

AN UNDERGRADUATED THESIS

**THE INFLUENCE OF USING CROSSWORD PUZZLE GAME
ON THE STUDENTS READING COMPREHENSION
OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

**By :
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**Tarbiyah Department
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

**THE INFLUENCE OF USING CROSSWORD PUZZLE GAME
ON THE STUDENTS READING COMPREHENSION
OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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APPROVAL PAGE

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PUZZLE OF STUDENT READING COMPREHENSION
AT THE TENTH GRADES OF MAN 1 LAMPUNG
TIMUR

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.


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RATIFICATION PAGE

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The Undergraduate Thesis entitled: THE INFLUENCE OF USING CROSSWORD PUZZLE GAME ON STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR. Written by Devi Yuliawati , student number 2001050009. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 20th 2024 at 08.00 - 10.00 p.m.

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THE INFLUENCE OF USING CROSSWORD PUZZLE GAME ON THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR

ABSTRACT

**By
DEVI YULIAWATI**

This study discusses and aims to determine whether there is a significant influence of using crossword puzzles on reading comprehension of tenth grade students at MAN 1 Lampung Timur in the academic year 2023/2024.

This research is quantitative research and uses an experiment design. The population of this study was class X semester 2 MAN 1 Lampung Timur as many as 334 students. The sample of this study amounted to 2 classes, namely X.A as the experimental class and X.B as the control class consisting of 39 students each class. In the experimental class, researcher used crossword puzzles, while the control class used ordinary learning methods. Each class got the same pre-test and different post-test with the same level. Treatments were carried out in 2 meetings with each class 2x40 minutes. Before treatment, students take a pre-test. After treatment, students take a post-test. After giving the post-test, the researcher analyzed the data using SPSS version 25.0 to calculate the independent sample t-test.

From the analysis calculated using SPSS version 25.0 obtained Sig = 0.000 and α 0.05. meaning that H_a is accepted because Sig < 0.05. therefore there is a significant effect on reading comprehension of tenth grade students of MAN 1 Lampung Timur.

Keyword: Crossword puzzle, experiment design, reading comprehension.

ABSTRAK
OLEH
DEVI YULIAWATI

Penelitian ini membahas dan bertujuan untuk mengetahui apakah terdapat pengaruh yang signifikan penggunaan teka-teki silang terhadap pemahaman membaca siswa kelas X di MAN 1 Lampung Timur pada tahun ajaran 2023/2024.

Penelitian ini merupakan penelitian kuantitatif dan menggunakan desain eksperimen. Populasi penelitian ini adalah kelas X semester 2 MAN 1 Lampung Timur sebanyak 334 siswa. Sampel penelitian ini berjumlah 2 kelas, yaitu X.A sebagai kelas eksperimen dan X.B sebagai kelas control terdiri dari 39 siswa setiap kelas. Di kelas eksperimen, peneliti menggunakan teka-teki silang, sedangkan di kelas control tidak menggunakan metode pembelajaran biasa. Setiap kelas mendapat pre-test yang sama dan post-test yang berbeda dengan tingkat yang sama. Treatment dilaksanakan dalam 2 kali pertemuan dengan masing-masing kelas 2x40 menit. Sebelum melakukan treatment, siswa melakukan pre-test. Setelah melakukan treatment, siswa melakukan post-test. Setelah memberikan post-test, peneliti menganalisis data dengan menggunakan SPSS versi 25.0 untuk menghitung uji-t sample independen.

Dari analisis yang dihitung dengan menggunakan SPSS versi 25.0 diperoleh $Sig = 0.000$ dan $\alpha 0.05$. artinya H_0 diterima karena $Sig < 0.05$. oleh karena itu terdapat pengaruh yang signifikan terhadap pemahaman membaca siswa kelas sepuluh MAN 1 Lampung Timur.

Kata Kunci: Desain eksperimen, pemahaman bacaan, Teka-teki silang

STATEMENT OF RESEARCH ORIGINALITY

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Metro, June 2024

The Writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk sumbernya dan disebutkan dalam daftar pustaka.

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MOTO

يُوقِنُونَ لَا الَّذِينَ يَسْتَخِفُّونَكَ وَلَا ۖ حَقُّ اللَّهِ وَعَدَاةُ اللَّهِ إِنَّ فَاصِبِرُ

“And be patient, surely the promise of Allah is true.”

(Q.S Ar Rum: 60)

DEDICATION PAGE

I am pleased to dedicate this undergraduate thesis for :

1. Almighty Allah SWT, thank you for the blessings of health and strength that have been given so that I can finish my thesis on time
2. To my cherished parents, Mr. Suyitno and Mrs. Sumiati who always prays and encouraging me. I am gratefull for everything
3. To my sister Mujiati, who always encourages me to always be enthusiastic
4. My sponsor Mrs. Trisna Dinillah Harya, M.Pd, thank you for all the guidance and directions
5. My bestfriend, Anis, Hanna, Sindy and Laili. Thank you for being a good friend and supporting me.
6. Thank you to the people who have hurt my heart, thanks to them I am able to have the spirit to complete my thesis well and on time.
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In this opportunities, the researcher would like to express her deepest gratitude especially to:

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6. Headmaster, teacher, and staff of MAN 1 Lampung Timur who gives permission to researcher conduct the research in this school.

The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. All criticism and suggestion are expected to improve the

quality of this thesis. Hopefully, this thesis can be useful for researcher in particular,
for our college and every reader in generic.

Metro, June 2024



DEVI YULIAWATI
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an arbitrary language system that allows everyone in a particular culture, or others who have studied that cultural system, to communicate or interact. Through the use of language, people can convey their message, and express ideas in spoken, written, or sign language.

English is one of the most important international languages because it is needed as a communication bridge. English is the universal language, in Patel's opinion.¹ Harmer adds that many people use English as an international.² Harmer adds that many people use English as an international language. This indicates that English is used as an international language in a variety of contexts, including politics, economics, education, and other disciplines, and by many individuals to interact with one another beyond national boundaries. Since English is used everywhere in this day of globalization, it must be learned by people everywhere.

Regarding the need for English classes, all Indonesian students now from elementary school at five grades until university are required to take it. English comprises four skills: speaking, writing, listening, and reading. The researcher focused on reading as the one of the four talents to be examined. Patel and Jain,

¹ M.F Patel. Praveen M.Jain, *English Language Teaching Method (Method, Tool, Tehnique)*, (Jaipur: Sunrise Publisher and Distributors, 2008), p.6.

² Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Ed, Cambridge, UK, Person Longman, 2007, p.13.

reading is one of the most important and valuable human abilities.³ According to Grabe, print is omnipresent in modern society and is used in many more ways than we realize.⁴ For this reason, people read all day long. It follows that being able to read well is crucial as it allows us to learn new things and obtain information. Reading has also become a common human activity in modern times.

The researcher performed an interview with Mrs. Patma, the English teacher at MAN 1 East Lampung, based on observations taken there in 13 December 2023. She stated that student are not engaged in the learning process if their teacher does not provide them with guidance. The students' have lack of vocabulary, so they are unable to conduct lessons in complete English. When presented with reading texts, students get perplexed. The majority of them feel less inspired to read, and they struggle to grasp the texts they are reading. Teachers prepare their students to interpret reading texts in the target language so they can comprehend reading materials written in English. But when it comes to translating, the majority of students just wait for their peers to translate, which prevents them from understanding the material they are reading. The following table displays the scores of the students:

³ M.F Patel and Praveen M. Jain, *Op.Cit.*, p.113. (Jain)

⁴ William Grabe. (Larsen, 2002). (New York: Cambridge University Press, 2009), p.5.

Table 1.1**The Score of The Students' Reading Narrative Text of The Tenth Grades
Grades of MAN 1 Lampung Timur In The Academic Year of 2022/2023**

No	Name	Score	Interpretation
1.	ASF	60	Bad
2.	AAZ	55	Bad
3.	ANI	60	Bad
4.	ASF	55	Bad
5.	AF	70	Fair
6.	ASH	55	Bad
7.	AC	80	Good
8.	ASF	45	Bad
9.	ACP	55	Bad
10.	DQE	70	Fair
11.	ELN	75	Fair
12.	ED	55	Bad
13.	ERA	30	Bad
14.	HPS	70	Fair
15.	HK	75	Fair
16.	IK	75	Fair
17.	KLQ	60	Bad
18.	KIA	60	Bad
19.	LRH	60	Bad
20.	MHP	55	Bad
21.	MDA	75	Fair
22.	MSA	75	Fair
23.	MA	60	Bad
24.	MR	70	Fair
25.	MAP	40	Bad
26.	NH	70	Fair

27.	NA	45	Bad
28.	NSA	70	Fair
29.	RD	70	Fair
30.	RK	55	Bad
31.	SN	55	Bad
32.	SA	65	Bad
33.	WFA	50	Bad
34.	WRA	85	Good
35.	WAS	35	Bad
36.	W	75	Fair
37.	YDA	50	Bad
38.	ZLA	80	Good
39.	ZI	75	Fair
Total		2.420	
Average		62,05	

Source: the score data from English teacher at MAN 1 Lampung Timur

Table 1.2
The Criteria of Learning Result

No	Score	Frequency	Interpretation	Percentage
1.	80-100	3	Good	7.7%
2.	70-79	13	Fair	33.3%
3.	0-69	23	Bad	59.9%

Source: the score data from English teacher at MAN 1 Lampung Timur

Based on the table above, It is evident that 7.7% (3 students) that got good score in the reading test, 33.3% (13 students) got fair score and 59.9% (23 students) who got bad score based on the Minimal Mastering Criteria (MMC). This indicates that many of these students have difficulties in understanding the text.

In line with the problems above, researcher want to help the English teachers and students to find the ways to understand English reading texts in a fun way. The researcher wants to employ a crossword game as a teaching tool for helping and motivating students' comprehension of concepts. One of the media that the teachers might to use to teach reading in Junior High Schools is the crossword puzzle game.

A crossword puzzle game is a type of puzzle or riddle where each square has to be filled in with a word or number⁵. Diane Larsen claims that students may more easily answer questions based on the text when they use crossword puzzle game.⁶ This game can be an option to make learning interesting and fun, thereby encouraging students to be more active when learning. Students do not only read a reading text but also can enjoy learning. Additionally, there may be a simple technique to help students read the texts with better understanding by using this crossword puzzle game.

Based on the background above, the researcher was inspired to conduct research entitled “The Influence of Using Crossword Puzzle Games On The Students Reading Comprehension Skill in the Tenth Grades of MAN 1 Lampung Timur”.

⁵ Harry Dhand, “*The Practice of English Language*”, (4th edt), (London: Longman, 2008), p.102

⁶ Diane Larsen, *Techniques and Principles in Language Teacing*, (china: Oxford University Press, 2002), pg.145.

B. Problem Identification

Based on the background of study above, the researcher would like to identify the problems as follows:

1. The students have limited vocabularies; it makes difficult for them to comprehend English..
2. The students struggle to comprehend the reading materials.
3. The students have low motivation in learning English.

C. Problem Limitation

The researcher has realized that she may look into any issue related to reading comprehension based on the identification of difficulties mentioned above. In order the researcher limited the scope of the issue to The Influence Of Using Crossword Game As A Strategy On The Students Reading Comprehension on Narrative text Of The Tenth Grade Of MAN 1 Lampung Timur.

D. Problem Formulation

Based on the problem above, the researcher would like the problem formulation as follow :

“Is there any positive and significant influence of using Crossword Puzzle Game On the students Reading Comprehension of the Tenth Grades in MAN 1 Lampung Timur?”

E. Objective and Benefit of Study

1. Objective of Study

Based on the problem formulation, the objectives of the research is as follows :

The objective of this research is to know wheter there is a positive and significant influence of using Crossword Puzzle Game On the students Reading Comprehension of the Tenth Grade in MAN 1 Lampung Timur.

2. Benefit of Study

a. For the students

- 1) As a fresh knowledge to improve their ability to comprehend what they read.
- 2) To motivate students to improve their reading comprehension skills.

b. For the English Teacher

- 1) As a motivation to improve students reading comprehension skill.
- 2) As a method to teaching reading comprehension.

c. For the Headmaster

- 1) As the intention of raising the standard of English instruction, particularly with regard to reading comprehension.
- 2) As data to support English language learning activities.

F. Prior Research

The researcher found 3 prior researchs relevant to this research. The following is a detailed explanation :

The first research was taken from Vina Aisyah, et, al entitled “Teaching Reading Comprehension By Using Crossword Puzzle Games For Junior High School Students”.⁷ In this research the researcher used a descriptive qualitative method. This research. This research was conducted for one month, from 1 October 2018 to 31 October 2018. Data was collected through a process of observation and learning. After one month of research, we found that each student had different abilities, some were interested in learning English and some were not interested in learning English. The sample obtained showed an average score of 63.88 for the pre-test and an average score of 86.94 for the post-test. The findings of this study show that:⁸ (1) Students was enjoy reading more when crossword puzzle games are used as a teaching tool; (2) students was retain vocabulary from reading texts better when crossword puzzle games are used as an exam reading; and (3) during the teaching and learning process, students can learn new vocabulary and gain comprehension of its meaning. It indicates that the study was approved.

The second research was conducted by Ahmad Wefi, Dzulkifli, Sonny Elfiyanto which entitled “The Effect of Crossword Puzzles on Learners’ Vocabulary Development In EFL Context”.⁹ This research using quantitative techniques. The sample use in this research included students from class 7 of SMP Annur Assalafy Pasuruan, with total of 36 students in two classes that

⁷ Vina Aisyah, et.al, *Teaching Reading Comprehension By Using Crossword Puzzle Games For Junior High School Students*, (Aisyah, 2012) (IJELLE Journal), Vol. 2, No. 1; 2012

⁸ Vina Aisyah, *Teaching Reading Comprehension By Using Crossword Puzzle Games For Junior High School Students*, IJELLE Journal, Vol. 2, No. 1/2012

⁹ Ahmad Wefi, Dzulkifli, Sonny Elfiyanto which entitled “*The Effect of Crossword Puzzles on Learners’ Vocabulary Development In EFL Context*”, Edutec No. 1/1 September 2023, 46.

consist of the control class and experimental class. The results of the SPSS calculation, the score obtained in the experimental classes after treatment are higher than those obtained before treatment. Therefore, from the hypothesis test, the value of Sig is 0.00, which is $< 0.00. 0.05$, so H_0 is not accepted and H_a is accepted. This means that media crossword puzzle affect the increase in English vocabulary proficiency among 7th-grade students of SMP Annur Assalafy Pasuruan.

The third research is taken from Nina Englis and Sudarsono Sudarsono which entitled "Improving Students' Reading Comprehension on Descriptive Text by Using Crossword Puzzle".¹⁰ This research using classroom action research in two cycle. The participant of this research is 17 male and 15 female students of VII F of SMPN 19 Pontianak. After implementing the crossword puzzle as the media of teaching descriptive text, the researcher found out that 100% of the students could find general information, 87.5% of students could find specific information and textual reference of the descriptive text about public building. It means that crossword puzzle also could improve the students' activeness in learning process, students' spelling was also improved.

Based to the explanation of prior research above, it can be concluded that there is the significant difference of previous studies to this research. The difference between this research and the prior research are the researcher focuses on the influence of using crossword puzzle game towards student

¹⁰ Nina Englis and Sudarsono Sudarsono, "Improving Students' Reading Comprehension on Descriptive Text by Using Crossword Puzzle", JEFLE Vol. 3 No. 2/ 2022.

reading comprehension especially in narrative text. While the 3 previous research, they are implemented crossword puzzle to teach reading comprehension especially in descriptive text and vocabulary mastery to junior high school. The previous from Nina Englis and Sudarsono Sudarsono used Class Action Research (CAR) as their methodology research. While in this research the researcher uses experimental research.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. The Concept of Reading Comprehension

a. The Description of Reading Comprehension

Reading is one of four language skills. According to Lubis, Reading for enjoyment, knowledge, and purpose is referred to as reading comprehension.¹¹ Reading is really amazing. It is the method by which individuals obtain knowledge and concepts from a variety of sources, including books, newspapers, manuals, letters, contracts, advertisements, and more.¹² Comprehension a text is the process of deriving meaning from the text.¹³ It can be said that reading comprehension is an activity of understanding and interpreting the text. Whereas according to Danny Brassell & Timothy Rasinski reading refers to the ability to comprehend or make meaning from written text¹⁴.

Furthermore, Lengan and John concern that reading comprehension is the ability to construct meaning from a given written text, extract the main points of the text, and emphasize which things are

¹¹ Anggara N. Wicaksono et al., *Instrument Comprehension And Reading Skills*.(Surakarta: UNS, 2019), p.4

¹² Camille Blachwics and Donna Ogle, *Reading Comprehension*,(New York: Guilford Publication, 2008), p.15

¹³ Danny Brasell and Timothy Rasinski, *Comprehension That Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*, (Huntington Beach: Shell Education , 2008), p.16

¹⁴ Danny Brasell and Timothy Rasinski, *Comprehension That Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*,(Huntington Beach: Shell Education, 2008), p.15

important from the text.¹⁵ In relation to those definition above, Reading comprehension is a complex activity that allows the reader to learn new vocabulary words as well as convey information from the book. Reading comprehension relates to understanding and thinking process to get the message from the reading materials from the book, newspaper, et,al. Moreover, Readers have to identify the meaning or the connection between the phrases that construct all of the text by reading in order for them to comprehend it.

Clearly, readers need to find some strategies to have students develop particular reading skill. Mikulecky Jeffries some important comprehension skill, they are:¹⁶

1) Previewing for better comprehension

The purpose of a preview is to know what readers will read before they actually read it. For example, people usually look at the return address or stamp on a letter to know where the letter came from and who sent it. They then speculate about what will happen.

2) Scanning

The readers do not read every word, they only read keywords that will answer their question. To speed up reading, skip unimportant words.

¹⁵ Lengan and John, *English skill with reading, six edition*,(New York: The McGraw-Hill Companies, 2006), p.8

¹⁶ Beatrice S. Mikulecky and Linda Jeffries, *Reading Power : Secons Edition*, (New York : Person Education, 1998), p p. 21-150.

3) Skimming

It means directing the reader to the text to gain a quick understanding of the text's abstraction. They then skim to gain a broader understanding.

4) Using vocabulary knowledge for effective reading

Guessing is One of the best ways to try to understand what we write or say. Because they don't have to stop listening, they enjoy the reading more.

5) Making inferences

Good readers always draw conclusions. That is, they sometimes hope to try to predict outcomes. After that, they used those clues to predict the text and the author's ideas.

6) Finding topics

If readers want to make connections between what they read and what they already know, they will not be able to understand what they read.

7) Discovering topics of paragraph

If the reader does not understand the content, it is difficult to comprehend what is read. If they don't understand the gist of a sentence, they can't understand it, even if there are no difficult words or grammar.

8) Understanding main idea

In a paragraph, the main idea consists of the author's statement about the topic and the ideas he wants to convey about that topic.

9) Summarizing

Retelling the important parts of a passage in a much shorter form is called a summary. Good reading skills are when they can summarize a text with confidence that they understand it.

Those comprehension skills allow the students to read well in English, they think in English as their read. If they in another language and translate into English, they will have difficulty with comprehension. Understanding the words and the grammar is not enough. Students need to be able to make logical connection between the ideas and information in your reading. This means using the information you already know to reach a conclusion. In other words, you need to think logically.

b. Three-Level Taxonomy of Reading Comprehension

With his three-level taxonomy of reading comprehension, Thomas Barret identified three categories of actions, which are as follows:¹⁷

- 1) **Literal Comprehension:** the first or lowest of the three levels, has to be able to be found by the reader in order for them to

¹⁷ Beatrice S. Mikulecky and Linda Jeffries, *Reading Power : Secons Edition*, (New York : Person Education, 1998),, p.17

comprehend, retell, or recount the details or facts that are provided in a book.

- 2) **Inferential Comprehension:** the second level, refers to the ability of a reader's capacity to understand information that is suggested or inferred from a text.
- 3) **Critical Comprehension:** the third and highest level of the three taxonomy's, which entails forming critical opinions on the data the text presents.

All three levels of comprehension are important and need to be fostered. These levels are not easily evaluated and do not lend themselves to the “teacher asks and student answer” type of comprehension discussion that follow many reading lessons.

2. The Concept of Narrative Text

Mary K. Ruetten and Cheryl Pavlik state that narrative text is telling a story or describing an event or event. In academic writing, events are often used to describe a larger thing.¹⁸ Narrative text is a type of structured ancient human communication, according to Donald Phar and Santi V. Buscemi. Most stories are written in structure, meaning they convey meaning and purpose or a moral.¹⁹

Narratives are compelling stories that aim to amuse, entertain, or connect readers to real experiences. Both writers and readers must pay

¹⁸ Mary K. Ruetten and Cheryl Pavlik, *Developing Composition Skills: Academic Writing and Grammar Third Edition*, (Boston: Hainle, 2012), p.32

¹⁹ Donald Phae and Santi V. Buscemi, *Writing Today*, (Boston: McGraw-Hill, 2005), p.174.

attention to how the story is told and how the writer conveys the story in print media. The contextualization of the story must be clear, and readers must be able to understand the author's intentions.

In addition, according to Beatrice S. Mikulecky, narratives fall into the category of stories that are not true. He said that fiction books have narrative text, but are not true stories. To learn English, reading works of fiction is very helpful because it shows how people use language in everyday life.²⁰ From this statement, people usually read narrative texts to see examples of how people live on a daily basis and use language in their daily lives. According to Katherine Ploeger, narratives do not only tell false stories that come from personal experience. In contrast, a narrative is a short story that comes from personal experience using a series of events arranged chronologically. Revelation, insight, wisdom, or understanding is usually included in the story.²¹

Furthermore, according to Derewianka there is scematic structure of narrative text are:²²

1) Orientation

The opening paragraph or beginning of the story, where the author introduces the characters, location, and time of action, is known as orientation.

²⁰ Beatrice S. Mikulecky, *op.cit.*, p.9

²¹ Katherine Ploeger, *Simplified Paragraph Skills*, (Lincolnwood: NTC Publishing Group, 2000), p.260

²² Beverly, D. *Exploring How Text Work*. Australia: Primary English Teaching Association.

2) Complication

The complication paragraph is the paragraph where the story problem develops. Complication paragraphs usually involve the main character. Narratives describe the difficulties we face in life and often give us indications that there are solutions.

3) Resolution

The structure of narrative text is the resolution where the story problem is resolved in the paragraph. (This can of course happen in certain types of stories that leave us wondering, "How does it end?")

3. The Concept of Crossword Puzzle Game

There is a most of language game to do teaching learning. One of language game is Crossword Puzzle game. A crossword puzzle game is a type of puzzle or riddle where each square has to be filled in with a word or number. Word meaning equivalents are provided as numerical values that correspond to the values in the squares. In response to clues, letters and words are inserted into a grid of numbered squares.²³ The crossword puzzle provides a challenge that encourages students to attempt to answer it, making studying enjoyable and exciting. It also provides a chance for students to repeat and practice vocabulary and phrase patterns.²⁴ They relate facts as the puzzle hint to the words that need spelling knowledge since

²³ Harry Dhand, *The Practice of English Language*, (4th ed), (London: Longman, 2008), p.102

²⁴ (Tricia M. Davisla, 2009)*The Journal of Effective Teaching 2009, Vol 9, No. 3, 4-10: Reviewing for Exams: Do Crossword Puzzles Help in the Succes of Student Learning?* (Bloomer, Organization for Education, 2009), p.6

objects must be spelled correctly. Crossword puzzles are an excellent tool for teaching and expanding vocabulary since the meanings and synonyms of the terms are readily available.

In addition, Crossword puzzles are one of the engaging methods for teaching language, according to Karim and Hasbullah in Neoto.²⁵ According to Diane Larsen, children may more easily answer questions based on the text when they use crossword puzzle games.²⁶ Charlesworth adds that students' reading comprehension skills will be strengthened by reading and then completing relevant crossword puzzles.²⁷ This indicates that crossword puzzles can be used as they help students stay interested and generate their own reading content. In addition, A crossword puzzle may be used to identify comprehension gaps as well as cognitive understanding deficiencies.²⁸ Students must to find the puzzle's right solution after they have identified the answer.

From the explanation above, the researcher concluded that a crossword puzzle is a word game in which students must find the simpler solution by spelling the correct words.

The example of crossword puzzle in reading comprehension:

²⁵ Fajar Nyoto, *Improving the eight grade students' reading comprehension by using Crossword Puzzle*, (Jember: Muhammadiyah Universitas of Jember Faculty Teacher Training and Education English Department, 20014), P.6

²⁶ Diane Larsen, *Techniques and Principles in Language Teaching*, (china: Oxford University Press, 2002), pg.145.

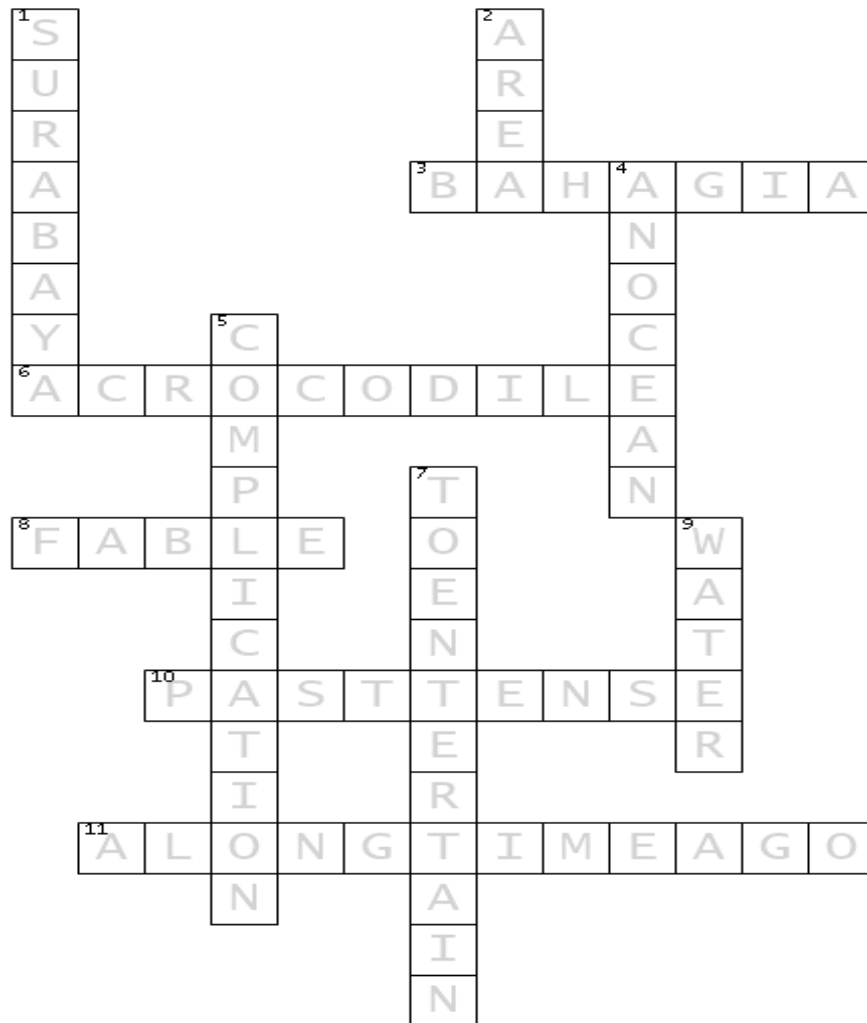
²⁷ Sylvia Charlesworth, (Charlesworth, 50 Great States and Solve Crossword Puzzles, 2002) (New York: 2002), p.5

²⁸ Sylvia Charlesworth, (Charlesworth, 50 Great States and Solve Crossword Puzzles, 2002) (New York: 2002)l, p.6

There once were two animals named Sura and Baya. Baya was a crocodile, while Sura was the name of a shark. They were ocean dwellers. Sura and Baya were looking for food at that time. Suddenly, Baya noticed a goat.

“Yummy, this is my lunch,” said Baya. “No chance! This is my lunch. You are covetous” said Sura. They then engaged in combat over the goat. After many hours, they were quite exhausted. They had moved on to better areas because they were sick of fighting. Baya resided nearby, and Sura lived in the sea. They would never fight again since the seashore was the outskirts. Sura visited the region one day and looked in the stream for some food. There was not much food in the water, and he was quite hungry. When Baya learned that Sura had broken the promise, he became very enraged. They fought again. They collided with each other. Baya's tail was bit by Sura. Baya treated Sura the same way. He gave Sura a strong bite till she finally gave up, and A returned to the sea. Baya was cheerful.

Please answer using the words from above as a reference!



ACROSS

3. What the meaning of "cheerful"?
6. Who is Baya?
8. What type of narrative text does the read text use?
10. Which tenses are used in the text?
11. Mention one of temporal circumstance from the text?

DOWN

1. What is the title of the text?
2. Where is Baya live/
4. Where did the text take a place?
5. The paragraph that follows is titled?
7. What is the text's main purpose?
9. Where is sura live?

a. Procedure of Crossword Puzzle

These are the steps to play the crossword puzzle game:²⁹

- 1) First, the class was divided up into groups.
- 2) Next, give a paragraph on Narrative Text to each group.
- 3) Asking them to read the paragraph is the third step.
- 4) Next, teacher explain the rules of crossword puzzle game.
- 5) Next, ask them to guess the word by using the crossword puzzle game's question as a guide.
- 6) After that, each group has to respond to the question as soon as possible by raising their hand.
- 7) Then The group that correctly answers was receive a point.
- 8) At the end, the winning group is the one with the most points.

b. Advantages of Crossword Puzzle

The advantages of utilizing crossword puzzle games is that they make the process of teaching and learning more engaging. The second,

²⁹ Rini Ayu, *Popular English Game*, (Jakarta : Pustaka Mina, 2008), p.47

Crossword Puzzle game can be alternative media to teach Reading Comprehension interestingly. Thirdly, learning may be enjoyable for pupils. The fourth is that teaching students by using crossword puzzles, it can be easy way to improve students reading comprehension.. The fifth is that students would more active and enjoy themselves in class. Sixth, students won't get bored when studying if they use a crossword puzzle game.³⁰

c. Disadvantages of Crossword Puzzle Game

The following are some disadvantages of crossword puzzle games: first, students was not concentrate on studying; instead, they was just concentrate on the game. The second is that because students have to compete to answer the question, there was being noise in the classroom. Third, because they are having so much fun with the game, students won't comprehend the information.³¹

B. Theoretical Framework and Paradigm

1. Theoretical Framework

The researcher involved is based on two factors. The two variables are dependent (Y) and independent (X). Utilizing a crossword puzzle game is the independent variable (X), while reading comprehension is the dependent variable (Y).

³⁰ Sainab Chewae, *The Influence Of Using Crossword Puzzle On Students' Reading Comprehension At The First Of The Tenth Grade Of MTs Muhammadiyah Sukarame In The Academic Year of 2018/2019*. (Sukarame: State Islamic University Of Raden Intan Lampung, 2019), p.23

³¹ Ibid, p.24

A teacher has to be knowledgeable about a variety of instructional techniques, methods, and resources. Teachers must be able to select the most effective method from a variety of techniques and media so that their pupils never become bored while studying English.

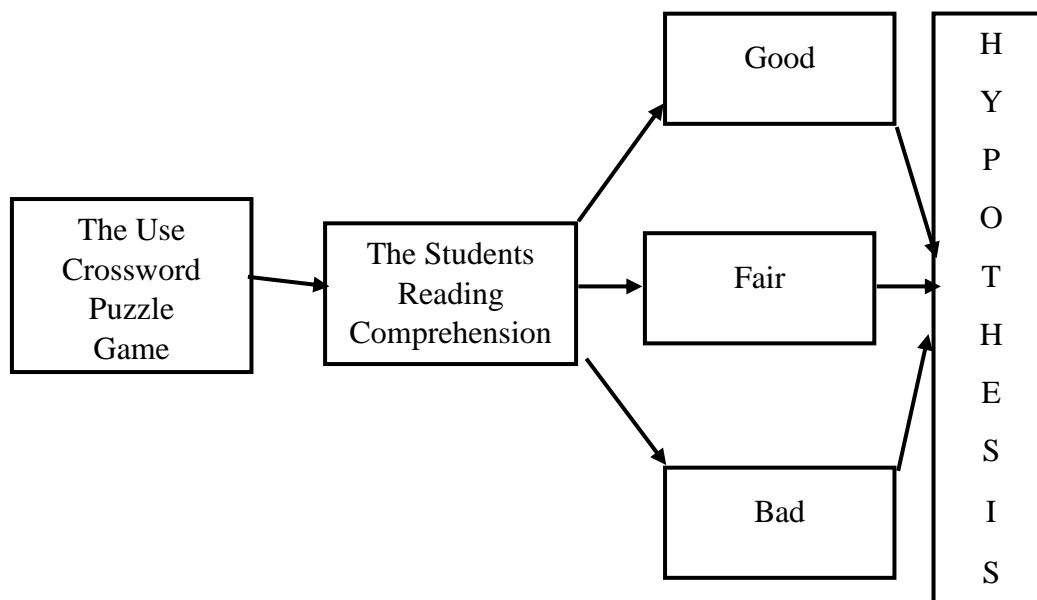
Using a crossword puzzle game is one method that may be employed in the teaching and learning process, particularly when teaching reading comprehension. According to the theoretical framework of this research, students' reading comprehension is good if the crossword game is employed appropriately. On the other hand, kids' reading comprehension is poor if the crossword game is employed appropriately.

2. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each other. Based on theoritical framework above the research describes the paradigm as follow.

Figure 2.1

Paradigm of The Influence of Using Crossword Puzzle Game On The Students Reading Comprehension Of The Tenth Grade Of Man 1 Lampung Timur



Referring to the above figure 2.1, it can be seen that if a person does crossword puzzles frequently, their vocabulary knowledge was likewise be high. If fewer students are playing crossword puzzle games, then less students are reading comprehension. Therefore, employing a crossword game has a positive and significant effect on students reading comprehension.

C. Hypothesis

Hypothesis Formulation

Alternative Hypothesis (Ha)

Ha : There is good impact and significant influence of using crossword puzzle game On The Students' Reading Comprehension Of The Tenth Grade Of The MAN 1 Lampung Timur.

Null hypothesis (H_0)

H_0 : There is no good impact and significant influence of using crossword puzzle game On The Students' Reading Comprehension Of The Tenth Grade Of The MAN 1 Lampung Timur.

Statistical Hypothesis

H_a : if sig (2-tailed) $< 0,05$, then H_0 is rejected, then H_a is accepted

H_a : if Sig (-tailed) $> 0,05$, then H_0 is accepted, then H_a is rejected

CHAPTER III

RESEARCH METHOD

The research methodology is covered in this chapter along with additional explanations of the operational definition variable, population, sample, sampling strategy, data collecting method, research instrument, and data analysis method. As a result, the author provides the following explanation for each of those items:

A. Research Design

All of the planning steps needed when doing research are included in research design. In this research, the researcher used experimental research method to determine the influence of using crossword puzzle game towards student reading comprehension. Experimental research is a type of quantitative research. The goal of quantitative research is to explain phenomena by the collection and analysis of numerical data using techniques derived from mathematics, particularly statistics.³² It means that numerical data obtained through mathematical or statistical methods was employed in quantitative research.

The aim of this research is to know whether there is a positive and significant influence of using crossword puzzle game on the students reading comprehension of the tenth grade of MAN 1 Lampung Timur. Two classes was employed by the researcher: an experimental class and a control class. Random selections was being made for both classes. Here is how the research design might be shown.

³² Daniel Mujis, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), P. 1.

Table 3.1
The Research Design

Experimental class	Pre-test	Treatment by using crossword puzzle game	Post-test
Control class	Pre-test	Treatment does not use crossword puzzle game	Post-test

The researcher employed two classes, one as an experimental class and the other as a control class, based on the preceding table. Prior to beginning treatment, the student had a pre-test to determine their reading comprehension score. In the experimental class the first treatment researcher was teach reading comprehension and explain about reading comprehension in narrative text and the second treatment Crossword puzzle games was used to treat the experimental class, while the control class treatment without crossword puzzle game.

Furthermore, The post-test results of the experimental class and the control class are also compared by the researcher. The goal of the research is to determine whether there are any differences between the control group, which did not use the crossword problem, and the experimental group, who utilized the game. The goal of this research was to decide whether the use of the crossword puzzle game has a positive and important impact on the reading comprehension and important impact on the reading comprehension of MAN 1 Lampung Timur.

B. The Operational Definition of Variable

The operational definition of variable are as follow:

1. Independent Variable (Crossword Puzzles)

Independent variable (X) is an input or stimulus that can affect a person's behavior internally or externally. An independent variable is one that has an effect on the other variable. The crossword game is the study's independent variable. In the word game Crossword Puzzle, students must determine which letters to spell in order to complete the correct answer.

2. The dependent variable (Reading Comprehension)

Reading comprehension is the dependent variable (Y). Students' reading comprehension refers to their capacity to extract meaning from narrative text. This includes answering queries about the main idea, supporting idea, grammatical features, inference, details, excluding unwritten facts, and vocabulary context.

C. Population, Sample, and Sampling Technique

1. Population

Population is a collection of people with similar characteristics.³³ The population of this research was the second semester of tenth grade of MAN 1 Lampung Timur in 2023/2024. The total class of the second semester of MAN 1 Lampung Timur is eight classes, that is X.A, X.B, X.C, X.D, X.E, X.F, X.G, X.H; each class consist of 40 students, the total number of second semester of MAN 1 Lampung Timur was 334 students, consist of 115 male and 219 female.

2. Sample of the Research

A sample is a subset of the intended audience that the researcher was examine in order to draw conclusions about the target audience as a whole.³⁴ The tenth grades consist of two classes that were X.A (39 students) and X.D (39 students). The total number of two classes are 78 students consist of male 23 students and female 55 students. One class was designated as the experimental class and the other as the control class by the researcher.

3. Sampling Technique

The researcher employed the cluster random sampling approach in this study. A probability sampling approach called cluster random sampling employs full naturally occurring groups, such voting precincts or intact classrooms, as samples (clusters) and picks them at random.³⁵ At the tenth grade, the researcher carried out the study. One class in the tenth grade is an

³³ Jhon W. Creswell, *Op, cit.*, p.142

³⁴ Jhon W. Creswell, *Op, cit.*, p.142

³⁵ Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition*, (Canada: Wadsworth Cengage Learning), p.637

experimental class, while the other is a control class. The following steps should be followed to identify the experimental and control classes:

- a. The researcher writes two names of class in little piece of paper.
- b. Rolling the paper and placing it in a box.
- c. After shaking the box, the researcher randomly selects two pieces of rolled paper. The experimental group was the first class, while the control group was the second.

D. Data Collecting Technique

1. Test

For evaluating both variables in this test research, tests was being employed as the data gathering strategy. The researcher was assess student's reading comprehension by assigning them a crossword puzzle game. Additionally, the researcher employed tests to gather data for two types of tests: pre- and post-tests. Pre-test in the experimental class and control class is the same, researcher used a multiple choice. Therefore, for post-test between experimental class and control class not same but the level still same. In the experimental class used crossword puzzle and the control class used translation.

a. Pre-test

A pre-test was being administered during the first appointment before treatment in order to assess the students' reading comprehension before using the crossword game. The researcher used a multiple choice on the test.

b. Post-test

Following treatment, a post-test was being given to see whether the use of the crossword game has affected the students' reading comprehension. This was being determined during the final meeting. The researcher used a written exam for the post-test in this study. There are crossword puzzle from experimental class and essay questions from control class on the test.

2. Documentation

Another method of gathering data is documentation. The researcher used this method to collect information about the RPP about the students of MAN 1 Lampung Timur, the students' reading comprehension skill after the teacher used the crossword game, and the recording of the students' learning activities as they used the game to aid in their education.

E. Research Instrument

1. Instrument Blueprint

The research instrument has been built and modified based on the selected indicators. Additionally, the researcher would use instruments for a pretest and post-test for this study. An essay (crossword puzzle) or a multiple choice would be the pre-test and post-test instrument used in this study. As a result, assessment was chosen as an evaluation approach in this investigation. Pre- and post-tests was used in the study. Written evaluations from the pre- and post-test was gathered by both the experimental class and the control class.

2. Instrumental Calibration

The act of evaluating and modifying a measuring instrument's accuracy by comparison with benchmarks or standards is known as instrument calibration. The measuring scale used to determine the instrument standard is called instrument calibration. The objective exam essay (crossword puzzle) or multiple choice, which has ten items, was utilized by the researcher. The question has a score range of 0 to 100. Students receive a score of 100 for accurately answering the whole question; if they are unable to do so, they receive a score of zero. Then, 100 is the greatest score, while 0 is the lowest.

F. Data Analysis Technique

To find out if the use of a crossword puzzle game theris a positive and significant influence using crossword puzzle game on the reading comprehension of tenth grade students at MAN 1 Lampung Timur in the academic year 2023–2024. researcher analyzed data using Independent Sample T-test with SPPSS version 25.0 with the following hypothesis:

Alternative Hypothesis (H_a)

H_a : There is good impact and significant influence of using crossword puzzle game On The Students' Reading Comprehension Of The Tenth Grade Of The MAN 1 Lampung Timur.

Null hypothesis (H_0)

Ho : There is no good impact and significant influence of using crossword puzzle game On The Students' Reading Comprehension Of The Tenth Grade Of The MAN 1 Lampung Timur.

Statistical Hypothesis

H_a: if sig (2-tailed) < 0,05, then H_o is rejected, then H_a is accepted

H_a: if Sig (-tailed) > 0,05, then H_o is accepted, then H_a is rejected

BAB IV

RESEARCH RESULT AND DISCUSSION

A. Description Of Data

1. Description of The Research Area

a. The Brief History of MAN 1 Lampung Timur

This madrasah was founded on the spirit of the Muslim community of Central Lampung to have a high school level school characterized by Islamic religion. This Madrasah was established in 1968 with the initial name of *Sekolah Persiapan Institut Agama Islam* (SPIAIN) Metro. However, in 1970, the school was transformed into Madrasah Aliyah Agama Islam Negeri (MAAIN) Persiapan, by taking over MAAIN Tanjung Karang which is now MAN 1 Bandar Lampung.

In 1978, this Madrasah changed to Madrasah Aliyah Negeri (MAN) Metro Lampung Tengah, based on the Decree of the Minister of Religion of the Republic of Indonesia Number: November 30 1978. In 1982, under the leadership of Mr. Hi. Sanuri, BA, Madrasah was able to buy a plot of land measuring 1000m² and build a building on it. So in 1983, MAN Metro moved from MIN Metro to a new location in Banjarrejo Village 38B Batanghari, Central Lampung Regency.

MAN 1 Metro Central Lampung developed a Boarding School education pattern called *Madrasah Aliyah Kelas Khusus* (MAKK) in 1992 under the leadership of Mr. Machrudi. All students who enter the MAKK selection are required to live in a dormitory (Pondok). In 1999,

Central Lampung Regency was divided into East Lampung Regency, thus becoming MAN 1 Metro Lampung Timur. MAKK (Boarding School) MAN 1 Metro received a charter for establishing a boarding school with the name Pondok Modern AL-KAHFI Banjarrejo in 2005 during the leadership of Drs. H. Moh. Luthfie' Aziz HF.

Based on KMA No. 157 of 2014 the name MAN 1 Metro Lampung Timur was changed to MAN 1 Lampung Timur. The leadership of MAN 1 Lampung Timur was continued by Drs. H. Imam Sakroni definitively on February 6 2016, previously led by Drs. H. Muh. Luthfie' Aziz is entering retirement. Starting in 2021, the leadership of MAN 1 Lampung Timur will be continued by Mr. H. Rubangi, M.PdI, until now.

b. Vision and Mission of MAN 1 Lampung Timur

1) Vision

The vision of MAN 1 Lampung Timur is “Good Moral, excelling in achievement professional and religious”.

2) Mission

The mission of MAN 1 Lampung Timur are as follows :

- a) Carry out teaching and guidance in accordance with their potential.
- b) Fostering a spirit of excellence intensively to all school members.

- c) Fostering and encouraging excellence in the application of science, technology and art.
- d) Fostering the appreciation and practice of the teachings of Islam and good national culture so as to realize competent students.
- e) Creating graduates who are qualified, accomplished, have high morals, and are devoted to Allah SWT.

c. The Condition of Infrastructure Facilities at MAN 1 Lampung

Timur

The infrastructure of MAN 1 East Lampung, which consists of the principal's office, teacher's office, classroom, restroom, prayer room, kitchen, science lab, computer lab, ablution area, parking area, hall room, and library, is in good enough condition for teaching and learning activities. In addition, the resources offered by MAN 1 East Lampung, such as sufficient chairs for instructors and students, whiteboards, internet connectivity, fans in each room, PCs in the computer lab, LED lights, a projector, and a printer, can facilitate the learning process.

2. The Description of Research Result

a. The Result of Pre-Test Score

The purpose of giving a pre-test to students is to find out the previous students' reading comprehension. The pre-test was administered on Tuesday, 7th Mei 2024 in Class X.A as a Experimental

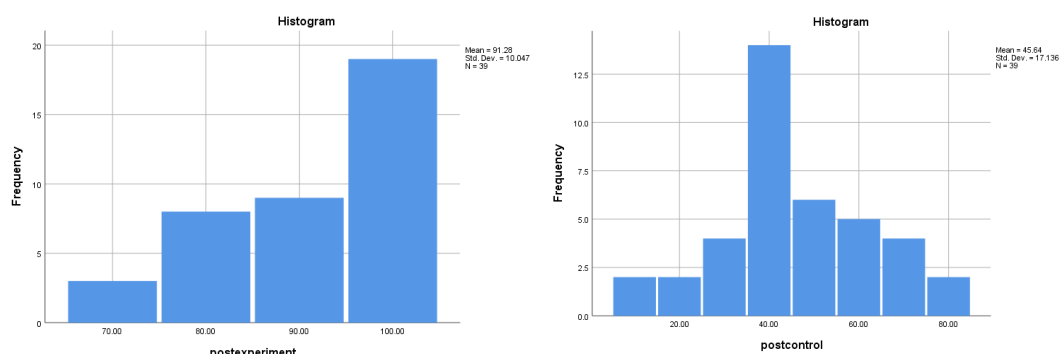


Figure 4.1
The result of Pre-test in Experiment and Control class

Based on the figure and table above, could be seen that total of students experimental class and control class (N=39). Range score in the experimental class = 50 and control class = 70, minimum score experimental class = 10 and control class 10, maximum score experimental class = 60 and control class= 80, tol score and mean experiemental class 1140 and 29.23 and control class 1780 and 45.64. the standard deviation of experimental class = 15.624 and control class 17.136, variance experimental class = 244.13 and control class 293.657.

b. The Result of Post-Test

After get a pre-test and conducting 2 meetings of treatments, the researcher conducts a post-test. The post-test instruments different between the pre-test, but the pattern and level difficulty are still the same.

Table 4.3
Descriptive Statistic of Post-test Experimental and Control class

	N	Range	Minimum	Maximum	Sum	Mean		Std.Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-test (Experiment Class)	39	30	70	100	3560	91.028	1.60883	10.047	100.945
Valid N (listwise)	39								
Post-test (Control Class)	39	70	10	80	1780	45.64	2.74402	17.13643	293.657
Valid N (listwise)	39								

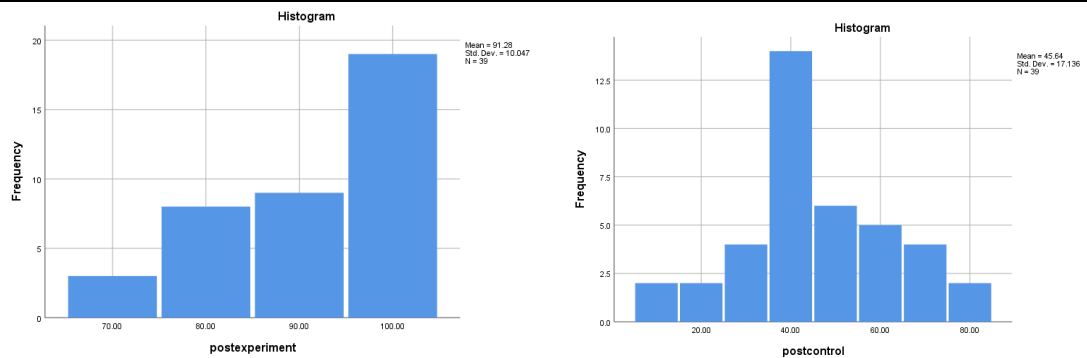


Figure 4.2
The result of Post-test in Experement and Control class

Based on the figure and table above, could be seen that total of students experimental class and control class (N=39). Range score in the experimental class = 30 and control class = 70, minimum score experimental class = 70 and control class 10, maximum score experimental class = 100 and control class= 80, total score and mean experiemental class 3560 and 91.28 and control class 1780 and 45.64. the standard deviation of experimental class = 10.047 and control class 17.136, variance experimental class = 100.047 and control class 293.657.

c. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this case the researcher used SPSS (Statistical Pakcage for Social Science) version 25 to calculate the normality test.

Normality test is formulated as follows:

H_a : The data that has been collected was normally distributed.

H_o : The data that has been collected was abnormally distributed.

The criteria of accepted of normality test as follows:

H_a = accepted if $Sig < \alpha = 0.05$

H_o = accepted if $Sig \geq \alpha = 0.05$

Table 4.4**The Normality Test Experimental class and Control class**

Class		Kolmogrov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	statistic	Df	Sig.
Gain	Experiment	.092	39	.200	.984	39	.843
	control	.133	39	.081	.941	39	.400

Based on the table above, it can be seen that all the probability or Sig. number (*Kolmogrov-Smirnov^a*) from the whole 2 classes were experimental class was 0.200 and control class was 0.081. So, both are higher than 0.05. It can be concluded that data were normal distribution.

d. The Result of Homogeneity Test

After knowing that the data tested is normal, the researcher calculates homogeneity to find out whether the data is homogeneous or not. In this case the researcher uses SPSS (Statistical Package for Social Science) to calculate the homogeneity test.

The homogeneity test hypothesis is formulated as follows:

H_a = Data homogenous

H_0 = Data did not homogenous

The criteria of acceptance of homogeneity test as follows:

H_a = accepted if $Sig \geq \alpha = 0.05$

$H_0 = \text{accepted of Sig} < \alpha = 0.05$

Table 4.5

The Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.266	1	76	.800

Based on the table above, it could be concluded that based on mean the Sig. number $0.800 > 0.050$. so that, the H_0 is rejected and the H_a is accepted. It means that the data was homogeneous.

e. The Results of Hypothetical Test

Hypothesis testing is conducted to determine whether there is a significant influence between variable X (Crossword Puzzle Games) on variable Y (Reading Comprehension). Hypothesis testing is carried out in several ways, such as t-test (manual) or computerized t-test (using the SPSS application version 25).

Based on the normal test and the homogeneity test, it could be seen that the data are normal and homogeneous. So that to know the significance of the treatment effect the researcher analyzed the data using the Independent Sample T-test with SPSS 25 can be applied, with following hypothesis;

H_a : There is good impact and significant influence of using crossword puzzle game On The Students' Reading Comprehension Of The Tenth Grade Of The MAN 1 Lampung Timur.

H_0 : There is no good impact and significant influence of using crossword puzzle game On The Students' Reading Comprehension Of The Tenth Grade Of The MAN 1 Lampung Timur.

The criteria of acceptance of hypothetical test as follows:

H_a : if sig (2-tailed) < 0,05, then H_0 is rejected, then H_a is accepted

H_a : if Sig (2-tailed) > 0,05, then H_0 is accepted, then H_a is rejected

Table 4.6

The Result of Hypothetical Test

T	df	Sig. (2-tailed)
14.349	76	.000

Based on the table above, it could be concluded that the probability number *Sig-(2-tailed)* was 0.000. As a result, since the probability or Sig number *(2-tailed)* was < 0.05, therefore *nullhypothesis* H_0 is rejected and the *alternative hypothesis* (H_a) is accepted. It means, there was a good impact and significant influence of using crossword puzzle game On The Students' Reading Comprehension Of The Tenth Grade Of The MAN 1 Lampung Timur.

B. Discussion

Reading comprehension is one of reading skill that taught in junior and senior high school until university. According to Dany Brassel and Timothy said that reading comprehension is an activity of understanding and interpreting the text.³⁶ Many teacher believed that the students were less motivated to look up at their dictionary to check the meaning of vocabulary. Most of students expected translation from their clever friends and teacher. As the consequence, they did not fully understand the text. It believed that teaching reading at school was not interesting to the students. Teacher should be selective in choosing teaching media. in the researcher opinion, teaching English on reading skill using crossword puzzle games was one of teaching aid in which students were given chance to learn English more fun.

Based on Diane Larsen, students may more easily more answer the question based on the text when they use crossword puzzle. Crossword puzzle are one of the engaging methods for teacing language, according to Karing and Hasbullah in Neoto.³⁷ From previous research also used crossword puzzle games to improve and develop students' reading skills and vocabulary. The three previous studies listed by the researcher in chapter 1 showed improvements, developments and also influences in the use of

³⁶ Danny Brasell and Timothy Rasinski, *Comprehension That Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*, (Huntington Beach: Shell Education , 2008), p.16

³⁷ Fajar Nyoto, *Improving the eight grade students' reading comprehension by using Crossword Puzzle*, (Jember: Muhammadiyah Universitas of Jember Faculty Teacher Training and Education English Department, 20014), P.6

Crossword Puzzle Games in teaching English, especially in reading comprehension and vocabulary.

Based on explanation above, with the support of this learning method and media, it is hoped that students will be motivated in learning, students will be more enthusiastic about carrying out activities in learning so that they can improve learning outcomes. The role of the teacher here is very important in the student learning process. Therefore, the role of teachers is broader and more directed towards improving student learning outcomes.

In general, before conducting the research, the researcher gave a pre-test to determine the initial knowledge of reading comprehension skills possessed by tenth grade students at MAN 1 Lampung Timur before being given treatment. After getting the treatment, there was a significant difference between the post-test scores of the experimental class and the control class.

Based on the results of the Independent Sample T-test with the SPSS version 25, it can be seen that the mean of the experimental class is 91.00. higher than the mean score of the control class which is 45.64. then the Sig (2-tailed) number of 0.000 is smaller than α (0.05), so the null hypothesis H_0 is rejected and the H_a hypothesis is accepted. That is, there is a positive and significant effect of using crossword games on reading comprehension learning for tenth grade students at MAN 1 Lampung Timur.

This study observes the reading comprehension skills of students in class X MAN 1 Lampung Timur. The researcher uses this class because

students in this class still have difficulty in understanding reading texts and there is no motivation to learn and read reading texts. This is because they are low in vocabulary and have not received motivation to read and understand English reading texts. From these problems, the researcher uses a crossword game to help students learn reading comprehension.

The researcher assumes that learning by using a crossword game can help students in learning reading comprehension.

C. Limitation

This research was conducted on grade X students of MAN 1 Lampung Timur. The subjects of this study were grade X students in the 2023/2024 academic year. The subject is crossword puzzle game in reading comprehension learning. The results of this study showed that the crossword game succeeded in helping students understand the reading text and gave students motivation to read English reading texts.

Therefore, after conducting research and obtaining test data, as well as documentation, the researcher found some limitations including some obstacles in students' reading ability. The first is that students are confused about the meaning of some words because of their low vocabulary.

Finally, the results of this study explain that the theory of a positive and significant effect of using crossword games on students' reading

comprehension is successful. Using crossword puzzle games successfully helped grade X students of MAN 1 Lampung Timur in polishing their reading skills.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been done, it can be concluded that the effect of using crossword puzzles has a positive and significant effect. In other words, the use of crossword puzzles affects the reading comprehension of grade X students of MAN 1 Lampung Timur.

Through these results, could be identified that total of students experimental class and control class (N=39). Range score in the experimental class = 30 and control class = 70, minimum score experimental class = 70 and control class 10, maximum score experimental class = 100 and control class= 80, total score and mean experiemental class 3560 and 91.28 and control class 1780 and 45.64. the standard deviation of experimental class = 10.047 and control class 17.136, variance experimental class = 100.047 and control class 293.657. There is a significant effect between the reading comprehension scores of the experimental and control classes where the experimental class post-test scores are higher than the control class.

It can be seen that the mean score of the control class is 45.64 and the experimental class is 91.28. Thus, the mean score of the experimental class is higher than the control class.

It can be seen that the Sig (2-tailed) probability number is 0.000. Consequently, since the probability or Sig (2-tailed) number < 0.0005 , the null hypothesis (Ho) is rejected and the hypothesis (Ha) is accepted. That means,

there was a good impact and significant influence of using crossword puzzle game on the Students' Reading Comprehension Of The Tenth Grade Of The MAN 1 Lampung Timur.

B. Suggestion

Based on the conclusion of this study, the researcher would like to provide several suggestion:

1. For Teachers

It is recommended that teacher uses the crossword puzzle game so that students can more casily understand and nore interested to learning English especially in reading comprehension.

2. For Students

It is suggested for students to be more enthusiastic in learning engglish, especially in reading comprehension.

3. For Principal

The principal in guiding English teachers uses technology to help students English, so that students are more enthusiastic about learning English.

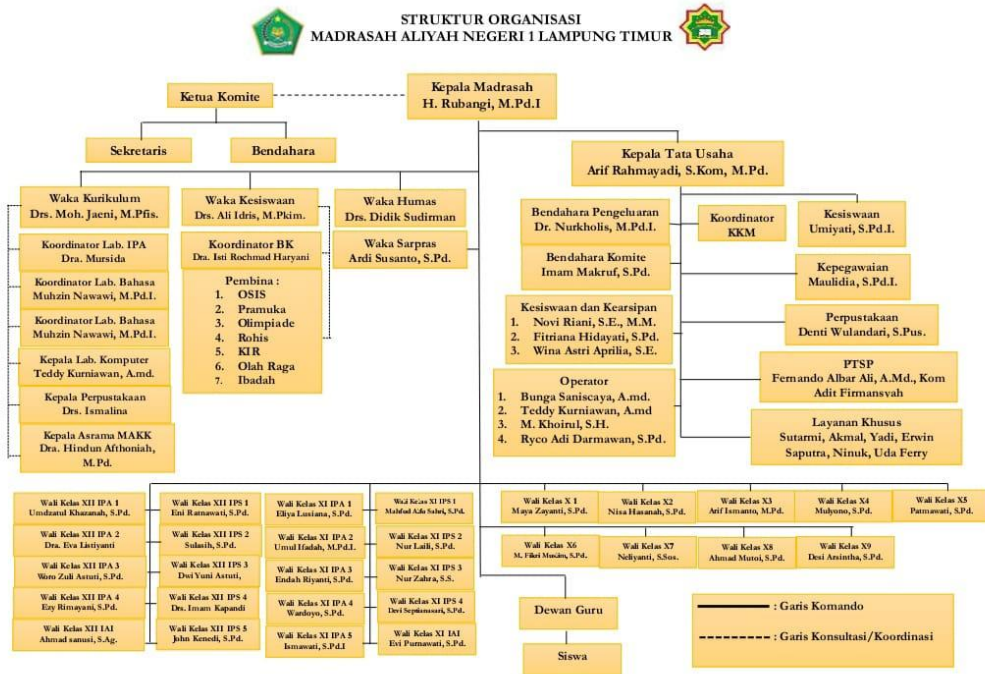
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APPENDICES

Structure Organisation of MAN 1 Lampung Timur



The Teacher of MAN 1 Lampung Timur

No	Teacher Name	Types of PTK
1.	H. Rubangi, M.Pd.I	Head of Principle
2.	Arif Rahmayadi, S.Kom, M.Pd	Head of Administration
3.	Dr. Nurkholis, M.Pd.I	Administration Staff
4.	Imam Makruf, S.Pd	Administration Staff
5.	Novi Riani, S.E., M.M.	Administration Staff
6.	Fitriana Hidayati, S.Pd.	Administration Staff
7.	Wina Asttri Aprilia, S.E.	Administration Staff
8.	Bunga Saniscaya, A.md	Administration Staff
9.	Teddy Kurniawan, A.md	Administration Staff
10.	M. Khoirul, S.H	Administration Staff
11.	Ryco Adi Darmawan, S.Pd.	Administration Staff
12.	Umdzatul Khasanah, S.Pd.	Subject Teacher
13.	Dra. Eva Lusiyanti	Subject Teacher
14.	Woro Zuli Astuti, S.Pd.	Subject Teacher
15.	Ezy Rimayani, S.Pd.	Subject Teacher
16.	Ahmad Sanusi, SAg.	Subject Teacher
17.	Eni Ratnawati, S.Pd.	Subject Teacher
18.	Sulasih, SPd.	Subject Teacher
19.	Dwi Yuni Astuti, S.Pd.	Subject Teacher
20.	Drs. Imam Kapandi	Subject Teacher

21.	John Kenedi, S.Pd.	Subject Teacher
22.	Eliya Lusiana, SPd.	Subject Teacher
23.	Umul Ifadah, M.Pd.I	Subject Teacher
24.	Endah Riyanti, S.Pd.	Subject Teacher
25.	Endah Riyanti, S.Pd.	Subject Teacher
26.	Wardoyo, S.Pd.	Subject Teacher
27.	Ismawati, S.Pd.I.	Subject Teacher
28.	Mahfudz Alfu Sahri, S.Pd.	Subject Teacher
29.	Nur Laili, S.Pd.	Subject Teacher
30.	Nur Zahra, S.Pd.	Subject Teacher
31.	Devi Septianasari, S.Pd.	Subject Teacher
32.	Evi Purnawati, S.Pd.	Subject Teacher
33.	Maya Zayanti, S.Pd.	Subject Teacher
34.	Nisa Hasanah, S.Pd.	Subject Teacher
35.	Arif Ismanto, M.Pd.	Subject Teacher
36.	Patmawati, S.Pd.	Subject Teacher
37.	M. Fikri Muslim, S.Pd.	Subject Teacher
38.	Neliyanti, S.Sos.	Subject Teacher
39.	Neliyanti, S.sos.	Subject Teacher
40.	Ahmad Mutoi, S.Pd.	Subject Teacher
41.	Desi Arsintha, S.Pd.	Subject Teacher

Reading Test (Pre-Test)

NAME :

CLASS :

DATE :

Direction :

- Read this text carefully
- Chose the correct answer
- Put a mark (X) on the correct answer.

Text 1 for question 1-5

There was an old man who lived at the end of a small village at the foot of the mountains. The grandfather's name is Martono, he doesn't work and relies on natural resources to survive. Martono has been without a family since he was 60 years old because his wife died. Their children leave the city to migrate in search of a better life than the village. Now Martono is 80 years old and still relies on nature for his life. Until one day Martono saw something unusual in his favorite forest.

There is some heavy equipment coming in to open new agricultural land. The distance was indeed quite far, about ten kilometers, but some heavy equipment got lost and had to pass in front of his hut.

Two semesters went on and the land clearing project was under way and finally there was an agricultural area. Within a short period of time, Martono began to have difficulty getting food. Squirrels and small animals that usually fall into the trap are now nowhere to be found.

Finally, the supply of meat for Martono's life became less and made his body weak. Only two semesters after the land clearing, Martono began to fall ill. His body was no longer able to walk as far as it used to before clearing the land. Not long after, Martono finally breathed his last without anyone knowing. Even the villagers only found out a year later when a landslide occurred in the Martono hut area.

1. What type of text is the above text? It is
 - a. A narrative text
 - b. A description text

- c. A recount text
 - d. An anecdote text
2. The text tells about?
 - a. Beautiful forest
 - b. The end of old man lifes
 - c. Development oof agricultural land
 - d. Life on the mountain side
 3. How old Martono when he died?
 - a. 60 years old
 - b. 81 years old
 - c. 80 years old
 - d. 82 years old
 4. Why is Martono dead?
 - a. Lack of protein sources
 - b. Killed by government
 - c. Crushed by heavy equipment
 - d. Old age
 5. Where are martono's children?
 - a. Wander out of town
 - b. Marto has no children
 - c. Moved in with his mother
 - d. Killed in accident

Text 2 for question 6-7

In a suburb, three brothers namely Alan, Bulan and Citra. Alan became the backbone of the family as the eldest sibling after his parents abandoned the three siblings when they were young.

Their ages are actually not that far apart because their parents do not use contraception. So that the ages of Alan, Bulan and Citra are only two years apart. When Citra was ten years old, her parents left her for no apparent reason. Alan as the backbone of the family can only be a member of one of the market thugs association.

Meanwhile Bulan and Citra become a pair of pickpockets even though they are still children. Without education their lives are all miserable and eventually each of them meets his death before the age of twenty.

6. At what age did Bulan's parents leave her?
 - a. 12 years old
 - b. 13 years old
 - c. 14 years old
 - d. 15 years old

7. At what age did the three of them die?
 - a. Before twenty years
 - b. After twenty years
 - c. At twenty years
 - d. Three of them didn't die

Text 3 for question 8-10

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man.

He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength.

After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

8. Which one of the following statements is false about Sang Prabu?
 - a. Sang Prabu was the father of his only daughter.
 - b. Sang Prabu was a king of a kingdom in West Java.
 - c. Sang Prabu was taken to Kahyangan by a wicked fairy.
 - d. Sang Prabu was a wise man.

9. Why wicked fairy did use her magic to make Radeng Begawan unconscious?
 - a. She didn't like Radent Begawan.
 - b. She didn't Raden Prabu to marry the princess.
 - c. She wanted Teja Nirmala to forgot about her wedding.
 - d. She didn't want prince of Blambangan to marry the princess.

10. What do you think will happen if gods goddesses cannot mingle in the affairs of people on earth at that time?
- a. Princess Segara will have married Raden Begawan.
 - b. Sang Prabu will not hold a strength competition.
 - c. Raden Begawan will not die.
 - d. Wicked Fairy will not take Raden Begawan's life.

Reading Test (Treatment Experimental class)**NAME :****CLASS :****DATE :**

Direction :

- Read this test carefully
- Use the clues to fill in the words
- Fill the puzzle/riddle with the words or the correct answer

Cinderella

One upon time there was a kind girl named Cinderella. All of the animal loved her, especially two mice named gus and jag. They would do anything for the girl they called cinderelly. Cinderella lived with her stepmother and two stepsisters. Anastasia and Drizella. They were very mean to cinderella, making her work all day cleaning sewing and cooking, she tried her best to make them happy. Cinderella's stepmother, lady Tremaine was cold, and jealous of cinderella's charm and beauty. She enjoyed giving cinderella extra chores to do, such as bathing her cat, Lucifer.

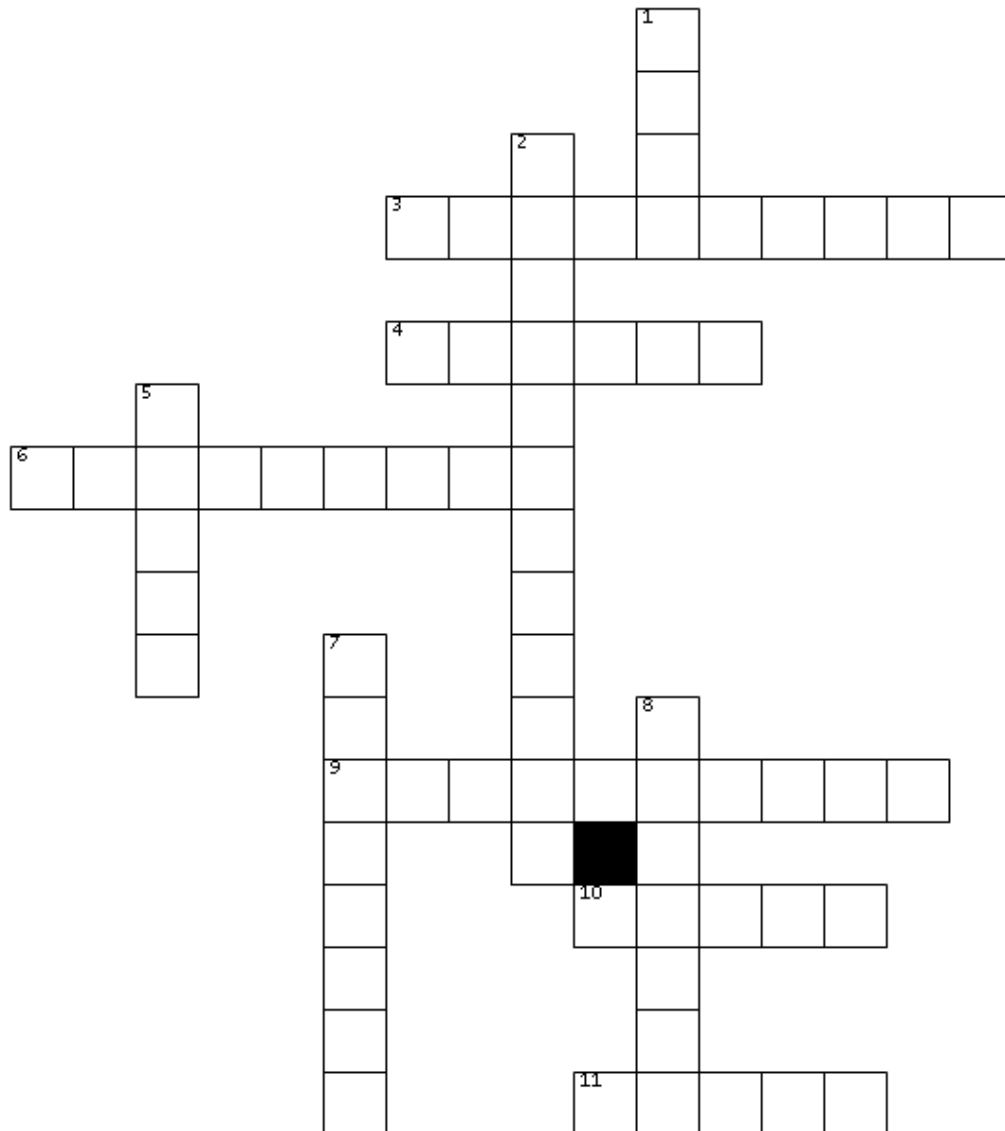
One day, a messenger arrived with a special invitation. There was to be a special ball at the pelace. The king wanted his son to find a bride. Every young woman in the kingdom was invited, including Cinderella. Cinderella was very excited about the ball, in the attic she found a dress that had belonged to her mother. It was a bit old fashioned, but Cinderella could make it beautiful. Lady Tremaine didn't want Cinderella to go to the ball, she wanted the prince to meet Anastasia and Drizella. May be he would mary one of them.

Lady Tremaine kept cinderella busy with chores that would take her all nighth to finish. While Cinderella was working the mice and birds fixed her dress. They added ribbons and beads that the two stepsister had thrown away. Cinderella was

overjoyed when she saw the dress, but when her stepsister saw their old ribbon and beads on Cinderella dress, they flew into a rage. They ripped the dress and pulled off the beads. Cinderella's dream of going to the ball was through.

Cinderella ran away to the garden to cry. Suddenly, her fairy godmother appeared. "Bibbidi-bibbidi boo". Cinderella was now wearing a beautiful gown and sparkling glass slippers. But all of off this came with warning" when the clock struck midnight, the magic spell would wear off. At the ball, prince charming couldn't take his eyes off Cinderella. For Cinderella, the night was a dream come true. Before to long the clock began to strike midnight. Cinderella hurrying away, one of her glass slipper came off.

The price sent the grand duke to find the girl who fit the glass slipper. Lady Tremaine tripped the grand duke, and the glass slipper shattered. But Cinderella had the other in her pocket, and it fit. Cinderella and the prince were soon married. Filled with joy, prince charming and Cinderella lived happily ever after.



ACROSS

3. Who is the wife of the price?
4. The word 'His' in paragraph four refers to?
6. The name of Cinderella's stepsister is?
9. The first paragraph called?
10. Cinderella fixed her dress which help by mice and ?
11. The king was looking for a for his son.

DOWN

1. The word 'They' in paragraph one refresh to?
2. The king give an to every young woman to took a part in the ball.
5. The godmother that helps Cinderella is a?
7. Cinderella was now wearing a beautiful gown and sparkling glass slipper.

What does the underlined word mean?

8. The name of lady tremaine's cat is?

Reading Test (Post-Test Experimental class)**NAME :****CLASS :****DATE :**

Direction :

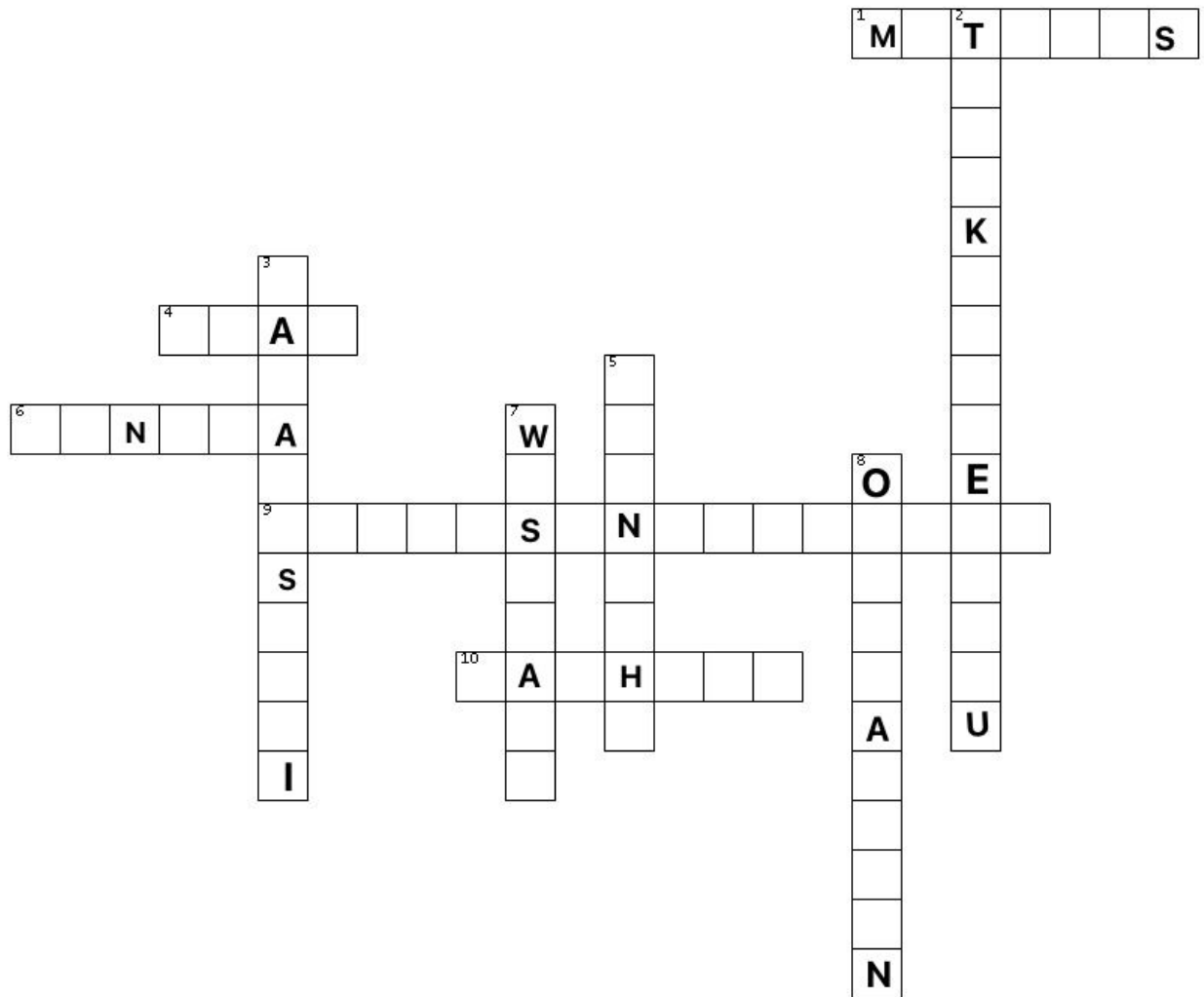
- Read this test carefully
- Use the clues to fill in the words
- Fill the puzzle/riddle with the words or the correct answer

TANGKUBAN PERAHU

Long time ago in West Java, there lived a woman named Dayang Sumbi. She have son named sangkuriang

One day, Sangkuriang was hunting in the forest and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him.

Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her, By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

**ACROSS**

1. Who is Dayang Sumbi?
4. What should Sangkuriang make for one night, so he can marry Dayang Sumbi?
6. There was an old beautiful woman, the underline words closest meaning with?
9. Who helped Sangkuriang build a boat in one night?
10. Who is Tumang?

DOWN

2. The text above tell about?
3. Who is beautiful woman?
5. How long does Sangkuriang had to build a fast boat?
7. Where did the story take a place?
8. The first paragraph called?

Reading Test (Post-Test Control class)**NAME** :**CLASS** :**DATE** :

Direction :

- Read this text carefully
- Translate the reading text below into Indonesian.

The Fox and Grapes

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

Moral of the story: It's easy to despise what you cannot have.

Assessment and Scoring Rubric

Aspect	Description	Score	Instrument
Test Tulis	It uses correct spelling, punctuation and capitalization	4	isian
	It has occasional errors of spelling, punctuation and capitalization	3	
	It has frequent errors of, spelling, punctuation and capitalization	2	
	It is dominated by errors spelling, punctuation and capitalization.	1	

Source : Brown (2007) "Scoring Rubric of Narrative Text"

$$\text{Score} = \frac{\text{Jumlah skor}}{4} \times 100$$

Uraian	Skor
Jawaban benar	10
Jawaban kurang tepat	5
Jawaban salah	0

RESULT OF POST TEST X.A

No	Name	Score
1.	ASF	100
2.	AAZ	90
3.	ANI	100
4.	ASF	100
5.	AF	90
6.	ASH	100
7.	AC	80
8.	ASF	100
9.	ACP	100
10.	DQE	100
11.	ELN	100
12.	ED	100
13.	ERA	100
14.	HPS	90
15.	HK	90
16.	IK	80
17.	KLQ	100
18.	KIA	90
19.	LRH	80
20.	MHP	100
21.	MDA	100
22.	MSA	100
23.	MA	100
24.	MR	70
25.	MAP	90
26.	NH	100
27.	NA	90
28.	NSA	100
29.	RD	100
30.	RK	100
31.	SN	100
32.	SA	90
33.	WFA	70
34.	WRA	100
35.	WAS	100
36.	W	100
37.	YDA	100
38.	ZLA	100
39.	ZI	100

Documentation of Post-Test Result for Experimental Class

NAME : MARIKI Ramdan
CLASS : X^A
DATE : 14-5-2024



Direction :

- Read this test carefully
- Use the clues to fill in the words
- Fill the puzzle/riddle with the words or the correct answer

SURABAYA

Long time ago in West Java, there lived a woman named Dayang Sumbi. She have son named sangkuriang

One day, Sangkuriang was hunting in the forest and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him.

Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her, By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

NAME : Yunnar Dwi . A .
CLASS : X A
DATE :



Direction :

- Read this test carefully
- Use the clues to fill in the words
- Fill the puzzle/riddle with the words or the correct answer

SURABAYA

Long time ago in West Java, there lived a woman named Dayang Sumbi. She have son named sangkuriang

One day, Sangkuriang was hunting in the forest and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him.

Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her, By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

NAME : Arzeta Syfani Husain
CLASS : X . A
DATE :

120

Direction :

- Read this test carefully
- Use the clues to fill in the words
- Fill the puzzle/riddle with the words or the correct answer

Tangkuban Parahu
~~SERABAYA~~

Long time ago in West Java, there lived a woman named Dayang Sumbi. She have son named sangkuriang

One day, Sangkuriang was hunting in the forest and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him.

Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her, By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

NAME : ASIANCA UENATA
CLASS :
DATE :

100

Direction :

- Read this test carefully
- Use the clues to fill in the words
- Fill the puzzle/riddle with the words or the correct answer

~~SURABAYA~~ Tangkuban Perahu

Long time ago in West Java, there lived a woman named Dayang Sumbi. She have son named sangkuriang

One day, Sangkuriang was hunting in the forest and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him.

Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her, By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

RESULT OF POST-TEST X.D

NO	Name	Score
1.	AMM	50
2.	AYB	50
3.	AAO	50
4.	ARS	50
5.	ACI	75
6.	AA	50
7.	AP	75
8.	AS	50
9.	ANF	40
10.	BA	40
11.	CD	75
12.	DNA	75
13.	DSM	50
14.	DAZ	50
15.	DEB	25
16.	FNK	50
17.	FA	75
18.	GAP	50
19.	HAR	50
20.	HKB	25
21.	IA	75
22.	JNK	50
23.	MHA	25
24.	MSD	75
25.	MM	75
26.	NRR	50
27.	NKM	50
28.	NF	50
29.	RW	75
30.	R	25
31.	SYB	25
32.	SNP	50
33.	SI	75
34.	S	50
35.	SM	25
36.	SU	75
37.	VN	25
38.	YMM	50
39.	HM	25

Hasil Uji Normality

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Experiment Class	.140	39	.051	.907	39	.004
	Control Class	.104	39	.200*	.959	39	.170
Posttest	Experiment Class	.092	39	.200*	.984	39	.843
	Control Class	.133	39	.081	.941	39	.040

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Uji Homogeneity

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.107	1	76	.745
	Based on Median	.083	1	76	.775
	Based on Median and with adjusted df	.083	1	71.260	.775
	Based on trimmed mean	.124	1	76	.725
Posttest	Based on Mean	.266	1	76	.608
	Based on Median	.304	1	76	.583
	Based on Median and with adjusted df	.304	1	75.760	.583
	Based on trimmed mean	.326	1	76	.570

Uji Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pret est	Equal variances assumed	.031	.861	-4.419	76	.000	-16.41026	3.71341	-23.80615	-9.01436
	Equal variances not assumed			-4.419	75.361	.000	-16.41026	3.71341	-23.80717	-9.01335
post est	Equal variances assumed	7.516	.008	14.349	76	.000	45.64103	3.18088	39.30575	51.97630
	Equal variances not assumed			14.349	61.364	.000	45.64103	3.18088	39.28123	52.00082

DOCUMENTATION

Documentation of the Research









**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5130/In.28/U/TL.01/12/2023
 Lampiran : -
 Perihal : **IZIN PRA SURVEY**

Kepada Yth.,
 Kepala MAN 1 LAMPUNG TIMUR
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **DEVI YULIAWATI**
 NPM : [2001050009](#)
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF USING FREE CROSSWORD PUZZLE
 GAME TOWARD THE STUDENT READING COMPREHENSION
 AT THE TENTH GRADES OF MAN 1 LAMPUNG TIMUR

untuk melakukan prasurvey di MAN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Desember 2023
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP [19880308 201503 1 008](#)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1

Jln. Kampus 38 B Banjarrejo Kecamatan Batanghari Lampung Timur Telp. (0725) 44756
Website : www.man1lampungtimur.sch.id E-mail : man1lampungtimur@gmail.com

20 Desember 2023

Nomor : B- 453 /Ma.08.01/PP.07.1/12/2023
Lamp : -
Hal : **Tanggapan Izin Prasurvey**

Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-5130/In.28/J/TL.01/12/2023 tanggal 13 Desember 2023 tentang Izin Prasurvey, Maka diberikan izin kepada:

Nama : Devi Yulawati
NPM : 2001050009
Jurusan : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Prasurvey di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Skripsi dengan judul "THE INFLUENCE OF USING FREE CROSSWORD PUZZLE GAME TOWARD THE STUDENTS READING COMPREHENSION AT THE TENTH GRADES OF MAN 1 LAMPUNG TIMUR

Demikian Surat Tanggapan Izin Prasurvey ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

An Kepala,
Plt. Kaur TU

Arif Rahmayadi, M. Pd.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Devi Yuliatwati
NPM : 2001050009

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	11/01 2024	✓	Acc Chapter 1	
	Kamis 21/3-24	✓	Acc ch. I) & II). Acc for Seminar.	

Mengetahui
Ketua Program Studi


Dr. Much Diniatur, M.Pd.
NIP. 198803082001001001

Dosen Pembimbing


Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Devi Yuliatwati
NPM : 2001050009

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 29/4-24	✓	give title in the text give source of Rubrick.	
	A	✓	Ace 1 PD.	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deputatur, M.Pd.,B.I
NIP. 198603082015031006

Dosen Pembimbing

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

IAIN METRO Telepon (0725) 41507; Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 1982/In.28.1/J/TL.00/04/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DEVI YULIAWATI**
NPM : 2001050009
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF USING CROSSWORD PUZZLE GAME ON THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 April 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouiniv.ac.id, e-mail: tarbiyah.iain@metrouiniv.ac.id

Nomor : B-1999/In.28/D.1/TL.00/04/2024
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
YANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1998/In.28/D.1/TL.01/04/2024,
tanggal 30 April 2024 atas nama saudara:

Nama : DEVI YULIAWATI
NPM : 2001050009
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MAN 1 LAMPUNG TIMUR YANG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR YANG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CROSSWORD PUZZLE GAME ON THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 April 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

5/4/24, 11:17 AM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id, e-mail tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1998/In.28/D.1/TL.01/04/2024

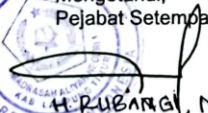
Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : DEVI YULIAWATI
NPM : 2001050009
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR YANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CROSSWORD PUZZLE GAME ON THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 30 April 2024

Mengetahui,
Pejabat Setempat

H. RUBANGI, M. Pd
NIP. 1968 117 199703 1002

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1

Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
 Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
 E-mail : man1lampungtimur@gmail.com

07 Mei 2024

Nomor : B- 314 /Ma.08.01/PP.07.1/05/2024
 Lampiran : -
 Hal : **Tanggapan Izin Research**

Yth. :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan
 Institut Agama Islam Negeri Metro
 di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-1999/In.28/D.1/TL.00/04/2024 tanggal 30 April 2024 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama : Devi Yulawati
 NPM : 2001050009
 Program Studi : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "The Influence Of using Crossword Puzzle Game On The Students Reading Comprehension Of The Tenth Grade Of MAN 1 Lampung Timur".

Demikian surat izin Research ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kepala,

H. Rubangi, M. Pd. I.
 NIP. 196811171997031002

CURRICULUM VITAE



Devi Yuliawati, researcher, was born in Sumber Rejo, Bangkumat, Pesisir Barat on July 6 2002. The researcher comes from a cypress family. Researcher, the last daughter of Mr. Suyitno and Mrs. Sumiati.

The researcher started his education at Az-Zahra Kindergarten, then continued his education at SDN 1 Sumber Rejo in 2008. After graduating, the researcher continued his studies at SMPN 1 Bangkumat Belimbing in 2014. In 2017 the researcher graduated from SMP and continued his studies at MAN 1 Lampung East. Currently the researcher is studying at IAIN Metro majoring in English Language Education. Researchers really hope to be able to complete the final assignment (thesis) and continue their studies as high as possible. And researchers hope that the knowledge gained during study can be useful for many people.