

**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS OF CROSSWORD PUZZLE ON STUDENTS'**

**VOCABULARY MASTERY AT TENTH GRADE OF SMK NEGERI 1**

**METRO**



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**1446H/2025 M**

**THE EFFECTIVENESS OF CROSSWORD PUZZLE ON STUDENTS'  
VOCABULARY MASTERY AT TENTH GRADE OF SMK NEGERI 1  
METRO**

Presented as a Partial Fulfillment of the Requirements

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in English Education Department

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*Assalamu'alaikumWr.Wb.*

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Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*

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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.

*Wassalamu'alaikum Wr. Wb*



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**APPROVAL PAGE**

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**RATIFICATION PAGE**

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An undergraduate thesis entitled: THE EFFECTIVENESS OF CROSSWORD PUZZLE ON STUDENTS' VOCABULARY MASTERY AT TENTH GRADE OF SMK NEGERI 1 METRO, Written by Bela Rahma Dani, student number: 2101051005, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 18<sup>th</sup>, 2025 at 08.00 - 10.00 a.m.

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## **ABSTRACT**

### **THE EFFECTIVENESS OF CROSSWORD PUZZLE ON STUDENTS' VOCABULARY MASTERY AT TENTH GRADE OF SMK NEGERI 1 METRO**

**By:**

**BELA RAHMA DANI**

Vocabulary is an important aspect in English learning, and it needs to be learned by the students who would like to master a language. In fact, most of the students find it difficult to master vocabulary. This research was aimed at examining the effectiveness of crossword puzzle on students' vocabulary mastery.

This is a pre-experimental research by using one group pre-test and post-test design. The study was carried out at tenth grade marketing class of SMK Negeri 1 Metro, consisting of 35 students. The pre-test was given before the treatment and the post-test after treatment. IBM SPSS V 20 for windows was used to analyze the data.

The result obtained showed as a significant increase starting from the average pre-test was 58.34 and the post-test score was 80.00 which showed an increase in result. Furthermore from the result of the paired sample T-test it is known that sig. value (2-tailed) is 0.000. according to the decision making rules in the paired sample T-test the value is sig. (2-tailed) < 0.05 or 0.000 < 0.05. it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted because there is a significance difference between the pre-test and post-test learning outcomes. As a result, it can be concluded that there is an effect of using crossword puzzle on students' vocabulary mastery of tenth grade marketing class in SMK Negeri 1 Metro.

***Keyword: Crossword Puzzle, Vocabulary Mastery***

## **ABSTRAK**

### **EFEKTIVITAS TEKA-TEKI SILANG TERHADAP PENGUASAAN KOSAKATA SISWA KELAS SEPULUH SMK NEGERI 1 METRO**

**Oleh:**

**BELA RAHMA DANI**

Kosakata adalah aspek penting dalam pembelajaran bahasa Inggris, dan perlu dipelajari oleh siswa yang ingin menguasai bahasa. Pada kenyataannya, sebagian besar siswa merasa kesulitan untuk menguasai kosakata. Penelitian ini bertujuan untuk menguji efektivitas teka-teki silang terhadap penguasaan kosakata siswa kelas sepuluh SMK Negeri 1 Metro.

Penelitian ini merupakan penelitian pre-eksperimen dengan menggunakan desain one group pre-test dan post-test. Penelitian ini dilakukan di kelas sepuluh kelas pemasaran SMK Negeri 1 Metro, yang terdiri dari 35 siswa. Pre-test diberikan sebelum perlakuan dan post-test setelah perlakuan. IBM SPSS V 20 for windows digunakan untuk menganalisis data.

Hasil yang diperoleh menunjukkan adanya peningkatan yang cukup signifikan dimulai dari rata-rata nilai pre-test adalah 58.34 dan post-test adalah 80.00 yang menunjukkan kenaikan hasil. Selanjutnya dari uji paired sample T-test, diketahui nilai sig. (2-tailed) sebesar 0.000. Sesuai kaidah pengambilan keputusan dalam uji paired sample T-test bahwa nilai sig. (2tailed)  $< 0.05$  atau  $0.000 < 0.05$  dapat ditarik kesimpulan bahwa hipotesis  $H_0$  ditolak dan  $H_a$  diterima karena terdapat perbedaan yang signifikan antara hasil belajar pre-test dan post-test. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh penggunaan teka-teki silang terhadap penguasaan kosakata siswa sepuluh pemasaran di SMK Negeri 1 Metro.

***Kata Kunci: Teka-Teki Silang, Penguasaan Kosakata***

## STATEMENT OF RESEARCH ORIGINALLY

This undersigned:

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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, June 18th, 2025  
The Researcher



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Metro, 18 Juni 2025  
Mahasiswa ybs,



**Bela Rahma Dani**  
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## MOTTO

*Allah will not put a dream in your heart without giving you the ability to realize it.  
While you can do it, fight for it as much as you can.*

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ وَلَا يَسْتَخِفُّكَ الَّذِينَ لَا يُوقِنُونَ

*“So be patient, for the promise of Allah is true. And do not be disturbed by those  
who have no sure faith”*

*“Maka bersabarlah, sesungguhnya janji Allah itu benar dan janganlah orang-  
orang yang tidak yakin meremehkan (janji-Nya)”*

*(QS. Ar-Rum: 60)*

## **DEDICATION PAGE**

There is no most beautiful thesis sheet in this thesis report except the dedication sheet. Bismillahirrahmanirrahim I dedicate this thesis to:

1. My beloved parents Mr. Wasiyo, S.P., Almh. Mrs. Sunarti, and Mrs. Tri Indah Handayani. Thank you for every drop of sweat in every step of sacrifice and hard work done to give the best to the researcher, strive for all the researcher's needs, educate, guide, and always provide sincere love, motivation and support and pray for the researcher in any circumstances so that the researcher is able to survive to step by step in achieving dreams in the future. Thank you for always being the reason for the researcher in completing the writing of this thesis to obtain bachelor's degree in Education.
2. My beloved brothers and sister, Muhamad Khairul Amri, Aulia Raihan Maylano, and Elena Chusnul Maharani. Thank you for participating in the process of researchers pursuing education so far. Thank you for the enthusiasm, prayers, and love that are always given to researcher.
3. My dearest friends, Dhea Salbila Dwi Saputri, Sabila Dhea Pitaloka, Dwi Arneta Putri and Putri Novita Sari who helped, supported, comforted in sadness, listened to all the complaints felt and did not forget to encourage researcher during lectures until the time of writing the thesis.

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*Alhamdulillah Robbil' Alamin*, first of all, the researcher would like to offer all praise to Allah SWT. God of the universe, who has given extraordinary pleasure to his servants, one of which is making it easy for the researcher complete this undergraduate thesis entitled “The Effectiveness of Crossword Puzzle on Students’ Vocabulary Mastery at Tenth Grade of SMK Negeri 1 Metro”. In the second place, researcher honors the prayer and greeting of the role model’ muslim in the world the prophet Muhammad SAW.

In completing this undergraduate thesis, the researcher realizes that many people had given their helps and useful suggestion for the finishing of this undergraduate thesis. Therefore, the researcher would like to express her appreciation and sincere thank to:

1. Prof. Dr. Ida Umami, M.Pd. Kons. as the rector of State Islamic Institute of Metro.
2. Dr. Siti Annisah, M.Pd. as Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I. as the head of English Education Department of IAIN Metro who always, provides direction to researcher so that the researcher is able to complete this thesis and also as my supervisor who has spent a of time to give guidance, suggestion, and advice for the researcher in the process in writing this thesis.
4. All of the lectures in English Education Department of IAIN Metro for the precious knowledge.

5. Fahrissy, S.Pd. as the Headmaster of the SMK Negeri 1 Metro. Thanks for giving permission to the researcher in conducting the research.
6. Umi Ma'rifah, M.Pd as the English teacher of SMK Negeri 1 Metro who support the researcher in doing this research.

The researcher realize that this undergraduate thesis is still far from being perfect. The researcher hopes that this undergraduate thesis is useful for the researcher in particular and the readers in general.

Gantiwarno, June 18 2025  
The Researcher



**Bela Rahma Dani**  
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## CHAPTER I

### INTRODUCTION

#### A. Background Of Study

Language is one of the skills that all humans must have in order to communicate. One of the languages that must be acquired is English, which is an international language that is taught all around the world, including in Indonesia<sup>1</sup>. Vini states that English is a language that many people from all over the world use to communicate in a variety of important international meetings. From there, it becomes clear how crucial it is to learn English<sup>2</sup>.

One of the key linguistic elements that is crucial to teaching a language is vocabulary. When studying English, vocabulary is the first thing that students should learn when interacting with others, either in writing or verbally. It influences the four abilities of speaking, listening, reading, and writing. Furthermore, vocabulary can be used to assess students' quality and ability to communicate relevant information to others, as well as to help students understand the language. Similarly, Zagoto and Laia suggest that vocabulary is applicable to all sub-skills; thus, the concept of general language competency may be redefined, to some extent,

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<sup>1</sup> Vina Novita Tambaritji and Nai Supartini Atmawidjaja, "Improving Students' Vocabulary Mastery Using Crossword Puzzle," *PROJECT (Professional Journal of English Education)* 3, no. 5 (September 21, 2020): 588, <https://doi.org/10.22460/project.v3i5.p588-596>.

<sup>2</sup> Mulingka S Y Vini, Paula Hampp, and Fivy A Andries, "The Effectiveness of Word Search Puzzle Medium in Vocabulary Mastery," *JoTell: Journal of Teaching English, Linguistics, and Literature* 2, no. 10 (September 14, 2023): 1278–88.

as vocabulary knowledge<sup>3</sup>.

Vocabulary mastery will have an impact on sentence structure, content suitability, and expected English explanation. Harianja and Khalid states that very little can be conveyed without grammar, and nothing can be conveyed without vocabulary<sup>4</sup>. This means that if students wish to communicate their thoughts, they must have a large vocabulary. It will be challenging for students to express themselves in English if they understand grammar but have a limited vocabulary. Additionally, students can still express themselves even if they lack a strong grasp of grammar and have an extensive vocabulary.

Based on the researchers' pra-survey conducted on October 30, 2024, at SMK Negeri 1 Metro in the tenth grade, one of the reading materials taught is narrative text, which often contains a wide range of vocabulary items, including figurative language, descriptive expressions, and past tense verb forms. This genre aims to entertain and convey moral lessons through stories such as folklore, fairy tales, and legends.

During the pra-survey the researcher conducted teaching and learning activities while simultaneously observing students' engagement in English lessons. To assess student vocabulary mastery in a contextual setting, the researcher administered a listening-based test consisting of 10 questions,

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<sup>3</sup> Impiani Zagoto and Renata R. S. A. Laia, "Crossword Puzzle Game For Teaching Vocabulary," *Research on English Language Education* 4, no. 2 (October 25, 2022): 1–6, <https://doi.org/10.57094/relation.v4i2.381>.

<sup>4</sup> Suci Anggi Harianja M. Khalid, "The Effect of Using Crosswords Puzzle Towards Students Vocabulary Mastery at SMP Al Razi Sinar Harapan," *Jurnal Pusat Studi Pendidikan Rakyat*, June 5, 2023, 71–79, <https://doi.org/10.51178/jpspr.v3i2.1359>.

which required students to recognize and understand vocabulary items presented within spoken texts. The result of this test were used as initial data to determine the students' baseline vocabulary proficiency prior to the implementation of the treatment. However many students at SMK Negeri 1 Metro face difficulties in understanding narrative texts due to their limited vocabulary mastery. This makes students lazy in learning and does not pay attention to the teacher when the teacher explains the material in class. Sometimes they choose to be silent without responding to what the teacher says.

**Table 1.1**  
**Pra-survey Research Student's of Vocabulary Score at X BD 1 of**  
**SMK Negeri 1 Metro at the First Semester in Academic Year**  
**2024/2025**

No.	Initial	Score
1	AW	20
2	ADA	50
3	AHA	30
4	AOV	40
5	AKA	50
6	AF	25
7	AH	50
8	ADS	70
9	DAL	50
10	DKRP	25
11	FA	25
12	FA	15
13	HMA	50
14	HP	65
15	IS	50
16	IR	85
17	IK	55
18	JCB	80
19	KDF	35

20	KNA	25
21	MRAH	50
22	MSK	70
23	MDY	50
24	NDA	45
25	NS	45
26	NS	45
27	PM	30
28	RP	100
29	RFS	50
30	RAJ	35
31	RA	25
32	SR	45
33	TMP	45
34	YAW	30
35	ZRK	25

*(Source: Document of the score pra-survey research at tenth grade of SMK Negeri 1 Metro)*

Students score criteria:

$< 70$  = Students failed the score

$\geq 70$  = Students pass the score

Based on the table above, it can be seen that from 35 students of the X BD 1 of SMK Negeri 1 Metro, the total students failed category is higher than the pass category. There 29 students in failed category and 6 students in pass category. It can be inferred that the achievement of the students in English subject is still low especially in class X BD 1. Meanwhile, the appropriate English vocabulary level for vocational high school students is generally at the A2 to B1 level, which means they are expected to master between 1.500 to 3.000 words. In this case, it is crucial for the teacher to use media to convey material to the class in order for students to

understand the material and boost motivation to learn English, particularly in vocabulary mastery.

There are variety of instructional methods that can be used to increasing students' vocabulary, including games, songs, and illustrations. One method to encourage students increase their vocabulary is to use games in vocabulary instruction. Games are useful for vocabulary development because games help students' acquire words more easily, encouraging interaction communicate more effectively, and become more motivated. Additionally, a teacher can use games to make the teaching and learning process enjoyable<sup>5</sup>.

There are several word games that can be used to acquire vocabulary, including picture games, magic tricks, pants games, card, board games, and puzzle. Meliyani claims that puzzles are beneficial to language learners because they provide enjoyment, satisfaction, contemplation, and play, which can direct students' attention to the language in a concentrated but not stressful manner<sup>6</sup>. As mentioned above, the researcher intends to use a crossword puzzle as a tool to grab students' attention. Using digital (web-based) crossword puzzles in the context of narrative text can help students become more familiar with new words while simultaneously enhancing their reading comprehension. Additionally, students will gain a

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<sup>5</sup> Fajar Rizqi and Sriati Usman, "The Effectiveness of Using Crossword Puzzle Game to Increase Students' Vocabulary," *ELTS (English Language Teaching Society)* 9, no. 1 (April 2021): 92–100.

<sup>6</sup> Yeni Meliyani and Evie Kareviati, "The Students' Responses Toward The Implementation of Crossword Puzzle in Teaching Vocabulary to The Seventh Grade Students in One of Junior High School in Cimahi," *PROJECT (Professional Journal of English Education)* 4, no. 3 (May 11, 2021): 426, <https://doi.org/10.22460/project.v4i3.p426-432>.

lot from playing crossword puzzle games, such as learning word meanings, solving puzzles, increasing the enjoyment of studying, and developing teamwork skills. Through group or classroom discussions on the problem, students develop their critical thinking and teamwork skills. Therefore, based on the description the researcher intends to apply digital (web-based) crossword puzzle with the conduct of a quantitative study. In this case, the researcher took the research title “*The Effectiveness of Crossword Puzzle on Students’ Vocabulary Mastery at Tenth Grade of SMK Negeri 1 Metro*”.

#### **B. Identification of The Problem**

Based on the background of the study above, the researcher concluded the identification the problem as follows:

1. Students’ vocabulary mastery is still low.
2. The inadequate utilization of existing technology as learning media.
3. Utilization of digital (web-based) crossword puzzle is still low.

#### **C. Limitation of The Problem**

Based on identification of the problem above, the problem of the study were limited on the effectiveness of crossword puzzle on students’ vocabulary mastery at tenth grade marketing students of SMK Negeri 1 Metro in academic year 2024/2025.

#### **D. Formulation of Problem**

Based on the statement above, the researcher formulates the problem statement as followed :

“Is there any significant effect of using crossword puzzle to enhance students’ English effective vocabulary at the tenth grade marketing students of SMK Negeri 1 Metro in academic year 2024/2025?”

## **E. Objectives and Benefit of Study**

### **1. Objectives of the Study**

The research aims to determine whether there is any significant effect of students’ vocabulary mastery by using crossword puzzle at tenth grade marketing students of SMK Negeri 1 Metro.

### **2. Benefit of the Study**

This study has potential benefits for English teaching and learning, including students, teachers, and researchers.

- a) For students, the research aims to help students increase their vocabulary and skill in this area. It is intended that by using crossword puzzle as a teaching tool, students will increase their vocabulary mastery and, consequently, their overall language competency.
- b) For teacher, this study provides useful insights and practical applications. As an alternative method for teaching vocabulary, the crossword puzzle can give teacher a new tool to improve their methods of teaching. Incorporating this game into teaching can provide a dynamic and engaging method to vocabulary instruction, leading to a more successful and fun learning.
- c) The findings of this study can be a useful guide for upcoming

research projects and add to the corpus of knowledge already available in the field of language instruction. This study can inspire and motivate other researchers to investigate new and imaginative methods in English language teaching and learning by demonstrating the usefulness of crossword puzzle in increasing students' vocabulary mastery.

#### **F. Prior Research**

There are four finding related to this study, namely:

Thesis written by Nugroho and Suprpto from Journal of English Language Teaching with the research title "The Effectiveness of Picture Crossword Puzzle Game in Teaching Vocabulary". The conclusion of this research is the questionnaire findings indicates that 91.8% of students had a pleasant experience with the picture crossword puzzle game. Students find that using picture crossword puzzle helps them retain vocabulary, answer tests, learn English more effectively, and get new experiences. Additionally, picture crossword puzzle can increase student engagement and focus on learning<sup>7</sup>.

Moreover, thesis written by Maududi, Purwanto and Awalya from Journal of Primary Education with the research title "Influence of Pictorial Crossword Puzzle Media Toward Vocabulary Mastery and Initial Writing Skills of Elementary School Students". The conclusion of this research is using pictorial crossword puzzle can enhance vocabulary mastery. The

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<sup>7</sup> Wahyu Nugroho and Suprpto, "The Effectiveness of Picture Crossword Puzzle Game in Teaching Vocabulary," *Journal of English Language Teaching* 6, no. 2 (December 2017): 191–200.

study found that using a pictorial crossword puzzle resulted in a mean score increase of 0.54 in the moderate category, while conventional learning resulted in a mean score increase of 0,03 in the low category<sup>8</sup>.

Next, thesis written by Sari from Journal of English Education and Teaching (JEET) with the research title “Improving EFL Students’ Vocabulary in a Rural Area Through Scrabble with Crossword Picture Puzzle”. The conclusion of this research is EFL students can increase their vocabulary by playing the scrabble with crossword picture puzzle game. The control class has a mean pre-test score of 59.0 and a post-test score of 67.3. the experimental class had a mean pre-test score 67.3 and a post-test score of 72.8. the t-score results revealed a significant difference in pre-test and post-test scores between the experimental and control class. The experimental class has a t-score of 4.23, compared to 3.59 for the control class. The experimental class’s higher t-score demonstrated that utilizing scrabble with a crossword picture game significantly improve students’ vocabulary<sup>9</sup>.

Then, a thesis written by Alfaini and Ma’rifatulloh (2023) from Surakarta English and Literature Journal with the research title “The Effectiveness of Using Crossword Puzzle Game Toward Students’ Vocabulary Mastery”. The conclusion of this research is before employing crossword puzzle games to teach vocabulary, students’ vocabulary

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<sup>8</sup> Ahmad Maududi and Edy Purwanto, “Influence of Pictorial Crossword Puzzle Media Toward Vocabulary Mastery and Initial Writing Skills of Elementary School Students,” 2018.

<sup>9</sup> Diana Fauzia Sari, Yunisrina Qismullah Yusuf, and Patcharin Kangkha, “Improving EFL Students’ Vocabulary in a Rural Area through Scrabble with Crossword Picture Puzzle,” *Journal of English Education and Teaching (JEET)* 7, no. 2 (2023): 429–39.

mastery was usually still low (mean pretest score: 69.53), but after using these games, students' vocabulary mastery was generally in the middle (mean posttest score: 85.78). Therefore, it can be said that using crossword puzzle games to teach students vocabulary is advantageous because there is a discernible difference between the vocabulary achievement of the students before and after the method is applied<sup>10</sup>.

The study that the present researcher is doing now different from the previous studies above. The researcher use digital (web-based) crossword puzzle to enhance students' vocabulary mastery at vocational school, while the previous study uses the picture crossword puzzle. This type was chosen based on its high level of accessibility and pedagogical efficiency. Digital (web-based) crossword puzzle are accessible from a variety of digital devices, including computers, tablets, and smartphones, allowing for flexible learning environments. Furthermore, the web platform use has automated assessment tools that allow students to receive rapid feedback and track their progress autonomously.

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<sup>10</sup> Syavira Wahidah Alfaini and Sayid Ma'rifatulloh, "The Effectiveness of Using Crossword Puzzle Game Towards Students' Vocabulary Mastery" 6, no. 2 (2023).

## CHAPTER II

### THEORETICAL REVIEW

#### A. Vocabulary

##### 1. Definition of Vocabulary

One of the most crucial components of language is vocabulary. To be able to speak effectively in English, students need to acquire a large vocabulary. Fitri claims that vocabulary is essential to language and crucial for the average language learner<sup>11</sup>. One cannot express their ideas or communicate successfully in writing or orally without a large enough vocabulary. Based on the aforementioned comment, the researcher dedicates that vocabulary is the primary emphasis of their English learning process.

Vocabulary includes the introduction of words and is used to communicate with others. Prior research has demonstrated that students who have a large vocabulary and those who strive to expand their limited vocabulary are the most successful in the classroom. Harianja and Khalid said that very little can be conveyed without grammar, and nothing can be conveyed without vocabulary. In other words, vocabulary is the first thing that language learners need too become proficient in.

Nugraha and Wihadi suggest that incidental learning, such as

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<sup>11</sup> Tira Nur Fitria, "The Effectiveness of Word Search Puzzles Game in Improving Students's Vocabulary: A Systematic Literature Review," *Pioneer: Journal of Language and Literature* 15, no. 1 (June 2023): 50–67.

exposure to understandable language through reading, listening, speaking and writing tasks, is a key factor in increasing learners' vocabulary<sup>12</sup>. In any case this does not imply that teaching foreign language learners explicit vocabulary is less crucial. The understanding of word meanings is known as vocabulary. According to Sukirman and Ningsih, vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use<sup>13</sup>. It inferred that, people can learn new words naturally by reading, listening, speaking, and writing. However, it still important to teach vocabulary directly to help student learn new words better.

Moreover, Wahyuni states that a vocabulary is a collection of words from a language that convey meaning when the language is used. Having a strong vocabulary is essential for both written and spoken communication. It is utilized to communicate to others our thoughts, feelings, and information<sup>14</sup>. Meanwhile Sardi argues that vocabulary is a fundamental aspect of language proficiency and forms a large part of the basis for how well learners to speak, listen, read, and write<sup>15</sup>. This indicates that a person's vocabulary is a fundamental component of

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<sup>12</sup> Benny Nugraha and Marwito Wihadi, "Students' Vocabulary Mastery Enhancement Crossword Puzzle: Class Action Research in Junior High School," *Eljutama* 7, no. 2 (March 2023): 659–66.

<sup>13</sup> Sukirman and Asti Astuti Ningsih, "Designing Crossowrd Puzzle to Improve Students' Vocabulary Mastery of The Third Semester in English Education Department Student of UIN Alauddin Makassar," *ETERNAL (English, Teaching, Learning and Research Journal)* 2, no. 1 (June 30, 2016): 37–54, <https://doi.org/10.24252/Eternal.V21.2016.A4>.

<sup>14</sup> Rina Wahyuni, "Vocabulary Games to Increase The Students' VocabularyY Mastery at Different Level of Learning Interest," 2020.

<sup>15</sup> Ahmed Sardi, "The Building up of Students' Vocabulary Mastery through Knowing by Heart Strategy," *LETS: Journal of Linguistics and English Teaching Studies* 4, no. 1 (2022): 62–72.

language that impacts how effectively they can read, write, speak and listen. Most people find it easier to converse with others when they have a large vocabulary.

According to the explanation above, researcher concludes that vocabulary is a list of terms that a specific individual or group uses, understands, or commands. In communication, the list of words can be used to convey thoughts and emotions. To sum up, a vocabulary comprises a collection of terms used in the language. In their communication, people employ language that is organized into sentences to convey their thoughts, opinions, and ideas. others in order to transmit our feelings, thought, or desires are fundamentally a collection of words that have meaning.

## **2. The Importance of Vocabulary**

Vocabulary is one of the most important components in learning English. It is necessary to retain a large amount of vocabulary or comprehend its meaning in order to comprehend English. Because vocabulary learning involves many different components, including pronunciation, affixes, meaning of the same words, and others, it is crucial that students acquire vocabulary. Then the vocabulary has a significant impact on the four English language skill of speaking, listening, reading and writing. As explained by Tegu nd Hadiwijaya that vocabulary is an essential component of learning a foreign language and is a factor that influences how well students read, write,

speak and listen. Thus, vocabulary is crucial to learning English in order to improve and fluently use the four English language abilities of speaking, listening, reading, and writing. Following that, there are other vocabulary-related elements that can be studied during vocabulary study, including word meaning, spelling, grammar, and affixes.

According to Rasuan, vocabulary is an important aspect of language learning as students constantly acquire new words and structure<sup>16</sup>. Furthermore, Kamil & Hiebert said that vocabulary is crucial for foreign language students to effectively communicate their thoughts and emotions, whether through speaking or writing<sup>17</sup>. In same line, Yildiz claims that communication would be extremely difficult without a sufficient vocabulary and severely restricted without good grammar. The ability of students to employ languages skills demonstrates the improvement in their English proficiency<sup>18</sup>.

It is clear from the discussion above that vocabulary is crucial to the teaching and learning of English. Actually, it can be regarded as the cornerstone and essential component of learning a language. Students cannot communicate meaningfully or successfully without a strong vocabulary foundation.

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<sup>16</sup> Zulfikri Betyar Rasuan, "Teaching Vocabulary Mastery by Using Systematic Game," *Jurnal TARBAWY* 4, no. 2 (Desember 2017): 196–212.

<sup>17</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge Taylor Francis Group: Routledge Taylor Francis Group, 2005).

<sup>18</sup> Mustafa Yildiz, "Review of the Book English Vocabulary: The Basics, by Michael McCarthy," *Teaching English as a Second Language Electronic Journal (TESL-EJ)* 27, no. 2 (2023), <https://doi.org/10.55593/ej.27106r3>.

### 3. Types of Vocabulary

According to Turnip, Rumapea and Sari, vocabulary can be divided into receptive vocabulary and productive vocabulary<sup>19</sup>.

#### a. Receptive vocabulary

Receptive vocabulary refers to words that learners know and understand when they occur in context, but cannot create correctly. It is language that students recognize when they see it in a reading context but do not utilize when speaking or writing. Receptive vocabulary is also known as a passive process because the learners only receive thoughts from others. The receptive vocabulary is regarded as the foundational vocabulary in language application.

#### b. Productive vocabulary

Productive vocabulary refers to terms that learners comprehend, pronounce correctly, and utilize effectively in speaking and writing. This includes both receptive vocabulary and the capacity to talk or write appropriately. Productive vocabulary can be viewed as an active process in which learners create words to describe their thoughts.

Nation claims that vocabulary is separated into four kinds based on its frequency and range: high frequency words, low frequency words, academic words, and technical words.

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<sup>19</sup> Merry Christina Turnip, Linus Rumapea, and Anna Stasya Prima Sari, "Improving Students' Vocabulary Mastery By Using Pictures Media to The Seventh Grade Students of SMP Negeri 21 Medan" 1, no. 3 (2017).

a. High Frequency Word

The high frequency words in English share some properties. First of all, because each high frequency word is used frequently, studying it will be worthwhile because there will be many possibilities to encounter and utilize it. Second, the high frequency words are beneficial for all applications of English. Third, because of their wide range and frequency, running words account for a significant share of all texts and language use. Fourth, they are a comparatively small set of words (2000) that could be taught across three to five years in a school curriculum.

b. Low Frequency Word

Low frequency words exhibit the following features. First, each word is rarely used. Second, low frequency words typically have a small range. They are not required for all linguistic usages. Third, after proper nouns are taken out of the equation, generally less than 10% of the running words in a text are low frequency. Fourth, there are a lot of words in the group-well over 100.000

c. Academic Word

Academic words are similar to high frequency words for students with academic goals and should receive the same level of attention.

#### d. Technical Word

Technical word is equally crucial for students pursuing academic goals, but it is most likely best acquired when researching the subject matter of the specific specialty<sup>20</sup>.

Additionally, Johnson outlines four distinct vocabulary, which are:

##### a. Listening vocabulary

Listening vocabulary is the collection of words we hear and understand, often referred to as words we know. This is the most extensive of our vocabulary and the foundation for the others.

##### b. Speaking vocabulary

Speaking vocabulary refers to the words we use in speech. Our listening vocabulary is larger than our speaking vocabulary due to incomplete or contextual knowledge (words are understood within a sentence or situation, not on their own). Thus, increasing the depth and dimension of our knowledge allows us to express our ideas more efficiently and effectively.

##### c. Reading vocabulary

Reading vocabulary are the words that we can read. The majority of students have extremely limited reading vocabulary when they first start school. In addition, they add over 3000 new words a year. Reading words from their speaking and listening vocabularies makes learning to read much simpler. Thus, it is

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<sup>20</sup> Nation I.S.P, *Teaching Vocabulary: Strategies and Techniques* (New York: Heinle Cengage Learning, 2008).

easier for students to learn to read when their listening vocabulary grows.

d. Writing vocabulary

Writing vocabulary refers to the words we use to express oneself in written form. This is often the smallest of the four vocabularies. We only use words that we can read and comprehend when we write. Our reading vocabulary is greater than our writing vocabulary, just like our speaking and listening vocabulary<sup>21</sup>.

The main idea of those elaborations is that learning English requires mastering a variety of vocabulary types. In order to help students learn English, teachers must be aware of them and decide which should be taught to them.

#### 4. Indicators of Vocabulary

According to Bhakti, there are five indicators of vocabulary that teachers and students should focus on. Those are as follow<sup>22</sup>:

a. Form: pronunciation and spelling

Mastering vocabulary requires proficiency in both pronunciation and spelling. The student must be familiar with both the spelling and

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<sup>21</sup> Johnson Andrew P., *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (New York: Rowman & Littlefield Education, 2008).

<sup>22</sup> Sektalonir Oscarini Bhakti and Marwanto Marwanto Marwanto, "Vocabulary Mastery by Using Storytelling," *Script Journal: Journal of Linguistics and English Teaching* 3, no. 1 (April 10, 2018): 79–91, <https://doi.org/10.24903/sj.v3i1.146>.

pronunciation of the word. In teaching, the teacher must ensure that both of these elements are taught and understood correctly.

b. Grammar

It is necessary to teach the grammar of a new word if it is not readily covered by conventional grammatical principles. In some grammatical, a word's form can change unexpectedly. When teaching the base form of a word, it is important to also provide students with information.

c. Collocation

The collocation of specific things influence whether a combination sounds "right" or "wrong" in a context. This is additional information on a new item that may be useful to educate. Collocation is also frequently mentioned in dictionaries, either by putting the entire collocation in parentheses or by placing it beneath one of the headwords.

d. Aspect of meaning (1): Denotation, connotation, appropriateness.

Denotation relates to a word's primary meaning in the actual world context. This is a common definition in dictionaries. For instance, "dog" refers to a type of animal, domestic carnivorous mammal, while "wet" and "moist" indicate somewhat damp.

In contrast, the connotation of an object-the positive or negative associations or feelings it evokes- is a less obvious part of its meaning and might or might not be included in a dictionary

definition. For instance, the majority of British people associate the word “dog” with affection and devotion, but the majority of Arab people associate it with filth and inferiority. Moist has a positive connotation in the English language, whereas dank has a negative one. For example, you may say something is “pleasantly moist” when “pleasantly dank” would sound ridiculous.

In addition to denotation and connotation, another component of meaning that must be taught is whether or not a given item is appropriate for usage in a certain context. Knowing whether a term is “taboo” in polite discourse, extremely common, or relatively rare, or whether it tends to be used in writing but not in speech, or whether it is more appropriate for formal than informal settings, or whether it belongs to a particular dialect, can be helpful for a student. For example, weep and cry are nearly interchangeable in spelling, but weep is more formal, more frequently used in writing than in conversation, and generally far less popular.

e. Aspect of meaning (2): meaning relations.

It can also be helpful in teaching to show how one item’s meaning links to that of other items. There are several types of relationships, including:

- 1) Synonyms (items with similar meanings). For example: *smart* may serve as synonyms of *intelligent*.

2) Antonyms (item that mean the opposite). For example: *short* is an antonym of *tall*.

3) Hyponyms (items that serve as specific illustrations of a generic concept). *Rose, orchid, tulip* are hyponym of flower.

4) Co-hyponyms or co-ordinates (other things of the same kind). *red, blue, green, and brown* are co-ordinates.

5) Super-ordinates (general concept that applies to a specific item). *Flower* is the superordinate of *rose, orchid, tulip*.

6) Translation (expressions or words in the mother tongue of the students that have the same meaning as the lesson).

#### f. Word Formation

Vocabulary items, whether one- or multi word, can be broken down into their components. Understanding how these words are put together is also beneficial. Teacher can teach the common prefixes and suffixes. However, it's important to note the many popular term no longer have affixes. Instead, they're formed by combining two words into a single item.

It can be said that vocabulary is a comprehensive skill, including the ability to appropriately pronounce, listen, and write. They will speak and write English more fluently the more they understand the vocabulary.

**Table 2.1**  
**Vocabulary Rubric Score**

Score	Scale (1-4)	Indicators of Vocabulary Mastery			
		Pronunciation	Spelling	Grammar	Meaning of Context
91 - 100	4 (Excellent)	All words are pronounced clearly and correctly	All words are spelled correctly	There are no grammatical error	All answers are in context and meaningful
71 - 90	3 (Good)	Almost all words are pronounced correctly, with only a few minor errors	Some minor errors, but they do not affect the meaning	Minor grammar errors, but meaning remains clear	Almost all answers are in context, with few problems
41 – 70	2 (Average)	Some errors in pronunciation, but still understandable	Many spelling mistakes, but meaning is still understandable	Grammatical error are frequent, affecting the meaning partially.	Some answers are out of context.
10 – 40	1 (Poor)	Many errors in pronunciation interfere with understanding	Spelling mistakes are frequent, meaning is unclear	Many grammatical errors are difficult to understand.	Most answers are out of context.

Source: H. Douglas Brown, *“Language Assessment: Principles and Classroom Practices.”*(Pearson Education, 2004)

## 5. Teaching Vocabulary

When it comes to vocabulary, Ismail and Zaid claims that learning is mostly a memory exercise and that students typically need to see, pronounce and write new numerous times before they can be

considered to have master them<sup>23</sup>. For learners to apply the memorized words effectively based on the appropriate situation, they must be called upon and used appropriately multiple times. In this situation, vocabulary instruction is necessary so that students can learn how to utilize the right words depending on the situation.

Furthermore, Puspita and Sabiqoh emphasizes that teaching vocabulary involves more than merely introducing new terms<sup>24</sup>. The vocabulary that a teacher will teach must be carefully selected. Teachers and students should understanding linguistic tasks throughout the teaching and learning process. It implies that the students will learn what the teacher asks of them, but first the teacher should decide which terms are appropriate for the students to learn. This way, the students will not only learn the word but also understand its context and usage.

Teaching vocabulary is a crucial part of learning a foreign language. Based on the curriculum, teachers should select and use instructional strategies and media that meet the needs of their students. To teach vocabulary effectively, teachers must be creative in organizing vocabulary lesson based on the context.

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<sup>23</sup> Nur Ismail, Safawati Zaid, and Nurazan Rouyan, "Vocabulary Teaching and Learning Principles in Classroom Practices," *Arab World English Journal* 8, no. 3 (September 15, 2017): 119–34, <https://doi.org/10.24093/awej/vol8no3.9>.

<sup>24</sup> Nurul Puspita and Nurlaily Sabiqoh, "Teaching Vocabulary by Using Crossword Puzzle," *English Education: Jurnal Tadris Bahasa Inggris, UIN Raden Intan Lampung* 10, no. 2 (2017): 308–25.

## 6. Principle of Teaching Vocabulary

Teachers are responsible for regulating learning so that students can apply the target vocabulary they have learned. According to Hariati, there are nine principle for teaching and learning language. These principle are<sup>25</sup>:

### a) Aims

The teacher should clearly state their goals, the number of tasks, and what they expect the students to be able to do. It will be challenging to evaluate how well the language has been learned if the teacher is unclear at this point. Briefly, it should be evident what the students learn and what the teacher teaches.

### b) Quantity

After determining the goals for vocabulary learning, teachers must consider the quantity of new words that students can acquire. The teacher chooses terms that are appropriate for the students' level of ability.

### c) Need

To teach vocabulary effectively, teachers must select words that are relevant to students' communication needs.

### d) Frequent exposure and repetition

Frequent exposure and repetition in this context indicate that the teacher should provide ample repetition practice in order

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<sup>25</sup> Puji Hariati, "Improving Students' Vocabulary Mastery through Teaching Real Objects," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 3, no. 2 (May 10, 2020): 740–48, <https://doi.org/10.33258/birle.v3i2.905>.

for the students to fully grasp the target terms. Additionally, they give the students the chance to employ words whether speaking and writing.

e) Meaningful presentation

To teach vocabulary, teacher should deliver target terms clearly and unambiguously.

f) Situation and Presentation

The teachers inform the students that they must use the words appropriately. Words are used differently depending on the context and audience.

## 7. Types of Media for Teaching Vocabulary

There are three types of media for teaching vocabulary in the classroom. Lelawati suggests that types of media for vocabulary instruction that can be planned and implemented. These are as follows<sup>26</sup>:

a. Visual aids

The kind of this teaching technique is usually used pictures, photographs, flashcard, blackboard, etc. One of them can be used by the teacher as the teaching tool. For example, to introduce a new word to the class, the teacher may use pictures from magazine, newspaper, or her own creations. Picture can pique students' interest in the course subject and stimulate their

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<sup>26</sup> Setiani Lelawati, Selma Dhiya, and Putri Nurazijah Mailani, "The Teaching of English Vocabulary to Young Learners," *The Teaching of English* 1, no. 2 (March 2018): 95–100.

thinking before they are presented with an English word because they can comprehend it through the pictures.

b. Verbal explanations

The word that will be taught should be chosen and provided by teachers according to the students' level, the goal, and the allotted time. Although this technique is effective for teaching unfamiliar words, it quickly bores the students. To make it easier for student to understand, teachers must be familiar with synonyms, antonyms, and a wide variety of vocabulary.

c. Contextual guesswork

In this technique, students will use a text to learn vocabulary. By determining meaning from context, form, word association, and word construction, student can comprehend the meaning of challenging words from a text.

Additionally, there are four techniques that can be used to help student understand words by explaining their meanings. The following techniques can be used to teach vocabulary in the classroom:

a. Demonstration technique

The teacher communicates the word using gestures, pictures, or physical movement. For example, the teacher can demonstrate the order "close the door" by walking forward to the door and shutting it. The teacher must then request that one

student repeat the demonstration.

b. By using song

Definitely, everyone enjoyed the song. The song may pique students' interest in the course subject. The teacher might offer new vocabulary connected to the song. Griffie suggests that utilizing songs to introduce vocabulary is effective because they create a meaningful context<sup>27</sup>.

c. Word list

When employing the word list technique, teachers should pay close attention to vocabulary selection. The vocabulary used in instruction should be relevant to the needs of the students and appropriate for their level.

d. Translation

Although translation does not force or encourage students to consider word meaning, there are some contexts in which it can be highly beneficial for teachers. For example, it can be used to address incidental vocabulary, checking students' comprehension, and highlight similarities or differences between the first and second languages when these could lead to mistakes. This method can save a lot of time because there are always certain words that need to be translated.

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<sup>27</sup> Griffie Dale T., *Songs in Action* (Frederic Hall International Ltd, 1992).

The types stated above have various applications. The teacher aims to apply the most appropriate technique for each student's level, skill, and character. Thus, students can improve and expand their vocabulary mastery.

## **B. Crossword Puzzle**

### **1. Definition of Crossword Puzzle**

Crossword puzzle is a game consisting of squares with the same side that can be drawn across or down in a pattern. Each box has a distinct color, usually black and white. In this crossword puzzle game, students must fill in blank space with letters to make words based on the provided questions. Silalahi asserts that using a crossword puzzle teaching style to teach vocabulary will entertain and motivate EFL students to think of appropriate terms to put in the blanks<sup>28</sup>. In addition, Sitora suggest that games like crossword puzzle can enhance the learning process by encouraging creative and spontaneous language use, as well as providing students with fun<sup>29</sup>.

Crossword puzzles are a fun and useful way to improve vocabulary and spelling. The students are aware of the proper usage and context of words in English. It is a simple method to teach and learn, and students would benefit from expanding their vocabulary. Maududi, Purwanto

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<sup>28</sup> Friska Novi Silalahi, Vivin Sunarko, and Sri Ninta Tarigan, "Effect of Crossword Puzzle Teaching Strategy Towards Students' Vocabulary Mastery," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 3, no. 2 (December 19, 2019): 241–48, <https://doi.org/10.30743/ll.v3i2.1984>.

<sup>29</sup> Olimjonova Sitora, "Improve English Vocabulary With The Help of Doing Crossword Puzzles For A1 Level Students (Elementary)," *Open Access* 2, no. 4 (2024).

and Awalya believes that incorporating crossword puzzle into the learning process helps students think quickly and enjoy their studies<sup>30</sup>.

According to the definitions given above, a crossword puzzle is a set of numbered squares that must be filled with words, one letter for each square. Because of this, a letter that appears in a word that is arranged horizontally is typically also a component of a word that is arranged vertically. The words in the grid require critical thought in order to guess from the hint, and it can help cognitive development.

## **2. Types of Crossword Puzzle**

Meliyani and Kareviati suggests that crossword puzzle can be used to teach and learn terminology in the classroom, including<sup>31</sup>:

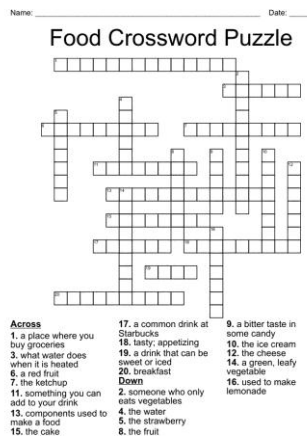
### **a) Oral puzzle**

In an oral puzzle, teachers provide students with an empty crossword problem with no clues. Giving an oral instructions can effectively train students' listening. After asking students to fill out as much as they can, go over the directions again until they get them.

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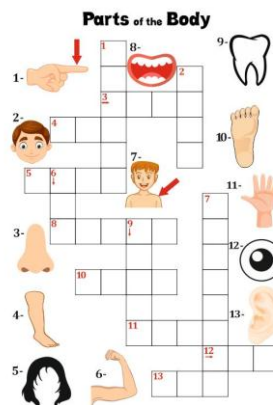
<sup>30</sup> Maududi and Purwanto, "Influence of Pictorial Crossword Puzzle Media Toward Vocabulary Mastery and Initial Writing Skills of Elementary School Students."

<sup>31</sup> Meliyani and Kareviati, "The Students' Responses Toward The Implementation of Crossword Puzzle in Teaching Vocabulary to The Seventh Grade Students in One of Junior High School in Cimahi."



#### b) Picture puzzle

A picture puzzle is one that uses an image as a clue. Additionally, only provide students with the puzzle without the hint. Each clue should be replaced with an image.



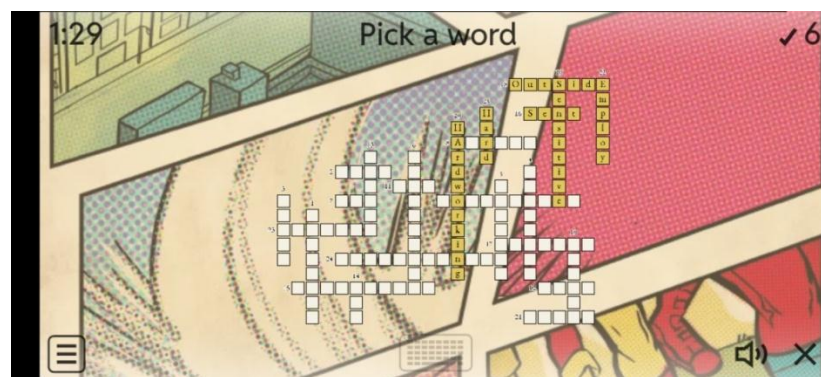
#### c) Object puzzle.

It is a crossword puzzle in which a clue is written inside the object. Students should be given a blank puzzle with no hint. The items are arranged throughout the room and are each labeled with a prompt number. After that, players are instructed to visit several locations where they can pick up the items they need to finish the puzzle.

#### d) Digital puzzle

It is an interactive game or challenge that uses digital platforms to have participants solve puzzles or finish the tasks.

Nevertheless, based on the types of crossword puzzle mentioned above, the researcher only concentrates on using digital puzzle to teach and acquire vocabulary about narrative text in the classroom. Thus, the researcher decided to use a crossword puzzle as a method of teaching vocabulary to tenth grade marketing students in order to ascertain the responses from students and to see if it may inspire the students to learn more English vocabulary.



### 3. The Procedures of Using Crossword Puzzle

These days, there are a lot of websites that offer the ability to create crossword puzzles. Additionally, some websites offer guidelines on how to create a crossword puzzle according to our requirements.

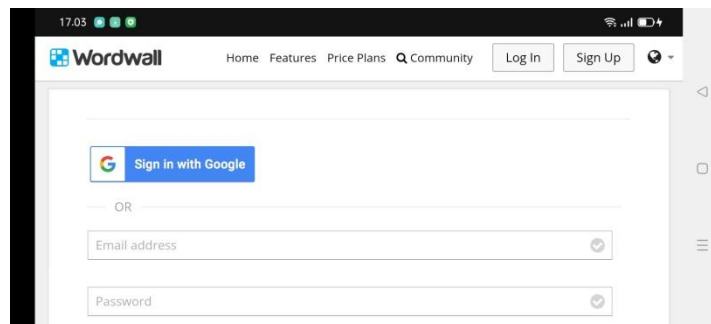
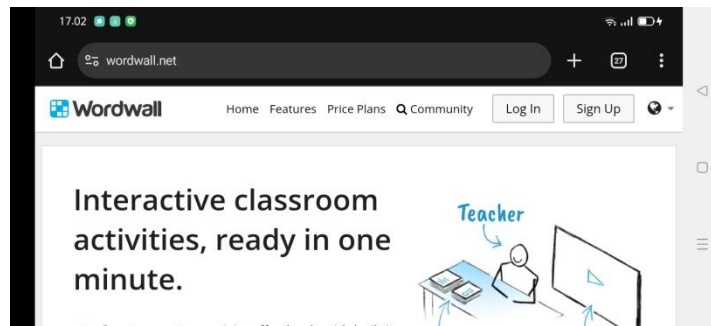
Tajeswini offers the making crossword puzzles as follows<sup>32</sup>:

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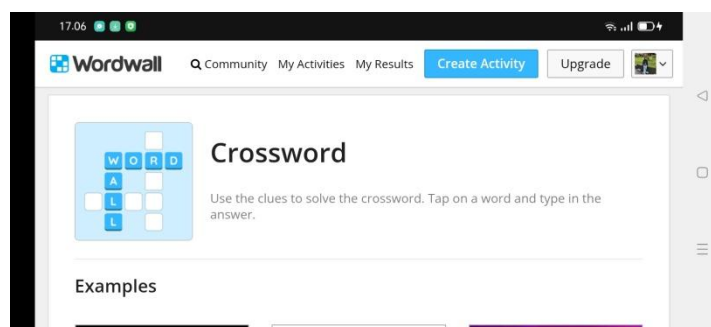
<sup>32</sup> Vaddatti Tejeswini, "Crossword Puzzles – A Fun Educational Tool to Reinforce Information," *Acta Medica International* 11, no. 2 (May 2024): 168–71, [https://doi.org/10.4103/amit.amit\\_104\\_22](https://doi.org/10.4103/amit.amit_104_22).

- a. Access the website at <https://wordwall.net/> and login to the account.

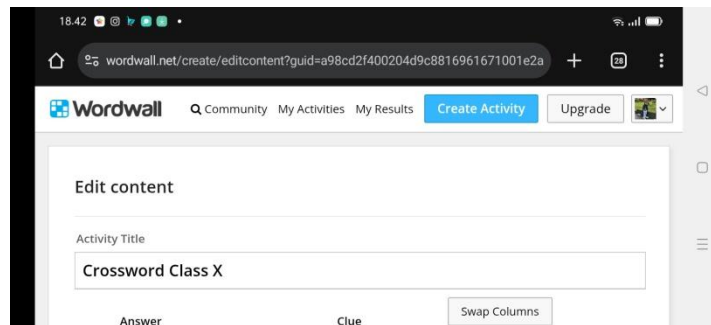
In cases where teachers did not have a registered account, they were required to complete the sign-up process prior to proceeding.



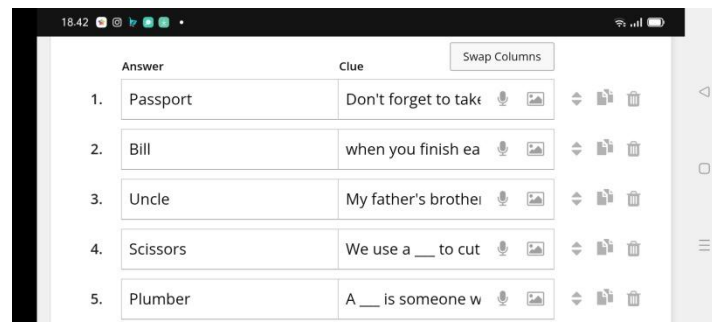
- b. Click on 'Create Activity' and then select the 'Crossword Puzzle'.



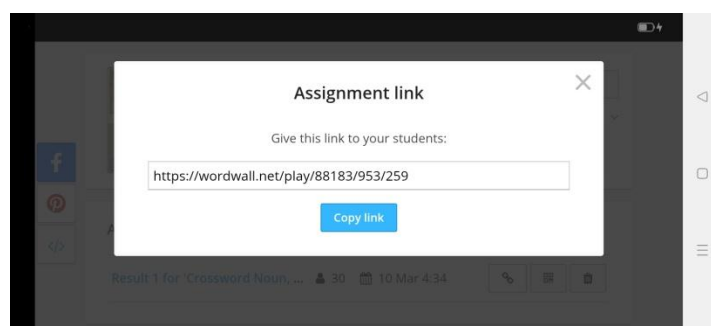
c. Enter the title of the game.



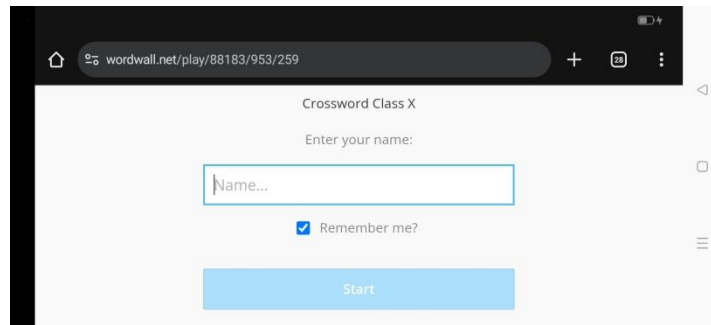
d. Enter the words that will be used in this game. The system will automatically shuffle the words into a box. Then, click 'Done'.



e. Next, click on the URL link of the crossword puzzle and share it with the students.



- f. Upon accessing the provided URL link, students were prompted to enter their names before proceeding with the activity.



A screenshot of a mobile browser displaying the Wordwall.net login page for a game titled 'Crossword Class X'. The page has a light gray background. At the top, the URL 'wordwall.net/play/88183/953/259' is visible in the address bar. Below the title, there is a prompt 'Enter your name:' followed by a text input field with the placeholder text 'Name...'. Below the input field is a checked checkbox labeled 'Remember me?'. At the bottom, there is a blue button labeled 'Start'.

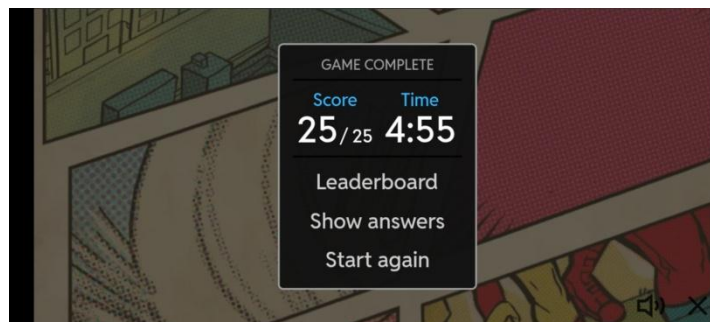
- g. Next, click 'Start' to initiate the crossword puzzle activity.



- h. After the game begins, students are instructed to write their answers to each question in the designated boxes.



- i. The total number of correct answers will be displayed after students have completed all the provided questions.



#### 4. Advantages and Disadvantages of Crossword Puzzle

Pohloh and Ma'rifatulloh states there are several advantages of using crossword puzzles to teach vocabulary<sup>33</sup>:

- a. Crossword puzzles can help students acquire vocabulary as it allows them to learn by doing. As we know that learning by doing is more significant in inspiring students to complete the crossword puzzle by themselves, students look for and strive to recall new words.
- b. Through completing the crossword puzzle, students were trained to engage in problem solving. For the teacher, these methods can also address monotony and boredom in the classroom.
- c. For the students, it is exciting and demanding. It can help prevent students from becoming bored with motonous teaching

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<sup>33</sup> Adeela Pohloh and Sayid Ma'rifatulloh, "The Use of Crossword Puzzle to Improve Vocabulary Mastery (An Experimental Study at Ban Chokok School Thailand)," *iRecall Journal: An Indonesian Journal for Language Learning and Teaching* 01, no. 01 (December 2023): 1–14.

methods. In this case, crossword puzzles aim to draw students' attention to the course materials, which improves learning.

- d. Through group or classroom discussions, students practice critical thinking by working through the crossword puzzle.
- e. Students will feel more relaxed and enjoy learning if they work on the crossword puzzle in a relaxed setting.

In addition to its advantages, crossword puzzles have disadvantages. Students sometimes struggle to match the squares in a crossword puzzle, making it an unpleasant and time-consuming learning tool for vocabulary instruction. If they are unable to decipher the clues, they may become extremely perplexed. Simply put, there is not enough time for all the crossword puzzle, which would cause the students to become anxious and frustrated. The use of crossword puzzles is often noisy. Teacher planning should include both a minimum and a maximum number of activities.

## **C. Theoretical Framework**

### **1. Theoretical Framework**

There are two variables involved in this research: an independent variable (X) that represents the utilization of digital (web-based) crossword puzzle as a teaching media and a dependent variable (Y) that pertains to the students' vocabulary mastery. The aim of this research is to assess how the independent variable (X) affects the dependent variable (Y).

Vocabulary plays an important role in language, as stated by Dewi vocabulary is the basis of language<sup>34</sup>. Based on the importance of vocabulary in English, and the importance of learning English since elementary school also based on interviews conducted by researcher with one of the English teacher at the school in survey, she is said that students' vocabulary is still lacking.

Based on these problems, the researcher try out to find ways to increase the English vocabulary of students in the lower grades. In this research, the researcher will conduct a pretest to determine the initial ability of students' vocabulary skills before being given treatment. After that, the researcher will give treatment to students by teaching vocabulary through crossword puzzle. Furthermore, the researcher will give a posttest to determine the results before and after the treatment is given to students, which will be measure using statistical analysis. At the end of the research, the researcher can conclude whether the crossword puzzle will be effective in mastering vocabulary of the tenth grade marketing class of SMK Negeri 1 Metro.

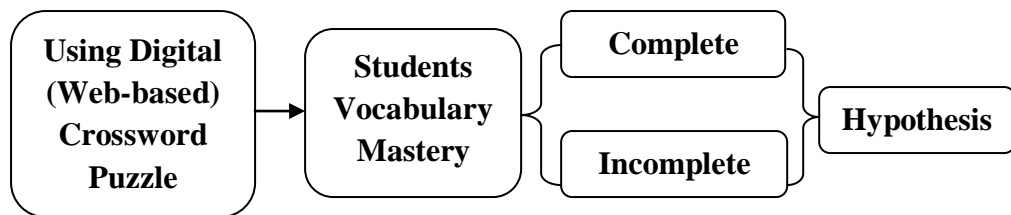
## **2. Paradigm**

Based on the explanation of the theoritical framework above, the researcher describes the paradigm of combining using digital (web-based) crossword puzzle on students' vocabulary mastery in the following chart:

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<sup>34</sup> Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery," *Jurnal Bahasa Lingua Scientia* 9, no. 2 (November 2017): 294–318, <https://doi.org/dx.doi.org/10.21274/ls.2017.9.2.293-318>.

**Figure 2.1**  
**Paradigm of the Research**



#### **D. Hypothesis**

Bacon-Shone define hypothesis as statement that can be empirically tested<sup>35</sup>. The researchers formulated the hypothesis as follow:

1.  $H_0$  : There is no significant effect in students' vocabulary mastery by using crossword puzzle in SMK Negeri 1 Metro.
2.  $H_a$  : There is significant effect in students' vocabulary mastery by using crossword puzzle in SMK Negeri 1 Metro.

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<sup>35</sup> John Bacon-Shone, *Introduction to Quantitative Research Methods: A Guide for Research Postgraduate Students at The University of Hong Kong* (Hong Kong: Graduate School, The University of Hong Kong, 2015).

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Design

This study used a quantitative research design. In this study, the researcher was conducted pre-experimental study by taking one class as sample for teaching experiment. One-Group Pretest-Posttest is one of the designs of pre-experimental method which has one group of experiment without using control group. The researcher used pre-experimental study because the researcher wanted to find out the effectiveness of digital (web-based) crossword puzzle as a game (independent variable) to increase students' vocabulary mastery (dependent variable).

The pre-test and post-test were given to a single group with the following formula<sup>36</sup>:

**Table 3.1 Pre-Experimental Design**

Pre-test	Treatment	Post-test
O1	X	O2

O1 : Pre-test

X : Treatment

O2 : Post-test

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<sup>36</sup> Gay L. R., Geoffrey E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, Tenth Edition (Pearson Education, 2012).

From the research design above, the treatment was given after conducting the pre-test. The pre-test was administered before the implementation of digital (web-based) crossword puzzle as the treatment. At the end of the treatment period, a post-test was conducted to assess students' vocabulary mastery.

## **B. Operational Definition of Variable**

In this study has two types of variable which were independent variable and dependent variable.

### **1. Independent Variable**

The independent variable is an attribute or characteristics that affects an outcome or dependent variable. Based on the definition above, the independent variable of this research was digital (web-based) crossword puzzle. Crossword puzzle is media with a guessing format using existing clues to improve basic language in the form word by word.

- a. Students can understand vocabulary easily in the learning process by learning while playing so that students do not feel bored.
- b. Student can pronounce, spell, and understand the meaning of vocabulary through digital (web-based) crossword puzzle.
- c. Students can participate in the learning process.

## 2. Dependent Variable

The dependent variable is an attribute or characteristics that influenced by independent variables. The dependent of this research was students' vocabulary mastery. In this researcher focused in increasing students' vocabulary mastery. The students do not have to spell vocabulary as well as native speaker, at least they can memorize the vocabulary.

## C. Population, Sample and Sampling Technique

### 1. Population

The population of the research was the first year marketing students of SMK Negeri 1 Metro academic year 2024/2025. Consist of X BD 1, X BD 2, and X BD 3. The total of population are 106 students.

**Table 3.2**  
**The total students at tenth grade marketing class of SMK**  
**Negeri 1 Metro**

No.	Class	Sex		Total
		Male	Female	
1.	X BD 1	15	20	35
2.	X BD 2	5	31	36
3.	X BD 3	5	30	35
Total				106 students

### 2. Sample

The researcher conducted X BD 1 class as sample, which was given the treatment and consisted of 35 students. This research

investigated only one class as the experimental class, there was no control class.

### 3. Sampling Techniques

Sampling technique involve selecting a sample size from a population in a manner that considers population characteristics, ensuring a representative subset for accurate data representation. This process aims to create sample that reflects the population's distribution and attributes. The researcher employed a random sampling techniques, specifically cluster random sampling in this research. The researcher randomly select one class to be the research sample. This sampling technique is applied to assess the effectiveness of digital (web-based) crossword puzzle toward students' vocabulary mastery.

### **D. Data Collecting Technique**

In this study, researcher used a test in collecting data. The description was as follow:

#### 1. Test

Test is an important part in collecting data especially in experimental study. Brown states that "A test is a method of measuring a person's ability, knowledge or performance in a given domain". This opinion almost similar with Richard measuring ability, knowledge, or performance of individual<sup>37</sup>. So, it has a simple definition that test is

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<sup>37</sup> Richards J. C. and Rodgers S. t., *Approaches and Method in Language Teaching* (Cambridge: Cambridge Press, 1986).

sort of instrument or a set of techniques that measure individual abilities or competencies which requires performance of students as the test-takers within a particular lesson or unit. In this research, as it has mentioned above that the researcher conducted pre-experimental study by taking one class as a sample. The class was given the test which was divided into pre-test and post-test.

The categories of students' English vocabulary mastery are form, word meaning, and use. The question consist of recognize spelling of word, affixes (prefix, root, and suffix), synonym, antonym, and grammatical verb. The number of test are 25 questions with four choices in each question.

**Table 3.3**  
**Blue Print Content of Students' English Vocabulary Mastery**

No.	Category	Number of Question
1	Students are able to identify spelling of the word in comprehending narrative text	1, 2, 3, 4, 5
2	Students are able to identify affixes (prefix, root, suffix) of the word in comprehending narrative text	6, 7, 8, 9, 10
3	Students are able to identify the synonym of the word in comprehending narrative text	11, 12, 13, 14, 15
4	Students are able to identify antonym of the word in comprehending narrative text	16, 17, 18, 19, 20
5	Students are able to identify grammatical verb in comprehending narrative text	21, 22, 23, 24, 25

This test is a test to examine the students' vocabulary mastery at SMK Negeri 1 Metro. This type of test is multiple choice, in which a narrative text was used to test students' vocabulary mastery. The number of test was made based on what was described in the blueprint.

## 2. Documentation

Documentation was employed as a means to obtaining detailed information from written language or documentation. In this research, the researcher utilizes this method to gather detailed information about the historical background of SMK Negeri 1 Metro, the population of the tenth grader students of SMK Negeri 1 Metro and the profile of SMK Negeri 1 Metro.

## E. Research Instrument

To measure data in quantitative study, the researcher used an instrument. In quantitative data, a tool for measuring, observing documenting is called instrument<sup>38</sup>. Instrument also can be defined as device to collect data and the process of collecting data is called instrumentation. In addition, Brown emphasized that a set of techniques, procedures, or items that requires performance on the part of the test taker refers to an instrument.

The researcher used a vocabulary test as the instrument. The test was applied for pre-test and post-test. The pre-test was intended to know the

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<sup>38</sup> John.W Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.*, Fifth (Boston: Pearson Education, 2012).

student's prior of vocabulary before giving the treatment, while the post-test was intended to know the students' vocabulary after giving the treatment visually.

#### 1. Pre-test

Before giving the treatment, pre-test was given the students by administering 25 multiple choice vocabulary test items. After giving the pre-test, the researcher gave the students treatment.

#### 2. Post-test

After giving the treatment, the researcher gave the students a post-test to find the result of the treatment to measure students' vocabulary through digital (web-based) crossword puzzle, the researcher gave 25 multiple choice test items.

### **E. Data Analysis Technique**

To investigate the effectiveness of crossword puzzle media on students' vocabulary mastery at the tenth graders marketing class of SMK Negeri 1 Metro, the resercher used a pre-experimental design in the form of pre-test and post-test, and analyzed the data using SPSS 20 for windows.

#### 1. Normality Test

Normality test is testing whether the data normally distributed or not. To detect the normality of data, the researcher used the *Shapiro Wilk* technique. This technique is a normality test that is used generally limited to a sample of less than 50. The data

are said to be normally distributed in the *Shapiro Wilk* test if the significant value is higher than 0.05. On the other hand, if the normality test score is less than 0.05, it is safe to presume that the distribution data are not normal.

## 2. Hypothesis Test

Hypothesis test means temporary statements in a research about probability or sampling allocation. Hypothesis testing means a procedure that will lead to a decision whether accept or reject. Hypothesis is important part of a study, because with a hypothesis, research becomes purposeful. Therefore, the hypothesis must be test through statistical test. The hypothesis to be tested in this study is significant effect of crossword puzzle as independent variable towards students' vocabulary mastery as dependent variable.

In this study, the T-test was used to determine the effect of independent variable on a dependent variable. The T-test was used to determine whether the use of digital (web-based) crossword puzzle had a partial effect (individually) on student vocabulary mastery, with a significant level of 0.05.

The hypothesis to be proved is as follow:

- 1)  $H_a$  : If the significance value (2-tailed)  $< 0.05$ , the alternative hypothesis ( $H_a$ ) was accepted and ( $H_0$ ) was rejected. It means that there was significant effect on students' vocabulary mastery by using crossword puzzle at

the tenth grade marketing class of SMK Negeri 1 Metro.

- 2)  $H_0$  : If the significance value (2-tailed)  $> 0.05$ , the null hypothesis ( $H_0$ ) was accepted and ( $H_a$ ) was rejected. It means that there was no significant effect on students' vocabulary mastery by using crossword puzzle at tenth grade marketing class of SMK Negeri 1 Metro.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Description of Research Location

SMK Negeri 1 Metro is one of the state-level vocational schools located on Jalan Kemiri Nomor 15A, Iringmulyo, East Metro District, Metro City. SMK Negeri 1 Metro was established on January 1st, 1965, under the auspices of the Ministry of Education and Culture (Kemendikbud).

1	Name of School	:	SMK Negeri 1 Metro
2	NPSN/NSS	:	108007612 / 401126104001
3	Address	:	Jalan Kemiri Nomor 15A, Iringmulyo, Kecamatan Metro Timur, Kota Metro, Lampung
4	Postal Code	:	34381
5	Phone	:	(0725) 41295
6	E-mail	:	<a href="mailto:smkn1metro@gmail.com">smkn1metro@gmail.com</a>
7	Website	:	<a href="https://smkn1metro.sch.id">https://smkn1metro.sch.id</a>

In the academic year 2024/2025, SMK Negeri 1 Metro has a total student enrollment of 1.495 individuals. Among them, 77% are female, while 23% are male. The table below illustrates the distribution of students across various expertise programs (majors) at SMK Negeri 1 Metro:

**Table 4.1**  
**Recapitulation of Students in SMK Negeri 1 Metro**

No	Skills Programme	Number of Classes			Total	Presentage
		10	11	12		
1	Accounting	107	95	106	308	21%
2	Marketing	106	98	102	306	20%
3	Office	71	66	70	207	14%
4	Hospitality	107	92	92	291	19%
5	Culinary/Catering	102	100	82	284	19%
6	Tourism Service Business	34	35	30	99	7%
Jumlah		527	486	482	1.495	100%

## **B. Description of Research Data**

this research employed a pre-experimental design with a one group pretest-posttest design. Pre-test and post-test both cover the same content, though they differ in terms of time allocation.

### **1. The Result of Pre-test**

Before introducing digital (web-based) crossword puzzle, the researcher conducted a pre-test on March 10th, 2025. Students took a pre-test to assess their initial vocabulary skills. This test involved filling out a question sheet about vocabulary. The pre-test consisted of 25 multiple choice question, each with four answers choices (a,b,c,d) and each question was worth 4 points, making the total possible score 100 points. Students' performance was evaluated based on the minimum completion criteria (Kriteria Ketuntasan Minimal, KKM) in English, which required a minimum score of 70 to pass.

**Table 4.2**  
**The Result of Students' Pre-Test in Vocabulary Mastery at The**  
**Tenth Grade Marketing Students of SMK Negeri 1 Metro**

No.	Student Name	Pre-Test Result	
		Score	Category
1	AW	40	Incomplete
2	ADA	80	Complete
3	AHA	72	Complete
4	AOV	80	Complete
5	AKA	76	Complete
6	AF	56	Incomplete
7	AH	60	Incomplete
8	ADS	88	Complete
9	DAL	64	Incomplete
10	DKRP	44	Incomplete
11	FA	36	Incomplete
12	FA	36	Incomplete
13	HMA	52	Incomplete
14	HP	44	Incomplete
15	IS	68	Incomplete
16	IR	68	Incomplete
17	IK	60	Incomplete
18	JCB	28	Incomplete
19	KDF	68	Incomplete
20	KNA	86	Complete
21	MRAH	60	Incomplete
22	MSK	80	Complete
23	MDY	64	Incomplete
24	NDA	68	Incomplete
25	NS	32	Incomplete
26	NS	64	Incomplete
27	PM	64	Incomplete
28	RP	68	Incomplete
29	RFS	60	Incomplete
30	RAJ	40	Incomplete
31	RA	36	Incomplete
32	SR	60	Incomplete
33	TMP	32	Incomplete
34	YAW	44	Incomplete
35	ZRK	64	Incomplete
<b>Total</b>		<b>2042</b>	
<b>Mean Score</b>		<b>58,34</b>	

The table above presents the data from the pre-test results in vocabulary mastery of the tenth-grade marketing students. The data includes all tenth-grade BD 1 students totaling 35 students identified based on the initials of their names, along with their respective scores and performance categories classified as 'Complete' or 'Incomplete'. The lowest score recorded was 28, while the highest score was 88.

**Table 4.3**  
**The Distribution Frequency of the Students Score in Pre-Test**

Score	Frequency	Percent
28 – 37	6	17%
38 – 47	5	14%
48 – 57	2	6%
58 – 67	10	29%
68 – 77	7	20%
78 – 87	4	11%
88 – 100	1	3%

Based on the table of above, it can be inferred that from 35 students as the research samples, there were 28 students who got the score below the Minimum Mastery Criteria (KKM), which is 70. There was 1 students who got the score 88-100 or 3%. Furthermore, there were 4 students who got the score of 78-87 or 11%. Then, there were 7 students who got score 68-77 or 20%, the students who got score 58-67 or 29% were 10 students. The students who got score 48-57 or 6% were 2 students. Next, the students who got 38-47 or 14% were 5 students and 6 students who got score 28-37 or 17%.

It can be concluded, most of students got low score in vocabulary, it means the score was unsatisfied.

## **2. Treatment**

Treatment was held on Wednesday, March 13th, 2025, right before conducted the post-test. Each treatment lasted for 45 minutes. At this meeting, the researcher explained the material to the students, in this research was narrative text. As a result, they got some general illustration about the narrative text. The researcher explained about narrative text, especially theme and generic structure of narrative text. The topic in the treatment is “Fable”.

After the activity, the researcher introduced the use of digital (web-based) crossword puzzle as a tool. In here, the researcher explained what digital (web-based) crossword puzzle and how to procedure of digital (web-based) crossword puzzle and that this media is designed to make the learning process more effective and fun so that the students can learn enthusiastically without feeling bored during the learning activity.

## **3. The Result of Post-test**

The researcher conducted post-test on Wednesday, March 13rd, 2025 in order to find out the students’ increase in mastering vocabulary after they got treatment by using digital (web-based) crossword puzzle. The scores of students’ vocabulary test in post-test at experimental class could be seen below:

**Table 4.4**  
**The Result of Students' Post-test in Vocabulary Mastery at The**  
**Tenth Grade Marketing Students of SMK Negeri 1 Metro**

No.	Student Name	Pre-Test Result	
		Score	Category
1	AW	80	Complete
2	ADA	84	Complete
3	AHA	80	Complete
4	AOV	88	Complete
5	AKA	88	Complete
6	AF	76	Complete
7	AH	72	Complete
8	ADS	100	Complete
9	DAL	92	Complete
10	DKRP	72	Complete
11	FA	68	Incomplete
12	FA	76	Complete
13	HMA	76	Complete
14	HP	72	Complete
15	IS	72	Complete
16	IR	96	Complete
17	IK	72	Complete
18	JCB	60	Incomplete
19	KDF	88	Complete
20	KNA	100	Complete
21	MRAH	80	Complete
22	MSK	88	Complete
23	MDY	96	Complete
24	NDA	80	Complete
25	NS	72	Complete
26	NS	76	Complete
27	PM	72	Complete
28	RP	96	Complete
29	RFS	72	Complete
30	RAJ	72	Complete
31	RA	68	Incomplete
32	SR	76	Complete
33	TMP	76	Complete
34	YAW	80	Complete
35	ZRK	84	Complete
<b>Total</b>		<b>2800</b>	
<b>Mean Score</b>		<b>80,00</b>	

The table above show

s the results of the post-test that evaluated the vocabulary mastery of tenth-grade BD 1. Out of a total of 32 students, most obtained scores in the range 70 to 100 and were categorized as “Complete”. Only 3 students scored lower than 70, which was categorized as “Incomplete”. Overall, the student’s average score increased to 80, showing a significant increase compared to the pre-test results. This shows that students’ vocabulary mastery has increased after the implementation of digital (web-based) crossword puzzle as a supporting media in learning students’ vocabulary mastery.

**Table 4.5**  
**The Distribution Frequency of the Students Score in Post-Test**

Score	Frequency	Percent
60 – 66	1	3%
67 – 73	11	31%
74 – 80	11	31%
81 – 87	2	6%
88 – 94	5	14%
95 – 100	5	14%

Based on the table above, it can be concluded that the 35 students in the research sample demonstrated the effect of using digital (web-based) crossword puzzle on their vocabulary mastery. The data reveal that 1 student got score 60-66 (3%), 11 students got score 67-73 (31%), 11 students got score 74-80 (31%), 2 students got score 81-87 (6%), 5 students got score 88-94 (14%), and 5 students got score 95-100 (14%).

**Table 4.6**  
**Descriptive Statistics Pre-Test and Post-Test Score**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Score	35	28	88	58,34	16,567
Posttest Score	35	60	100	80,00	9,941
Valid N (listwise)	35				

The results of data analysis from pre-test and post-test of the students' vocabulary in the table above. The mean score in pre-test was 58.34, and the standard deviation was 16.567. Meanwhile, the mean score of post-test was 80 with the standard deviation was 9.941.

In conclusion, from the discussed table above, the students tested achieved a higher score after giving the treatment.

#### **4. Validity Test**

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measures) matches its proposed use. Validity refers to any measuring device or instrument it said to be valid when it measures what it is expected to measure. Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.

To test the validity of the questions, researchers used SPSS Statistics 20 software. The researcher took correlation coefficient "r" product moment from Pearson with 36 respondents and on 5%

significance stage. In determine the criteria for testing the validity of the instrument:

If  $r_{count} \leq r_{tabel}$  then the question item is declared invalid

If  $r_{count} \geq r_{tabel}$  then the question item is declared valid

The following is a recap of the data on the results of the multiple choice question item validity test.

**Table 4.7**  
**Item Validity Test Results**

Item	Rcount	Rtabel (5%)	Criteria
1	0,659	0,329	Valid
2	0,521	0,329	Valid
3	0,505	0,329	Valid
4	0,507	0,329	Valid
5	0,486	0,329	Valid
6	0,489	0,329	Valid
7	0,708	0,329	Valid
8	0,699	0,329	Valid
9	0,417	0,329	Valid
10	0,518	0,329	Valid
11	0,389	0,329	Valid
12	0,699	0,329	Valid
13	0,659	0,329	Valid
14	0,433	0,329	Valid
15	0,708	0,329	Valid
16	0,751	0,329	Valid
17	0,450	0,329	Valid
18	0,440	0,329	Valid
19	0,454	0,329	Valid
20	0,499	0,329	Valid
21	0,489	0,329	Valid
22	0,507	0,329	Valid
23	0,422	0,329	Valid
24	0,473	0,329	Valid
25	0,417	0,329	Valid
26	0,454	0,329	Valid
27	0,521	0,329	Valid
28	0,660	0,329	Valid
29	0,443	0,329	Valid

30	0,473	0,329	Valid
31	0,486	0,329	Valid
32	0,486	0,329	Valid
33	0,422	0,329	Valid
34	0,499	0,329	Valid
35	0,329	0,329	Valid
36	0,659	0,329	Valid
37	0,505	0,329	Valid
38	0,751	0,329	Valid
39	0,660	0,329	Valid
40	0,365	0,329	Valid
41	0,573	0,329	Valid
42	0,422	0,329	Valid
43	0,659	0,329	Valid
44	0,525	0,329	Valid
45	0,591	0,329	Valid
46	0,505	0,329	Valid
47	0,432	0,329	Valid
48	0,486	0,329	Valid
49	0,462	0,329	Valid
50	0,456	0,329	Valid

The data above was consulted with rtable at a significance level of 5%. Usually researchers use a significance level of 5% or 1% because it is more suitable for educational research, but in this research the researchers used a significance level of 5% because most researchers previously used 5% and in SPSS the significance is written by default as 0.05 (5%). So, in this research there were 50 vocabulary mastery in underscomprehending narrative text test items used in this research.

## 5. Reliability Test

Reliability refers to the extent to which test scores are free of measurement errors. Reliability is the possibility of a system functioning properly without failure, and the system is reliable and

trustworthy. According to Arikunto, the reliability for good classroom achievement test are expected to exceed 0,0 and close 1,00.

**Table 4.8**  
**Level of Reliability**

Cronbach's Alpha	Level of Reliability
0,0 – 0,20	Reliability is poor
0,20 – 0,40	Reliability is satisfactory
0,40 – 0,70	Reliability is good
0,70 – 1,00	Reliability is excellent

In this research, the researcher used SPSS Software 20 to calculate the reliability of test.

**Table 4.6**  
**Item Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
,946	50

Based on the table, the reliability of the test was .946 that was categorized into excellent reliability. That means the instrumental accuracy involved into good level and good for a research.

### **C. Data Analysis**

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed. Therefore, normality test will be provided.

## 1) Normality Test

Normality test is one of the kinds of test that used to know whether the data is normal distribution or not. In this research, the researcher used SPSS 20 with the hypothesis of this normality test as follows:

$H_0$  : data is not normally distributed

$H_a$  : data is normally distributed

$H_a$  was accept Sig higher than 0.05 ( $\text{Sig} > \alpha$ ). The table below was the result of calculating normality test.

**Table 4.9**  
**Normality Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,168	35	,013	,948	35	,100
Posttest	,171	35	,011	,931	35	,070

a. Lilliefors Significance Correction

Based on the test of normality table above, the score of Shapiro-Wilk technique is higher than 0.05. the score of pre-test in Shapiro-Wilk is 0.100, meanwhile the score of post-test is 0.070. it means that all the test is distributed normal.

## 2) Hypothesis Test

After conducting the normality test, the researcher continued to do the last investigation to test the research hypothesis called Paired Sample Test. This test was conducted in order to answer the research question:

“Is there any significant effect of using crossword puzzle to enhance students’ English effective vocabulary at the tenth grade marketing students of SMK Negeri 1 Metro in academic year 2024/2025?”

The statistical hypothesis of this research can be seen as follow:

$H_0$  : There is no significant effect in students’ vocabulary mastery by using crossword puzzle in SMK Negeri 1 Metro.

$H_a$  : There is significant effect in students’ vocabulary mastery by using crossword puzzle in SMK Negeri 1 Metro.

Furthermore the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below.

**Table 4.10**  
**Paired Samples Statistics**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Score	58,34	35	16,567	2,800
	Posttest Score	80,00	35	9,941	1,680

**Table 4.11**  
**Paired Samples Test**

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Score - Posttest Score	-21,657	11,606	1,962	-25,644	-17,670	11,039	34	,000

The criteria for accepting or rejecting the hypothesis for the t-test were as follow:

- a.  $H_a$  is accepted if the Sig. value is  $< 0.05$
- b.  $H_0$  is rejected if the Sig. value is  $> 0.05$

The information that could be inferred from the table was the Paired t-test analysis of students' pre and post-test results. The significance different was showed 0.000. this result reports that the significance level of p-value = 0.000 was lower than  $= 0.05$  ( $0.000 < 0.05$ ). in other words, it could be concluded that there was the significance of the treatment. The paired samples statistics table showed that the post-test score mean was 80 and pre-test mean score was 58.34. Thus  $H_0$  rejected and  $H_a$  received. It could be concluded that the average score of post-test was higher than pre-test. Therefore, it can be concluded that this study succesfully demonstrates a positive significant effect of the Crossword Puzzle on students' vocabulary mastery.

#### **D. Discussion**

The primary purpose of this research was to find out wheteher the use of Crossword Puzzle was effective in improving students' vocabulary mastery of the tenth grade of SMK Negeri 1 Metro. To find out the purpose, the researcher used the test as an instrument. The test gave through pre-test and post-test.

The description of the data collected through reading test was explained in the previous section showed that the mean score of students on pre-test was 58.34 and the mean score of the students on the post-test

was 80.00, and from pre-test to post-test can improve with 37%. The score of standard deviation from pre-test was 16.57 and the score of standard deviation from post-test was 9.94. Therefore, it indicated the students tested achieved a higher score by using Crossword Puzzle.

The finding expanded the superiority in Crossword Puzzle. Previously, Ramadhania and Adnan, Taqqiyyuddin, Barzegar and Islam, and Yu Chi-Yang found out the same result however they studied with different focus with the researcher. Ramadhania and Adnan focused on elementary school students using crossword puzzle to improve Indonesian vocabulary. Their research method used qualitative research method and was conducted Pulogebang. The research data were collected using observation and documentation. The result of their research showed that the response of students to Indonesian learning through the question and answer method with crossword puzzle learning media showed a good response<sup>39</sup>.

Besides, the research being conducted by Taqqiyyuddin, Barzegar and Suprpto Islam focused on arabic vocabulary using crossword puzzle on Madrasah Ibtidaiyah. They also found that crossword puzzle proved to be an effective and engaging tool for enhancing Arabic vocabulary, with significant impacts on learning outcomes and student motivation. It can be seen from student improved score in siklus II, completion rate reached

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<sup>39</sup> Sabrina Ramadhania and Hasim Adnan, "Crossword Puzzle Learning Media to Improve Indonesia Vocabulary Mastery for Grade 2 Elementary School Students" *Journal of Innovation and Research in Primary Education (JIRPE)* 1, no. 2 (November 2022): 50–55.

83%, with the average score increasing from 71.22 to 82.75<sup>40</sup>.

Next, the research being conducted by Yu-Chi Yang focused on investigating the effectiveness of combining the Fish-skeleton Vocabulary Learning Diagram (FSVLD) and crossword puzzles to enhance EFL vocabulary acquisition and retention among Taiwanese junior college students. Results demonstrated significant improvement in vocabulary acquisition and memory for the experimental group as evidenced by higher post-test and follow-up test scores compared to the control group. Questionnaire responses indicated high student approval of the method, highlighting its motivational and practical benefits<sup>41</sup>. Therefore, the differences between those three studies with the study being conducted by the researcher were in type and research location which this study using digital crossword puzzle (website) in vocational high school.

By the explanation of, the researcher that information Crossword Puzzle media was effective to increase students' vocabulary mastery.

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<sup>40</sup> Taqqiyyuddin, Somayeh Barzegar, and Md. Saiful Islam, "Use of Crossword Media to Increase the Arabic Vocabulary of Higher Class in Islamic Elementary School," *Journal of Basic Education Research* 5, no. 1 (January 31, 2024): 28–33, <https://doi.org/10.37251/jber.v5i1.829>.

<sup>41</sup> Yu-Chi Yang, "Teaching EFL Vocabulary through Analyzing the Structure of Words Coupled with Using Crossword Puzzles," *International Journal of TESOL & Education* 5, no. 2 (2025): 57–74, <https://doi.org/10.54855/ijte.25523>.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

The research was conducted at SMK Negeri 1 Metro, it is quantitative study to show the effectiveness of crossword puzzle on students' vocabulary mastery at tenth grade of marketing students of SMK Negeri 1 Metro. This research aimed to analyze the significant effect of using crossword puzzle on students' vocabulary mastery. Data was obtained by comparing the pre-test and the post-test scores which were calculated using IBM SPSS V 20 for Windows.

Based on the results of this study, it can be concluded that the results of this study indicate a positive and significant effect of digital (web-based) crossword puzzle on students' vocabulary mastery in the tenth-grade marketing class at SMK Negeri 1 Metro. The result of the paired sample t-test a sig. (2-tailed) value was 0.000, which means below  $\alpha = 0.05$ . So, it means the alternative hypothesis ( $H_a$ ) is accepted, the null hypothesis ( $H_0$ ) is rejected. The average pre-test score was 58.34, which increased to 80.00 in the post-test, reflecting a mean gain of 21.6 points while the post-test score increased to 80.00, indicating a notable enhancement in students' vocabulary understanding after the implementation of crossword puzzle as a learning tools.

This suggests that crossword puzzle are an effective and engaging method for vocabulary instruction, aiding students in retaining and

comprehending new word more efficiently. Therefore, teachers should consider incorporating crossword puzzle into their teaching strategies to support vocabulary development in the classroom.

## **B. Suggestion**

Considering to the previous conclusion, the researcher proposes some suggestion as follow:

### **1) For the English Teacher**

This research can help the teachers enhance the students' vocabulary mastery in teaching and learning process. All of the students have different abilities and also the problem of learning process especially in teaching vocabulary. The researcher recommends that the teacher should give more techniques, methods or media of teaching, especially in English class. It can help students who struggle with vocabulary. It may also increase their enthusiastic and motivation when learning in the classroom.

### **2) For the Students**

The researcher hopes that the students should have great motivation to study, especially English lesson. In an English class, a student must be able grasp the meaning of a word for greater ease to compose sentence. So, the students can improve their language skills. The students are hoped to be active during learning process.

### **3) For Other Researchers**

Future studies can explore additional challenging such as pronunciation, reading, and writing. The technique is suggested to other researcher who want to conduct in similar research or study. The result of this research can also be used as an additional reference or further research with different discussion for the next researchers.

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# APPENDICES

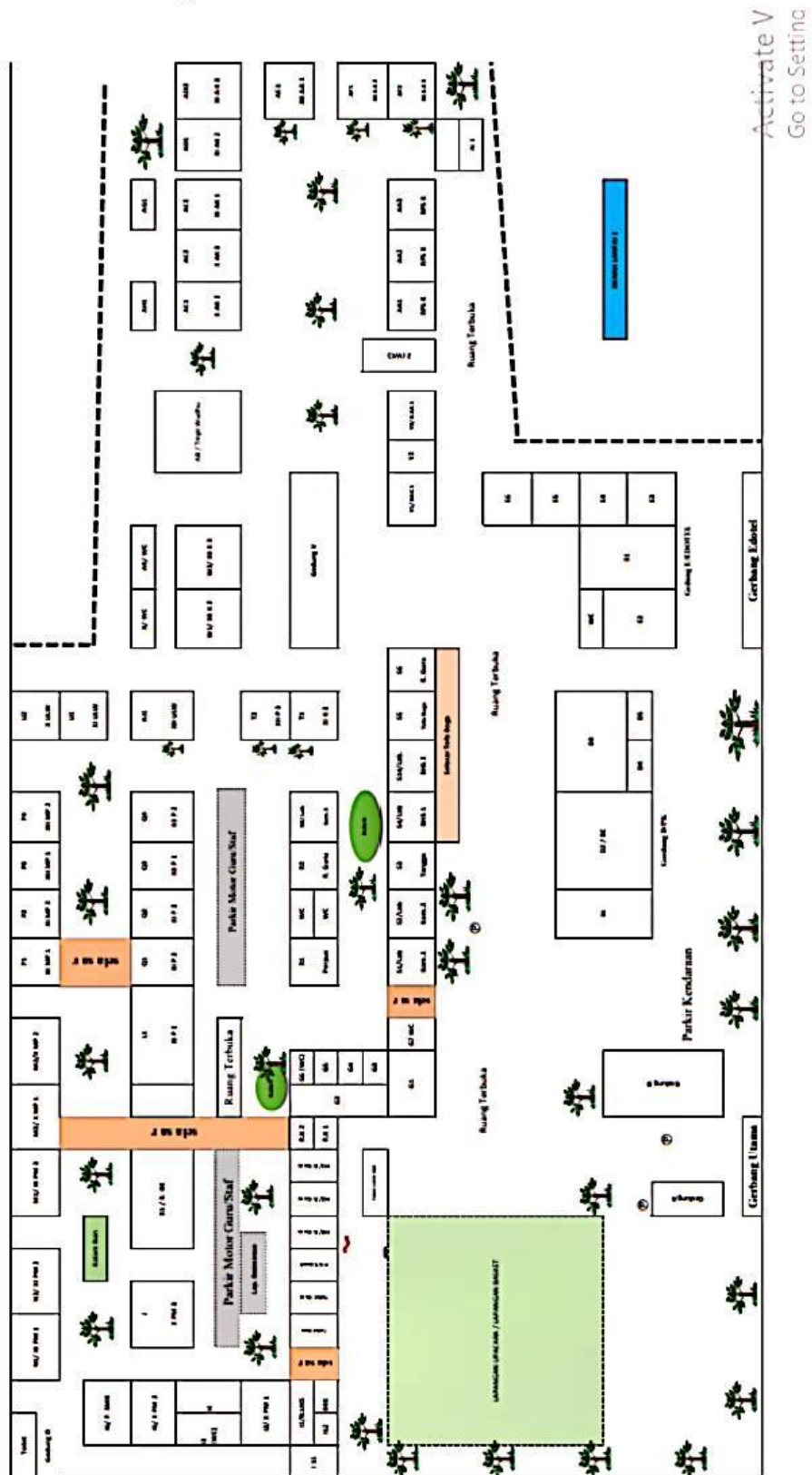
### Appendix 1. List Name of Teacher SMK Negeri 1 Metro

No.	Nama	NIP	Jabatan
1	Fahrisya, S.Pd	19820221 200604 1 005	Kepsek
2	Dra. Titin Suyanti	19651026 199702 2 001	Guru
3	Mamik Suratmi, S.Pd	19660514 199303 2 006	Guru
4	Agus Rianto, S.Pd	19660604 199103 1 011	Guru
5	Dra. Sri Suryatiningsih	19661123 199203 2 006	Guru
6	Dra. Juleha		Guru
7	Dra. Arnita Orbana		Guru
8	Nur Aminah, S.Pd	19720125 199512 2 001	Guru
9	Dwita Meriani, S.Pd	19730904 200312 2 007	Guru
10	Suharni, S.E	19740620 200312 2 002	Guru
11	Gusnetty Jayasinga, S.E., M.Pd	19740808 200501 2 006	Guru
12	Siti Muamanah, S.Pd	19781215 200212 2 004	Guru
13	Fitrianingsih, S.Pd., M.Pd	19810806 200604 2 010	Bendahara
14	Tutik Suwantini, S.Pd	19680923 200701 2 018	Guru
15	Af'idatul Muhajjalina, S.Pd	19691225 200501 2 009	Guru
16	Sampe Pakpahan, S.Pd	19700502 200502 1 002	Guru
17	Jarwoto, S.Pd	19700619 200701 1 005	Guru
18	Aprialita, S.Pd	19710219 200604 2 008	Guru
19	Retno Nurjayanti, S.Pd	19721220 200604 2 004	Guru
20	Endang Supriati, S.E., M.M	19730405 200604 2 016	Guru
21	Eko Setianingsih, S.E	19731120 200501 2 006	Guru
22	Sri Wirawati, S.Pd	19740427 200604 2 006	Guru
23	Ermawati Purnomo, S.Pd., M.Pd	19760424 200604 2 018	Guru
24	Nurasih Fitriani, S.Pd	19761010 200312 2 011	Guru
25	Yati Oktiyana, S.Pd	19761013 200604 2 004	Guru
26	Susi Pancawati, S.Pd	19770109 200604 2 002	Guru
27	Norma Ika Damasanti, S.S	19770524 200604 2 003	Guru
28	Bekti Satriadi, S.Pd	19770923 200312 1 001	Kurikulum
29	Sulis Ernawati, S.Pd., M.Pd	19790314 200604 2 018	Guru
30	Meilina, S.Pd., M.M	19800529 200902 2 001	Kesiswaan
31	Umi Ma'rifah, S.Pd., M.Pd	19810208 200604 2 014	Guru
32	Shofia Maisuri, S.Pd	19690510 200701 2 019	Guru
33	Sri Sugiarti, S.Ag	19720201 200604 2 007	Guru
34	Ririn Widayati Nur Hidayat, S.Pd	19720218 200701 2 009	Guru
35	Hendroza, S.Kom	19731217 200312 1 003	Guru
36	Elizabeth Budiningrum K., S.Pd	19751119 200902 2 001	Guru
37	Henra Fitriyani JRJ., S.E	19760924 201001 2 005	Guru
38	Suci Lestari, SS., M.Pd	19770405 200604 2 020	Guru
39	Puji Yudowaluyo, S.Pd	19770708 201001 1 004	Guru
40	Valentina Siwi NW., S.Pd., M.Pd	19781007 200804 2 002	Guru
41	Anna Syamuthia, S.E	19800320 200501 2 014	Guru
42	Fariani, S.Pd	19810211 200502 2 005	Guru

43	Almateus Nanang R., S.Pd	19820101 200902 1 004	Guru
44	Uswatun Khasanah, S.Si	19820412 200101 2 020	Guru
45	Aminudin Zakki, S.Pd	19820802 200902 1 002	Humasin
46	Neti Septina, S.Kom	19830925 201001 2 018	Guru
47	Febtri Handayani, S.Pd.T	19840204 201001 2 009	Guru
48	Sukarsih Rahayu, S.Ag	19840426 200902 2 006	Guru
49	Rahmawaty Melinda B., S.ST.Par	19840822 200902 2 001	Guru
50	David Yonic Wehelmina, S.Th	19841105 200902 1 001	Guru
51	Zuli Astuti, S.Pd.T	19850708 200902 2 002	Guru
52	Tina Susanti, S.Ag	19860308 200902 2 004	Guru
53	Adnan Puspa Wijaya, S.Pd., M.Pd	19870821 201101 1 002	Guru
54	Safa'at Malik, S.Ag	19750828 201001 1 008	Guru
55	Nurul Fithriya, S.Pd	19770830 200902 2 001	Guru
56	Lydia Sukma, S.Pd	19831007 200903 2 002	Guru
57	Dahrul Ahmad Ahyarudin, S.Pd	19851216 201101 1 003	Guru
58	Ketut Andi Artike, S.Pd	19870723 201101 1 006	Guru
59	Hendri, S.Pd	19840201 201402 1 001	Sarpras
60	Ahmad Satibi, S.Pd		Guru
61	Ana Rosada, S.Pd., M.Pd	19860728 201001 2 012	Guru
62	Lusia Rini Natalia, S.Pd	19861227 201402 2 001	Guru
63	Wiwini Ariyanti, S.Pd	19870117 201502 2 001	Guru
64	Meidy Wardhana Putra, S.Pd	19910512 201502 1 001	Guru
65	Puput Deriasari, S.Pd	19840903 201402 2 001	Guru
66	Gustini, S.Pd	19700808 202121 2 004	Guru
67	Triana Handayani, S.Pd	19720901 202421 2 002	Guru
68	Azriyaneis, S.Pd	19770282 202421 2 003	Guru
69	Mawarni Azitha, S.E	19770619 202421 2 003	Guru
70	Setria Utami, S.E	19780316 202421 2 001	Guru
71	Dwi Murwanti, S.Pd	19810117 202421 2 006	Guru
72	Eka Loraena, S.Pd	19850207 202421 2 012	Guru
73	Novdilia Sari, S.Pd	19851123 202421 2 008	Guru
74	Arsewenda Rachma Yunita, S.Pd	19870616 202421 2 018	Guru
75	Ricky Darmika, S.Kom	19880302 202421 1 009	Guru
76	Aprilia Puspita, S.Pd	19890402 202421 2 023	Guru
77	Nuari Yuanto, S.Pd	19900130 202421 1 008	Guru
78	Anatri Sumartika, S.Pd	19910109 202421 2 023	Guru
79	Karina Pratiwi, S.Pd	19920201 202421 2 034	Guru
80	Esty Ratna Sari, S.Pd	19920512 202421 2 040	Guru
81	Dionisius Pramadi, S.Tr.Par	19921016 202421 1 009	Guru
82	Asri Choiriana, S.Pd	19921108 202421 2 024	Guru
83	Emilia Fitri Amanda, S.Pd	19930323 202421 2 038	Guru
84	Wahyu Aprida, S.Pd	19930430 202421 2 015	Guru
85	Oong Setianto, S.Pd	19930513 202421 1 012	Guru
86	Rosita Dewi, S.Pd	19950131 202421 2 028	Guru

87	Siti Farida, S.Sos	19960129 202421 2 028	Guru
88	Filma Eka Santika, S.Pd. M.Pd	19970525 202421 2 032	Guru
89	Ardi Kismawan, S.Pd., M.Pd	19970717 202421 1 017	Guru
90	Ratri Hening Pahayu, S.Pd	19990613 202421 2 015	Guru
91	Husnul Khotimah, S.Pd	19990926 202421 2 019	Guru
92	Adhynin, A.Md		Guru
93	Bekti Ardarani, S.Pd		Guru
94	Dhea Indah Khotimah, S.Pd		Guru
95	Dhimas Aji Sangkana, S.Par		Guru
96	Eraniofa Khaira Zuriata, S.Pd		Guru
97	Fajar Kurniawan, S.Pd		Guru
98	Indri Asmarawati, S.Tr., Par		Guru
99	N. Siti Maryamah, S.Psi.		Guru
100	Nur Anisya, S.Pd		Guru
101	Nur Istiqomah, S.Pd		Guru
102	Refty Aulia Restiana, S.Pd		Guru
103	Susanto		Guru
104	Kiki Marlinda, S.Par		Guru

## Appendix 2. Location Sketch of SMK Negeri 1 Metro



Activate V  
Go to Setting

### Appendix 3. Lesson Plan

#### MODUL AJAR BAHASA INGGRIS SMA X/GANJIL

##### NARRATIVE TEXT

No.	Komponen	Deskripsi/Keterangan
A.	<b>Informasi Umum Perangkat Ajar</b>	
	<b>1. Identitas Sekolah</b>	
	Nama Penyusun	Bela Rahma Dani
	Nama Institusi	SMKN 1 Metro
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
	Kelas	X (Sepuluh)
	Alokasi Waktu	2x45 menit
	<b>2. Tujuan Pembelajaran</b>	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan.
	Elemen//Domain CP	❖ Menyimak – Berbicara ( <i>Listening – Speaking</i> ) Pada akhir fase E, peserta didik menggunakan bahasa Inggris

		<p>untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan startegi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami danmengidentifikasi ide utama dan detail relevan dari diskusi atau preesntasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan berbicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p> <p>❖ Membaca – Memirsa (<i>Reading – Viewing</i>)</p> <p>Pada akhir Fase E, peserta didik membaca dan merespon</p>
--	--	---

		<p>berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual multimoda atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p> <p>❖ Menulis – Mempresentasikan (<i>Writing - Presenting</i>)</p> <p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu,</p>
--	--	---

		<p>menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>
	Tujuan Pembelajaran	<p>After learning this chapter, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>❖ Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa cerita fabel</li> <li>❖ Membacakan fabel dengan intonasi, ucapan dan tekanan kata yang benar.</li> <li>❖ Menemukan informasi rinci tersurat maupun tersurat terkait cerita fabel</li> </ul>

	Essential Question(s)	<p>Beberapa pertanyaan pemantik:</p> <ol style="list-style-type: none"> <li>1) What can you see in the video?</li> <li>2) What do you know about this story?</li> <li>3) What the characters of the main role in this picture?</li> <li>4) What did the story want to deliver to the reader?</li> </ol>
	Target Peserta Didik	<p>Modul ini dapat digunakan oleh peserta didik reguler dan peserta didik yang mengalami kesulitan belajar. Sekolah dengan teknologi dan akses internet yang baik akan lebih diuntungkan dalam pembelajaran di modul ini, namun tetap bisa digunakan pada sekolah yang tidak memiliki akses internet. Umumnya modul ini menjabarkan kegiatan pembelajaran tatap muka namun dapat dimodifikasi untuk pembelajaran online dalam jaringan sesuai kreatifitas guru.</p>
	Pemahaman Bermakna	<p>Setelah mempelajari topik ini, peserta didik dapat belajar bagaimana cara mendeskripsikan seseorang, menceritakan karakteristik orang lain, dan memperkenalkan orang lain sebagai bahan komunikasi dalam bahasa Inggris.</p>
<b>Acuan Alur Tujuan Pembelajaran (ATP)</b>		
<b>3.Profil Pelajar Pancasila</b>		

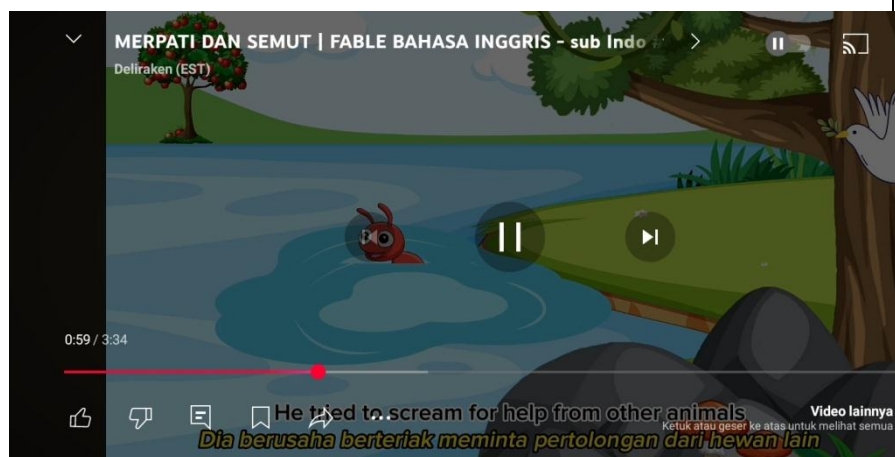
	Profil Pelajar Pancasila yang berkaitan	<ul style="list-style-type: none"> <li>❖ Beriman dan bertakwa kepada Tuhan Yang Maha Esa : Peserta didik mengembangkan akhlak beragama dengan berdoa sebelum belajar..</li> <li>❖ Bernalar Kritis : Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif.</li> </ul>
	<b>4. Materi Ajar, Alat, dan Bahan</b>	
	Materi atau Sumber Pembelajaran Utama	❖ Narrative Text
	Sarana Prasarana	<ul style="list-style-type: none"> <li>❖ Papan tulis, spidol, dan penghapus</li> <li>❖ LCD proyektor</li> <li>❖ Handphone</li> <li>❖ Laptop</li> <li>❖ Internet</li> </ul>
	Media	<ul style="list-style-type: none"> <li>❖ Power point</li> <li>❖ Video youtube</li> <li>❖ Website crossword puzzle</li> </ul>
<b>5.</b>	<b>Model Pembelajaran</b>	❖ Diskusi
<b>6.</b>	<b>Urutan Kegiatan Pembelajaran</b>	
	<b>Pertemuan 1</b>	
	<b>Kegiatan Pendahuluan :</b> <ul style="list-style-type: none"> <li>❖ Guru memberi salam dan mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa menurut agama dan kepercayaan masing-masing).</li> <li>❖ Guru memberikan motivasi kepada peserta didik dan menanyakan</li> </ul>	

karar serta kesiapan belajar peserta didik.

- ❖ Guru mengecek kehadiran peserta didik.
- ❖ Guru memberikan motivasi belajar dengan melakukan *ice breaking up and down*.
- ❖ Peserta didik diberi pertanyaan pemantik tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi.

Berikut link YouTube tentang cerita fable yang ditayangkan:

<https://youtu.be/okqb36RrhiU?si=8PFnX-b987u2CTsh>



- ❖ Menampilkan slide Power Point (PPT) yang berisi materi Narrative Text; pengertian, social function, generic structure, language feature.

## Inti

### Langkah 1. Mengamati (Observing)

- ❖ Guru mengarahkan peserta didik tentang langkah-langkah atau peraturan dalam menjawab soal pre-test.
- ❖ Peserta didik mendengarkan arahan guru tentang langkah-langkah atau peraturan dalam menjawab soal pre-test.

### Langkah 2. Mengumpulkan informasi (Data Collecting)

- ❖ Peserta didik mengikuti arahan guru untuk menjawab test yang diberikan.

### Langkah 3. Menanya (Questioning)

	<ul style="list-style-type: none"> <li>❖ Guru memberikan kesempatan kepada peserta didik untuk bertanya hal-hal yang belum dipahami terkait langkah-langkah dalam menjawab soal dan kosakata yang belum dipahami.</li> </ul> <p><b>Langkah 4. Menalar (Associating)</b></p> <ul style="list-style-type: none"> <li>❖ Guru mengawasi cara kerja peserta didik dalam menjawab test yang diberikan.</li> </ul> <p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>❖ Guru memberikan informasi kepada peserta didik bahwa waktu untuk mengerjakan soal sudah habis dan lembar jawaban harus dikumpulkan.</li> <li>❖ Guru dan peserta didik menyimpulkan kegiatan yang telah dilakukan.</li> <li>❖ Guru dan peserta didik melakukan refleksi pembelajaran secara bersama – sama.</li> <li>❖ Guru menutup pembelajaran dengan salam.</li> </ul>
	<b>Pertemuan 2</b>
	<p>Kegiatan Pendahuluan:</p> <ul style="list-style-type: none"> <li>❖ Guru memberi salam dan mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa menurut agama dan kepercayaan masing-masing).</li> <li>❖ Guru memberikan motivasi kepada peserta didik dan menanyakan kabar serta kesiapan belajar peserta didik.</li> <li>❖ Guru mengecek kehadiran peserta didik.</li> <li>❖ Guru memberikan motivasi belajar dengan melakukan ice breaking <i>simon says</i></li> <li>❖ Guru memberikan uraian singkat tentang cakupan materi langkah pembelajaran.</li> </ul> <p><b>Inti:</b></p>

### **Langkah 1. Mengamati (Observing)**

- ❖ Guru mengarahkan peserta didik tentang langkah-langkah atau peraturan dalam bermain crossoword puzzle menggunakan handphone masing-masing.  
<https://wordwall.net/play/88183/953/259>
- ❖ Kemudian peserta didik diminta untuk menyelesaikan teka-teki silang tersebut secara individu.
- ❖ Guru berkeliling untuk membantu peserta didik yang mengalami kendala dalam mengerjakan crossword puzzle.
- ❖ Guru melakukan spelling untuk beberapa jawaban ang tidak diketahui peserta didik. Peserta didik mendengarkan dengan teliti abjad demi abjad yang disampaikan guru untuk mengisi kotak crossword puzzle yang rumpang.
- ❖ Setelah melakukan treatment, peserta didik melakukan ice breaking kembali.

### **Langkah 2. Mengumpulkan Informasi (Data Collecting)**

- ❖ Guru mengarahkan peserta didik tentang langkah-langkah atau peraturan dalam menjawab soal post-test.
- ❖ Peserta didik mengikuti arahan guru untuk menjawab test yang diberikan.

### **Langkah 3. Menanya (Questioning)**

- ❖ Guru memberikan kesempatan kepada peserta didik untuk bertanya hal-hal yang belum dipahami terkait langkah-langkah dalam menjawab soal dan kosakata yang belum dipahami.

### **Langkah 4. Menalar (Associating)**

- ❖ Guru mengawasi cara kerja peserta didik dalam menjawab test yang diberikan.

### **Penutup:**

- ❖ Guru memberikan informasi kepada peserta didik bahwa waktu untuk mengerjakan soal sudah habis dan lembar jawaban harus

	<p>dikumpulkan.</p> <ul style="list-style-type: none"> <li>❖ Guru dan siswa menutup kelas dengan berdoa dan mengucapkan salam.</li> </ul>	
	<b>7.Asesmen</b>	
	Target Penilaian	Individu
	Jenis Asesmen	Formatif
	<b>8.Refleksi Guru dan Peserta Didik</b>	
	Refleksi Guru	<ul style="list-style-type: none"> <li>❖ Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini?</li> <li>❖ Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada?</li> <li>❖ Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai.</li> <li>❖ Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?</li> </ul>
	Refleksi Siswa	<ul style="list-style-type: none"> <li>❖ Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini?</li> <li>❖ Bagaimana perasaanmu selama mengikuti pembelajaran ini?</li> <li>❖ Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan</li> </ul>

		<p>pembelajaran?</p> <ul style="list-style-type: none"> <li>❖ Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?</li> <li>❖ Langkah apakah yang dapat kalian lakukan untuk mengatasi kesulitan yang kamu temukan?</li> </ul>
<b>9. Remedial dan Pengayaan</b>		
	Remedial	<p>Remedial diberikan kepada peserta didik yang belum memahami konsep yang sudah dipelajari. Remedial dilakukan dengan cara:</p> <ul style="list-style-type: none"> <li>❖ Pembelajaran ulang.</li> <li>❖ Pemberian bimbingan secara khusus.</li> <li>❖ Pemberian tugas-tugas latihan secara khusus.</li> <li>❖ Pemanfaatan tutor sebaya.</li> </ul>
	Pengayaan	<p>Pengayaan diberikan kepada peserta didik yang sudah memahami konsep yang sudah dipelajari dan bisa melanjutkan pembelajaran berikutnya. Pengayaan dilakukan dengan cara:</p> <ul style="list-style-type: none"> <li>❖ Belajar kelompok.</li> <li>❖ Belajar mandiri.</li> </ul>
<b>10. Daftar Pustaka</b>		
	<p><a href="https://youtu.be/okqb36RrhIU?si=8PFnX-b987u2CTsh">https://youtu.be/okqb36RrhIU?si=8PFnX-b987u2CTsh</a></p> <p><a href="https://www.thefablecottage.com/fables/the-bear-and-the-bee">https://www.thefablecottage.com/fables/the-bear-and-the-bee</a></p> <p><a href="https://www.thefablecottage.com/fables/city-mouse-and-country-mouse">https://www.thefablecottage.com/fables/city-mouse-and-country-mouse</a></p>	

Metro, 10 March 2025

Guru Bahasa Inggris

Mahasiswa/Peneliti

**Umi Ma'rifah, S.Pd., M.Pd.**

**NIP. 19810208 200604 2 014**

**Bela Rahma Dani**

**NPM. 2101051005**

**Appendix 4. Attendance List of X BD 1**

No.	Student Name		
1	AW	1	2
2	ADA		
3	AHA	3	4
4	AOV		
5	AKA	5	6
6	AF		
7	AH	7	8
8	ADS		
9	DAL	9	10
10	DKRP		
11	FAF	11	12
12	FA		
13	HMA	13	14
14	HP		
15	IS	15	16
16	IR		
17	IK	17	18
18	JCB		
19	KDF	19	20
20	KNA		
21	MRAH	21	22
22	MSK		
23	MDY	23	24
24	NDA		
25	NS	25	26
26	NS		
27	PM	27	28
28	RP		

29	RFS	29	30
30	RAJ		
31	RA	31	32
32	SR		
33	TMP	33	34
34	YAW		
35	ZRK	35	

## Appendix 5. Test

### Pre-Test Vocabulary Mastery in Comprehending Narrative Text

#### A. Find the correct spelling of the blanks in the narrative text below!

**Temukan ejaan yang benar pada bagian yang kosong didalam teks deskriptif dibawah!**

#### **The Legend of the Trojan Horse**

In ancient Greece, the city of Troy was under siege by the Greek army for ten long years. The Greeks, unable to breach the city's mighty walls, devised a cunning plan. They (1).... (membangun) a massive wooden horse, hollow inside, and filled it with their best warriors. Pretending to abandon the siege, the Greeks (2).... (meninggalkan) the horse as a supposed offering to the gods.

The Trojans, believing their enemies had finally (3).... up, brought the horse into the city as a trophy. They celebrated their apparent victory with feasts and revelry, unaware of the danger lurking inside the wooden horse. That night, as the Trojans (4)....(tidur), the Greek soldiers emerged from the horse and opened the city gates for their comrades, who had secretly returned under the cover of darkness.

The Greeks swiftly overpowered the unsuspecting Trojans, sacking the city and ending the long and brutal war. The fall of Troy (5).....(menjadi) one of the most famous tales of cunning and deception in ancient mythology, immortalized in Homer's epic poem, "The Iliad."

- |                 |              |
|-----------------|--------------|
| 1. a. B-U-I-L-E | c. B-U-I-L-T |
| b. B-U-I-L-L    | d. B-U-I-L   |
| 2. a. L-E-F-T   | c. L-I-F-T   |
| b. L-E-A-F      | d. L-E-E-F   |
| 3. a. G-I-F-E-N | c. G-I-F-E   |
| b. G-I-P-E-N    | d. G-I-V-E-N |
| 4. a. S-L-E-P   | c. S-L-E-F   |
| b. S-L-E-P-T    | d. S-L-I-P   |

5. a. B-E-C-A-M-E c. B-I-K-E-M  
b. B-E-C-O-M-E D. B-E-C-E-M-E

**B. Find the correct affixes (prefix, root, and suffix) of the blanks in the narrative text below!**

**Temukan imbuhan (awalan, dasar, dan akhiran) yang benar pada bagian yang kosong didalam teks naratif dibawah!**

**The Ant and The Dove**

One hot day, an ant was seeking some water. After (6).... around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell (7).... into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove (8).... put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and (9).... up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter (10).... his net and the dove flew away quickly from this net.

6. a. walking c. walk  
b. walked d. walker
7. a. intention c. intentional  
b. intentionally d. unintentionality
8. a. quickness c. quickest  
b. quickly d. quicks
9. a. climbed c. climbing  
b. climbs d. climber
10. a. dropping c. dropout  
b. droplet d. dropped

**C. Find the correct synonym of the *italic* words in the narrative text below!**

**Temukan persamaan kata yang benar pada kata yang miring didalam teks naratif dibawah!**

**The Elves and the Shoemaker**

A (11)*poor* shoemaker and his wife were going through (12)*difficult* times. They have only one last piece of leather, which can make only one pair of shoes to sell. When they wake up the next morning, they are surprised to see a beautiful pair of shoes ready.

The shoes get sold for a price (13)*higher* than usual and the couple buy more leather with the (14)*extra* money. On the following day, they are again surprised to see more shoes on the table.

They decided to stay up all night and check who is making the shoes. The couple is very happy to see that the elves are helping them. The shoemaker is now able to make a (15)*profitable* business.

- |                        |               |
|------------------------|---------------|
| 11. a. rich            | c. wealthy    |
| b. broke               | d. enrich     |
| 12. a. hard            | c. pleasant   |
| b. easy                | d. effortless |
| 13. a. bigger          | c. lower      |
| b. smaller             | d. shorter    |
| 14. a. ordinary        | c. less       |
| b. excess              | d. fewer      |
| 15. a. disadvantageous | c. bankrupt   |
| b. unprofitable        | d. beneficial |

**D. Find the correct antonym of the *italic* words in the narrative text below!**

**Temukan lawan kata yang benar pada kata yang miring didalam teks naratif dibawah!**

### The Milkmaid and Her Pail

Molly, the milkmaid's job was to milk the cows and (16)*sell* the milk at the market. She started thinking about the things she would (17)*spend* her money on. While walking to the market, she spotted a chicken and thought that she could earn more money by buying a chicken and selling its egg.

She started to think how (18)*jealous* she could make the other milkmaid with all the things she could buy from the milk and egg money. She started to skip in (19)*excitement*, and soon the milk spilled over. She went home with (20)*empty* pails and no money. Her mother then reminds her that she shouldn't count her chicken until they hatch.

- |                   |             |
|-------------------|-------------|
| 16. a. trade      | c. exchange |
| b. buy            | d. Vend     |
| 17. a. earn       | c. consumed |
| b. pay out        | d. invest   |
| 18. a. suspicious | c. trusting |
| b. green-eyed     | d. envious  |
| 19. a. enthusiasm | c. elation  |
| b. exhilaration   | d. bored    |
| 20. a. blank      | c. vacant   |
| b. full           | d. run out  |

**E. Find the correct grammatical verb of the blanks in the narrative text below!**

**Temukan kata kerja grammar yang benar pada bagian yang kosong didalam teks naratif dibawah!**

### The Tortoise and The Hare

In a far-off forest, a hare was known for his speed and arrogance. He would constantly (21) ....(brag) about how fast he was and he could outrun anyone. One day a tortoise challenged him to race.

The hare laughed and (22) ....(accept) the challenge, thinking it would be an easy win. As the race began, the hare (23) ....(run) ahead of the tortoise and quickly grew tired. He decided to take a nap, thinking that he had plenty of time to catch up to the slow-moving tortoise.

Meanwhile, the tortoise (24) ....(keep) moving steadily towards the finish line. When the hare finally woke up and (25) ....(start) running again, it was too late. The tortoise had already won the race.

- |                 |              |
|-----------------|--------------|
| 21. a. brag     | c. bragged   |
| b. bragging     | d. is brag   |
| 22. a. accept   | c. accepted  |
| b. accepting    | d. is accept |
| 23. a. running  | c. run       |
| b. runner       | d. ran       |
| 24. a. kept     | c. keep      |
| b. keeping      | d. is keep   |
| 25. a. starting | c. starts    |
| b. started      | d. start     |

### Post-Test Vocabulary Mastery in Comprehending Narrative Text

#### A. Find the correct spelling of the blanks in the narrative text below!

**Temukan ejaan yang benar pada bagian yang kosong didalam teks naratif dibawah!**

#### **The Three Little Pigs**

Once (1).... a time, there were three little pigs who set out to build their own houses. The first pig, in a hurry to play, built his house out of straw. The second pig, slightly more diligent, built his house out of sticks. The (2).... (ketiga) pig, the wisest of all, built his house out of bricks, knowing it would be the strongest.

One day, a big bad wolf came along and saw the first pig's house made of straw. He huffed and puffed and (3).... (menerbangkan) the house down with ease. The first pig ran to his brother's house made of sticks. The wolf followed and, with a huff and a puff, blew the stick house down as well. Both pigs ran to their third brother's house made of bricks.

The wolf (4)....(tiba) at the brick house and huffed and puffed, but he couldn't blow the house down. Frustrated, he tried to enter through the chimney, but the third pig had anticipated this and built a roaring fire below. The wolf fell into the fire and fled, never to bother the pigs again. The three little pigs lived (5)....(dengan bahagia) ever after in the safety of the brick house.

- |                     |                   |
|---------------------|-------------------|
| 1. a. Y-U-P-O-N     | c. U-P-P-O-N      |
| b. U-P-O-N          | d. Y-U-P-O-N-N    |
| 2. a. T-I-R-D       | c. T-I-H-R-D      |
| b. T-H-I-R-D        | d. T-H-E-R-D      |
| 3. a. F-L-U         | c. F-L-E-W'       |
| b. F-L-O            | d. F-L-U-W        |
| 4. a. A-R-I-V-E     | c. A-R-R-I-V-E-D' |
| b. E-R-A-I-V-E-D    | d. E-R-A-I-V      |
| 5. a. H-A-P-P-I-L-Y | c. H-E-P-P-I-L-Y  |
| b. H-E-P-I-L-Y      | d. H-A-P-I-L-Y    |

**B. Find the correct affixes (prefix, root, and suffix) of the blanks in the narrative text below!**

**Temukan imbuhan (awalan, dasar, dan akhiran) yang benar pada bagian yang kosong didalam teks naratif dibawah!**

### **The Story of Hercules**

Hercules was a famous hero in Greek mythology, known for his strength and (6).... He was the son of the god Zeus and a mortal woman, making him half-god and half-human.

As a young man, Hercules was tricked by the goddess Hera, who despised him because he was the illegitimate son of her husband. Hera made Hercules go mad and he (7).... his own wife and children in a fit of rage. Hercules was overcome with grief and regret for his actions. To make amends, he was given twelve impossible tasks, known as the Twelve Labors of Hercules. These included (8).... the Nemean Lion, capturing the Erymanthian Boar, and cleaning the Augean Stables.

Hercules completed all the labors and became a legendary hero. He (9).... found (10).... and was allowed to live among the gods on Mount Olympus.

- |                  |            |
|------------------|------------|
| 6. a. brave      | c. unbrave |
| b. bravely       | d. bravery |
| 7. a. killing    | c. killed  |
| b. killer        | d. kill    |
| 8. a. slayer     | c. slay    |
| b. slaying       | d. slays   |
| 9. a. eventually | c. event   |
| b. eventual      | d. even    |
| 10. a. happiness | c. happily |
| b. happy         | d. unhappy |

**C. Find the correct synonym of the *italic* words in the narrative text below!**

**Temukan persamaan kata yang benar pada kata yang miring didalam teks naratif dibawah!**

### **The Story of a Rainbow**

A very (11)*long* time ago, there was a (12)*nice* farmer named Jonah. He married a beautiful woman and both of them had a beautiful baby boy.

But one day, the wife and son of the farmer got (13)*sick*. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.

The gods didn't want to see him (14)*sad* and heart broken. They help the farmer by building a (15)*gorgeous*, colorful bridge. The farmer can climb the sky and then see his wife and son again.

- |                  |               |
|------------------|---------------|
| 11. a. short     | c. lengthy    |
| b. low           | d. small      |
| 12. a. bad       | c. unpleasant |
| b. kind          | d. awful      |
| 13. a. ill       | c. well       |
| b. healthy       | d. good       |
| 14. a. happy     | c. depressed  |
| b. cheerful      | d. joyful     |
| 15. a. beautiful | c. ordinary   |
| b. ugly          | d. terrible   |

**D. Find the correct antonym of the *italic* words in the narrative text below!**

**Temukan lawan kata yang benar pada kata yang miring didalam teks naratif dibawah!**

### **The Dog and The Well**

A mother dogs and her pups lived on on a farm. There was a well on their farm. The mother dog (16)*always* told her pups never to go near or play around it.

One day, one of the pups was overcome by curiosity, wondering why they weren't allowed to go (17)*near* the well. He decided he wanted to explore it. He went down to the well and climbed up the wall to peek (18)*inside*. He saw his reflection in the well water but thought it was another dog. The little pup got (19)*angry* when his reflection imitated him, so he decided to fight it.

The (20)*little* pup jumped into well, only to find there was no dog. He began to bark and bark until the farmer came to rescue him. The pup had learned his lesson and never returned to te well again.

- |                     |              |
|---------------------|--------------|
| 16. a. consistently | c. everytime |
| b. regularly        | d. never     |
| 17. a. close        | c. recent    |
| b. far away         | d. nearby    |
| 18. a. inner        | c. behind    |
| b. internal         | d. outside   |
| 19. a. annoyed      | c. mad       |
| b. calm             | d. furious   |
| 20. a. small        | c. big       |
| b. tiny             | d. mini      |

**E. Find the correct grammatical verb of the blanks in the narrative text below!**

**Temukan kata kerja geammar yang benar pada bagian yang kosong didalam teks naratif dibawah!**

**The Story of Thumbelina**

Once upon time, there was a very poor woman. There was not a son or daughter who lived with her. She (21)....(wish) very much to have a child.

One day the poor woman (22)....(go) to a fairy god mother. The fairy

lived near the green meadow in the valley. The poor woman (23)....(receive) a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days later, the seed grew up into a large beautiful flower.

Surprisingly, the woman (24)....(see) a little girl inside the flower. The sweet little girl was as long as a thumb. The woman (25)....(give) her the name of Thumbelina because she was so small.

- |                  |             |
|------------------|-------------|
| 21. a. whisful   | c. wish     |
| b. whishes       | d. wished   |
| 22. a. go        | c. gone     |
| b. went          | d. goes     |
| 23. a. receiving | c. received |
| b. receiver      | d. receive  |
| 24. a. saw       | c. seeing   |
| b. see           | d. seen     |
| 25. a. given     | c. give     |
| b. gave          | d. giving   |

### Key Answer Pre-Test and Post-Test

No.	Pre-Test	Post-Test
1	C	B
2	A	B
3	D	C
4	B	C
5	A	A
6	A	D
7	B	C
8	B	B
9	A	A
10	D	A
11	B	C
12	A	B
13	A	A
14	B	C
15	D	A
16	B	D
17	A	B
18	C	C
19	D	A
20	B	C
21	A	D
22	C	B
23	D	C
24	A	A
25	B	B

## Appendix 6. Answer of Pre-test and Post-test

### Answer of Pre-test

80

Arggun Dw. Agustina  
x PEMASARAN 1

#### Pre-Test Vocabulary Mastery in Comprehending Narrative Text

##### A. Find the correct spelling of the blanks in the narrative text below!

Temukan ejaan yang benar pada bagian yang kosong didalam teks deskriptif dibawah!

##### The Legend of the Trojan Horse

In ancient Greece, the city of Troy was under siege by the Greek army for ten long years. The Greeks, unable to breach the city's mighty walls, devised a cunning plan. They (1).... (membangun) a massive wooden horse, hollow inside, and filled it with their best warriors. Pretending to abandon the siege, the Greeks (2).... (meninggalkan) the horse as a supposed offering to the gods.

The Trojans, believing their enemies had finally (3).... up, brought the horse into the city as a trophy. They celebrated their apparent victory with feasts and revelry, unaware of the danger lurking inside the wooden horse. That night, as the Trojans (4)....(tidur), the Greek soldiers emerged from the horse and opened the city gates for their comrades, who had secretly returned under the cover of darkness.

The Greeks swiftly overpowered the unsuspecting Trojans, sacking the city and ending the long and brutal war. The fall of Troy (5)....(menjadi) one of the most famous tales of cunning and deception in ancient mythology, immortalized in Homer's epic poem, "The Iliad."

- |                            |                         |
|----------------------------|-------------------------|
| 1. <del>a.</del> B-U-I-L-E | c. B-U-I-L-T            |
| b. B-U-I-L-L               | d. B-U-I-L              |
| 2. <del>a.</del> L-E-F-T   | c. L-I-F-T              |
| b. L-E-A-F                 | d. L-E-E-F              |
| 3. a. G-I-F-E-N            | c. G-I-F-E              |
| b. G-I-P-E-N               | <del>d.</del> G-I-V-E-N |
| 4. a. S-L-E-P              | c. S-L-E-F              |
| <del>b.</del> S-L-E-P-T    | d. S-L-I-P              |
| 5. a. B-E-C-A-M-E          | c. B-I-K-E-M            |
| <del>b.</del> B-E-C-O-M-E  | D. B-E-C-E-M-E          |

**B. Find the correct affixes (prefix, root, and suffix) of the blanks in the narrative text below!**

Temukan imbuhan (awalan, dasar, dan akhiran) yang benar pada bagian yang kosong didalam teks naratif dibawah!

**The Ant and The Dove**

One hot day, an ant was seeking some water. After (6).... around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell (7).... into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove (8).... put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and (9).... up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter (10).... his net and the dove flew away quickly from this net.

- |                             |                       |
|-----------------------------|-----------------------|
| 6. a. walking               | c. walk               |
| <del>b. walked</del>        | d. walker             |
| 7. a. intention             | c. intentional        |
| <del>b. intentionally</del> | d. unintentionality   |
| 8. a. quickness             | c. quickest           |
| <del>b. quickly</del>       | d. quicks             |
| 9. <del>a. climbed</del>    | c. climbing           |
| b. climbs                   | d. climber            |
| 10. a. dropping             | c. dropout            |
| b. droplet                  | <del>d. dropped</del> |

**C. Find the correct synonym of the *italic* words in the narrative text below!**

Temukan persamaan kata yang benar pada kata yang miring didalam teks naratif dibawah!

**The Elves and the Shoemaker**

A (11)*poor* shoemaker and his wife were going through (12)*difficult* times. They have only one last piece of leather, which can make only one pair of shoes to sell.

When they wake up the next morning, they are surprised to see a beautiful pair of shoes ready.

The shoes get sold for a price (13)*higher* than usual and the couple buy more leather with the (14)*extra* money. On the following day, they are again surprised to see more shoes on the table.

They decided to stay up all night and check who is making the shoes. The couple is very happy to see that the elves are helping them. The shoemaker is now able to make a (15)*profitable* business.

- |                          |                          |
|--------------------------|--------------------------|
| 11. a. rich              | c. wealthy               |
| <del>b. broke</del>      | d. enrich                |
| 12. <del>a. hard</del>   | c. pleasant              |
| b. easy                  | d. effortless            |
| 13. <del>a. bigger</del> | c. lower                 |
| b. smaller               | d. shorter               |
| 14. a. ordinary          | c. less                  |
| <del>b. excess</del>     | d. fewer                 |
| 15. a. disadvantageous   | c. bankrupt              |
| b. unprofitable          | <del>d. beneficial</del> |

**D. Find the correct antonym of the *italic* words in the narrative text below!**

Temukan lawan kata yang benar pada kata yang miring didalam teks naratif dibawah!

**The Milkmaid and Her Pail**

Molly, the milkmaid's job was to milk the cows and (16)*sell* the milk at the market. She started thinking about the things she would (17)*spend* her money on. While walking to the market, she spotted a chicken and thought that she could earn more money by buying a chicken and selling its egg.

She started to think how (18)*jealous* she could make the other milkmaid with all the things she could buy from the milk and egg money. She started to skip in (19)*excitement*, and soon the milk spilled over. She went home with (20)*empty* pails and no money. Her mother then reminds her that she shouldn't count her chicken until they hatch.

- |                   |             |
|-------------------|-------------|
| 16. a. trade      | c. exchange |
| <del>b. buy</del> | d. Vend     |

- |                        |                        |
|------------------------|------------------------|
| 17. <del>a.</del> earn | c. consumed            |
| b. pay out             | d. invest              |
| 18. a. suspicious      | <del>c.</del> trusting |
| b. green-eyed          | d. envious             |
| 19. a. enthusiasm      | c. elation             |
| b. exhilaration        | <del>d.</del> bored    |
| 20. a. blank           | c. vacant              |
| <del>b.</del> full     | d. run out             |

E. Find the correct grammatical verb of the blanks in the narrative text below!

Temukan kata kerja grammar yang benar pada bagian yang kosong didalam teks naratif dibawah!

#### The Tortoise and The Hare

In a far-off forest, a hare was known for his speed and arrogance. He would constantly (21) ....(brag) about how fast he was and he could outrun anyone. One day a tortoise challenged him to race.

The hare laughed and (22) ....(accept) the challenge, thinking it would be an easy win. As the race began, the hare (23) ....(run) ahead of the tortoise and quickly grew tired. He decided to take a nap, thinking that he had plenty of time to catch up to the slow-moving tortoise.

Meanwhile, the tortoise (24) ....(keep) moving steadily towards the finish line. When the hare finally woke up and (25) ....(start) running again, it was too late. The tortoise had already won the race.

- |                           |                        |
|---------------------------|------------------------|
| 21. <del>a.</del> brag    | <del>c.</del> bragged  |
| b. bragging               | d. is brag             |
| 22. a. accept             | <del>c.</del> accepted |
| b. accepting              | d. is accept           |
| 23. <del>a.</del> running | c. run                 |
| <del>b.</del> runner      | d. ran                 |
| 24. <del>a.</del> kept    | c. keep                |
| b. keeping                | d. is keep             |
| 25. a. starting           | c. starts              |
| <del>b.</del> started     | d. start               |

Nama : ZUANA RISKIA KANZA .  
X PEMASARAN I

64

### Pre-Test Vocabulary Mastery in Comprehending Narrative Text

#### A. Find the correct spelling of the blanks in the narrative text below!

Temukan ejaan yang benar pada bagian yang kosong didalam teks deskriptif dibawah!

#### The Legend of the Trojan Horse

In ancient Greece, the city of Troy was under siege by the Greek army for ten long years. The Greeks, unable to breach the city's mighty walls, devised a cunning plan. They (1).... (membangun) a massive wooden horse, hollow inside, and filled it with their best warriors. Pretending to abandon the siege, the Greeks (2).... (meninggalkan) the horse as a supposed offering to the gods.

The Trojans, believing their enemies had finally (3).... up, brought the horse into the city as a trophy. They celebrated their apparent victory with feasts and revelry, unaware of the danger lurking inside the wooden horse. That night, as the Trojans (4)....(tidur), the Greek soldiers emerged from the horse and opened the city gates for their comrades, who had secretly returned under the cover of darkness.

The Greeks swiftly overpowered the unsuspecting Trojans, sacking the city and ending the long and brutal war. The fall of Troy (5)....(menjadi) one of the most famous tales of cunning and deception in ancient mythology, immortalized in Homer's epic poem, "The Iliad."

- |                             |                        |
|-----------------------------|------------------------|
| 1. a. B-U-I-L-E             | <del>X</del> B-U-I-L-T |
| b. B-U-I-L-L                | d. B-U-I-L             |
| 2. <del>X</del> L-E-F-T     | c. L-I-F-T             |
| b. L-E-A-F                  | d. L-E-E-F             |
| 3. a. G-I-F-E-N             | c. G-I-F-E             |
| b. G-I-P-E-N                | <del>X</del> G-I-V-E-N |
| 4. a. S-L-E-P               | c. S-L-E-F             |
| <del>X</del> S-L-E-P-T      | d. S-L-I-P             |
| 5. <del>X</del> B-E-C-A-M-E | c. B-I-K-E-M           |
| b. B-E-C-O-M-E              | D. B-E-C-E-M-E         |

**B. Find the correct affixes (prefix, root, and suffix) of the blanks in the narrative text below!**

Temukan imbuhan (awalan, dasar, dan akhiran) yang benar pada bagian yang kosong didalam teks naratif dibawah!

**The Ant and The Dove**

One hot day, an ant was seeking some water. After (6).... around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell (7).... into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove (8).... put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and (9).... up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter (10).... his net and the dove flew away quickly from this net.

- |                            |                      |
|----------------------------|----------------------|
| 6. a. walking              | c. walk              |
| <del>X</del> walked        | d. walker            |
| 7. a. intention            | c. intentional       |
| <del>X</del> intentionally | d. unintentionality  |
| 8. a. quickness            | c. quickest          |
| <del>X</del> quickly       | d. quicks            |
| 9. <del>X</del> climbed    | c. climbing          |
| b. climbs                  | d. climber           |
| 10. a. dropping            | c. dropout           |
| b. droplet                 | <del>X</del> dropped |

**C. Find the correct synonym of the *italic* words in the narrative text below!**

Temukan persamaan kata yang benar pada kata yang miring didalam teks naratif dibawah!

**The Elves and the Shoemaker**

A (11)*poor* shoemaker and his wife were going through (12)*difficult* times. They have only one last piece of leather, which can make only one pair of shoes to sell.

When they wake up the next morning, they are surprised to see a beautiful pair of shoes ready.

The shoes get sold for a price (13)*higher* than usual and the couple buy more leather with the (14)*extra* money. On the following day, they are again surprised to see more shoes on the table.

They decided to stay up all night and check who is making the shoes. The couple is very happy to see that the elves are helping them. The shoemaker is now able to make a (15)*profitable* business.

- |                        |                         |
|------------------------|-------------------------|
| 11. a. rich            | c. wealthy              |
| b. broke               | <del>A</del> enrich     |
| 12. a. hard            | c. pleasant             |
| b. easy                | <del>A</del> effortless |
| 13. a. bigger          | <del>A</del> lower      |
| b. smaller             | d. shorter              |
| 14. a. ordinary        | c. less                 |
| <del>A</del> excess    | d. fewer                |
| 15. a. disadvantageous | c. bankrupt             |
| b. unprofitable        | <del>A</del> beneficial |

**D. Find the correct antonym of the *italic* words in the narrative text below!**

**Temukan lawan kata yang benar pada kata yang miring didalam teks naratif dibawah!**

**The Milkmaid and Her Pail**

Molly, the milkmaid's job was to milk the cows and (16)*sell* the milk at the market. She started thinking about the things she would (17)*spend* her money on. While walking to the market, she spotted a chicken and thought that she could earn more money by buying a chicken and selling its egg.

She started to think how (18)*jealous* she could make the other milkmaid with all the things she could buy from the milk and egg money. She started to skip in (19)*excitement*, and soon the milk spilled over. She went home with (20)*empty* pails and no money. Her mother then reminds her that she shouldn't count her chicken until they hatch.

- |                  |             |
|------------------|-------------|
| 16. a. trade     | c. exchange |
| <del>A</del> buy | d. Vend     |

- |                         |                      |
|-------------------------|----------------------|
| 17. <del>a</del> earn   | c. consumed          |
| b. pay out              | d. invest            |
| 18. a. suspicious       | c. trusting          |
| <del>b</del> green-eyed | <del>a</del> envious |
| 19. a. enthusiasm       | c. elation           |
| b. exhilaration         | d. bored             |
| 20. a. blank            | <del>b</del> vacant  |
| <del>c</del> full       | d. run out           |

E. Find the correct grammatical verb of the blanks in the narrative text below!

Temukan kata kerja grammar yang benar pada bagian yang kosong didalam teks naratif dibawah!

#### The Tortoise and The Hare

In a far-off forest, a hare was known for his speed and arrogance. He would constantly (21) ....(brag) about how fast he was and he could outrun anyone. One day a tortoise challenged him to race.

The hare laughed and (22) ....(accept) the challenge, thinking it would be an easy win. As the race began, the hare (23) ....(run) ahead of the tortoise and quickly grew tired. He decided to take a nap, thinking that he had plenty of time to catch up to the slow-moving tortoise.

Meanwhile, the tortoise (24) ....(keep) moving steadily towards the finish line. When the hare finally woke up and (25) ....(start) running again, it was too late. The tortoise had already won the race.

- |                          |                       |
|--------------------------|-----------------------|
| 21. a. brag              | <del>a</del> bragged  |
| b. bragging              | d. is brag            |
| 22. a. accept            | <del>a</del> accepted |
| b. accepting             | d. is accept          |
| 23. <del>a</del> running | c. run                |
| b. runner                | d. ran                |
| 24. a. kept              | c. keep               |
| <del>a</del> keeping     | d. is keep            |
| 25. a. starting          | c. starts             |
| <del>a</del> started     | d. start              |

## Answer of Post-Test

Nama: Anggun Habibah  
 kelas: xpmz

80

### Post-Test Vocabulary Mastery in Comprehending Narrative Text

#### A. Find the correct spelling of the blanks in the narrative text below!

Temukan ejaan yang benar pada bagian yang kosong didalam teks naratif dibawah!

#### The Three Little Pigs

Once (1).... a time, there were three little pigs who set out to build their own houses. The first pig, in a hurry to play, built his house out of straw. The second pig, slightly more diligent, built his house out of sticks. The (2).... (ketiga) pig, the wisest of all, built his house out of bricks, knowing it would be the strongest.

One day, a big bad wolf came along and saw the first pig's house made of straw. He huffed and puffed and (3).... (menerbangkan) the house down with ease. The first pig ran to his brother's house made of sticks. The wolf followed and, with a huff and a puff, blew the stick house down as well. Both pigs ran to their third brother's house made of bricks.

The wolf (4)....(tiba) at the brick house and huffed and puffed, but he couldn't blow the house down. Frustrated, he tried to enter through the chimney, but the third pig had anticipated this and built a roaring fire below. The wolf fell into the fire and fled, never to bother the pigs again. The three little pigs lived (5)....(dengan bahagia) ever after in the safety of the brick house.

- |                               |                       |
|-------------------------------|-----------------------|
| 1. a. Y-U-P-O-N               | c. U-P-P-O-N          |
| <del>X</del> U-P-O-N          | d. Y-U-P-O-N-N        |
| 2. a. T-I-R-D                 | c. T-I-H-R-D          |
| <del>X</del> T-H-I-R-D        | d. T-H-E-R-D          |
| 3. a. F-L-U                   | <del>X</del> F-L-E-W' |
| b. F-L-O                      | d. F-L-U-W            |
| 4. <del>X</del> A-R-I-V-E     | c. A-R-R-I-V-E-D'     |
| b. E-R-A-I-V-E-D              | d. E-R-A-I-V          |
| 5. <del>X</del> H-A-P-P-I-L-Y | c. H-E-P-P-I-L-Y      |
| b. H-E-P-I-L-Y                | d. H-A-P-I-L-Y        |

**B. Find the correct affixes (prefix, root, and suffix) of the blanks in the narrative text below!**

Temukan imbuhan (awalan, dasar, dan akhiran) yang benar pada bagian yang kosong didalam teks naratif dibawah!

**The Story of Hercules**

Hercules was a famous hero in Greek mythology, known for his strength and (6)..... He was the son of the god Zeus and a mortal woman, making him half-god and half-human.

As a young man, Hercules was tricked by the goddess Hera, who despised him because he was the illegitimate son of her husband. Hera made Hercules go mad and he (7).... his own wife and children in a fit of rage. Hercules was overcome with grief and regret for his actions. To make amends, he was given twelve impossible tasks, known as the Twelve Labors of Hercules. These included (8).... the Nemean Lion, capturing the Erymanthian Boar, and cleaning the Augean Stables.

Hercules completed all the labors and became a legendary hero. He (9).... found (10).... and was allowed to live among the gods on Mount Olympus.

- |                            |                      |
|----------------------------|----------------------|
| 6. a. brave                | c. unbrave           |
| <del>a</del> bravely       | <del>a</del> bravery |
| 7. a. killing              | <del>a</del> killed  |
| b. killer                  | d. kill              |
| 8. a. slayer               | <del>a</del> slay    |
| b. slaying                 | d. slays             |
| 9. <del>a</del> eventually | c. event             |
| b. eventual                | d. even              |
| 10. a. happiness           | <del>a</del> happily |
| b. happy                   | d. unhappy           |

**C. Find the correct synonym of the *italic* words in the narrative text below!**

Temukan persamaan kata yang benar pada kata yang miring didalam teks naratif dibawah!

**The Story of a Rainbow**

A very (11)*long* time ago, there was a (12)*nice* farmer named Jonah. He married a beautiful woman and both of them had a beautiful baby boy.

But one day, the wife and son of the farmer got (13)*sick*. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.

The gods didn't want to see him (14)*sad* and heart broken. They help the farmer by building a (15)*gorgeous*, colorful bridge. The farmer can climb the sky and then see his wife and son again.

- |                            |                        |
|----------------------------|------------------------|
| 11. <del>X</del> short     | c. lengthy             |
| b. low                     | d. small               |
| 12. a. bad                 | c. unpleasant          |
| <del>X</del> kind          | d. awful               |
| 13. <del>X</del> ill       | c. well                |
| b. healthy                 | d. good                |
| 14. a. happy               | <del>X</del> depressed |
| b. cheerful                | d. joyful              |
| 15. <del>X</del> beautiful | c. ordinary            |
| b. ugly                    | d. terrible            |

**D. Find the correct antonym of the *italic* words in the narrative text below!**

Temukan lawan kata yang benar pada kata yang miring didalam teks naratif dibawah!

**The Dog and The Well**

A mother dogs and her pups lived on on a farm. There was a well on their farm. The mother dog (16)*always* told her pups never to go near or play around it.

One day, one of the pups was overcome by curiosity, wondering why they weren't allowed to go (17)*near* the well. He decided he wanted to explore it. He went down to the well and climbed up the wall to peek (18)*inside*. He saw his reflection in the well water but thought it was another dog. The little pup got (19)*angry* when his reflection imitated him, so he decided to fight it.

The (20)*little* pup jumped into well, only to find there was no dog. He began to bark and bark until the farmer came to rescue him. The pup had learned his lesson and never returned to te well again.

- |                        |                    |
|------------------------|--------------------|
| 16. a. consistently    | c. everytime       |
| b. regularly           | <del>X</del> never |
| 17. <del>X</del> close | c. recent          |

- |  |   |
|--|---|
| b. far away                              | d. nearby                                   |
| 18. a. inner                             | c. behind                                   |
| b. internal                              | <input checked="" type="checkbox"/> outside |
| 19. a. annoyed                           | c. mad                                      |
| <input checked="" type="checkbox"/> calm | d. furious                                  |
| 20. a. small                             | <input checked="" type="checkbox"/> big     |
| b. tiny                                  | d. mini                                     |

**E. Find the correct grammatical verb of the blanks in the narrative text below!**

Temukan kata kerja grammar yang benar pada bagian yang kosong didalam teks naratif dibawah!

**The Story of Thumbelina**

Once upon time, there was a very poor woman. There was not a son or daughter who lived with her. She (21)....(wish) very much to have a child.

One day the poor woman (22)....(go) to a fairy god mother. The fairy lived near the green meadow in the valley. The poor woman (23)....(receive) a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days later, the seed grew up into a large beautiful flower.

Surprisingly, the woman (24)....(see) a little girl inside the flower. The sweet little girl was as long as a thumb. The woman (25)....(give) her the name of Thumbelina because she was so small.

- |   |  |
|---|--|
| 21. a. whisful                              | c. wish                                      |
| b. whishes                                  | <input checked="" type="checkbox"/> wished   |
| 22. a. go                                   | c. gone                                      |
| <input checked="" type="checkbox"/> went    | d. goes                                      |
| 23. a. receiving                            | <input checked="" type="checkbox"/> received |
| b. receiver                                 | d. receive                                   |
| 24. <input checked="" type="checkbox"/> saw | c. seeing                                    |
| b. see                                      | d. seen                                      |
| 25. a. given                                | c. give                                      |
| <input checked="" type="checkbox"/> gave    | d. giving                                    |

Izza Khoirunisa

72

## Post-Test Vocabulary Mastery in Comprehending Narrative Text

## A. Find the correct spelling of the blanks in the narrative text below!

Temukan ejaan yang benar pada bagian yang kosong didalam teks naratif dibawah!

## The Three Little Pigs

Once (1).... a time, there were three little pigs who set out to build their own houses. The first pig, in a hurry to play, built his house out of straw. The second pig, slightly more diligent, built his house out of sticks. The (2).... (ketiga) pig, the wisest of all, built his house out of bricks, knowing it would be the strongest.

One day, a big bad wolf came along and saw the first pig's house made of straw. He huffed and puffed and (3).... (menerbangkan) the house down with ease. The first pig ran to his brother's house made of sticks. The wolf followed and, with a huff and a puff, blew the stick house down as well. Both pigs ran to their third brother's house made of bricks.

The wolf (4)....(tiba) at the brick house and huffed and puffed, but he couldn't blow the house down. Frustrated, he tried to enter through the chimney, but the third pig had anticipated this and built a roaring fire below. The wolf fell into the fire and fled, never to bother the pigs again. The three little pigs lived (5)....(dengan bahagia) ever after in the safety of the brick house.

- |  |   |
|--|---|
| 1. a. Y-U-P-O-N                                      | <input checked="" type="checkbox"/> U-P-P-O-N     |
| b. U-P-O-N   | d. Y-U-P-O-N-N                                    |
| 2. a. T-I-R-D  | c. T-I-H-R-D                                      |
| <input checked="" type="checkbox"/> T-H-I-R-D        | d. T-H-E-R-D                                      |
| 3. a. F-L-U  | <input checked="" type="checkbox"/> F-L-E-W       |
| b. F-L-O   | d. F-L-U-W  |
| 4. a. A-R-I-V-E                                      | <input checked="" type="checkbox"/> A-R-R-I-V-E-D |
| b. E-R-A-I-V-E-D                                     | d. E-R-A-I-V                                      |
| 5. <input checked="" type="checkbox"/> H-A-P-P-I-L-Y | c. H-E-P-P-I-L-Y                                  |
| b. H-E-P-I-L-Y                                       | d. H-A-P-I-L-Y                                    |

**B. Find the correct affixes (prefix, root, and suffix) of the blanks in the narrative text below!**

Temukan imbuhan (awalan, dasar, dan akhiran) yang benar pada bagian yang kosong didalam teks naratif dibawah!

**The Story of Hercules**

Hercules was a famous hero in Greek mythology, known for his strength and (6)..... He was the son of the god Zeus and a mortal woman, making him half-god and half-human.

As a young man, Hercules was tricked by the goddess Hera, who despised him because he was the illegitimate son of her husband. Hera made Hercules go mad and he (7).... his own wife and children in a fit of rage. Hercules was overcome with grief and regret for his actions. To make amends, he was given twelve impossible tasks, known as the Twelve Labors of Hercules. These included (8).... the Nemean Lion, capturing the Erymanthian Boar, and cleaning the Augean Stables.

Hercules completed all the labors and became a legendary hero. He (9).... found (10).... and was allowed to live among the gods on Mount Olympus.

- |  |  |
|--|--|
| 6. a. brave  | c. unbrave                                     |
| b. bravely   | <input checked="" type="checkbox"/> d. bravery |
| 7. a. killing  | <input checked="" type="checkbox"/> c. killed  |
| b. killer  | d. kill  |
| 8. a. slayer   | c. slay  |
| b. slaying   | <input checked="" type="checkbox"/> d. slays   |
| 9. <input checked="" type="checkbox"/> a. eventually | c. event                                       |
| b. eventual  | d. even  |
| 10. <input checked="" type="checkbox"/> a. happiness | c. happily                                     |
| b. happy   | d. unhappy                                     |

**C. Find the correct synonym of the *italic* words in the narrative text below!**

Temukan persamaan kata yang benar pada kata yang miring didalam teks naratif dibawah!

**The Story of a Rainbow**

A very (11)*long* time ago, there was a (12)*nice* farmer named Jonah. He married a beautiful woman and both of them had a beautiful baby boy.

But one day, the wife and son of the farmer got (13)*sick*. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.

The gods didn't want to see him (14)*sad* and heart broken. They help the farmer by building a (15)*gorgeous*, colorful bridge. The farmer can climb the sky and then see his wife and son again.

- |                            |                        |
|----------------------------|------------------------|
| 11. a. short               | <del>✓</del> lengthy   |
| b. low                     | d. small               |
| 12. a. bad                 | c. unpleasant          |
| <del>✓</del> kind          | d. awful               |
| 13. <del>✓</del> ill       | c. well                |
| b. healthy                 | d. good                |
| 14. a. happy               | <del>✓</del> depressed |
| b. cheerful                | d. joyful              |
| 15. <del>✓</del> beautiful | c. ordinary            |
| b. ugly                    | d. terrible            |

**D. Find the correct antonym of the *italic* words in the narrative text below!**

Temukan lawan kata yang benar pada kata yang miring didalam teks naratif dibawah!

**The Dog and The Well**

A mother dogs and her pups lived on on a farm. There was a well on their farm. The mother dog (16)*always* told her pups never to go near or play around it.

One day, one of the pups was overcome by curiosity, wondering why they weren't allowed to go (17)*near* the well. He decided he wanted to explore it. He went down to the well and climbed up the wall to peek (18)*inside*. He saw his reflection in the well water but thought it was another dog. The little pup got (19)*angry* when his reflection imitated him, so he decided to fight it.

The (20)*little* pup jumped into well, only to find there was no dog. He began to bark and bark until the farmer came to rescue him. The pup had learned his lesson and never returned to te well again.

- |                     |                    |
|---------------------|--------------------|
| 16. a. consistently | c. everytime       |
| b. regularly        | <del>✓</del> never |
| 17. a. close        | c. recent          |

- |                        |                       |
|------------------------|-----------------------|
| <del>b.</del> far away | d. nearby             |
| 18. a. inner           | c. behind             |
| b. internal            | <del>d.</del> outside |
| 19. a. annoyed         | c. mad                |
| <del>b.</del> calm     | d. furious            |
| 20. a. small           | <del>c.</del> big     |
| b. tiny                | d. mini               |

E. Find the correct grammatical verb of the blanks in the narrative text below!

Temukan kata kerja geammar yang benar pada bagian yang kosong didalam teks naratif dibawah!

#### The Story of Thumbelina

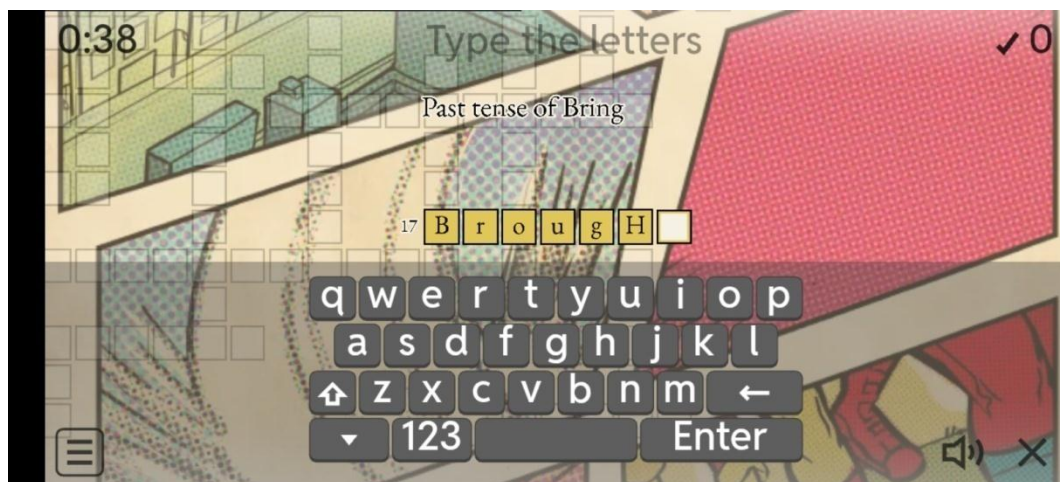
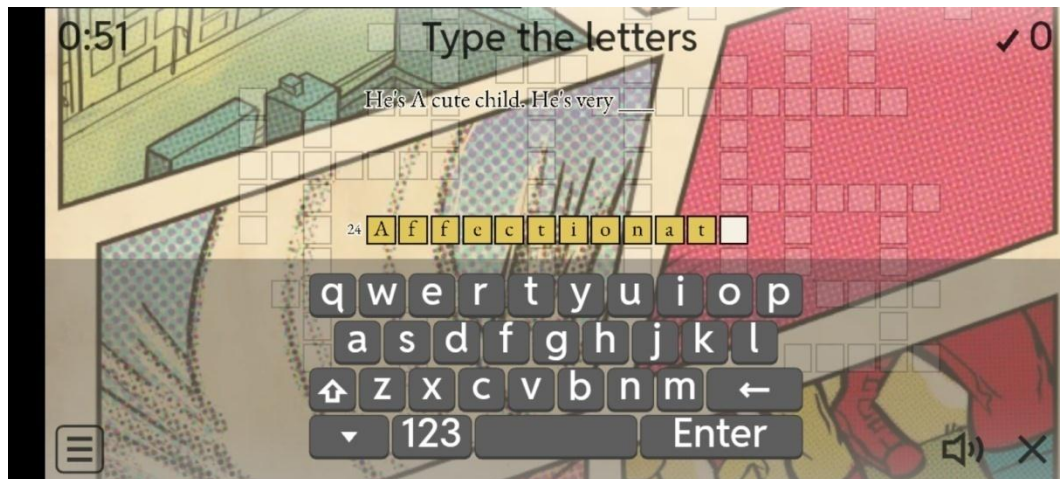
Once upon time, there was a very poor woman. There was not a son or daughter who lived with her. She (21)....(wish) very much to have a child.

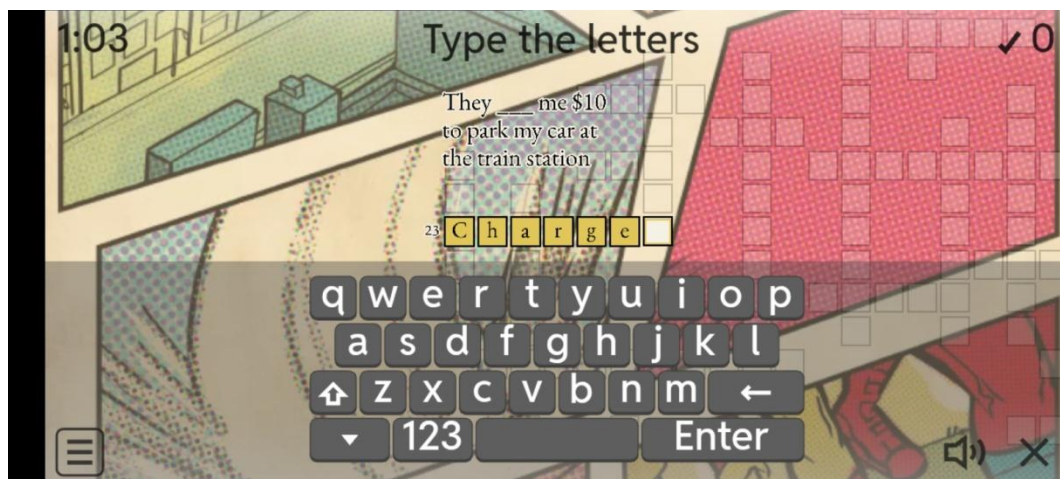
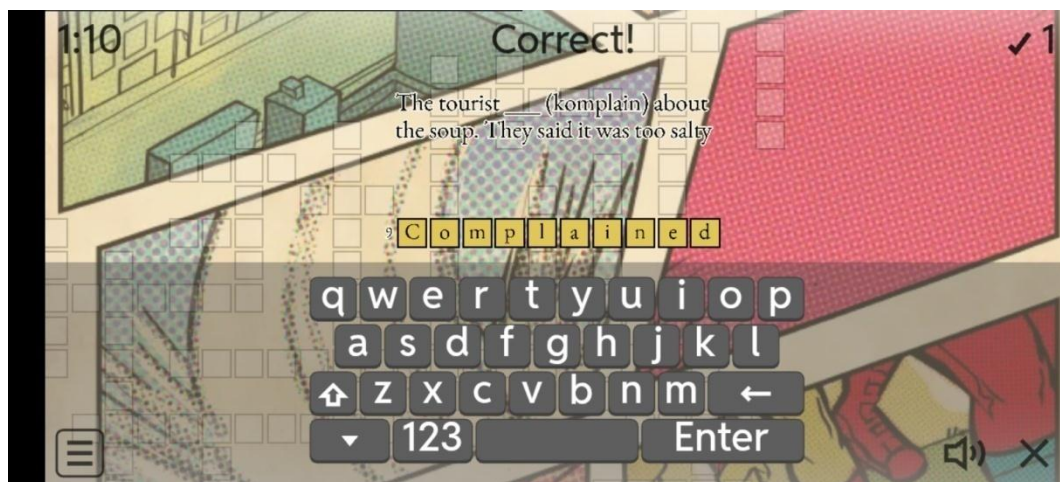
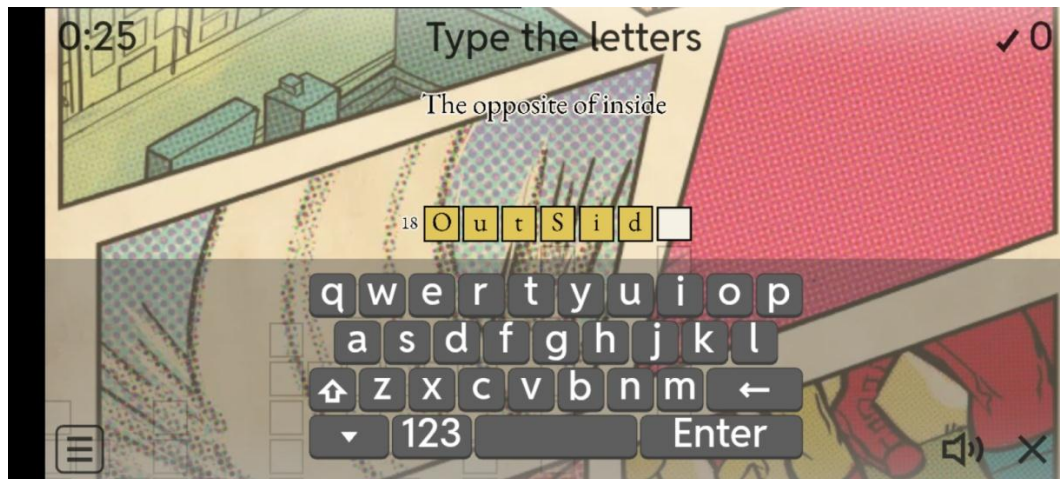
One day the poor woman (22)....(go) to a fairy god mother. The fairy lived near the green meadow in the valley. The poor woman (23)....(receive) a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days later, the seed grew up into a large beautiful flower.

Surprisingly, the woman (24)....(see) a little girl inside the flower. The sweet little girl was as long as a thumb. The woman (25)....(give) her the name of Thumbelina because she was so small.

- |                         |                    |
|-------------------------|--------------------|
| 21. a. whisful          | c. wish            |
| <del>b.</del> whishes   | d. wished          |
| 22. a. go               | <del>c.</del> gone |
| b. went                 | d. goes            |
| 23. a. receiving        | c. received        |
| <del>b.</del> receiver  | d. receive         |
| 24. a. saw              | c. seeing          |
| <del>b.</del> see       | d. seen            |
| 25. <del>a.</del> given | c. give            |
| b. gave                 | d. giving          |







## Appendix 7. SPSS

### 1. Reliability Test

**Reliability Statistics**

Cronbach's Alpha	N of Items
,946	50

### 2. Normality Test

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,168	35	,013	,948	35	,100
Posttest	,171	35	,011	,931	35	,030

a. Lilliefors Significance Correction

### 3. Paired Sample Statistics

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest Score	58,34	35	16,567	2,800
Posttest Score	80,00	35	9,941	1,680

### 4. Paired Sample Test

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Score - Posttest Score	-21,657	11,606	1,962	-25,644	-17,670	-11,039	34	,000



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : 4626/In.28/J/TL.01/10/2024  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala Sekolah SMK NEGERI 1  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMK NEGERI 1 METRO berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **BELA RAHMA DANI**  
NPM : 2101051005  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE EFFECTIVENESS OF CROSSWORD PUZZLE ON  
STUDENT VOCABULARY MASTERY

untuk melakukan prasurvey di SMK NEGERI 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMK NEGERI 1 METRO untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Oktober 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006



**PEMERINTAH PROVINSI LAMPUNG**  
**SMK NEGERI 1 METRO**

Jl. Kemiri No.4 15A Iringmulyo Kec. Metro Timur Kota Metro Kode Pos: 34112  
 Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN: 10807612 NSS: 401126104001  
 e-mail: smkn1metro@gmail.com website: smkn1metro.sch.id



Metro, 12 November 2024

Nomor : 070/676/V.01/SMKN.1/2024  
 Lampiran : -  
 Perihal : Izin Prasurvey

Kepada Yth.  
 Ketua Jurusan Tadris Bahasa Inggris  
 Institut Agama Islam Negeri Metro  
 Di Tempat

Sehubungan dengan surat saudara Nomor : 4626/In.28.1/J/TL.01/10/2024 tanggal, 18 Oktober 2024 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin Pra Survey kepada:

Nama : Bela Rahma Dani  
 NPM : 2101051005  
 Jurusan : Tadris Bahasa Inggris  
 Judul : The Effectiveness Of Crossword Puzzle On Stundt  
 Vocabulary Mastery

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat prasurvey menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.



Kepala Sekolah,

**PAHRISYA, S.Pd**

19820221 200604 1 005



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-0804/In.28/D.1/TL.00/03/2025  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMK NEGERI 1 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0803/In.28/D.1/TL.01/03/2025, tanggal 03 Maret 2025 atas nama saudara:

Nama : **BELA RAHMA DANI**  
NPM : 2101051005  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK NEGERI 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF CROSSWORD PUZZLE ON STUDENTS VOCABULARY MASTERY AT TENTH GRADE OF SMK NEGERI 1 METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Maret 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
Kesuma M.Pd  
NIP 19880823 201503 1 007



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

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

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

**SURAT TUGAS**

Nomor: B-0803/In.28/D.1/TL.01/03/2025

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

Nama : BELA RAHMA DANI  
NPM : 2101051005  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK NEGERI 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF CROSSWORD PUZZLE ON STUDENTS VOCABULARY MASTERY AT TENTH GRADE OF SMK NEGERI 1 METRO".
  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 : 03 Maret 2025

Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG**  
**SMK NEGERI 1 METRO**

Jl. Kemiri No.4 15A Iringmulyo Kec. Metro Timur Kota Metro Kode Pos: 34112  
 Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN: 10807612 NSS: 401126104001  
 e-mail: smkn1metro@gmail.com website: smkn1metro.sch.id



Metro, 30 April 2025

Nomor : 070/182/IV.01/SMKN.1/2025  
 Lampiran : -  
 Perihal : Izin Research

Kepada Yth.  
 Wakil Dekan Akademi dan Kelembagaan  
 Institut Agama Islam Negeri Metro  
 Di Tempat

Sehubungan dengan surat saudara Nomor : B-0804/In.28/d.1/TL.00/03/2025 tanggal 03 Maret 2025 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan Izin Prasurvey kepada:

Nama : Bela Rahma Dani  
 NPM : 2101051005  
 Jurusan : Tadris Bahasa Inggris  
 Judul : The Effectiveness Of Crossword Puzzle On Students Vocabulary Mastery  
 At Tenth Grade Of SMK Negeri 1 Metro

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat research menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.



**FAHRISYA S.Pd**  
 NIP.19820221 200604 1 005



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

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

Nama : Bela Rahma Dani  
NPM : 2101051005

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	11/10 2024	Dr. Much Deiniatur	Pembahasan terkait pro- survey	
2.	12/11 2024	Dr. Much Deiniatur, Mpd. B.I	Pembahasan terkait Bab 1	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Dosen Pembimbing

**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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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 : Bela Rahma Dani  
NPM : 2101051005

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	2/12 2024	Dr. Much Deiniatur M.Pd.B.I	<ul style="list-style-type: none"> <li>- Do not use Part tense</li> <li>- Scoring rubric for Vocabulary test.</li> <li>- Data Analysis Technique.</li> </ul>	

Mengetahui  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Dosen Pembimbing

**Dr. Much Deiniatur, M.Pd.B.I**  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
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IAIN METRO**

Nama : Bela Rahma Dani  
NPM : 2101051005

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	10/12 2024	Dr. Much Deiniatur M.pd.-B-I	- Check your typing - Ace for Proposal Seminar	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Dosen Pembimbing

**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006



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

Nama : Bela Rahma Dani  
NPM : 2101051005

Program Studi : TBI  
Semester : VII

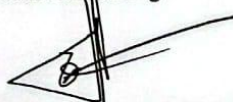
No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	17 Jan		- APD / Instrumen check and recheck the Scoring Rubric	
	28 Jan		- Acc APD / Instrumen	
	30 Jan		- Check Instrument - Surat ijin Riset - Goes to School - Joki the data	

Mengetahui  
Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Dosen Pembimbing



**Dr. Much Deiniatur, M.Pd.B.I**  
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**SKRIPSI**

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

Nama : Bela Rahma Dani  
NPM : 2101051005

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	3 May		<ul style="list-style-type: none"> <li>- Check Errata.</li> <li>- Delete page</li> <li>- Improve the discussion section.</li> <li>- Add theories and previous studies</li> </ul>	
	May 8 <sup>th</sup> 2015			
	May 15		<ul style="list-style-type: none"> <li>- Check discussion.</li> <li>- Check footnote</li> <li>- Write chapter V</li> <li>- write the complete thesis to the next meeting.</li> </ul>	

Mengetahui,  
Ketua Program Studi TBI

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NIP. 19880308 201503 1 006

Dosen Pembimbing

**Dr. Much Deiniatur, M.Pd.B.I**  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Bela Rahma Dani  
NPM : 2101051005

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	May 21 <sup>st</sup> 2025		Chapter V & Abstract Revisi the result Check Bibliography.	
	May 22 <sup>nd</sup> 2025		ACC for Munawar	

Mengetahui  
Ketua Program Studi TBI\*



**Dr. Much Diniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Dosen Pembimbing



**Dr. Much Diniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006



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**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Mohon Diseminarkan Proposal  
Saudari Bela Rahma Dani**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya  
maka proposal yang disusun oleh :

Name : Bela Rahma Dani  
NPM : 2101051005  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Judul : THE EFFECTIVENESS OF CROSSWORD PUZZLE ON  
STUDENTS' VOCABULARY MASTERY AT TENTH  
GRADE OF SMK NEGERI 1 METRO


Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu  
Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Mengetahui,  
Ketua Program Studi TBI  
  
**Dr. Much Delniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Metro, 12 Desember 2024  
Dosen Pembimbing

  
**Dr. Much Delniatur, M.Pd.B.I.**  
NIP. 198803082015031006



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**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the Seminar  
of Bela Rahma Dani**

To:  
The Honorable the Dean of Faculty Tarbiyah and Teacher Training  
of State Islamic Institute (IAIN) of Metro

*Assalamu'alaikum Wr. Wb.*

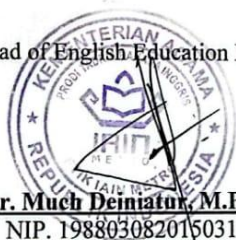
We have given guidance and enough improvement to research proposal  
script which is written by:

Name : Bela Rahma Dani  
St. Number : 2101051005  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE EFFECTIVENESS OF CROSSWORD PUZZLE ON  
STUDENTS' VOCABULARY MASTERY AT TENTH  
GRADE OF SMK NEGERI 1 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and  
Teachers Training in order to be discussed on the seminar. Thank you very much.

*Wassalamu'alaikumWr. Wb.*

The head of English Education Department



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Metro, December 12, 2024  
Sponsor

**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**APPROVAL PAGE**

Title : THE EFFECTIVENESS OF CROSSWORD PUZZLE ON  
STUDENTS' VOCABULARY MASTERY AT TENTH GRADE  
OF SMK NEGERI 1 METRO

Name : Bela Rahma Dani

NPM : 2101051005

Department : English Education Department

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the proposal (seminar) in Tarbiyah Faculty and  
Teacher Training of State Institute for Islamic Studies (IAIN) of Metro.

The head of English Education Department

**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Metro, December 12, 2024  
Sponsor

**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006





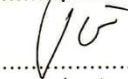
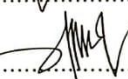
**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**RATIFICATION PAGE**

The Research Proposal entitled: THE EFFECTIVENESS OF CROSSWORD PUZZLE ON STUDENTS' VOCABULARY MASTERY AT TENTH GRADE OF SMK NEGERI 1 METRO, written by: Bela Rahma Dani, Student Number: 2101051005, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, December 18<sup>th</sup>, 2024 at 13:00 – 14:30 p.m.

**BOARD OF EXAMINERS**

Chairperson	: Dr. Much Deiniatur, M.Pd.B.I.	(.....  )
Examiner I	: Trisna Dinillah Harya, M.Pd.	(.....  )
Examiner II	: Dr. Yuniarti, M.Pd.	(.....  )
Secretary	: Ning Setio Wati, M.Pd.	(.....  )

Head of English Education Department



**Dr. Much Deiniatur, M.Pd.B.I**  
NP. 198803032015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; perpustakaan@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-356/ln.28/S/U.1/OT.01/06/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : BELA RAHMA DANI  
NPM : 2101051005  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051005.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Juni 2025  
Kepala Perpustakaan,  
  
Aan Gurroni, S.I.Pust.  
NIP. 19920428 201903 1 009





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris,  
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN)  
Metro menerangkan bahwa:

Nama : Bela Rahma Dani  
NPM : 2101051005  
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.  
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 10 Juni 2025

Ketua Program Studi TBI



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

NIP. 198803082015031006

# TURNITIN SKRIPSI BELA

by Cek Turnitin

**Submission date:** 10-Jun-2025 06:10AM (UTC-0500)  
**Submission ID:** 2696185224  
**File name:** TURNITIN\_SKRIPSI\_BELA\_2\_.pdf (938.84K)  
**Word count:** 13982  
**Character count:** 76443



**Dr. H. H. DEINIATUR, M.Pd.B.I.**  
NIP. 19880308 201503 1 006

## TURNITIN SKRIPSI BELA

## ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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<b>7</b>	<b>cahaya-ic.com</b> Internet Source	<b>&lt;1</b> %
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<b>9</b>	<b>ejurnal.unsa.ac.id</b> Internet Source	<b>&lt;1</b> %

## Appendix 8. Documentation

### Pra-Survey



On October 30, 2024 at 09.00 a.m

### Take a Pre-Test

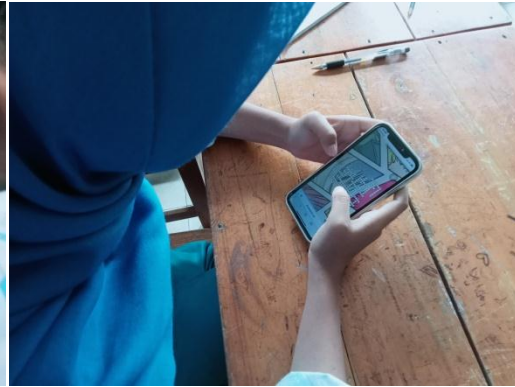


On March 10, 2025 at 10.24 a.m

### Learning Activities



On March 10, 2025 at 12.16 p.m.

**Treatment****Post-test**

**On March 13, 2025 at 07.40 a.m.**

**Post-Test**

**On March 13, 2025 at 09.05 a.m**

## **CURRUCULUM VITAE**



The researcher's name is Bela Rahma Dani, born in Belitang on November 4, 2002. The resercher is the second child of Mr. Wasiyo and Mrs. Sunarti. The researcher took the first formal education taken is SD Negeri 1 Gantiwarno which was completed in 2015. Then, the researcher countinued her study at SMP Negeri 1 Pekalongan and graduated in 2018. After graduating from junior high school, the researcher continued her study at SMK Negeri 1 Metro and graduated in 2021. Now, the researcher is persuing her higher education at IAIN Metro, Faculty Tarbiyah and Teacher Science, Department of English Education (TBI).