

**THE INFLUENCE OF CROSSWORD PUZZLE TO INCREASE  
STUDENTS' VOCABULARY OF XI SOCIAL CLASS  
AT SMAN 4 JEMBER  
ACADEMIC YEAR 2018/2019**

**THESIS**

Submitted to the State Institute of Islamic Studies Jember as partial fulfillment of  
the requirements of Bachelor degree (S.Pd)  
Language Department of Teacher's Training and Education Faculty  
English Language Education Program of Study



By :

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JUNE 2019**

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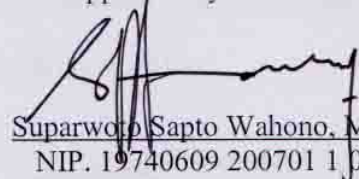
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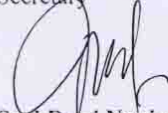
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## MOTTO

Rubin and Thompson, 1994 that quoted by Esra Akdogan pointed out  
“*One cannot speak, understand, read, or write a foreigner language without  
knowing a lot of words*”<sup>1</sup>



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<sup>1</sup> Esra Akdogan, *Developing Vocabulary in Game Activities and Game Materials* (Bangladesh: Presidency University, 2017), 34.

## DEDICATION

The writer dedicates this thesis to :

1. Her beloved Parents who She loves, Mr. Djamaludin and Ms. Yayuk. They always beside her and She is so thankful for everything.
2. Her brother, Riski. She is so thankful for his supports.
3. Her Sister in-law who always gives motivations. She is so thankful.
4. Her Sisters, Sahira and Ani who always miss her when she went home. She loves them so much and thank you.
5. Her cute niece, Keyla. Thank you for your cheerful smile in everyday.
6. All of Her friends in IAIN Jember, especially in English Department who accompany her in studying.
7. All of Her people who are present in Her life. You are a treasure.



## PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All the thanksgiving of the writer conveyed to Allah because of His mercy and grace, the planning, implementation, and completion of the thesis as one of the requirement for completing the duty can be completed smoothly.

The writer can get this success because of the support of many parties. Therefore, the writer realizes and expresses her deepest gratitude to:

1. Mr. Prof. Dr. H. Babun Suharto, S.E., MM. as the Rector of State Institut of Islamic of Jember (IAIN Jember) who has provided all campus facilities in this collage.
2. Mrs. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of Tarbiyah Faculty who has acknowledgement this research.
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5. Mr. Drs. Bambang Sunardi, M.Pd. as the English teacher of SMAN 4 Jember who has assisted to conduct this research.
6. Mr. Dr. Moh. Edi Suyanto, M.Pd. as the Headmaster of SMAN 4 Jember who has given permission to conduct this research in the school.

Finally, hopefully all the good deeds that you have given to the author received a good reply from God.

Jember, April 6<sup>th</sup>, 2019  
The Writer

**ELYSA PUTRI MAHANANI**  
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## ABSTRACT

**Elysa Putri Mahanani, 2019** : *The Influence of Crossword Puzzle to Increase Students' Vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019.*

Nowdays, English language is globalize. When misunderstanding happens, people will be using language that they are known, English. Moreover in vocabulary mastery, more vocabulary will make someone easy to communicate. In this case, this is the problem that was faced by XI Social 2 class at SMAN 4 Jember Academic year 2018/2019. They had problem in increasing and remembering vocabulary in written, for instance : “Raport” was written to be “Raport”, and so on. It based on the observation that hold on September 17<sup>th</sup>, 2018. In this research, the researcher was collaborating with the English teacher to find the way how to increase students' vocabulary by Crossword Puzzle game.

Research problem of this research were “is there any influence of Crossword Puzzle to increase students' vocabulary of XI Social class at SMAN 4 Jember Academic year 2018/2019?” and “why there was no influence of Crossword Puzzle to increase students' vocabulary of of XI Social class at SMAN 4 Jember Academic year 2018/2019?”

Research Objectives of this research were to prove that wether there is or not the influence of Crossword Puzzle to increase students' vocabulary of XI Social class at SMAN 4 Jember Academic year 2018/2019 and the reason why there was no influence of Crossword Puzzle to increase students' vocabulary of of XI Social class at SMAN 4 Jember Academic year 2018/2019?

It was quantitative research. The approach of this research was Quasi-Experimental with Two Group Pretest and Posttest design. In analyzing the data, this research used SPSS(IBM SPSS Statistic 22). The technique in collecting data were using test, observation, and documentation. The conclusions of this research were “there is no significant of Crossword Puzzle to increase students' vocabulary of of XI Social class at SMAN 4 Jember Academic year 2018/2019” and the reason “why there is no significant of Crossword Puzzle to increase students' vocabulary of of XI Social class at SMAN 4 Jember Academic year 2018/2019”. There was no influence of Crossword Puzzle to increase students' vocabulary of of XI Social class at SMAN 4 Jember Academic year 2018/2019 because the result of Man Whitney was higher than 0.05 and N-Gain results was 34, 9426% where this effectiveness is categorizied into “not effective”. The possibilities of being mistakes were the model of vocabulary which consisted on tenses and reading test. meanwhile the item test of vocabulary were limited.

**Keyword** : Influence, Crossword Puzzle, Vocabulary

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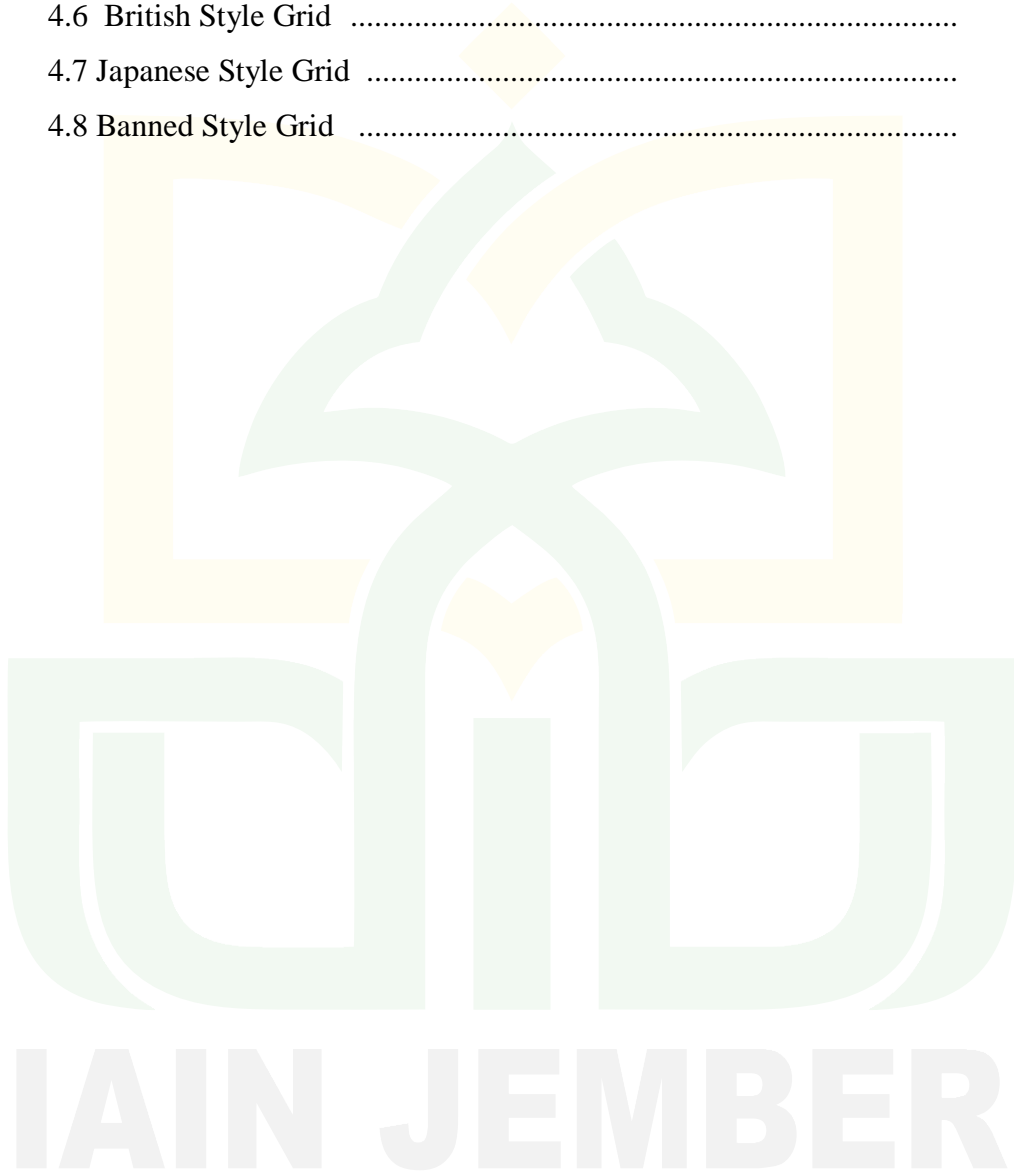


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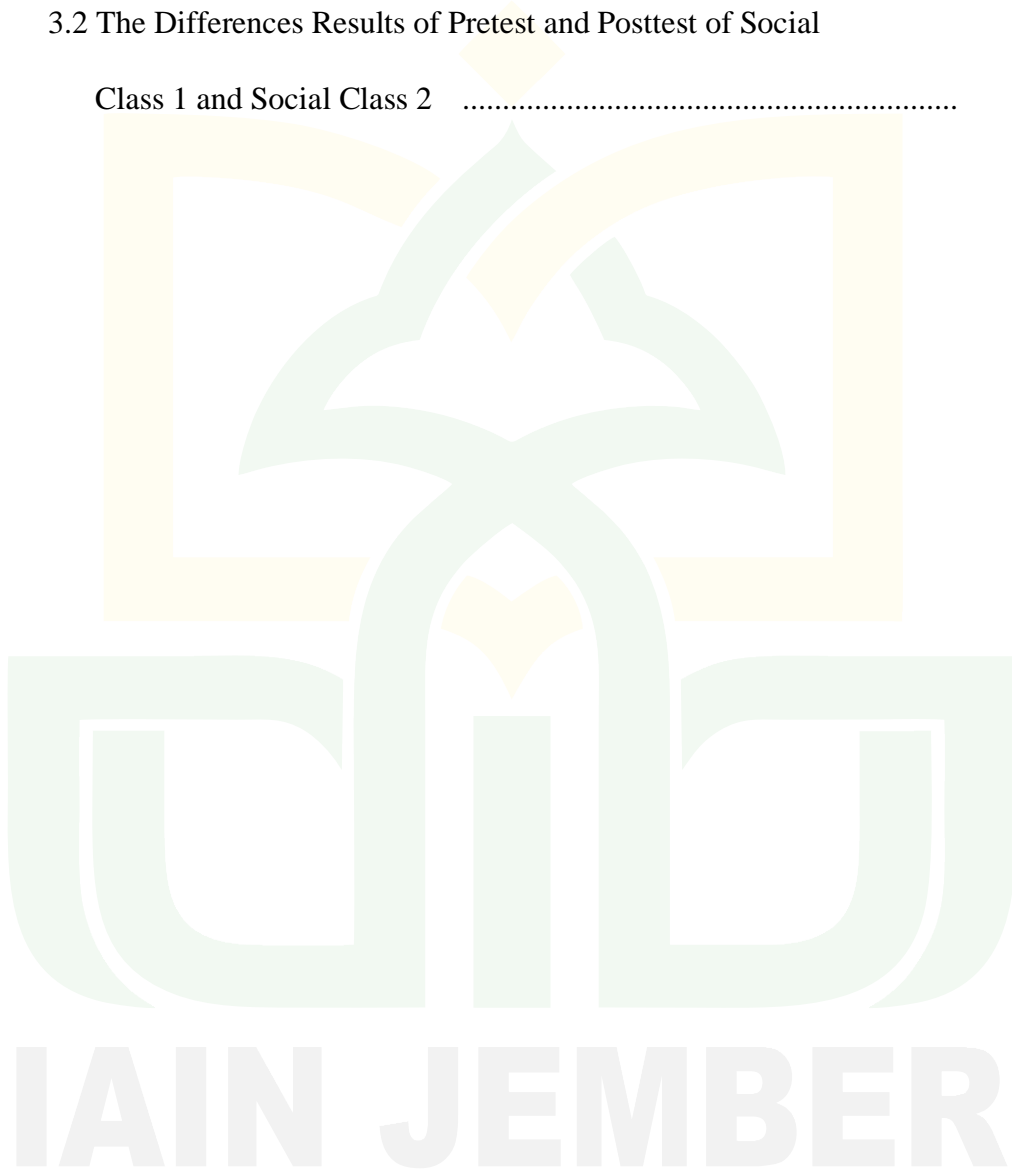
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# CHAPTER I

## INTRODUCTION

This chapter discusses some issues related to the topics of the research namely the Research Background, Research Problem, Research Objective, Research Significant, Research Scope, Definition of Key Terms, Research Assumption, Hypoteses, Research Design, and Systematic Discussion.

### 1.1 Research Background

Language is an important thing that used worldwide to communicate. As Samath M. Reddy stated that as social beings human beings need to communicate to each other communication is very important because everything impossible to be done without communication.<sup>1</sup> The explanation above is important especially English usage, because in this Globalization Era the English language is used as an International language in each country. It is also stated by Samath M Reddy that when people don't understand each other there are possibilities that misunderstanding will happen need to understand each other with good communication urges people acquire global language among the important and influencing language is English Language.<sup>2</sup>

The importance of learning language is also explained in Government Ordinance of The Republic of Indonesia Number 23 of 2013 about Amendment Explanation to Government Regulations Number 19 of 2005

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<sup>1</sup> Reddy M. Samanth, *Importance of English Language in Today's World*(Hyderabad:International Journal of Academic Research P.G Collage, 2016), 179.

<sup>2</sup> Ibid.,

Concerning National Standards of Education article 77 I section 1 sub-part c that Foreigner language, especially English language is an international language that has important usage in global assosiation.<sup>3</sup> Based on the article above, The Government Ordinance has established English language as Foreigner Language(EFL). It is important to be learned as international communication tools. Global assosiation itself includes all aspects of life, including Bussines, politic, technology, art, culture, and education.

In Education aspect, Education System of Indonesia divides into three kind of education. Those are formal, non-formal, and informal. Formal education is a structured and tiered educational path consisting of Elementary School, Junior High School, Senior High School/Vocational High School, and University.<sup>4</sup> Non-formal education is a pathway beyond formal education that can be done in a structured and tired manner. Then, informal education consists of course institution, training institution, study group, community activity center, and taklim assemblies. Then, nonformal education carried out by families and the environment in the form of independent learning activities.

In these education forms, English is taught by covering several language skills and components. Those skills are Writing, Speaking, Listening, and Reading. Listening and Reading are Receptive skills then Speaking and Writing are productive skills. These skills are supported by

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<sup>3</sup> RI Secretary, Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Pasal 77 I Ayat 1 C, 8.

<sup>4</sup> UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab 1 Pasal 1 Nomor 11-13, 2.

language components. They are Grammar, Pronunciation, and Vocabulary. Both of language skills and components always be contiguously in language usage. In other words, learner must learn both of them in balance. However, vocabulary is the most important and basic things. As Alpino said that Vocabulary ... is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreigner language.<sup>5</sup>

Having a lot of vocabulary, someone would be easier to convey and receive information, culture, idea, feeling, etc. If someone with insufficient vocabulary stocks, he/she would not have good performance. It is caused by its role as the representative of the intent to be expressed As quoted by Rohmatillah, Hiebert and Kamil stated that vocabulary is the knowledge of meaning the words.<sup>6</sup> Although the speaker has less ability to convey the intention in sentences accordance to standard rule or grammatically, the sentences would be understood more. As Thornbury statement was quoted by Tino Ari Sandy that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.<sup>7</sup>

The researcher has conducted preliminary observation and interview before this research was be held. The observation and interview were held in XI social class of SMAN 4 Jember on September 17<sup>th</sup>, 2018. The activity was conducted to find out the learning process at SMAN 4 Jember. Based on the

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<sup>5</sup> Alpino Susanto, *The Teaching of Vocabulary: A Perspective, vol 1 no. 2*, (Batam: Putera Batam University, 2017), 182.

<sup>6</sup> Rohmatillah, *A Study on Studens' Difficulties in Learning Vocabulary* (Lampung : IAIN Raden Intan Lampung), 71.

<sup>7</sup> Tino Ari Sandy, "The Effect of Crossword Puzzle on Tenth Year Students' Vocabulary Achievement at SMAN Tempeh Lumajang, (Thesis, Jember University, Jember, 2011), 6.



observation, the writer found problems in Vocabulary. The problems are memorizing and writing. Most of them are not confident with their own answers and choose to cheat. They also write wrong vocabularies, for instance : “Report” is written “Raport”. Based on interview with the teacher, students have problem in vocabulary. Most of them have problem in vocabulary stock and negative mindset that English is a difficult lesson.

Learning process needs learning technique. One of learning technique is Games. Games, as Hadfield that quoted by Rini, is an activity which involve a goal and an element of fun.<sup>8</sup> One of games is Crossword Puzzle. Crossword Puzzle is a grid white or shaded squares, which you fill with letters to form words going horizontally and diagonally.<sup>9</sup> Jones statement that quoted by Dini et al said that Crossword Puzzle can be used in a variety of ways: to teach new vocabulary, to help students to memorize what they already know.<sup>10</sup>

In this case, the researcher purposed to help the teacher in creating a new warm climate of learning vocabulary with a game as solving problem. However, the writer noted that games can be dependable to create interesting activities. In the learning process by using games would be more relaxed. Although it is purposed to enjoyment, the main purpose is the reinforcement of what has already been taught.

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<sup>8</sup> Rini Arista, “The effect of using crossword puzzles on the eight grade students’ vocabulary achievement at Mts Kebunrejo Banyuwangi”, (Thesis, Jember University, Jember, 2015), 9.

<sup>9</sup> *Crossword Puzzle*, <https://www.Oxford-royale.co.uk/articles/6-game-puzzle-improve-english.html> (is accesed on December 20<sup>th</sup>, 2018)

<sup>10</sup> Dini Restu Profita et al, *Improving English Vocabulary Mastery By Using Crossword Puzzle*(Surakarta:Sebelas Maret University), 257.

Referring to the description above, the researcher formulated this research entitled The Influence of Crossword Puzzles to Increase Student's vocabulary of XI Social class at SMAN 4 Jember Academic Year 2018/2019".

## 1.2 Research Problem

Based on research background above, the problem is formulated as follow:

- 1.2.1 Is there any influence of Crossword Puzzles to increase students' Vocabulary of XI Social class at SMAN 4 Jember Academic Year 2018/2019?
- 1.2.2 Why does the Crossword Puzzle have or not influence the Student's vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019?

## 1.3 Research Objective

Research Objective is a preview about the direction that will be purposed in conducting the research.<sup>11</sup>

In this research, the writer wants to know wether or not there is influence of Crossword Puzzle to increase students' Vocabulary of XI Social class at SMAN 4 Jember Academic Year 2018/2019. The second research objectives, the researcher wants to know the reason why Crossword Puzzle has or not influence of student's vocabulary of XI Social class at SMAN 4 Jember Academic Year 2018/2019.

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<sup>11</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Institut Agama Islam Negeri Jember* (Jember: IAIN Jember Press, 2018), 37.

## 1.4 Research Significant

Research significant consists of what contribution that will be given after conducting the research.<sup>12</sup> The significants can be a theoretical and practical.

### 1.4.1 Theoretical Significant

1.4.1.1 The result/findings of this research should have given an alternative method for increasing quality of students vocabulary achievement.

### 1.4.2 Practical Significant

#### 1.4.2.1 For The Writer

This research should have given a contribution to the writer in increasing ability in scientific writing. Especially in understanding the usage of Crossword Puzzle to increase student's vocabulary.

#### 1.4.2.2 For The Institution

This research could be as one of reference for other researchers.

## 1.5 Research Scope

### 1.5.1 Research Variable

Variable is a research object, or what is the focus of research.<sup>13</sup>

There are two kind of variables. Those are independent and dependent variable.

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<sup>12</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Institut Agama Islam Negeri Jember*, 38.

1.5.1.1 Independent variable is a variable that affects or the the causes of the change or the emergence of dependent variable. Whereas dependent variable is a variable that is influenced or becomes a result due to the existence of independent variable.<sup>14</sup>

1.5.1.2 These are the variables of this research. Independent variable of this research is Crossword Puzzle which was highlighted variable. Meanwhile the dependent variable of this research is Vocabulary of XI sosial students at SMAN 4 Jember.

## 1.5.2 Indicators of Variable

Breaking down variables with its sub-variables is also called categorization, which means dividing variables into categories of data that must be collected by researchers. These categories can be interpreted as indicators of variables.<sup>15</sup>

After the research variables are fulfilled, then it is followed by presenting variable indicators. Variable indicators are empirical references of the variables studied. This empirical indicator will serve as the basis for making items or question items in questionnaires, interviews, and observations.<sup>16</sup>

1.5.2.1 *Independent variable* of this research consist of posttest and pretest (Variable X). That is Vocabulary test in form multiple choice.

<sup>13</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*(Jakarta:Rineka Cipta, 2014), 161.

<sup>14</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2016), 39.

<sup>15</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 164.

<sup>16</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Institut Agama Islam Negeri Jember*, 38.

1.5.2.2 *Dependent variable* of this reserach consist of Student's vocabulary of Social class at SMAN 4 Jember (Variable Y).

Those, Variable Y, are Noun, Verb, Adjective, Adverb.

## 1.6 Definition of Key Term

Definition of Key Term are definitions that is used as a basis for measuring empirically on research variables with formulas based on variable indicators.<sup>17</sup>

1.6.1 Crossword Puzzle is a kind of game in English learning strategies that uses an arrangement of empty squares to form horizontally and vertically. The arranged empty square must be filled with "words" which are the correct answers. So it can become a clue for the next answer.

1.6.2 Vocabulary is a number of alphabet that is arranged into a word and having a meaning.

## 1.7 Research Assumption

The assumption of research is usually referred as a basic assumption or postulate. It is a starting point of thought whose truth is accepted by researchers. The basic assumption must be clearly formulated before the researcher steps in collecting data. The basic assumption besides functioning as the basis of research problem is also to reinforce the variables the focus of research and formulate hypotheses.<sup>18</sup>

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<sup>17</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Institut Agama Islam Negeri Jember*,38.

<sup>18</sup> Ibid, 39.

In this case, the research has an Assumptions that Crossword Puzzle Game can increase Student's vocabulary. A number of respondent or Subject of research fill Tests in the form Pretest and Posttest.

## 1.8 Hypoteses

Hypotesis is temporary answer of research problem that empirically tested.<sup>19</sup> Based on Suharsimi Arikunto, there are two Hypoteses that are used in the research. Those are :

1.8.1 The Active Hypothesis, or the alternative hypothesis, is called as  $H_a$ .

The active hypothesis states that there is a relationship between variables X and Y, or the difference between the two groups.

1.8.2 Null Hypotesis, or called  $H_0$

This hypothesis is also often called a statistical hypothesis. It is caused usually used in statistical research which is tested by statistical calculations.

The null hypothesis states that there is no difference between two variables, or there is no effect of variable X on Y.<sup>20</sup>

Hypoteses of this Research are :

1.8.1.1 Active Hypotesis ( $H_a$ )

There is influence of using Crossword Puzzle game to increase Students' Vocabulary of Xi Social Class at SMAN 4 Jember Academic Year 2018/2019.

<sup>19</sup> Moh. Nazir, *Metode Penelitian*(Bogor:Ghalia Indonesia, 2014), 132.

<sup>20</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 112.

### 1.8.2.1 Null Hypotesis ( $H_0$ )

There is no influence of using Crossword Puzzle game to increase Social students Vocabulary at SMAN 4 Jember Academic Year 2018/2019.

## 1.9 Research Method

### 1.9.1 Approach and Kinds of Research

The research approach is about description of The Approach that is chosen.<sup>21</sup> The Approach that is used in this study is Quantitatif Approach. It is quantitative research because this research used numbers in managing data. Sugiyono quoted by Suci said that the quantitative approach is research in the form of numbers and data analysis using statistics.<sup>22</sup>

This kind of research of this research was Quasi-Experiment with Two-Group Pretest/Posttest Design. Quasi-Experiment is a kind of research that is almost similar to the type of classical experiment research, but it helps researchers to see causal relationships from various situations. Two-Group Pretest/Posttest Design is a kind of research similar to Static Group Comparison. If the Static Group Comparison study is not required random selection of members, in this study the selection of members was done randomly.<sup>23</sup>

<sup>21</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Institut Agama Islam Negeri Jember*, 39.

<sup>22</sup> Suci Sholehah Ulfa, "Pengaruh Penggunaan Tes Bahasa terhadap Kemampuan Berbahasa Indonesia Siswa Madrasah Ibtidaiyah Miftahul Ulum Tempurejo jember Tahun Ajaran 2013/2014 (Thesis, STAIN Jember, Jember, 2014), 15.

<sup>23</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 162-163.

The detail of Two-Group Pretest/Posttest Design can be seen briefly on the table below :

**Table 1.1**

Group	pretest	treatment	Posttest
Experimental	O1	X	O2
Control	O3	-	O4

Note : O1 : Presetst of Experimental group

O2 : Posttest of Experimental group

O3 : Pretest of Control group

O4 : Posttest of Control group<sup>24</sup>

### 1.9.2 Research Subject

Population is the overall symptom / unit that the researcher want to search. Meanwhile, the sample is part of the population that the researcher want to search.<sup>25</sup> The term “population and sample” are used for research using samples. While for research that uses the entire population is called the research subject.<sup>26</sup> It was caused this study involves the entire population, the sample of this study was all parts of the population or research subjects. So this research used term “Research Subject”. The research subjects of this study were all students of class XI Social at SMAN 4.

<sup>24</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, 73.

<sup>25</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 119.

<sup>26</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Institut Agama Islam Negeri Jember*, 63.



The usage of sampling technique in this study was Purposive Sampling. This purposive sampling was also called Judgment Sampling which was using specific criteria for the sample, especially who considered as the experts.<sup>27</sup> In this study, the research subjects to be studied were all students of grade XI Social at SMAN 4 Jember which numbered 68 students. Social Classes divided into two class. those are Social class 1 and XI Social 2 class. Each class consist of 32 students. XI Social 2 Class was the class which gets a treatment or experimental group. Whereas XI Social 1 class was as comparison group or control group.

### 1.9.3 Technique and Instrument of Data

These were several method or technique that was used in this research. Those methods were Test, Documentation, and Observation. It caused this research which needed measurement.

#### 1.9.3.1 Test

The Data were divided into three kinds. Those are namely facts, opinions, and abilities. In measuring there is or not and the magnitude of the ability of the object, a test is used.<sup>28</sup>

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<sup>27</sup> Bambang Prasetyo, *Metode Penelitian Kuantitatif*, 135.

<sup>28</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 266.

The test is a measuring instrument given to individuals (respondents) to get answers, both written and orally. So the ability of the individual / respondent is known.<sup>29</sup>

Considering above, Test is a method or a way that is used to get the data of research both directly or indirectly.

In this study, researchers used a written test. Uhar said that in the written test respondents were asked a series of objective questions. The format of the question items include multiple choice, matchmaking, right-wrong, and complementary. The test score results are used as data because the type of test is made as well as possible and the strong quality of the technique. It is often used in educational research as a measure of student performance.<sup>30</sup>

In the Test Usage, there are two kind of test commonly used. Arikunto said that the learning achievement tests commonly used in schools can be divided into two, namely (1) teacher-made tests and (2) standardized tests.<sup>31</sup> This study used standardized tests. Standardized testing is a test that is usually available at the testing institution, which has guaranteed efficacy.<sup>32</sup> The questions have been tested for its validity,

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<sup>29</sup> Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*(Bandung:Refika Adimata, 2012), 95.

<sup>30</sup> Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*, 97.

<sup>31</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 267.

<sup>32</sup> Ibid.,

reliability, power of discrimination and level of difficulties.

(Appendix 3)

These are the data that were gotten from the tests :

1.9.2.1.1 Pretest score of Vocabulary XI Social students  
(respondents) at SMAN 4 Jember.

1.9.2.1.2 Posttest score of Vocabulary XI Social students  
(respondents) at SMAN 4 Jember.

#### 1.9.2.2 Documentatin

Documentation is to find data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, briefs, agendas, and so on.

These are the data that were gotten:

1.9.2.2.1 List of XI Social Students at SMAN 4 Jember  
Academic Year 2018/2019

1.9.2.2.2 Structure of Organization at SMAN 4 Jember  
Academic Year 2018/2019

1.9.2.2.3 The data of English Teacher of SMAN 4 Jember

1.9.2.2.4 Maps of SMAN 4 Jember

#### 1.9.2.3 Observation

Ridwan, quoted by Suci, said that observations are direct monitoring to the research subjects to look closely about activities carried out.<sup>33</sup>

Arikunto said that in using the observation method, the most effective way is completing a format or blank of observation paper as an instrument. The format, composed items, is about the events or behavior preview that will happen.<sup>34</sup> Uhar calls it structured observation. According to him, Uhar, what he wanted to investigate was determined before the research was conducted. Usually attitude units are identified and a recording process is used to check or calculate scientific attitudes.<sup>35</sup>

These are data that is gotten from the observation :

1.9.2.3.1 School Location of SMAN 4 Jember

1.9.2.3.2 Condition of Facilities and infrastructures of SMAN 4 Jember

1.9.2.3.3 The Activity of learning process during the research

### 1.9.3 Data Analysis

The purpose of data analysis is arranging and interpreting (quantitative) data that has been obtained.<sup>36</sup> Techniques in

<sup>33</sup> Suci Sholehah Ulfa, "Pengaruh Penggunaan Tes Bahasa terhadap Kemampuan Berbahasa Indonesia Siswa Madrasah Ibtidaiyah Miftahul Ulum Tempurejo jember Tahun Ajaran 2013/2014, 17.

<sup>34</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 272.

<sup>35</sup> Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*, 97

<sup>36</sup> Bambang Prasetyo, *Metode Penelitian Kuantitatif*, 170.

quantitative research use statistics.<sup>37</sup> Subana said that statistics are conclusions of facts in the form of numbers arranged in the form of lists or tables that describe a problem. Furthermore, using the process of collecting, processing, and formulating conclusions from the data is needed a knowledge called statistics.<sup>38</sup>

There are two kinds of data analysis techniques in quantitative research. These techniques are descriptive statistics and quantitative statistics. According to Sugiyono, descriptive statistical analysis technique is the presentation of data through tables, graphs, pie charts, pictograms, mode calculations, median, mean (measurement of central tendency), decile calculation, percentiles, deviations, percentage calculations. Inferential Statistics is a statistical technique used to analyze sample data and the results are applied to the population. This statistical technique is suitable to use if the sample is taken from a clear population.<sup>39</sup>

Based on the description above, this research use Inferential Statistics Technique. It is caused clear sample or research subject that were used . It is uses certain statistical formulas. The results of the calculating the formula as the basis for the generalization of the sample for the population.

#### 1.9.4 Validity and Reliability

<sup>37</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*(Bandung:Alfabeta, 2016), 147.

<sup>38</sup> Subana, et al., *Statistik Pendidikan*(Bandung:Pustaka Setia, 2015), 12.

<sup>39</sup> Subana, et al., *Statistik Pendidikan*.12

Validity is related to the level of accuracy of a research instrument. the more valid an instrument is, the more valid data is collected.<sup>40</sup> In this case it is needed to distinguish between valid and reliable with valid and realistic instruments. The results of the research are valid if there are similarities between the data collected and the data that actually occurs in the object of study.<sup>41</sup> Furthermore, it is called realistic research if there are similarities in data at different times.<sup>42</sup>

The data of this research the researcher use two kind of validity. Those are Face Validity and Content Validity. Content validity is a test must answer the question "to what extent the test items cover the entire area the test wants to measure".<sup>43</sup>

Meanwhile Face Validity is an examination of test items concludes that the test measures the relevant aspects.<sup>44</sup>

In this context, the items of pretest and posttest were measured with relevancy pretest and posttest items to Syllabus of Curriculum 2013, Student's worksheet, and textbook.

In measuring the validity of instrument, the researcher used *Product Moment Pearson* formula of IBM SPSS Statistics 22 Program. The items is called valid when the result of analysis is

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<sup>40</sup> Bahadin Nur Tanjung dan Ardial, *Pedoman Penulisan Karya Ilmiah(Proposal, skripsi, dan Tesis dan Menyiapkan diri Menjadi Penulis Artikel)*(Jakarta:Kencana, 2010), 43.

<sup>41</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, 121.

<sup>42</sup> Ibid.,

<sup>43</sup> Mansyur, et al, *Assesmen Pembelajaran di Sekolah Panduan Bagi Guru dan Calon Guru*(Yogyakarta: Pustaka Pelajar, 2015), 305

<sup>44</sup> Ibid, 306.

higher than  $r_{table}$ . The distribution of  $r_{table}$  for  $\alpha=0,05$  and degree of freedom ( $df = n-2$ ).

The distribution of  $r_{table}$  is 30 where the item is called valid when the result of analysis more than 0,349.<sup>45</sup>

It is followed by the level of the difficulty of the item questions with the following formula :

$$P_i = \frac{\sum x_i}{S_{m_i}N}$$

Note :

$P_i$  : level of the difficulty of the item

$\sum x_i$  : total of true answer of an item

$S_{m_i}N$  : total testee

The result of item level difficulty is founded then it should be classified based on the criteria on the table below :

**Table 1.2**  
**The Index Difficulty of Items<sup>46</sup>**

The result of $P_i$	Classification
$P < 0.30$	Difficult
$0.3 < p < 0.70$	Average
$P < 0.70$	Easy

<sup>45</sup> Subana, et al., *Statistik Pendidikan*, 220.

<sup>46</sup> Mansyur, et al, *Assesmen Pembelajaran di Sekolah Panduan Bagi Guru dan Calon Guru*, 183.

The Discrimination power of items (D) is the ability of a question to distinguish between test participants with high and low scores.<sup>47</sup> Based on Mansyur, It is calculated with this form :

$$\text{Upper/Lower Class} = AP \times N$$

Note :

AP : The absolute provisions of classificaton (33% , 27% , or 25%)

N : Total testee<sup>48</sup>

Note : AP/the absolute of classification can be chosen freely.

The further is classify the upper class or lower class on the table based on the result that has been already gotten and analyzed with this formula :

$$D = \frac{\sum A}{N_A} - \frac{\sum B}{N_B}$$

Note : D : the Discrimination Power

$\sum A$  : the true answer of Upper class

$\sum B$  : the true answer of lower class

$N_A$  : total testee of upper class

$N_B$  : total testee of lower class<sup>49</sup>

Reliability according to Douglas is consistent and dependable.<sup>50</sup> Reliability relates to the level of reliability of the research instrument. If the data is reliable, then the data can be trusted because it has high consistency. Wherever the instrument is

<sup>47</sup> Ibid, 189.

<sup>48</sup> Ibid, 198.

<sup>49</sup> Mansyur, et al, *Assesmen Pembelajaran di Sekolah Panduan Bagi Guru dan Calon Guru*, 198.

<sup>50</sup> H. Douglas Brows, *Language Assesment Principles and Clasroom Practices* (San Frasisco: Longman, 2003), 20.



used as long as the characteristics of the population and sample units are the same, then the data obtained is undoubtedly consistent and reliable. So, reliability measure consistency.<sup>51</sup> The reliability of items analyzed by SPSS Program(IBM SPSS Statistics 22).

The items called valid when the result of items has already in accordance with the provisions of the formulas and analysis program SPSS. It means the items is worth testing to the control group and experimental group and omitted the invalid items. (Appendix 3)

The data that were gotten from pretest and posttest of Control Group and Experimental group and were tested with Normality test and Homogeneity Test. If the result is Normal and Homogen, it would be tested with Parametric t-test. If the results were not Normal and Homogenous, it would be tested with t-test of non-parametric t-test.

### **1.10 Systematic Discussion**

The first chapter of the introduction contained the background of the problem, formulation of the problem, research objectives, significant of research, scope of research, operational definitions, research assumptions, hypotheses, research methods (approach and type of research, population and samples, techniques and instruments of data collection and data analysis), data validity and was ended by systematic discussion.

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<sup>51</sup> Bahadin Nur Tanjung dan Ardial, *Pedoman Penulisan Karya Ilmiah(Proposal, skripsi, dan Tesis dan Menyiapkan diri Menjadi Penulis Artikel*, 43.

The second chapter was a study of literature. In this chapter, it contained previous research and theoretical studies. The previous research explained the description of the object of previous research, in this section various results of previous studies included in the study were included. While the study of theories about theories used as a basis in conducting research.

The third chapter, in this chapter, discussed about findings, and discussion that consisted of description of research object, the presentation of data, data analysis and discussion. This fourth chapter was the final chapter in this study. Chapter four contained conclusions and suggestions regarding research that has been done by researchers.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the previous study and the theories related to the use of Crossword Puzzle in Vocabulary achievement. There are the definitions of Vocabulary, Classifications of Vocabulary, Techniques of Teaching Vocabulary, the strengths and weakness of Crossword Puzzle in Vocabulary Teaching.

#### **2.1 Previous Study**

Several previous studies of Crossword Puzzle usage in Vocabulary were had conducted. The explanations below are three previous studies. Previous study is purposed to avoid plagiarism of this scientific writing to others. It also distinguish between the previous studies and this research.

Firstly, A research that was conducted by Tino Ari Sandy in 2011. He used Experimental Research. He proved that there was significant effect of using Crossword Puzzle on tenth-grade students' vocabulary achievement of SMAN Tempeh Lumajang. It was increasing with a percentage of effectiveness 4,8% of effectiveness of Crossword Puzzle in teaching Vocabulary.

Secondly, the research that was conducted by Anies Indrasari in 2015. The research entitled Improving VIII Student's Vocabulary Achievement by Using Crossword Puzzle at SMPN 2 Lumajang. Based on the result of analyzing data, She proved that there was an improvement of the students'

vocabulary achievement test increased from 96,87% in cycle 1 to 100% in cycle 2.

Thirdly, the research did by Rachma Medina Kusuma who had proved that there was significant effect of Using Crossword Puzzle on Eighth Grade Students' Vocabulary Achievement. She conducted this research in 2018. In her research, she proved that there is a value of significant coloumn of Levene's Test was 0,426. It means that it was higher than the significant degree 0.05.

In this research, the researcher wanted to prove wether or not there is influence of crossword puzzle to increase vocabulary students of XI Social class at SMAN 4 Jember Academic Year 2018/2019. Besides, the researcher wanted to know theoritically power of Crossword Puzzle in Vocabulary Teaching.

Those studies can be seen briefly on the table below :

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Table 2.1

No	Research Tittles	Similiarities	Differences
1	The Effect of using Crossword Puzzle on tenth-grade students' vocabulary achievement of SMAN Tempeh Lumajang by Tino Ari Sandy In 2011	<ul style="list-style-type: none"> <li>• Crossword Puzzle</li> <li>• Vocabulary</li> <li>• Part of Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Tenth Grade Students</li> <li>• In Lumajang</li> <li>• Experimental Research</li> </ul>
2	Improving VIII Student's Vocabulary Achievement by Using Crossword Puzzle at SMPN 2 Lumajang by Anies Indrasari in 2015	<ul style="list-style-type: none"> <li>• Crossword Puzzle</li> <li>• Vocabulary</li> <li>• Part of Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Eighth Grade Students</li> <li>• In Lumajang</li> <li>• Classroom Action Research (CAR)</li> </ul>
3	The effect of using Crossword Puzzle on Eighth grade Students' Vocabulary Achievement	<ul style="list-style-type: none"> <li>• Crossword Puzzle</li> <li>• Vocabulary</li> <li>• Part of Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Eighth Grade Students</li> <li>• In Jember</li> <li>• Experimental Research</li> </ul>
4	The Influence of Crossword Puzzle to Increase Vocabulary XI Social class Students	<ul style="list-style-type: none"> <li>• Crossword Puzzle</li> <li>• Vocabulary</li> <li>• Part of Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Eleventh grade Students (Social Class)</li> <li>• In Jember</li> <li>• Experimental Research</li> </ul>

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## 2.2 Related Theoretical Framework

As Hatch and Brown said that quoted by Rini Arista, Vocabulary is a list of words which an individual might use.<sup>52</sup> In addition, Merriam Webster dictionary defines vocabulary as a sum of words employed by a language, individual or work or in a field of knowledge.<sup>53</sup>

### 2.2.1 Classification of Vocabulary

As quoted by Alpino that Hatch and Brown indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary. receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce.... meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing.<sup>54</sup>

Rahmatillah quoted Hiebert and Kamil statement that the purpose of word has two forms, firstly oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Secondly, print vocabulary consist of those words for which the meaning is known when we write or read silently.<sup>55</sup>

<sup>52</sup> Rini Arista, "The effect of using crossword puzzles on the eight grade students' vocabulary achievement at Mts Kebunrejo Banyuwangi", (Thesis, Jember University, Jember, 2015), 5.

<sup>53</sup> Vocabulary, <https://www.merriam-webster.com/dictionary/vocabulary> (is accessed on January 17<sup>th</sup> 2019)

<sup>54</sup> Alpino Susanto, *The Teaching of Vocabulary: A Perspective, vol 1 no. 2*, (Batam : Putera Batam University, 2017), 185.

<sup>55</sup> Rohmatillah, *A Study on Studens' Difficulties in Learning Vocabulary* (Lampung : IAIN Raden Intan Lampung), 73.

Language generally is classified into two. Those are Structural and functional. Sandy quoted Hatch and Brown that vocabulary can be classified based on their functional categories which are called part of speech, including: nouns, verbs, adjectives, and adverbs. In addition, to these major classes, there are pronouns, prepositions, conjunctions, and interjections.<sup>56</sup>

#### 2.2.1.1 Nouns

Slamet Riyanto said that Nouns are the names of person, thing, or place. The use of the noun can be the subject of the sentence, object of the verb, and object of prepositions.<sup>57</sup> These are kind of Nouns:

##### 2.2.1.1.2 Proper Noun

A proper noun is the name of a particular person or thing, i.e. a name used for an individual person (Mary) or place (India), river, or mountain (Everest) etc.

##### 2.2.1.1.2 Common Noun

A common noun refers to any and every person or thing of the same kind or class, not to a particular person or thing: cow, dog, girl, boy, man, woman.

<sup>56</sup> Tino Ari Sandy, "The effect of using crossword puzzle on the tenth year students' vocabulary achievement at SMAN Tempeh Lumajang", (Thesis, Jember University, Jember, 2011), 7.

<sup>57</sup> Slamet Riyanto et al, *A Handbook of English Grammar*(Yogyakarta : Pustaka Pelajar, 2012), 7.

### 2.2.1.1.3 Collective Noun

A collective noun is the name of a collection, group of people, or things of the same kind: class, team, government jury, federation.

### 2.2.1.1.4 Material Noun

A material noun is the name of a material, substance, or ingredient things are made of. They can be articles of food or drink as well: iron, copper, steel, gold, coal, silver, rice, wheat, milk, water, tea, sugar.

Note: A material noun is a type of common noun but a distinction is made between the two. A common noun is usually a countable noun but a material noun is an uncountable noun. The cow gives us milk. Cow is a common noun (countable), but milk is a material noun (uncountable).

### 2.2.1.1.5 Abstract Noun

An abstract noun is the name of a quality, state, or concept: beauty, sweetness, childhood, love.<sup>58</sup>

### 2.2.1.2 Adjective

Adjectives are word that are used to explain or modify a person, place, or thing.<sup>59</sup> According Intensive Course Book that

<sup>58</sup> Noun, <http://assets.vmou.ac.in/IGE.pdf> (is downloaded on February 19<sup>th</sup>, 2019)

<sup>59</sup> Slamet Riyanto and friends, *A Handbook of English*, 44.



adjective influence how we think.<sup>60</sup> These are several types of Adjective:

2.2.1.2.1 Descriptive Adjective are used to describe nouns and pronouns.

e.g., beautiful, silly, tall, annoying, loud, nice, and so on.<sup>61</sup>

2.2.1.2.2 Quantitative Adjective describe the quantity of something.<sup>62</sup>

e.g., how much, how many, much, many, several, some, etc.

2.2.1.2.3 Demonstrative Adjective describes “which” noun or pronoun you’re referring to.<sup>63</sup>

**Table 2.2**  
**Type of Adjective<sup>64</sup>**

Modifier									Main Word
Det	Adjective								
	Subj.	Object							
		Size	Age	Shape	Colour	nationaly	material	Past participle	
a	Unique	Large	old	Oval	blue	Indian	silk	Hand-made	scraf

<sup>60</sup> Dwi Puspitarini et al, *English Intensive Course*(Jember:Unit Bahasa Institut Agama Islam Negeri Jember, 2015), 30.

<sup>61</sup> *Adjectives*, <https://www.fluentu.com/blog/english-adjectives/> (is accessed on January 17<sup>th</sup>, 2019)

<sup>62</sup> Ibid.,

<sup>63</sup> Ibid.,

<sup>64</sup> Dwi Puspitarini et al, *English Intensive Course*, 30.

### 2.2.1.3 Adverb

According to Merriam Webster, *Adverbs* are words that usually modify—that is, they limit or restrict the meaning of—[verbs](#). They may also modify adjectives, other adverbs, phrases, or even entire sentences.

An adverb answers the question *when?*, *where?*, *how?*, *how much?*, *how long?*, or *how often?*:

i.e.,      The elections are coming *soon*.  
               They only shopped *locally*.  
               They are *happily* married.  
               The roads are *very* steep.  
               He stopped by *briefly* to say hello.

My daughter calls me *regularly*.

Most adverbs are formed by adding *-ly* to an adjective. If the adjective already ends in *-y*, the *-y* usually changes to *-i*.

i.e.,      *bold* / *boldly*  
               *solid* / *solidly*  
               *interesting* / *interestingly*  
               *heavy* / *heavily*  
               *unnecessary* / *unnecessarily*

There are, however, many common adverbs that do not end in *-ly*, such as *again*, *also*, *just*, *never*, *often*, *soon*, *today*, *too*, *very*, and *well*.

There are a few different kinds of adverbs. The words *when*, *where*, *why*, and *how* are called *interrogative adverbs* when they begin a question.

i.e., *When* did the event occur?

*Where* is the proof?

*Why* was he so late?

*How* did they get here?

The *relative adverbs*—*where*, *when*, and *why* (*how* is sometimes included as well)—introduce *subordinate clauses* (also called *dependent clauses*), which are clauses that do not form simple sentences by themselves.

i.e., This is the house *where* I grew up.

They go to bed *when* they want to.

She wondered *why* the door was open.

When an adverb modifies a whole sentence or clause, it is called a *sentence adverb*. Words such as *fortunately*, *frankly*, *hopefully*, and *luckily* are generally used as sentence adverbs and usually express the speaker's feelings about the content of the sentence. Such adverbs normally come at the beginning of a sentence, but may also come in the middle or at the end.

i.e., *Unfortunately*, Friday will be cloudy.

Friday, *unfortunately*, will be cloudy.

Friday will be cloudy, *unfortunately*.<sup>65</sup>

#### 2.2.1.4 Verb

In Merriam Webster defined verb as a word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb.<sup>66</sup>

These are four types of Verb :

2.2.1.4.1 Transitive Verb is verb that needs object in active sentence.

e.g., Buy, borrow, bring, etc.

2.2.1.4.2 Intransitive Verb is verb that do not need object.

e.g., go, come, arrive, stay, etc.

2.2.1.4.3 Linking Verb is verb that have not any description of action or event.

e.g., be (is, am, are was, were), become, seem, etc.<sup>67</sup>

2.2.1.4.4 Modal Auxiliary Verb is to help other verbs express different meanings.

<sup>65</sup> Adverb, <https://www.merriam-webster.com/dictionary/adverb> (is accessed on January 17<sup>th</sup>, 2019)

<sup>66</sup> Verb, <https://www.merriam-webster.com/dictionary/verb> (is accessed on February 19<sup>th</sup>, 2019)

<sup>67</sup> Nur Akhlis and Liliek, *A Simple English Usage*, 29.

e.g., be, is, am, are, was, were, can, have/, had, will/would, shall/should, do/did, etc.

- I have watched a Titanic Movie<sup>68</sup>

These are several form of Verbs :

2.2.1.4.1.1 Invinitive or V1

2.2.1.4.1.2 Past Tense or V2

2.2.1.4.1.3 Past Participle or V3

## 2.2.2 Techniques of Teaching Vocabulary

Esra said that how can we develop easily memorize vocabulary items and how can we promote effective ways to learn English Vocabulary in a relaxed manner.<sup>69</sup> Basically anyone both children and adults would be more like to something fun because it is considered simplify them to absorb something new. Vocabulary teaching and learning is a continuous challenge for teachers. The importance of learning and teaching vocabulary are to encourage the researcher to change the passive learning into active learning. Some institutions realize that using game is one of the methods that can help students when students are engaged in playing with other students. Therefore, this technique would help in developing their interpersonal skills and their vocabulary. This would enable to develop their vocabulary as well as they enjoyed the use games.

<sup>68</sup> Slamet Riyanto, et al, *A Hand book of English Grammar*, 213-217.

<sup>69</sup> Esra Akdogan, *Developing Vocabulary in Game Activities and Game Materials* (Bangladesh: Presidency University, 2017), 31.

### 2.2.2.1 Game

Games are fun activities that promote interaction, thinking, learning, and problem solving strategies.<sup>70</sup> As quoted by Esra, Martinson and Chu explain that “Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly.”<sup>71</sup>

As explained in previous chapter, Jones that quoted by Dini et al said that Crossword Puzzle can be used in a variety of ways: to teach new vocabulary, to help students to memorize what they already know.<sup>72</sup>

#### 2.2.2.1.1 Crossword Puzzle

Crossword Puzzle is a grid white or shaded squares, which you fill with letters to form words going horizontally and diagonally.<sup>73</sup> Skill reinforced of this game is finding new vocabulary with remembering.<sup>74</sup>

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<sup>70</sup> Ibid, 32.

<sup>71</sup> Esra Akdogan, *Developing Vocabulary in Game Activities and Game Materials*, 32.

<sup>72</sup> Dini Restu Profita et al, *Improving English Vocabulary Mastery By Using Crossword Puzzle*(Surakarta:Sebelas Maret University), 257.

<sup>73</sup> *Crossword Puzzle*, <https://www.Oxford-royale.co.uk/articles/6-game-puzzle-improve-english.html> (is accesed on December 20<sup>th</sup>, 2018)

<sup>74</sup> Esra Akdogan, *Developing Vocabulary in Game Activities and Game Materials*, 44.

### 2.2.2.1.1.1 Kinds of Crossword Puzzle

According to Benaisa Azziza type of crossword puzzle consists of :

#### 2.2.2.1.1.1.1 American Style grid

In the North American style crossword puzzles is described by the fact that every letter in the puzzle is a letter in a crossword, and also in a down word. Shaded squares are mainly used in the North American style. It is also characterized with rotational symmetry which means that if the grid has 180 degree.<sup>75</sup>



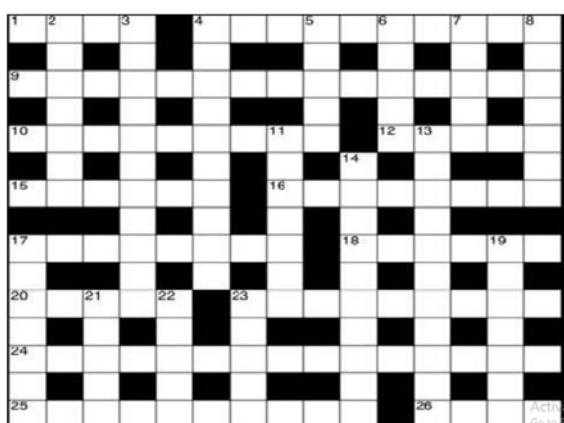
Picture 2.1

#### 2.2.2.1.1.1.2 British Style Grid

British crosswords puzzles has also 180 degree rotational symmetry, so that its patterns look the same if the paper is turned upside down,

<sup>75</sup> Benaisa Azziza, *Case study: Third year learners at Abadi Bouswalim and Cherif Largate Secondary School at Bordj Bou Bouararidj* (Biskra : Mohamed Khider University of Biskra, 2013), 22.

however there are some differences between the American style and the British one and which means that shaded squares are used with higher percentage and uncrossed cells are also involved. For example if the first row of the crossword puzzle is in an across way, then, there will be no across in the second row<sup>76</sup>, as shown on Picture 2.2.



Picture 2.2

#### 2.2.2.1.1.1.3 Japanese Style Grid

The design of Japanese crossword puzzles

grid follows two additional rules:

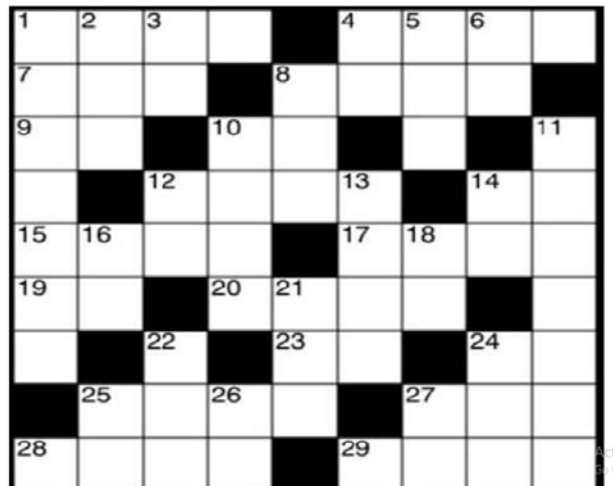
- The shaded cells may not share aside
- The corner must be white. And which is

shown in Picture 2.3

The Japanese grid uses the diagonal blanks

<sup>76</sup> Benaisa Azziza, *Case study: Third year learners at Abadi Bouswalim and Cherif Largate Secondary School at Bordj Bou Bouararidj*, 23.

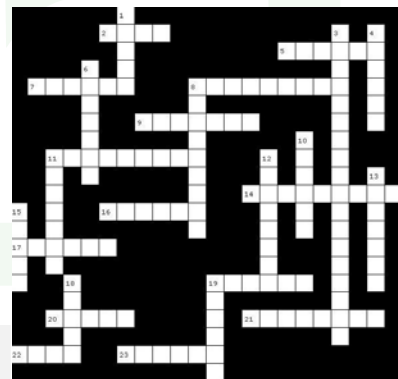




Picture 2.3

In addition to the previous types there are other types which are:

2.2.2.1.1.1.1 Banned crosswords which use bold lines between squares instead of shaded squares to separate answers.



Picture 2.4

2.2.2.1.1.1.2 Free form crosswords which have simple asymmetric designs, they are often seen at school, worksheets and kids menus.<sup>77</sup>

According to Rini, she quoted Karim and Hasbullah that there are two kinds of crossword puzzle based on the clue.

Those all explained as follows:

#### 2.2.2.1.2.1 Crossword Puzzle by Using Picture as clues

The students must find the names of things based on the pictures given.

#### 2.2.2.1.2.2 Crossword by using phrases or sentences as clue

The students must find the name of things based on the phrases or sentences given.<sup>78</sup>

In this research, the researcher chosen Banned Crossword puzzle. It used as the treatment of Experimental group in learning Vocabulary.

### 2.2.3 The Strengths and Weakness of Crossword Puzzle

Njoroge et al add several strengths of Crossword usage in teaching and learning process of vocabulary. those are :

2.2.3.1 Learners get to enjoy learning the target language because they are involved in their own learning.

<sup>77</sup> Benaisa Azziza, *Case study: Third year learners at Abadi Bouswalim and Cherif Largate Secondary School at Bordj Bou Bouararidj* (Biskra : Mohamed Khider University of Biskra, 2013), 25.

<sup>78</sup> Rini Arista, "The effect of using crossword puzzles on the eight grade students' vocabulary achievement at Mts Kebunrejo Banyuwangi", (Thesis, Jember University, Jember, 2015), 11.

2.2.3.2 Crossword puzzles can also help learners gain interest and reduce boredom in learning by giving an alternative of varying teaching techniques and by helping learners see English as a learnable instead of a difficult subject.

2.2.3.3 The crossword puzzle offers a challenge that will motivate the students to try to fulfill the puzzle. It gives much opportunity to the students to practice and repeat the sentence pattern and vocabulary

2.2.3.4 The students find it fun, feel relaxed and enjoy participating in the learning activity; they memorize the vocabulary in different ways, that is by rewriting them<sup>79</sup>

These are several weakness of Crossword Puzzle usage in teaching and learning process :

2.2.3.1 Every answer of crossword puzzle is continuous. So students will confuse if they can not answer one of questions and that affect the answers whose letters relate to the question that answered by students.

2.2.3.2 This method can only be given at the end of learning to be used as an evaluation by the teacher to determine the extent to which students understand after learning.<sup>80</sup>

<sup>79</sup> M.C., Njoroge, Ndung'u, and Gathigia, *International Journal of Current Research* Vo. 5(2), 313-321: *the use of Crossword Puzzle as a Vocabulary Learning Strategy: A Case of English as A Second Language in Kenyan Secondary Schools* (Narobi: Kenyatta University, 2013), 5.

<sup>80</sup> *Model Pembelajaran Crossword Puzzel Atau Teka-Teki Silang*, <http://emanpgsdchelsea.blogspot.com/2013/04/model-pembelajaran-crossword-puzzel.html> (is Accessed on December 1<sup>st</sup>, 2018)

## **CHAPTER III**

### **FINDING AND DISCUSSION**

This chapter reports the results of the research which include the Description of Research Object, Finding Data, Data Analysis, and Discussion.

#### **3.1 Description of Research Object**

##### **3.1.1 History of the School**

The objectives of National Education are to develop capabilities and improve the quality of life and dignity of Indonesian people in the context of efforts to realize national goals (Law RI Number: 2 of 1989 Chapter II Article 3).

One of the educational problems faced by the Indonesian people is the low quality of education at every level and education unit, especially primary and secondary education.

Education Problem also faced in Jember. Improving the quality of education as an inseparable part of the process of developing human resources, must be carried out in a planned, directed and intensive manner, so as to be able to prepare the Indonesian people coming to the era of globalization which is full of competition. Improving the quality of education would be achieved, if schools with a variety of diversity are authorized to regulate and take care of themselves in accordance with the conditions of the environment and the needs of their students.

Therefore, The Dean of FKIP Brawijaya University Malang Jember Branch was established A Senior High School namely SMA IKIP Malang in 1965. Then, it evolved as follows :

1. SMA IKIP Malang Cabang Jember since 1965 to 1968
2. SMA FIP Uned Jember since 1970 to 1981
3. SMA 1 FKIP UJ Jember since 1981 to 1986
4. SMA FKIP UJ 1 Jember since 1986 to 1988
5. SMA Negeri 4 Jember since 1988 to 1997
6. SMU Negeri 4 Jember since 1997 to 2006
7. SMA Negeri 4 Jember since 2006 till now.<sup>81</sup>

### 3.1.2 Vission and Mission

#### 1. Vission

”Terwujudnya Manusia Cerdas, Terampil, dan Berkarakter”

#### 2. Mission

- 1) Membangun budaya sekolah bernuansa religius dengan semangat kebersamaan.
- 2) Menumbuhkembangkan sikap jujur, disiplin, tanggung jawab, peduli lingkungan dan cinta tanah air.
- 3) Meningkatkan prestasi akademik lulusan.
- 4) Melaksanakan pembelajaran dan pelatihan yang berkualitas secara efektif dan efisien sesuai dengan perkembangan IPTEK.

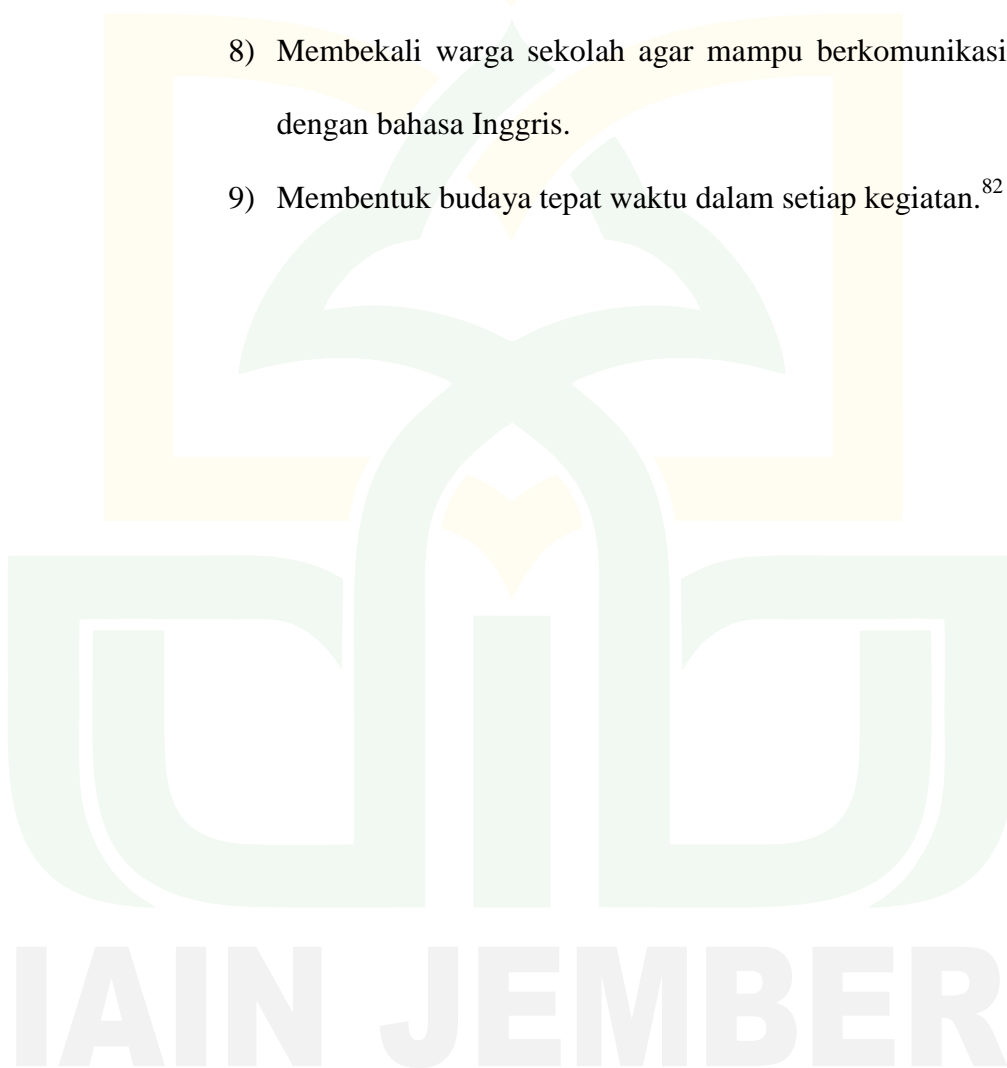
<sup>81</sup> *Sejarah Singkat*, <http://sman4jember.sch.id/sejarah-singkat/> (is accessed on April 15<sup>th</sup>, 2019)

- 5) Mewujudkan manusia unggul, berkepribadian dan kritis untuk menghadapi tantangan hidup.
- 6) Membentuk manusia terampil yang siap berkompetisi di era global.
- 7) Meningkatkan prestasi ekstra kurikuler.
- 8) Membentuk warga sekolah agar mampu menengelola waktu secara efektif dan efisien.

### 3. Aims

- 1) Membentuk warga sekolah menjadi insan yang bertaqwa dan berakhlak mulia.
- 2) Menanamkan kesadaran pada seluruh warga sekolah secara intensif agar selalu berperilaku jujur, disiplin, tanggung jawab, berwawasan lingkungan, dan cinta tanah air.
- 3) Membekali peserta didik dengan ilmu pengetahuan dan teknologi agar lulusan mampu melanjutkan ke jenjang pendidikan yang lebih tinggi.
- 4) Mengoptimalkan pelaksanaan Pembelajaran Aktif, Inovatif, Kreatif, Efektif dan Menyenangkan.
- 5) Menanamkan sikap pantang menyerah dalam berkompetisi, beradaptasi dengan lingkungan, dan mengembangkan sikap sportifitas.

- 6) Membentuk warga sekolah yang berkepribadian dan kritis agar mampu mengambil keputusan dalam menatap masa depan.
- 7) Membekali peserta didik dengan ketrampilan berbasis Teknologi Informasi dan Komunikasi (TIK).
- 8) Membekali warga sekolah agar mampu berkomunikasi aktif dengan bahasa Inggris.
- 9) Membentuk budaya tepat waktu dalam setiap kegiatan.<sup>82</sup>

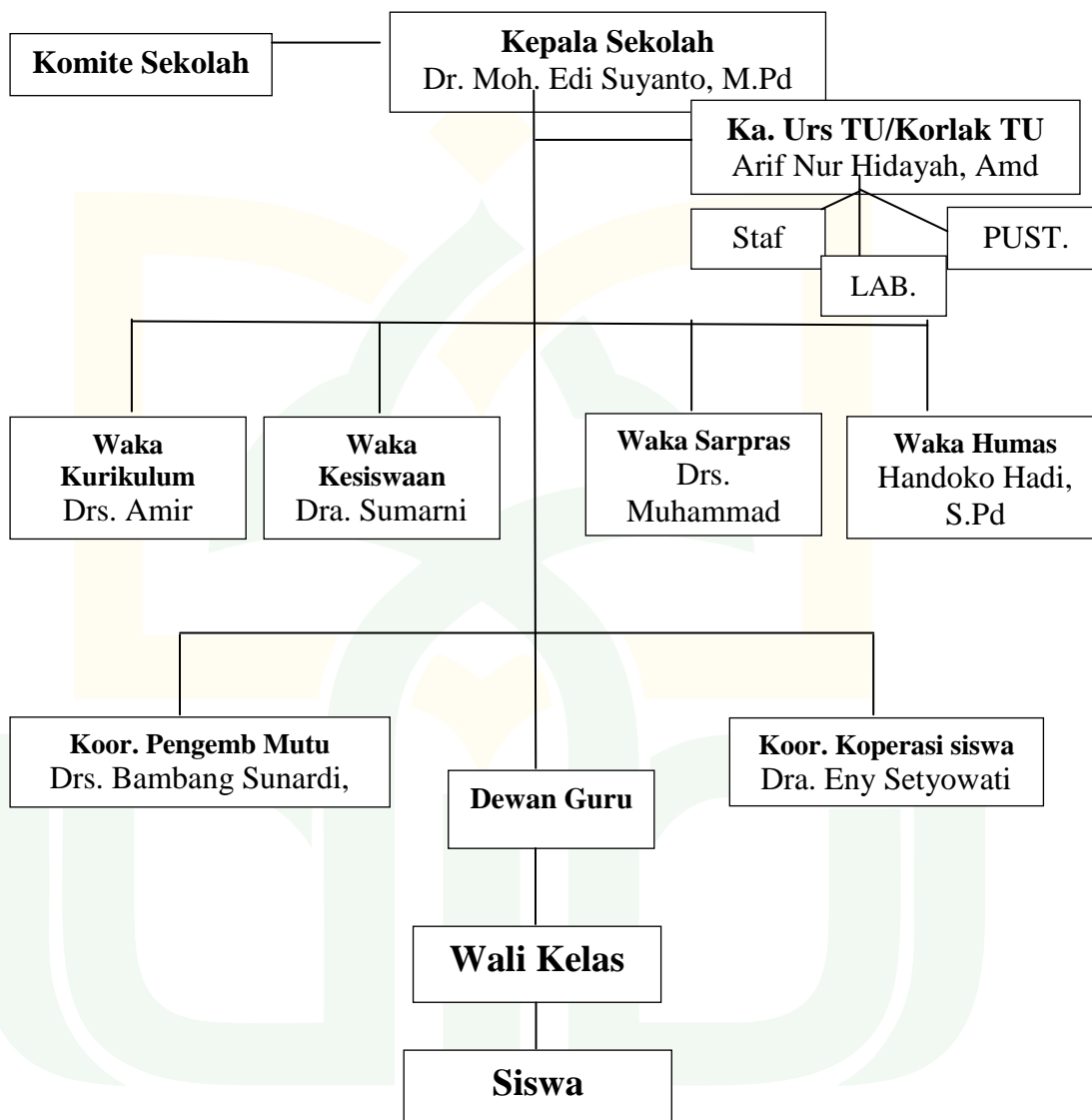


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<sup>82</sup>*Visi dan Misi*, <http://sman4jember.sch.id/visi-dan-misi/> (is accessed on April 15<sup>th</sup>, 2019)

## 3.1.3 Organizational Structure of SMAN 4 Jember

**Chart 3.1**  
**Struktur Organisasi SMA Negeri 4 Jember**



Source : Administration of SMAN 4 Jember Documentation 2019



### 3.1.4 Condition of Education Staff

SMA Negeri 4 Jember has good quality in Education Staff. It has 56 (fifty six) people. Those all consist of 35 of Civil Servant, 8 of Honorary Teacher, and 13 of Honorary Staff. Especially English Teacher, SMA Negeri 4 Jember has 4 (four) English Teacher. It can be seen on the table below :

Table 3.1

English Teacher of SMA Negeri 4 Jember

No	Name	Statue	Class
1	Drs. Bambang Sunardi, M.Pd.	PNS/Civil Servant	XI & XII
2	Muhammad Salim, S.Pd.	PNS/Civil Servant	XI
3	Yuliati, M.Pd.	PNS/Civil Servant	X
4	Putri S.Pd.	Honorary Teacher	Extracurricular

Source : Administration of SMAN 4 Jember Documentation 2019

#### 3.1.4.1 Facilities and Infrastructure

##### 1) Facilities

SMAN 4 Jember provides various facilities such as for learning Activities, health, extracurricular and intraculiclar activities. The facilities are in form class facilities with a number of tables and chairs for everyone, whiteboards, LCD projectors and fans in each class; check and hospitalize for free at the SMAN 4 Jember clinic for everyone in sman 4 jember and Conseling;

intracurricular activities in the form of student council activities and extracurricular activities at the English Language Club, Futsal and Martial Arts.

The infrastructure provided by Sman is like a means for learning activities inside and outside the classroom, extracurricular and intracurricular, to practical laboratories. at SMAN 4 provides 26 classes for classroom learning and toilets; the field for volleyball, basketball and long jump sports; ois room; Laboratories of Computers and Biology; Mosque and Conseling Room.<sup>83</sup>

#### 3.1.5 Maps of SMAN 4 Jember

It is located on Hayam Wuruk Street No. 145, Sempusari, Kaliwates, Jember. This school building stands on an area of 7720 meters with the establishment decree number 052/0/1988. The learning Activities were conducted full day for five days of a week.<sup>84</sup> The map can be seen on Appendix 4.

#### 3.1.6 List of XI Social Class Students

Social Class consists of 2 class where the social Class 1 as the control group and Social Class 2 as the experimental group. The list of their name can be seen in the Appendix 5.

<sup>83</sup> Documentation of SMAN 4 Administration 2019

<sup>84</sup> Ibid.,

### 3.2 Findings of Data

The schedules of Administering the research were listed on the table below :

**Table 3.4**  
**Research Schedule**

No	Activity	Dates
1	Try Out Test	March 4 <sup>th</sup> , 2019
2	Pretest Control and Experimental group	March 11 <sup>th</sup> and
3	Treatment and Control	March 18 <sup>th</sup> , 2019 March 25 <sup>th</sup> , 2019
4	Posttest of Experimental and Control group	April 15 <sup>th</sup> , 2019

In conducting the research, preliminary study was Try Out Test. It was purposed to find out the valid questions that to be tested according to SPSS analysis. The researcher conducted the Try Out test to the XI MIPA 7 Class which is conducted on Monday, March 4<sup>th</sup>, 2019 after having consultation and discussion to the English Teacher before. Try out of Pretest has 5 items that should be omitted because the items is not valid, and having too high and too low level of Discrimination Power. Meanwhile Try out of Posttest has 10 items that should be omitted because the items is not valid and having too high and too low level of Discrimination Power. (Appendix 3)

The researcher gave Pretest to the Control Group and Experimental Group before conducting the research and without any treatment before. . From this activity, the researcher found that 13 of students were cheating to their friends. Meanwhile they were allowed to open their dictonaries.

March 18<sup>th</sup> and 25<sup>th</sup>, 2019 the learning activities was conducted. First meeting, The teacher gave the material to control and experimental group. Then the second meeting the experimental group was exposed to use crossword puzzle in learning Vocabulary, whereas control group did not receive treatment in other way they were taught by using question and answer technique. Both of groups were taught once a week approximately 90 minutes for each meeting.

The first meeting of experimental group, the teacher gave explanation related material (Natural Disaster). From this meeting, the researcher found that not all of students paid attention to the teacher explanation and directions. A few students was supposed to translating the text directly by their dictionaries, and some of them supposed to did other activities, and the other suppose to listen to the teacher explanation. The situation was almost same to the control class but in the experimental class.

The second meeting, the teacher was conducting the treatment and controlling. For the experimental group, was given a treatment in a form crossword Puzzle and the control group was given exercises. Considering to the implementation of crossword puzzle game, the teacher gave brief explanation and the rules of crossword game. It is followed by brief explanation about Adverbs, adjective, verb, and noun of crossword to the students. In this meeting, the researcher found phenomenas. The researcher found that some students are confuse to answer the clues and supposed to cheat their friend in the surroundings. Meanwhile they were allowed to open

their dictionary. The cheaters wrote wrong alphabet or word when they listened their friends answer unclearly. It made them confused to answer the next clues. In the other hands, some students also had their own way in cheating, they checked to their dictionary while they were getting the answer from their friends. For control group, the teacher give a brief explanation of the material then gave them some exercises.

The third meeting the researcher gave posttests to control and experimental group. In this meeting they were not allowed to open their dictionary. In the experimental, Several students were quiet noisy The researcher observed that several students were cheating. Appendix 5 is the result of posttest and pretest that have been done by control group and experimental group.

### **3.3 Analysis and Hypoteses Verification**

The presentation of data is followed by its analysis. Presenting the data of control group and experimental group, the researcher measured the students' vocabulary achievement by adminestering the result of tests before. The researcher did Normality and Homogeneity Test by using IBM SPSS Statistics 22. Based on the result of Normality and Homogeneity test, the result of the data are Normal and Homogenous. It is caused the Sig. is higher than the significant degree (0,05).

**Table 3.5**  
**The result of normality test of Saphire Wilk (Pretest)**

**Tests of Normality**

class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
result control	,143	32	,095	,961	32	,290
experimental	,167	32	,024	,918	32	,018

a. Lilliefors Significance Correction

**Table 3.6**  
**The result of homogeneity test of Saphire Wilk (Pretest)**

**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
result Based on Mean	,909	1	62	,344
Based on Median	,544	1	62	,463
Based on Median and with adjusted df	,544	1	60,147	,464
Based on trimmed mean	,878	1	62	,352

**Table 3.7**  
**The result of Normality test of Saphire Wilk (Posttest)**

**Tests of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Result control	,125	32	,200*	,981	32	,822
experimental	,124	32	,200*	,926	32	,031

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

a. Lilliefors Significance Correction

**Table 3.8**  
**The result of Homogeneity test of Saphire Wilk (Posttest)**

**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Result Based on Mean	,999	1	62	,321
Based on Median	,847	1	62	,361
Based on Median and with adjusted df	,847	1	61,916	,361
Based on trimmed mean	,960	1	62	,331

Based on the result of the table above, the normality and homogeneity test had shown that the significant (Sig.) of normality test and homogeneity test are more than 0,05. It led the researcher went to t-test in analyzing the data.

Next, The researcher analyzed the results by using Independent Sample t-test in SPSS program (IBM SPSS Statistics 22) to reveal the mean difference between two groups. Jonathan Sarwono that quoted by Sahid Raharjo explained about the guidelines of decision making based on the comparison of  $t_{\text{value}}$  and  $t_{\text{table}}$  in Independent Samples Test as follows :

1.  $H_a$  is Accepted if  $t_{\text{value}} > t_{\text{table}}$ , which means there is a difference in the average results between groups A and B
2.  $H_o$  is Accepted if  $t_{\text{value}} < t_{\text{table}}$ , which means there is no difference in the average results between groups A and B.<sup>85</sup>

$t_{\text{table}}$  of this analysis is can be seen below :

$$\begin{aligned} t_{\text{table}} &= t_{(1-1/2\alpha)(db)} ; db = n_1 + n_2 - 2^{86} \\ &= 1/2 \cdot 0,05/2 ; db \\ &= 0,025 ; (62) \\ &= 0,025 ; 62 \end{aligned}$$

$$\begin{aligned} t_{(0,025)(60)} &= 2,0 \\ t_{(0,025)(120)} &= 1,98 \end{aligned} \left. \vphantom{\begin{aligned} t_{(0,025)(60)} \\ t_{(0,025)(120)} \end{aligned}} \right\} t_{(0,025)(60)} = 2,0 - \frac{14}{60} (0,03) \\ &= 2,0 - 0,007 \\ t_{\text{table}} &= 1,993$$

<sup>85</sup> Sahid Raharjo, *Cara Uji Independent T-Test dan Interpretasi dengan SPSS*, <https://www.spssindonesia.com/2015/05/cara-uji-independent-sample-t-test-dan.html> (is accessed on May 24<sup>th</sup>, 2019)

<sup>86</sup> Subana, et al, *Statistik Pendidikan*, 172.

The results of Independent Samples test can be seen on the tables below :

**Table 3.9**  
**Group statistics of Pretest**  
**Group Statistics**

class		N	Mean	Std. Deviation	Std. Error Mean
result	control	32	14,0625	4,69686	,83030
	experimental	32	15,8750	5,12269	,90557

**Table 3.10**  
**Independent Sample test of Pretest**

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
result	Equal variances assumed	,909	,344	-1,475	62	,145	-1,81250	1,22860	-4,26843	,64343
	Equal variances not assumed			-1,475	61,539	,145	-1,81250	1,22860	-4,26880	,64380

Based on the pretest result above, it can be seen that  $t_{\text{value}}$  of Pretest is 1,475 which is  $t_{\text{value}} < t_{\text{table}}$  (1,475 < 1,993). It means  $H_0$  is Accepted, which means there is no difference in the average results between Control Group and Experimental Group.

**Table 3.11**  
**Group Statistics of Posttest**  
**Group Statistics**

Class		N	Mean	Std. Deviation	Std. Error Mean
Result	control	32	16,9688	3,50561	,61971
	experimental	32	18,8125	3,79675	,67118

**Table 3.12**  
**Independent Sample test of Posttest**

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	,999	,321	-2,018	62	,048	-1,84375	,91352	-3,66985	-,01765
	Equal variances not assumed			-2,018	61,610	,048	-1,84375	,91352	-3,67008	-,01742



Based on the pretest result above, it can be seen that  $t_{\text{value}}$  of Pretest is 2,018 which is  $t_{\text{value}} > t_{\text{table}}$  (2,018 > 1993). It means  $H_a$  is Accepted, which means there is a difference in the average results between Control Group and Experimental Group.

The following analysis of two group posttest-pretest design is Gain Test.<sup>87</sup> The result of Gain test analysis categorized as follows :

**Table 3.13**  
**Interpretation of N-Gain Effectiveness Category**<sup>88</sup>

Interpretation of N-Gain Effectiveness Category	
Percentage %	Interpretation
<40	Not effective
40-55	Less effective
56-75	Effective enough
>76	Effective

The analysis of Gain test can be seen on the table below.



<sup>87</sup> Sahid Raharjo, *Cara Uji Independent T-Test dan Interpretasi dengan SPSS*, <https://www.spssindonesia.com/2015/05/cara-uji-independent-sample-t-test-dan.html> (is accessed on May 24<sup>th</sup>, 2019)

<sup>88</sup> Ibid.,

**Table 3.14**  
**Descriptive of Gain test**

Class			Statistic	Std. Error	
Ngain_percentage	control	Mean	26,6610	1,44777	
		95% Confidence Interval for Mean	Lower Bound	23,7083	
			Upper Bound	29,6138	
		5% Trimmed Mean	26,2603		
		Median	27,5253		
		Variance	67,073		
		Std. Deviation	8,18984		
		Minimum	14,29		
		Maximum	50,00		
		Range	35,71		
		Interquartile Range	12,81		
		Skewness	,428	,414	
		Kurtosis	,717	,809	
	experimental	Mean	34,9245	2,59480	
		95% Confidence Interval for Mean	Lower Bound	29,6324	
			Upper Bound	40,2167	
		5% Trimmed Mean	33,7124		
		Median	31,2500		
		Variance	215,456		
Std. Deviation		14,67842			
Minimum		16,67			
Maximum		75,00			
Range		58,33			
Interquartile Range		13,67			
Skewness		1,444	,414		
Kurtosis		1,871	,809		

Based on the result of Gain test analysis above, it can be seen that the mean of control and experimental group is lower than 40% (mean<40%). It means that the interpretation of N-Gain is not effective. The detail N-Gain of each students could be seen on the appendix 5.

**Table 3.15**  
**Normality of Gain Score**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Ngain_percentage	control	,114	32	,200*	,943	32	,089
	experimental	,262	32	,000	,845	32	,000

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

a. Lilliefors Significance Correction

Then the normality analysis of N-Gain score can be seen on the table above. In control group has sig. 0,200 of kolmogorov-smirnov and sig. 0,89 of Saphiro-wilk, which means it more higher than 0,05 or normal. Meanwhile experimental group has sig. 0,000 of Kolmogorov-smirnov and Saphiro-wilk, which means not more than 0,05 or not normal. Therefore, the researcher did independent sample t-test for N-Gain to find out the differences of effectiveness between control group and experimental group.

Basic assumption of Independent Samples t-test usage for N-Gain as follows :

1. If the data is normal and homogen, it uses equal various assumed. Meanwhile if the data is normal but not homogen, it uses equal various non-assumed.
2. If one of the result is not normal, it doesn't need to do homogeneity of N-gain. Then Hypoteses verification uses Mann-whiteney test.<sup>89</sup>

The guidelines of Mann Whiteney decision making as follows :

1. If Asymp. Sig. (2-tailed) result is no more than 0,05, it means hypoteses or Ha is accepted.
2. If Asymp. Sig. (2-tailed) result more than 0,05, it means hypoteses or Ha is rejected.

The comparison of the results and basic assumptions above, then was the test of Mann-whiteney test. It used to analyzed the influence based on

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<sup>89</sup> Sahid Raharjo, *Cara Uji Independent T-Test dan Interpretasi dengan SPSS*, <https://www.spssindonesia.com/2015/05/cara-uji-independent-sample-t-test-dan.html> (is accessed on May 24<sup>th</sup>, 2019)

the differences of the result averages. The result of analysis can be seen below.

**Table 3.16**  
**The Ranks of Mann Whitney test**

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Result	control	32	28,75	920,00
	experimental	32	36,25	1160,00
	Total	64		

**Table 3.17**  
**The Test Statistics of Mann Whitney test**

Test Statistics <sup>a</sup>	
	Result
Mann-Whitney U	392,000
Wilcoxon W	920,000
Z	-1,615
Asymp. Sig. (2-tailed)	,106

a. Grouping Variable: Class

Based on the analysis above, it can be seen that Asymp. Sig. (2-tailed) result was 0,106, which it more higher that 0,05. It meant rejecting  $H_a$  and accepting  $H_o$ . In other word, There is no influence of crossword puzzle to increase students' vocabulary of XI social class at SMAN 4 Jember academic Year 2018/2019.

### 3.4 Discussion

In this research, the researcher had conducted the research procedurally. The researcher found some findings in each meetings. In the pretest of experimental class and control class, the researcher found that several students were cheating when they did the pretest. The result of pretest

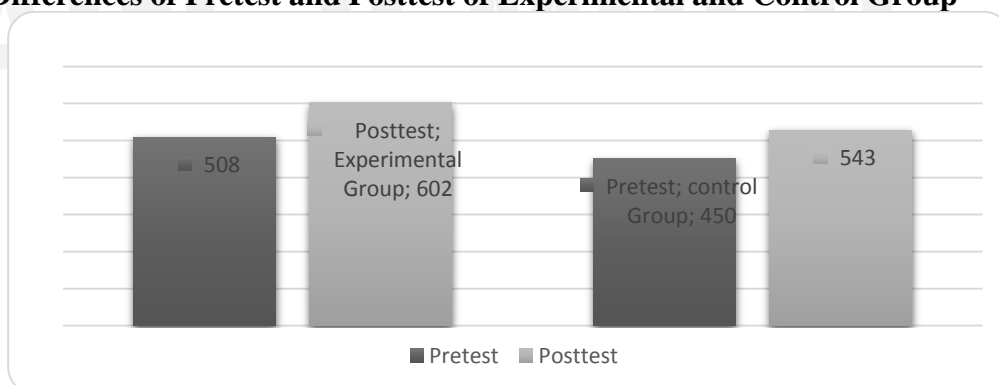
shown that there were no differences between control and experimental group.

In the next meeting, the teacher gave the material about Explanation text entitled Earthquake. Several students did not pay attention to the teacher and tried to translate the text by themselves by their dictionaries. Most of them paid attention to the teacher and did other activity. After the material delivered, the continued meeting was treatment that was given to the experimental class. In this meeting, some students confused to answer the clues and some of them tried to cheat to their friends. The students who listened to the answer unclearly, they wrote wrong words to the squares.

In posttest meeting, they were quiet noisy when they did the posttest. Some students were cheating wether control class and experimental class.

The researcher reported that students of experimental group who taught vocabulary by using Crossword Puzzle game got better score than the control group. It was proven by the result of computation mean score of experimental group. Experimental group was higher than control group. It can be seen on the chat below :

**Chart 3.2**  
**The Differences of Pretest and Posttest of Experimental and Control Group**



Based on the Hypoteses verification above, it was proven that there were differences between pretest and posttest of control group and experimental group but There is no significant influence of Crossword Puzzle to increase students' Vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019. It was caused of posttest and pretest mean score was 34,9246% of effectiveness where it categorized to "not effective" in N-Gain interpretation table. It was lower than 40% of effectiveness. It did not mean that did not prove the Jones Theory that Crossword Puzzle can be used in a variety of ways: to teach new vocabulary, to help students to memorize what they already know<sup>90</sup> It did not prove because the research subject was not successful to prove this theory. The possibilities of being mistakes were the model of vocabulary test which consisted on tenses item test and reading test. Meanwhile the item list of vocabulary test were limited.

In addition, the finding of this research was supported by the previous researchers which reported the same result dealing with the positive impact of crossword puzzle on student's vocabulary.

Although this research was carefully prepared, the researcher still aware of its limitation. Firstly, future researcher should consider the items arrangement in constructing the test. Secondly, it is caused of the regulation from the school principal, this research was conducted in four weeks. Thus, it

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<sup>90</sup> Dini Restu Profita et al, Improving English Vocabulary Mastery By Using Crossword Puzzle(Surakarta:Sebelas Maret University), 257.

will be better if it was conducted in a longer time. It should give different and better results.



## CHAPTER IV

### CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of the research and the suggestions. In each points were presented respectively in the following sections.

#### 4.1 Conclusion

Considering the result of Hypoteses verification and discussion in previous chapter, the researcher proved that  $H_a$  “there is a significant influence of crossword puzzle to increase students vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019” was rejected and  $H_o$  “there is no influence of Crossword Puzzle to increase students vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019” was accepted. It was proven by the significancy result of Man Whiteney test which the Sig. was 0,106.

The results of analysis were having differences berteen posttest and pretest of control and experimental group that  $t_{value}$  more higher than  $t_{table}$  ( $2,018 > 1,993$ ) but there was no significant influence of Crossword Puzzle to increase students' vocabulary of XI Social class at SMAN 4 Jember. It meant that the theory was not proved but the research subject had no proven the theory yet. It caused of the learning activity did not run well. There were some students that still cheating their friends in the posttest activity. The result of analysis also shown that the Crossword Puzzle game was less effective. It caused of the result score was 34,9426%. It mean that it was no more than



40% of effectiveness. The possibilities of being mistakes were the model of vocabulary test which consisted on tenses item test and reading test. Meanwhile the item list of vocabularies were limited.

#### 4.2 Suggestions

Dealing with the conclusion, the researcher would like to give some suggestions as follows :

1. English Teacher

The researcher suggests the english teacher to deliver the materials by using crossword puzzle to stimulate students in increasing students vocabulary. The technique is suggested to give fun and relax atmosphere of learning.

2. The future researcher

Finally, researcher hopes that the result of the research can be used as the consideration of the future researcher who wants to investigate the use of game, especially Crossword puzzle in Learning Vocabulary or in increasing students' Vocabulary or either in a different research, area, or design. The following researcher should construct the item test based on the focus of research.

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## AUTHENTICITY DECLARATION

The undersigned below :

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hereby declares that the content of this thesis is the writer own research / work,  
except in the part referenced by its source.

Jember, May 6<sup>th</sup>, 2019

The Writer



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Appendix 1

Research Matrix

Title	Variables	Sub Variable	Indicator	Data Resources	Research Method	Research Problem	Hypotheses
The Influence of Crossword Puzzles to Increase students' Vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019	1.The Use of Crossword Puzzle in Teaching Vocabulary  2.Student's Vocabulary Achievement	Crossword Puzzle in English Subject	1.Clues 2.Blank Squares that arranged horizontally and vertically  The scores of the student's vocabulary test covering : 1. Nouns 2. Verbs 3. Adverbs 4. Adjectives	Primary Data Resources : 1. Students of XI Social Class at SMAN 4 Jember 2. English Teacher of XI Social 2 at SMAN 4 Jember  Secondary Data Resources : 1. Documentation (related to the research and Learning Process)	1. Kind of Research : Quasi-Experimental with Two-Group Pretest/Posttest Design / Quantitative Research 2. Data Collection Methods : a. Pretest of Vocabulary Test b. Posttest of Vocabulary Test c. Documentation d. Observation 3. Area Determination Method : Purposive Method 4. Data Analysis Method : The Data is analyzed using t-test formula by using SPSS (IBM SPSS Statistics 22)	1. Is There Any Significant Influence of Crossword Puzzles to Increase Students' Vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019? 2. Why there is no Influence of Crossword Puzzles to Increase Students' Vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019	Active Hypotheses (Ha), There is influence of Crossword Puzzle to Increase XI Social Class Student's Vocabulary at SMAN 4 Jember Academic Year 2018/2019. Null Hypotheses (Ho), There is no influence of Crossword Puzzle to Increase XI Social Class Student's Vocabulary at SMAN 4 Jember Academic Year 2018/2019.

## **DATA COLLECTION FORM**

### **RESEARCH GUIDELINES**

1. Test
  - a. Pretest of Vocabulary Test
  - b. Posttest of Vocabulary Test
  - c. Pretest Scores of Social Class (1&2)
  - d. Posttest Scores of Social Class (1&2)
2. Documentation
  - a. Facilities and Infrastructure of SMAN 4 Jember
  - b. Organization Structure of SMAN 4 Jember
  - c. The teachers of English Teacher at SMAN 4 Jember
  - d. Maps of SMAN 4 Jember
3. Observation
  - a. The condition of Facilities and Infrastructure
  - b. The Activities of learning process during the research

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8. "... by the sudden breaking and movement of large sections..." (line 2)

The closest meaning of underlined word is ...

- A. Long  
B. Big  
C. Middle  
D. Slight

9.

#### Landslides

Landslides happen when dirt, rock, or mud suddenly falls or slides down a slope. Mudslides are the most common type of landslides. Thousands of landslides happen around the world every year. Many landslides occur in mountain areas where no people live. These landslides often go unnoticed but a landslide that hits a town or city can cause death and millions of dollars in damage.

The ground is made of several layers. The surface layer is soil and rock. Trees and plants grow in this layer/layers below. The surface are made of clay, limestone, sandstone, or other types of rock and soil. The bottom layer is usually solid rock. In some coastal areas, the bottom layer is made up of soil and other loose material called fill. Layers of the ground usually hold together well but sometimes, the surface layer becomes unstable. If unstable surface layer rest on a slope, gravity may pull it down and begin a landslide.

Many landslides happen during heavy rain. Water soaks the surface layer. The soil turns to mud. Mud is heavier and more slippery than dry soil. On a steep slope, mud may flow downward to begin a mudslide.

All of the material carried down a slope during a landslide is called debris. Mud and rock are the main types of debris. Other landslide debris can include trees that have been torn out of the ground, crushed buildings, and even cars. On steep slopes, debris can travel at speeds of more than 130 miles (210 kilometers) per hour. At these speeds, landslides can crash and bury entire town in seconds.

What does "unnoticed" refer to ? (line 4)

- A. Flowing  
B. Unseen  
C. Clearly  
D. Fastly

10. The similarities meaning of "usually" is... (line 5)

- A. Rarely  
B. Infrequently  
C. Suddenly  
D. Ordinarily

11. The similarities meaning of "soaks" is ...

- A. Wet  
B. Wets  
C. Wettish  
D. Wetting

12. The opposite meaning of "downward" is... (line 15)

- A. Forward  
B. Backward  
C. Downstairs  
D. Upward

13.

#### Tsunami

A tsunami is a natural phenomenon consisting of a series of wave generated when water in a lake or the sea is rapidly displaced on a massive scale. A tsunami is a huge wave or series of waves. Tsunami is a Japanese word. *Tsu* means harbor. *Nami* means wave. A Tsunami can occur in any oceans but most tsunami occur in Pacific Ocean. Tsunami are caused by sudden movements of the ocean floor. Underwater earthquake, landslides, or volcanic eruptions can cause these movements.

Tsunami occurs when major fault under the ocean floor slips. The displaced rock pushes water above. It like giant paddle, producing powerful water waves at the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises from the ocean floor up to the land.

A Tsunami washes ashore with disastrous effects such as severe flooding, loss of life due to drowning and damage to property.

The antonym of “rapidly” (in line 2) is...

- A. Minimally
- B. Fastly
- C. Tidy
- D. Slowly

14. “... or rises from the ocean floor up to the land.”

The underlined word means to ...

- A. Appearance
- B. Be underwater
- C. Go up
- D. Disappear

15. “... producing powerful water waves at the ocean until they reach the coastline,...”

The synonym of underlined word is ...

- A. Boundary
- B. Line area
- C. Sea
- D. Shoreline

16. The antonym of “Ocean floor” is ...

- A. Preface
- B. Underwater
- C. Surface
- D. Bottom of sea

17.

#### Tornadoes

Tornadoes are among the most violent storms on earth, with the potential to cause very serious damage.

Although no two tornadoes are the same, they need certain conditions to form-particularly intense or unseasonable heat. As the ground temperature increases, moist air heats and starts to rise when the warm, moist air meets cold dry air. It explodes upwards, puncturing the layer above. A thunder could may begin to build.

A storm quickly develops. There may be a rain, thunder, and lightning. Upward movement of air can become very rapid. Winds from different directions cause it to rotate. A visible cone or funnel drops out of the cloud towards the ground.

The vortex of winds in size and shape, and can be hundreds of meters wide. A tornado can last from several seconds to more than an hour and may travel dozens of miles.

What is the meaning of “starts”? (line 5)

- A. Begins  
B. Began  
C. During  
D. begin
18. Most \_\_\_\_\_ are by natural threats, such as earthquake, hurricanes, and fires, where the force of the threat is much greater than any possible human defense.  
A. Safe  
B. Evacuations  
C. Evacuate  
D. Emergency
19. Many people stay behind because they \_\_\_\_\_ that their homes are safe enough to withstand a natural disaster.  
A. Feel  
B. Think  
C. Imagine  
D. See
20. The closest meaning of word “quickly” is... (line 8)  
A. Slowly  
B. Fast  
C. Rapidly  
D. Generally

The following text is for number 21-24!

Floods are 21) \_\_\_\_\_ forces of nature that can destroy home, buildings, roads, and crops. They can also kill animals and people.

When heavy rains 22) \_\_\_\_\_, sometimes too much water 23) \_\_\_\_\_ into a river. This causes the river to 23) \_\_\_\_\_ over its banks and flood. River floods usually happen when heavy rains come. The rain is often too much for the river to handle. Heavy rainstorms, like those that occur during hurricanes and typhoon, also 24) \_\_\_\_\_ flooding.

21.  
A. Kinds  
B. Occurs  
C. Massive  
D. Quiet
22.  
A. Rise  
B. Occurs  
C. Massive  
D. Runs
23.  
A. Run  
B. Running  
C. Runs  
D. To run

24. A. Volume C. Capacity  
B. Flow D. Rise
25. A. Visible C. Violent  
B. Massive D. Deep

#### Snow

Snow is (21)\_\_\_\_\_ that falls from clouds that has been frozen into a solid and is like rain or a crystallized form of water ice that is formed from a variety of snowflakes. The snow crystals are (22)\_\_\_\_\_ when ice stuck in sand or ground powder scattered in the air. These (23)\_\_\_\_\_ will then join and form snowflakes. The shapes of snowflakes (25)\_\_\_\_\_ different kinds, depending on the temperature of the surrounding (24)\_\_\_\_\_ when it is formed.

26. A. Water C. The water  
B. A Water D. Waters
27. A. Forms C. Formed  
B. Forming D. Form
28. A. Crystal C. Crystale  
B. Crystals D. Crystall
29. A. Have C. Had  
B. Has D. Having
30. A. Air C. Airs  
B. Waters D. Water

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### Appendix 3

Subject : Post-test of Vocabulary test  
Name :  
Class :

#### EARTHQUAKES

Earthquakes-being among the most deadly natural hazards-strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss. Technically, an earthquake also known as tremor, quake or temblor) is a kind of vibration through earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*earth Science. 2001*)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take from of violent shocks. The vibrations from a large earthquake last for few days known as aftershock. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (richter, 1935).

1. The synonym of the underlined word in line 1 is...
  - A. Danger
  - B. Urgent
  - C. Emergency
  - D. Dangerous
2. The similarities meaning of "catastrophe" is... (line 2)
  - A. Disastrous
  - B. Disaster
  - C. Danger
  - D. Urgent
3. The underlined word "vibration" means ...
  - A. Shaking
  - B. Shaken
  - C. Shakes
  - D. Shake
4. The closest meaning of "crust" is... (line 4)
  - A. Cover
  - B. Coverage
  - C. Slide
  - D. Layer
5. What does the word "occurs" means?(line 4)
  - A. Happen
  - B. Happened
  - C. Happening
  - D. Happens
6. The word "travel" refers to...
  - A. Run
  - B. Held
  - C. Rent
  - D. Flow
7. The opposite meaning of "rapidly" is...
  - A. Fast
  - B. Fastly
  - C. Slowly
  - D. Suddenly
8. Which one is the closest meaning of word "violent" below?(line 9)
  - A. Good
  - B. Extreme
  - C. Massive
  - D. Speechless
9. The antonym of word "slight" in line 10 is...
  - A. Little
  - C. Several



A : what do you think are the most destructive natural disaster?

B : I think that all natural disaster are (1).... They are wreak havoc on the places. They hit and cause damage to (2).... There's a reason that they are called disasters. There's no categorizing them. There's only trying to find ways to help those affected by them.

22.

- A. Destructive
- B. Demand
- C. Damage
- D. Constructive

23. What is the meaning of "havoc"...

- A. Disaster
- B. Damage
- C. Effect
- D. Demand

24.

- A. Property and people
- B. Habit
- C. Water
- D. Skin

25. Floods are \_\_\_\_\_ forces of nature that can destroy home, buildings, roads, and corps. They can also kill animals and people.

- A. Kinds
- B. Occurs
- C. Massive
- D. Quiet

Rainbow often (21)\_\_\_\_\_ after the rain stops. (22)\_\_\_\_\_ consists of a big bow spectrum and happens from water droplets which reflacted paralel because of the light of the sun. When the sun is (23)\_\_\_\_\_ and the light passing through water droplets, we can see a reflaction because of a wide variety of (24). The light passes and reflect like a light passing through a prism (25)\_\_\_\_\_.

26.

- A. Appears
- B. Appear
- C. Runs
- D. Go

27.

- A. Rainbow
- B. Rainbow
- C. Rain
- D. Raining

28.

- A. Shines
- B. Shine
- C. Shined
- D. Shining

29.

- A. Color
- B. Coloring
- C. Colors
- D. Colorings

30.

- A. Mirrors
- B. Mirror
- C. Rainbow
- D. Bow

Table 1.5 The Result of Try Out 1

No	NAME	ITEM NUMBERS																														Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	AFR	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	0	0	0	1	1	1	1	1	20	
2	AD	0	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	19	
3	AFP	0	0	1	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	7	
4	AM	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	6	
5	AN	0	0	0	1	1	0	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	1	11	
6	AS	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	1	0	0	1	0	1	0	0	11	
7	AW	0	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	22	
8	AD	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	12	
9	AC	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	0	0	0	1	1	0	9	
10	AWI	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	10
11	BP	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	25
12	BR	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	19	
13	BW	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	22	
14	DS	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	8	
15	FR	0	1	0	1	0	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	1	0	1	1	0	0	1	1	0	14	
16	FA	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	0	0	0	0	1	10	
17	FAP	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	24	
18	HZ	0	0	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	12	
19	KF	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	1	0	1	0	1	1	0	0	0	0	0	0	8	
20	LD	0	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	21	
21	KD	0	0	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	21	
22	MA	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	0	0	0	0	0	17	
23	LB	0	1	0	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	15	
24	MN	0	0	1	1	1	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	9	
25	MT	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	23	
26	MR	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	20	
27	MT	0	1	0	1	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	0	1	1	0	0	1	1	0	0	1	16	
28	MI	0	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	1	0	1	18	
29	MF	0	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	11
30	MR	0	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	23	
31	MI	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	23	
32	RM	0	0	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	0	1	0	0	0	1	1	1	0	0	1	0	1	12	
Total																																	





Table 1.13 The Result of Try Out 2

No	NAME	ITEM NUMBERS																														Total		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
1	AFR	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	20
2	AD	1	1	1	1	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	20	
3	AFP	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	6		
4	AM	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	6		
5	AN	1	1	0	1	0	0	0	1	0	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	0	13			
6	AS	0	1	0	0	1	1	0	1	0	0	1	1	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	1	0	0	14		
7	AW	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	23		
8	AD	0	1	0	1	1	0	0	1	0	0	1	0	1	9	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	1	14		
9	AC	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	7	
10	AWI	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	10		
11	BP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	27		
12	BR	1	1	0	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	19		
13	BW	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	24		
14	DS	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	7		
15	FR	0	1	1	1	1	0	0	0	0	1	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	0	1	0	0	14			
16	FA	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	0	10		
17	FAP	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	25		
18	HZ	0	1	0	0	0	1	0	1	0	0	1	1	0	0	1	0	1	1	1	0	1	1	0	0	1	0	0	1	1	0	14		
19	KF	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	6		
20	LD	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	25		
21	KD	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	22		
22	MA	1	1	0	1	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	19		
23	LB	0	1	1	0	0	0	0	1	0	1	1	1	0	0	0	1	0	0	1	0	1	1	0	1	0	1	1	1	1	1	16		
24	MN	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	5		
25	MT	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	25		
26	MR	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	20		
27	MT	0	1	0	0	0	1	0	1	0	1	0	0	1	0	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	15			
28	MI	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	0	1	0	0	1	1	0	18		
29	MF	1	1	0	0	0	1	0	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	1	1	1	0	15		
30	MR	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	24		
31	MI	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23		
32	RM	0	1	0	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	1	0	1	0	0	1	1	1	1	13		
	Total																																	

Table 1.14 The Upper Group of Try Out 2

No	Testee Number	ITEM NUMBERS																												Total		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		29	30
1	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	27
2	17	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	25
3	20	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	25	
4	25	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	25	
5	13	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	24	
6	30	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	24
7	31	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	23	
8	7	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	23	
	<b>Total</b>	8	6	4	8	6	7	4	8	7	6	8	8	8	5	8	6	3	8	7	5	8	7	2	8	6	7	6	8	8	7	196

Table 1.15 The Lower Group of Try Out 2

No	Testee Number	ITEM NUMBERS																												Total		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		29	30
1	10	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	10
2	16	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	0	10
3	9	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	7
4	14	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	7
5	3	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	6
6	4	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	0	0	0	6
7	19	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	6
8	24	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	5
	<b>Total</b>	0	1	0	3	0	1	0	2	1	1	8	0	2	5	1	1	2	2	2	0	4	3	1	3	2	0	2	4	4	2	57

Appendix 4

VALIDITY AND RELIABILITY OF TRY OUT ITEMS 1

Table 1.3

**Case Processing Summary**

		N	%
Cases	Valid	32	100,0
	Excluded <sup>a</sup>	0	,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Table 1.4

**Reliability Statistics**

Cronbach's Alpha	N of Items
,841	30

IAIN JEMBER

Appendix 4

Table 1.5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	15,41	32,314	,492	,833
Item2	15,31	32,867	,288	,838
Item3	15,03	32,354	,330	,837
Item4	15,00	32,323	,338	,837
Item5	14,88	32,500	,333	,837
Item6	15,09	30,797	,614	,827
Item7	15,00	31,548	,479	,832
Item8	14,59	34,572	-,044	,843
Item9	15,13	32,113	,376	,835
Item10	14,78	32,693	,342	,837
Item11	15,34	34,233	,021	,845
Item12	15,13	32,371	,329	,837
Item13	14,97	32,547	,301	,838
Item14	15,19	31,770	,451	,833
Item15	15,31	31,835	,500	,832
Item16	14,63	33,984	,163	,841
Item17	14,75	32,710	,363	,836
Item18	14,78	32,305	,425	,834
Item19	15,09	32,217	,354	,836
Item20	15,22	32,434	,336	,837
Item21	15,22	31,854	,445	,833
Item22	15,00	33,032	,212	,841
Item23	14,91	35,120	-,147	,852
Item24	14,97	31,193	,551	,829
Item25	15,19	32,415	,331	,837
Item26	15,09	32,281	,343	,837
Item27	15,25	32,387	,355	,836
Item28	14,97	31,386	,515	,831
Item29	15,16	31,878	,423	,834
Item30	14,94	30,770	,641	,826

Appendix 4

THE ANALYSIS OF DIFFICULTY LEVEL AND DISCRIMINATION POWER OF TRY OUT 1

Table 1.9 Analysis of Try Out Test Items 1

Item Numer	Upper Group	Lower Group	$P_i = \frac{\sum x_i}{\sum f_i N}$ Difficulty Level (DL)	Note	$\frac{\sum A}{N_A} - \frac{\sum B}{N_B}$ Descrimination Power (DP)	Note
1	4	0	0,25	Difficult	0,5	
2	2	0	0,125	Difficult	0,25	OMITTED
3	7	3	0,625	Average	0,5	
4	7	2	0,5625	Average	0,625	
5	7	3	0,625	Average	0,5	
6	7	1	0,5	Average	0,625	
7	6	1	0,4375	Average	0,75	
8	8	8	1	Easy	0	OMMITED
9	6	2	0,5	Average	0,5	
10	8	4	0,75	Easy	0,5	
11	2	1	0,1875	Difficult	0,125	OMITTED
12	6	2	0,5	Average	0,5	
13	5	2	0,4375	Average	0,375	
14	6	0	0,375	Average	0,75	
15	4	0	0,25	Difficult	0,5	
16	8	7	0,9375	Easy	0,125	OMITTED
17	8	5	0,8125	Easy	0,375	
18	8	4	0,75	Easy	0,5	
19	7	2	0,5625	Average	0,625	
20	4	1	0,3125	Average	0,375	
21	6	1	0,4375	Average	0,625	
22	6	3	0,5625	Average	0,375	
23	4	5	0,5625	Average	0,125	OMITTED
24	8	3	0,6875	Average	0,625	
25	6	1	0,4375	Average	0,625	
26	7	1	0,5	Average	0,75	
27	3	0	0,1875	Difficult	0,375	
28	8	2	0,625	Average	0,75	
29	7	2	0,5625	Average	0,625	
30	8	1	0,5625	Average	0,875	

Appendix 4

VALIDITY AND RELIABILITY OF TRY OUT ITEMS 2

Table 1.10

**Case Processing Summary**

		N	%
Cases	Valid	32	100,0
	Excluded <sup>a</sup>	0	,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Table 1.11

**Reliability Statistics**

Cronbach's Alpha	N of Items
,886	30

IAIN JEMBER

Table 1.15

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	15,78	40,434	,693	,876
Item2	15,53	42,128	,476	,881
Item3	15,97	42,418	,426	,882
Item4	15,63	42,371	,398	,883
Item5	15,88	41,919	,471	,881
Item6	15,75	42,065	,431	,882
Item7	16,09	42,797	,462	,882
Item8	15,53	41,676	,555	,879
Item9	15,78	41,015	,599	,878
Item10	15,69	41,899	,461	,881
Item11	15,28	45,112	,008	,887
Item12	15,75	40,968	,605	,878
Item13	15,66	41,781	,485	,881
Item14	15,78	45,273	-,054	,893
Item15	15,63	40,694	,673	,876
Item16	15,88	41,855	,482	,881
Item17	15,88	44,758	,025	,891
Item18	15,72	42,015	,440	,882
Item19	15,59	42,184	,438	,882
Item20	16,00	42,194	,485	,881
Item21	15,38	43,145	,431	,882
Item22	15,50	42,516	,427	,882
Item23	16,03	44,418	,101	,888
Item24	15,69	42,351	,390	,883
Item25	15,63	41,984	,461	,881
Item26	15,88	41,855	,482	,881
Item27	15,78	41,918	,455	,881
Item28	15,38	42,823	,506	,881
Item29	15,47	42,451	,463	,881
Item30	15,75	42,000	,441	,882



Appendix 4

THE ANALYSIS OF DIFFICULTY LEVEL AND DISCRIMINATION POWER OF TRY OUT 2

Table 1.15 Analysis of Try Out Test Items 2

Item Numer	Upper Group	Lower Group	$P_i = \frac{\sum x_i}{\sum f_i N}$ Difficulty Level (DL)	Note	$\frac{\sum A}{N_A} - \frac{\sum B}{N_B}$ Descrimination Power (DP)	Note
1	7	0	0,46875	Average	0,875	
2	6	1	0,71875	Easy	0,625	
3	4	0	0,28125	Difficult	0,5	
4	8	3	0,625	Average	0,625	
5	6	0	0,375	Average	0,75	
6	7	1	0,5	Average	0,75	
7	4	0	0,15625	Difficult	0,5	
8	8	2	0,71875	Easy	0,75	
9	7	1	0,46875	Average	0,75	
10	6	1	0,5625	Average	0,625	
11	8	8	0,96875	Easy	0	OMMITED
12	8	0	0,5	Average	1	OMMITED
13	8	2	0,59375	Average	0,75	
14	5	5	0,46875	Average	0	OMMITED
15	8	1	0,625	Average	0,875	
16	6	1	0,375	Average	0,625	
17	3	2	0,375	Average	0,125	OMMITED
18	8	2	0,53125	Average	0,75	
19	7	2	0,65625	Average	0,625	
20	5	0	0,25	Difficult	0,625	
21	8	4	0,875	Easy	0,5	
22	7	3	0,75	Easy	0,5	
23	2	1	0,21875	Difficult	0,125	OMMITED
24	8	3	0,5625	Average	0,625	
25	6	2	0,625	Average	0,5	
26	7	0	0,375	Average	0,875	
27	6	2	0,46875	Average	0,5	
28	8	4	0,875	Easy	0,5	
29	8	4	0,78125	Easy	0,5	
30	7	2	0,5	Average	0,625	



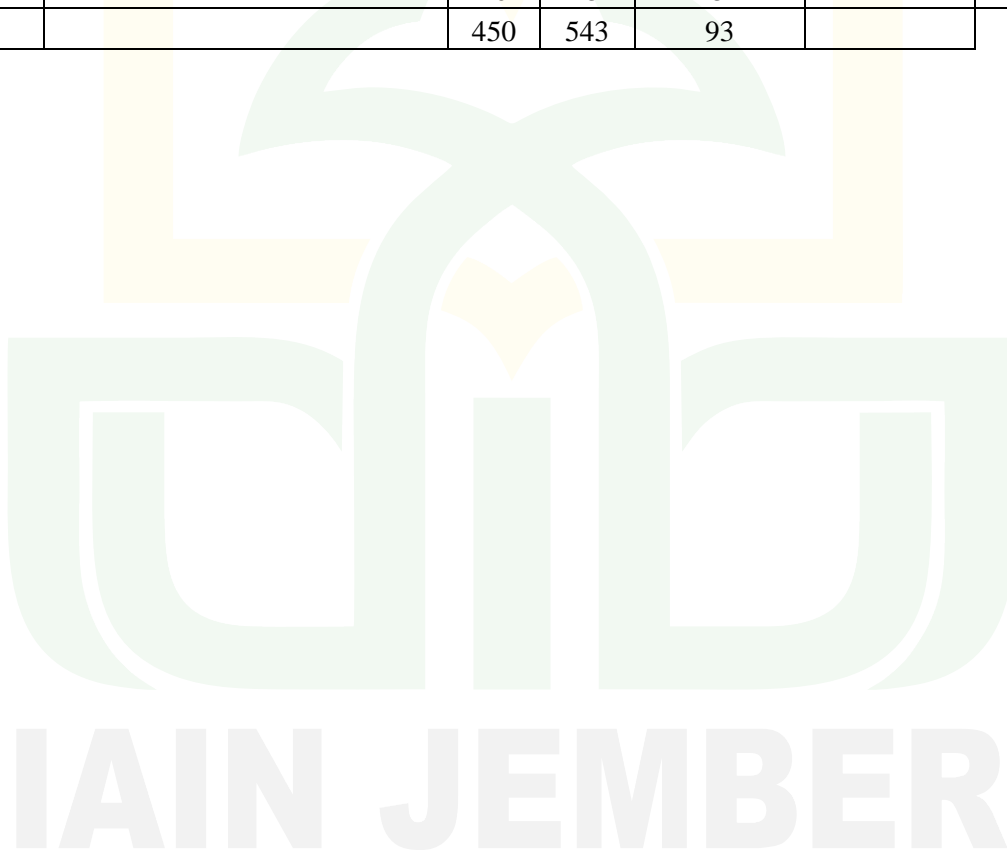
## Appendix 6

Table 3.2 The Result of Social Class 1 Pretest and Posttest (Control Group)

### LIST OF XI SOCIAL 1 STUDENTS

No.	NAME	PRE-TEST	POST-TEST	DIFFERENCE	Gain Test	Interpretation
		X <sub>1</sub>	X <sub>2</sub>	X	N-Gain	N-Gain
1	Adhim Arifiansyah Rahman	9	14	5	0,3125	Less Effective
2	Aditya Arif Yuwono	18	19	1	0,142857	Not Effective
3	Aditya Eka Saputra	15	17	2	0,2	Not Effective
4	Alfin Lorentono	18	20	2	0,285714	Not Effective
5	Andre Army Virananda	15	19	4	0,4	Less Effective
6	Audy Cecilia Wijayanti	19	21	2	0,333333	Less Effective
7	Bagus Liyanto Leonardo	18	19	1	0,142857	Not Effective
8	Claravia Ayu Nindita	8	13	5	0,294118	Not Effective
9	Devina Widya Cahyani	17	19	2	0,25	Not Effective
10	Dimas Ari Denata Fidriawan	11	15	4	0,285714	Not Effective
11	Dini Maghfirah	14	17	3	0,272727	Not Effective
12	Fina Alfi Mawaddah	9	13	4	0,25	Not Effective
13	Firdaus Ziddane Rizaldy	19	20	1	0,166667	Not Effective
14	Galang Saputra	14	17	3	0,272727	Not Effective
15	Ghinadya Canceriani Putri	18	19	1	0,142857	Not Effective
16	Hany Pristika Fajri Ramadany	7	12	5	0,277778	Not Effective
17	Ika Pramita Sari	19	20	1	0,166667	Not Effective
18	Kamila Syadza Tasyakurnia S	13	17	4	0,333333	Less Effective
19	Maulana Lukman Nur Hakim	13	16	3	0,25	Not Effective
20	Miftahur Rizqi Ramadhani	18	20	2	0,285714	Not Effective
21	Muhammad Devrey Anggara F	13	16	3	0,25	Not Effective
22	Mustiko Aji Syahbana	20	21	1	0,2	Not Effective
23	Nadia Rizki Amalia	23	24	1	0,5	Enough Effective

24	Nawangwulan	10	15	5	0,333333	Less Effective
25	Qinan Vikry Zam Zami	12	15	3	0,230769	Not Effective
26	Qotrunnada Nur Jihan Adila	12	16	4	0,307692	Less Effective
27	Restu Mayyora	22	23	1	0,333333	Less Effective
28	Trivani Yuniar Baharini	8	14	6	0,352941	Less Effective
29	Violla Stefany Nomeruno	6	9	3	0,157895	Not Effective
30	Yeni Tri Yulia Lestari	15	18	3	0,3	Less Effective
31	Yogha Robith Syah Alam	7	10	3	0,166667	Not Effective
32	Yusuf Zidan Nasution	10	15	5	0,333333	Less Effective
		450	543	93		



Appendix 6

Table 3.3 The Result of Social Class 2 Pretest and Posttest (Experimental Group)

**LIST OF XI SOCIAL 2 STUDENTS**

No	NAME	PRE-TEST	POST-TEST	DIFFERENCE	Gain Test	Interpretation
		X <sub>1</sub>	X <sub>2</sub>	X	N-Gain	N-Gain
1	Ahmad Firdaus Alfariz	13	17	4	0,333333	Less Effective
2	Aldi Yaski Kurnia Akbar	13	16	3	0,25	Not Effective
3	Ardiana Priska Ristanti	19	20	1	0,166667	Not Effective
4	Aris Dwi Kurniawan	9	14	5	0,3125	Less Effective
5	Aushaf Zayyan Pitaloka	9	14	5	0,3125	Less Effective
6	Bahjatul Imaniah	22	23	1	0,333333	Less Effective
7	Bintang Mega Sulistyو Suciati	21	24	3	0,75	Effective
8	Dafid Ramadan	14	18	4	0,363636	Less Effective
9	Dimas Yoga Setiawan	21	22	1	0,25	Not Effective
10	Dinda Arini Dina Yasmin	10	15	5	0,333333	Less Effective
11	Fahdina Ajmala Sobri	8	13	5	0,294118	Not Effective
12	Fira Anastasia Bulgis	7	13	6	0,333333	Less Effective
13	Harist Rahmat Dani Effendi	10	14	4	0,266667	Not Effective
14	Ilmi Atika	23	24	1	0,5	Enough Effective
15	Jihan Maulida `Afifatul Ghina	21	24	3	0,75	Effective
16	Jovita Claudia Winata	19	22	3	0,5	Enough Effective
17	Karina Sulistio Putri Annisa	15	19	4	0,4	Less Effective
18	M. Dimas Ulin Nuha	14	17	3	0,272727	Not Effective
19	Mahda Defki Hidayat	19	20	1	0,166667	Not Effective
20	Maria Immaculata Cantika Angraini	21	23	2	0,5	Enough Effective
21	Mario Bagus Ibnu Maulana	21	23	2	0,5	Enough Effective
22	Moch. Hasbi Romadhoni	22	23	1	0,333333	Less Effective
23	Muhammad Yoga Nurcahya	20	23	3	0,6	Enough Effective
24	Nia Oktaviana Dewi	18	20	2	0,285714	Not Effective
25	Nusuma Tifani	18	20	2	0,285714	Not Effective

26	Permata Azzizah Yuva Putri S	15	18	3	0,3	Less Effective
27	Ramadhani Hidayat Priyono Putra	12	15	3	0,230769	Not Effective
28	Sintia Fatihah	11	15	4	0,285714	Not Effective
29	Sony Yusmanto	20	21	1	0,2	Not Effective
30	Stefanie Sudarmono	20	21	1	0,2	Not Effective
31	Tegar Sabdo Pamungkas	6	12	6	0,315789	Less Effective
32	Wizdan Zahra Masir	17	19	2	0,25	Not Effective
		508	602	94		



Appendix 7

Subject : Pretest of Vocabulary test

Name :

Class :

A : what do you think are the most destructive natural disaster?

B : I think that all natural disaster are (1).... They are wreak havoc on the places. They hit and cause damage to (2).... There's a reason that they are called disasters. There's no categorizing them. There's only trying to find ways to help those affected by them.

- |                           |                 |
|---------------------------|-----------------|
| 1. A. Destructive         | C. Damage       |
| B. Demand                 | D. Constructive |
| 2. A. Property and people | C. Water        |
| B. Habit                  | D. Skin         |

A : what is the best way to prepare for a natural disaster?

B : on of the best way to prepare for a natural disaster

3. The antonym of the word "prepare" above is...
- |            |             |
|------------|-------------|
| A. Set up  | C. Sudden   |
| B. Planned | D. Sparated |

4.

Earthquakes

An earthquake is a shaking of the ground caused by the sudden breaking and movement of large sections(tectonic plates) of the earth's rocky outermost crust.

Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes of seismic waves that make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly, the rocks catch on each other. The rock are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs.

The synonym of word "Rocky" is ... (line 2)

- |           |             |
|-----------|-------------|
| A. Gravel | C. Stony    |
| B. Wall   | D. Grounded |
5. What is the meaning of "crust" in the text above... (line 2)
- |           |            |
|-----------|------------|
| A. Layer  | C. Covered |
| B. Skinny | D. Corner  |
6. "... by the sudden breaking and movement of large sections..." (line 2)  
The closest meaning of underlined word is ...
- |         |           |
|---------|-----------|
| A. Long | C. Middle |
| B. Big  | D. Slight |

7.

### Landslides

Landslides happen when dirt, rock, or mud suddenly falls or slides down a slope. Mudslides are the most common type of landslides. Thousands of landslides happen around the world every year. Many landslides occur in mountain areas where no people live. These landslides often go unnoticed but a landslide that hits a town or city can cause death and millions of dollars in damage.

The ground is made of several layers. The surface layer is soil and rock. Trees and plants grow in this layer/layers below. The surface are made of clay, limestone, sandstone, or other types of rock and soil. The bottom layer is usually solid rock. In some coastal areas, the bottom layer is made up of soil and other loose material called fill. Layers of the ground usually hold together well but sometimes, the surface layer becomes unstable. If unstable surface layer rest on a slope, gravity may pull it down and begin a landslide.

Many landslides happen during heavy rain. Water soaks the surface layer. The soil turns to mud. Mud is heavier and more slippery than dry soil. On a steep slope, mud may flow downward to begin a mudslide.

All of the material carried down a slope during a landslide is called debris. Mud and rock are the main types of debris. Other landslide debris can include trees that have been torn out of the ground, crushed buildings, and even cars. On steep slopes, debris can travel at speeds of more than 130 miles (210 kilometers) per hour. At these speeds, landslides can crash and bury entire town in seconds.

What does “unnoticed” refer to ? (line 4)

- |            |            |
|------------|------------|
| A. Flowing | C. Clearly |
| B. Unseen  | D. Fastly  |
8. The similiarities meaning of “usually” is... (line 5)
- |                 |               |
|-----------------|---------------|
| A. Rarely       | C. Suddenly   |
| B. Infrequently | D. Ordinarily |
9. The opposite meaning of “downward” is... (line 15)
- |             |               |
|-------------|---------------|
| A. Forward  | C. Downstairs |
| B. Backward | D. Upward     |

10.

### Tsunami

A tsunami is a natural phenomenon consisting of a series of wave generated when water in a lake or the sea is rapidly displaced on a massive scale. A tsunami is a huge wave or series of waves. Tsunami is a japanese word. *Tsu* means harbor. *Nami* means wave. A Tsunami can occur in any oceans but most



tsunami occur in Pasific Ocean. Tsunami are caused by sudden movements of the ocean floor. Underwater earthquake, langslides, or vulcanic eruptions can cause these movements.

Tsunami occurs when major fault under the ocean floor slips. The displaced rock pushes water above. It like giant paddle, producing powerful water waves at the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises from the ocean floor up to the land.

A Tsunami washes ashore with disastrous effects such as severe flooding, loss of live due to drowning and damage to property.

The antonym of “rapidly” (in line 2) is...

- A. Minimally  
B. Fastly  
C. Tidy  
D. Slowly
11. “... or rises from the ocean floor up to the land.”  
The underlined word means to ...  
A. Appearance  
B. Be underwater  
C. Go up  
D. Disappear
12. “.... producing powerful water waves at the ocean until they reach the coastline,...”  
The synonym of underlined word is ...  
A. Boundary  
B. Line area  
C. Sea  
D. Shoreline

13.

#### Tornadoes

Tornadoes are among the most violent storms on earth, with the potential to cause very serious damage.

Although no two tornadoes are the same, they need certain conditions to form-particulary intense or unseasonable heat. As the ground temperature increases, moist air heats and starts to rise when the warm, moist air meets cold dry air. It explodes upwards, puncturing the layer above. A thunder could may begin to build.

A storm quickly developes. There may be a rain, thunder, and lighting. Upward movement of air can become very rapid. Winds from different directions cause it to rorate. A visible cone or funnel drops out of the cloud towards the ground.

The vortex of winds in size and shape, and canbe hundreds of meters wide. A tornado can last from several seconds to more than an hour and may travel dozens of miles.

What is the meaning of “starts”? (line 5)

- A. Begins
- B. Began
- C. During
- D. begin

14. Most \_\_\_\_\_ are by natural threats, such as earthquake, hurricanes, and fires, where the force of the threat is much greater than any possible human defense.

- A. Safe
- B. Evacuations
- C. Evacuate
- D. Emergency

15. Many people stay behind because they \_\_\_\_\_ that their homes are safe enough to withstand a natural disaster.

- A. Feel
- B. Think
- C. Imagine
- D. See

16. The closest meaning of word “quickly” is... (line 8)

- A. Slowly
- B. Fast
- C. Rapidly
- D. Generally

The following text is for number 17-20!

Floods are 17)\_\_\_\_\_ forces of nature that can destroy home, buildings, roads, and corps. They can also kill animals and people.

When heavy rains 18)\_\_\_\_\_, sometimes too much water runs into a river. This causes the river to 19)\_\_\_\_\_ over its banks and flood. River floods usually happen when heavy rains come. The rain is often too much for the river to handle. Heavy rainstorms, like those that occur durring hurricanes and typhoon, also 20)\_\_\_\_\_ flooding.

- 17.
  - A. Kinds
  - B. Occurs
  - C. Massive
  - D. Quiet
- 18.
  - A. Rise
  - B. Occurs
  - C. Massive
  - D. Runs
- 19.
  - A. Volume
  - B. Flow
  - C. Capacity
  - D. Rise
- 20.
  - A. Visible
  - B. Massive
  - C. Violent
  - D. Deep

#### Snow

Snow is (21)\_\_\_\_\_ that falls from clouds that has been frozen into a solid and is like rain or a crystallized form of water ice that is formed from a variety of snowflakes. The snow crystals are (22)\_\_\_\_\_ when ice stuck in sand or ground

powder scattered in the air. These (23)\_\_\_\_\_ will then join and form snowflakes. The shapes of snowflakes (25)\_\_\_\_\_ different kinds, depending on the temperature of the surrounding (24)\_\_\_\_\_ when it is formed.

21.  
 A. Water  
 B. A Water  
 C. The water  
 D. Waters
22.  
 A. Forms  
 B. Forming  
 C. Formed  
 D. Form
23.  
 A. Crystal  
 B. Crystals  
 C. Crystale  
 D. Crystall
24.  
 A. Have  
 B. Has  
 C. Had  
 D. Having
25.  
 A. Air  
 B. Waters  
 C. Airs  
 D. Water

Keywords of Pre-test

Noun		Adjective		Adverb		Verb	
2	Property and people	1	Destructive	4	Stony	11	Go up
5	Layer	3	Sudden	8	Ordinarily	13	Begins
12	Shoreline	6	Big	9	Upward	15	Think
14	Evacuation	7	Unseen	10	Slowly	18	Occurs
17	Kinds	20	Violent	16	Rapidly	19	Rise
21	Water					22	Formed
23	Crystals					24	Have
25	Air						

1. A      11. C      21. A  
 2. A      12. D      22. C  
 3. C      13. A      23. B  
 4. C      14. B      24. A  
 5. A      15. B      25. A  
 6. B      16. C  
 7. B      17. A  
 8. D      18. B  
 9. D      19. D  
 10. D     20. C

## Appendix 8

Subject : Post-test of Vocabulary test  
Name :  
Class :

### EARTHQUAKES

Earthquakes-being among the most deadly natural hazards-strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss. Technically, an earthquake also known as tremor, quake or temblor) is a kind of vibration through earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*earth Science. 2001*)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for few days known as aftershock. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (richter, 1935).

1. The synonym of the underlined word in line 1 is...
  - A. Danger
  - B. Urgent
  - C. Emergency
  - D. Dangerous
2. The similarities meaning of "catastrophe" is... (line 2)
  - A. Disastrous
  - B. Disaster
  - C. Danger
  - D. Urgent
3. The underlined word "vibration" means ...
  - A. Shaking
  - B. Shaken
  - C. Shakes
  - D. Shake
4. The closest meaning of "crust" is... (line 4)
  - A. Cover
  - B. Coverage
  - C. Slide
  - D. Layer
5. What does the word "occurs" means?(line 4)
  - A. Happen
  - B. Happened
  - C. Happening
  - D. Happens
6. The word "travel" refers to...
  - A. Run
  - B. Held
  - C. Rent
  - D. Flow
7. The opposite meaning of "rapidly" is...
  - A. Fast
  - B. Fastly
  - C. Slowly
  - D. Suddenly
8. Which one is the closest meaning of word "violent" below?(line 9)
  - A. Good
  - B. Extreme
  - C. Massive
  - D. Speechless
9. The antonym of word "slight" in line 10 is...
  - A. Little
  - C. Several



20. Floods are \_\_\_\_\_ forces of nature that can destroy home, buildings, roads, and corps. They can also kill animals and people.

- A. Kinds
- B. Occurs
- C. Massive
- D. Quiet

Rainbow often (21)\_\_\_\_\_ after the rain stops. (22)\_\_\_\_\_ consists of a big bow spectrum and happens from water droplets which reflected paralel because of the light of the sun. When the sun is (23)\_\_\_\_\_ and the light passing through water droplets, we can see a reflaction because of a wide variety of (24). The light passes and reflect like a light passing through a prism (25)\_\_\_\_\_.

21.

- A. Appears
- B. Appear
- C. Runs
- D. Go

22.

- A. Rainbow
- B. Rain
- C. Rain
- D. Raining

23.

- A. Shines
- B. Shine
- C. Shined
- D. Shining

24.

- A. Color
- B. Coloring
- C. Colors
- D. Colorings

25.

- A. Mirrors
- B. Mirror
- C. Rainbow
- D. Bow

IAIN JEMBER

## Appendix 9

### **LESSON PLAN (EXPERIMENTAL GROUP)**

School	: SMA Negeri 4 Jember
Subject	: English Language
Class/Semester	: XI Social 2 / 2
Material	: Explanation Text
Time Allotment	: 4 meetings/8 Allocation Time (2 x 45 Minutes)

#### **A. STANDARD COMPETENCES**

- KI 1 : Live and practice the teachings of the religion adheres to
- KI 2 : Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, mutual cooperation, tolerance, peace), courtesy, responsiveness, and proactivity and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world association
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, art, culture and humanities with humanity, nationality, statehood, and security insights related to the causes of phenomena and events, and the application of procedural knowledge to fields certain studies according to their talents and interests to solve problems
- KI 4 : Managing, reasoning, and presenting in concrete and abstract realms related to self-development learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

## B. BASIC COMPETENCE AND INDICATOR

<b>Kompetensi Dasar</b>	<b>Indikator</b>
3.6 Distinguish social functions, text structures, and linguistic elements from several oral and written explanatory texts by giving and requesting information related to natural or social symptoms included in subjects in class XI, according to the context of its use.	3.6.1 Identify the Structure of Explanation Text 3.6.2 Distinguish the structure of sentence of Explanation Text 3.6.3 Distinguish the linguistic elements of Explanation Text
4.8 Capture contextual meanings related to social functions, text structures, and linguistic elements of oral and written explanatory texts, related to natural or social symptoms included in other subjects in class XI	4.8.1 Arrange oral and written Explanation text politely, confidently, and responsibly 4.8.2 Showing the expression expressing the explanation text in writing politely, confidently and responsibly

## C. LEARNING OBJECTIVES

After conducting the process of observing, asking, exploring, trying and communicating expected as follows :

1. Students are able to identify the Structure of Explanation Text
2. Students are able to distinguish the structure of sentence of Explanation Text
3. Students are able to Distinguish the linguistic elements of Explanation Text



4. Students are able to arrange oral and written Explanation text politely, confidently, and responsibly
5. Students are able to showing the expression expressing the explanation text in writing politely, confidently and responsibly

#### **D. LEARNING MATERIAL**

Explanation text about Natural Disaster : Earthquake, Tsunami, Flood, etc.

##### *Social Function*

Explain about a kind of text which tells or explains process relating to forming of natural or social phenomenon or how something works.

##### *Structure of Text*

1. General statement (introduction)

It is about the phenomenon issue which is to be explained. It is to introduce the topic. The process being explained may be highlighted in a little or in the first sentence or stage.

2. A sequenced explanation

It is consist of sequenced explanation of why or how something occurs, or a series of chronological steps which explain how or something happens.

##### *Linguistic Elements*

- (1) Vocabulary related to the Natular or Social phenomenon that occur, etc.
- (2) Grammatical : Simple Present, Present Perfect, Simple Past.
- (3) Part of Speech : Noun, Adjective, Adverb, Verb.

##### *Topic*

Various events that occur around about natural and social phenomena at surroundings.

#### **E. LEARNING METHOD**

Approach	: Scientific Method
Metode	: QnA, Discussion, Explanation, Crossword Puzzle
Model	: Discovery Learning

#### **F. MEDIA, TOOLS/LEARNING SOURCE**

Media : Crossword Puzzle

Bahan/Alat : Whiteboard, Marker,  
 Sumber : K13 Textbook, Student worksheet

Sources from internet:

- [www.dailyenglish.com](http://www.dailyenglish.com)
- [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
- <http://learnenglish.britishcouncil.org/en/>

## G. STEPS OF LEARNING ACTIVITY

### Meeting 1

Activity	Description	Time Allotment
Introduction	<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>• The teacher greets and prays together</li> <li>• The teacher greets students</li> <li>• The teacher checks for attendance, neatness in clothes, class cleanliness and seating position according to learning activities</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>• The teacher checks the mastery of competencies that have been studied before, by asking questions about the students' previous material / knowledge</li> <li>• Then the teacher connects it to the material to be studied</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Deliver the learning objectives at</li> </ul>	15 minutes

	<p>the meeting that will take place</p> <ul style="list-style-type: none"> <li>• Provide an overview of the benefits of learning the lessons to be learned in everyday life.</li> </ul> <p><b>Giving Information</b></p> <ul style="list-style-type: none"> <li>• Inform the subject matter that will be discussed at the meeting at that time.</li> <li>• Notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting</li> <li>• Explain the mechanism for implementing learning experiences according to the learning steps</li> </ul>	
Main Activity	<p>a. <b>Observation</b></p> <ul style="list-style-type: none"> <li>• With teacher guidance and direction, students are asked to pay attention to the pictures that is showed by the teacher Text</li> </ul> <p>b. <b>Questioning</b></p> <ul style="list-style-type: none"> <li>• With the teacher guidance and direction, students are asked by the teacher about the picture</li> </ul> <p>c. <b>Exploration</b></p> <ul style="list-style-type: none"> <li>• The teacher explain about the material (Explanation Text and Natural or Social Phenomenon)</li> <li>• The teacher gives the example of Explanation(Natural Phenomenon – Earthquake ) text and explain it</li> </ul>	65 minutes

	with its structure text, and language elements.	
Closing	<ul style="list-style-type: none"> <li>• Teachers and students end today's learning, and encourage students to always be grateful for God's gifts and always support science in everyday life.</li> <li>• The teacher gives an award (consisting of awards or other relevant forms of appreciation) for students who are well rewarded.</li> <li>• The teacher submits the next meeting plan and asks students to discuss the next material.</li> <li>• Closing and Greeting</li> </ul>	10 minutes

## Meeting 2

Activity	Description	Time Allotment
Introduction	<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>• The teacher greets and prays together</li> <li>• The teacher greets students</li> <li>• The teacher checks for attendance, neatness in clothes, class cleanliness and seating position according to learning activities</li> </ul> <p><b>Apperception</b></p>	15 minutes

	<ul style="list-style-type: none"> <li>• The teacher checks the mastery of competencies that have been studied before, by asking questions about the students' previous material / knowledge</li> <li>• Then the teacher connects it to the material to be studied</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Deliver the learning objectives at the meeting that will take place</li> <li>• Provide an overview of the benefits of learning the lessons to be learned in everyday life.</li> </ul> <p><b>Giving Information</b></p> <ul style="list-style-type: none"> <li>• Inform the subject matter that will be discussed at the meeting at that time.</li> <li>• Notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting</li> <li>• Explain the mechanism for implementing learning experiences according to the learning steps</li> </ul>	
Main Activity	<p><b>d. Association</b></p> <ul style="list-style-type: none"> <li>• The teacher reviewing the material of previous meeting</li> <li>• The teacher gives and explain the other Natural phenomenons that occur in surroundings.</li> </ul> <p><b>e. Communicate</b></p>	65 minutes

	<ul style="list-style-type: none"> <li>• Students are asked to review the previous material that have explained by the teacher with Crossword Puzzle</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Teachers and students end today's learning, and encourage students to always be grateful for God's gifts and always support science in everyday life.</li> <li>• The teacher gives an award (consisting of awards or other relevant forms of appreciation) for students who are well rewarded.</li> <li>• The teacher submits the next meeting plan and asks students to discuss the next material.</li> <li>• Closing and Greeting</li> </ul>	10 minutes

## H. EVALUATION

### 1. Technique of Evaluation

- Assess the Knowledge Competence
  - Observation of Discussion and the question and answer (QnA) diskusi/tanya jawab
  - Assignment (Crossword Puzzle)

$$2. \text{ Score} = \frac{\sum \text{true answer}}{\text{Skor maksimal}} \times 100 =$$

## I. REMEDIAL AND ENRICHMENT

- Students get remedial if students reach a value of less than 80 or KKM has not been completed by repeating the core material after the assessment

- Enrichment is given if students achieve more grades from KKM by working on questions with a higher level of difficulty

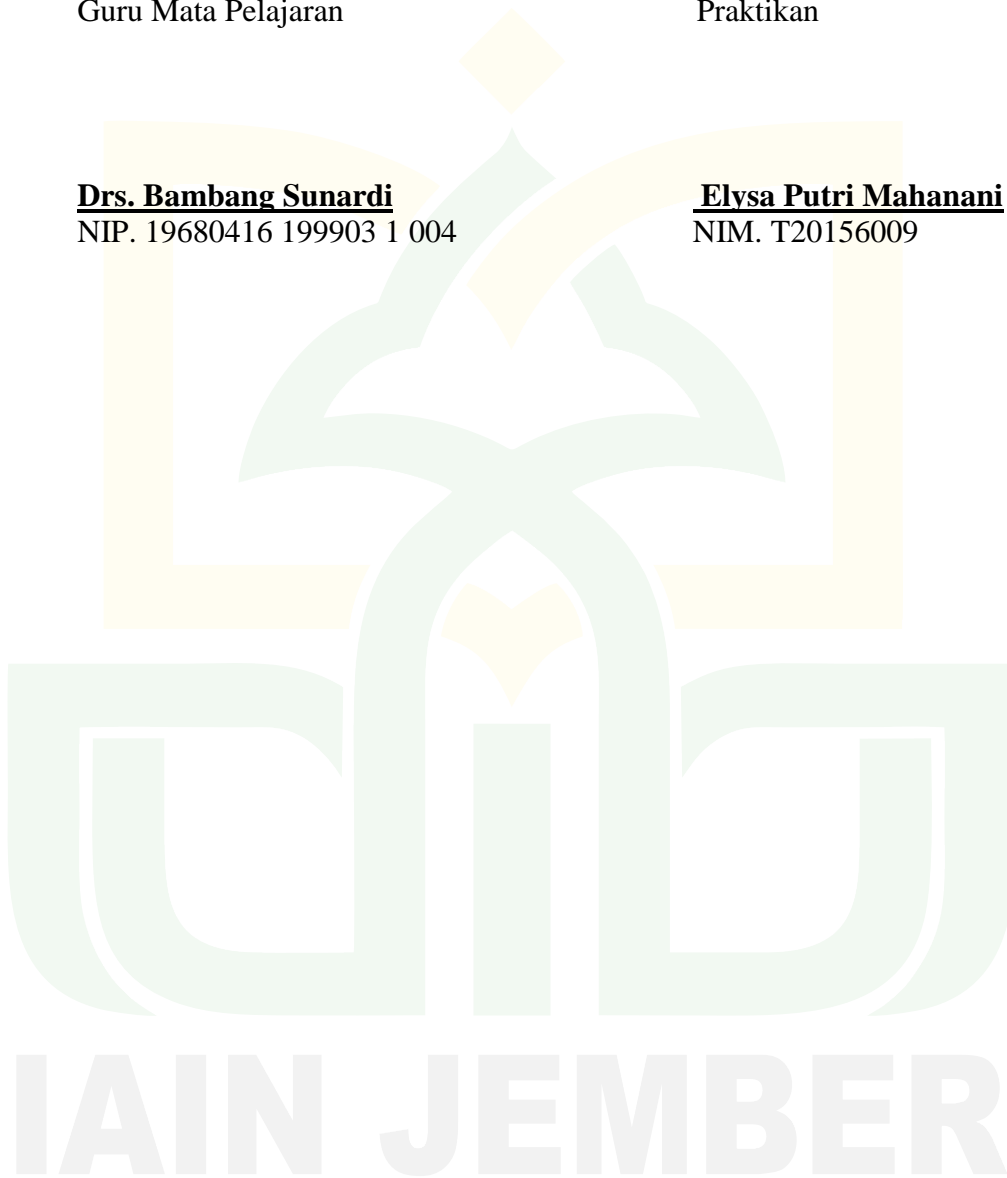
Jember, ..... 2018  
Mengetahui,

Guru Mata Pelajaran

Praktikan

**Drs. Bambang Sunardi**  
NIP. 19680416 199903 1 004

**Elvsa Putri Mahanani**  
NIM. T20156009



Excercise!

## CROSSWORD PUZZLE GAMES

The following is the clues of crossword puzzle game. Listen carefully what your teacher explains about the rule to complete the crossword puzzle correctly.

1. Read the clues below carefully.
2. Across clues for horizontal squares and down for vertical squares.
3. Each clues has number wich represent the squeres.a
4. After reading the clue, write the answer on the square based on the question you have been read.

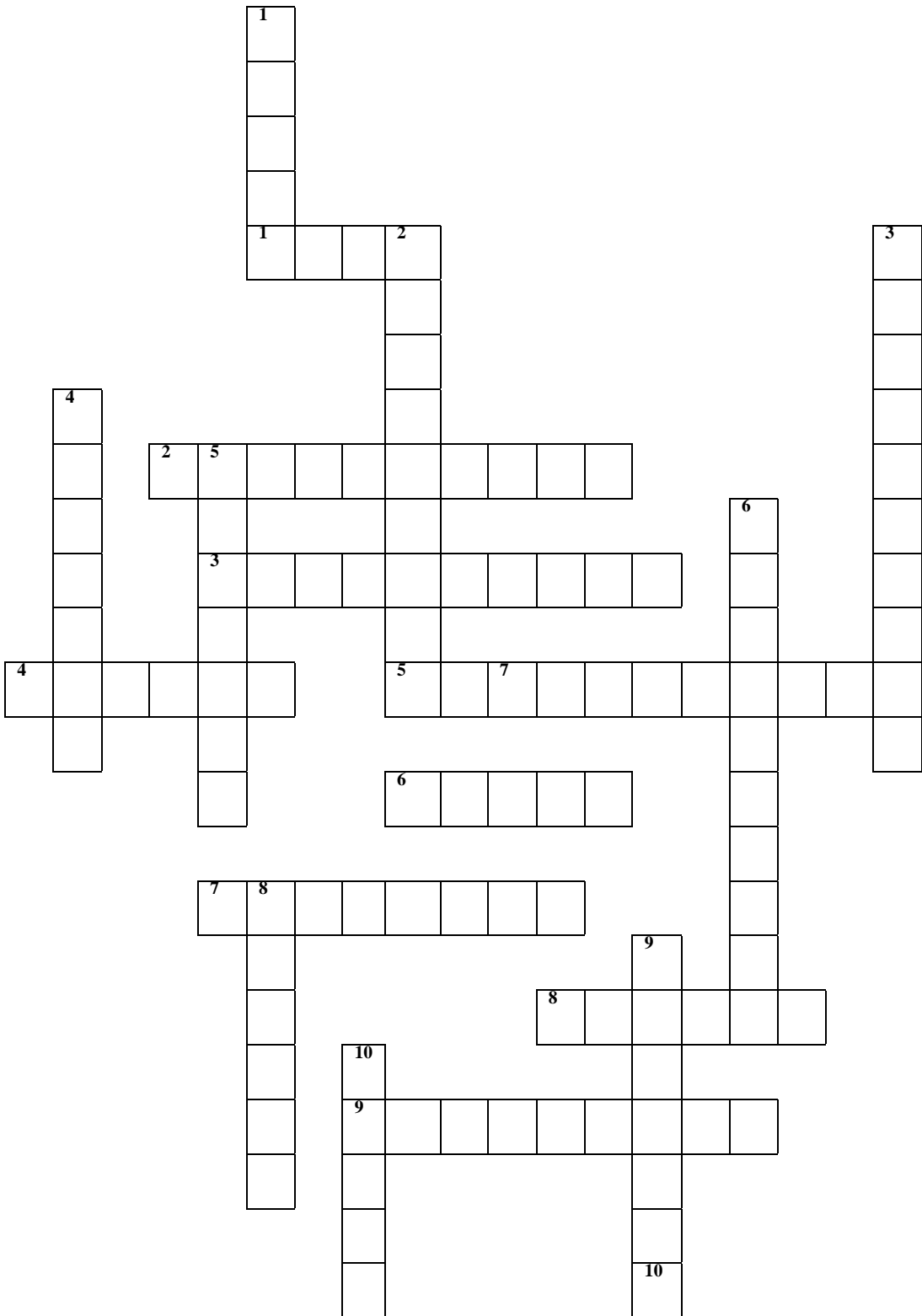
CROSS :

1. The synonym of “go up”
2. A treatment or activitiy that is done when natural disaster occurs/happen
3. The similiarities meaning of “usually”
4. When the rain has \_\_\_\_ and the capacity of the river is less then there will be a flood.
5. A : what do you think are the most destructive natural disaster?  
B : I think that all natural disaster are \_\_\_\_ . They are wreak havoc on the places.
6. What is the effect of volume over of its banks of river?
7. Mud unexpectedly falls when the surface of ground becomes unstable.  
The synonym of underlined word is...
8. What does the meaning of “unnoticed” ?
9. The synonym of “Urgent Situation”
10. The opposie meaning of “Small”

DOWN :

1. The synonym of “Happen”
2. The second form of “Explain”
3. Tsunami is a kind of natural disaster that is caused of shaken ground of \_\_\_\_ or Ocean floor.
4. Disaster that essentially comes from nature. It is called \_\_\_\_ disaster.
5. Heavy rainstorms, like those that occur durring hurricanes and typhoon, also fabulous flooding. The synonym of the underlined word is \_\_\_\_.
6. A natural disaster of Shaken Ground is called \_\_\_\_.
7. The antonym of “rapidly”
8. The opposite meaning of “downward”
9. A series of waves or natural disaster that is caused of shaken ground underwater of ocean is called \_\_\_\_.
10. What does the similiarities meaning of “starts”?

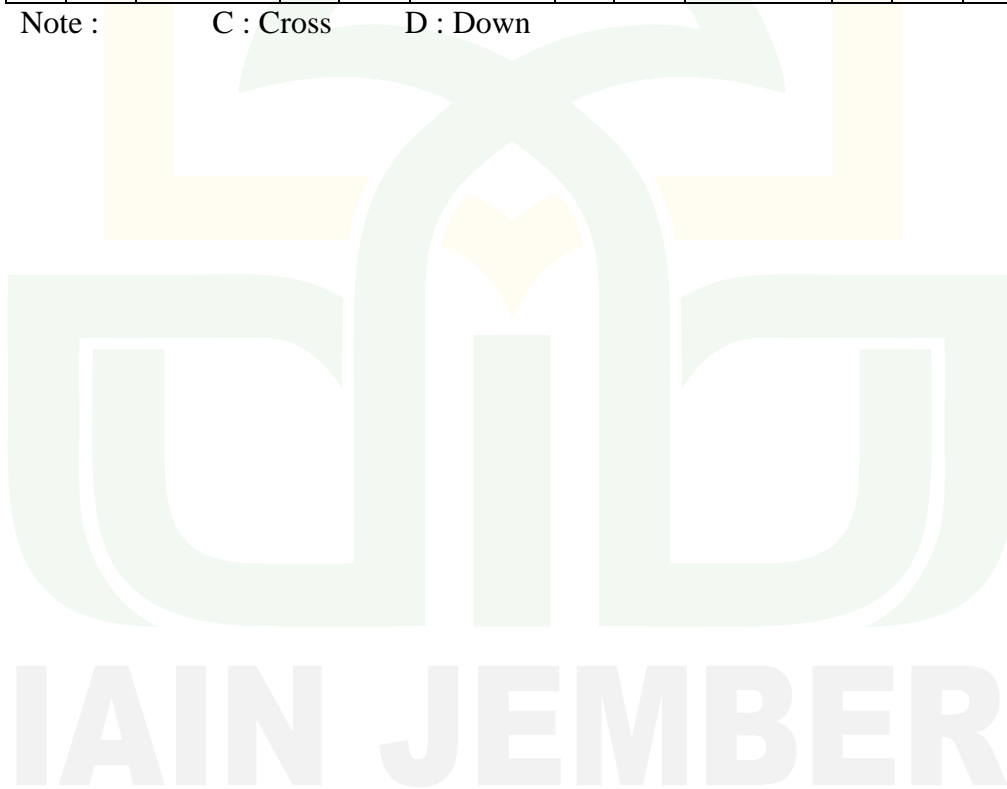






Noun			Adjective			Adverb			Verb		
No	C/D		No	C/D		No	C/D		No	C/D	
2	C	Evacuation	4	D	Natural	3	C	Ordinarily	1	C	Rise
6	C	Flood	5	C	Destructive	3	D	Underwater	1	D	Occur
6	D	Earthquake	5	D	Violent	7	C	Suddenly	2	D	Explained
9	C	Emergency	8	C	Unseen	7	D	Slowly	4	C	Fallen
9	D	Tsunami	10	C	Big	8	D	Upward	10	D	Begin

Note : C : Cross D : Down



## **LESSON PLAN (CONTROL GROUP)**

School	: SMA Negeri 4 Jember
Subject	: English Language
Class/Semester	: XI Social 1 / 2
Material	: Explanation Text
Time Allotment	: 4 meetings/8 Allocation Time (2 x 45 Minutes)

### **F. STANDARD COMPETENCES**

- KI 1 : Live and practice the teachings of the religion adheres to
- KI 2 : Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, mutual cooperation, tolerance, peace), courtesy, responsiveness, and proactivity and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world association
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, art, culture and humanities with humanity, nationality, statehood, and security insights related to the causes of phenomena and events, and the application of procedural knowledge to fields certain studies according to their talents and interests to solve problems
- KI 4 : Managing, reasoning, and presenting in concrete and abstract realms related to self-development learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

## G. BASIC COMPETENCE AND INDICATOR

<b>Kompetensi Dasar</b>	<b>Indikator</b>
3.6 Distinguish social functions, text structures, and linguistic elements from several oral and written explanatory texts by giving and requesting information related to natural or social symptoms included in subjects in class XI, according to the context of its use.	3.6.1 Identify the Structure of Explanation Text 3.6.2 Distinguish the structure of sentence of Explanation Text 3.6.3 Distinguish the linguistic elements of Explanation Text
4.8 Capture contextual meanings related to social functions, text structures, and linguistic elements of oral and written explanatory texts, related to natural or social symptoms included in other subjects in class XI	4.8.1 Arrange oral and written Explanation text politely, confidently, and responsibly 4.8.2 Showing the expression expressing the explanation text in writing politely, confidently and responsibly

## H. LEARNING OBJECTIVES

After conducting the process of observing, asking, exploring, trying and communicating expected as follows :

6. Students are able to identify the Structure of Explanation Text
7. Students are able to distinguish the structure of sentence of Explanation Text
8. Students are able to Distinguish the linguistic elements of Explanation Text

9. Students are able to arrange oral and written Explanation text politely, confidently, and responsibly
10. Students are able to showing the expression expressing the explanation text in writing politely, confidently and responsibly

## **I. LEARNING MATERIAL**

Explanation text about Natural Disaster : Earthquake, Tsunami, Flood, etc.

### *Social Function*

Explain about a kind of text which tells or explains process relating to forming of natural or social phenomenon or how something works.

### *Structure of Text*

3. General statement (introduction)
 

It is about the phenomenon issue which is to be explained. It is to introduce the topic. The process being explained may be highlighted in a little or in the first sentence or stage.
4. A sequenced explanation
 

It is consist of sequenced explanation of why or how something occurs, or a series of chronological steps which explain how or something happens.

### *Linguistic Elements*

- (4) Vocabulary related to the Natular or Social phenomenon that occur, etc.
- (5) Grammatical : Simple Present, Present Perfect, Simple Past.
- (6) Part of Speech : Noun, Adjective, Adverb, Verb.

### *Topic*

Various events that occur around about natural and social phenomena at surroundings.

## **J. LEARNING METHOD**

- |          |                                |
|----------|--------------------------------|
| Approach | : Scientific Method            |
| Metode   | : QnA, Discussion, Explanation |
| Model    | : Discovery Learning           |

## **F. MEDIA, TOOLS/LEARNING SOURCE**

- |       |           |
|-------|-----------|
| Media | : Picture |
|-------|-----------|

Bahan/Alat : Whiteboard, Marker,  
 Sumber : K13 Textbook, Student worksheet

Sources from internet:

- [www.dailyenglish.com](http://www.dailyenglish.com)
- [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
- <http://learnenglish.britishcouncil.org/en/>

## G. STEPS OF LEARNING ACTIVITY

### Meeting 1

Activity	Description	Time Allotment
Introduction	<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>• The teacher greets and prays together</li> <li>• The teacher greets students</li> <li>• The teacher checks for attendance, neatness in clothes, class cleanliness and seating position according to learning activities</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>• The teacher checks the mastery of competencies that have been studied before, by asking questions about the students' previous material / knowledge</li> <li>• Then the teacher connects it to the material to be studied</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Deliver the learning objectives at</li> </ul>	15 minutes

	<p>the meeting that will take place</p> <ul style="list-style-type: none"> <li>• Provide an overview of the benefits of learning the lessons to be learned in everyday life.</li> </ul> <p><b>Giving Information</b></p> <ul style="list-style-type: none"> <li>• Inform the subject matter that will be discussed at the meeting at that time.</li> <li>• Notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting</li> <li>• Explain the mechanism for implementing learning experiences according to the learning steps</li> </ul>	
Main Activity	<p>a. <b>Observation</b></p> <ul style="list-style-type: none"> <li>• With teacher guidance and direction, students are asked to pay attention to the pictures that is showed by the teacher Text</li> </ul> <p>b. <b>Questioning</b></p> <ul style="list-style-type: none"> <li>• With the teacher guidance and direction, students are asked by the teacher about the picture</li> </ul> <p>c. <b>Exploration</b></p> <ul style="list-style-type: none"> <li>• The teacher explain about the material (Explanation Text and Natural or Social Phenomenon)</li> <li>• The teacher gives the example of Explanation(Natural Phenomenon – Earthquake ) text and explain it</li> </ul>	65 minutes



	with its structure text, and language elements.	
Closing	<ul style="list-style-type: none"> <li>• Teachers and students end today's learning, and encourage students to always be grateful for God's gifts and always support science in everyday life.</li> <li>• The teacher gives an award (consisting of awards or other relevant forms of appreciation) for students who are well rewarded.</li> <li>• The teacher submits the next meeting plan and asks students to discuss the next material.</li> <li>• Closing and Greeting</li> </ul>	10 minutes

## Meeting 2

Activity	Description	Time Allotment
Introduction	<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>• The teacher greets and prays together</li> <li>• The teacher greets students</li> <li>• The teacher checks for attendance, neatness in clothes, class cleanliness and seating position according to learning activities</li> </ul> <p><b>Apperception</b></p>	15 minutes

	<ul style="list-style-type: none"> <li>• The teacher checks the mastery of competencies that have been studied before, by asking questions about the students' previous material / knowledge</li> <li>• Then the teacher connects it to the material to be studied</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Deliver the learning objectives at the meeting that will take place</li> <li>• Provide an overview of the benefits of learning the lessons to be learned in everyday life.</li> </ul> <p><b>Giving Information</b></p> <ul style="list-style-type: none"> <li>• Inform the subject matter that will be discussed at the meeting at that time.</li> <li>• Notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting</li> <li>• Explain the mechanism for implementing learning experiences according to the learning steps</li> </ul>	
Main Activity	<p><b>d. Association</b></p> <ul style="list-style-type: none"> <li>• The teacher reviewing the material of previous meeting</li> <li>• The teacher gives and explain the other Natural phenomenons that occur in surroundings</li> </ul> <p><b>e. Communicate</b></p>	65 minutes

	<ul style="list-style-type: none"> <li>• Students are asked to review the previous material that have explained by the teacher with an exercise</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Teachers and students end today's learning, and encourage students to always be grateful for God's gifts and always support science in everyday life.</li> <li>• The teacher gives an award (consisting of awards or other relevant forms of appreciation) for students who are well rewarded.</li> <li>• The teacher submits the next meeting plan and asks students to discuss the next material.</li> <li>• Closing and Greeting</li> </ul>	10 minutes

## H. EVALUATION

### 3. Technique of Evaluation

- Assess the Knowledge Competence
  - Observation of Discussion and the question and answer (QnA) diskusi/tanya jawab
  - Assignment

$$4. \text{ Score} = \frac{\sum \text{true answer}}{\text{Skor maksimal}} \times 100 =$$

## II. REMIDIAL AND ENRICHMENT

- Students get remedial if students reach a value of less than 80 or KKM has not been completed by repeating the core material after the assessment

- Enrichment is given if students achieve more grades from KKM by working on questions with a higher level of difficulty

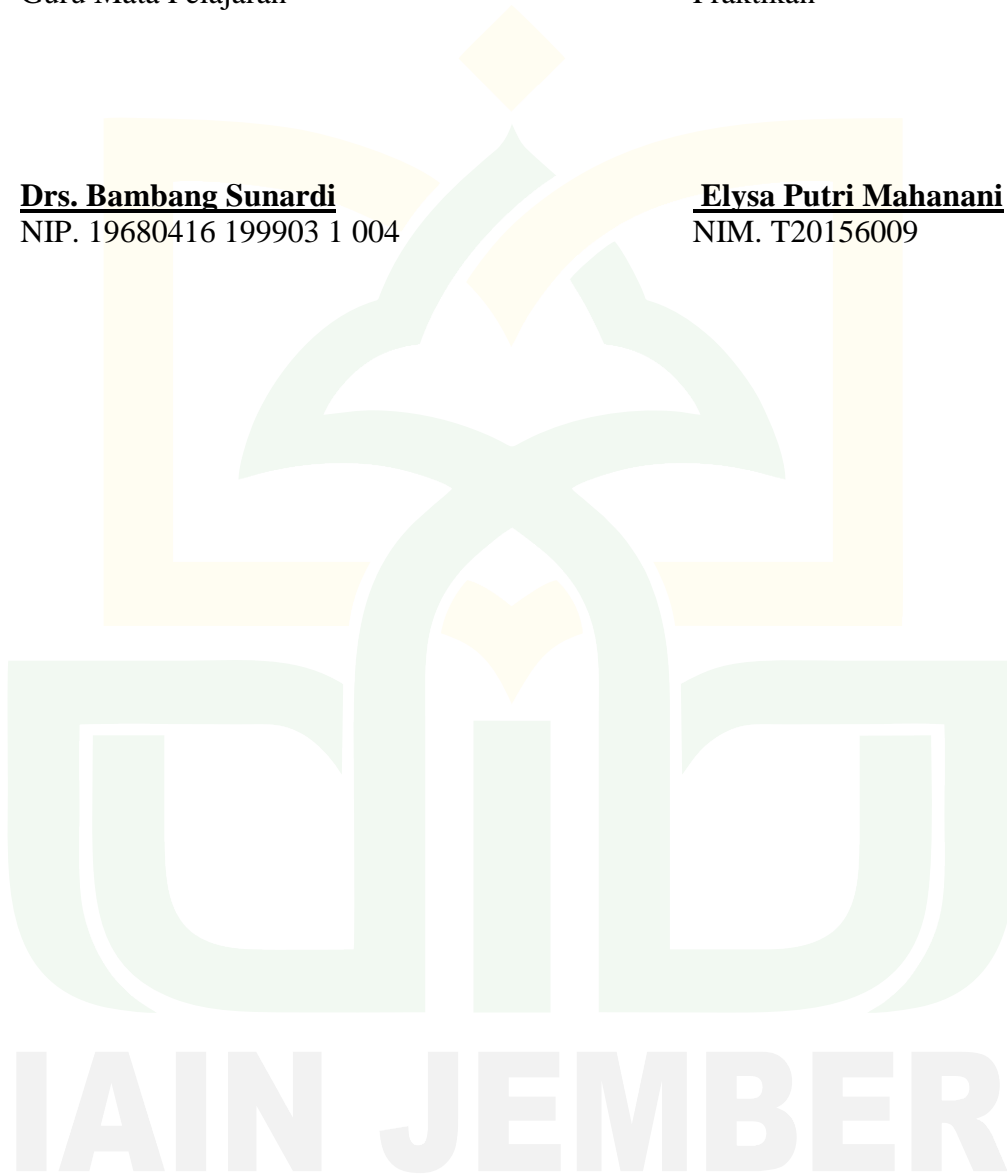
Jember, ..... 2018

Mengetahui,  
Guru Mata Pelajaran

Praktikan

**Drs. Bambang Sunardi**  
NIP. 19680416 199903 1 004

**Elysa Putri Mahanani**  
NIM. T20156009



## Exercises !

Fill the appropriate Synonym of words below.

1. Go up
2. Usually
3. Unexpectedly
4. Unnoticed
5. Urgent
6. Happen
7. Fabulous
8. Starts

- |                |               |
|----------------|---------------|
| a. RISE        | m. OCCUR      |
| b. EVACUATION  | n. EXPLAINED  |
| c. ORDINARILY  | o. UNDERWATER |
| d. FALLEN      | p. NATURAL    |
| e. DESTRUCTIVE | q. VIOLENT    |
| f. FLOOD       | r. EARTHQUAKE |
| g. SUDDENLY    | s. SLOWLY     |
| h. UNSEEN      | t. UPWARD     |
| i. EMERGENCY   | u. TSUNAMI    |
| j. BIG         | v. BEGIN      |
| k. FREQUENTLY  | w. AWKWARD    |
| l. ALWAYS      | x. DESTROY    |

Fill the appropriate antonym of words below.

1. Small
2. Rapidly
3. Downward

Complete these incomplete sentences below with correct answer!

1. \_\_\_\_\_ A treatment or activity that is done when natural disaster occurs/happen
2. A : what do you think are the most destructive natural disaster?  
B : I think that all natural disaster are \_\_\_\_\_. They are wreak havoc on the places.
3. \_\_\_\_\_ is the effect of volume over of its banks of river.
4. Tsunami is a kind of natural disaster that is caused of shaken ground of \_\_\_\_\_ or Ocean floor.
5. Disaster that essentially comes from nature. It is called \_\_\_\_\_ disaster.
6. A natural disaster of Shaken Ground is called \_\_\_\_\_.
7. A series of waves or natural disaster that is caused of shaken ground underwater of ocean is called \_\_\_\_\_.
8. When the rain has \_\_\_\_\_ and the capacity of the river is less then there will be a flood.
9. People must pay attention to the evacuation procedures that is \_\_\_\_\_.

## Appendix 10

### DOCUMENTATION OF THE RESEARCH ACTIVITY

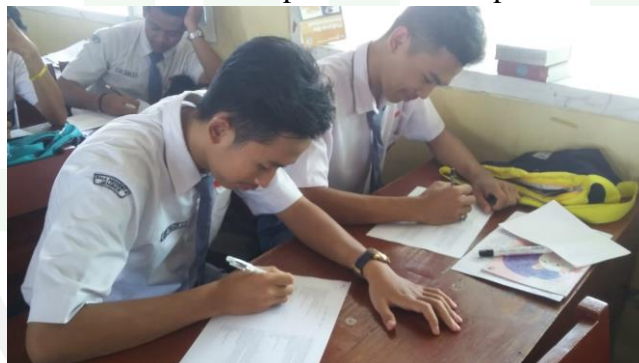
#### 1. The Documentation of Consultation and Discussion to the English Teacher



#### 2. The Pretest Documentation of Control Group



#### 3. The Pretest Documentation of Experimental Group



Appendix 10

4. The Documentation of Learning Activity of Control Group (1)



5. The Documentation of Learning Activity of Control Group (2)



6. The Documentation of Treatment Activity of Experimental group (1)



Appendix 10

7. The Documentation of Treatment Activity of Experimental Group (2)



8. The Posttest Documentation of Control Group



9. The Posttest Documentation of Experimental Group





Appendix 11



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

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-2106/In.20/3.a/PP.00.9/02/2019 21 Februari 2019  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah SMAN 4 Jember  
Di – Jalan Hayam Wuruk No.145, Sempusari, Kaliwates, Jember

*Assalamualaikum Wr. Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Elysa Putri Mahanani  
NIM : T20156009  
Semester : VIII(Delapan)  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian mengenai The Influence of Crossword Puzzle to Increase students' vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019 Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Guru Bahasa Inggris kelas XI Sosial 1 & 2
2. Siswa-siswi kelas XI SOS 1 & 2

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr. Wb.*





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**SMA NEGERI 4 JEMBER**

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**SURAT KETERANGAN**


Nomor : 421.3/226/101.6.5.4/2019  
Perihal : Penelitian –

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 4 Jember Menerangkan dengan sebenarnya bahwa :

Nama : **ELYSA PUTRI MAHANANI**  
N I M : T20156009  
Program Studi/Jurusan : Pendidikan Bahasa/Tadris Bahasa Inggris  
IAIN Jember

Benar-benar telah melaksanakan Penelitian pada tanggal 04 Maret s.d 18 April 2019 dengan judul **“The Influence of Crossword Puzzle to Increase Students' Vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019”**

Demikian surat ketetapan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

18 April 2019  
Kepala Sekolah  
  
**Dr. M. EDI SUYANTO, M. Pd.**  
19650713 199003 1 007

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### 2. Educational Background

- 2001-2003 : Sunan Prapen Kindergarten
- 2003-2009 : MI Al-Hasani Klangonan
- 2009-2012 : MTs. Masyhadiyah Giri
- 2012-2015 : MA. Masyhadiyah Giri

### 3. Organization Experience

- 2015-2016 : The Treasure of IKMAMEBA
- 2016-2017 : The Head of Networking Devision of HMPS Tadrис Bahasa Inggris