

THE USE OF CROSSWORD PUZZLE AS A GAME IN THE ENGLISH LEARNING CLASSROOM

THESIS

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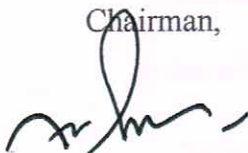
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ABSTRACT

This research is entitled “The Use of Crossword Puzzle as a Game in the English Learning Classroom”. The aims of this research were to find out how to use crossword puzzle as a game in the English learning classroom and to find out whether using crosswords puzzle as learning strategy can increase students’ interest or not. This research was conducted at SMP Negeri 14 Banda Aceh. In this research, the writer used quantitative research. The writer used purposive sampling technique to determine the sample. The researcher chose class VIII A as sample which consisted of 13 students. In collecting the data, the writer used test and questionnaire. The result of test showed the score the participant increase as many as 13%. The result of this research almost students strongly agree (92%) of crossword puzzle can be used as a game and can also increase students’ interest in the English learning classroom.

Keyword : Crossword Puzzle, Game

CHAPTER I

INTRODUCTION

A. Background of Study

English becomes more important in Indonesia as it is use for different purposes, such as teaching, cultural and others. In Indonesia, English is a one of foreign language which is taught in elementary, junior and senior high schools. Teaching English is one of activities in the classroom. But in term of teaching English, many student are still confused and get bored in classroom.

In my view, some junior high school students when study in classroom, they are very confused and also their interest in learning is still very low, especially in the English subject. Sometimes they do not understand what the teacher said. Moreover, students still have difficulty communicating using English. And can make students lazy to learn English. Students do not pay attention when the teacher is explaining material in classroom. In addition, they only remain silent if the teacher asks questions in English. Therefore, The writer need to apply a fun method. so that it can make students interested in learning.

However, there are some games that can build the interest of students in English learning. One kind of game that writer wants to apply in the English learning classroom is crossword puzzle. By applying crossword puzzle the writer hopes that it can be effective for student to increase interest in English subject.

Moreover, Njoroge, Ndung'u and Ganthigia define that “the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary”¹. This means that crosswords will motivate students to solve puzzles by making students more understanding and easier to remember, so that students do not easily forget the material that has been taught.

According to Nurhayati “Game is one of methods that could render students feel that certain words are important and necessary”². There are many games which can be used in teaching learning process. Games are very enjoyable for students in learning foreign language. There are several kinds of spelling game, such spin and spell, count on spelling, and crossword puzzle. In this study, the game that is used is Crossword puzzles, because it is popular enough in Indonesia. Game is an activity which is entertaining and engaging, often challenging and also in which learners play and interact with others. This activity is way to help students not only enjoy and entertain with the language they learn but practice it incidentally.

¹ M.C., Njoroge, Ndung'u, R.W., and Ganthigia. 2013. *International Journal of Current Research Vol. 5(2), 313- 321*: The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary Schools. Nairobi: Resources for Education. Available on: <http://www.journalcra.com/article/use-crossword-puzzles-vocabularylearning-strategy-case-english-second-language-kenyan-second>

² Dwi Astuti Wahyu Nurhayati, *Improving Students ' English Pronunciation Ability through Go Fish Game and Maze Game*. (Dinamika Ilmu, 2015), p. 221.

Crossword puzzle plays on words that usually takes the form of a series of empty spaces in the shape of black and white squares. The objective of the game is to fill in the white boxes with letters, forming certain words or phrases, by completing clues that lead to certain answers. Black or any others color, squares are usually used to separate different words or phrases. Crossword puzzle involves active students participation since learning activities begin. Students are invited to participate in all learning processes, not only mentally but also physically.

With this, students will feel a more pleasant atmosphere so that learning outcomes can be maximized. According to Brown, “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice”³. It means that finally there will be a change as the result that is gotten through continuous process.

Therefore, writer can say that the knowledge gotten by the students or learners will last for long time if it is gotten by practicing whether it is by study, experience, or instruction, so finally the knowledge can give effect to their behavior.

³ H.Douglas Brown, *The principle of language learning and teaching*. (New Jersey: Prentice Hall 2000), p.7.

Additionally, the crossword puzzle is a learning strategy to review the material that has been submitted. This review is useful to make it easier for students to remember what material has been delivered. Thus, student are able to achieve learning objectives in cognitive, affective and psychomotor aspects.

B. Terminology

1. Crossword Puzzle

According to Salen & Zimmerman “A puzzle is a special kind of game in which there is a single correct answer or set of correct answer”⁴. In addition, Wharton in Rimbayanti affirmed that “A puzzle is still the most popular word game. It lies in the ease with which it can be constructed. The words are fun together horizontally and vertically. That puzzle is very simple to create in order to employ in the language classroom. By making a list of words which are your students should be familiar”⁵.

The crossword puzzle in this research is a media to help students in building and increasing interest in learning. It is a game in the English learning classroom that have been given by the researcher.

⁴ Katie salen & Eric zimmeman, *Rules of Play: Game Design Fundamentals*, (2004), p. 14.

⁵ D. Rimbayanti, *Teaching English Vocabulary using Puzzle Game at Seventh Grades of SMPN SATAP RIMBAKARYA. (STKIP Siliwangi.,Bandung : 2016)*, p . 16.

2. Game

Ersoz says “that game are highly motivating because they are amusing and interesting”⁶. From that description, it can be concluded that the games can be used in every field the relating to the English. In addition, according Ali “the game is an activity that you do have some fun”⁷. Such a game should be enjoyable, convenient, comfortable, and interesting usually this situation will invite students to concentrate on learning activities.

C. Research Questions

Based on the background above, the focus problems of this research are :

1. How is the use crossword puzzle as a game in the English learning classroom ?
2. Can Crosswords Puzzle increase students’ interest in English subject ?

⁶ Aydan Ersoz, From Six Game For The EFL/ESL classroom, The Internet TESL Journal, vol, VI, on june 2000.

⁷ Ali Sorayaie Azar, The Effect Of Game On EFL Learners’ Vocabulary Learning Strategies, International Journal Of Basic And Applied science, vol. 01, No.02 Oct 2012, p. 253.

D. The Aims Of Study

The aims of this research are :

1. To find out how to use crossword puzzle as a game in the English learning classroom.
2. To find out whether using Crosswords Puzzle as learning strategy can increase students' interest or not.

E. Research Methodology

1. Research Design

In this research, the writer used quantitative research. According to Creswell “quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures”⁸.

2. Technique of Data Collection

1. Test

According Widoyoko , “ the test is defined as a number of statements that must be responses with the aim of measuring the level of one's ability or uncover aspects of the person subjected to the test”⁹.

⁸John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (London: Sage, 4 Edition, 2014), p.32.

⁹ S. Eko putro Widoyoko, *Evaluasi Program Pembelajaran: Panduan Praktis bagi Pendidik dan Calon Pendidik*, (Yogyakarta: Pustaka Pelajar, 2009), p. 45-46

According to Arikunto, “the test is a series of questions or exercises as well as other tools used to measure skill, knowledge, intelligence, capabilities or talents possessed by individual or group”¹⁰.

To get the data, the writer preceded a test consisting of a pre-test and a post-test. The function of the pre test is to determine the student's interest in learning before applying the crossword puzzle. And the post test function is to determine the increase in student interest after implementing crossword puzzles. The pretest delivered to the students at the first meeting and posttest at the last meeting.

2. Teaching

In this research, the writer entered the class three time. The firstly, the writer taught material about animals. Secondly, the writer teached material about part of the body And thirdly, writer gives material to students about fruits and vegetables.

3. Questionnaires

As explained by Widoyoko, “a questionnaire is a data collection method that is carried out by giving a set of written statements or question to respondents to respont according to

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 193.

user request”¹¹. And the questionnaires in this research were to determine wheter to use crossword puzzle as a game in the English learning classroom.

Questionnaire is a list of questions used by researcher to get data from the students directly through a process of communication or ask questions. The writer shared questionnaires to students to find out the opinion of students about the crossword puzzle. The questions are asked in the form of closed questions which are the alternative answers have been provided by researchers. This method is often considered effective because respondents can set a check mark (✓) in the provided column. The writer provided ten questioning that must be filled in by the students.

3. Technique of Data Analysis

Analysis Quantitative research method is a method used to answer research problems related to data in the form of numbers and statistical programs.

¹¹ Eko Putro Widoyoko, *Teknik Penyusunan Instrument penelitian*, (Yogyakarta : pustaka pelajar, 2016), p.33.

1. Analysis of Questionnaire

In this research, the writer used a likert scale. This measurement scale is a measurement scale has a gradation from very positive to very negative. research scale used to measure attitudes and opinions. With this Likert scale, respondents are asked to complete a questionnaire which requires them to indicate their level of agreement with a series of questions. The questions or statements used in this research are usually referred to as research variables and are determined specifically by the researcher.

2. Analysis of Test

Data analysis was carried out in several stages. For the test, the researcher starts by checking the answers given by the students. After that, he classified the right and wrong answers. Then calculate the percentage of error on each topic using a formula :

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage of answers

F = Frequency of answer

N = Total frequency

The grammar unit which has the highest percentage of errors is considered the hardest element for students. While the qualitative data from the interview results were analyzed by looking at the students' answers to each question and using procedures to classify the data into several categories. After the factors affecting the difficulty have been disclosed, the researcher includes those descriptions so that they can be clearly understood.

F. Population And Sample

According to Arikunto, “population is the whole object research”¹². Research only can be done for a limited population. The population of this study was the second grade students of state junior high school 14 Banda Aceh.

According to Sugiyono, “the sample is part of the amount and characteristic possessed by this population”¹³. In choosing sample, the writer used purposive sampling technique. The purposive sampling technique was determined by certain consideration. The sample in this research were students of class VIII A. The writer chose class VIII A students, because they acted as intermediaries from class VII and class IX. Class VII students have just completed basic education so it is possible that are still innate traits at the time. Meanwhile, class IX students must prepare for the national exam. Therefore , the writer will examine junior high school class VIII-A student.

¹² Suharsimi Arikunto, *”prosedur penelitian suatu pendekatan praktik”*, (edisi revisi VI, JAKARTA : Rineka Cipta,2006), p. 130.

¹³ Sugiyono, *Metosde Peneltian Kuantitatif Kualitataif dan R&D*. (Bandung : ALFABETA, 2008), p.118.

CHAPTER II

LITERATURE RIVIEW

A. Crossword Puzzle

Franklin et al states that “crossword puzzles game can significant increase students’ motivation and students’ interest in the topic at hand. The researcher delivered the crossword puzzle games with group work among the students to build their interaction”¹⁴. A crossword puzzle is a puzzle game which normally takes the form of asquare or a rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.

Moreover, according to Sabiqoh “that crossword puzzle is effective teaching tool of terminology, definition, spelling, and pairing key concepts with related names, resulting in greater retention and memorization of facts”¹⁵. In line, Crossword puzzle according Dhand “as a puzzle with sets of squares to be filled in with words/ numbers, one letter/ number to each square”¹⁶.

¹⁴ Franklin, S., Peat, M., & Lewis, A. Non-Traditional Interventions to Stimulate Discussion: The Use of Games and Puzzles. *Journal of Biological Education* (2003), 37(2), 76-82.

¹⁵ Sabiqoh, N. *Teaching Vocabulary By Using Crossword Puzzle At The Fifth Semester Of The Seventh Grade Students of MTS Ma'arif Nadatul Ulama Mataram*. A Thesis. (2016).

¹⁶ Dhand, H. *Techniques of Teaching*. (New Delhi: APH Publishing 2008), p. 55.

The goal is that the using of crossword puzzle in English learning classroom to be filled with letters both horizontally and vertically (across and down) in relation to numbered clues (the definitions). It means that to fill the crossword puzzle the students have to pay attention with the number for horizontally and vertically as clues. There are some characteristics that can be found in teaching using crossword puzzle, according to Paul, they are:

- a. The crossword puzzle is a popular games using words that has been learnt by children.
- b. The clues of crossword puzzle can be a picture, definition or sentence based on the student level.
- c. Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid”¹⁷.

Meanwhile, according to Burston crossword puzzle normally is written in capital letters in grid, though lower case is equally possible. Besides the clues of crossword puzzle should be familiar for students or has been learnt by them.

1. The Kind of Crossword Puzzle

According to Widyasari “there are some kinds of crossword puzzles that can be performed in the process of teaching and learning vocabulary in the classroom using crossword puzzle game, those are:

¹⁷ Paul Donald Maclean. *Teacibg English to Children in Asia*. Longman. (2003).

a. Oral Puzzle.

It is a puzzle that is giving oral by teachers, and students are given only an empty crossword puzzles without a clue. Give instructions orally can train hearing students. Tell students to fill out what they could and then repeat the instructions again until they understand

b. Picture Puzzle.

It is a puzzle using the picture as a clue. And only give the students the puzzle without the clues. For each clue, replaced with pictures. It works very well with a unit which embroiled many new vocabulary.

c. Object Puzzle.

It is the crossword where inside the object is written a clue. give a blank puzzle without a hint to the student. The goods placed around the room, each given a labeled with the prompts number. Then the students are asked to go around at different stations; allow them to pick up the objects as they complete the puzzle”¹⁸.

2. The Procedure of Presenting Crossword Puzzle

According lee “In presenting crossword puzzle, the teacher can do the various ways. The procedure of presenting crossword puzzle must make the students are interested to do the crossword puzzle. The various procedures are possible.

- a. The teacher gives the same crossword for each student. They solve individually with the help of written clues.
- b. The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.

¹⁸ Zunita Widyasari. *The use of flashcards to improve vocabulary (A Classroom Action Research for the Fourth Year Students of MI Duren Bandungan in the Academic Year of 2009 / 2010)*. State Islamic Studies Institute (Stain) Salatiga. (2010). P, 20

- c. Teacher gives crossword puzzle for all of students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answer to finish their crossword in their group.
- d. The teacher writes crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group come to the board and writes the words in one by one”¹⁹.

Furthermore, the teacher can be creative in presenting crossword puzzle. For example, the teacher divides the class into groups. Then the teacher gives the same crossword for each group. The group who finished in the first time and all of the answer is right will be given a point. It can be more interesting, if there is a prize for the winner.

In addition, crossword puzzle consists of a crossword and clues. The clues are the guidance for solving crosswords puzzle. According to widyasari “there are three kinds of clue:

- a. Picture The clue is consisting of picture which shows something, so the learner can guess the word. For example:



What animal is this? (The answer is rabbit)

¹⁹ Lee Su Kim, *Creative Games for Language Class, English Teaching (Forum, January, 1963)*. P. 135.

b. Definition

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

c. Sentences completion

This clue is consisting of sentence in which the answer is by fill the missing word. For example: My father's brother is my (The answer is uncle)²⁰.

According to Plaister in Rimbayanti there are some advantage of crossword puzzle that can be taken, namely:

1. Learning vocabulary by doing, because doing action would be more meaningful and motivating students.
2. By doing puzzle, students are trained to involve in the problem solving.
3. It is interesting and challenging for students. It can avoid students' boredom of
4. monotonous learning. In this case, puzzle tries to increase students' attention, their lesson materials and this procedure better learning.
5. The puzzle in group or classroom discussion students is trained to be more critical thinking.
6. The puzzle in group will make the students feel fun, enjoy in their learning English. This is meaningful and helpful for students' in learning English. It can encourage students' to participate in their learning English²¹.

²⁰ Zunita Widyasari. *The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year (2009/2010)*

²¹ Rimbayanti, D. *Teaching English Vocabulary using Puzzle Game at Seventh Grades of SMPN SATAP RIMBAKARYA*. (STKIP Siliwangi Bandung 2016), p. 17.

B. Game

1. The Purpose of Game

There are many methods and techniques to make teaching English - learning a fun and engaging process. One of them is by using games. According to Gerlach and Ely “game simplified, operational model of real-life situations that provides students with representative participation in a variety of roles and events”.²² Whereas Hadfield claims that “games are activities with rules, objectives, and elements of fun”²³. A game has many benefits for language learning. It offers students a fun and relaxed learning atmosphere. Uberman said “After learning and practicing new vocabulary, students have the opportunity to use language in a way that is not stressful”²⁴.

Games are also motivating because they are both fun and challenging. It introduces an element of competition to language building activities. Prasad said “this provides a valuable stimulus for deliberate language use”²⁵.

²²Gerlach and Ely. *Teaching and Media: A Systematic Approach* 2 nd Ed. Englewood Cliffs. (New Jersey: Arizona State University. Prentice Hall Inc,1980), p. 380-381.

²³ Hadfield, J. *Elementary communication games*. (Longman: Addison Wesley Longman Ltd, 1995), p. 5.

²⁴ Uberman, A. *The Use of Games: for Vocabulary Presentation and Revision*. (English Teaching Forum, 1998), 36 (1): 20. Retrieved November 12,2010 from <http://exchanges.state.gov/forum/vols/vol36/no1/p20.html>.

²⁵ Prasad, U. *Achieving Communicative Competence In English*. (India's National Newspaper July, 29.2003) . Retrieved November 12,2010 from <http://www.hindu.com/thehindu/edu/2003/07/29/stories/2003072900010200.html>

learners concentrate and think intensively during the learning process, which increases the acquisition of unconscious inputs. An action research conducted according to Huyen and Nga students said that they liked the relaxed atmosphere, namely competitiveness, and the motivation that games bring to the classroom. On the effectiveness of games, Huyen & Nga said that “students seem to learn more quickly and retain learning material better in a stress-free and comfortable environment”²⁶.

Andrew et al mention “game is an activity which is entertaining enganging, often challenging and also in which learners play and interact with others”²⁷. This activity is a way to help student not only enjoy and entertain with the language they learn but practice it incidentally. According to David & Rebecca “game has some purposes:

- a. Physicall activity : to relase physical and nervoust tension and to promote mental alertness by breaking the routine of drills.
- b. Enjoyment : to create a climate of fun and interest that will help the students look forward to their English lesson.
- c. Cultural content : to use game as a way of repealing general pattern of culture that should add to the student’s graps oh the ways of English speaking people.
- d. Language learning : to serve as an adjust to the technique of teaching grammar and sound system of the new language”²⁸.

²⁶ Nguyen & Nga. *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*. The Asian EFL Journal, December 2003. Retrieved November 12,2010 from http://www.asian-efljournal.com/dec_03_sub.Vn.html

²⁷ Andrew Wright, et. al, *Games for language learning*, Third Edition, (Cambridge : Cambridge University Press, 2006), p. 1.

²⁸ David Croocal & Rebecca L. Oxford. *Simulation gaming and language learning*, (New York : Newburry House Publisher 1990), p. 11.

Moreover, Lee Su Kim said “on a statement that the use of games in the classroom is:

- a. Games are helpful to ice-breaking the students’ boredom at the language class.
- b. Games are challenging for the students also for the teachers
- c. Games are useful to boost the students’ willingness of learning the language.
- d. Games are motivated the students to apply it in their daily life.
- e. Games create a meaningful context for the use of language”²⁹.

Peter said “some characteristics of game should be fun and entertain, intrinsically, motivating, and worth playing for the students”³⁰. Furthermore, there are many opinions supporting the idea using games in English learning classroom. Games are helpful because they can make students feel that certain words are important and necessary. Besides, the use of game can increase students’ motivation in learning.

2. The Advantages of Games

Wright “points out some advantages of games in his book.

- a. Games help and encourage many learners to support their interest and work.
- b. Games also help the teacher create contexts in which the language is useful and meaningful. Students want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.
- c. Many games make language items more conventional.

²⁹ 20 Lee Su Kim, *Creative Games for Language Class, English Teaching (Forum, January, 1995).*

³⁰ 21 Peter J. Rainbow and Richard B. Baldauf, Jr., *Too Much Work and No Play Make Chris a Dull Boy*, (TESL Reported, Vol.26 No.1, 1993), p. 10.

- d. By making language convey information and opinion, game working of language as living communication.
- e. Games can provide intense and meaningful practice of language”³¹

Additionally, according to Lee Su Kim “there are many advantages of using game in the classroom.

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort learning.
- d. Games provide language practice in the various skills such as speaking, writing, listening, and reading.
- e. They encourage student to interact and communicate
- f. They create a meaningful context for language use”³².

C. Crossword Puzzle as a Game

In the definition above shows that crossword puzzle is a game. In our daily live, It can be an exercise our mind which is done in our free time as a filler. In teaching learning process, it can be a game which helps the students increase interest in learning.

³¹ Andrew Wright, et. al, *Games for language learning*, Third Edition, (Cambridge : Cambridge University Press, 2006), p. 2.

³²Lee Su Kim, <http://www.teflgames.com/why.html>. *Creative Games For The Language Class*, ‘Forum’ Vol. 33 No. 1, january-march 1(995), p. 35

Furthermore, the statement below will show that crossword puzzle is one kind of games. Widyasari said “there is the type of games that usually called fillers. These are not mainly games, but they are activities, which can be turned into games by incorporating the competitive element to them, they consist of:

- a. Quizzes are not games as their name indicates; however, games can become quizzes. One of the purposes of games is for the teacher to evaluate students' knowledge. They are generally used in an end-of-lesson activity to check student's retention.
- b. Riddles, whose main goal is to develop students' listening or reading comprehension. It can improve students' vocabulary too. For Example, the teacher said, “What do we use to cut our meat? “Write down your answer on your paper”. (the answer is knife)
- c. Crossword puzzles, which are mainly focused on vocabulary and spelling practice. Crossword puzzle can improve the students' vocabulary by filling the words in the clues and reading the clues of crossword puzzle. Sometimes, the teacher gives the clues of crossword puzzle orally, so the students listen and write down the clues. It can train the students' spelling and listening”³³.

³³ Zunita Widyasari. *The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year (2009/2010)*

D. The Use of Crossword Puzzle as a Game in English Learning Classroom

The crossword puzzle is still the most popular word game. It lies in the ease with which it can be constructed. The words are run together horizontally and vertically Wharton stated that “crossword puzzle for use in the language classroom is really quite easy to create”³⁴. First, make a list of words with which your students should be familiar. Then, search for a letter common to two words and you are off. Widyasari explained The puzzle forms may be used in several ways:

- a. The students find animals, colors, or plants in the puzzle.
- b. The students find certain parts of speech: verb, noun, preposition, etc.
- c. Other categories may include the names of the days, the week, months, school subjects
- d. The student finds proper nouns: cities, states, countries, famous people, etc.
- e. The student finds certain kinds of activities: trades, professions, sport, hobbies, etc”³⁵.

This game can be done in individual, in pair, or in groups. The teacher gives a copy of the “crossword puzzle” and explains the rules, such as students have to complete it as quickly as possible. For the individual game, the student who can complete it first is the winner and gets the good point from the teacher.

³⁴ Wharton K. A. *How many receptors does it take ? BioEssay 17 (1): 13—16. (Export to RIS) (1995), p. 48.*

³⁵ Zunita Widyasari. *The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year 2009/2010)*

In pair work or group, the winner is the pair or group who can complete it first. All of the winners will have prizes from the teacher. It makes this game to be more attractive. The use of crossword puzzle game in learning is one of the alternative techniques to help the students increase interest in learning.

Moreover ,according to Scrivener “crossword puzzle can be one of activities in practicing vocabulary which can help the students to be more familiar with the words, recognize the words, manipulate and remembering the words”³⁶.

E. The Students’ Motivation

Harmer mention “Motivation is same kind of internal drive which pushes someone to do things in order to achieve something”³⁷. According to Brown “Motivation is probably the most often used catch all item for explaining the success or failure of virtually any complex task”³⁸. Motivation is commonly thought of an inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities.

³⁶ Scrivener J. *Learning teaching*. A guidebook for English language teacher . (Oxford : The Bath Press 1994), p. 83.

³⁷ Jeremy Harmer. *How to teach English*. (London : Longman, 1998), p. 105.

³⁸ Brown H Douglas. *Principle of language learning and teaching*. (London : Longman, 1980),

Motivation is one of internal factor that can make students to do something seriously in order to they can achieve what they want. The students' achievement in English learning is influence by student's motivation. Students who complain that they cannot remember what they read sometimes are not motivated. Therefore they have less vocabulary and they are lazy to learn English.

Furthermore, the teacher's motivation has an influence too for the successful in teaching learning process. The teacher must be motivated in teaching the students. It is better that teacher can improving the students' motivation in learning process. The teacher must make the students are interested in learning process. So the students will feel enjoy in learning English.

The teacher and students have an influence in teaching learning process. If they were highly motivated, so they really wanted to learn and they had powerful reasons for doing so, the desire to learn can come from many causes. Perhaps the students love the subject or are simply interested to see what it is like. On the other hand, they may have a practical reason for their study. In second language learning to claim that a learner will be successful with the proper motivation.

Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. The motivation that brings students to the task of learning English can be effected and influenced by the attitude of a number of people. According to Widyasari “Some sources of motivation of the students are:

1. The society where the students live in

Outside any classroom there are attitudes to language learning and the English language in particular.

2. Significant others

Apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them.

3. The teacher

A major factor in the continuance of a student's motivation is the teacher.

4. The method

Method is vital that both in the teacher and students have some confidence in the way teaching and learning take place. The students who are motivated will easier to learn than the students who are not motivated”³⁹. Therefore learner must improve their motivation to get the better result in learning. Widyasari said “There are ways to enhance intrinsic motivation in the classroom:

1. Arouse interest

It is important to convince students of the importance and interest level of the material that is about to be presented, to show that the knowledge to be gained will be useful.

2. Maintaining curiosity

A skilful teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson. The use of demonstrations helps to make students want to understand.

³⁹ Zunita Widyasari. The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year 2009/2010)

3. Use a variety of interesting presentation modes

The motivation to learn is enhanced by the use of interesting materials, as well as by a variety in the way that material is presented. For example a teacher can use films, guest speakers, demonstrations and so on, in order to maintain interest in a subject. However, all of these different materials need to be carefully planned and should all focus on the course objectives and complement each other.

4. Help students set their own goals

People will work harder for goals that they have set for themselves, than if they were set by others.

5. Express clear expectations

Students need to know exactly what they are supposed to do, how they will be evaluated, and what the consequences of success will be. Failure often stems from confusion about what was asked of them.

6. Provide clear feedback

Feedback can serve as an incentive. It can be an adequate reward in some cases. Feedback must be clear and specific and given close in time to the performance. It should be informative and motivational and help by giving them suggestions for future success.

7. Increase the value and availability of extrinsic motivators

Students must value incentives that are used to motivate them. For example, some students may not be all that interested in receiving teacher praise and grades, but might value notes sent home to parents, more recess time or special privileges⁴⁰.

⁴⁰ Zunita Widyasari. The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year 2009/2010)

CHAPTER III

RESULTS OF RESEARCH

A. A Brief Description of Research Location

1. The school and facilities

To obtain data, the writer conducted this research at SMP Negeri 14 Banda Aceh. It is located at Komplek Tzu Chi, Jln. Cinta Kasih Timur XI, Panteriek, Kec. Lueng Bata, Kota Banda Aceh. With school statistics numbers (NSS) / (NPSN) 201066104040 / 10105429. While this research was conducted on February, 2021. At SMP Negeri 14 Banda Aceh have adequate facilities to support education. Thus can be look in details in table.

Table 3.1 The Facilities of SMP Negeri 14 Banda Aceh

No.	The kind of room	Total	Condition
1.	Headmaster room	1	Good
2.	Teacher room	1	Good
3.	Classroom	12	Good
4.	Library	1	Good
5.	Laboratory	1	Good
6.	Computer room	1	Good
7.	Mosque	1	Good
8.	Multipurpose room	1	Good

9.	Administration room	1	Good
10.	Counseling guidance room	1	Good
11.	Student council room	1	Good
12.	Toilet	11	Good

2. The Teachers Condition

Teaching and learning activities can not be separated from the existence of the teacher. Without a teacher, learning is difficult to do, especially in the context of implementing formal education. Teachers have very important role in the implementasion of education to achieve the educational goals to be achieved. Teachers carry out education through learning activities by teaching students. Not only teaching, but also being creative are required to be done by teachers. To make the teaching-learning process more intresting and also challenge students to be able to think critically and increase student interest in learning. So, it can be easily accepted by students.

Therefore, the role of a teacher in the learning process is very dominant determining factor in education in general, because the teacher plays a role in the learning process, where the learning process is the core of the overall educational process. Moreover, SMP Negeri 14 Banda Aceh has competent as you can see in the table below :

Table 3.2 Teacher of SMP Negeri 14 Banda Aceh

No.	Name of the teachers	Position	Subject
1.	FemilliaElsa, S.Kh, M.Pd	Headmaster	Physics
2.	Suhainy, S. S.Pd	Teacher	Indonesian Language
3.	Nurlaila, S.Pd	Teacher	Biology
4.	Muhammad, S.Pd	Teacher	Physical Education
5.	Nur Maili, S.Pd	Teacher	Mathematics
6.	Manfarisyah	Teacher	Culture Art
7.	Iwan Birilm Mahbub, ST	Teacher	Culture Art
8.	Surayya Hasmi, S.Si	Teacher	Prakarya
9.	Sarah, S.Pd	Teacher	Biology
10.	Ida Setiawati, SP	Teacher	Mathematics
11.	Watini, SE	Teacher	Social Science
12.	Ridwan S.Ag	Teacher	Social Science
13.	Evasilvia, S.Pd	Teacher	English
14.	Fadliah, S.PdI	Teacher	Social Science
15.	Irawati	Teacher	Civic Education
16.	Desi Loviana, S.Pd	Teacher	Counseling guidance

3. The Students Background

A student is primarily a person enrolled in a school or other educational institution and who is under learning with goals of acquiring knowledge, developing professions and achieving easy employment at a particular field. And SMP Negeri 14 Banda Aceh has a total number of 164 students, with details as in the table as follow :

Table 3.3 Students of SMP Negeri 14 Banda Aceh

Grade level	Number	Male	Female	Number
VII	2	30	28	58
VIII	2	31	23	54
IX	2	23	29	52
Total	6	84	80	164

4. The English Curriculum

Curriculum is a collection of plans, objectives, learning materials, and even teaching methods that are used as guidelines by teacher for the achievement of the final goals of learning. Based on accurate data, the writer obtained data that at SMP Negeri 14 Banda Aceh used K-13 (curriculum 13).

5. The Subject of The Study

The subject of the study is the second grade of SMP Negeri 14 Banda Aceh. It is only one class with the total number of student are 13. But the students who participant in this research are 8 students (female 3 and male 5). The writer used initial for substituting the participants names, the students list detail as below :

Table 3.4 The Subject of The Study

No.	Name	Sex
1.	F P B	Female
2.	M F	Female
3.	M S	Female
4.	F A	Male
5.	K A F	Male
6.	M	Male
7.	M H D	Male
8	F	Male

B. Data Collection Procedures

In this research, the writer used quantitative research to obtain data. The instrument used in this research was a test consisting of a pretest-posttest and questionnaire. And to analysis the instruments, the writer used the Likert Scale. "Likert scale is a measurement method used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena⁴¹". The level of approval referred to in this Likert scale consists of 5 scale options which have a Strongly Agree to Strongly Disagree gradation. The 5 choices include Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. In order to be calculated in quantitative form, the answers of these respondents can be weighted or a Likert score as below :

Strongly Agree, rated 5

Agree, rated 4

Neutral, rated 3

Disagree, rated 2

Strongly Disagree, rated 1

⁴¹ Sugiono. *Metode penelitian kuantitatif, kualitatif, dan R&D*. (ALFABETA.2012), p. 93

C. Results

1. The Process of Teaching

The test is given to find out the extent of students' knowledge. The test consists of a pre-test and post-test. The pre-test was shared on February 15th 2021 at the first meeting. In the second meeting, the writer explained the material about crossword puzzle game. The materials explained are : the definitions, the kind of crossword puzzle, procedure for presenting crossword puzzle and the advantage of the game. Moreover, after students can understand the material provided by the writer, they can follow the learning process condusively.

The post-test is carried out at the closing stage of the learning activity. Therefore, the questionnaires was given on February 17th 2021 at the last meeting. Furthermore, the pre-test and post-test result can be see in the table as follow :

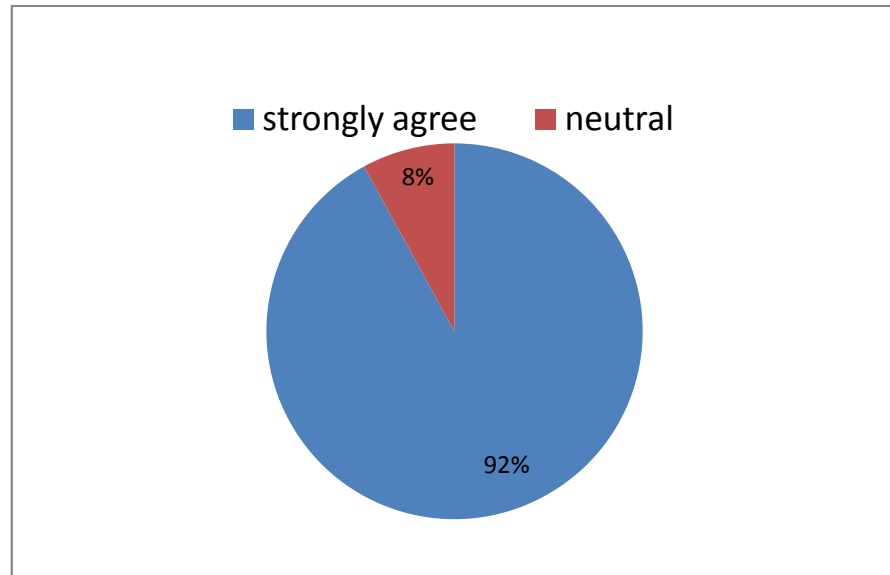
Table 3.5 Score Pre-Test And Post Test

Students	Score Pre-Test	Score Post-Test	Number	Precentage
1	73	81	8	12%
2	65	75	10	9%
3	70	88	18	16%
4	78	92	14	12%
5	60	70	10	9%
6	70	85	15	13%
7	75	90	15	13%
8	70	94	24	21%
			114	13%

Based on the table above, it can be explained the score before and after crossword puzzle game is applied. And it can be concluded based on the result from the table above the students score increased (13%).

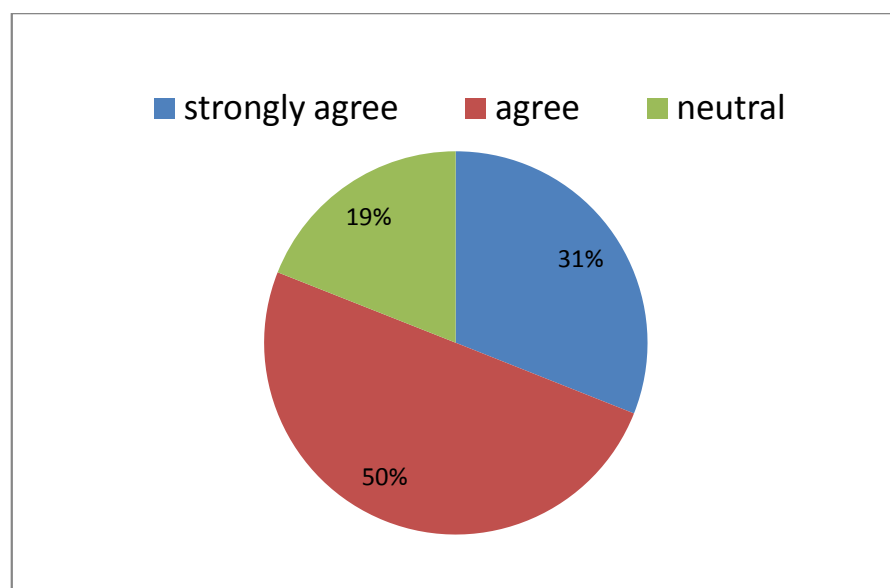
2. Analysis of Questionnaires

1. I like crossword puzzle games because they are very fun



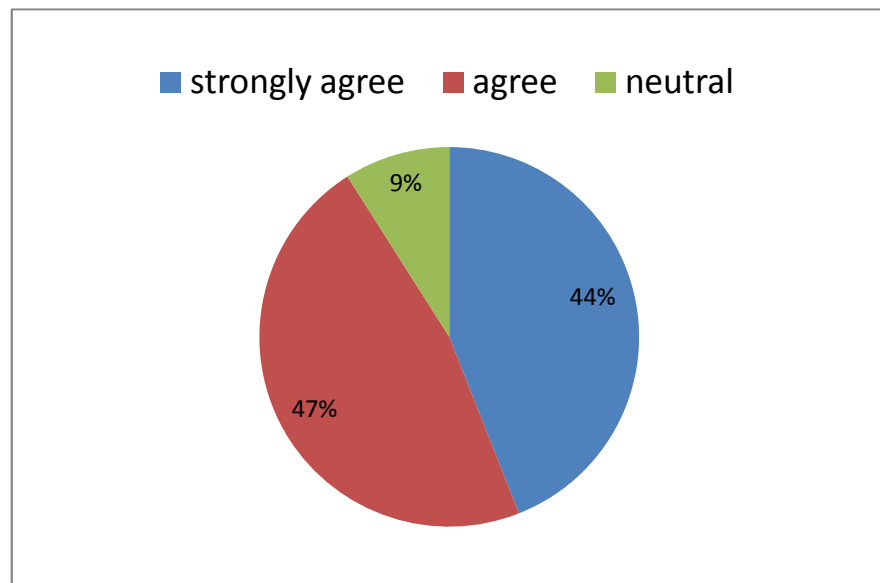
Based on the diagram above, 92% of the subject of the study agreed to this statement. While the rest 8% of them were in neutral position.

2. The crossword puzzle is a very challenging games



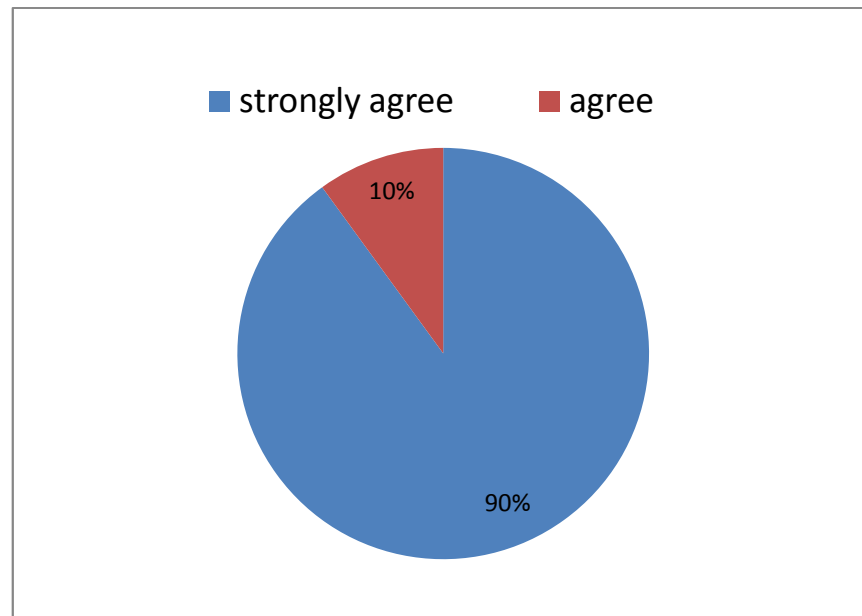
From the statement "the crossword puzzle is a very challenging games", 31% Of the respondents strongly agreed to this statement. Furthermore, 50% of them agreed, and 19% left went to neutral option.

3. The crossword puzzle can help student to think critically



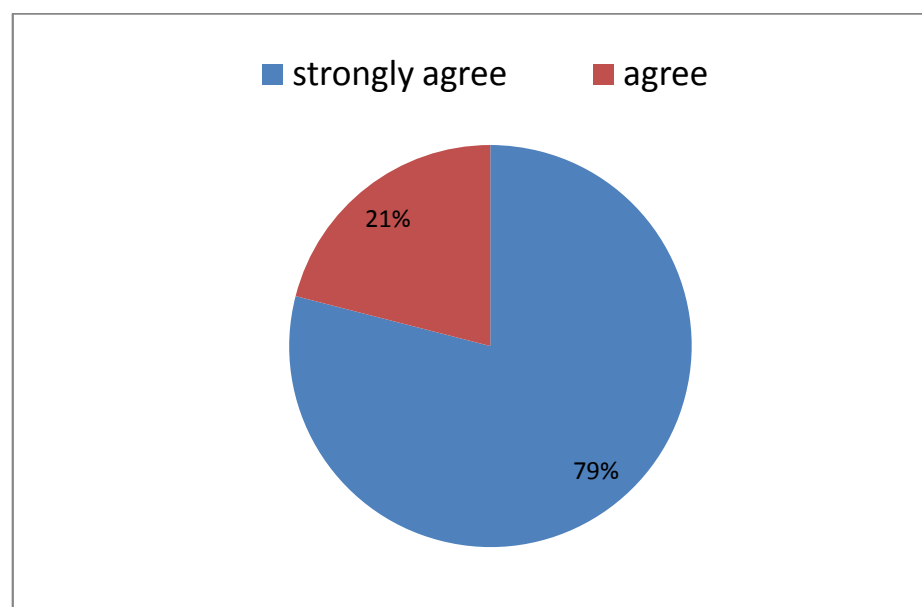
It can be seen in the diagram above that, 40% of the subject strongly agreed to the statement of the crossword puzzle can help students to think critically. The rest 47% and 9% of them reffered to agree and neutral.

4. The crossword puzzles can help me improve vocabulary



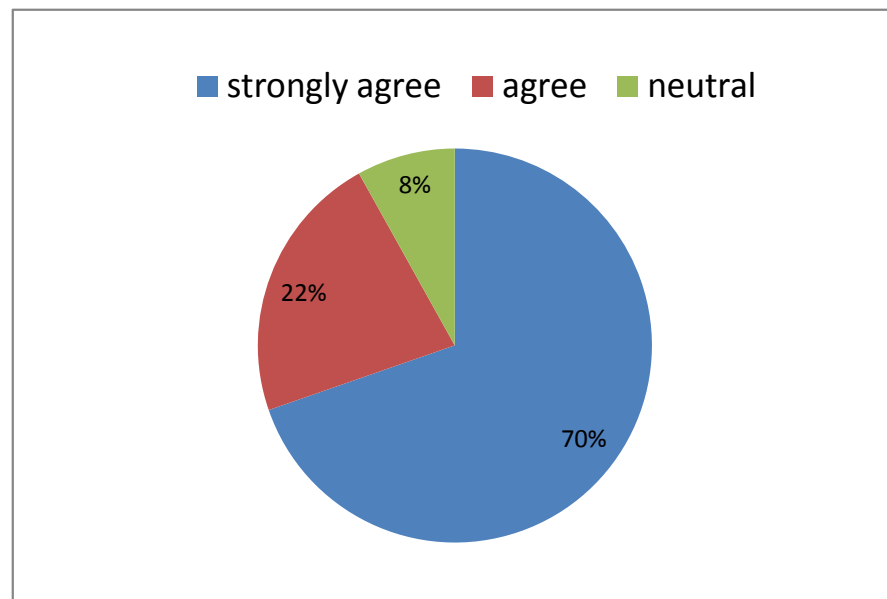
According to the data above, almost of the respondents, in total 90% of them, chose strongly agree option. While the rest 10% chose agree option and none of them chose neutral position.

5. Learning English requires media to make it easier for studentds



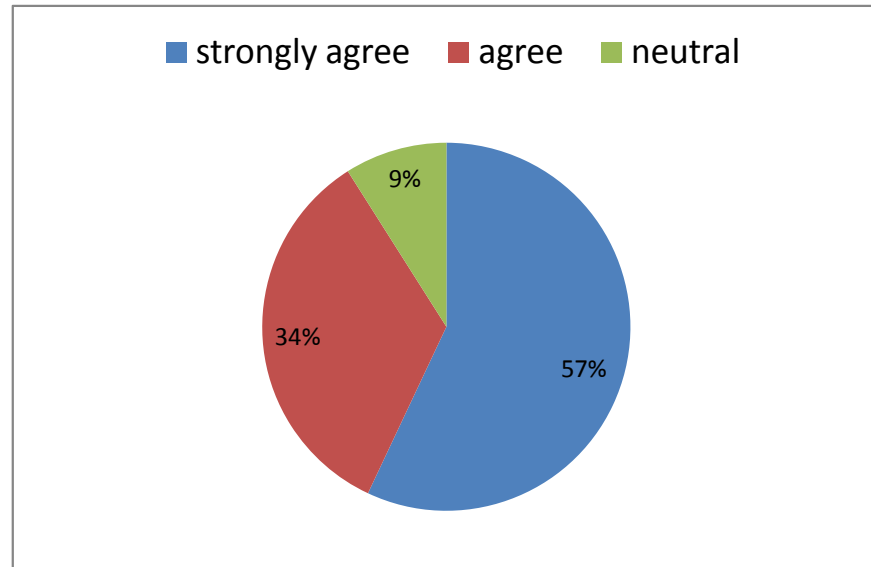
From the diagram above, it can be mentioned from the statement that 92% of the subject selected strongly agree point, while 8% of them selected agree point.

6. I am Excited to learn English in classroom because of the games



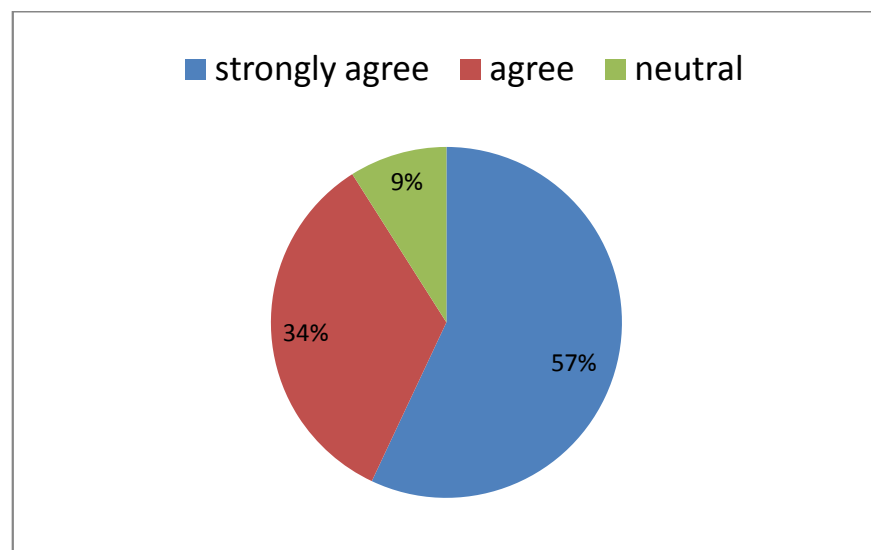
From the above chart, the writer concluded that 70% from the total percentage of the respondents strongly agreed with the statement number 6. Moreover 22% and 8% of them chose agree and neutral options.

7. By doing puzzle, students are trained to involve in the problem solving



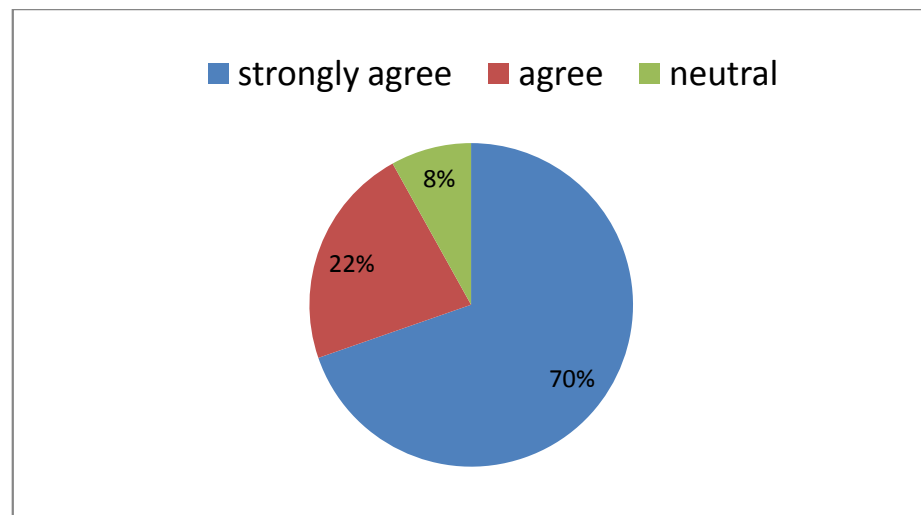
From the diagram above, as many as 57% from the participants were in strongly agree position. While 34% and 9% of them chose agree and neutral option.

8. The crossword puzzles can improve learning concentration



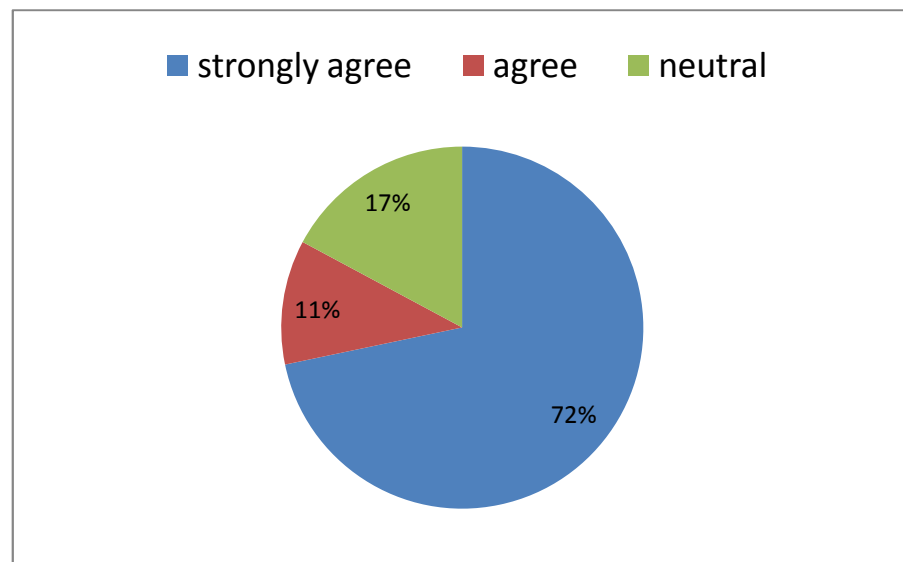
From the diagram above, it can be seen that the participant divided into 3 parts. They agreed to the statement, in total percentage 57%, besides 34% and 9% of the participants went to agree and neutral part.

9. Crossword puzzle can increase students interest in learning english classroom



According to the chart above, from the statement, as many as 70% of the respondents selected strongly agree. Then, 22% of them agreed to the statement. While the rest 8% chose neutral option.

10. The crossword puzzle really help students in english learning classroom



From the above chart, 72% of the subjects of this research chose strongly agree, 11% of them agreed to this statement, and finally the 17% of them selected neutral option.

D. Discussion

This research was to determine whether the use of crossword puzzles as a game in the English learning classroom or not. And also to find out whether crossword puzzles can increase students' interest in learning in English classroom.

In general, the purpose of using instructional media is to assist teachers in conveying messages or subject matter to students, hence messages are easier to be understood, more interesting, and more enjoyable to students. Meanwhile, specifically the learning media is used with the aim of : providing a different and varied learning experience to stimulate students' interest in learning. Cultivate certain attitudes and skills in the field of technology. According to situmorang “creating learning situations that are not easily forgotten by students. Also to bring about an effective learning situation. And to provide motivation to learn to students”⁴².

From result pre-test and post test it can be explained the score before and after crossword puzzle game is applied. And it can be concluded based on the result from the table above the students score increased (13%).

⁴² Situmorang. *Tujuan Penggunaan Media Pembelajaran*. Tersedia: (2009). On february <https://sites.google.com/a/students.unnes.ac.id/pus/page-1/tujuan-penggunaan-media-pembelajaran>.

From the questionnaires that has been filled in by the students, the results can be seen from the previous diagrams. It can be explained this statement “I like crossword puzzle games because they are very fun. 92% of the subject of the study agreed to this statement. While the rest 8% of them were in neutral position. Then, From the statement "the crossword puzzle is a very challenging games", 31% Of the respondents strongly agreed to this statement. Furthermore, 50% of them agreed, and 19% left went to neutral option.

However, 40% of the subject strongly agreed to the statement of “the crossword puzzle can help students to think critically”. The rest 47% and 9% of them reffered to agree and neutral. This statement “the crossword puzzles can help me improve vocabulary”, almost of the respondents, in total 90% of them, chose strongly agree option. While the rest 10% chose agree option and none of them chose neutal position. From the “learning English requires media to make it easier for students”, it can be mentioned from the statement that 92% of the subject selected strongly agree point, while 8% of them selected agree point.

Furthermore, From the “I am excited to learn English in classroom because of the games”, the writer concluded that 70% from the total percentage of the respondents strongly agreed with the statement number 6. Moreover 22% and 8% of them chose agree and neutral options.

Therefore the statement “by doing puzzle, students are trained to involve in problem solving”, as many as 57% from the participants were in strongly agree position. While 34% and 9% of them chose agree and neutral option. From the statement “the crossword puzzle can improve learning concentration”, it can be seen that the participant divided into 3 parts. They agreed to the statement, in total percentage 57%, besides 34% and 9% of the participants went to agree and neutral part. From the statement “crossword puzzle can increase students interest in learning english classroom”, as many as 70% of the respondents selected strongly agree. Then, 22% of them agreed to the statement. While the rest 8% chose neutral option.

Therefore, From the statement “the crossword puzzle really help students in English learning classroom, 72% of the subjects of this research chose strongly agree, 11% of them agreed to this statement, and finally the 17% of them selected neutral option.

Additionally, from the first research question, “ How is the use crossword puzzle as a game in the English learning classroom”. The total participants were motivational enough to have learning process. Present a sense of comfort for students in the classroom, it can also entertain students so they do not get stressed in learning English. While, for the second question “Can Crosswords Puzzle increase students’ interest in English subject”. From the data, it can be concluded that crossword puzzle could make students think dan challenge curiosity, as to as increase students’ interest in learning English.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

The are some results of the research that can be concluded, as follow :

1. The media of games in the process of English learning in the classroom is needed by students so that they do not get bored.
2. Crossword puzzle can also help students to think critically, increase learning concentration, also make it easier for students, and can help students solve problems in the teaching and learning process. And can increase students interest in learning in the English classroom.

B. SUGGESTIONS

From the results and conclusions of research at SMP Negeri 14 Banda Aceh in order to increase students interest in learning English in classroom, the writer wanted to suggest :

1. In applying the crossword puzzles game, the teachers need more preparation. In addition, the teachers must be able to determine and select topics that can be applied in crossword puzzles.
2. Teachers must apply learning methods that are appropriate to the process. The most important thing in choosing a method is to make students happy to learn in classroom and also be able to think critically. So that students gain new experiences, new concepts, and better skills.

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CHAPTER II

LITERATURE RIVIEW

A. Crossword Puzzle

Franklin et al states that “crossword puzzles game can significant increase students’ motivation and students’ interest in the topic at hand. The researcher delivered the crossword puzzle games with group work among the students to build their interaction”¹. A crossword puzzle is a puzzle game which normally takes the form of asquare or a rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.

Moreover, according to Sabiqoh “that crossword puzzle is effective teaching tool of terminology, definition, spelling, and pairing key concepts with related names, resulting in greater retention and memorization of facts”². In line, Crossword puzzle according Dhand “as a puzzle with sets of squares to be filled in with words/ numbers, one letter/ number to each square”³. The goal is that the using of crossword puzzle in English

¹ Franklin, S., Peat, M., & Lewis, A. Non-Traditional Interventions to Stimulate Discussion: The Use of Games and Puzzles. *Journal of Biological Education* (2003), 37(2), 76-82.

² Sabiqoh, N. *Teaching Vocabulary By Using Crossword Puzzle At The Fifth Semester Of The Seventh Grade Students of MTS Ma'arif Nadatul Ulama Mataram*. A Thesis. (2016).

³ Dhand, H. *Techniques of Teaching*. (New Delhi: APH Publishing 2008), p. 55.

learning classroom to be filled with letters both horizontally and vertically (across and down) in relation to numbered clues (the definitions). It means that to fill the crossword puzzle the students have to pay attention with the number for horizontally and vertically as clues.

There are some characteristics that can be found in teaching using crossword puzzle, according to Paul, they are:

- a. The crossword puzzle is a popular games using words that has been learnt by children.
- b. The clues of crossword puzzle can be a picture, definition or sentence based on the student level.
- c. Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid”⁴.

Meanwhile, according to Burston crossword puzzle normally is written in capital letters in grid, though lower case is equally possible. Besides the clues of crossword puzzle should be familiar for students or has been learnt by them.

1. The Kind of Crossword Puzzle

According to Widyasari “there are some kinds of crossword puzzles that can be performed in the process of teaching and learning vocabulary in the classroom using crossword puzzle game, those are:

- a. Oral Puzzle.

It is a puzzle that is giving oral by teachers, and students are given only an empty crossword puzzles without a clue. Give instructions orally can train hearing students. Tell students to fill out what they could and then repeat the instructions again until they understand

⁴ Paul Donald Maclean. *Teaching English to Children in Asia*. Longman. (2003).

b. Picture Puzzle.

It is a puzzle using the picture as a clue. And only give the students the puzzle without the clues. For each clue, replaced with pictures. It works very well with a unit which embroiled many new vocabulary.

c. Object Puzzle.

It is the crossword where inside the object is written a clue. give a blank puzzle without a hint to the student. The goods placed around the room, each given a labeled with the prompts number. Then the students are asked to go around at different stations; allow them to pick up the objects as they complete the puzzle”⁵.

2. The Procedure of Presenting Crossword Puzzle

According lee “In presenting crossword puzzle, the teacher can do the various ways. The procedure of presenting crossword puzzle must make the students are interested to do the crossword puzzle. The various procedures are possible.

- a. The teacher gives the same crossword for each student. They solve individually with the help of written clues.
- b. The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.
- c. Teacher gives crossword puzzle for all of students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answer to finish their crossword in their group.
- d. The teacher writes crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by

⁵ Zunita Widyasari. THE USE OF FLASHCARDS TO IMPROVE VOCABULARY (A Classroom Action Research for the Fourth Year Students of MI Duren Bandung in the Academic Year of 2009 / 2010). STATE ISLAMIC STUDIES INSTITUTE (STAIN) SALATIGA. (2010). p, 20

step with the class. The class is divided into groups and each group come to the board and writes the words in one by one”⁶.

Furthermore, the teacher can be creative in presenting crossword puzzle. For example, the teacher divides the class into groups. Then the teacher gives the same crossword for each group. The group who finished in the first time and all of the answer is right will be given a point. It can be more interesting, if there is a prize for the winner.

In addition, crossword puzzle consists of a crossword and clues. The clues are the guidance for solving crosswords puzzle. According to widyasari “there are three kinds of clue:

- a. Picture The clue is consisting of picture which shows something, so the learner can guess the word. For example:



What animal is this? (The answer is rabbit)

- b. Definition

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

⁶ Lee Su Kim, *Creative Games for Language Class, English Teaching (Forum, January, 1963)*. P. 135.

c. Sentences completion

This clue is consisting of sentence in which the answer is by fill the missing word. For example: My father's brother is my (The answer is uncle)⁷.

According to Plaister in Rimbayanti there are some advantage of crossword puzzle that can be taken, namely:

1. Learning vocabulary by doing, because doing action would be more meaningful and motivating students.
2. By doing puzzle, students are trained to involve in the problem solving.
3. It is interesting and challenging for students. It can avoid students' boredom of
4. monotonous learning. In this case, puzzle tries to increase students' attention, their lesson materials and this procedure better learning.
5. The puzzle in group or classroom discussion students is trained to be more critical thinking.
6. The puzzle in group will make the students feel fun, enjoy in their learning English. This is meaningful and helpful for students' in learning English. It can encourage students' to participate in their learning English⁸.

B. Game

1. The Purpose of Game

There are many methods and techniques to make teaching English - learning a fun and engaging process. One of them is by using games. According to Gerlach and Ely "game simplified, operational model of real-life situations that provides students with representative

⁷ Zunita Widyasari. The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year 2009/2010)

⁸ Rimbayanti, D. *Teaching English Vocabulary using Puzzle Game at Seventh Grades of SMPN SATAP RIMBAKARYA*. (STKIP Siliwangi Bandung 2016), p. 17.

participation in a variety of roles and events”.⁹Whereas Hadfield claims that “games are activities with rules, objectives, and elements of fun”¹⁰. A game has many benefits for language learning. It offers students a fun and relaxed learning atmosphere. Uberman said “After learning and practicing new vocabulary, students have the opportunity to use language in a way that is not stressful”¹¹.

Games are also motivating because they are both fun and challenging. It introduces an element of competition to language building activities. Prasad said “this provides a valuable stimulus for deliberate language use”¹². learners concentrate and think intensively during the learning process, which increases the acquisition of unconscious inputs. An action research conducted according to Huyen and Nga students said that they liked the relaxed atmosphere, namely competitiveness, and the motivation that games bring to the classroom. On the effectiveness of games, Huyen & Nga said that “students seem

⁹Gerlach and Ely. *Teaching and Media: A Systematic Approach* 2 nd Ed. Englewood Cliffs. (New Jersey: Arizona State University. Prentice Hall Inc,1980), p. 380-381.

¹⁰ Hadfield, J. *Elementary communication games*. (Longman: Addison Wesley Longman Ltd, 1995), p. 5.

¹¹ Uberman, A. *The Use of Games: for Vocabulary Presentation and Revision*. (English Teaching Forum, 1998), 36 (1): 20. Retrieved November 12,2010 from <http://exchanges.state.gov/forum/vols/vol36/no1/p20.html>.

¹² Prasad, U. *Achieving Communicative Competence In English*. (India's National Newspaper July, 29.2003) . Retrieved November 12,2010 from <http://www.hindu.com/thehindu/edu/2003/07/29/stories/2003072900010200.html>

to learn more quickly and retain learning material better in a stress-free and comfortable environment”¹³.

Andrew et al mention “game is an activity which is entertaining enganging, often challenging and also in which learners play and interact with others”¹⁴. This activity is a way to help student not only enjoy and entertain with the language they learn but practice it incidentally. According to David & Rebecca “game has some purposes:

- a. Physicall activity : to relase physical and nervoust tension and to promote mental alertness by breaking the routine of drills.
- b. Enjoyment : to create a climate of fun and interest that will help the students look forward to their English lesson.
- c. Cultural content : to use game as a way of repealing general pattern of culture that should add to the student’s graps oh the ways of English speaking people.
- d. Language learning : to serve as an adjust to the technique of teaching grammar and sound system of the new language”¹⁵.

Moreover, Lee Su Kim said “on a statement that the use of games in the classroom is:

- a. Games are helpful to ice-breaking the students’ boredom at the language class.
- b. Games are challenging for the students also for the teachers
- c. Games are useful to boost the students’ willingness of learning the language.
- d. Games are motivated the students to apply it in their daily life.

¹³ Nguyen & Nga. *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*. The Asian EFL Journal, December 2003. Retrieved November 12,2010 from http://www.asian-efljournal.com/dec_03_sub.Vn.html

¹⁴ Andrew Wright, et. al, *Games for language learning*, Third Edition, (Cambridge : Cambridge University Press, 2006), p. 1.

¹⁵ David Croocal & Rebecca L. Oxford. *Simulation gaming and language learning*, (New York : Newburry House Publisher 1990), p. 11.

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- e. Games create a meaningful context for the use of language”¹⁶.

Peter said “some characteristics of game should be fun and entertain, intrinsically, motivating, and worth playing for the students”¹⁷. Furthermore, there are many opinions supporting the idea using games in English learning classroom. Games are helpful because they can make students feel that certain words are important and necessary. Besides, the use of game can increase students’ motivation in learning.

2. The Advantages of Games

Wright “points out some advantages of games in his book.

- a. Games help and encourage many learners to support their interest and work.
- b. Games also help the teacher create contexts in which the language is useful and meaningful. Students want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.
- c. Many games make language items more conventional.
- d. By making language convey information and opinion, game working of language as living communication.
- e. Games can provide intense and meaningful practice of language”¹⁸

¹⁶ 20 Lee Su Kim, *Creative Games for Language Class, English Teaching (Forum, January, 1995).*

¹⁷ 21 Peter J. Rainbow and Richard B. Baldauf, Jr., *Too Much Work and No Play Make Chris a Dull Boy*, (TESL Reported, Vol.26 No.1, 1993), p. 10.

¹⁸ Andrew Wright, et. al, *Games for language learning*, Third Edition, (Cambridge : Cambridge University Press, 2006), p. 2.

Additionally, according to Lee Su Kim “there are many advantages of using game in the classroom.

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort learning.
- d. Games provide language practice in the various skills such as speaking, writing, listening, and reading.
- e. They encourage student to interact and communicate
- f. They create a meaningful context for language use”¹⁹.

C. Crossword Puzzle as a Game

In the definition above shows that crossword puzzle is a game. In our daily live, It can be an exercise our mind which is done in our free time as a filler. In teaching learning process, it can be a game which helps the students increase interest in learning.

Furthermore, the statement below will show that crossword puzzle is one kind of games. Widyasari said “there is the type of games that usually called fillers. These are not mainly games, but they are activities, which can be turned into games by incorporating the competitive element to them, they consist of:

- a. Quizzes are not games as their name indicates; however, games can become quizzes. One of the purposes of games is for the teacher to evaluate students' knowledge. They are

¹⁹Lee Su Kim, <http://www.teflgames.com/why.html>. *Creative Games For The Language Class*, ‘Forum’ Vol. 33 No. 1, january-march 1(995), p. 35

generally used in an end-of-lesson activity to check student's retention.

- b. Riddles, whose main goal is to develop students' listening or reading comprehension. It can improve students' vocabulary too. For Example, the teacher said, "What do we use to cut our meat? "Write down your answer on your paper". (the answer is knife)
- c. Crossword puzzles, which are mainly focused on vocabulary and spelling practice. Crossword puzzle can improve the students' vocabulary by filling the words in the clues and reading the clues of crossword puzzle. Sometimes, the teacher gives the clues of crossword puzzle orally, so the students listen and write down the clues. It can train the students' spelling and listening"²⁰.

D. The Use of Crossword Puzzle as a Game in English Learning Classroom

The crossword puzzle is still the most popular word game. It lies in the ease with which it can be constructed. The words are run together horizontally and vertically Wharton stated that "crossword puzzle for use in the language classroom is really quite easy to create"²¹. First, make a list of words with which your students should be familiar. Then, search for a letter common to two words and you are off. Widyasari explained The puzzle forms may be used in several ways:

- a. The students find animals, colors, or plants in the puzzle.
- b. The students find certain parts of speech: verb, noun, preposition, etc.
- c. Other categories may include the names of the days, the week, months, school subjects

²⁰ Zunita Widyasari. The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year 2009/2010)

²¹ Wharton K. A. *How many receptors does it take ? BioEssay 17 (1): 13—16. (Export to RIS) (1995), p. 48.*

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- d. The student finds proper nouns: cities, states, countries, famous people, etc.
 - e. The student finds certain kinds of activities: trades, professions, sport, hobbies, etc”²².

This game can be done in individual, in pair, or in groups. The teacher gives a copy of the “crossword puzzle” and explains the rules, such as students have to complete it as quickly as possible. For the individual game, the student who can complete it first is the winner and gets the good point from the teacher. In pair work or group, the winner is the pair or group who can complete it first. All of the winners will have prizes from the teacher. It makes this game to be more attractive. The use of crossword puzzle game in learning is one of the alternative techniques to help the students increase interest in learning.

Moreover ,according to Scrivener “crossword puzzle can be one of activities in practicing vocabulary which can help the students to be more familiar with the words, recognize the words, manipulate and remembering the words”²³.

²² Zunita Widayari. The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year 2009/2010)

²³ Scrivener J. *Learning teaching*. A guidebook for English language teacher . (Oxford : The Bath Press 1994), p. 83.

E. The Students' Motivation

Harmer mention "Motivation is same kind of internal drive which pushes someone to do things in order to achieve something"²⁴. According to Brown "Motivation is probably the most often used catch all item for explaining the success or failure of virtually any complex task"²⁵. Motivation is commonly thought of an inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities. Motivation is one of internal factor that can make students to do something seriously in order to they can achieve what they want. The students' achievement in English learning is influence by student's motivation. Students who complain that they cannot remember what they read sometimes are not motivated. Therefore they have less vocabulary and they are lazy to learn English.

Furthermore, the teacher's motivation has an influence too for the successful in teaching learning process. The teacher must be motivated in teaching the students. It is better that teacher can improving the students' motivation in learning process. The teacher must make the students are interested in learning process. So the students will feel enjoy in learning English. The teacher and students have an influence in teaching learning

²⁴ Jeremy Harmer. *How to teach English*. (London : Longman, 1998), p. 105.

²⁵ Brown H Douglas. *Principle of language learning and teaching*. (London : Longman, 1980), p.22.

process. If they were highly motivated, so they really wanted to learn and they had powerful reasons for doing so, the desire to learn can come from many causes. Perhaps the students love the subject or are simply interested to see what it is like. On the other hand, they may have a practical reason for their study. In second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. The motivation that brings students to the task of learning English can be effected and influenced by the attitude of a number of people. According to widyasari "Some sources of motivation of the students are:

1. The society where the students live in

Outside any classroom there are attitudes to language learning and the English language in particular.

2. Significant others

Apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them.

3. The teacher

A major factor in the continuance of as student's motivation is the teacher.

4. The method

Method is vital that both in the teacher and students have some confidence in the way teaching and learning take place. The students who are motivated will easier to learn than the students who are not motivated"²⁶. Therefore learner must improve their motivation to get the better result in learning. Widyasari said "There are ways to enhance intrinsic motivation in the classroom:

²⁶ Zunita Widyasari. The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year 2009/2010)

1. Arouse interest

It is important to convince students of the importance and interest level of the material that is about to be presented, to show that the knowledge to be gained will be useful.

2. Maintaining curiosity

A skilful teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson. The use of demonstrations helps to make students want to understand.

3. Use a variety of interesting presentation modes

The motivation to learn is enhanced by the use of interesting materials, as well as by a variety in the way that material is presented. For example a teacher can use films, guest speakers, demonstrations and so on, in order to maintain interest in a subject. However, all of these different materials need to be carefully planned and should all focus on the course objectives and complement each other.

4. Help students set their own goals

People will work harder for goals that they have set for themselves, than if they were set by others.

5. Express clear expectations

Students need to know exactly what they are supposed to do, how they will be evaluated, and what the consequences of success will be. Failure often stems from confusion about what was asked of them.

6. Provide clear feedback

Feedback can serve as an incentive. It can be an adequate reward in some cases. Feedback must be clear and specific and given close in time to the performance. It should be informative and motivational and help by giving them suggestions for future success.

7. Increase the value and availability of extrinsic motivators

Students must value incentives that are used to motivate them. For example, some students may not be all that interested in receiving teacher praise and grades,

but might value notes sent home to parents, more recess time or special privileges”²⁷.

²⁷ Zunita Widyasari. The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students Of Ma Al Bidayah Candi Bandung In The Academic Year 2009/2010)

CHAPTER III

RESULTS AND DISCUSSION

A. A Brief Description of Research Location

1. The school and facilities

To obtain data, the writer conducted this research at SMP Negeri 14 Banda Aceh. It is located at Komplek Tzu Chi, Jln. Cinta Kasih Timur XI, Panteriek, Kec. Lueng Bata, Kota Banda Aceh. With school statistics numbers (NSS) / (NPSN) 201066104040 / 10105429. While this research was conducted on February, 2021. At SMP Negeri 14 Banda Aceh have adequate facilities to support education. Thus can be look in details in table.

Table 3.1 The Facilities of SMP Negeri 14 Banda Aceh

No.	The kind of room	Total	Condition
1.	Headmaster room	1	Good
2.	Teacher room	1	Good
3.	Classroom	12	Good
4.	Library	1	Good
5.	Laboratory	1	Good
6.	Computer room	1	Good
7.	Mosque	1	Good
8.	Multipurpose room	1	Good
9.	Administration room	1	Good

10.	Counseling guidance room	1	Good
11.	Student council room	1	Good
12.	Toilet	11	Good

2. The Teachers Condition

Teaching and learning activities can not be separated from the existence of the teacher. Without a teacher, learning is difficult to do, especially in the context of implementing formal education. Teachers have very important role in the implementasion of education to achieve the educational goals to be achieved. Teachers carry out education through learning activities by teaching students. Not only teaching, but also being creative are required to be done by teachers. To make the teaching-learning process more intresting and also challenge students to be able to think critically and increase student interest in learning. So, it can be easily accepted by students.

Therefore, the role of a teacher in the learning process is very dominant determining factor in education in general, because the teacher plays a role in the learning process, where the learning process is the core of the overall educational process. Moreover, SMP Negeri 14 Banda Aceh has competent as you can see in the table below :

Table 3.2 Teacher of SMP Negeri 14 Banda Aceh

No.	Name of the teachers	Position	Subject
1.	Syarifah Nargis, S.pd	Headmaster	Physics
2.	Suhainy, S. S.Pd	Teacher	Indonesian
3.	Nurlaila, S.Pd	Teacher	Language
4.	Muhammad, S.Pd	Teacher	Biology
5.	Nur Maili, S.Pd	Teacher	Physical Education
6.	Manfarisyah	Teacher	Mathematics
7.	Iwan Birilm Mahbub, ST	Teacher	Culture Art
8.	Surayya Hasmi, S.Si	Teacher	Prakarya
9.	Sarah, S.Pd	Teacher	Biology
10.	Ida Setiawati, SP	Teacher	Mathematics
11.	Watini, SE	Teacher	Social Science
12.	Ridwan S.Ag	Teacher	Social Science
13.	Evasilvia, S.Pd	Teacher	English
14.	Fadliah, S.PdI	Teacher	Social Science
15.	Irawati	Teacher	Civic Education
16.	Desi Loviana, S.Pd	Teacher	Counseling guidance

3. The Students Background

A student is primarily a person enrolled in a school or other educational institution and who is under learning with goals of acquiring knowledge, developing professions and achieving easy

employment at a particular field. And SMP Negeri 14 Banda Aceh has a total number of 164 students, with details as in the table as follow :

Table 3.3 Students of SMP Negeri 14 Banda Aceh

Grade level	Number	Male	Female	Number
VII	2	30	28	58
VIII	2	31	23	54
IX	2	23	29	52
Total	6	84	80	164

4. The English Curriculum

Curriculum is a collection of plans, objectives, learning materials, and even teaching methods that are used as guidelines by teacher for the achievement of the final goals of learning. Based on accurate data, the writer obtained data that at SMP Negeri 14 Banda Aceh used K-13 (curriculum 13).

5. The Subject of The Study

The subject of the study is the second grade of SMP Negeri 14 Banda Aceh. It is only one class with the total number of student are 13. But the students who participant in this research are 8 students (female 3 and male 5). The writer used initial for substituting the participants names, the students list detail as below :

Table 3.4 The Subject of The Study

No.	Name	Sex
1.	F P B	Female
2.	M F	Female
3.	M S	Female
4.	F A	Male
5.	K A F	Male
6.	M	Male
7.	M H D	Male
8	F	Male

B. Data Collection Procedures

In this research, the writer used quantitative research to obtain data. The instrument used in this research was a test consisting of a pretest-posttest and questionnaire. And to analysis the instruments, the writer used the Likert Scale. “Likert scale is a measurement method used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena¹”. The level of approval referred to in this Likert scale consists of 5 scale options which have a Strongly Agree to Strongly Disagree gradation. The 5 choices include Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. In order to be calculated in quantitative form,

¹ Sugiono. *Metode penelitian kuantitatif, kualitatif, dan R&D*. (ALFABETA.2012), p. 93

the answers of these respondents can be weighted or a Likert score as below :

Strongly Agree, rated 5

Agree, rated 4

Neutral, rated 3

Disagree, rated 2

Strongly Disagree, rated 1

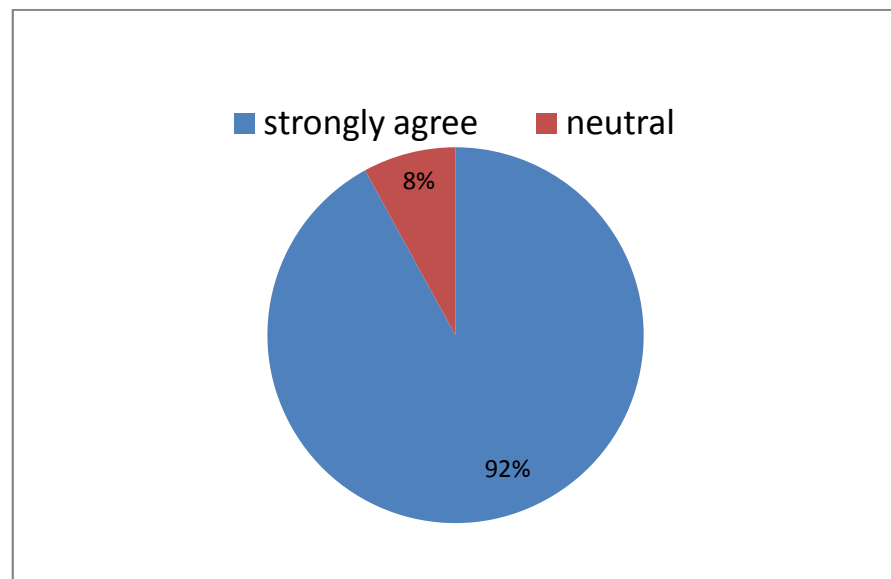
C. Results

Table 3.5 score pre-test and post test

Students	Score Pre-Test	Score Post-Test	Number	Percentage
1	73	81	8	12%
2	65	75	10	9%
3	70	88	18	16%
4	78	92	14	12%
5	60	70	10	9%
6	70	85	15	13%
7	75	90	15	13%
8	70	94	24	21%
			114	13%

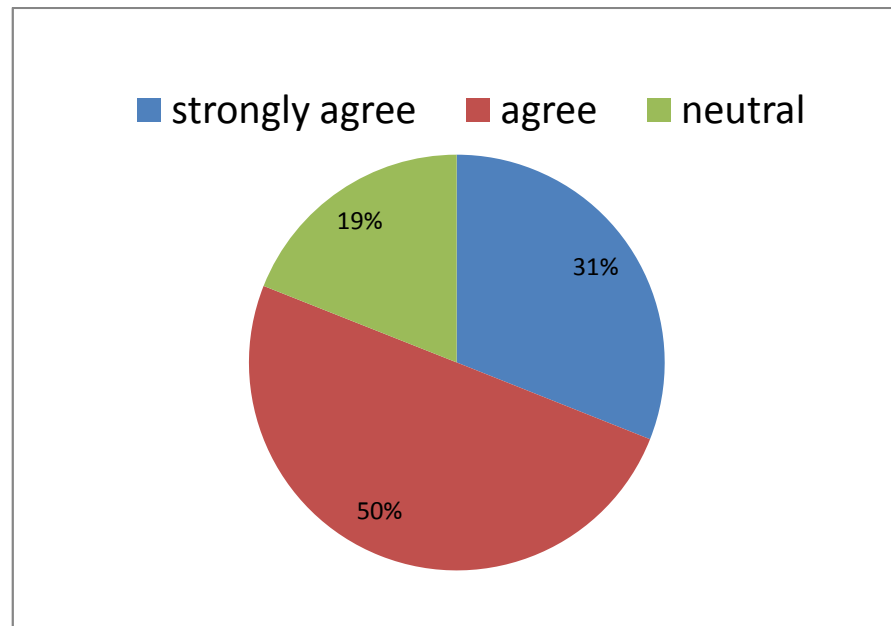
Based on the table above, it can be explained the value before and after crossword puzzle game is applied. And it can be concluded based on the result from the table above the students score increased (13%).

1. I like crossword puzzle games because they are very fun



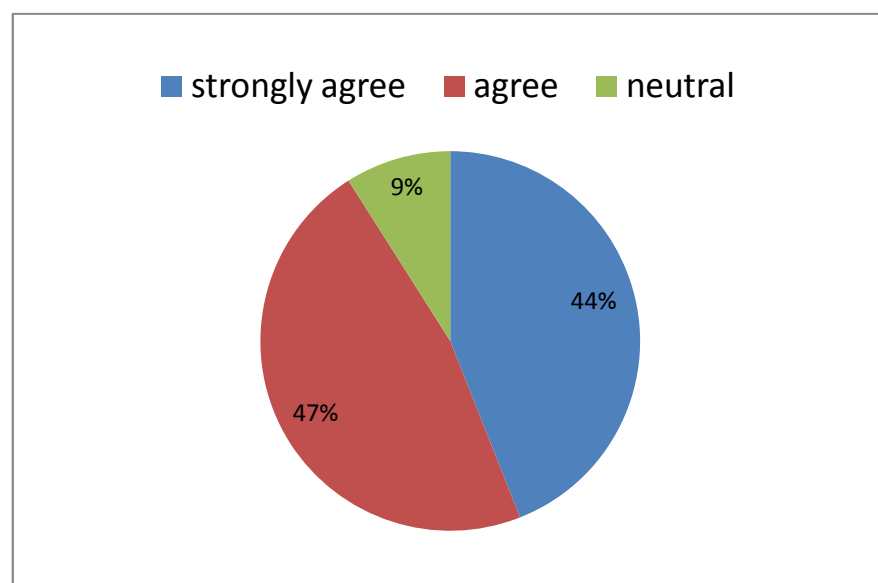
Based on the diagram above, it can be explained that statement "I liked crossword puzzle games because they are very fun". With the percentage 92% strongly agree and 8% neutral.

2. The crossword puzzle is a very challenging games



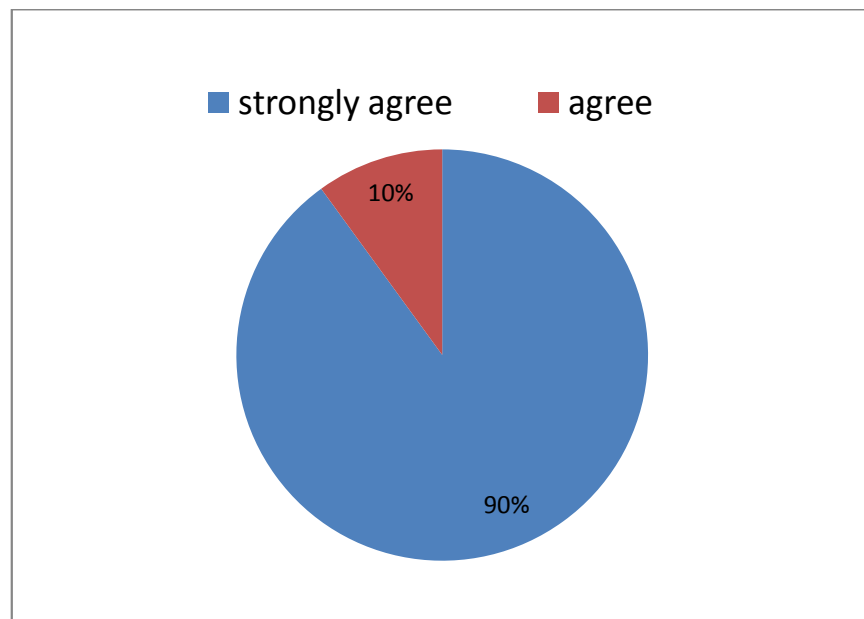
From the statement "the crossword puzzle is a very challenging games". Respondents strongly agree with the percentage 31%. Who said agree 50%. For those who answered neutral 19%.

3. The crossword puzzle can help student to think critically



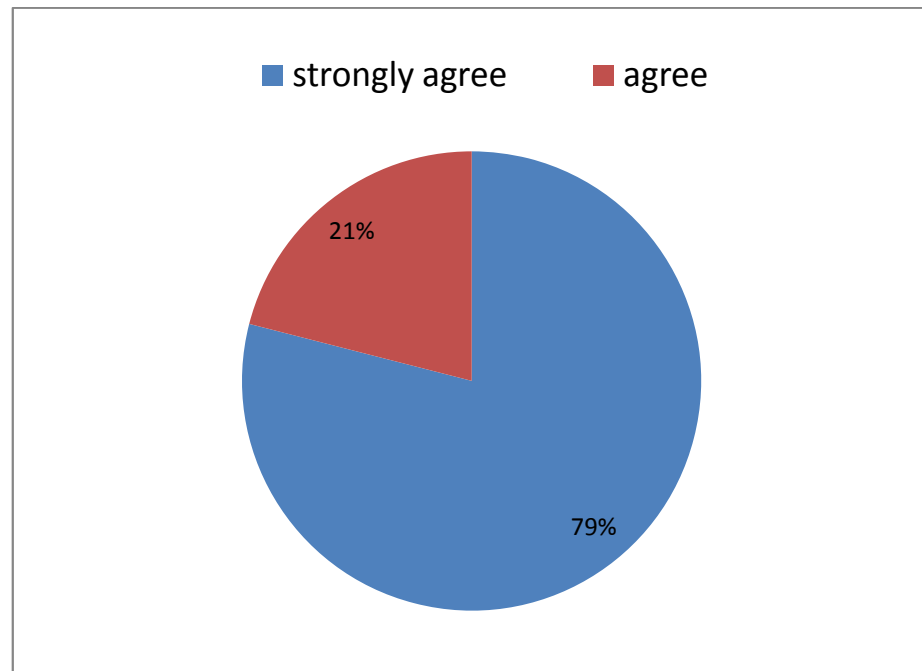
It can be seen in the diagram above that, for the statement "The crossword puzzle can help students to think critically". Respondents strongly agree with the percentage of 44%. And for respondents agree 47%. While those who answered neutral were 9%.

4. The crossword puzzles can help me improve vocabulary



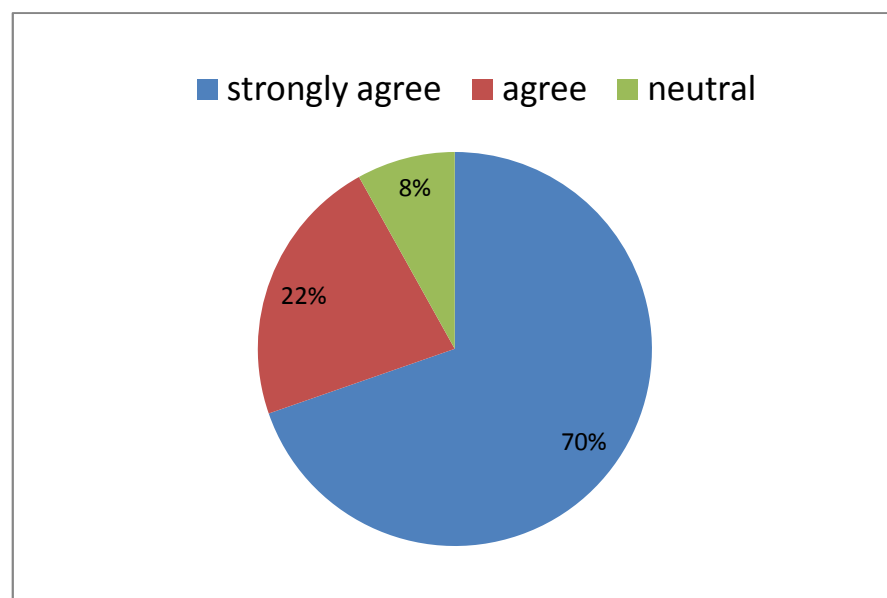
According to the data above, it can be explained that the statement "The crossword puzzle can help me improve vocabulary". Respondents strongly agree with the percentage of 90% while those who think neutrals are 10%.

5. Learning English requires media to make it easier for studentds



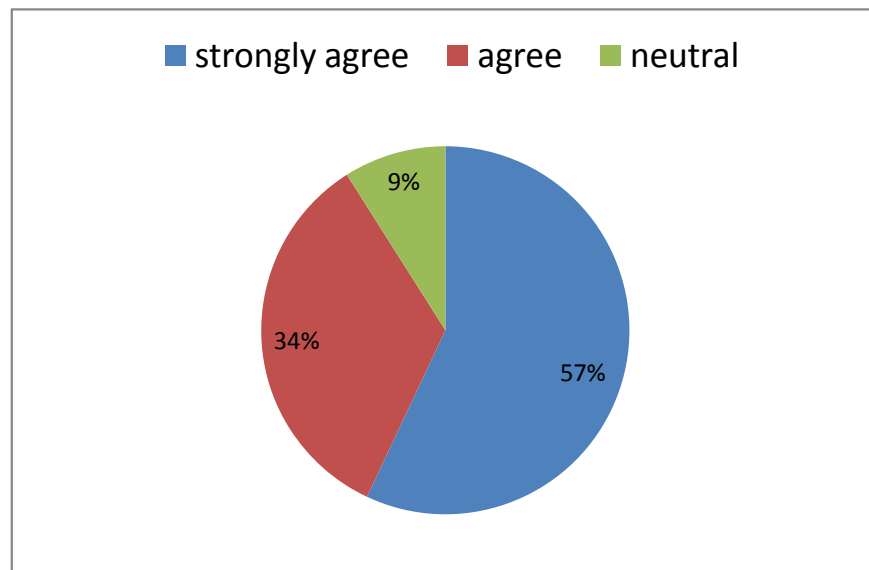
From the diagram above, can be mentioned for the statement "Learning English requires media to make it easier for studentd" with the percentage 92% strongly agree and 8% agree.

6. I am Excited to lear English in classroom because of the games



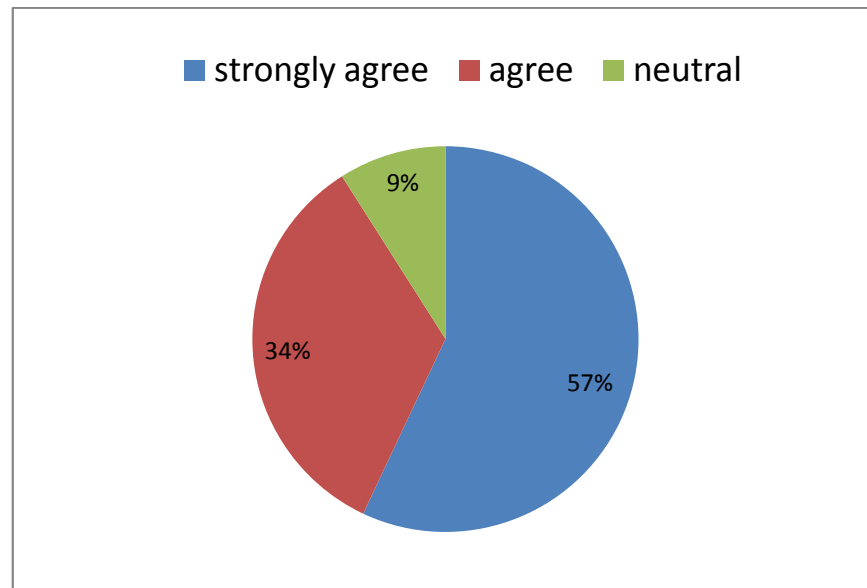
The results of the diagram above, that the statement "i excited learning english in classroom because of the games" respondents who strongly agree with the percentage of 70% and for those who agree 22%. While for respondents who are neutral 8%.

7. By doing puzzle, students are trained to involve in the problem solving



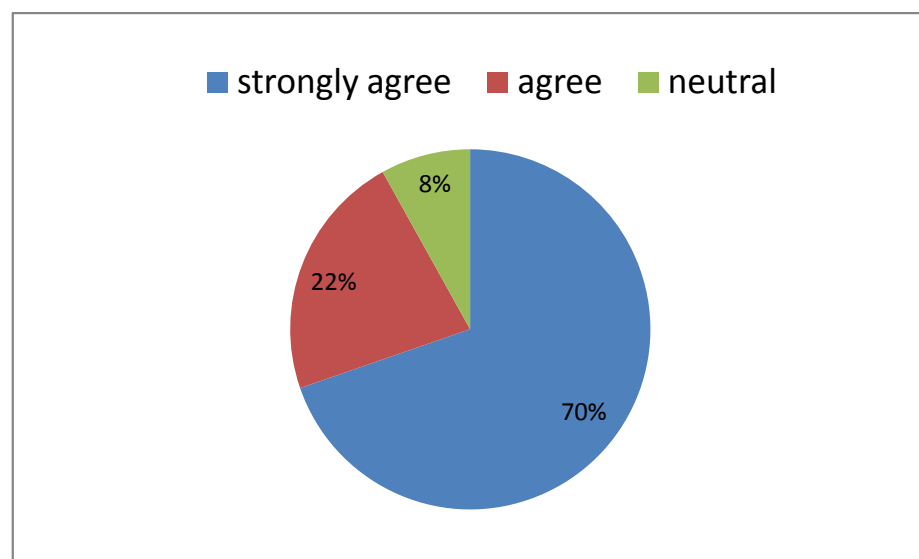
From the diagram above, that the statement "by doing puzzle, students are trained to involve in the problem solving". Respondents who strongly agree with the percentage of 57% and for those who agree 34%. While for respondents who are neutral 9%.

8. The crossword puzzles can improve learning concentration



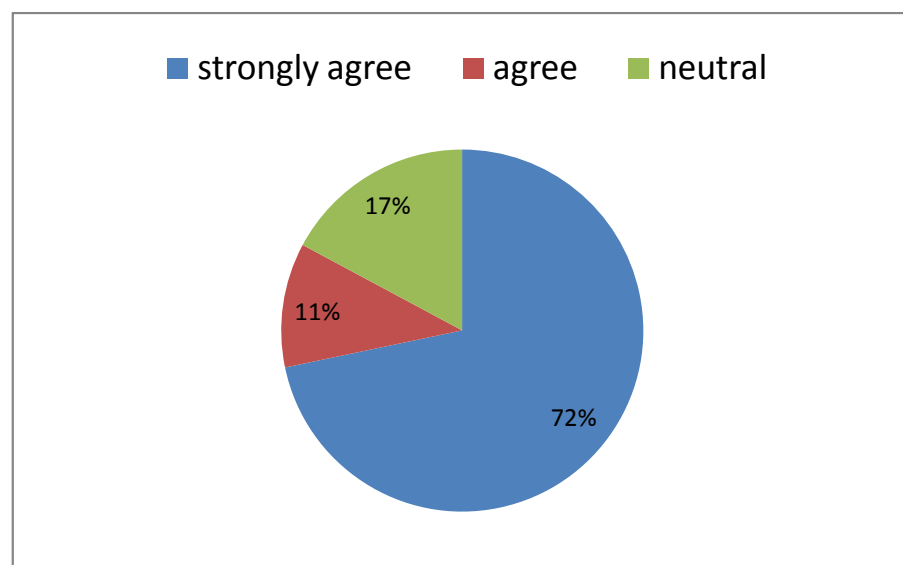
From the diagram above, that the statement "the crossword puzzles can improve learning concentration". Respondents who strongly agree with the percentage of 57% and for those who agree 34%. While for respondents who are neutral 9%.

9. Crossword puzzle can increase students interest in learning english classroom



According to the diagram above, that the statement " the crossword puzzle can increase students interest in learning english classroom". Respondents who strongly agree with the percentage of 70% and for those who agree 22%. While for respondents who are neutral 8%.

10. The crossword puzzle really help students in english learning classroom



Based on the diagram above, that the statement "the crossword puzzle really help students in english learning classroom". Respondents who strongly agree with the percentage of 72% and for those who agree 11%. While for respondents who are neutral 17%.

D. Discussion

This research was to determine whether the use of crossword puzzles as a game in the English learning classroom or not. And also to find out whether crossword puzzles can increase students' interest in learning in English classroom.

In general, the purpose of using instructional media is to assist teachers in conveying messages or subject matter to students, hence messages are easier to be understood, more interesting, and more enjoyable to students. Meanwhile, specifically the learning media is used with the aim of : providing a different and varied learning experience to stimulate students' interest in learning. Cultivate certain attitudes and skills in the field of technology. Creating learning situations that are not easily forgotten by students. Also to bring about an effective learning situation. And to provide motivation to learn to students.²

From the questionnaire that has been filled in by the students, the results can be seen from the previous diagrams. It can be explained that statement "I liked crossword puzzle games because they are very fun". With the percentage 92% strongly agree and 8% neutral. And From the statement "the crossword puzzle is a very challenging games". Respondents strongly agree with the percentage 31%. Who said agree 50%. For those who answered neutral 19%. for the statement "The crossword puzzle can help students to think critically". Respondents

² Situmorang. *Tujuan Penggunaan Media Pembelajaran*. Tersedia: (2009). On february <https://sites.google.com/a/students.unnes.ac.id/pus/page-1/tujuan-penggunaan-media-pembelajaran>.

strongly agree with the percentage of 44%. And for respondents agree 47%. While those who answered neutral were 9%. it can be explained that the statement "The crossword puzzle can help me improve vocabulary". Respondents strongly agree with the percentage of 90% while those who think neutrals are 10%. Also can be mentioned for the statement "Learning English requires media to make it easier for studentd" with the percentage 92% strongly agree and 8% agree.

That the statement "i excited learning english in classroom because of the games" respondents who strongly agree with the percentage of 70% and for those who agree 22%. While for respondents who are neutral 8%. The statement "by doing puzzle, students are trained to involve in the problem solving". Respondents who strongly agree with the percentage of 57% and for those who agree 34%. While for respondents who are neutral 9%. And that the statement "the crossword puzzles can improve learning concentration". Respondents who strongly agree with the percentage of 57% and for those who agree 34%. While for respondents who are neutral 9%.

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From the research results it can be said that, almost of the total participants are strongly agree. And for the second question the participants also stated that strongly agree.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

There are some results of the research that can be concluded, as follows :

1. The application of games in the process of English learning in the classroom is needed by students so that they do not get bored.
2. Crossword puzzle can also help students to think critically, increase learning concentration, also make it easier for students, and can help students solve problems in the teaching and learning process. And can increase students interest in learning in the English classroom.

B. SUGGESTIONS

From the results and conclusions of research at SMP Negeri 14 Banda Aceh in order to increase students interest in learning English in classroom, the writer wanted to suggest :

1. In applying the crossword puzzles game, the teachers need more preparation. In addition, the teachers must be able to determine and select topics that can be applied in crossword puzzles.
2. Teachers must apply learning methods that are appropriate to the process. The most important thing in choosing a method is to make students happy to learn in classroom and also be able to think critically. So that students gain new experiences, new concepts, and better skills.

BIBLIOGRAPHY

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CHAPTER IV

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UNIVERSITAS MUHAMMADIYAH ACEH

FAKULTAS AGAMA ISLAM

(STATUS TERAKREDITASI)

Jalan Muhammadiyah No. 91 Bathoh Lueng Bata Telepon/Fax. (0651) 27569
BANDA ACEH 23245

SURAT KEPUTUSAN

Nomor : 040/UM.M5/Q/FAI/2020

Dekan Agama Islam Universitas Muhammadiyah Aceh,

menimbang:

- Bahwa untuk kelancaran ujian-ujian Skripsi pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi mahasiswa yang bersangkutan;
- Yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk diangkat dalam jabatan pembimbing Skripsi.

mengingat:

- Keputusan Dirjen Pendidikan Islam No.Dj.I/363 / 2009 Tanggal 30 Juni 2009;
- Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1151/SK/BAN-PT /Akred/S/XI/2015 Tanggal 14 November 2015;
- Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal **9 Januari 2020**

MEMUTUSKAN :

- Menetapkan : 1. Menunjuk saudara :
- Rahmatun Nisa, S.Pd.I., M. Pd**
Sebagai Pembimbing I.
 - Cut Mawar Helmanda, S.Pd.I., M.Pd**
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : **Yecci Oktavia Angla**
N P M : 1605180019
J U R U S A N : Tadris Bahasa Inggris
J U D U L : The Use of Crossword Puzzle as a Game in the
English Learning Classroom

- Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku;
- Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
- Segala sesuatu akan dirobohkan dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.



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BANDA ACEH 23245

Nomor : 060 /UM.M6/Q/Fatar/2021. Banda Aceh, 8 Februari 2021
Lampiran : --
Hal : Mohon Izin untuk mengumpulkan
Data Menyusun Skripsi

Kepada Yth :
Sdr. Kepala Dinas Pendidikan dan Kebudayaan
Kota Banda Aceh
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dengan Hormat. Dekan Fakultas Agama Islam Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya bapak memberi izin dan bantuan kepada :

Nama : **Yecci Oktavia Angla**
NPM : 1605180019
Jurusan : Tadris / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Komplek TNI AU Sultan Iskandar Muda Blang
Bintang Aceh Besar

Untuk mengumpulkan data pada :

SMPN 14 Banda Aceh dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, yang berjudul:

The Use of Crossword Puzzle as a Game in the English Learning Classroom

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Wassalam

An Dekan,
Kabag. Tata Usaha


Mailisman Cut Salihin, S.Ag., M.Pd





PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
JALAN. P. NYAK MAKAM NO. 23 GP. KOTA BARU TEL. (0651) 7555136
E-mail: dikbud@bandaacehkota.go.id Website: www.dikbud.bandaacehkota.go.id

Kode Pos : 23125

SURAT IZIN
NOMOR: 074/A4/662
TENTANG
IZIN MENGUMPULKAN DATA

: Surat dari Kabag Tata Usaha Fakultas Agama Islam Universitas Muhammadiyah Aceh Nomor : 060/UM.M6/Q/Fatar/2021 tanggal 8 Februari 2021, perihal mohon izin untuk mengumpulkan data menyusun skripsi.

MEMBERI IZIN

:
: Yecci Oktavia Angla
: 1605180019
: Tadris/Pendidikan Bahasa Inggris
: Melakukan pengumpulan data ke SMP Negeri 14 Kota Banda Aceh dalam rangka penyelesaian skripsi dengan judul :

"THE USE OF CROSSWORD PUZZLE AS A GAME IN THE ENGLISH LEARNING CLASSROOM"

dan ketentuan sebagai berikut :

Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.

Penelitian dilakukan dengan proses daring oleh mahasiswa dan di bawah bimbingan/koordinasi guru pamong di sekolah.

Harus mengikuti protokol kesehatan yang ketat.

Bagi yang bersangkutan supaya menyampaikan foto copy hasil pengumpulan data sebanyak 1 (satu) eksemplar ke sekolah tempat penelitian.

Surat ini berlaku sejak tanggal 11 Februari s.d 10 Maret 2021.

Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.

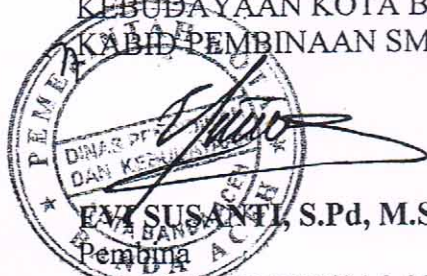
Kepala sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 11 Februari 2021 M

29 Jumadil Akhir 1442 H

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP,



EM SUSANTI, S.Pd, M.Si

NIP.19760113 200604 2 003

ambusan :

Kabag Tata Usaha Fak. Agama Islam Unmuha Banda Aceh
Kepala SMP Negeri 14 Kota Banda Aceh



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan P. Nyak Makam No.23 Gp. Kota Baru. Telp/Fax. (0651) 7555137
Email : dikbud@bandaacehkota.go.id | Website : www.dikbud.bandaacehkota.go.id

LEMBAR DISPOSISI

Surat dari : UNMUHA	Kode : 222
Tgl. Surat : 8 Februari 2021	Nomor : 060/UM.M6/Q/Fatar/202
Diterima : 9 Februari 2021	Tgl. Penyelesaian :

Hal :

Mohon Izin untuk mengumpulkan Data Menyusun Skripsi

DITERUSKAN KEPADA :

Kadis Disdikbud

Sekretaris

Kabid Pembinaan PAUD dan
Pendidikan Non Formal

Kabid Pembinaan Sekolah Dasar

Kabid Pembinaan Sekolah
Menengah Pertama

Kabid Kebudayaan

Kabid Pembinaan Ketenagaan

→ untuk ditindak lanjut
dg PROKIS 9/2-21 d.

Kasi Kersikulan !
Mohon diproses dengan mengiherik
proses yang ketat.
Su 10/2-2021.



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 14

JALAN UTAMA KOMPLEK CINTA KASIH DESA PANTERIEK KEC. LUENG BATA
E-mail: smpn14@dikbudbna.go.id Website: www.dikbudbna.go.id

Kode Pos: 23246

SURAT KETERANGAN
Nomor : 421/SMPN.14/69/2021

Kepala Sekolah Menengah Pertama (SMP) Negeri 14 Banda Aceh dengan ini menerangkan bahwa :

Nama : **Yecci Oktavia Angla**
NPM : 1605180019
Prodi : Pendidikan Bahasa Inggris
Fakultas : Agama Islam Universitas Muhammadiyah Aceh
Jenjang : S-1

Benar yang namanya tersebut diatas telah mengadakan Penelitian/pengumpulan data pada SMP Negeri 14 Kota Banda Aceh pada tanggal 15 s.d 17 Februari 2021 dengan judul skripsi :

"THE USE OF CROSSWORD PUZZLE AS A GAME IN THE ENGLISH LEARNING CLASSROOM".

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan seperlunya dan atas kerjasama yang baik kami ucapkan terima kasih.



Banda Aceh , 2 Maret 2021
Kepala Sekolah

Femillia Elsa, S.Kh, M.Pd
Pembina

NIP. 19770506 200504 2 001

Research Questionnaire

Respondent Identity

Name :

Class / semester :

Sex :

Instructions

1. In this questionnaire, there are 10 questions. Please read the questions below carefully, and fill in truthfully.
2. Put a checklist (✓) in one of the columns.
3. Thank you for following the instructions that have been given.

Description of answer choices

SS : STRONGLY AGREE

S : AGREE

N : NEUTRAL

TS : DISAGREE

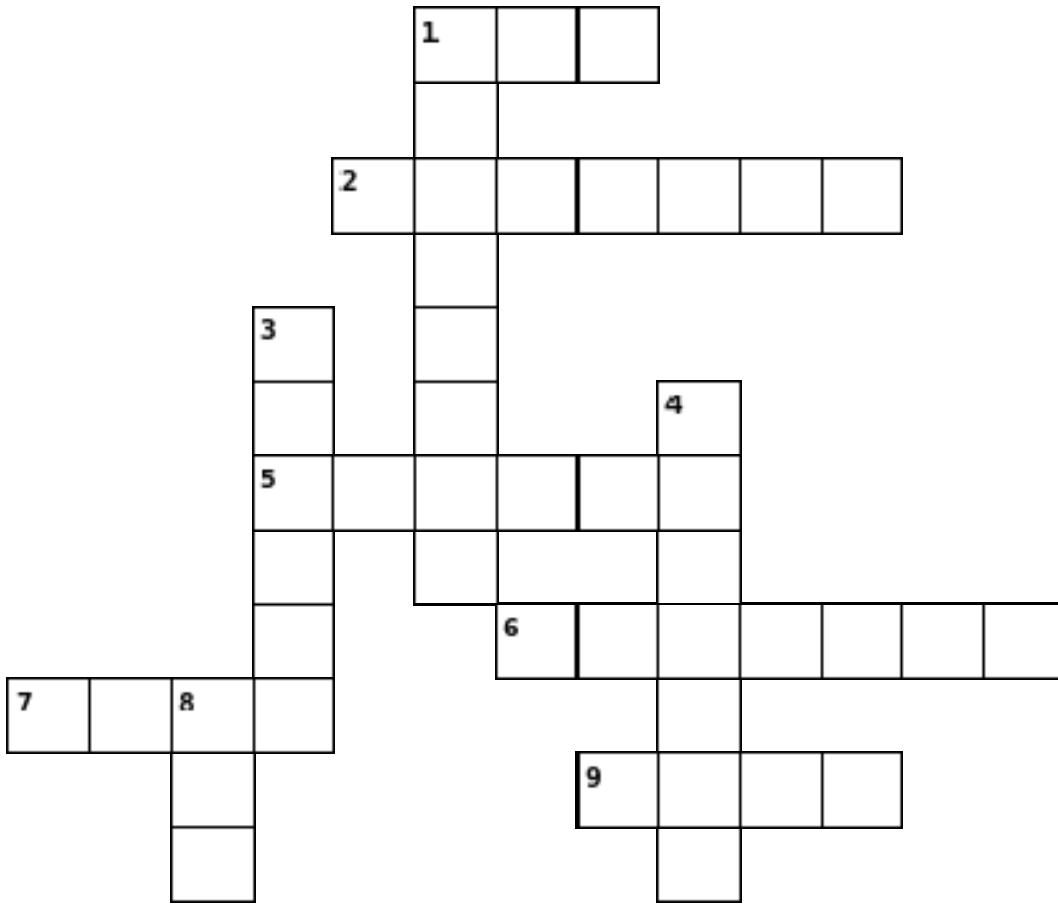
STS : STRONGLY DISAGREE

No.	Pertanyaan	Pilihan jawaban				
		SS	S	N	TS	STS
1.	I like crossword puzzle games because they are very fun.					
2.	The crossword puzzle is a very challenging games.					
3.	The crossword puzzle can help students to think critically					
4.	The crossword puzzles can help me improve vocabulary					
5.	Learning English requires media to make it easier for studentds.					
6.	I am Excited to lear English in classroom					

	because of the games.					
7.	By doing puzzle, students are trained to involve in the problem solving.					
8.	The crossword puzzles can improve learning concentration.					
9.	Crossword puzzle can increase students interest in learning English classroom.					
10.	The crossword puzzle really help students in English learning classroom.					

Posttest

Name :



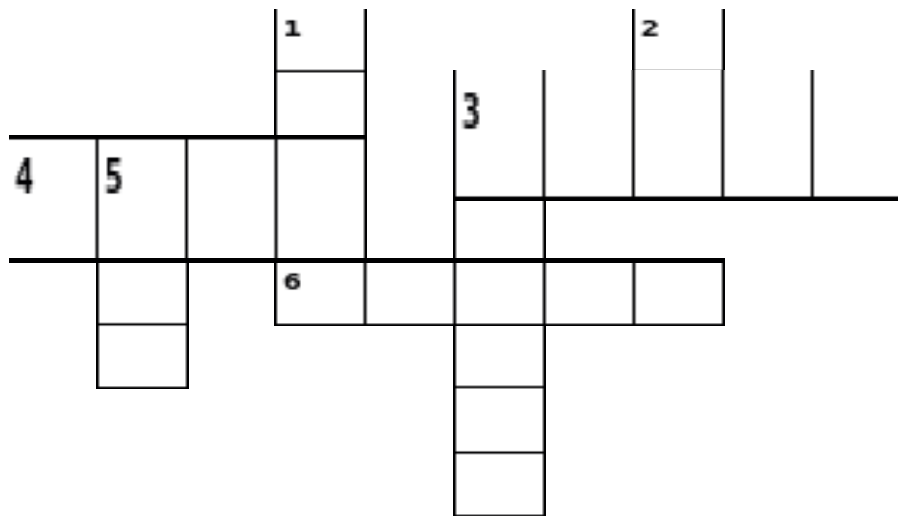
Across

1. the light source for the earth
2. book collection
3. a collection of books
4. a collection of paper bound
5. This animal likes yellow fruit
6. National symbol of Australia
7. used by humans to walk
8. a collection of paper bound
9. A collection of paper bound

Down

1. exercise in water by moving regularly
3. This animal eater of carrots
4. appears after the rain
8. Organs of vision

Parts of the body



Across

3.



4.



6.



Down

1.



2.



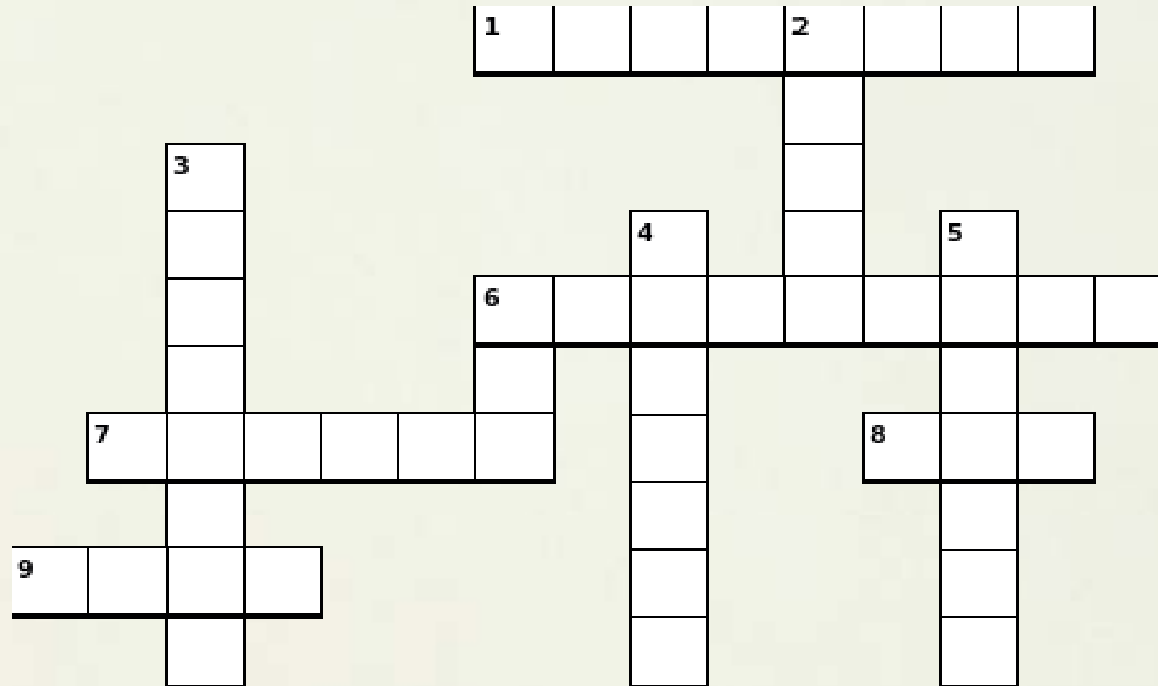
3.



5.



Animals



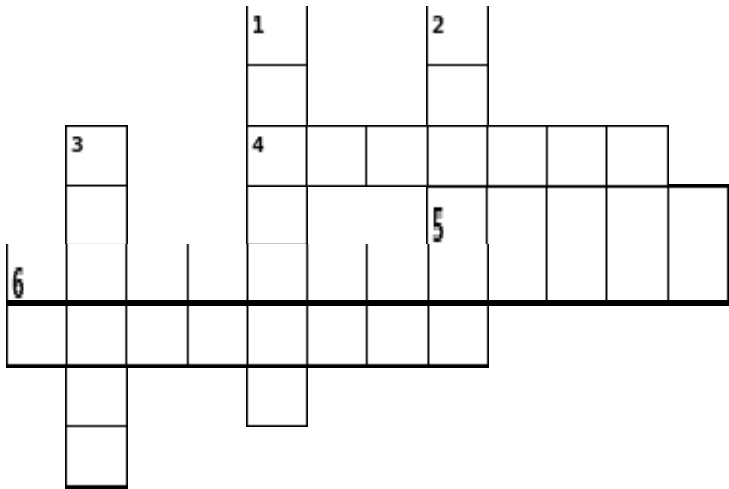
Across

1. This animal like to hop
6. Live in water and on land has a long mouth
7. This animal likes to eat carrots
8. this animal sleep during the day and forage at night
9. King of the jungle

Down

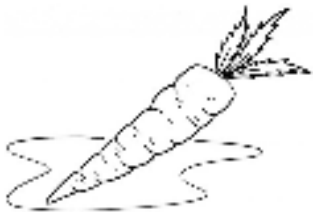
2. Big animal that has one horn
3. national symbol of Australia
4. This animal loves babananas
5. This animal has a very long neck
6. This animal likes fish

fruits and vegetables



Across

4.



5.



6.



Down

1.



2.



3.



AUTOBIOGRAPHY

1. Name : Yecci Oktavia Angla
2. Place/Date of Birth : Labuhan Bajau 23rd August 1998
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnicity : Indonesian/Acehnese
6. Material Status : Single
7. Address : Labuhan Bajau, Simeulue, Aceh
8. Occupation/Reg Number : English Department Student/1605180019
9. The Parents
 - a. Father's Name : Angki
 - b. Occupation : Civil Servant
 - c. Mother's Name : Ani Revi Marlita
 - d. Address : Labuhan Bajau, Simeulue, Aceh
10. Educational Background
 - a. SD Negeri 02 Teupah Selatan, graduated in 2010
 - b. SMP Negeri 01 Teupah Selatan, Graduated in 2013
 - c. SMA Negeri 01 Teupah Selatan, graduated in 2016
 - d. English Department of Islamic Studies University of Muhammadiyah Aceh, graduated in 2021

Banda Aceh, 1 maret 2021

Yecci Oktavia Angla

