword Puzzle Game At the Seventh Grade Students," *PROJECT (Professional Journal of English Education)* 1, no. 3 (2018): 235, doi:10.22460/project.v1i3.p235-240.

⁹ D Julia Ika, F Dian, and F Adin, "A Model of Digital Vo-Book with Crossword for Teaching and Learning Vocabulary in Seventh Grade Junior High School t Blitar: Research and Development," *Josar* 8, no. 1 (2022): 102–12, <http://repository.unisablitar.ac.id/id/eprint/263%0Ahttp://repository.unisablitar.ac.id/263/1/2128-Article-Text-6222-1-10-20220329.pdf>.

The fifth, the thesis conduct by Husnaini (2007) with the title *The Achievement of Students' English Vocabulary through Puzzle at SMP Neg 9 Palopo*.¹⁰ This research applied experimental method. The researcher stated that puzzle can be used to develop the students' vocabulary and motivated the students to learn English vocabulary. By looking the score in each treatments start with first treatment score was (62,5%), second (70,83%), third (75%) until the forth (87.5%) it was concluded the students were categorized active participation, and the use of the puzzle was improved students motivation and also learning English vocabulary.

From several previous studies related to this research, it can be concluded the use of crossword puzzles as a learning media for vocabulary can increase enthusiasm and interest, help memorize, and enrich students' vocabulary. After analyzing the previous studies, specifically for crossword puzzle articles that are similar to this research, the researchers can see that many previous studies have used the experimental method. In contrast, this study applied R&D design to create a crossword puzzle book. The different subject and research location, this research was conducted at MTs. cimpu for seventh-grade students, and it also new research for the school. The researcher used the previous study as a collection of ideas that improved and developed the appropriate crossword puzzle book for the seventh grade to enrich students' vocabulary.

¹⁰ Husnaini, "The Achievement of Students' English Vocabulary through Puzzle at SMP Neg 9 Palopo" Thesis, English Study Program IAIN Palopo, (2007): ix.

B. Literature Review

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a collection of meaningful words. The foundation for mastering the skills of writing, reading, speaking, and listening is vocabulary. Therefore vocabulary is the foundation of communication. In learning a new language like English, the students must have or master as much vocabulary in English language as possible. The more vocabulary students have, the easier they will be speak or communicate in English language. Vocabulary is (1) all the words contained in one language; (2) the wealth of words owned by a speaker; (3) words used in one field of knowledge; and (4) a list of words arranged like a dictionary accompanied by a brief and practical explanation.¹¹ In general, vocabulary is divided into two categories, namely active vocabulary and passive vocabulary. Active vocabulary is a collection of words that are understood and used when speaking and writing in everyday life. Passive vocabulary is a word that may recognize, but are not commonly used in normal communication.¹²

b. Part of Speech

Part of speech is a part of English grammar in the form of a classification of words which are divided into several categories based on their role and function in the structure of a sentence.

¹¹ Sastrawacana, "6 Pengertian kosakata menurut para ahli", 10 April 2019, <https://www.sastrawacana.id/2019/04/pengertian-kosakata-menurut-para-ahli.html>, 28 January 2023.

¹² Hilda, "Vocabulary: Pengertian, Contoh, dan Materi Lengkap", 21 December 2022, <https://blog.cakap.com/vocabulary-adalah/>, 28 January 2023.

1) Noun

Noun is a word used to name or refer to people, things, animals, places, and ideas. In other words, this word refers to physical objects and abstract concepts. Nouns themselves can be subdivided into various types, such as countable, uncountable, common, proper, concrete, abstract, and collective nouns.

2) Verb

Verb is an action words. Is used to refer to actions performed, actions that happen to someone or something, and situation. For example: run, study, talk, sit, cook, sleep, go.

3) Adjective

Adjective is a word to explain, describe, or limit pronouns or nouns that are still general. This adjective is usually placed after the noun. with an adjective, a noun can be more specific. For example: Lisa is a tall girl, slim, and strong.¹³

4) Pronoun

Pronouns are words that are used to replace nouns. There are eight types of pronouns, there are; personal, demonstrative, interrogative, indefinite, possessive, reciprocal, relative, reflexive, and intensive pronouns.

¹³ Intan Aulia Husnunnisa, "Part of Speech Bahasa Inggris: Definisi, Jenis, dan Contohnya", 13 July 2022, <https://www.english-academy.id/blog/part-of-speech>, 6 February 2023.

5) Adverb

Adverb is a word used to describe how, where, when, and how an action or situation is happen.

6) Preposition

Preposition is a word that is used as a connection that is placed before a noun to indicate position, direction, time, place, and so on.

7) Conjunction

Conjunctions are words used to unite equivalent language units (connecting words with words, phrases with phrases, clauses with clauses, sentences with sentences). For example: for, and, nor, but, or, yet, so.¹⁴

8) Interjection

Interjection or exclamation mark is a word that is spoken spontaneously, when expressing feelings or thoughts that appear suddenly, such as surprise, pleasure. For example: Wow! That is a great idea!.

In this research, the crossword puzzle book was contained of vocabulary (verb, noun, and adjective).

c. The Importance of Vocabulary

Vocabulary is the body of words that make up a language. Without a good knowledge of words and their meanings, both written and verbal communication will be muddled or poorly understood.¹⁵ A wide vocabulary helps student to understand what they read or listen, and to write and speak well. It is far more

¹⁴ Ibid

¹⁵ Elizabeth West, "What Is the Importance of Vocabulary?", 31 January 2023, <https://www.languagehumanities.org/what-is-the-importance-of-vocabulary.htm>, 6 February 2023.

difficult to communicate with no vocabulary than with no grammar.¹⁶ Having a lot of vocabulary will help to speak English fluently. If students can master English, in the future students will have no trouble understanding learning resources that use English, and also helps students communicate in study abroad.

d. Vocabulary at MTs/SMP

Based on the indicators of learning achievement for the seventh grade students at the MTs/SMP level, the vocabulary that students must reach or know is basic vocabulary, which can be described as follows:¹⁷

1. *Identity*. Students must know vocabulary related to identity such as part of body, family, adjective.
2. *Describing*. It can be describing person/friends, profession, animal, and thing (adjective)
3. *Daily activity*. Verb, noun.
4. *Number*. Cardinal and ordinal number.
5. *Date and time*.
6. *Hobbies and favorite things*. It can be the activity that students' like to do (verb). And favorite thing is relate with food and drink, fruits, vegetable, and color.
7. *Identify objects*. Object at school and in the house.

¹⁶ Ijljana havran, "How to enrich your vocabulary", Posted on January 14, 2014, <https://ljljanahavran.wordpress.com/2014/01/14/how-to-enrich-your-vocabulary/>, 6 February 2023.

¹⁷ Tahir, academia.edu, "Penetapan Indikator Pencapaian Kompetensi", https://www.academia.edu/34135004/_Penetapan_Indikator_Pencapaian_Kompetensi, 7 March 2023.

The more vocabulary that students can master, the easier it be for students to understand English subject matter and the students will be confident in speaking English. Researcher analyzed the students need to know of the vocabulary, which are grouped into:

1. Noun
 - a. Relations (Family) (*23 words*)
 - b. Part of human body (*36 words*)
 - c. Food and drink (*55 words*)
 - d. Vocabulary at school (*55 words*)
 - e. Vocabulary in the house (*48 words*)
 - f. Fruit and vegetable (*66 words*)
 - g. Animal (*36 words*)
 - h. Profession (*40 words*)
2. Verb (Common verb) (*64 words*)
3. Adjective (Descriptive Adjective)
 - a. Number (*100 words*)
 - b. Color (*11 words*)
 - c. Character and quality (*57 words*)

e. How to Enrich Students' Vocabulary

The student must have a strong intention in learning English, so that students are interested in learning vocabulary. There are several tips or ways to enrich students' vocabulary:

- 1) Reading an English book.
- 2) Use dictionaries and encyclopedias.
- 3) Make own dictionary.
- 4) Learn one new word every day.
- 5) Engage in conversation (learning by doing)
- 6) Use games (Crossword puzzle, word search)¹⁸

Besides that, there are many ways of playing with words which make new vocabulary salient and keep the students' attention concentrated, they are:¹⁹

- 1) Similarity and contrast. Appropriate here are games and competitions involving synonyms and antonyms, contradictory and implausible statement.
- 2) Whole to the part, part to the whole. This may require a rapid fire response to a cue-house: window, office: typewriter, watch: hand. Written list may be supplied to be completed by the students.
- 3) Object-function or agent-function. As each object is proposed, a function is suggested.

¹⁸ Kevin Avery, "6 Tips untuk Meningkatkan Kosakata bahasa Inggris", <https://www.britishcouncilfoundation.id/english/articles/new-words>, 6 February 2023.

¹⁹ Wilga M Rivers, *Teaching Foreign Language Skill*, (second ed.,; London: The University of Chicago Press, 1981), p. 469. <http://bitly.ws/BazH>

- 4) Descriptions. Guessing games can be developed to evoke more precise vocabulary.
- 5) Collectibles. Weekly tasks may be set, such as collecting words beginning with a certain prefix, derived from colors or numbers.
- 6) Stories based on sequence of randomly selected words. Trying to include a word in the sequence of the story makes students concentrate on its meaning and appropriate use.
- 7) Cloze passages with multiple-choice proposals for the blank provide opportunities for careful consideration of the most appropriate word in a context.
- 8) Malapropisms. Students are given sentence with malapropisms (e.g., extraneous for extenuating); they rewrite these, inserting the correct word.
- 9) Word puzzles. Crossword, acrostics, and scrabble are useful for concentrating attention on retrieval of previously encountered words.

In this case, the researcher decided to apply crossword puzzle media that can help the students in learning new vocabulary in an easy and fun way.

2. Learning Media

a. Definition of Learning Media

Learning media is a tool used in education to stimulate students' minds and make the lesson easier to understand. Media also serves as an intermediary between sources (teachers) to recipients (students) to deliver information

(teaching materials). It is important to recognize that learning media is not simply just a tool, but also a strategy. Information from learning media will be a source for students that may have an impact on their learning outcomes. Therefore learning media must have the characteristics of being a trusted source, creative, interesting, easy to use, and most importantly can improve student learning outcomes.

b. The Types of Learning Media

The types of learning media are generally divided into four, namely, visual media, audio media, audio visual media, and multimedia.

1) Visual Media

Visual media is learning media that can be seen. This media relies on the sense of sight, for example, media such as photos, drawings, comics, posters, magazines, books, maps, graphics, and others. This type of visual media is usually displayed through paper printouts or through a projector.

2) Audio Media

Audio media is learning media in the form of sound that is heard, which relies on the sense of hearing. Examples of audio media such as music and songs, musical instruments, radio, and voice notes are often used in the WhatsApp application.

3) Audio Visual Media

Audio visual media is learning media that can be seen and also heard. Examples include films, television, videos, and drama performances.

4) Multimedia

Multimedia is media that combines two or more media elements consisting of text, graphics, images, photos, audio and animation in an integrated manner. For example the internet, the use of Google Meet which combines visuals, audio and also interactions between teachers and students.

The important way to improve students' vocabulary is by providing supporting media. In this study, the researcher chose to create learning media that focuses on visual media. That is a crossword puzzle in form of books, which contain crossword puzzles and vocabularies as the media to improve students' vocabulary based on the level and indicators of learning English in the seventh-grade students. Researchers choose books as learning media so that students can easily access them. There is also direct interaction between teachers and students to create active learning.

c. The Importance of Learning Media

In the learning process in the classroom it is often found that students are bored or less interested in participating in the learning process, because the teacher is only monotonous in giving explanations or the teacher uses the lecture method in teaching. In this case the teacher plays an important role in improving the quality of teaching, by attracting students' interest in learning, one of which is by using teaching media.

The accuracy of the selection of media supported the effectiveness of the learning activities it implements. In addition, learning activities become more interesting, which stimulates learning motivation, and students' attention is focused on the topics discussed in the learning activities. With the realization of the use of media in learning, it is expected to improve student learning outcomes by facilitating the teaching and learning process and making it interesting so that students can understand lessons easily.²⁰

There are several purposes of using learning media in the learning process;

- 1) Facilitate communication; Clarify the message so that it is not too verbalistic (auditory).
- 2) Overcoming the limitations of space, time, energy and sensory power.
- 3) Increasing enthusiasm for learning, creating interaction between educators/students/subject matters.
- 4) Facilitating students' independent learning according to the conditions of their learning styles.
- 5) Provide stimulation, experience and equalization of perceptions.
- 6) Improving the quality of learning.

Based on this research, to improve student learning outcomes, the student needs appropriate learning media to facilitate students in receiving lessons for learning English vocabulary. The researcher was conducting learning media that appropriate to the needs of students in increasing students' vocabulary. The media

²⁰ Galih Pambudi, "Pentingnya Media Pembelajaran dalam Kegiatan Belajar Mengajar" 12 Maret 2022, <https://wartaguru.id/pentingnya-media-pembelajaran-dalam-kegiatan-belajar-mengajar/>, 31 January 2023.

was a “Crossword Puzzle Book”, this media is included in the type of visual media. This media can help students in learning vocabulary in a fun way.

3. Crossword Puzzle

a. Definition of Crossword Puzzle

Crossword Puzzle is a type of word game with a rectangular template, which contains black and white squares horizontally (horizontally) and downwards (vertically). This game provides a number of questions, with word phrases or letter pieces as keys to fill in a series of empty squares that are arranged in such a way.²¹ In Indonesia crossword puzzle known as TTS which is usually found in magazines or in crossword puzzle books. In the crossword puzzle book there is a theme on each crossword puzzle sheet. There are also questions or clues to fill the word answer in the empty square box. Crossword puzzle game is one of the fun media in memorizing vocabulary.

This crossword puzzle game was first popularized by Arthur Wynne in 1913, a journalist who is known to have published word puzzle games in the Sunday edition of the New York World newspaper. The crossword puzzle game is very popular with many people just for killing time and also sharpens the brain by thinking about solving questions. As the development of this game begins to become an interesting learning media and is often found in learning books. Here are some examples of crossword puzzle design:

²¹ Muchlisin Riadi, “Strategi Pembelajaran Teka-Teki Silang (Crossword Puzzle)”, 15 September 2022, <https://www.kajianpustaka.com/2022/09/strategi-pembelajaran-teka-teki-silang.html>, 1 Februari 2023.

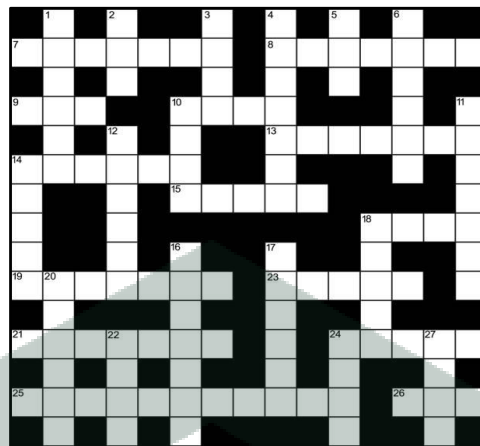
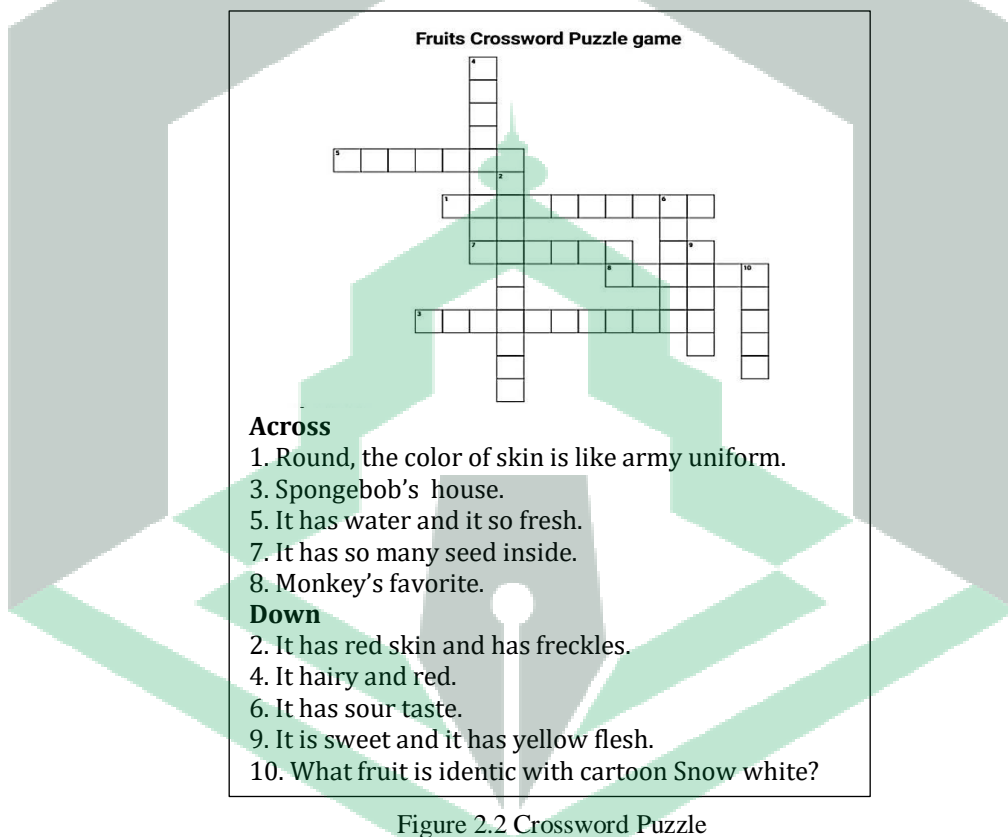
Figure 2.1 Crossword Puzzle²²

Figure 2.2 Crossword Puzzle

Type of clue, question or “key word” of the crossword puzzle can be in the form of the descriptions of the word, the word antonym/synonym, object-function, characteristics, general questions, and picture. The number of clues from the crossword puzzle is (10-15 questions) due to the words of a predetermined topic.

²² Istock “empty crossword puzzle” (2018), <https://www.istockphoto.com/id/ilustrasi/empty-crossword-puzzle>.

b. How to use crossword puzzles as a learning media

- 1) The first step is to brainstorm some key terms or names related to the lesson, or the theme that has been determined.
- 2) Assemble a simple crossword puzzle, which includes predefined items.
- 3) Distribute puzzles to students in groups or individually.
- 4) Students write the word that corresponds to the length of the available box continuously until all the boxes are filled.
- 5) The rules for filling in these words relate to equalizing the number of word letters in filling in words into the puzzle box.
- 6) Students fill in the puzzle horizontally or vertically base on the clue.
- 7) The teacher can determine the time limit.
- 8) The teacher can give appreciation by giving prizes to individuals or groups who do the fastest and correctly.²³

c. Elements of Crossword Puzzle Book

There are several elements in the crossword puzzle book so that the book becomes functional and attracts students' interest including the following:

- 1) Content Arrangement

This crossword puzzle book arranged systematically with the addition of several developments adapted by the needs of students. The composition of this book consists of a cover book that consists of the book

²³ Fatkhan Amirul Huda, "Model Pembelajaran Crossword Puzzle Atau Teka-Teki Silang" 24 Desember 2016, <https://fatkhan.web.id/model-pembelajaran-crossword-puzzel-teka-teki-silang/>, 3 February 2023.

title "Crossword Puzzle Book", Preface, list of content, the first part is a collection of vocabularies, and the second part crossword puzzles. The first part is vocabulary that arranged in form of list and pictorial vocabulary. The crossword puzzle page consist of title, instructions, the blank grid square (crossword puzzle), clue, page number.

2) Graph

a) Appearance

The appearance of this book was describing the contents of the book, through illustrations that match the book crossword puzzles. The appearances of the book cover give the students the first impression of book. Then the contents of the book are blank crossword puzzles that written by students, there is also a collection of vocabularies (pictorial vocabulary and list vocabulaty) based on the topics.

b) Size

The size of this book adjusted by the needs, the researcher chose A5 paper size (14.8×21 cm) take the type of crossword puzzle book (tts) size in general.

d. The Materials

The selection of material in this book was following the needs of students where researcher get from learning materials related to class level, the sources is from syllabus, English textbooks for class VII, also the English teacher. The material to be used is basic vocabulary. Basic vocabulary is words that are not

easily changed or have very little possibility of being picked up from another language. The following below is the basic vocabulary:²⁴

- 1) The term relation (Family), for example; father, mother, child, sister, brother, grandfather, grandmother, uncle, aunty, son-in-law, mother-in-law.
- 2) Names of body parts, for example; head, hair, eye, ear, nose, mouth, lip, tongue, cheeks, neck, chin, shoulder, hand, finger, chest, stomach, waist, thigh, leg calves, palms, back, blood, breath.
- 3) Pronouns, for example; I, you, he, we, we, they, this, that, here, there, there.
- 4) Principal number words, for example; one, two, three, four, five, six, seven, eight, nine, ten, and so on.
- 5) Main verb; eat, drink, sleep, talk, wake, hear, walk, run, work.
- 6) Principal state words; happy, sad, happy, sad, hungry, full, thirsty, sick, healthy, clean, dirty, far, near.
- 7) Universal objects, for example; earth, water, sun, fire, air, sky, moon, stars, animals and plants.

Here are some materials was selected as the topics of crossword puzzle; Relations (family), part of body, food, drink, vocabulary at school, vocabulary in the house, colours, adjective, verb, number, profession, animal, fruit and vegetables. Vocabulary selection adjusted to basic words that are often found in

²⁴ Henry Guntur Tarigan, *Pengajaran Kosakata*, 3 (Bandung: ANGKASA, 1993), 3-4.

daily life (school and house) so that students can find English vocabulary that is commonly seen and known in Indonesian.

e. The Advantage of Crossword Puzzle Book

There are many advantages of the crossword puzzle book, by becoming a learning medium this crossword book can increase students' English vocabulary, by doing activities to write vocabulary and solve problems. In the learning process, writing has great benefits. In addition to developing critical reasoning and creative power, writing can also strengthen memory and become a student's metacognitive tool.²⁵ Here is some of The Advantage of Crossword Puzzle for the students:

- 1) Crossword is a good exercise for logic, reasoning, and vocabulary.
- 2) Crossword is a good exercise for visual memory.
- 3) Crossword is a good exercise for reinforcing language.
- 4) Crossword improves spatial perception.
- 5) Crossword is a good exercise for problem-solving skills.
- 6) Crossword is a good exercise for developing attention.
- 7) Crossword is a good exercise for developing associative skills.²⁶

²⁵ JELITA Jendela Inspirasi Kita, "Menulis dapat Memperkuat Ingatan dan Kemampuan Metakognitif Siswa", 28 January 2021, <https://lpmpjatim.kemdikbud.go.id/jelita/menulis-dapat-memperkuat-ingatan-dan-kemampuan-metakognitif-siswa/>, 2 February 2023.

²⁶ VKGI Marketing, "Crossword puzzles for children", 4 Maret 2022, <https://www.ncfe.ac.in/blogs/post/crossword-puzzle-for-children>, 2 February 2023.

By playing the crossword puzzle students exposed to new English words that may not have been known before. which can increase students' vocabulary.

Here are some ways crossword puzzles increase vocabulary:

1. *Practice context understanding.* crossword puzzle requires a good understanding of connecting words that are interrelated, to be able to solve the puzzle.
2. *Fix spelling.* In the crossword puzzle, students must enter the letters into the right box with the correct number of letters. this can help avoid misspelling a word.
3. *Train memory.* The students must remember the words they have found to be able to solve the puzzle and also students easily remember new words from the writing activities in solving the crossword puzzle.

By the activity of solving crossword puzzles, the students know new vocabulary and can improve their English vocabulary.

The weakness of the crossword puzzle is each answer to a Crossword Puzzle contains continuous letters, so students feel confused if they cannot answer one of the questions. This affect the answers to other questions. It can cause slight difficulties for students who have less ability and interest in participating in learning activities, the student's assignments can be done by someone else.

4. Kind of Development Models

a. ADDIE

ADDIE is an acronym for Analysis, Design, Development, Implementation, and Evaluation. ADDIE is a product development concept. The ADDIE concept is applied as a fundamental process for creating effective learning resources. Creating products using the ADDIE process remains one of the most effective tools today. Since ADDIE is simply a process that serves as a guiding framework for complex situations, it is suitable for developing educational products and other learning resources.²⁷

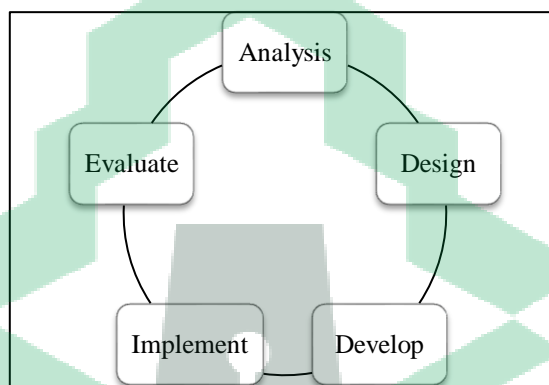


Figure 2.3 ADDIE Concept

1. *Analysis.* Analyse the participants to identify what problems cause performance gaps.
2. *Design.* Verify the desired performances and appropriate testing method

²⁷ Robert Maribe Branch, *Instructional Design, Encyclopedia of Creativity, Invention, Innovation and Entrepreneurship*, 2020, doi:10.1007/978-3-319-15347-6_300893.

3. *Develop*. Validate the teaching instrument media. Then improvement and product development is carried out in accordance with revisions from the validators.

4. *Implementation*. The purpose of the Implement phase is to engage students with the new learning media that has been produced.

5. *Evaluation*. The purpose of the evaluate stage is to assess the quality of the instructional products and processes, both before and after implementation.

b. 4-D Models

The naming of the Four D (4D) development model is taken from the four stages of development, namely Define, Design, Develop, and Disseminate. This naming was directly initiated by its founders Sivasailam Thiagarajan, Dorothy Semmel, and Melvyn Semmel.²⁸

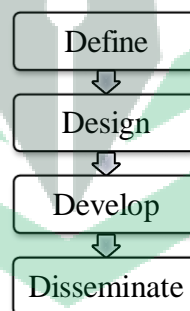


Figure 2.4 4-D Model

²⁸ Adminlp2m.uma, "Mengenal Metode Pengembangan Perangkat Pembelajaran Model 4D" 4 March 2022, <https://lp2m.uma.ac.id/2022/03/04/mengenal-metode-pengembangan-perangkat-pembelajaran-model-4d/>, 1 April 2023.

1. *Define*, at this stage is the needs analysis stage.
2. *Design*, there are four steps that must be passed at this stage, namely constructing criterion-referenced tests, media selection, format selection, and initial design.
3. *Develop*, is the stage to produce a product development.
4. *Disseminate*, the last stage in the development of 4D model learning tools is the dissemination stage.

c. Borg and Gall

Conceptually, the research and development approach includes 10 general steps, such as the model below:²⁹

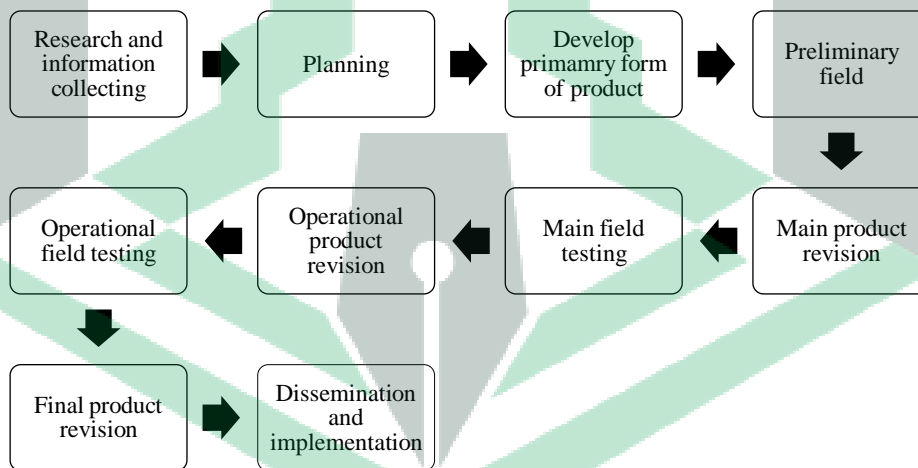


Figure 2.5 Borg and Gall Model

1. *Research and information collecting*, steps to conduct a literature study related to the problem being studied.

²⁹ Taufiqurrochman, "Model Penelitian Pengembangan Borg and Gall (1983)", 2019, <https://www.taufiq.net/2019/09/model-penelitian-pengembangan-borg-and.html>, 1 April 2023.

2. *Planning*, formulating skills and expertise related to the problem, determining the goals to be achieved at each stage.
3. *Develop preliminary form of product*, developing the initial form of the product to be produced.
4. *Preliminary field testing*, conducting initial field trials on a limited scale.
5. *Main product revision*, making improvements to the initial product produced based on the results of the initial trial.
6. *Main field testing*, the main trial involving all targets (students).
7. *Operational product revision*, making improvements/improvements to the results of wider trials.
8. *Operational field testing*, the validation test step for the operational model that has been produced.
9. *Final product revision*, making final improvements to the developed model to produce the final product.
10. *Dissemination and implementation, steps* to disseminate the developed product/model.

In this research, the researcher applied ADDIE model because it is practical and sistematic. This model has an advantage in its systematic stages of the development. Each phase is evaluated and revised from the each stages, so that the resulting product becomes a valid product.

C. The Conceptual Framework

The conceptual framework of this research design as follow:

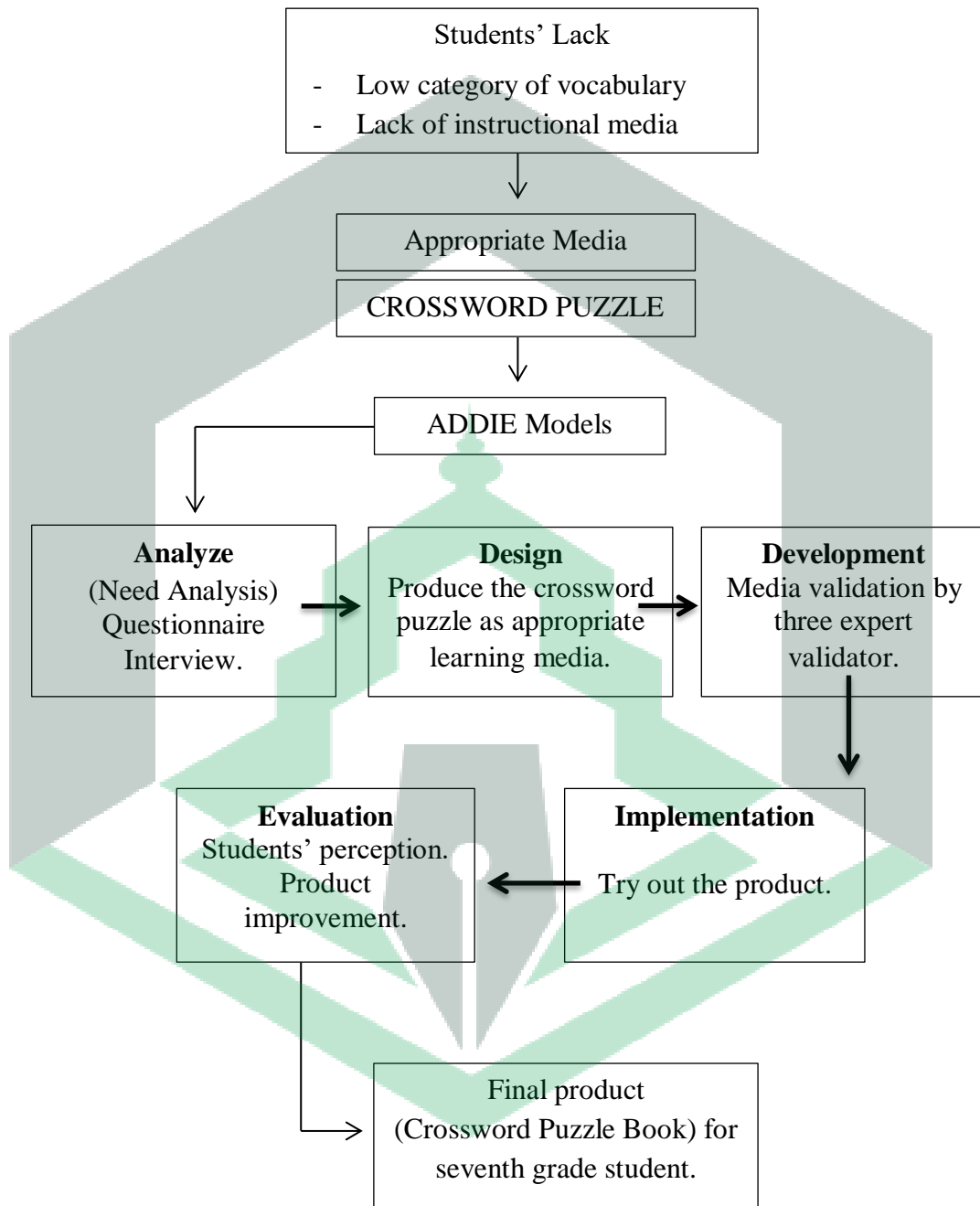


Figure 2.6 Conceptual Framework

Base on the observasion in Mts. Cimpu the researcher found the lack; the student has a low category of vocabulary, and lack of instructional media. The

problem is the students have a lack of English vocabulary, so the researchers chose to increase students' English vocabulary by using crossword puzzles. Crossword puzzles are one of the word games that can improve vocabulary. The researcher conducted the crossword puzzle in the form of a book related to the material of seventh grade level. In this research the product was designed by applying the ADDIE model that consists of process analysis, design, development, implementation, and evaluation.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Researcher applied a Research and Development (R & D) design. R&D research is a research method used to produce products which has been tested for effectiveness. This research was produce by applying the ADDIE model, which has been through the process of analysis, design, development, implementation, evaluation. The researcher was designing the crossword puzzle book that is expected to help students in vocabulary mastery for the seventh grade of MTs. SA. Islam Wathaniyah Cimpu. This book helped enrich students' vocabulary knowledge by using crossword puzzle. This vocabulary was chosen based on the needs of students, English teachers, and the syllabus. The researcher chose crossword puzzle media to help students enjoy the learning process by solving questions from crossword puzzles, helping to remember vocabulary with writing activities, increasing student interest.

B. Location and Time of the Research

The research is conduct at MTs. SA Islam Wathaniyah Cimpu located in Jln. K.H. M. Hasyim, Cimpu village, Suli district, Luwu regency, South Sulawesi. In 2023/2024 academic year.

C. Subject and Object of the Research

The subject of this research were 28 students of VII.B class in the first semester of 2023 academic year. The object of this research is crossword puzzle book as learning media to increase students' vocabulary.

D. Procedure of the Research

The researcher was implementing ADDIE models in produce the crossword puzzle book. There are five processes that have been completed:

1. Analysis

In this part, researcher gathered a lot of information by observing in the schools. At this point the researcher is determining the difficulties or the weaknesses, and the needs of students. The researcher has been conducted students's questionnaire, and interview English teachers that carried out the character of student learning, the lack, and student needs. The researcher finding students is in a low English vocabulary and to help students learning vocabulary the researcher use crossword puzzles as the best media for helping in increasing students' vocabulary.

2. Design

In this part, the researcher decided and created the media which is a crossword puzzle. In making the design of the crossword puzzle book was consist of 15 form of blank crossword, where each topic provided 10-30 clues of the crossword puzzle, also there are vocabulary shown in list and pictorial that can

help students to solve the crossword puzzle. The topics of the crossword puzzle book that has been selected as follows; verb, adjective, profession, family, part of body, number and colour, vocabulary at school, vocabulary in the house, fruit, vegetables, animal, food and drink.

3. Development

In this part, the researcher was validating learning media that evaluated by expert validators who are also English experts. At this point, the researcher received a large amount of input, assessment, suggestions, and comments in order to develop appropriate and effective learning media. The validator's input was highly useful in creating high-quality, useful products.

4. Implementation

In this step, the researcher was implementing the product that has been created by shows the crossword puzzle for students. At this stage the student was using crossword puzzle as a media to learn new English vocabulary. Before the students fill the answer, the researcher was introduce and gives explanations about crossword puzzle to the students. Next, the students was writing the correct on a crossword answer by follow the clue. The researcher saw the enthusiasm of the students in working on the crossword puzzle.

5. Evaluation

In the last step, the researcher was conducting the students' perception and evaluated the crossword puzzle book by looking at the results of the

implementation, students' perception, the assessment from the English teacher, also from the experts' validator. The researcher was improving the book by following all the suggestions for improvement.

E. Data Collection Technique

This research collects information or data from interviews and questionnaires that related to the students.

1. Interview

The interview conducted as the first step to collect students' data information. The researcher was interviewing the English teacher in the school that asking about the learning process in the class, specifically the seventh grade of MTs. Cimpu. The researcher asked several questions aimed to knowing the information of the students' lack, difficulty and the learning needs.

2. Questionnaire

The data collected through questionnaires which correlate to the students' lacks, need and interest. The researcher conducted a questionnaire to collect information data as a form of assessing the validity of this research.

a. Need analysis

The researcher distributed the questionnaire to each student at the seventh grade, the results has become a data in the making the crossword puzzle book media.

b. Expert judgment

Before carrying out the implementation the researcher has been validate the product that used as a learning medium. The questionnaire has been given to the expert who provided an assessment and also the suggestion for the effectiveness of the product.

c. Students' perception

After the implementation stage, the researcher distributed questionnaires to students, to get students' perceptions of the media. The perception of students showed whether the crossword puzzle book learning media is effectively used to improve students' vocabulary skills.

F. Data Analysis Technique

This research uses appropriate analytical techniques to be able to see, consider and decide on the results of the data obtained, thereby producing a valid product

1. Data Analysis of Interview

The result of data collection from the English teacher interview analyzed through the descriptive qualitative method.

2. Data Analysis of Questionnaire

The questionnaire analyses through the quantitative descriptive method, and then calculates the percentage of the answers. The researcher used the formulation below:³⁰

$$X = \frac{\sum X}{N} \times 100\%$$

X = score

$\sum X$ = the same answer given by the students

N = the total of the students

Figure 3.1 Score percentage

The percentage indicated the most choice of students' choices. The result as the data of this research to design a crossword puzzle book for the students.

3. Data Analysis of Expert Validation and Students' Perception

The researcher was applying the *Likert Scale*.³¹ The pattern in measuring the calculation to analysis the data by count the average of answers points according to experts' scoring. The research applied formula analysis:

The number of Excellent answers : E x 4 = . . .

The number of Good answers : G x 3 = . . .

³⁰ Reski Jayanti Sagita, Sahraini, and Andi Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 1 (2020): 17, doi:10.24256/foster-jelt.v1i1.4.

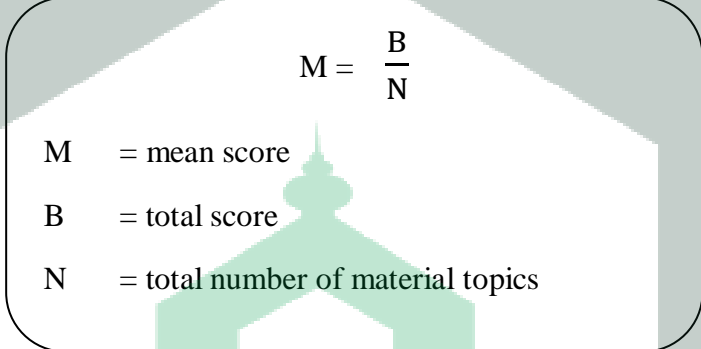
³¹ Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. 22nd ed. Bandung: (Alfabeta, 2015), 134.

The number of Fairly answers : $F \times 2 = \dots$

The number of Poor answers : $P \times 1 = \dots$

Total score = \dots

The researcher calculated the average by implement the continue formulation by using the formula below:

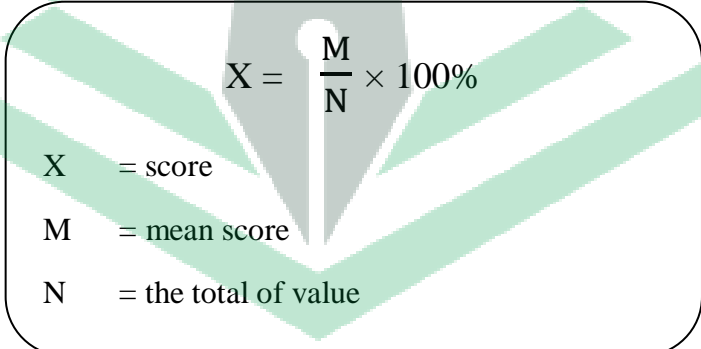


$$M = \frac{B}{N}$$

M = mean score
B = total score
N = total number of material topics

Figure 3.2 Formulation Mean Score

Next, the results of the average score continue by calculate the value by use the formula:³²



$$X = \frac{M}{N} \times 100\%$$

X = score
M = mean score
N = the total of value

Figure 3.3 Formulation of the Score

³² Reski Jayanti Sagita, Sahraini, and Andi Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," FOSTER: Journal of English Language Teaching 1, no. 1 (2020): 17, doi:10.24256/foster-jelt.v1i1.4.

After the previous calculation, the researcher defines the outcome as an appropriate crossword puzzle book for the seventh grade students of MTs. Cimpu.

Table 3.1 Material Topics Qualification of Product Evaluation³³

Score	Percentage	Qualification	Classification
3,6 – 4	90% - 100%	Excellent	It can be used without revision
2,6 – 3,5	65% - 89%	Good	It can be used follow by a little bit revision
1,6 – 2,5	40% - 64%	Fairly	It can be used with much revision
0 – 1,5	0% - 39%	Poor	It cannot be used

Table 3.2 The Example of Expert's Validation Table

No	Indicators	Average Score	Qualification	Categories	Expert' Suggestion

Table 3.3 The Example of Student's Perception Table

No	Indicators	Average Score	Qualification	Categories

³³ Reski Jayanti Sagita, Sahraini, and Andi Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," FOSTER: Journal of English Language Teaching 1, no. 1 (2020): 17, doi:10.24256/foster-jelt.v1i1.4.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In this research, the researcher used the Research and Development (R&D) method by applying the ADDIE models to design the book. The development process consists of Analysis, Development, Design, Implementation, and Evaluation, which will be explained further one by one below.:

1. Analysis

In this stage, the researcher analyzed the needs of students by distributing questionnaires in the form of a questionnaire to collect data on student needs. At this stage, the researcher also interviewed the seventh-grade English teacher who knew more about the seventh-grade students' conditions in learning, especially English subjects.

a. The Result of Students' Questionnaire (Need Analysis)

Twelve questions were classified as target needs and learning needs. Before distributing the questionnaire to students, the questionnaire has been validated by experts, and the questionnaire has been included in the appropriate category for use as a need analysis. After that, the researcher distributed questionnaires to seventh-grade students totalling 28 students. The following are the results of the questionnaire:

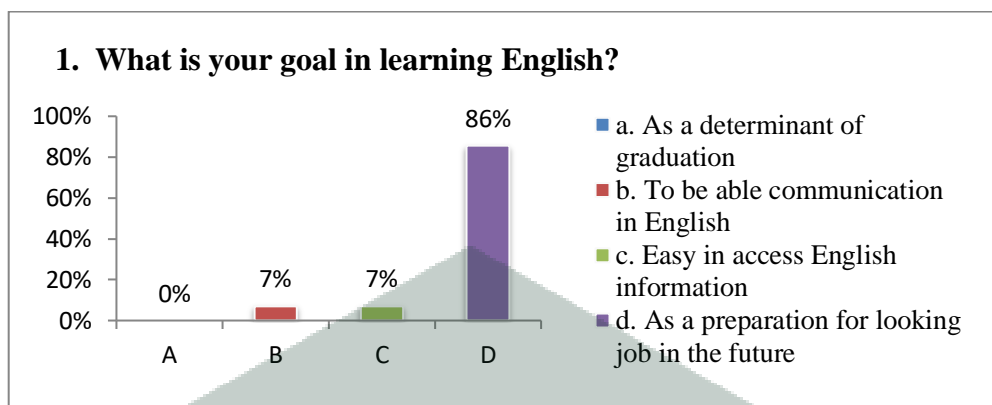


Chart 4.1 The students' purpose learning English

The chart above shows the percentage of students choosing their purpose in learning English. It can be seen that the highest choice is option (D) that as a provision for looking for work in the future. Which can be interpreted that students have an interest in learning English to support their future.

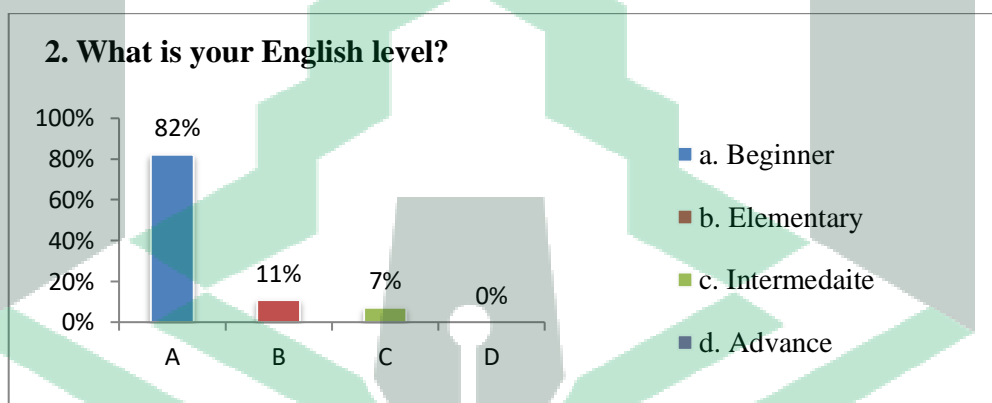


Chart 4.2 The students' level mastery of English

The second chart shows the percentage of students' level in English learning. The highest choice is (A) that can be concluded 82% students still in low category in vocabulary mastery. The researcher chose the crossword puzzle as a medium for learning and increase students' English vocabulary.

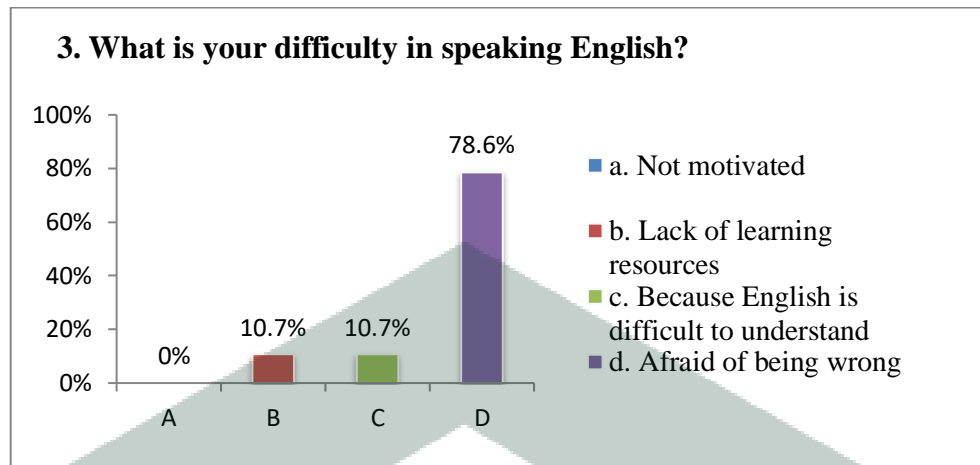


Chart 4.3 The students' difficulties in learning English

The third chart shows the percentage of students' difficulty in learning English. The 78,6% students choose (D) which is afraid to make mistake. Self-confidence is a difficulty for students in learning English. Because the students think that English pronunciation is difficult.

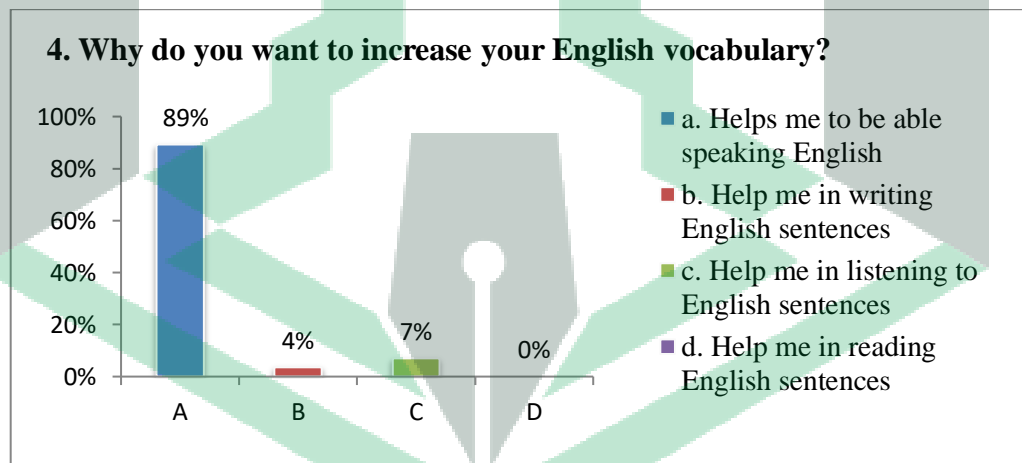


Chart 4.4 The students' purpose learning vocabulary

The chart above shows the percentage of students' goals in learning English vocabulary. The highest choice was 89% (A) students chose to learn vocabulary so they could speak English.

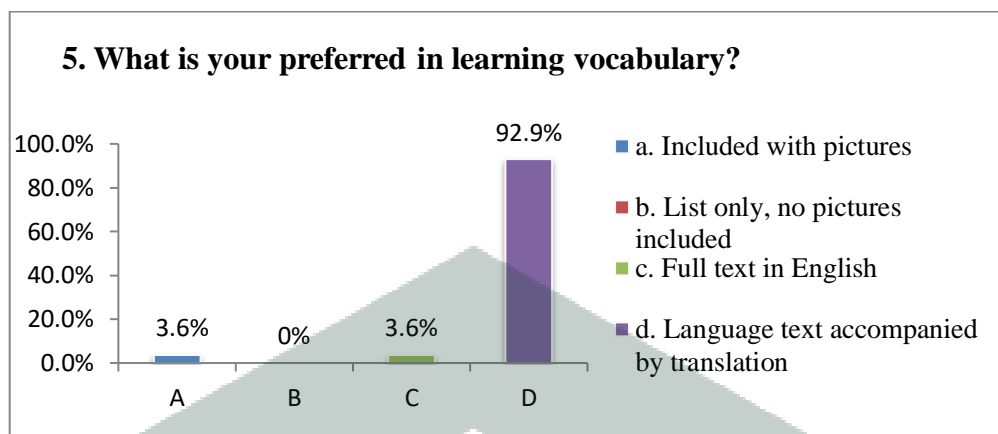


Chart 4.5 The students' need the form of vocabulary

The chart above shows the percentage of students' preferred in learning vocabulary. It can be seen that the highest choice is (D) language text accompanied by a translation. It can be concluded that when learning English vocabulary, students need Indonesian translation to make it easier to understand the context.

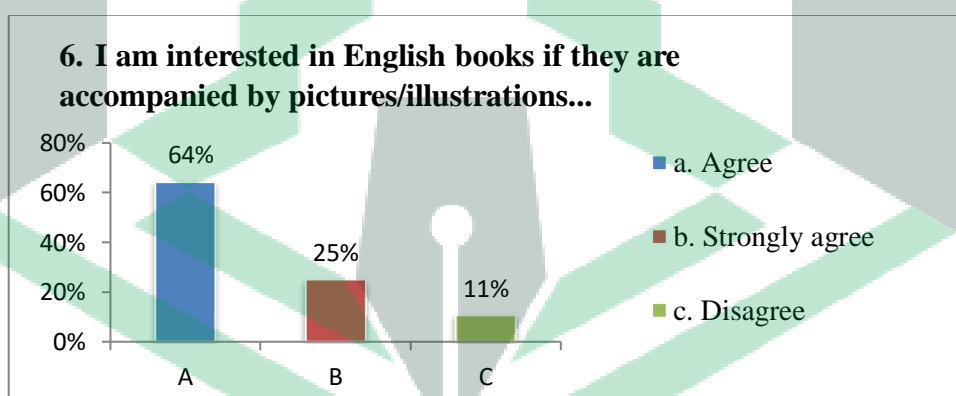


Chart 4.6 The students' opinion of picture in English book

The chart above shows the percentage of students' preferred in English book, it can be seen in the 64% students are agree and 25% students are strongly agree with the English book that contain of the picture or illustration to attract students' interest in learning. Therefore the researcher included pictorial

vocabulary in the crossword puzzle book to attract students and so that students could more easily understand the vocabulary context.

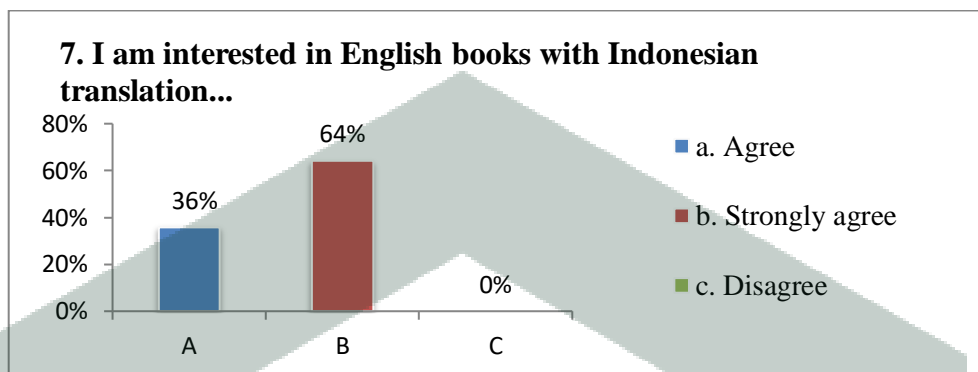


Chart 4.7 The students' opinion of the book contains Indonesian language

The chart above shows that all of the students are interesting with the English books interspersed with Indonesian. The use of Indonesian in English books also helped students understand the meaning of the text.

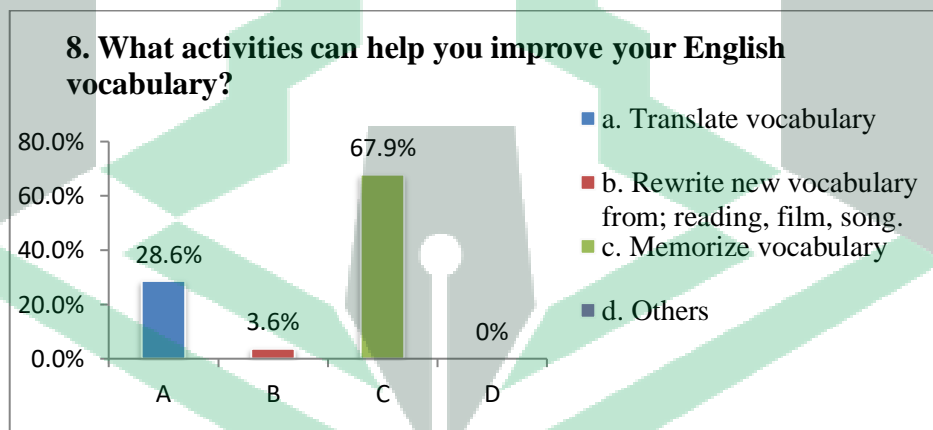


Chart 4.8 The students' activity that can help increase vocabulary

The chart shows the choice (C) memorize vocabulary is the activity that help students to increase their English vocabulary. Some students also like translating vocabulary activities. This is the method often used by the English teachers, the students writing and memorizing new vocabulary in every meeting.

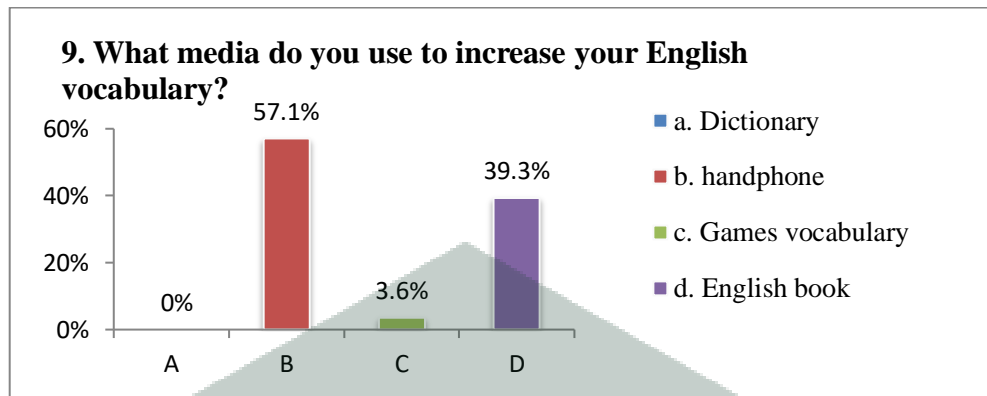


Chart 4.9 Media that can increase students' new vocabulary

The chart above shows that 57.1% of students use phones to improve their vocabulary. And 39.3% of students choose the English textbook. Only a few students use games to increase their vocabulary, which means that not many students know about vocabulary games. At school, students are not allowed to bring handphones. Making a crossword puzzle in a book-shaped media is the right thing to help students learn English vocabulary. E-books are also provided to make it easier for students to use books anywhere.

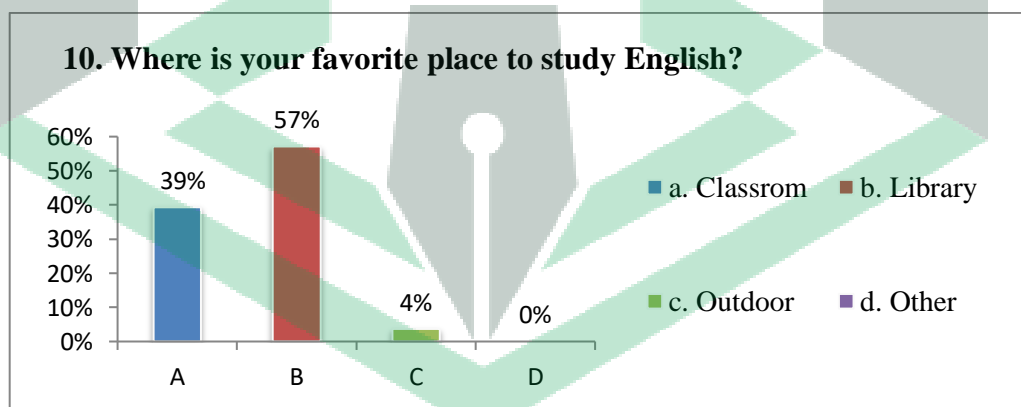


Chart 4.10 The students' preferred place in learning English

The chart above shows that 57% students preferred to learn English vocabulary in a Library, and 39% students choose in classroom. It can be concluded the students like to learn in a library.

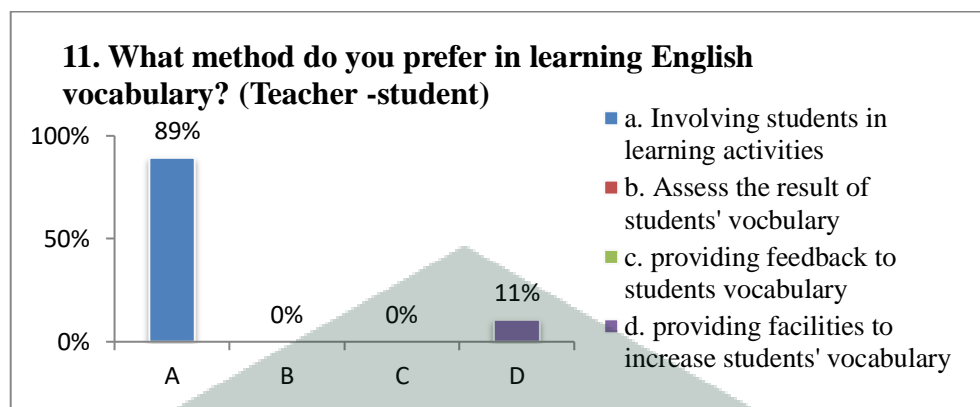


Chart 4.11 The teachers' role

From the chart above it can be seen that the highest score is (A) with a 89% students like to involved in learning activities. It can be concluded that students are enjoy being involved in English learning activities in class.

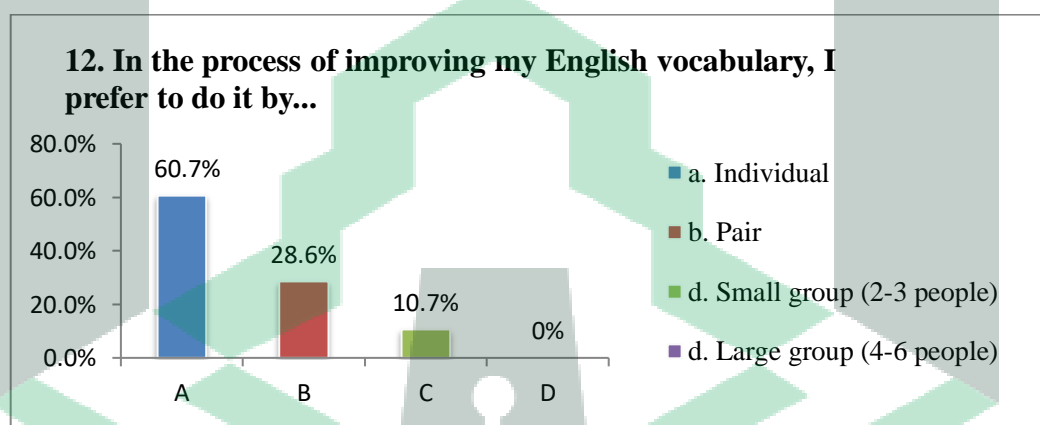


Chart 4.12 Students' preferred in learning vocabulary

The last chart shows that (A) 61,7% students preferred to increase their vocabulary in an individual way, and 28,6% students are liked to be pairing in learn English vocabulary.

b. The Result of the Teacher Interview

The researcher also conducted interviews with seventh-grade English teachers. It was to strengthen the data from the questionnaire (need analysis). The researcher asked 12 questions to the teacher. The form of questions prepared aims to determine the English competency or ability of the seventh-grade students. From the result of English teacher interview, the researcher conclude that student competency is still in the low category, where students still have minimal English vocabulary due to their previous Elementary school education level students do not study English. Therefore, students need support in learning media to help in mastering English vocabulary. The teacher interview result sheet can be seen in the Appendix.

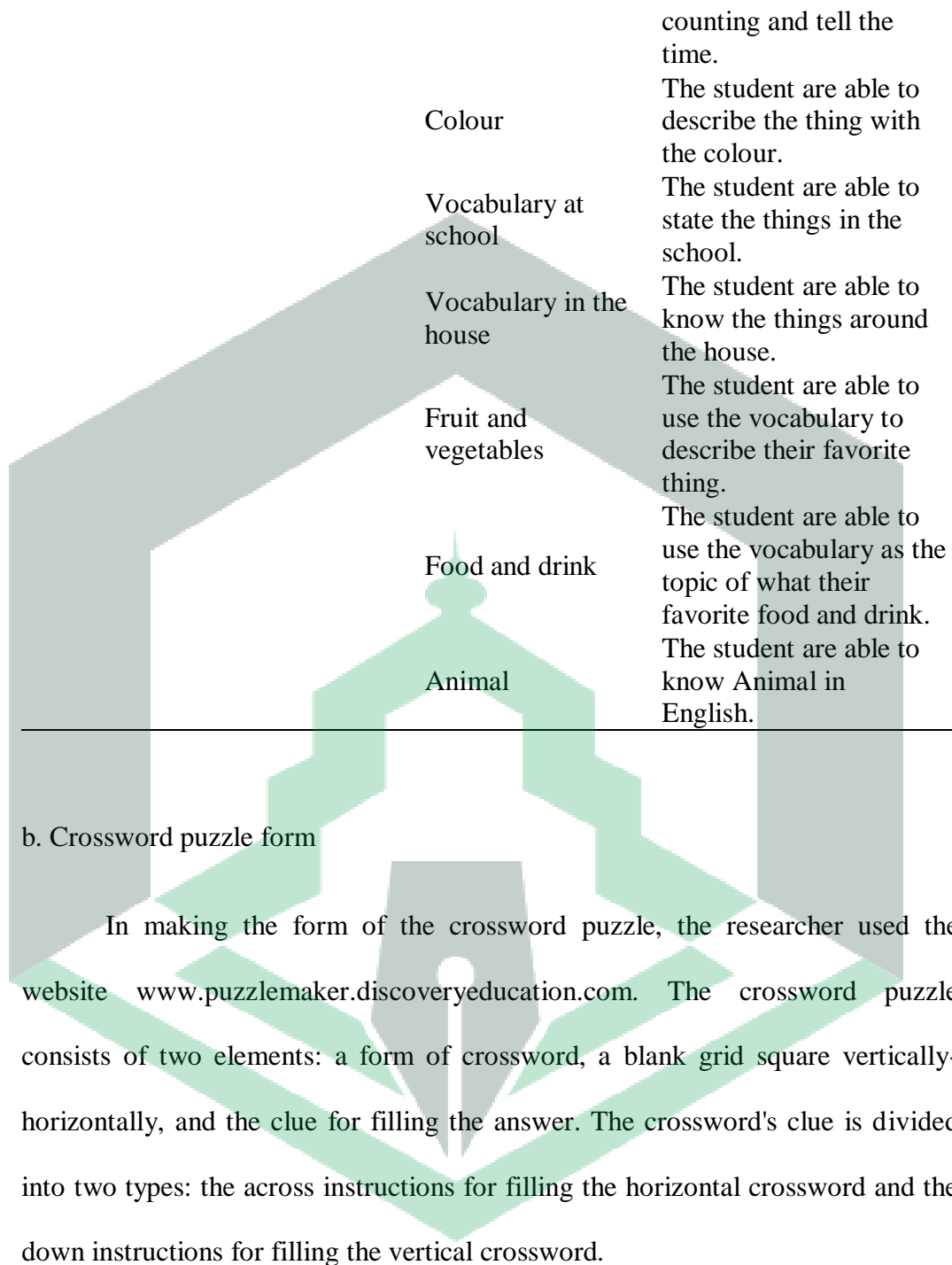
2. Design

a. Designing material

At this stage to continue the result of the need analysis, the students need a media that can improve English vocabulary. The researcher designed a crossword puzzle that referred to the students' needs, also based on the material in the syllabus and English textbook *When English Rings a Bell* for seventh grade students of SMP/MTs. The form of materials presented can be seen in the Blueprint table below:

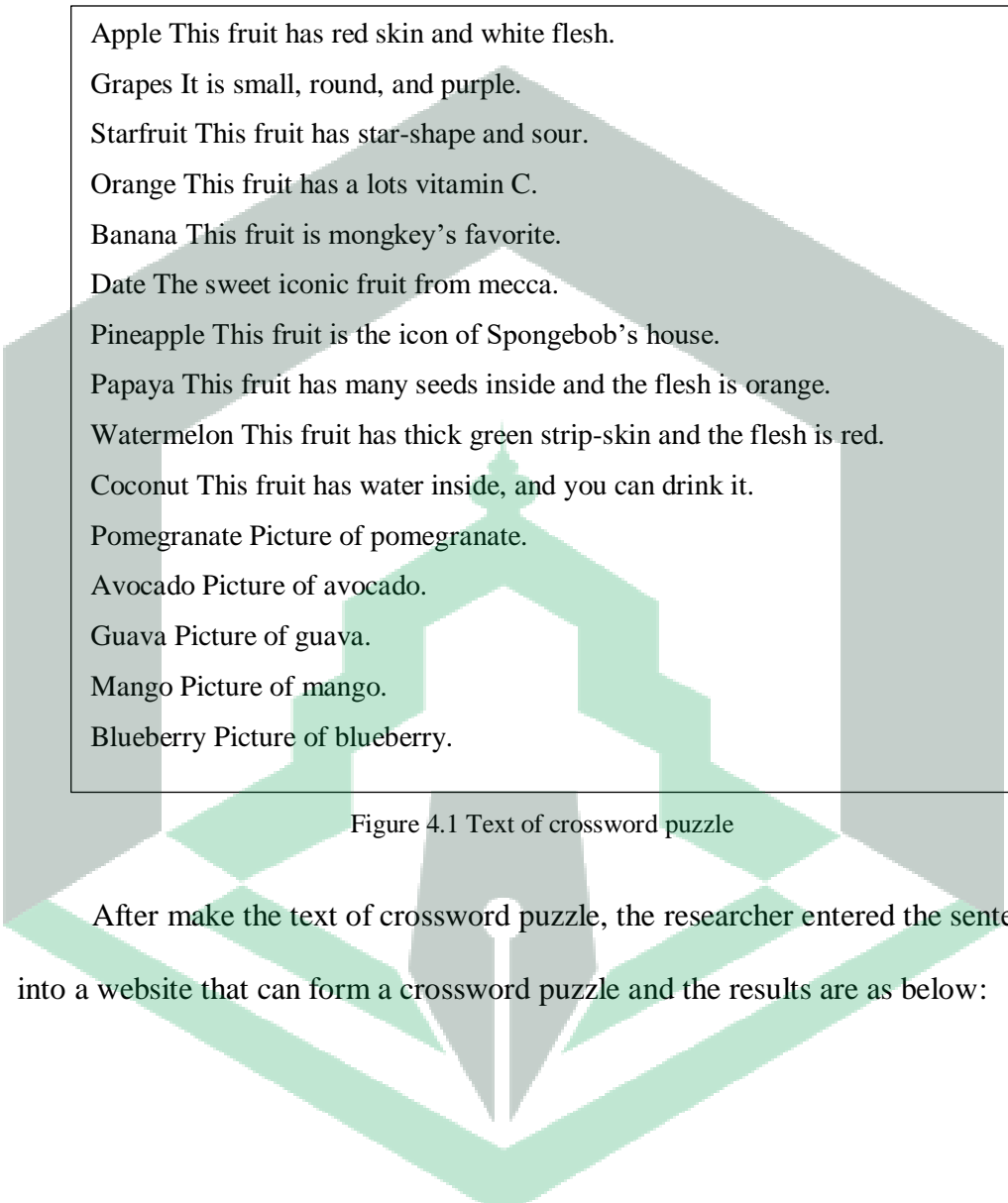
Table 4.1 The Blueprint of Crossword Puzzle Book

Topic	Dimension	Elements of the book	Objective
Crossword Puzzle	Improve students' vocabulary	Crossword Puzzle and Vocabulary	As a medium for students to know vocabulary in English
	Use word game (crossword puzzle)	Form of crossword puzzle. Consist of 15 forms.	<ul style="list-style-type: none"> - Media to write english vocabulary - Spelling the word correctly - Train the memory
Vocabulary, Seventh grade Material	Practice context understanding	Clue/the question of the puzzle.	<ul style="list-style-type: none"> - As a filling guide the word of the crossword puzzle
	Connect with English material	Vocabulary form: List of vocabulary and pictorial vocabulary	<ul style="list-style-type: none"> - Improve students' interest - Help student to connect the context of the puzzle - As a keyword
		Verb	Goals The student are able to use the vocabulary in their daily activity and hobby.
		Adjective	The student are able to describe their feeling.
		Profession	The student are able to describe the qualities, character of the things.
		Family	The student are able to know the profession in English and can mention their parents profession, also their ambition.
		Part human body	The student are able to know the vocabulary of family and can mention their family member.
		Number	The student are able to use the vocabulary as mention their part of body.
			The student are able to use the vocabulary as



The first step in making a crossword puzzle is to arrange or choose the vocabulary that is used in the crossword puzzle. Next, make instructions in the

form of sentences that describe the vocabulary. The researcher also used a picture to describe the word vocabulary. For example, as shown below:



Apple This fruit has red skin and white flesh.
 Grapes It is small, round, and purple.
 Starfruit This fruit has star-shape and sour.
 Orange This fruit has a lots vitamin C.
 Banana This fruit is mongkey's favorite.
 Date The sweet iconic fruit from mecca.
 Pineapple This fruit is the icon of Spongebob's house.
 Papaya This fruit has many seeds inside and the flesh is orange.
 Watermelon This fruit has thick green strip-skin and the flesh is red.
 Coconut This fruit has water inside, and you can drink it.
 Pomegranate Picture of pomegranate.
 Avocado Picture of avocado.
 Guava Picture of guava.
 Mango Picture of mango.
 Blueberry Picture of blueberry.

Figure 4.1 Text of crossword puzzle

After make the text of crossword puzzle, the researcher entered the sentence into a website that can form a crossword puzzle and the results are as below:

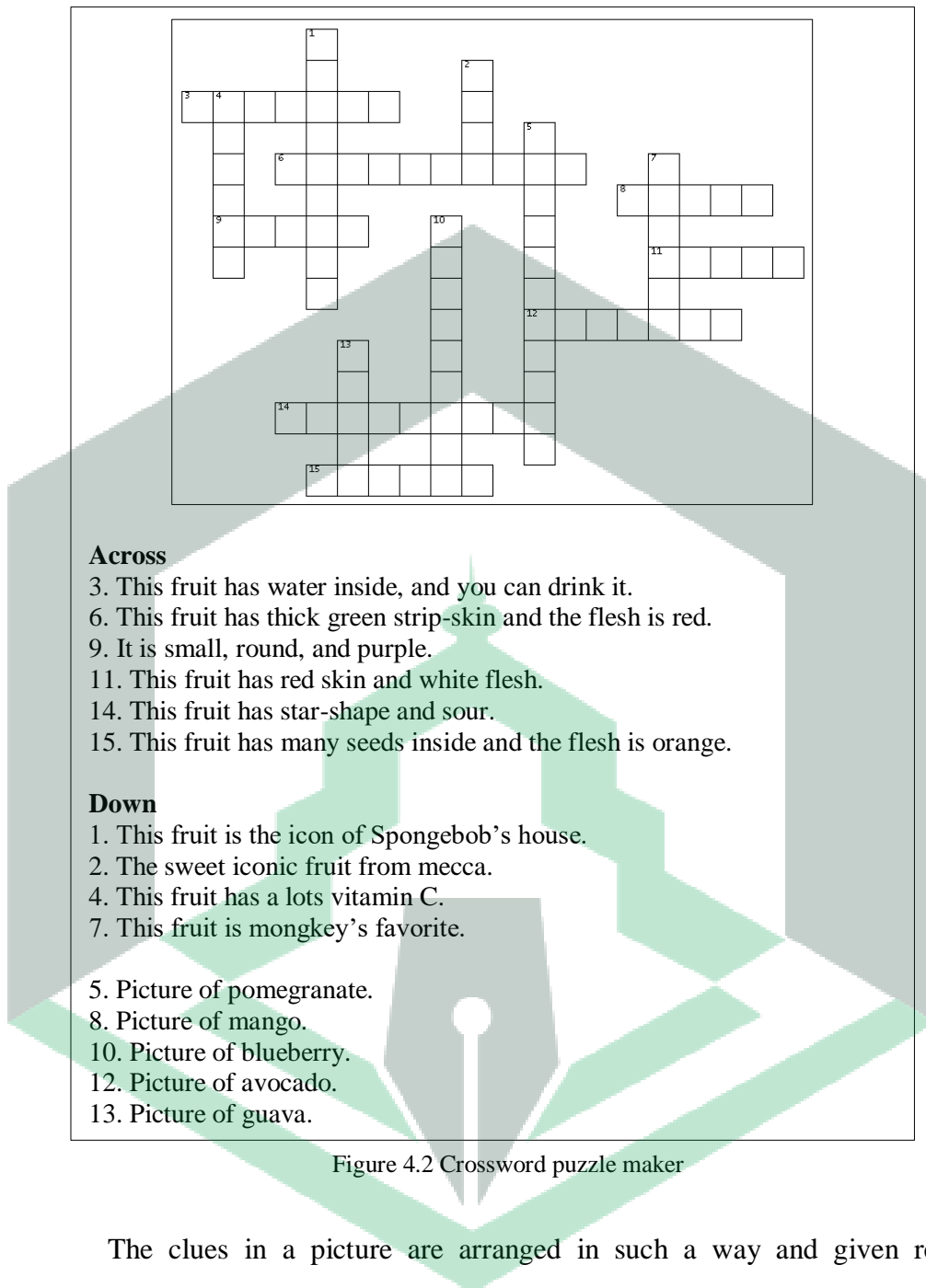


Figure 4.2 Crossword puzzle maker

The clues in a picture are arranged in such a way and given related pictures. All forms of crossword puzzles are created in the same way related to the topics that have been selected.

c. Designing crossword puzzle book

In designing a crossword puzzle book, the researcher divided the contents into two parts: a collection of vocabulary and a collection of crossword puzzles based on the topics that have been prepared. The design product is edited by using Canva. The following are the results of designing the crossword puzzle for one topic (fruits):

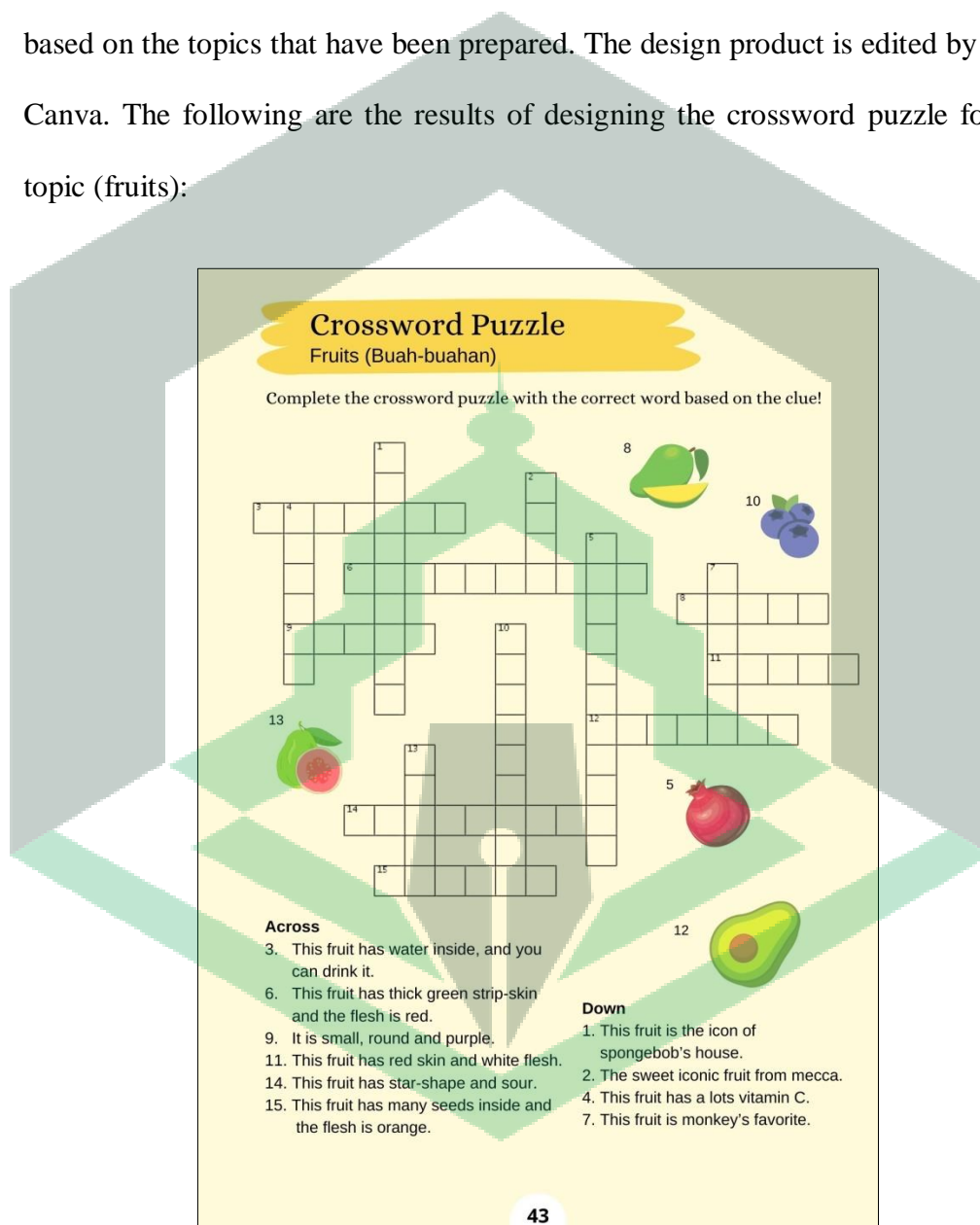
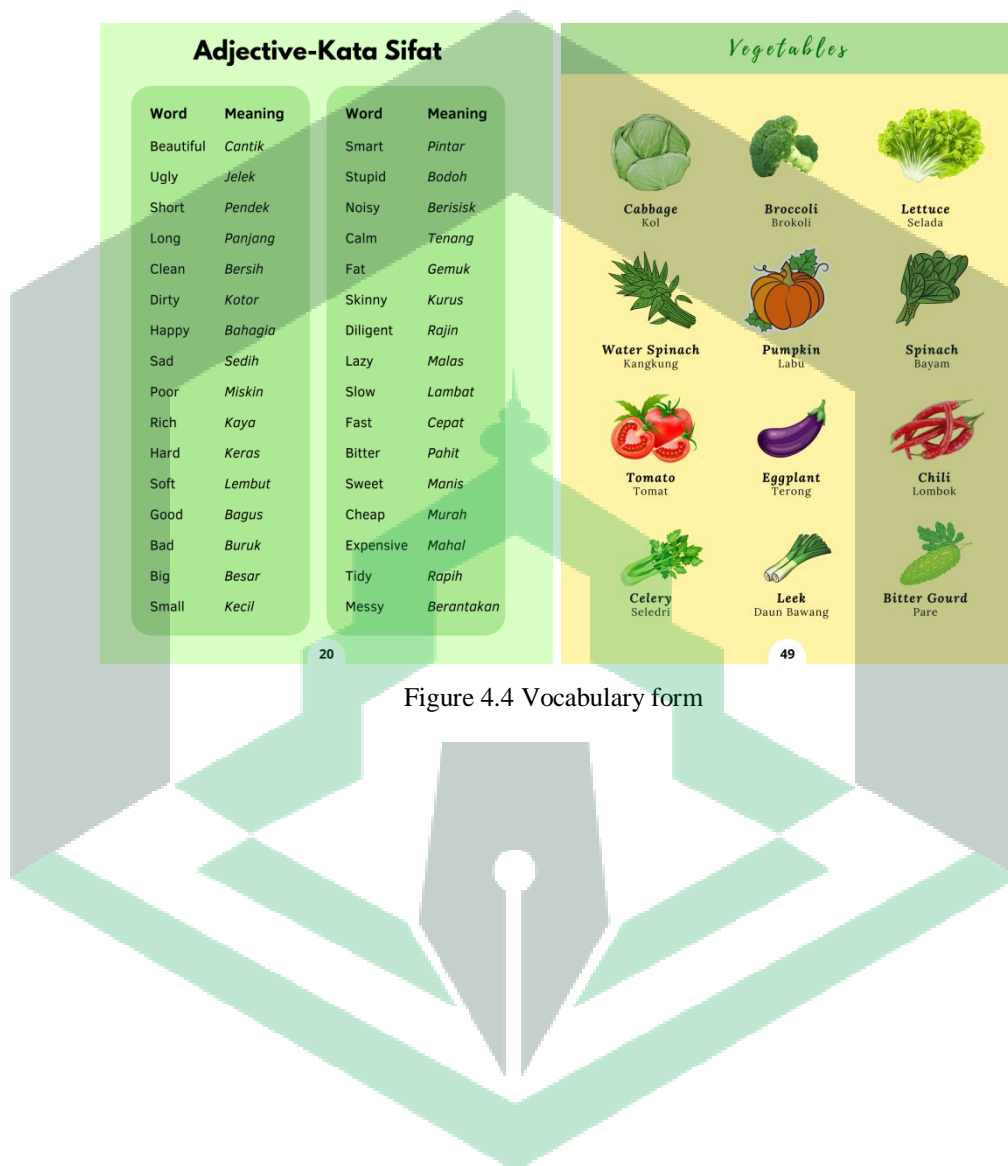


Figure 4.3 Designing crossword puzzle

The designing of part two is a vocabulary in the form of list vocabulary and pictorial vocabulary. The researcher chose two vocabulary formats as a form of variation in learning media to attract students' attention. As in the figure below:



3. Development

a. Part of the Crossword Puzzle Book

The researcher divides the contents of this book into two parts: the first is the crossword puzzle and the second is the vocabulary, more details will be explained in the table below:

Table 4.2 The Description of Part I

Part I Vocabulary	Learning Objective	Content	
		Vocabulary	Objective
	1. Students will be ease to find the vocabulary as the answer of the crossword puzzle.	Verb (List)	Students will be helped in finding the right verb vocabulary to answer the crossword puzzle.
	2. Students will be increase their new English vocabulary.	Adjective (List)	Students will be helped in finding the correct word for the answer the adjective crossword puzzle.
	3. Students will be able to know the vocabulary based on the theme/topics.	Profession (List)	Students will be helped in finding the correct word for the answer the profession crossword puzzle.
	4. Students will be able to used the vocabulary in learning process of English subject.	Family (Pictorial)	Students will be helped in finding the correct word for the answer the family crossword puzzle.
		Part of Body (Pictorial)	Students will be helped in finding the correct word for the answer the part of body crossword puzzle.
		Number and Colour (Pictorial)	Students will be helped in finding the correct word for the answer the number

Vocabulary at School (Pictorial)	and colour crossword puzzle. Students will be helped in finding the correct word for the answer the school crossword puzzle.
Vocabulary in the House (Pictorial)	Students will be helped in finding the correct word for the answer the house crossword puzzle. Students will be helped in finding the correct word for the answer the fruits and vegetables crossword puzzle.
Fruit and Vegetables (Pictorial)	Students will be helped in finding the correct word for the answer the food and drink crossword puzzle.
Food and Drink (Pictorial)	Students will be helped in finding the correct word for the answer the animal crossword puzzle.
Animal (Pictorial)	

Table 4.3 The Description of Part II

Part II Crossword Puzzle	Learning Objective	Content	
		Crossword Puzzle	Objective
	1. Students will be able to improve their English vocabulary.	Crossword Puzzle (Fruits)	Students are able to know the names of fruits with the characteristics.
	2. The students will be able to practice their context understanding.	Crossword Puzzle (Part of Body)	Students are able to mention part of body in English.
	3. The students are able to practice writing English vocabulary	Crossword Puzzle (Animal)	Students are able to know the names of animals.

correctly.

4. The students will enjoy the learning process.

5. Improve students' thinking skills.

Crossword
Puzzle
(Number)

Students can write numbers correctly.

Crossword
Puzzle (Verb)

Students are able to know the name of the activity in English

Crossword
Puzzle (Family)

Students are able to mention part of their family member.

Crossword
Puzzle (Colour)

Students are able to state the colour of the things.

Crossword
Puzzle
(Profession)

Students are able to know the kind of profession in English.

Crossword
Puzzle
(Adjective)

Students are able to understand the character of objects.

Crossword
Puzzle (Things
in the School)

Students are able to state the thing from the function.

Crossword
Puzzle (Things
in the House)

Students are able to write the things in house correctly based on picture.

Crossword
Puzzle (Food
and Drink)

Students are able to know the name of food and drink in English.

Crossword
Puzzle
(Vegetable and
Fruit)

Students are able to understand the context based on the picture.

Crossword
Puzzle
(Random 1)

Students are able to improve their vocabulary.

Crossword
Puzzle
(Random 2)

Students are able to improve their vocabulary.

CLUE in each crossword puzzle related to the topic of the crossword puzzle

As the clue to fill in the answers on a blank grid square of the crossword puzzle.

b. Experts Validation

Three expert validators have evaluated the crossword puzzle book. They are Endaryani, S.Pd.I., as the material expert and English teacher in MTs. SA Islam Wathaniyah Cimpu, Dewi Furwana, S.Pd.I., M.Pd. as the language expert, and Imam Fadli, S.Pd. as the design and layout expert.

1). Material Expert

The result of material expert validation:

Table 4.4 Material validation

Question number	Score	Question number	Score
1	4	11	4
2	4	12	4
3	4	13	4
4	4	14	4
5	4	15	4
6	4	16	4
7	4	17	4
8	4	18	4
9	3	19	3
10	3	20	4

Total Score : 77

$$M = \frac{77}{20} = 3,85$$

$$X = \frac{3,85}{4} \times 100\% = 96,25\%$$

The calculation of material expert validation is 96,25% which mean it is qualified as “Excellent”. The conclusion from the material expert is the product can be used without revision.

2). Language Expert

The result of language expert validation:

Table 4.5 Language validation

Question number	Score	Question number	Score
1	4	6	4
2	4	7	4
3	4	8	3
4	4	9	3
5	4	10	4

Total Score : 38

$$M = \frac{38}{10} = 3,8 \quad X = \frac{3,8}{4} \times 100\% = 95\%$$

The calculation of language expert validation is 95% which mean it is qualified as “Excellent”. There are several of suggestions for improvements from language experts and the researcher have revised.

3). Design and Layout Expert

The result of design and layout expert validation:

Table 4.6 Design and layout validation

Question number	Score	Question number	Score
1	4	11	2
2	4	12	4
3	4	13	4
4	4	14	4
5	4	15	2
6	4	16	4
7	4	17	4
8	4	18	4
9	2		
10	3		
Total Score : 65			

$$M = \frac{65}{18} = 3,61$$

$$X = \frac{3,61}{4} \times 100\% = 90\%$$

The calculation of design and layout expert validation is 90% which mean it is qualified as “Good”. The conclusion from the design and layout expert is the product can be used with revision.

4. Implementation

In this stage, the researcher implemented the product for the students of the 7. b class. The implementation is carried out in one meeting, and time is limited, so it doesn't take up much study time. There are five topics of crossword puzzles which have been distributed to students. The researcher also printed out the pictorial vocabulary and stuck it on the whiteboard to make it easier for students to solve the answers to the crossword puzzle.

Implementation begins with the researcher explaining the crossword puzzle book, how to fill it in, and how to find the answer. After all students understand, they move on to filling in or working on the crossword puzzle, which is done in pairs. After the students successfully answered the crossword puzzle, the researcher asked them about the new vocabulary they learned after playing it. The students can mention the vocabulary they get based on the topics of crossword puzzles.

Crossword puzzle media positively impacts students' enthusiasm for learning because this activity involves students thinking creatively and focusing on finding answers that match the instructions. After knowing one answer, students will be curious to answer other clues. The activity makes students learn new vocabulary in a fun and non-boring way.

5. Evaluation

The researcher distributed question sheets in the evaluation step to get students' perceptions of the crossword puzzle book. The following is a recapitulation of the results of the students' perception sheet:

Table 4.7 Students' perception

No.	Statements	Average Score	Category
1.	The material presented in the Crossword Puzzle book is suitable for seventh-grade students.	4,8	Excellent
2.	The material presented can improve the English vocabulary of seventh-grade students.	4,2	Good
3.	The material presented is varied.	4,8	Excellent
4.	Material topics are appropriate to seventh-grade students' need.	4,9	Excellent
5.	The language is presented clearly and easy for students to understand.	4,2	Good
6.	The statements/questions in the clues or instructions in the Crossword Puzzle Book are easy to understand.	4,8	Excellent
7.	Crossword puzzles can increase student interest in learning English vocabulary.	4,9	Excellent
8.	Crossword puzzles can improve student English vocabulary.	4,9	Excellent
9.	Crossword puzzles can encourage students to be active in class.	4,2	Good
10.	The design of the Crossword Puzzle Book is attractive.	4,8	Excellent
11.	The placement of layout elements (title, introduction) at the beginning of each chapter is consistent.	4,3	Good
12.	The choice of colors and images in the Crossword Puzzle Book is interesting.	4,9	Excellent
13.	The images presented can increase understanding of the information presented.	4,7	Excellent
14.	The material uses a font type that is easy to read.	4,8	Excellent
15.	The material uses a variety of letters (bold, italic, capital) to emphasize text that is considered essential.	4,3	Good

The researcher calculated the percentage of the students' perception as follow:

$$M = \frac{69,3}{15} = 4,62 \quad X = \frac{4,62}{5} \times 100\% = 92\%$$

The score of students' perception is 92% and it is qualified as "Excellent" the result indicated crossword puzzle book is appropriate learning media for the seventh grade student of MTs. SA. Islam Wathaniyah Cimpu. The seventh grade English teacher also give a good respond to crossword puzzle book by saying the product was very good and could be used to increase students' English vocabulary. The picture provided in the product were also very interesting.

The researcher has improved crossword puzzle book product by following suggestions from the experts validator. Improvements made to the book include the cover display, table of contents display, margins, the punctuation, addition of clue title elements on the crossword puzzle sheet, The clue must be more specific, and reducing the font type. Improvements can be seen in the before and after views of the crossword puzzle book below:

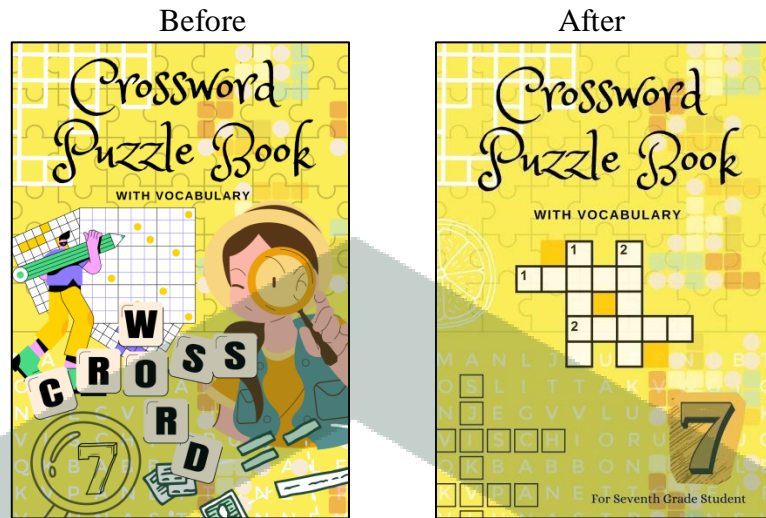


Figure 4.5 Book cover

Daftar Isi	
Part I	Part I
Crossword Puzzle	Crossword Puzzle
Fruits Crossword Puzzle - 1	Fruits Crossword Puzzle..... 1
Part of Body Crossword Puzzle - 2	Part of Body Crossword Puzzle..... 2
Animal Crossword Puzzle - 3	Animal Crossword Puzzle..... 3
Number Crossword Puzzle - 4	Number Crossword Puzzle..... 4
Verb Crossword Puzzle - 5	Verb Crossword Puzzle..... 5
Family Crossword Puzzle - 6	Family Crossword Puzzle..... 6
Colour Crossword Puzzle - 7	Colour Crossword Puzzle..... 7
Jobs Crossword Puzzle - 8	Jobs Crossword Puzzle..... 8
Adjective Crossword Puzzle - 9	Adjective Crossword Puzzle..... 9
School Crossword Puzzle - 10	School Crossword Puzzle..... 10
House Crossword Puzzle - 11	House Crossword Puzzle..... 11
Food and Drink Crossword Puzzle - 12	Food and Drink Crossword Puzzle..... 12
Vegetable and Fruit Crossword Puzzle - 13	Vegetable and Fruit Crossword Puzzle..... 13
Crossword Puzzle 1 - 14	Crossword Puzzle 1..... 14
Crossword Puzzle 2 - 16	Crossword Puzzle 2..... 16
Part II	Part II
Vocabulary-Kosakata	Vocabulary-Kosakata
Verb (Kata Kerja) - 18	Verb (Kata Kerja)..... 18
Adjective (Kata Sifat) - 20	Adjective (Kata Sifat)..... 20
Profession (Pekerjaan) - 22	Profession (Pekerjaan)..... 22
Family (Anggota Keluarga) - 24	Family (Anggota Keluarga)..... 24
Part of Body (Bagian-bagian Tubuh) - 27	Part of Body (Bagian-bagian Tubuh)..... 27
Number & Colour (Angka dan Warna) - 31	Number & Colour (Angka dan Warna)..... 31
In the School (di Sekolah) - 35	In the School (di Sekolah)..... 35
In the House (di Rumah) - 39	In the House (di Rumah)..... 39
Fruit & Vegetables (Buah dan Sayur) - 44	Fruit & Vegetables (Buah dan Sayur)..... 44
Food & Drink (Makanan dan Minuman) - 51	Food & Drink (Makanan dan Minuman)..... 51
Animal (Hewan) - 57	Animal (Hewan)..... 57

Figure 4.6 List of content

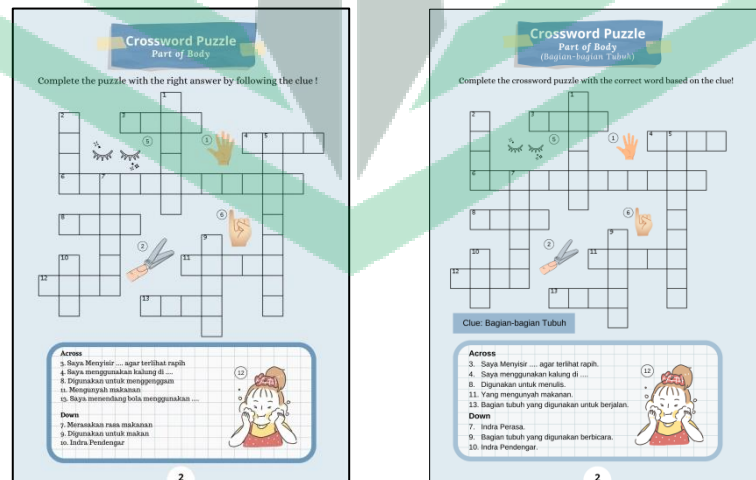


Figure 4.7 Additional content

B. Discussion

Mastering English vocabulary is a very important thing to have. The importance of vocabulary for English language skills is (1) Vocabulary makes it easy for students to understand what the teacher says. (2) Vocabulary makes it easier to understand reading or text explicitly and implicitly. (3) Vocabulary makes it easier for students to express ideas. (4) Vocabulary makes writing a series of sentences to express ideas easier.³⁴ This is the problem with class 7. b students at MTs. Cimpu because students' English vocabulary is still very minimal so they can not express their ideas in English. Futhermore, English is a new subject they learned in seventh grade, at the previous level, they had not studied English.

One of the important steps in learning English vocabulary is having media as a source of new words. Students must be given media where they can interact with English vocabulary. One of the media used to increase vocabulary is crossword puzzles. Crossword puzzle is a vocabulary game suitable for students to improve their English vocabulary. Therefore, researchers created vocabulary learning media titled "Crossword puzzle book with vocabulary for the seventh grade student."

In making the product, researcher used ADDIE Models in preparing the product which consists of analysis, design, development, implementation,

³⁴ Wahyuning Priastuti, "Pentingnya Penggunaan Kosakata dalam Bahasa Inggris" 9 January 2023, <https://www.sman1prembun.sch.id/berita/detail/428996/pentingnya-penguasaan-kosa-kata-dalam-bahasa-inggris/>, 12 September 2023.

evaluation. The first step in analysis, the researcher analyzes students' language skills and students' needs by distributing questionnaires to seventh grade students and also conducting interviews with English teachers because the teachers know the students' abilities and competencies.

Next, in the designing stage, the researcher arranges the material and form of the crossword puzzle. The material of crossword puzzle book is adopted from syllabus and English textbook for the seventh-grade student. After the students have a vocabulary, students can use the vocabulary acquired in the English learning process. At the designing stage, two important points are included in the book's contents: crossword puzzles and vocabulary based to the predetermined topics. This book is designed in English by conducting the translation to Indonesian to help students understand the clue; the clues for the crossword puzzle use English and Indonesian to make it easier for students to understand the context. Indonesian is adjusted to the student's ability level, where students still cannot understand the full English text if it is not translated into Indonesian. Then, there are two forms for preparing vocabulary: displaying vocabulary lists and pictorial vocabulary, which are intended to make it easier for students to find answers and solve crossword puzzles.

The third stage is the development stage; at this stage, expert validators evaluate the product that has been prepared has become a crossword puzzle book. Three experts evaluated the product in terms of material, language, design, and layout. From the three validators above, researchers have received a lot of input and improvements for the product. The first validator is material expert got 96%

score, it is excellent category. The second, language expert got 95% score categorize as excellent. The third, design and layout expert value is 90% that include in good category. The scores from the three validators totaled 94% which means the product is in the excellent category.

The fourth is the implementation stage. At this stage, the researcher distributes crossword puzzles to students in pairs. Students work together with their classmates to solve the questions in the crossword puzzle by analyzing the clues and answering the crossword puzzle in English. Students can look for vocabulary that provides answers to the vocabulary that has been prepared, which is printed and stuck on the whiteboard. Crossword puzzle media has positive impact for students' enthusiasm, because this activity involves students thinking creatively and focusing on finding answers that match the instructions and also the activity of writing vocabulary when filling in crossword puzzles helps students memorize new vocabulary. This activity makes students interested and gets new English vocabulary.

The final stage is an evaluation. At this stage, the researcher distributed question sheets for students' perception of the crossword puzzle book. The score of students' perception is 92%. This result is also correlate with the expert validation results with a total of 94% it has same in excellent category, which means the crossword puzzle is an appropriate medium to increase students' vocabulary. At the evaluation stage, the researcher also evaluates the product's shortcomings by correcting all revision and suggestion from expert validation.

After revising the crossword puzzle book product, the researcher produced the final draft of the crossword puzzle book.

This research's results correlate with the previous study, which is that the use of the crossword puzzle can help students improve their vocabulary. The research from Impiani Zagoto Renata R. S. A. Laia (2022) entitled *Crossword Puzzle Game for Teaching Vocabulary*. The result showed implementation of a crossword puzzle game can help the teacher to teach vocabulary.³⁵

The second research from Vivin Sunarko et al. (2019) is *the Effect of Crossword Puzzle Teaching Strategy on Students' Vocabulary Mastery*. The study finds a significant effect on students' vocabulary mastery before and after using the crossword puzzle teaching approach at SMA Amir Hamzah Medan.³⁶ Next, research from Yayang Taofik Anwar and Efransyah (2018) entitled *Teaching English Vocabulary Using Crossword Puzzle Game at Seventh Grade Student*. The research concluded that crossword puzzle games can improve students' vocabulary mastery in the learning process, and the students did not get bored while studying English.³⁷

The fourth is research from Julia Ike Darmayanti, Dian Fadhilawati, and Adin Fauzi (2022) entitled *A Model of Digital Vo-Book with Crossword for*

³⁵ Impiani Zagoto, Renata R. S. A. Laia, "Crossword puzzle game for teaching vocabulary," *English Language Education (Relation Journal)* 4, no. 2, (2022): 1–6. https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=es7PZskAAAAJ&citation_for_view=es7PZskAAAAJ:WF5omc3nYNoC.

³⁶ Vivin Sunarko, et al., "Effect of Crossword Puzzle Teaching Strategy Towards Students' Vocabulary Mastery," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 3, no. 2 (2019): 241–48, doi:10.30743/ll.v3i2.1984.

³⁷ Yayang Taofik Anwar and Efransyah Efransyah, "Teaching English Vocabulary Using Crossword Puzzle Game At the Seventh Grade Students," *PROJECT (Professional Journal of English Education)* 1, no. 3 (2018): 235, doi:10.22460/project.v1i3.p235-240.

Teaching and Learning Vocabulary in Seventh Grade Junior High School at Blitar: Research and Development. The result of the student's perception in the "very good" category.³⁸ The last thesis was conducted by Husnaini (2007), entitled *The Achievement of Students' English Vocabulary through Puzzle at SMP Neg 9 Palopo*. The research stated that puzzles can develop the student's vocabulary and motivate the students to learn English vocabulary.³⁹

In previous research also created a crossword puzzle design with a fairly limited themes. While, in this study the researchers designed a crossword puzzle for fifteen different topics by adopting seventh-grade English lesson material. which means this product will be used for a long time and efficiently. The designing of crossword puzzle is also newly designed with an attractive appearance and the form of crossword is also different.

In this research, the researcher found several difficulties when composing sentences that became clues. Many references are needed in designing crossword puzzles, especially in designing clues, where these clues must be correlated with students' language skills to be easily understood. Researchers also had a little difficulty choosing a crossword puzzle shape that had to be adjusted to the size of the book paper. The drawback is that one form of crossword puzzle design can only be used once. But it is still can be redesigned by using a crossword maker.

³⁸ D Julia Ika, F Dian, and F Adin, "A Model of Digital Vo-Book with Crossword for Teaching and Learning Vocabulary in Seventh Grade Junior High School t Blitar: Research and Development," *Josar* 8, no. 1 (2022): 102–12, <http://repository.unisbablitar.ac.id/id/eprint/263%0Ahttp://repository.unisbablitar.ac.id/263/1/2128-Article-Text-6222-1-10-20220329.pdf>.

³⁹ Husnaini, "The Achievement of Students' English Vocabulary through Puzzle at SMP Neg 9 Palopo" Thesis, English Study Program IAIN Palopo, (2007): ix.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research question, the research can conclude:

1. The appropriate crossword puzzle to increase students' vocabulary for the seventh grade students is the crossword puzzle book that adopted the English material. This is have a great effect that students can more easily understand English lessons. The crossword puzzle book media was designed based on the students' needs and referred to the materials of the seventh-grade syllabus. These are several topics in crossword puzzle book; verb, adjective, profession, family, part of body, number, colour, vocabulary at school, vocabulary in the house, fruit, vegetables, animal, food and drink.
2. The result of students' perception toward the crossword puzzle book was 92% which is qualified as excellent. Crossword puzzle is a very appropriate medium for learning English vocabulary. From the activity of answering crossword puzzles, students are very active in class, so that increasing students' enthusiasm for learning.

B. Implication

The implication on the crossword puzzle book as learning media:

1. It can be used as media for students in learning English, especially to increase students' English vocabulary.
2. It help students to describe something in English.
3. It can increase students' enthusiastic interest in learning.
4. It can use as motivation for teacher creatively making a learning media use crossword puzzle.

C. Suggestion

In this part, the researcher would like to give some suggestions for the students, the English teacher and the further researcher.

1. For the Students

The students can use the crossword puzzle book to improve their English vocabulary. The key to speaking English is vocabulary. The more vocabulary students have, the easier to master English.

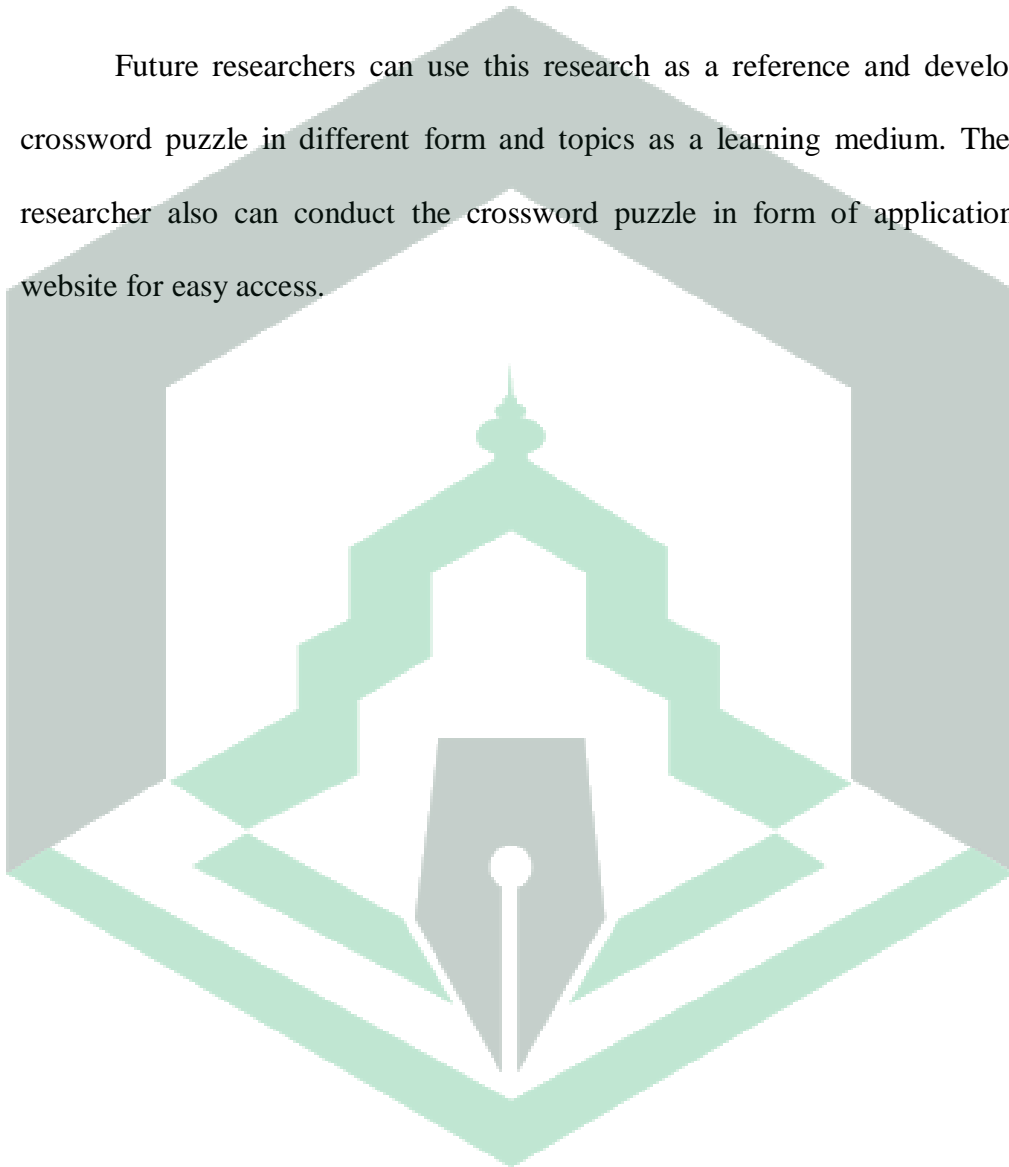
2. For the English Teacher

It is recommended that teachers use crossword puzzle books as learning media for various learning process activities. Teachers can implement it in class by providing and distributing crossword puzzle paper sheets to students. After that, the teachers can direct students to use the vocabulary they got from

crossword puzzles in the learning process. The teacher can also creatively create crossword puzzles on websites www.puzzlemaker.discoveryeducation.com.

3. For Further Researcher

Future researchers can use this research as a reference and develop the crossword puzzle in different form and topics as a learning medium. The next researcher also can conduct the crossword puzzle in form of application and website for easy access.

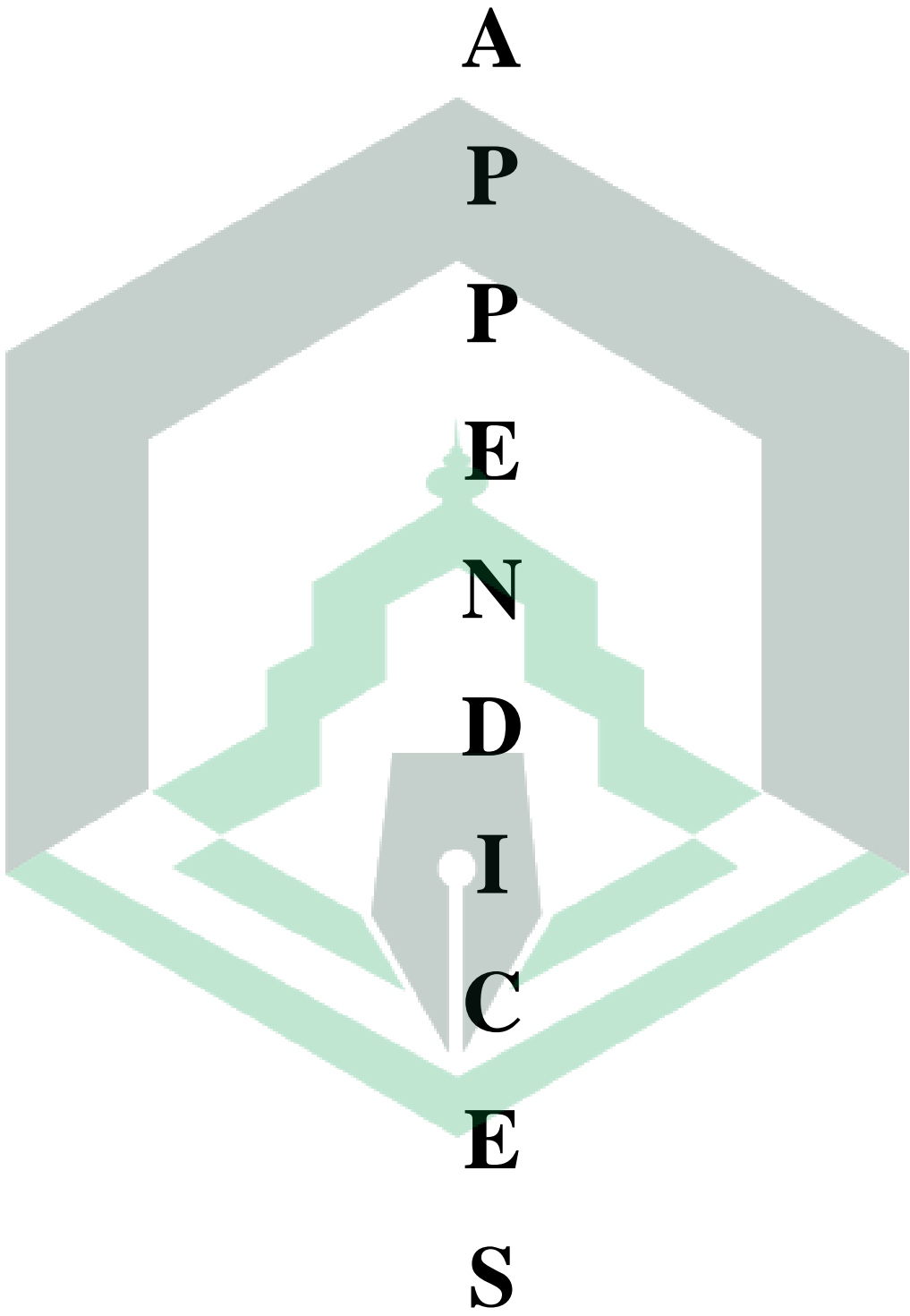


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APPENDIX 1

**SURAT IZIN MENELITI DAN
KETERANGAN SELESAI MENELITI**



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 287/PENELITIAN/03.06/DPMTSP/VII/2023
Lamp : -
Sifat : Biasa
Perihal : ***Izin Penelitian***

Kepada
Yth. Ka. MTs. SA. Islam Wathaniyah Cimpu
di -
Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo : 1085/In.19/FTIK/HM.01/06/2023 tanggal 05 Juni 2023 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Wakia Auliya
Tempat/Tgl Lahir : Balo-Balo / 22 Januari 2000
Nim : 1802020026
Jurusan : Pendidikan Bahasa Inggris
Alamat : Lingk. Bunga Puteh
Kelurahan Balo- Balo
Kecamatan Belopa

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

DESIGNING CROSSWORD PUZZLE BOOK TO INCREASE STUDENTS VOCABULARY FOR THE SEVENTH GRADE STUDENTS AT MTs. SA. ISLAM WATHANIYAH CIMPU

Yang akan dilaksanakan di **MTs. SA. ISLAM WATHANIYAH CIMPU**, pada tanggal **03 Juli 2023 s/d 03 September 2023**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 3 1 9 3 1 5 0 0 2 8 6



Diterbitkan di Kabupaten Luwu

Pada tanggal : 03 Juli 2023

Kepala Dinas

Drs. ANDREASO JENRIESA, MPA, M.Si

Pangkat : Pembina Utama Muda IV/c

NIP : 19661231 199203 1 091

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo;
4. Mahasiswa (i) Wakia Auliya;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LUWU
MTs. SA ISLAM WATHANIYAH CIMPU
Jalan KH. M. Hasyim Dusun Tondo Tangnga Desa Cimpu Kecamatan Suli
E-mail: mtssaislamwathaniyahcimpu@gmail.com

SURAT KETERANGAN

Nomor: B-177/MTs.21.09.11/PP.00.5/09/2023

Yang bertanda tangan dibawah ini:

Nama : **Drs. H. BHRUM, M.Pd.I**
NIP : 19660410 199303 1 004
Jabatan : Kepala Madrasah
Golongan : Pembina, IV/a

Menerangkan dengan sebenarnya bahwa:

Nama : **WAKIA AULIYA**
Tempat/Tgl. Lahir : Balo-Balo, 22 Januari 2000
Nim : 18 0202 0026
Jurusan : Pendidikan Bahasa Inggris

Benar-benar telah melakukan penelitian di MTs. SA Islam Wathaniyah Cimpu, pada tanggal 5 Agustus 2023 s/d 2 September 2023, guna untuk kepentingan penyusunan "Skripsi" dengan judul "Designing Crossword Puzzle Book to Intrease Students' Vocabulary For the Seventh Grade Student at MTs.SA ISLAM WATHANIYAH CIMPU".

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

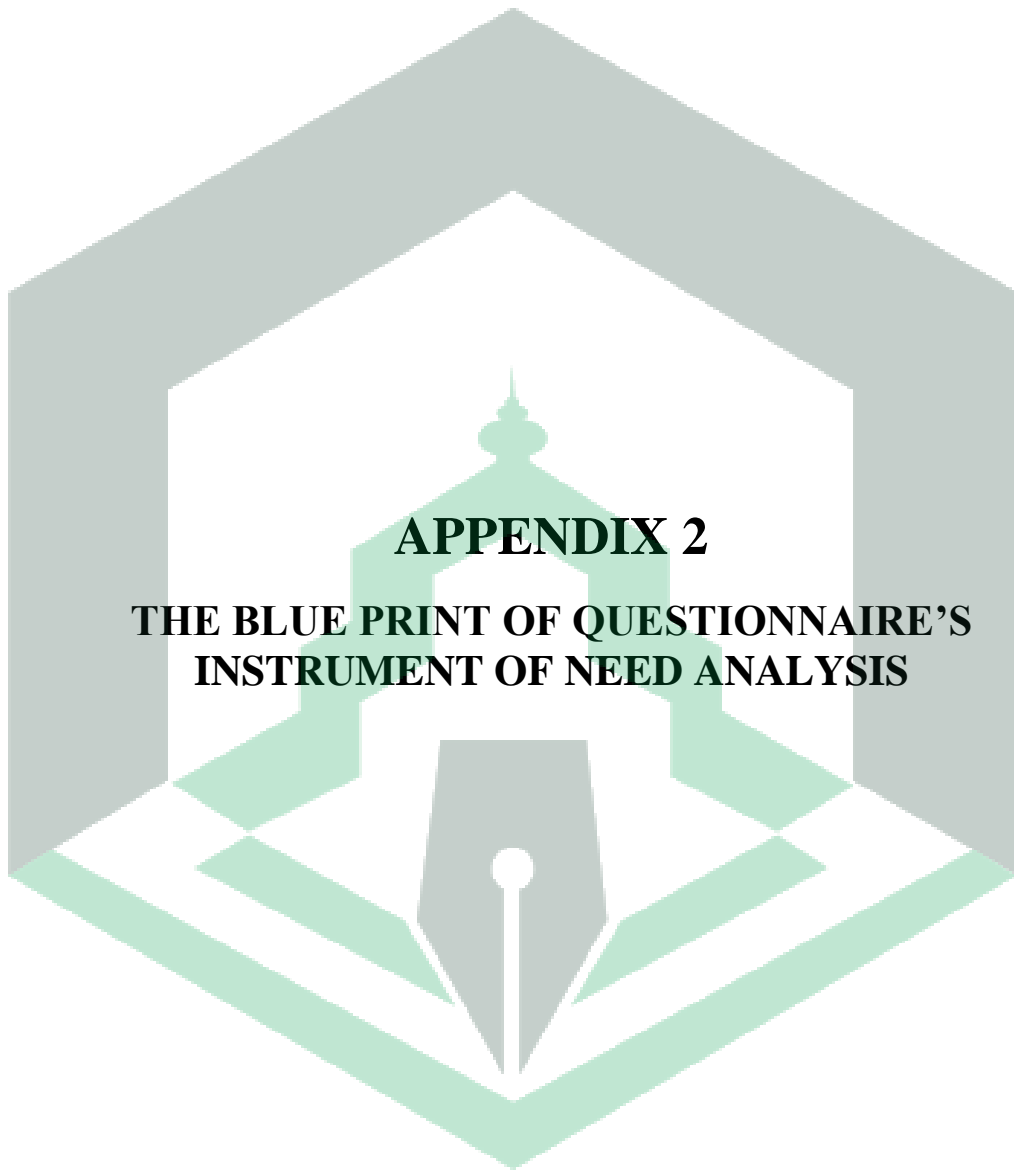
Cimpu, 02 September 2023

Kepala Madrasah,


Drs. H. BHRUM, M.Pd.I

NIP. 19660410 199303 1 004





APPENDIX 2

THE BLUE PRINT OF QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

THE BLUEPRINT OF THE NEED ANALYSIS QUESTIONNAIRE

DESIGNING CROSSWORD PUZZLE BOOK TO INCREASE STUDENTS' VOCABULARY FOR THE SEVENTH GRADE STUDENTS AT MTS. SA. ISLAM WATHANIYAH CIMPU

	Dimension	Item Number	Questions	Purpose of the Question	Reference
Target Needs	Necessity		<p>Hutchinson & Waters (1987: 55)</p> <p>Necessity; what the learner has to know in order to function affectively in target situation.</p> <p>The information would be found in;</p> <ul style="list-style-type: none"> - English syllabus - English Teacher 	To find out what the students has to know	<p>David Nunan (2004)</p> <p>Tom Hutchinson & Alan Waters (1987)</p>
	Lack	1-3	<p>Hutchinson & Waters (1987: 55-56)</p> <p>You also need to know what the learner knows already, so that you can then decide which of the necessities the learner lack.</p> <p>1. Apa tujuan anda belajar Bahasa inggris ?</p> <ol style="list-style-type: none"> a. Sebagai penentu kelulusan b. Agar dapat berkomunikasi menggunakan Bahasa inggris c. Agar mudah mengakses informasi berbahasa inggris d. Sebagai bekal mencari kerja dikemudian hari <p>2. Bagaimana tingkat penguasaan bahasa inggris anda?</p>	To find out what is the students' lack that need to improve	

			<p>a. siswa dapat memahami dan menggunakan ungkapan sehari-hari (Beginner).</p> <p>b. siswa bisa memahami kalimat dan ekspresi yang sering digunakan terkait dengan bidang paling relevan (Elementary).</p> <p>c. Siswa dapat menggambarkan pengalaman (Intermediate).</p> <p>d. Siswa dapat mengekspresikan dirinya dengan lancar dan spontan tanpa merasa tegang (Advance).</p> <p>3. Kesulitan anda dalam berbahasa inggris karena...</p> <p>a. Tidak termotivasi</p> <p>b. Kurang sumber belajar yang menarik</p> <p>c. Karena bahasa inggris sulit dipahami</p> <p>d. Takut salah</p>	
	Wants	4-7	<p>4. Saya ingin menambah kosakata bahasa inggris saya untuk...</p> <p>a. Membantu saya bisa berbicara bahasa inggris</p> <p>b. Membantu saya dalam menulis kalimat bahasa inggris</p> <p>c. Membantu saya dalam mendengarkan kalimat bahasa inggris</p> <p>d. Membantu saya dalam membaca kalimat bahasa</p>	To find out the aspects of english that needed by the students.

			<p>inggris</p> <p>5. Dalam mempelajari kosakata baru bahasa inggris saya senang jika...</p> <ol style="list-style-type: none"> Disertakan dengan gambar Hanya list, tidak disertakan gambar Teks cerita Menerjemahkan kalimat bahasa ind-eng <p>6. Saya tertarik dengan buku bahasa inggris jika disertai dengan gambar/ilustrasi...</p> <ol style="list-style-type: none"> Setuju Sangat setuju Kurang setuju <p>7. Saya tertarik dengan buku bahasa inggris jika diselingi bahasa indonesia... wants</p> <ol style="list-style-type: none"> Setuju Sangat setuju Kurang setuju 	
Learning Needs	Procedur e and Activity	8	<p>8. Aktivitas apa yang dapat membantu meningkatkan penguasaan vocabulary bahasa Inggris Anda?</p> <ol style="list-style-type: none"> Menerjemahkan kosakata Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, lagu. Menghafalkan kosakata Lain-lain (tuliskan bila ada) 	To find out the activities that suitable for the students
	Media	9	<p>9. Bagaimana cara anda menambah kosakata baru bahasa inggris ?</p> <ol style="list-style-type: none"> Dengan kamus 	To find out the learning media that

			<ul style="list-style-type: none"> b. Dengan hp c. Dengan bermain games kosakata d. Melalui buku cetak bahasa inggris 	students preferred to use.
	Setting	10	<p>10. Tempat belajar kosakata Bahasa Inggris yang anda sukai adalah</p> <ul style="list-style-type: none"> a. Ruang Kelas b. perpustakaan c. luar kelas d. lainnya (tuliskan jika ada) 	To find out the settings for learning process which needed by the student.
	Teachers' Role	11	<p>11. Dalam pembelajaran kosakata Bahasa Inggris, anda lebih suka jika guru...</p> <ul style="list-style-type: none"> a. Melibatkan siswa dalam kegiatan pembelajaran (organizer) b. Mencatat dan menilai hasil kinerja kosakata siswa (assessor) c. Memberikan umpan balik terhadap kosakata siswa (feedback provider) d. Memberikan fasilitas untuk meningkatkan kinerja siswa (resource) 	To find out the information of teacher role that preferred by the students.
	Students' Role	12	<p>12. Dalam proses meningkatkan kosakata bahasa inggris, Anda lebih suka melakukannya dengan cara...</p> <ul style="list-style-type: none"> a. Perorangan/individu b. Berpasangan c. Berkelompok kecil (2-3 orang) d. Berkelompok besar (4-6 orang) 	To find out the information of students' role.



APPENDIX 3
QUESTIONNAIRE'S
INSTRUMENT OF NEED ANALYSIS

QUESTIONNAIRE OF NEED ANALYSIS

(Kuesioner Analisis Kebutuhan)

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan siswa (need analysis) pada kemampuan dan kebutuhan terhadap pembelajaran bahasa Inggris terkhususnya pada pengetahuan *vocabulary*, yang ditujukan untuk siswa kelas VII Mts. Cimpu. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan buku Crossword Puzzle.

A. Data Responden

Nama :

Kelas :

B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Semua jawaban yang anda berikan di angket ini sama sekali tidak mempengaruhi nilai bahasa Inggris Anda.

C. Kuesioner

1. Tujuan saya belajar bahasa Inggris adalah...
 - a. Sebagai penentu kelulusan
 - b. Agar dapat berkomunikasi menggunakan Bahasa Inggris
 - c. Agar mudah mengakses informasi berbahasa Inggris
 - d. Sebagai bekal mencari kerja dikemudian hari
2. Tingkat penguasaan bahasa Inggris saya adalah...
 - a. Mengetahui sedikit kosakata bahasa Inggris (Beginner)
 - b. Memahami arti kalimat berbahasa Inggris (Elementary)
 - c. Dapat berkomunikasi menggunakan bahasa Inggris (Intermediate)
 - d. Lancar dalam berbahasa Inggris (Advance)
3. Yang menjadi kesulitan saya dalam berbahasa Inggris adalah...
 - a. Tidak termotivasi
 - b. Kurang sumber belajar
 - c. Karena bahasa Inggris sulit dipahami
 - d. Takut salah
4. Saya ingin menambah kosakata bahasa Inggris saya untuk...
 - a. Membantu saya bisa berbicara bahasa Inggris
 - b. Membantu saya dalam menulis kalimat bahasa Inggris
 - c. Membantu saya dalam mendengarkan kalimat bahasa Inggris
 - d. Membantu saya dalam membaca kalimat bahasa Inggris
5. Dalam mempelajari kosakata baru bahasa Inggris saya senang jika...
 - a. Disertakan dengan gambar
 - b. Hanya list, tidak disertakan gambar
 - c. Teks cerita full bahasa Inggris
 - d. Teks bahasa disertai terjemahan

- 
6. Saya tertarik dengan buku bahasa Inggris jika disertai dengan gambar/ilustrasi...
 - a. Setuju
 - b. Sangat setuju
 - c. Kurang setuju
 7. Saya tertarik dengan buku bahasa Inggris jika diselingi bahasa Indonesia...
 - a. Setuju
 - b. Sangat setuju
 - c. Kurang setuju
 8. Aktivitas yang dapat membantu meningkatkan penguasaan kosakata bahasa Inggris saya adalah...
 - a. Menerjemahkan kosakata
 - b. Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, lagu.
 - c. Menghafalkan kosakata
 - d. Lain-lain (tuliskan bila ada)
 9. Cara saya menambah kosakata baru bahasa Inggris adalah dengan media...
 - a. Dengan kamus
 - b. Dengan hp
 - c. Dengan bermain games kosakata
 - d. Melalui buku cetak bahasa Inggris
 10. Tempat belajar kosakata Bahasa Inggris yang saya sukai adalah...
 - a. Ruang Kelas
 - b. perpustakaan
 - c. luar kelas
 - d. lainnya (tuliskan jika ada)
 11. Dalam pembelajaran kosakata Bahasa Inggris, saya lebih suka jika guru...
 - a. Melibatkan siswa dalam kegiatan pembelajaran (organizer)
 - b. Mencatat dan menilai hasil kinerja kosakata siswa (assessor)
 - c. Memberikan umpan balik terhadap kosakata siswa (feedback provider)
 - d. Memberikan fasilitas untuk meningkatkan kosakata siswa (resource)
 12. Dalam proses meningkatkan kosakata bahasa Inggris, saya lebih suka melakukannya dengan cara...
 - a. Perorangan/individu
 - b. Berpasangan
 - c. Berkelompok kecil (2-3 orang)
 - d. Berkelompok besar (4-6 orang)

Questions for Teacher Interview

Lembar Interview

Guru Bahasa Inggris :

Sekolah :

Kelas Observasi :

Hari/Tgl Interview :

No.	Pertanyaan	Jawaban
1.	Kurikulum apa yang digunakan di sekolah ini dalam proses belajar mengajar?	
2.	Apa saja kompetensi yang harus dicapai siswa dalam pembelajaran bahasa Inggris, khususnya untuk kelas VII?	
3.	Kesulitan apa yang ibu hadapi saat pembelajaran bahasa Inggris di kelas VII?	
4.	Bagaimana cara meningkatkan motivasi belajar bahasa Inggris di kelas?	
5.	Bagaimana ketercapaian kompetensi bahasa Inggris di kelas VII?	
6.	Bagaimana menurut ibu mengenai penguasaan siswa terhadap kosakata bahasa Inggris (vocabulary) di kelas VII?	
7.	Media apa yang ibu gunakan dalam menunjang pembelajaran bahasa Inggris?	
8.	Bagaimana pengaruh media pembelajaran dalam pembelajaran bahasa Inggris di kelas VII?	
9.	Menurut ibu apakah siswa kelas VII perlu media belajar, sebagai penunjang untuk siswa dalam belajar kosakata baru (vocabulary) bahasa Inggris?	
10.	Apa strategi pembelajaran yang sering ibu gunakan?	
11.	Bagaimana pendapat ibu mengenai media crossword puzzle (teka-teki silang)?	
12.	Apakah media crossword puzzle (teka-teki silang) cocok digunakan untuk meningkatkan kosakata siswa?	



APPENDIX 4

THE RESULT OF INSTRUMENT VALIDATION BY THE EXPERT

LEMBAR VALIDASI INSTRUMEN UNTUK AHLI BAHASA

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas					✓
	c. Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar					✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai					✓
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					✓

III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				✓	
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				✓	
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden.					✓

C. Komentar

perbaiki rujukan orang/person, seragamkan
(lihat nastah)

D. Saran

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

③ Dapat digunakan dengan perbaikan sebagai berikut :

lihat komentar

Palopo, 31 Mei 2023

Penilai Kelayakan

Magfirah Thayyib

LEMBAR VALIDASI INSTRUMEN UNTUK AHLI MATERI

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas					✓
	c. Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar					✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai					✓
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					✓

III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden.					✓

C. Komentar

.....

D. Saran

.....

E. Kesimpulan

Instrumen kuesioner ini (*lingkari salah satu pilihan*)

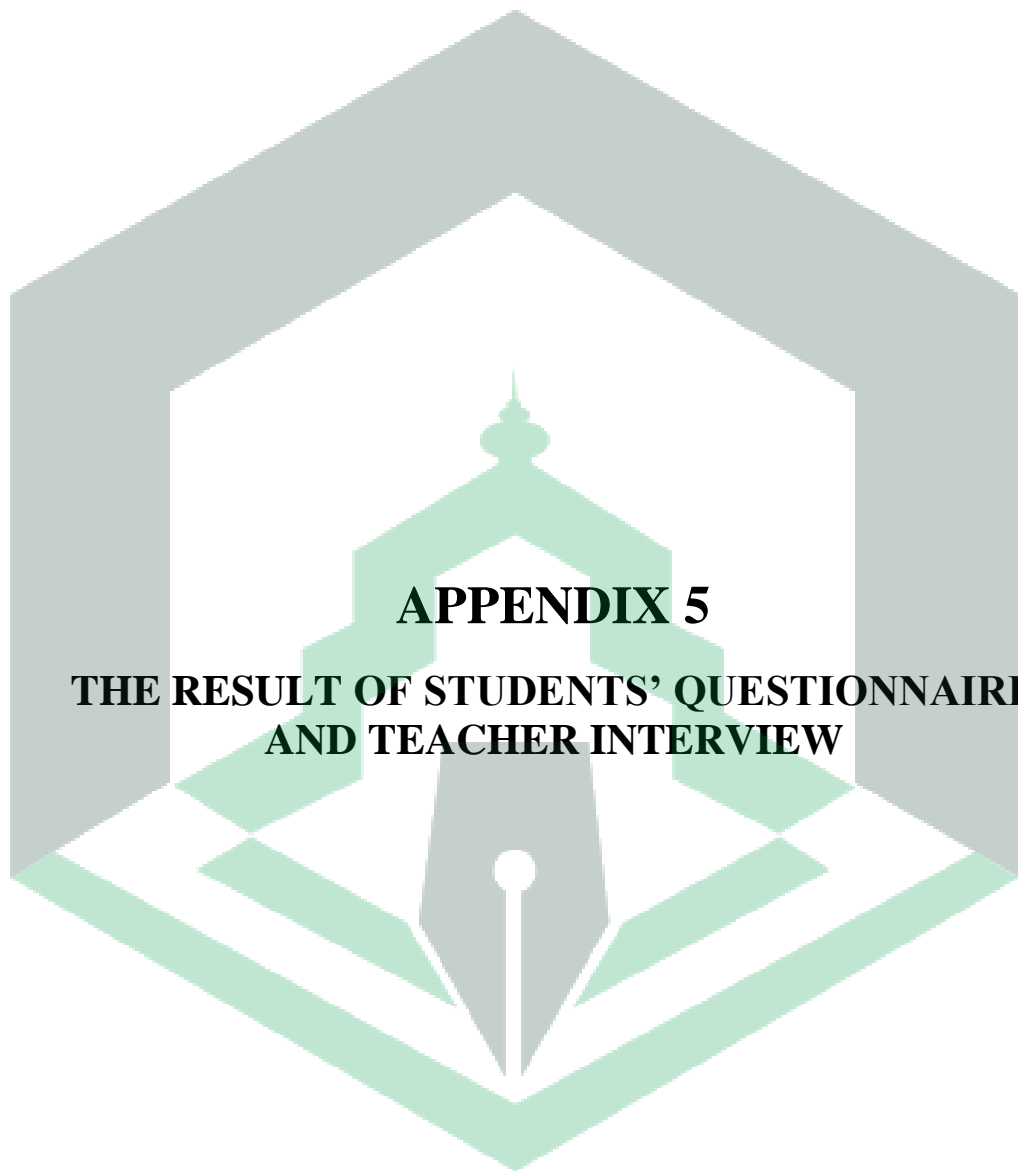
- 1. Tidak dapat digunakan
- ② Dapat digunakan
- 3. Dapat digunakan dengan perbaikan sebagai berikut :

.....

Palopo, 5 Agustus 2023

Penilai Kelayakan


 ENDARYANI, S. Pd. I



APPENDIX 5

**THE RESULT OF STUDENTS' QUESTIONNAIRE
AND TEACHER INTERVIEW**

The Result of Students' Questionnaire

No.	Name	Answers to questions											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Student 1	c	a	d	a	d	b	b	a	b	b	a	b
2	student 2	c	a	b	a	d	a	b	c	b	b	a	a
3	Student 3	c	c	d	a	d	a	b	c	d	b	a	a
4	Student 4	c	a	d	a	d	a	b	a	b	b	a	a
5	Student 5	c	a	d	a	c	a	b	a	b	a	d	b
6	Student 6	c	a	d	a	d	b	b	a	d	b	a	a
7	Student 7	c	a	d	a	d	a	a	c	d	a	a	b
8	Student 8	c	a	d	a	d	a	a	a	b	a	a	b
9	Student 9	d	a	c	a	d	a	a	c	c	a	a	a
10	Student 10	b	b	d	a	d	a	a	a	b	a	d	b
11	Student 11	c	c	d	a	a	a	b	b	d	b	a	a
12	Student 12	d	a	c	c	d	a	b	c	d	a	a	c
13	Student 13	b	a	b	a	d	c	a	a	b	a	a	a
14	Student 14	c	a	d	a	d	b	a	c	b	b	a	c
15	Student 15	c	a	d	a	d	a	a	c	d	a	a	a
16	Student 16	c	a	d	a	d	b	b	c	d	c	d	b
17	Student 17	c	a	d	a	d	a	b	c	d	b	a	a
18	Student 18	c	a	d	a	d	b	a	c	b	b	a	c
19	Student 19	c	a	b	a	d	a	b	c	b	b	a	a
20	Student 20	c	b	d	b	d	b	b	c	b	b	a	a
21	Student 21	c	a	c	a	d	a	b	c	d	a	a	a
22	Student 22	c	a	d	c	d	a	a	c	d	a	a	a
23	Student 23	c	a	d	a	d	c	b	c	b	b	a	a
24	Student 24	c	a	d	a	d	a	a	c	d	b	a	a
25	Student 25	c	a	d	a	d	c	b	c	b	b	a	a
26	Student 26	c	b	d	a	d	a	b	c	b	b	a	b
27	Student 27	c	a	d	a	d	b	b	a	b	b	a	b
28	Student 28	c	a	d	a	d	a	b	c	b	b	a	a

The Result of Questionnaire for Teacher Interview

Questions for Teacher Interview

Lembar Interview

Guru Bahasa Inggris : Endaryani, S.Pd.1
 Sekolah : MTS SA Islam Wathaniyah Cimpu
 Kelas Observasi : VII-A
 Hari/Tgl Interview : Sabtu, 5 - 8 - 2023 .

No.	Pertanyaan	Jawaban
1.	Kurikulum apa yang digunakan di sekolah ini dalam proses belajar mengajar?	Saat ini masih menggunakan K.13, menuju k. Merdeka
2.	Apa saja kompetensi yang harus dicapai siswa dalam pembelajaran bahasa Inggris, khususnya untuk kelas VII?	Kosakata - Karena siswa minim kosakata B. Inggris.
3.	Kesulitan apa yang ibu hadapi saat pembelajaran bahasa Inggris di kelas VII?	Siswa sangat minim kosakata B. Inggris karena di jenjang sbkn tidak mempelajari B. Inggris
4.	Bagaimana cara meningkatkan motivasi belajar bahasa Inggris di kelas?	Biasanya saya memberikan games dan mengajak siswa keluar kelas untuk menunjukkan k. benda atau B. Inggris di sekitar
5.	Bagaimana ketercapaian kompetensi bahasa Inggris di kelas VII?	Masih sangat minim 2 mgu pembelajaran Berkebangsaan
6.	Bagaimana menurut ibu mengenai penguasaan siswa terhadap kosakata bahasa Inggris (vocabulary) di kelas VII?	Masih tergolong minim siswa masih menghafal angka 1-20
7.	Media apa yang ibu gunakan dalam menunjang pembelajaran bahasa Inggris?	Buku cetak. Mengajak siswa mengamati lingkungan sekitar dan belajar kata2, basing baru
8.	Bagaimana pengaruh media pembelajaran dalam pembelajaran bahasa Inggris di kelas VII?	Siswa senang jika diajak keluar kelas dan diajarkan B. Inggris dengan melihat benda disekitarnya
9.	Menurut ibu apakah siswa kelas VII perlu media belajar, sebagai penunjang untuk siswa dalam belajar kosakata baru (vocabulary) bahasa Inggris?	ya! sangat perlu apalagi siswa sangat minim penguasaan kosakatanya.
10.	Apa strategi pembelajaran yang sering ibu gunakan?	menulis dan mendorongkan mempraktikkan bacaan (berkebangsaan)
11.	Bagaimana pendapat ibu mengenai media crossword puzzle (teka-teki silang)?	ya sangat bagus apalagi pertanyaannya berbahasa. hallo yang sama a kitalah tidak perlu capet untuk menerjemahkan terlebih dahulu, dan mempermudah siswa dalam memahami.
12.	Apakah media crossword puzzle (teka-teki silang) cocok digunakan untuk meningkatkan kosakata siswa?	ya sangat cocok untuk meningkatkan kosakata baru siswa.

Questions for Teacher Interview

Lembar Interview

Guru Bahasa Inggris : Endaryani, S.Pd.I

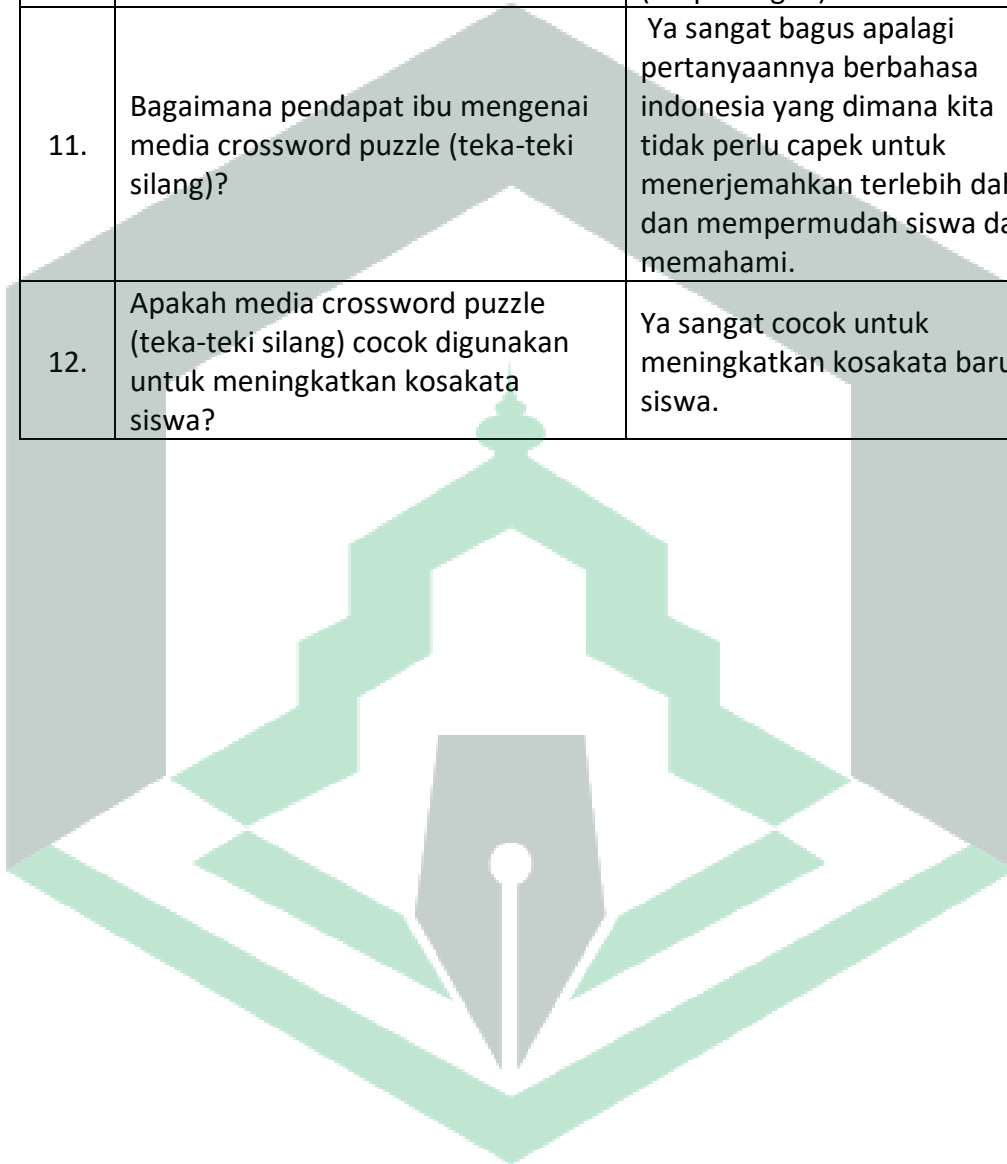
Sekolah : MTs. SA ISLAM WATHANIYAH CIMPU

Kelas Observasi : 7B

Hari/Tgl Interview : Sabtu, 5 Agustus 2023

No.	Pertanyaan	Jawaban
1.	Kurikulum apa yang digunakan di sekolah ini dalam proses belajar mengajar?	Saat ini masih menggunakan K.13, menuju Kurikulum Merdeka.
2.	Apa saja kompetensi yang harus dicapai siswa dalam pembelajaran bahasa Inggris, khususnya untuk kelas VII?	Kosakata, karena siswa minim kosakata bahasa Inggris.
3.	Kesulitan apa yang ibu hadapi saat pembelajaran bahasa Inggris di kelas VII?	Siswa sangat minim kosakata bahasa Inggris karena di jenjang sebelumnya tidak mempelajari bahasa Inggris.
4.	Bagaimana cara meningkatkan motivasi belajar bahasa Inggris di kelas?	Biasanya saya memberikan games dan mengajak siswa keluar kelas untuk menunjukkan kata benda dalam bahasa Inggris disekitas.
5.	Bagaimana ketercapaian kompetensi bahasa Inggris di kelas VII?	Masih sangat minim, 2 minggu pembelajaran berlangsung.
6.	Bagaimana menurut ibu mengenai penguasaan siswa terhadap kosakata bahasa Inggris (vocabulary) di kelas VII?	Masih tergolong minim, siswa masih menghafal angka 1-20
7.	Media apa yang ibu gunakan dalam menunjang pembelajaran bahasa Inggris?	Buku cetak. Mengajak siswa mengamati lingkungan sekitar dan belajar kosakata benda bahasa inggris
8.	Bagaimana pengaruh media pembelajaran dalam pembelajaran bahasa Inggris di kelas VII?	Siswa senang jika diajak keluar kelas dan diajarkan bahasa Inggris dengan melihat benda aslinya
9.	Menurut ibu apakah siswa kelas VII perlu media belajar, sebagai	Ya. Sangat perlu apalagi siswa sangat minim penguasaan

	penunjang untuk siswa dalam belajar kosakata baru (vocabulary) bahasa Inggris?	kosakatanya.
10.	Apa strategi pembelajaran yang sering ibu gunakan?	Menulis dan mendengarkan, mempraktikkan bacaan (berpasangan).
11.	Bagaimana pendapat ibu mengenai media crossword puzzle (teka-teki silang)?	Ya sangat bagus apalagi pertanyaannya berbahasa indonesia yang dimana kita tidak perlu capek untuk menerjemahkan terlebih dahulu dan mempermudah siswa dalam memahami.
12.	Apakah media crossword puzzle (teka-teki silang) cocok digunakan untuk meningkatkan kosakata siswa?	Ya sangat cocok untuk meningkatkan kosakata baru siswa.





APPENDIX 6

THE RESULT OF EXPERTS' EVALUATION OF THE PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

Designing Crossword Puzzle Book to Increase Students' Vocabulary for Seventh Grade Students at MTs. SA. Islam Wathaniyah Cimpu

A. Data Responden

Nama : ENDARYANI, S.pd.1
 Umur : 47 Tahun
 Jenis Kelamin :
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman : 0 – 2 tahun 4 – 6 tahun
 mengajar 2 – 4 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberi tanda centang (✓) pada kolom yang telah tersedia.
 Keterangan:
 4 : Sangat Baik
 3 : Baik
 2 : Kurang Baik
 1 : Tidak Baik

No	Pernyataan	4	3	2	1
a. Content					
1.	Cakupan materi pada <i>Crossword Puzzle Book</i> sesuai dengan kebutuhan materi bahasa inggris siswa kelas VII.	✓			
2.	Cakupan kosakata (<i>vocabulary</i>) pada <i>Crossword Puzzle Book</i> telah memadai atau mencukupi.	✓			
3.	Keaslian materi <i>Crossword Puzzle Book</i> pada telah memadai.	✓			
b. Activity					
4.	Kegiatan dalam tiap task banyak melibatkan siswa.	✓			
5.	Kegiatan dalam task bervariasi.	✓			
6.	Kegiatan dalam task sesuai dengan topik.	✓			
7.	Kegiatan dalam tak menarik minat siswa.	✓			
8.	Kegiatan task <i>Crossword Puzzle</i> membantu siswa dalam penguasaan kosakata bahasa inggris.	✓			
9.	Kegiatan task <i>Crossword Puzzle</i> membantu siswa dalam mengaitkan materi bahasa inggris (<i>Vocabulary</i>) kelas VII.		✓		
10.	Kegiatan dalam task disusun dari tingkat mudah ke sulit.		✓		
c. Input					
11.	Instruksi dalam setiap task mudah dipahami.	✓			
12.	Input materi berupa teks dan gambar yang relevan.	✓			

13.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.	✓			
14.	Input materi berbentuk teks dan gambar menarik.	✓			
15.	Input materi dan task dapat menabahnya wawasan siswa.	✓			
16.	Input materi dan task dapat menambah kosakata siswa.	✓			
17.	Input materi dan task seimbang.				
d. Evaluasi Umum					
18.	Sistematikan penyajian runtut.	✓			
19.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.		✓		
20.	Tampilan <i>Crossword Puzzle Book</i> sudah cukup menarik.	✓			
Saran Perbaikan:					

C. Kesimpulan

Penggunaan media/produk ini (*lingkari salah satu pilihan*)

1. Layak
2. Tidak Layak
3. Layak dengan perbaikan

Palopo, 9/9/2023

Penilai Kelayakan


ENDARYANI, S.Pd.

KUESIONER EVALUASI UNTUK AHLI BAHASA

Designing Crossword Puzzle Book to Increase Students' Vocabulary for Seventh Grade Students at MTs. SA. Islam Wathaniyah Cimpu

A. Data Responden

Nama : Dewi Furwana, M.Pd
 Umur :
 Jenis Kelamin : Perempuan
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman : 0 – 2 tahun 4 – 6 tahun
 mengajar 2 – 4 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan:

- 4 : Sangat Baik
- 3 : Baik
- 2 : Kurang Baik
- 1 : Tidak Baik

No	Pernyataan	4	3	2	1
a. Bahasa					
1.	Penggunaan bahasa pada <i>Crossword Puzzle Book</i> sesuai dengan tata bahasa yang benar.	✓			
2.	<i>Vocabulary</i> yang digunakan dalam <i>Crossword Puzzle Book</i> telah sesuai dengan benar.	✓			
3.	Kosakata atau <i>Vocabulary</i> yang disajikan mudah dipahami.	✓			
4.	Petunjuk pengisian <i>crossword puzzle</i> sudah sesuai dan jelas.	✓			
5.	Clue atau petunjuk dalam <i>Crossword Puzzle</i> sudah berhubungan dengan kosakata yang menjadi jawaban.	✓			
6.	Clue atau petunjuk dalam <i>Crossword Puzzle Book</i> mudah dipahami.	✓			
7.	<i>Crossword Puzzle Book</i> Menggunakan kalimat yang jelas dan mudah dimengerti.	✓			
b. Evaluasi Umum					
8.	Sistematikan penyajian runtut.		✓		
9.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.		✓		
10.	Tampilan <i>Crossword Puzzle Book</i> sudah cukup menarik.	✓			

Saran Perbaikan:

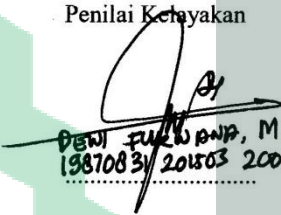
C. Kesimpulan

Penggunaan media/produk ini (*lingkari salah satu pilihan*)

1. Layak
2. Tidak Layak
3. Layak dengan perbaikan

Palopo, 06/9/2023

Penilai Keayakan


Dewi Fuku DNP, M.Pd.
19870831/201503 2006

KUESIONER EVALUASI UNTUK AHLI DESAIN DAN *LAYOUT*

Designing Crossword Puzzle Book to Increase Students' Vocabulary for Seventh Grade Students at MTs. SA. Islam Wathaniyah Cimpu

A. Data Responden

Nama : Imam Fadli
 Umur : 22 tahun
 Jenis Kelamin : Laki-laki
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman : 0 – 2 tahun 4 – 6 tahun
 mengajar 2 – 4 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan:

- 4 : Sangat Baik
- 3 : Baik
- 2 : Kurang Baik
- 1 : Tidak Baik

No	Pernyataan	4	3	2	1
a. Content					
1.	Cakupan materi pada <i>Crossword Puzzle Book</i> sesuai dengan kebutuhan materi bahasa Inggris siswa kelas VII.	✓			
2.	Cakupan kosakata (<i>vocabulary</i>) pada <i>Crossword Puzzle Book</i> telah memadai atau mencukupi.	✓			
3.	Keaslian materi pada <i>Crossword Puzzle Book</i> telah memadai.	✓			
b. Desain dan Layout					
4.	Tampilan materi Jelas	✓			
5.	Tampilan materi menarik	✓			
6.	Ukuran huruf sesuai	✓			
7.	Ukuran spasi sesuai	✓			
8.	Jarak spasi sesuai	✓			
9.	Penggunaan tanda baca tepat			✓	

10.	Jenis font yang digunakan sudah sesuai		✓		
11.	Gambar yang digunakan sudah sesuai			✓	
12.	Kualitas warna content pada <i>crossword puzzle book</i>	✓			
13.	Ketepatan pemilihan warna desain tampilan	✓			
14.	Ukuran kotak-kotak pada <i>crossword puzzle</i> sudah sesuai	✓			
15.	Tampilan Cover sudah cukup menarik			✓	
c. Evaluasi Umum					
16.	Sistematikan penyajian runtut.	✓			
17.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa	✓			
18.	Tampilan <i>Crossword Puzzle Book</i> sudah cukup menarik.	✓			

Saran Perbaikan:

- Berhubung karena produk ini akan digunakan di sekolah Islam, maka disarankan untuk menggunakan gambar bernuansa islami. Oleh karena itu, ilustrasi karakter perempuan perlu diganti menggunakan jilbab.
- Sama dengan poin 1, keseluruhan karakter manusia perlu bernuansa Islami.
- Penggunaan jenis font masih kurang konsisten. Peneliti boleh menggunakan satu sampai tiga jenis font untuk menjaga konsistensi buku (satu jenis font masing-masing untuk judul utama, sub judul, dan isi).
- Masih terdapat beberapa kalimat atau pernyataan yang tidak diakhiri dengan tanda baca titik.
- Angka "7" pada sampul jika memiliki makna sebagai kelas 7, maka perlu ditambahkan keterangan berupa "For Seventh Grade Students" untuk memberikan informasi detail kepada pembaca.

6. Daftar isi Nomor daftar isi disejajarkan di kanan margin.

C. Kesimpulan

Penggunaan media/produk ini (*lingkari salah satu pilihan*)

- Layak
 - Tidak Layak
- ✓ Layak dengan perbaikan

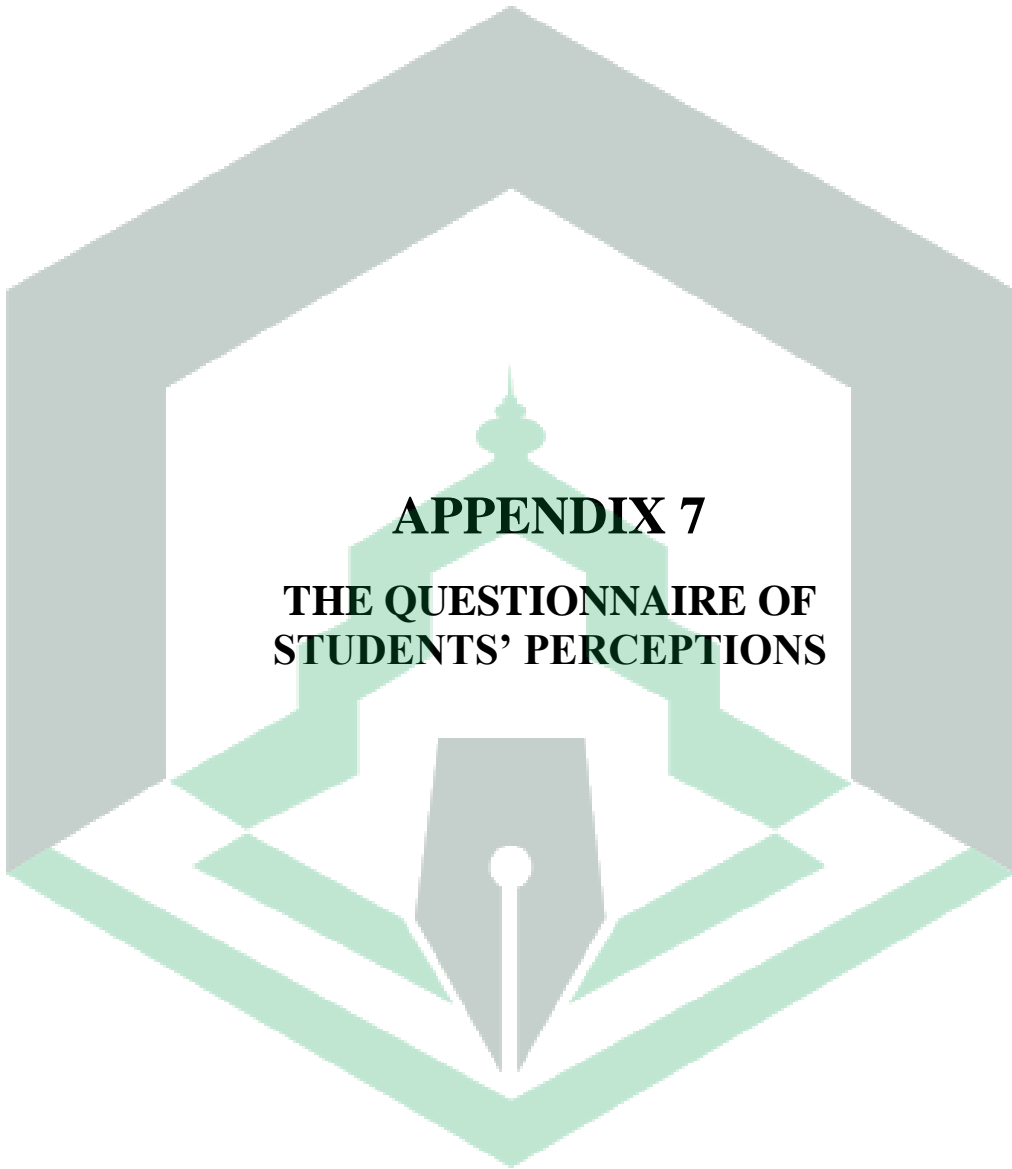
7. Margin kiri kertas bagian kiri
berlalu ke tengah.

Palopo, 1 September 2023

Penilai Kelayakan



Imam Fadli, S.Pd.



APPENDIX 7

THE QUESTIONNAIRE OF STUDENTS' PERCEPTIONS

QUESTIONNAIRE FOR STUDENTS' PERCEPTION

Kuesioner ini dibuat untuk mengumpulkan data persepsi siswa terhadap buku "Crossword Puzzle" Informasi yang terdapat dalam kuesioner sangat berguna menjadi acuan tolak ukur kesesuaian buku yang telah dibuat berdasarkan kebutuhan siswa kelas tujuh.

A. Data Responden

Nama :

Kelas :

B. Petunjuk Pengisian

Berilah tanda centang (✓) pada pilihan yang sesuai dengan pernyataan untuk mendeskripsikan pendapat Anda tentang Crossword Puzzle Book.

Keterangan:

1 : Sangat Tidak Setuju

2 : Tidak Setuju

3 : Ragu-ragu

4 : Setuju

5 : Sangat Setuju

No.	Pernyataan	1	2	3	4	5
1.	Materi yang disajikan dalam <i>Crossword Puzzle book</i> sesuai untuk siswa kelas VII.					
2.	Materi yang disajikan dapat meningkatkan kosakata bahasa Inggris siswa kelas VII.					
3.	Materi yang disajikan beragam.					
4.	Topik Materi sesuai dengan kebutuhan siswa kelas VII.					
5.	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami Siswa kelas VII.					
6.	Pernyataan/pertanyaan pada clue atau petunjuk pada <i>Crossword Puzzle Book</i> mudah dipahami.					
7.	<i>Crossword Puzzle</i> dapat meningkatkan minat belajar kosakata bahasa Inggris Saya.					
8.	<i>Crossword Puzzle</i> dapat meningkatkan kosakata bahasa Inggris Saya.					
9.	<i>Crossword Puzzle</i> dapat mendorong siswa kelas VII untuk aktif di kelas.					
10.	Desain pada <i>Crossword Puzzle Book</i> menarik.					
11.	Penempatan unsur tata letak (judul, pengantar) pada setiap awal bab konsisten.					
12.	Pemilihan warna dan gambar pada <i>Crossword Puzzle Book</i> menarik.					
13.	Gambar yang disajikan mampu menambah pemahaman pada informasi yang disampaikan.					
14.	Materi menggunakan jenis huruf yang mudah dibaca.					
15.	Materi menggunakan variasi huruf (Bold, italic, capital) untuk memberikan tekanan pada teks yang dianggap penting.					

LEMBAR VALIDASI INSTRUMEN UNTUK AHLI BAHASA

Designing Crossword Puzzle Book to Increase Students' Vocabulary for the Seventh Grade student at MTs. SA. Islam Wathaniyah Cimpu

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
		1	2	3	4
I	Aspek Isi				
	a. Tujuan kuesioner dinyatakan dengan jelas				✓
	b. Petunjuk pengisian kuesioner mudah dipahami				✓
	c. Isi kuesioner relevan dengan penelitian				✓
II	Aspek Bahasa				
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.				✓
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.			✓	
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.			✓	
	d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden.				✓

C. Komentar dan saran

.....
.....
.....

D. Kesimpulan

Instrumen kuesioner ini *(lingkari salah satu pilihan)*

1. Tidak dapat digunakan


2. Dapat digunakan

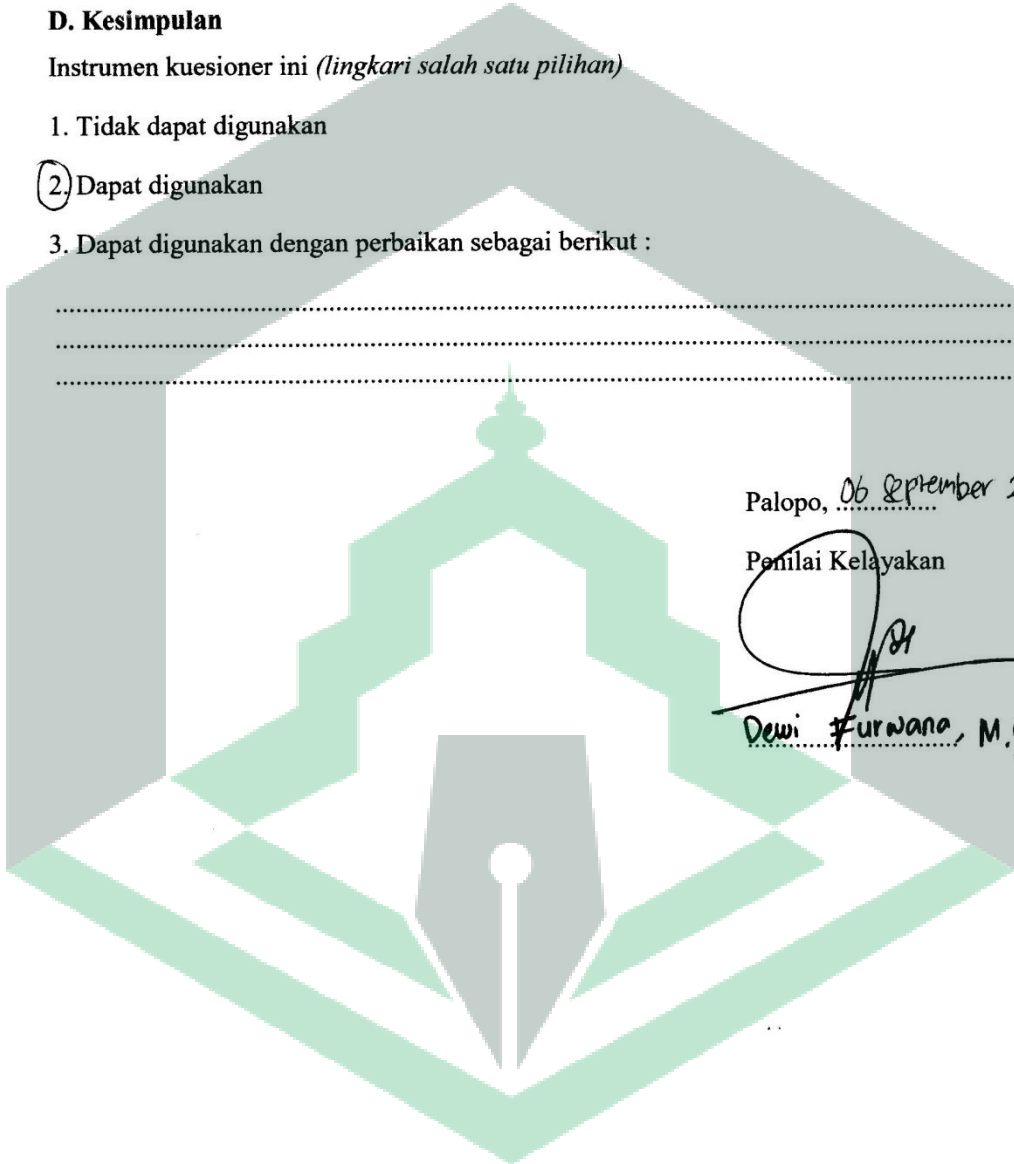
3. Dapat digunakan dengan perbaikan sebagai berikut :

.....
.....
.....

Palopo, 06 September 2023

Penilai Kelayakan


Dewi Furwana, M.pd.



LEMBAR VALIDASI INSTRUMEN UNTUK AHLI MATERI

Designing Crossword Puzzle Book to Increase Students' Vocabulary for the Seventh Grade student at MTs. SA. Islam Wathaniyah Cimpu

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
		1	2	3	4
I	Aspek Isi				
	a. Tujuan kuesioner dinyatakan dengan jelas				✓
	b. Petunjuk pengisian kuesioner mudah dipahami				✓
	c. Isi butir-butir kuesioner relevan dengan penelitian				✓
II	Aspek Materi				
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai				✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar				✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai				✓

D. Komentor dan saran

.....
.....
.....

D. Kesimpulan

Instrumen kuesioner ini *(lingkari salah satu pilihan)*

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut :

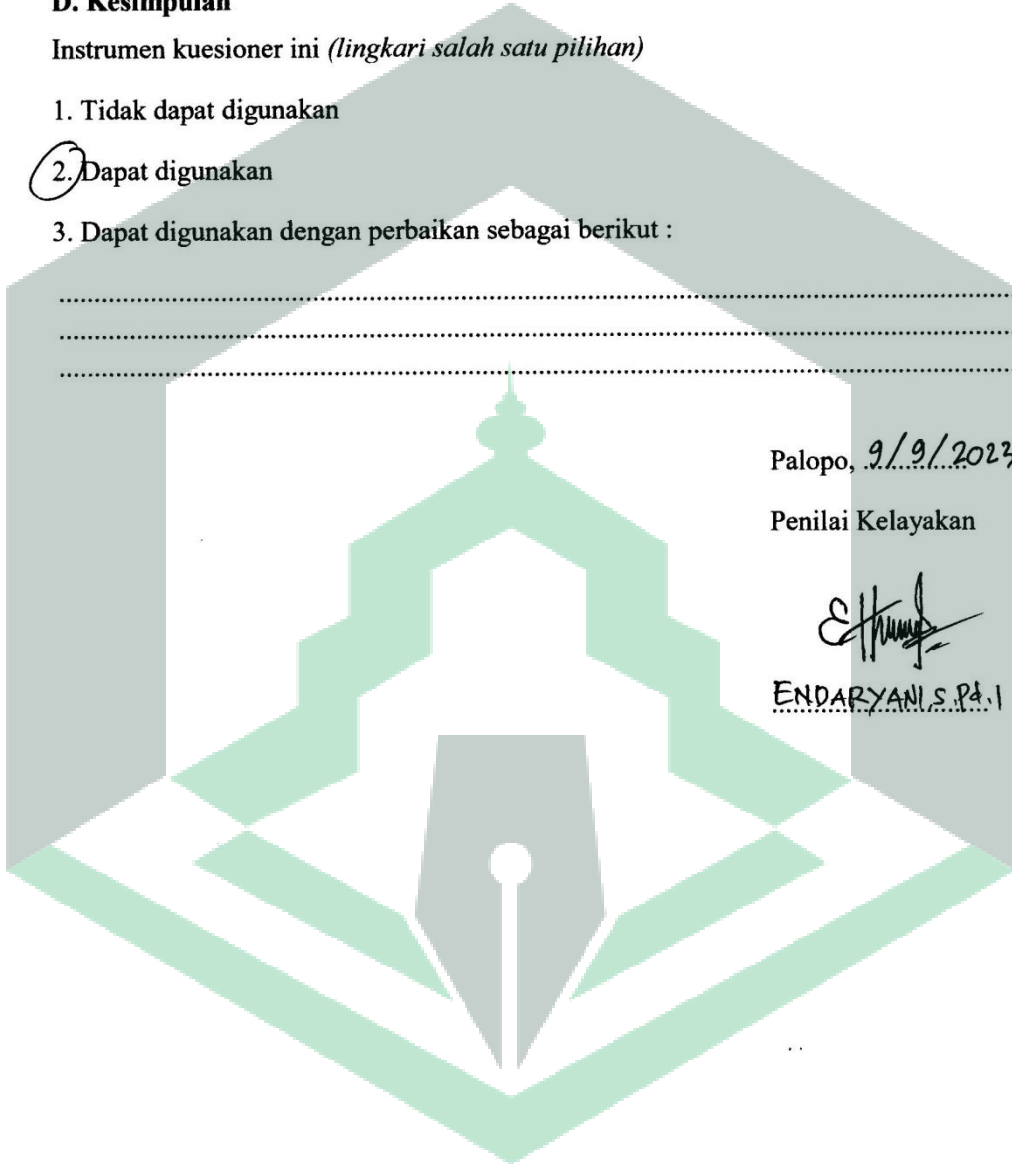
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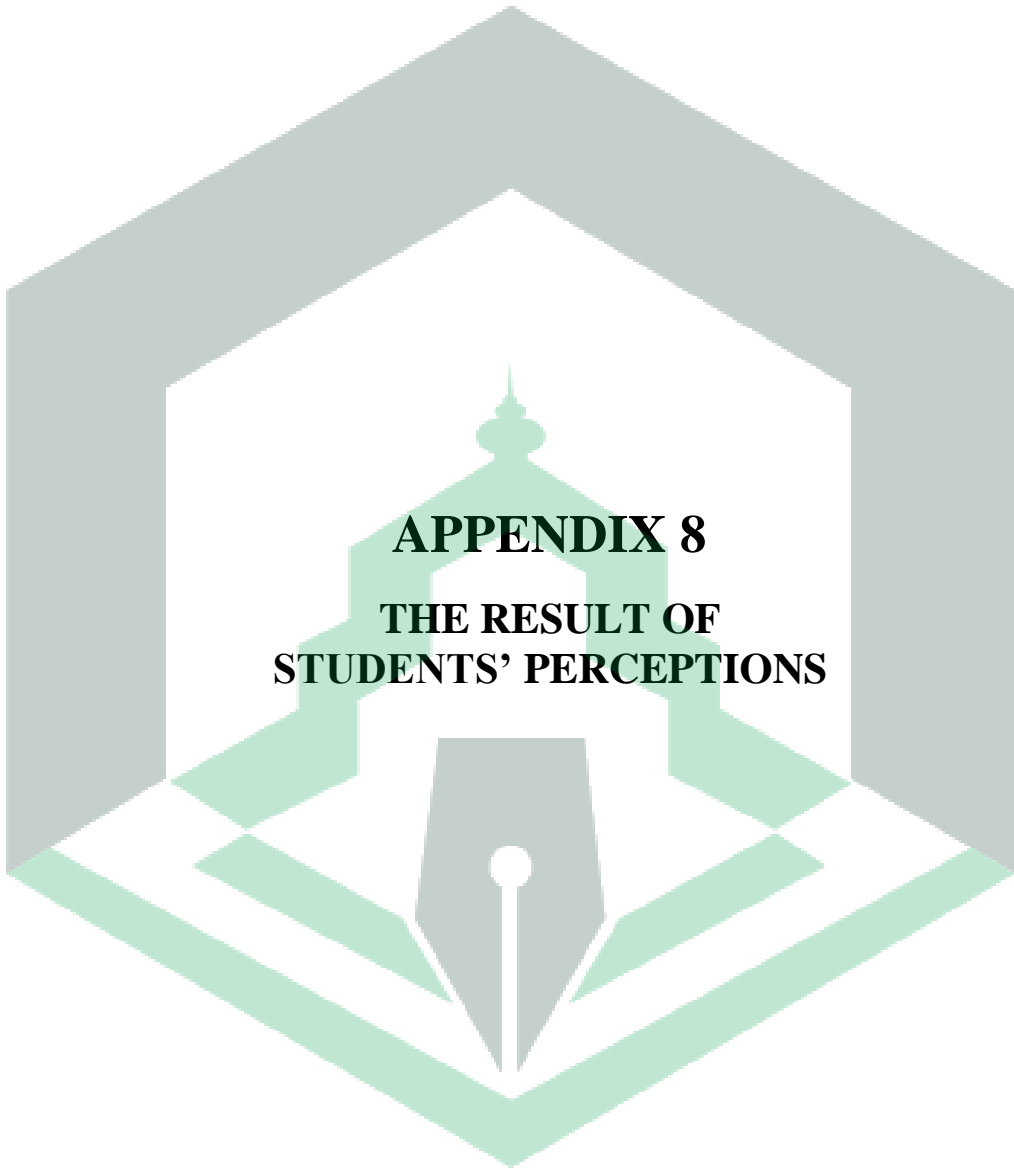
Palopo, 9/9/2023

Penilai Kelayakan



ENDARYANI.S.Pd.1





APPENDIX 8
THE RESULT OF
STUDENTS' PERCEPTIONS

The Result of Questionnaire for Students' Perception

No.	Name	Students' Perception														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Student 1	5	4	4	5	5	5	5	5	5	5	5	5	4	5	5
2	Student 2	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5
3	Student 3	5	5	5	5	4	5	5	5	4	5	4	5	5	5	4
4	Student 4	5	4	5	5	5	5	5	5	5	5	4	5	4	5	4
5	Student 5	4	4	5	5	4	5	5	5	5	5	4	5	4	5	5
6	Student 6	5	4	4	5	4	5	4	5	4	5	4	5	4	4	4
7	Student 7	5	4	4	5	4	5	4	5	4	5	4	5	5	4	4
8	Student 8	5	4	5	5	5	5	5	5	4	5	5	4	5	4	4
9	Student 9	5	5	5	5	4	4	5	4	4	5	4	4	4	5	4
10	Student 10	5	4	5	5	4	5	5	5	4	5	4	5	4	5	4
11	Student 11	4	4	5	5	4	5	5	5	4	5	5	5	5	5	4
12	Student 12	4	4	5	5	4	5	5	5	4	5	4	5	5	5	5
13	Student 13	5	4	4	4	4	4	5	4	4	4	4	5	5	4	5
14	Student 14	5	5	4	4	5	5	5	5	4	5	5	5	5	4	4
15	Student 15	5	5	5	5	4	5	5	5	4	5	5	5	4	5	4
16	Student 16	5	4	5	5	4	5	5	5	4	5	4	5	5	5	4
17	Student 17	4	4	5	5	4	5	5	5	4	4	4	5	5	5	4
18	Student 18	5	4	5	4	5	5	5	4	4	5	4	4	5	5	4
19	Student 19	5	4	5	5	4	5	5	5	4	4	4	5	5	4	5
20	Student 20	5	4	5	5	4	5	5	5	4	5	4	5	5	5	4
21	Student 21	4	4	5	5	4	5	5	5	5	5	4	5	5	5	4
22	Student 22	5	4	5	5	4	5	5	5	4	4	4	5	5	5	4
23	Student 23	5	4	5	5	4	5	5	5	4	5	4	5	5	5	5
24	Student 24	5	4	4	5	4	3	5	5	4	4	4	5	5	5	5
		4,8	4,2	4,8	4,9	4,2	4,8	4,9	4,9	4,2	4,8	4,3	4,9	4,7	4,8	4,3

Ket :

- 1 : Sangat tidak setuju
- 2 : Tidak setuju
- 3 : Ragu-ragu
- 4 : Setuju
- 5 : Sangat Setuju



APPENDIX 9
THE DOCUMENTATIONS



The researcher conducted Teacher's Interview (Analysis)



The researcher explain the purpose of the research



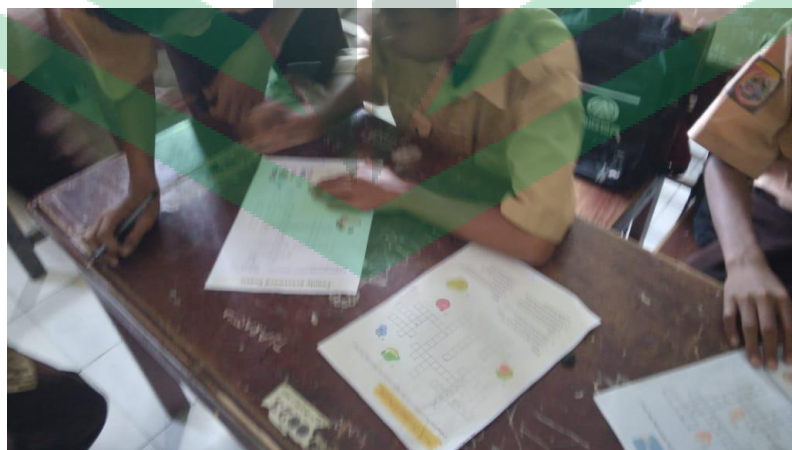
Picture 3: Carried out the students' questionnaire (Need Analysis)



Picture 4: The researcher explain the product (Implementation)



Picture 5: The Students' work on crossword puzzles



Picture 6: The students fill the answers of the crossword puzzle



Picture 7: Students work together to solve the crossword puzzle



Picture 8: The researcher carried out the students' perception



Picture 9: Evaluation of the product with English teacher

CURRICULUM VITAE



Wakia Auliya. She was born in Belopa on January 22nd, 2000. Her father's name is Martin Kanude and her mother's name is Masna. She is the first child in her family, and she has two sisters. She started her study at Elementary school 26 Balo-balo in 2006 and graduated in 2012. After that, she continued her study at Junior High School Number 1 Belop and graduated in 2015. Then, she continued her study at Senior High School Number 1 Belopa and graduated in 2018. After that, she continued her study at the State Islamic of Palopo (IAIN) Palopo and choosed a major English Language Education Study Program. She composed the thesis entitled "Designing Crossword Puzzle Book to Increase Students' Vocabulary for the Seventh Grade Students At MTs. SA. Islam Wathaniyah Cimpu".

Contact Person: wakiaauliya290@gmail.com

