

**THE INFLUENCE OF USING CROSSWORD PUZZLE ON STUDENTS'
READING COMPREHENSION AT THE FIRST SEMESTER
OF THE EIGHTH GRADE OF MTs MUHAMMADIYAH
SUKARAME IN THE ACADEMIC YEAR OF
2018/2019**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

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ABSTRACT

THE INFLUENCE OF USING CROSSWORD PUZZLE ON STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs MUAMMADIYAH SUKARAME IN THE ACADEMIC YEAR OF 2018/2019

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Reading is one of skill in English which can get and take information from written text. Based on preliminary research, it was found that the student got difficulties in comprehending reading text. The objective of this research was to find out whether there is a significant influence of using crossword puzzle on students' reading comprehension at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

The research design was quasi-experimental design. The population of this research was the eighth grade of the first semester of MTs Muhammadiyah Sukarame. The sample of this research were 2 classes, VIII B as the experimental class and VIII A as the control class. Each class consisted of 30 students. In the experimental class, the researcher used crossword puzzle, whereas in the control class, the researcher used translation technique. Each class received the same pre-test and post-test. The treatments were held in 3 meeting in which 2x40 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions. Before conducting the treatments, the students did pre-test. After conducting the treatments, the students did post-test. After giving post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.00$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there was a significant influence of using crossword puzzle on students' reading comprehension at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

Keywords: Crossword puzzle, reading comprehension, quasi experimental design.



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MOTTO

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُفْضَى إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا

High above all is Allah. The King, the Truth! Be not in haste with the Qur'an before, its revelation to thee is completed, but say, "O my Lord! Advance me in knowledge"¹
(Qs. Ta Ha: 114)



¹ Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p.788

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Crossword Puzzle on Students’ Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, November 2018

Declared by,

Sainab Chewae

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DEDICATION

This thesis is proudly dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Sa'ree Chewae and Mrs. Patimah Saleh who always pray for my success and support me to study hard until now. Thanks for all inspiration and motivation.
3. My beloved friends; Suwaibah Ka-ong, Yawareeya Lateh, Fatihan Muleng, Patimah Muleng, Amani Charong, Suhailah Sideh, and Rusda Seenah who always support me to finish this thesis.
4. My beloved Persatuan Mahasiswa Melayu Patani di Indonesia Organization (PMMPI) who always beside me like my family in Indonesia. We are one big family.
5. My beloved lecturers and almahasiswa UIN Raden Intan Lampung who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The researcher's name is Sainab Chewae. She was born in Patani on 14 October 1994. She is the second child of Mr. Sa'ree Chewae and Patimah Saleh children. She has three sisters whose names is Sobareeyah Chewae, Mareena Chewae, and Nur-isteeffa Chewae, and one brother whose names is Muhayeerin Chewae.

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During her study in State Islamic University of Raden Intan Lampung (UIN), she joined some organizations in her faculty called PMMPI (Persatuan Mahasiswa Melayu Patani di Indonesia). She called this organization is one big family in Indonesia.

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Praise be to Allah SWT for merciful and blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers.

This thesis entitled “The Influence of Using Crossword Puzzle on Students’ Reading Comprehension at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung and as the first advisor who has patiently guided and directed the researcher until the completion of this thesis.
3. M. Sayid Wijaya, M.Pd, the second advisor, who has patiently guided and helped in correcting the researcher to finish this thesis well.

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5. Haidir, M.Pd.I, the Headmaster of MTs Muhammadiyah Sukarame for allowing the researcher to conduct the research.
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7. The researcher's beloved Organization (PMMPI); thanks for all to always give motivation and suggestion.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcome criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, November 2018
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is one of vital things for human life because it is not only used as communication but also as social interaction between one person to other person or one country to other countries. Besides, language is also to express ideas, feeling, or opinion. From the functions of the language above, we can say that language is very important for human life.

English is a language that is spoken or used by most people around the world. Because English is an international language. Patel state that English is the international language.² Harmer also state that English is used as an international language which many people use.³ It means that English as international language is widely used by people from different country to communicate each other and also used in some field such as education, economics, politics, etc. As a world wide in this globalization era everything is using English, therefore need to be master by people in the world.

In Indonesia, English is a compulsory subject that should be learnt by all students from junior high school to university. There are four skills in English such as

² M.F Patel, Praveen M.Jain, *English Language Teaching Method (Method, Tool, Tehnicque)*, (Jaipur: Sunrise Publisher and Distributors, 2008), p.6.

³ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Ed, Cambridge, UK, Person Longman, 2007, p.13.

listening, speaking, reading, and writing. Reading is one of English skill, according to Patel and Jain, reading is most useful and important skill for people.⁴ Grabe states that, we read throughout the day in modern societies because print is all around us, and we use it in many more ways than we are aware of.⁵ It means that reading is important skill that should be master, because by reading, we can get information and can also get new knowledge and nowadays reading becomes human activity.

Based on the pre observation in MTs Muhammadiyah Sukarame on April, the researcher conducted an interview with the English teachers, Mrs. Sari, S.Pd. She said that in learning, the students will not active in learning if the teacher do not guide them in learning process. She has to use two languages between Indonesia and English. She cannot use full English in teaching because the students still lack of vocabulary. The students were confused when they face reading text. They got difficult to pronoun the word when they found new vocabulary and got difficult to understand the text by themselves. To comprehend the text, the teacher provided students to translate the text in target language. The students' score can be seen in table below:

⁴ M.F Patel and Praveen M. Jain, *Op.Cit.*, p.113.

⁵ William Grabe, *Reading in Second Language Moving from Theory to Practice*. (New York: Cambridge University Press, 2009), p.5.

Table 1

The Students' Reading Descriptive Text Score of Students of the Eighth Grade of MTs. Muhammadiyah Sukarame in Academic Year of 2018/2019

No.	Class	Students' Score		Number of Students
		<73	≥73	
1.	VIII A	19	11	30
2.	VIII B	16	14	30
Total		35	25	60
Percentage		58.3%	41.7%	100%

Source: the score data from English teacher at MTs. Muhammadiyah Sukarame

Based on the table above, there are two class. It can be seen that there are 58.3% of 60 students failed in test based on the Criteria of Minimum Mastery (KKM) and there are 41.7% of 60 students passed in reading test. In this case, the standard score Criteria of Minimum Mastery (KKM) of the eighth grade in MTs Muhammadiyah Sukarame is 73. It means that most of the students find difficulties in comprehending reading text.

Seeing the problem, the researcher would like to help the English teacher and the student to find out a way how to comprehend reading text by using crossword puzzle game. Using games in teaching and learning process help and encourage the learners to understand the lesson easily. Wright states that games can provide intense and meaningful practice of language in four skills (reading, writing, listening, and speaking), for many types of communications.⁶ According to Hadfield, a game is an

⁶ Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, Cambridge: Cambridge University Press (1983), p.2

activity with rules, a goal and an element of fun.⁷ In addition, games are fun activities that promote interaction, thinking, learning, and problem solving strategies.⁸

There are many games that can be used in teaching and learning process, one of them is crossword puzzle. According to Oxford Learner Dictionary, Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid.⁹ Puzzle is a game that you have to think about carefully in order to answer it or do it: a crossword.¹⁰ It can concluded that Crossword Puzzle is a game that you have to think carefully and in which words have to be guessed from clues and written in spaces in a grid. Crossword is a word puzzle that normally takes the form of a square or a rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers.¹¹

The previous research has been done by Mariyati entitled “The use of crossword puzzle to improve reading comprehension achievement of the students at SLTP 2 BALUNG” based on the finding this technique is the use of crossword puzzle could improve reading comprehension achievement.¹² In other research by Listiowati, there

⁷ Jill Hadfield, *Intermediate Communication Games*, Thomas Nelson and Sons Ltd 1990, p.5

⁸ Amy Talak-Kiryk, *Using Games In A Foreign Language Classroom*, SIT Graduate Institute, 2010, p.4

⁹ Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), Fourth Edition, p.106

¹⁰ *Ibid*, p.358

¹¹ M. Avinash and Rennet Samson, *Use of Puzzle Solving Games to Teach English*, Indian Journal of Science and Technology, April 2016, p.2.

¹² Mimik Min Mariyati, *The use of crossword puzzle to improve reading comprehension achievement of the students at SLTP2 Balung*, 2000, p.16.

was an influence of the students' achievement in reading comprehension on narrative text. The achievement of the experimental class was higher than the control class. It means that crossword puzzle game is one of the technique that can be used by teacher in learning reading.¹³ From both previous research, crossword puzzle could improve reading comprehension and could increase vocabulary.

Based on the background above the researcher is interested to conduct a research entitles “The Influence of Using Crossword Puzzle on Students’ Reading Comprehension in Descriptive Text at the First Semester of the Eighth Grade of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019”

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follows:

1. The students lack of vocabulary.
2. The students find difficulties in understanding reading text.
3. It is hard to motivate students to comprehend reading.

¹³ Zuni Listiowati, *The Influence Of Crossword Puzzle Game In Reading Comprehension On Narrative Text*, (Semarang: Education And Teacher Training Faculty Walisongo State Islamic University Semarang, 2016), p.83.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focused on the influence of using Crossword Puzzle on Students' Reading Comprehension in Descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulated the problem as follows:

Is there an influence of using Crossword Puzzle on students' reading comprehension in descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019?

E. Objective of the Research

Based on the formulation of the problem above, the objective of this research is:

To know the influence of using Crossword Puzzle on students' reading comprehension in descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

F. Use of the Research

The uses of this research are as follows:

1. Theoretically, to motivate the students in learning English especially in learning reading.

2. Practically:

For the student, to motivate the student in learning reading by using crossword puzzle.

For the teacher, to give information to the English teacher about teaching reading by using crossword puzzle.

For the other researcher, to give information about crossword puzzle in teaching process especially in reading skill.

G. The scope of the Research

1. Subject of research

The subject of the research was the students of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

2. Object of research

The object of the research was the use of crossword puzzle and student's ability in comprehending descriptive text.

3. Place of research

The research was conducted at MTs Muhammadiyah Sukarame.

4. Time of research

The research was conducted at the first semester in the academic year of 2018/2019

CHAPTER II REVIEW OF THE RELATED LITERATURE

A. Nature of Reading

1. Concept of Reading

There are four skills in English such as Listening, Speaking, Reading and Writing. Reading is one of English skill. Reading is an important activity to do. By reading we will get knowledge and new information. According to Grabe, reading is process receiving and interpreting information encoded in language from via the medium of print.¹⁴ In addition, Cline, et.al states that reading decoding and understanding written text.¹⁵ Harmer states that reading is an incredibly active occupation. To do is successfully, we have to understand what the word read.¹⁶ Harmer also states that reading text also provide opportunities to study languages: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.¹⁷ According to Grellet, reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it¹⁸. So, reading is not an activity which

¹⁴ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p.14.

¹⁵ Cline Frederick, Johnstone, & King, *Focus Group Reactor to Three Definition of Reading: as Originally Developed in Support NARAP Goal 1* (Minneapolis: National Accesible Reading Assesment Project, 2006), p.2.

¹⁶ Jeremy Harmer, *How to Teach English: An Introduction to The Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2001), p.70.

¹⁷ Jeremy Harmer, *Op.cit.* p.68.

¹⁸ Grellet, F. 1981. *Developing Reading Skills*. New York: Cambridge University Press, p.7

just read a written text that has been printed, but guessing and comprehending. What one brings to the text or what the message of the text is the key point of reading.

Based on the statements above, the researcher can conclude that reading is process receiving and interpreting information from written text. Reading is process which is done by the reader to comprehend and get the information from printed text. The reader also need to understand what they read, and what they word mean.

2. Concept of Reading Comprehension

Transkerlay states that comprehension skills are the heart of the reading process and are bring our life experience to the act of reading.¹⁹ According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is **not a single unitary process**. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning and finally connect these words into idea units.²⁰ It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

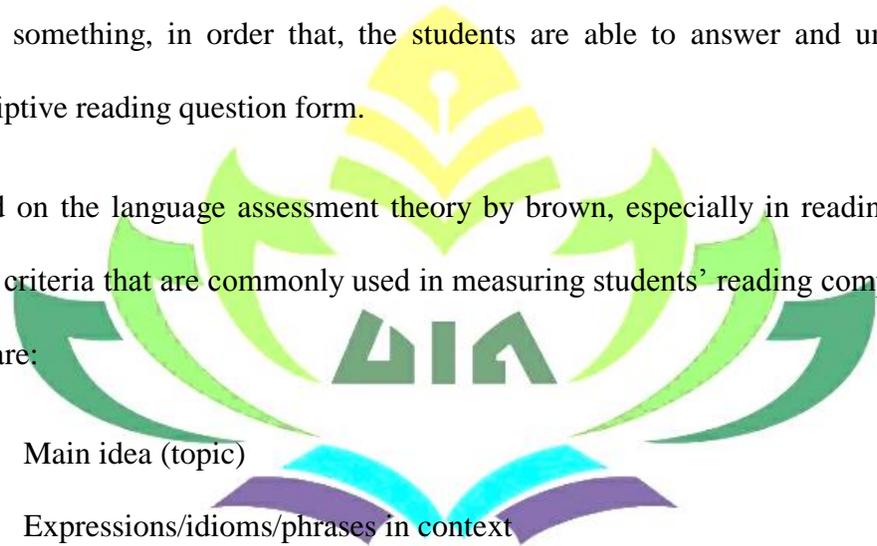
Furthermore, according to Grabe that the important of this view of reading comprehension is also seen in its ability to interpret student's reading problem when

¹⁹ Karen Transkerlay, *The Threads of Reading : Strategy for Literacy Development*, (Virginia: Association for Supervision and Curriculum Development Alexandria, 2003), p.114.

²⁰ Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guildford press, 2008), p5.

they encounter a difficult text in the L1 or when reading L2 text.²¹ It means that by comprehension skill we can know the student problem in reading when they find difficult in reading the text in second language. According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.²² It means that comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question form.

Based on the language assessment theory by brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension, they are:

- 
- a. Main idea (topic)
 - b. Expressions/idioms/phrases in context
 - c. Inference (implied detail)
 - d. Grammatical features
 - e. Detail (scanning for a specially stated detail)
 - f. Excluding facts not written (unstated details)
 - g. Supporting idea (s)

²¹ William Grabe, *Op.cit.*p.48.

²² H. Douglas Brown, *Teaching by Principles, an Interactive Approach to Language Pedagogy*, 2nd Edition, (San Francisco University Press, 2000), p.306

- h. Vocabulary in context.²³

From those statements, it can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea and vocabulary in context.

3. Concept of Teaching Reading

Teaching is the way to transfer knowledge from teacher to students. Teaching reading is not only teaching to read, but more than it. One of the reading's goals is comprehension the text. When teaching reading we must pay attention to the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- a. Reading is not passive skill.
- b. Students need to be engaged with what they are reading.
- c. Students should be encouraged to respond the content of a reading text, not just to the language.
- d. Prediction is major factor in reading.
- e. Match the task to the topic.

²³ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: University Press, 2004), p.206

f. Good teacher exploit reading texts to the full.²⁴

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

B. Nature of Text

1. Concept of Text

According to Anderson, text is words are put together to communicate a meaning. When we speak or write to communicate a message, we are constructing a text. When we read, listen to or view a piece text, we interpreting its meaning.²⁵ Siahanan states that a text is meaningful linguistic unit in a context, it is both a spoken text and written text.²⁶ It means that a text is meaningful linguistic refers to any meaningful spoken or written.

Text grammar refers to the rules that govern longer piece of text such as essays or articles. According to Harmer, genre is types of texts that are applicable in particular

²⁴ Jeremy Harmer, *Op.Cit*, p.70

²⁵ Mark Aderson and Kathy Aderson, *Text Types in English2*, (Chapel Street: Macmilan, 2003), p.1.

²⁶ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: graham ilmu, 2008), p.1

community with common system of rules. Each type of text can be distinguished from three aspects namely:

- a. *Purpose/social function* i.e. the purpose of why the texts are created for a particular social function;
- b. *Generic structure* i.e. text structure that consists of elements that make up a particular genre;
- c. *Lexicogrammatical features* i.e. the features of lexicogrammar used in a text such as tenses and word forms such as adjective, verbs, nouns etc.²⁷

2. Types of Text

In English, there are 8 general types of texts that we need to know. They are *narrative, recount, discussion, procedure, response, explanation, description, and exposition*.²⁸

In addition, text in English can be classified into several genre, they are:

- a) Spoof

Spoof is a text to retell an event with a humorous twist.

- b) Recounts

Recount is a text to retell events for the purpose of informing or entertaining.

- c) Reports

²⁷ Dr. Utari Praba Astuti, Yusnita Febrianti, Asep Suparman, Sri Andreani, *Grammar Analysis*, Banten: Universitas Terbuka, 2017, p.1.16

²⁸ *Ibid.* p.1.17

Report is a text to describe the way things are with reference to arrange of natural, man-made and social phenomena in our environment.

d) Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

e) News Item

News Item is a text to inform readers, listener or viewers about events of the day which are considered newsworthy or important.

f) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g) Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i) Description

Description is a text to describe a particular person, place or thing.

j) Hortatory Explanation

Hortatory Explanation is a text to persuade the reader or listener that something should or should not be the case.

k) Explanation

Explanation is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l) Discussion

Discussion is a text to present (at least) two point of view about an issue.

m) Reviews

Reviews is a text to critique an art work or event for a public audience.²⁹

3. Concept of Descriptive Text

Descriptive text is a text which says what a person, place, or thing is like. Its purpose is to describe and reveal a particular person.³⁰ It can be concluded that descriptive text is telling about an object, in this text, the object can be concrete object an abstract object. It can be a person, an animal, a place or thing.

a. Generic Structure of Descriptive Text

A descriptive text will consist of the following generic structure:

1. Identification

In this part introduces to the subject of the description.

2. Description

²⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Cameray: Antipodean Educational Enterprises, 1995), p.192-205

³⁰ Nawang Sawitri, *Be Ready Paket Cerdas Lengkap Bahasa Inggris SMA/MA Kelas 10, 11 dan 12*, (IN AzNa Book: Yogyakarta, 2015), p.127-167

In this part gives detail of the characteristic features of the subject. It may describe part, qualities, characteristics, size, physical appearance, ability, hobbit daily life, etc.

b. Significant Lexico Grammatical Features of Descriptive Text

The language features usually found in a descriptive are:

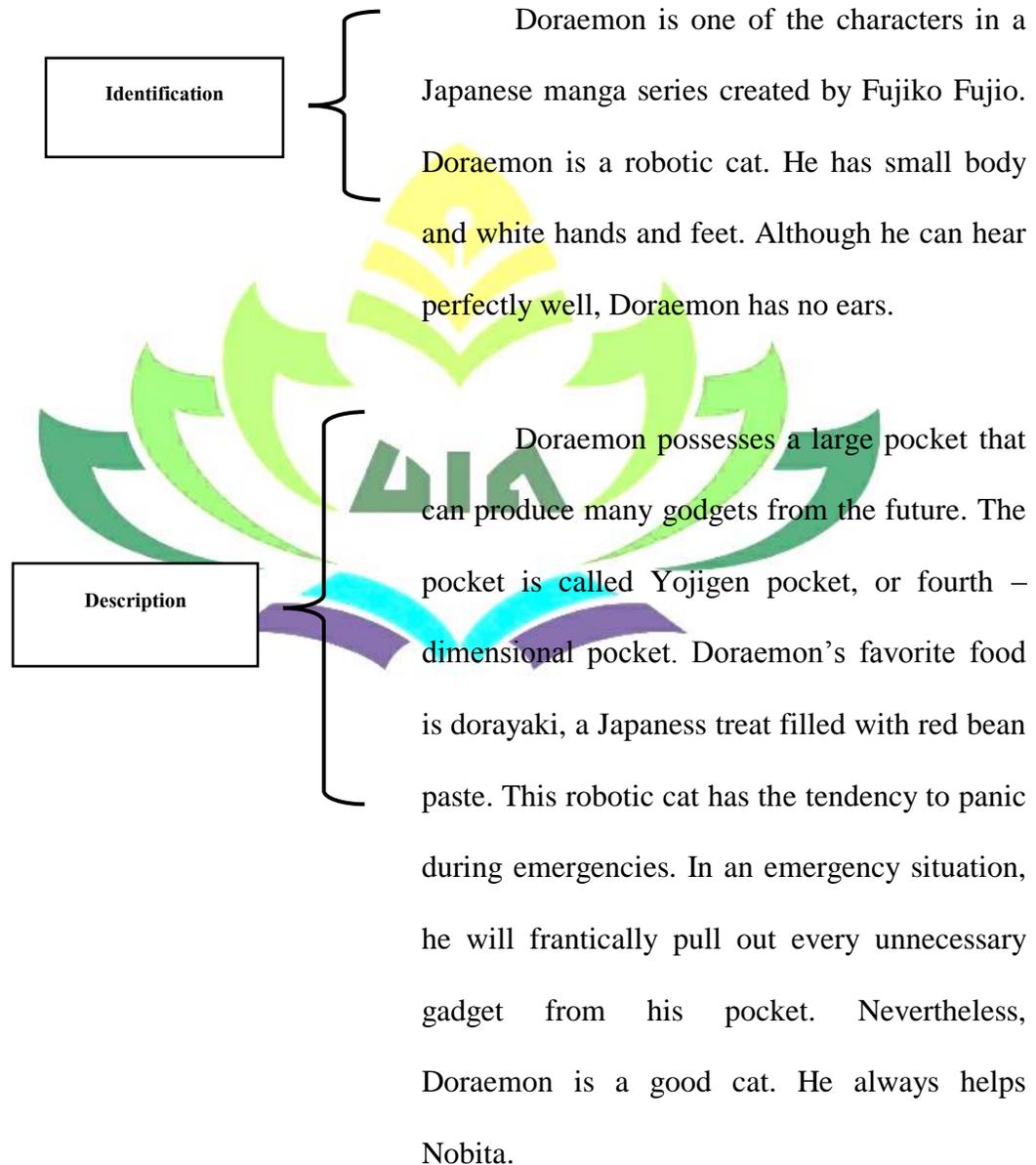
1. Focus on specific participants.
2. Use attributive and identifying of processes.
3. Use of simple past tense.³¹

Based on the explanation above, it can be concluded that descriptive text is describing a particular abject. The students can easily get information in descriptive text by knowing social function text, generic structure and significant lexico grammatical features.

³¹ *Ibid*, 141

c. Example of Descriptive Text

The example of generic structure of Descriptive Text :



Based on the example above, the researcher assumes that descriptive text is one of interesting text types can be used as a tool for practicing students reading comprehension, because they will be able to read and understand the text easily if the text interesting for the students.

4. Concept of Reading Comprehension in Descriptive text

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.³² In understanding read text information or representations of meaning of the text ideas during the reading process.

Descriptive text is a text which says what a person, place, or thing is like. Its purpose is to describe and reveal a particular person.³³ It can be concluded that descriptive text is telling about an object, in this text, the object can be concrete object an abstract object. It can be a person, an animal, a place or thing.

Based on Brown's theory, especially in reading, there are some criteria are commonly used in measuring students reading comprehension, they are:

1. Main idea (topic)
2. Expression / idiom / phrases in context
3. Inferences (implied detail)

³²WooleyGery, *Reading Comprehension*, <http://www.springer.com/978-94-007-1173-0> (January, 30th 2016, 10.06 am)

³³ *Op.cit*, p.127-167

4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context³⁴

Based on the explanation above the researcher concludes that reading comprehension in descriptive text is the ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the text in order that the students are able to answer the questions and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

C. Concept of Game

According to Murcia, “game will help many learners sustain interest and motivation on their work through meaningful play in the language learning classroom. The game is an activity with rules, a goal and an element of fun. It has been told using game students will participate in lively and activity in the lessons where they do most of talking and not the teacher, student used their English more naturally less self consciously”³⁵.

³⁴ H. Douglas Brown, *Op.Cit*, p.26

³⁵ Celce Murcia Mariam, *Teaching English as a Second or Foreign Language*, California. Heinle Educational Book Ltd, 2001, p.8.

Harmer states, “by using games they will be more creative, can motivate the student”³⁶. Harmer also states, “Games are a vital part of teacher’s equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used any stage of a class to provide an amazing and challenging respite of a long day to send the students away feeling cheerful about their English class”³⁷. It can be concluded that by using games students will be more creative in the teaching and learning process and also it very helps the teacher as a tool to distribute their knowledge in the other side.

D. Concept of Crossword Puzzle

A crossword puzzle is a puzzle with sets of squares to be filled in with words/numbers, one letter/number to each square. Synonyms or definitions of words are given with numbers corresponding to numbers in the squares. Letters/words are fitted into a pattern of numbered squares in answer to clues.³⁸ The crossword puzzle offer a challenge that will motivate the student to try to solve the puzzle by making learning fun and relaxed and also gives opportunity for students to practice and repeat the sentence pattern and vocabulary.³⁹ Because the need to spell items correctly to complete the puzzle, students will be able to use the words correctly because they

³⁶ Jeremy Harmer, *The Practice of English Language*. Fourth Edition. London: Longman. 2001, p.102.

³⁷ Ibid, p.101.

³⁸ Harry Dhand, *Techniques of Teaching*. University of Saskatchewan: A P H Publishing Corporation. 2008, p.55

³⁹ Tricia M. Davisla, Brooke Shepherd, Tara Zwiefelhofer, *The Journal of Effective Teaching 2009, Vol 9, No. 3, 2009, 4-10: Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning?* (Bloomer, Organization for Education, 2009), p.6

connect facts as the puzzle clue to the words which have to be known the spelling. The technique of crossword puzzles is a good way to teach and enrich vocabulary because the definitions or synonyms of the words are right there to provide reinforcement.

Karim and Hasbullah in Nyoto state that one of the interesting techniques in teaching language is the crossword puzzles.⁴⁰ Charlesworth states that reading and then solving related crossword puzzle will help students build their reading comprehension skills.⁴¹ It means that crossword puzzles can be applied because it can sustain the students' interest and make them create their reading in learning materials. Besides that crossword puzzle is helpful in identifying areas of understanding as well as lack of comprehension.⁴² When students identify answer, they required to find the correct answer to put pieces together, in a logical way, in order to arrive at the correct solution of the puzzle.

From the explanation above, it can concluded that crossword puzzle is a word game in which the students have to find the answer that need to spell item in order to complete the correct answer.

⁴⁰ Fajar Nyoto, *Improving the eighth grade students' reading comprehension by using Crossword Puzzle*, Jember: Muhammadiyah University of Jember Faculty of Teacher Training and Education English Department. 2014, p.6

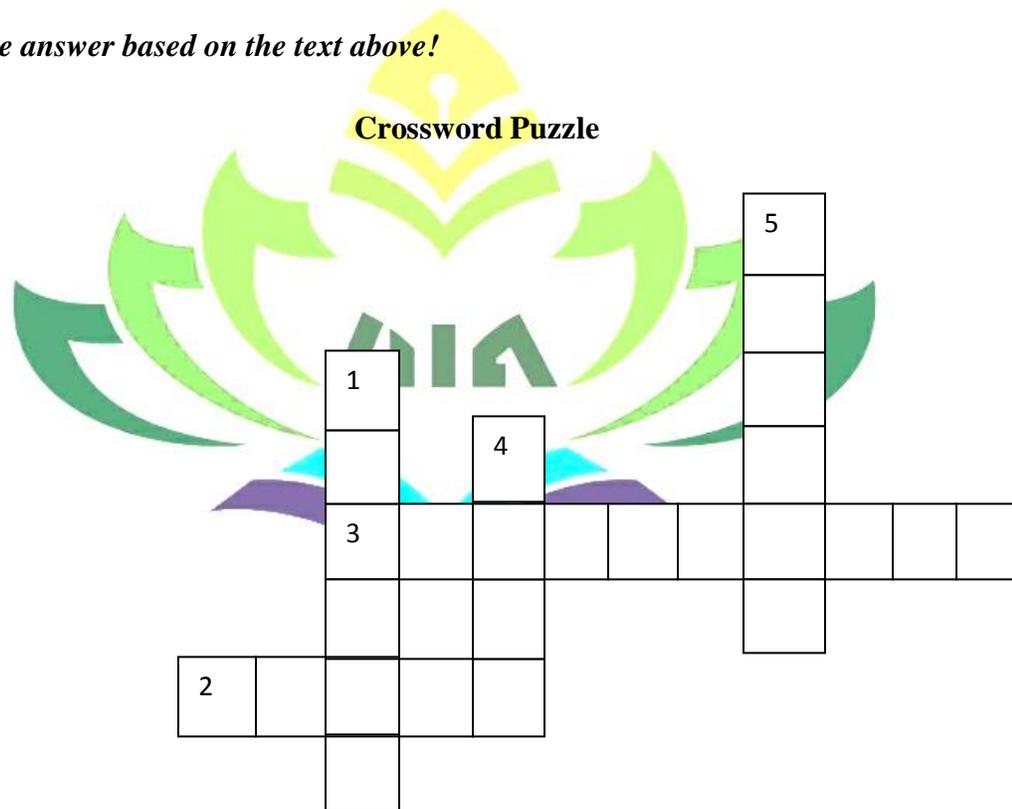
⁴¹ Sylvia Charlesworth, *50 Great States Read and Solve Crossword Puzzles*, New York, 2002, p.5

⁴² *Ibid*, p.6

The example of crossword puzzle in reading comprehension:

Nabila is the youngest in our family. She is fourteen years old and four years youngest than me. He has long straight hair bright eyes, and a friendly smile. Sometimes, he is rather naughty at home, but he usually does what she is flowers. Everyday she draws flowers and coloring well. She often taken parts in drawing competition

Please answer based on the text above!



Down:

1. What is the title of the text?
4. “Nabila is interested in drawing very much”. The underline word can be replace with.....
5. What kind’s of Nabila’s draw?

Across:

2. The statement below is true or false?
“The writer is sixteen years old”
3. Mention one of Nabila’s character?

1. Procedure of Crossword Puzzle

The steps to play Crossword Puzzle Game consist of:

- a. The first, divided class into groups.
- b. The second, give each group passage about Descriptive Text.
- c. The third, asks them to read the passage.
- d. After that asks them to guess the word based on the question in the crossword puzzle game.
- e. Then each group must answer quickly, if they want to answer the question, they have to raise their hand up.
- f. Then group which answer correctly will getting the point.
- g. The last, each group that has the most point will be the winner.⁴³

2. Advantages of Crossword Puzzle

The first, by using Crossword Puzzle learning activities will be more interesting for students, so it can build students motivation. The second, teaching materials will be more obviously the meaning so it can be more understood by students and the

⁴³ Zuni Listiowati, *The Influence Of Crossword Puzzle Game In Reading Comprehension On Narrative Text*, (Semarang: Education And Teacher Training Faculty Walisongo State Islamic University Semarang, 2016), p.39.

purpose of learning process will be mastery. The third, teaching media will be more varied, so students do not get bored and the teacher does not run out of steam, especially if the teacher teaches for every hour lesson. The fourth, Students learn to be more active, because not only listen to teachers' explanation but also other activities such as observing, performing, and others demonstrating.⁴⁴

3. Disadvantages of Crossword Puzzle

The disadvantages of Crossword Puzzle in learning activities: the first, by using Crossword Puzzle students are difficult to guess the question, because they don't know about the meaning of the question. Second, by using Crossword Puzzle the condition in the class will be noisy.⁴⁵

E. Nature of Translation Technique

1. Concept of Translation Technique

Translation has always played a role in language teaching. Translation is a general term referring to the transfer of the transfer of thought and ideas from one language (source of language) to another language (target language) whether the language in written or spoken forms.⁴⁶ The statement supported by Effendi, translation is the process of transforming message from one language (source language) into another (target language).

⁴⁴ *Ibid*, p.40.

⁴⁵ *Ibid*.

⁴⁶ Rahmat Effendi P, *Cara Mudah Menulis dan Menterjemahkan*, Hapsa Et Studia, Jakarta, 2004, p.6

Nation in Cameron listed basic techniques by which teachers can explain the meaning of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.⁴⁷ It means that translation can be defined as a technique of teaching English especially for reading. This statement is also supported by Garcia, he says that the translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.⁴⁸ Summary, it can be concluded that the translation can be classified as a technique in teaching and learning English in the class.

According to Molina and Albir, translation technique is defined as procedure to analyze and classify how translation equivalence works.⁴⁹ It means that we need the procedures when translate some words either in oral or written form that called as the translation technique.

The word translation itself may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson says the the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is

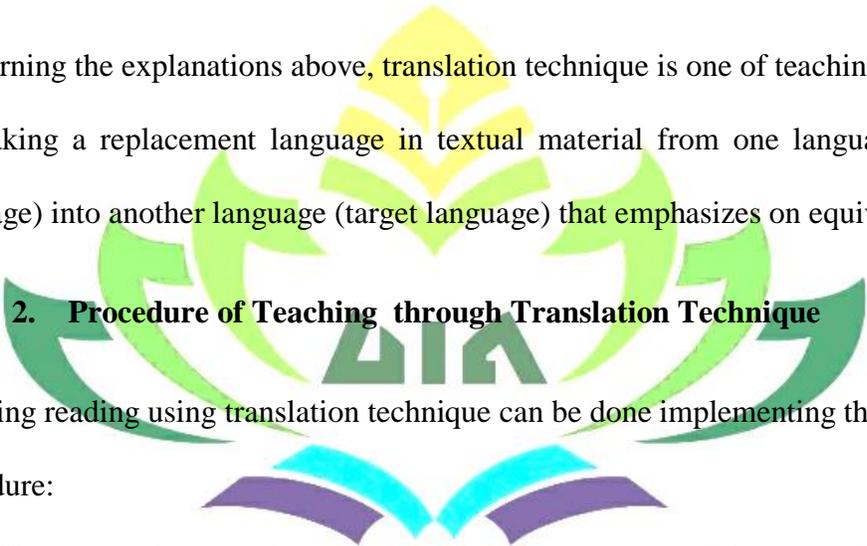
⁴⁷ Lyne Cameron, *Teaching to Young Learners*, United Kingdom, Cambridge University, 2001, p.85

⁴⁸ Roberto A. Valdeon Garcia, *A new Approach to the Use of Translation in the Teaching of L2*, *Revista Alicantina de Estudios Ingleses* Volume 8, 1995, (Universidad de Oviedo, 1995), p. 241

⁴⁹ Lucia Molina and Amparo Hurtado Albir, *Translation technique Revisited: A Dynamic and Functionallist Approach*, *Universitat Autonoma de Barcelona, Meta*, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autonoma de Barcelona, 2002), p. 509

meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language.⁵⁰ It means that the translation technique should be emphasized on replacement one material type into another type by paying the equivalent changed.

Concerning the explanations above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule.



2. Procedure of Teaching through Translation Technique

Teaching reading using translation technique can be done implementing the following procedure:

- a. Class is taught in mother tongue, with little native use of the target (English).
- b. Vocabulary is taught in the form of list of isolated word.
- c. Students translate of isolated word from the target language to their mother tongue.
- d. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
- e. Students memorize vocabulary.

⁵⁰ M. L. Larson, *Meaning-based Translation: A Guide to Cross-language Equivalence*, (New York: University Press of America, Inc, 1984), p. 3

3. Advantages and Disadvantages of Translation Technique

a. Advantages of using Translation Technique

According to Howattin Mehta, translation technique is not as terrible as it appears to be and Duff in Mehta gives reasons for considering translation very advantageous:⁵¹

- 1) Invites speculation and discussion.
- 2) Develops qualities that are essential to all language: accuracy, clarity and flexibility.
- 3) The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
- 4) Lets students practice a variety of styles and registers.

b. Disadvantages of using Translation Technique

Mehta reveals following limitation of using translation technique.⁵²

- 1) Encourages thinking in one language and transference into another with interference.
- 2) Deprives from learning within only one language.
- 3) Gives false credence of word-to-word equivalence.
- 4) Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.
- 5) Time-consuming activity.

⁵¹ Dr Naveen K. Mehta, *English Language Teaching through the Translation Method (A Practical Approach to Teaching Mongolian CPAs)*, Volume 14, No. 1 January 2010, available at: <http://translationjournal.net/journal/51mongolian>, retrieved on March 11, 2017 at 10.05 PM.

⁵²Dr Naveen K. Mehta. Ibid

6) Not desirable, since it uses the mother tongue.

F. Frame of Thinking

Reading is one skill in English that has to be mastered. Reading is process of getting information from written text. Reading comprehension is the important point in reading because comprehension is the background knowledge that reader brings to the reading text. In reading comprehension, vocabulary is very important for the students to comprehend the reading materials. Lack of vocabulary might cause the students' difficulties to comprehend the message of the printed text. Therefore, enlarging vocabulary is one of the way to improve reading comprehension. By understanding vocabulary found in passage, the students may understand what the text is about.

In teaching reading, a teacher should be able to make the students enjoy in accepting materials during the teaching and learning process. Therefore, a teacher should create an interesting technique to make the atmosphere in the classroom more alive and the students can participate actively in the process of teaching and learning of English. Charlesworth states that reading and then solving related crossword puzzle will help students build their reading comprehension skills.⁵³ It means that crossword puzzle can be applied in teaching reading. Because it can help students increase their reading comprehension and can make the students interest and enjoyable in learning process.

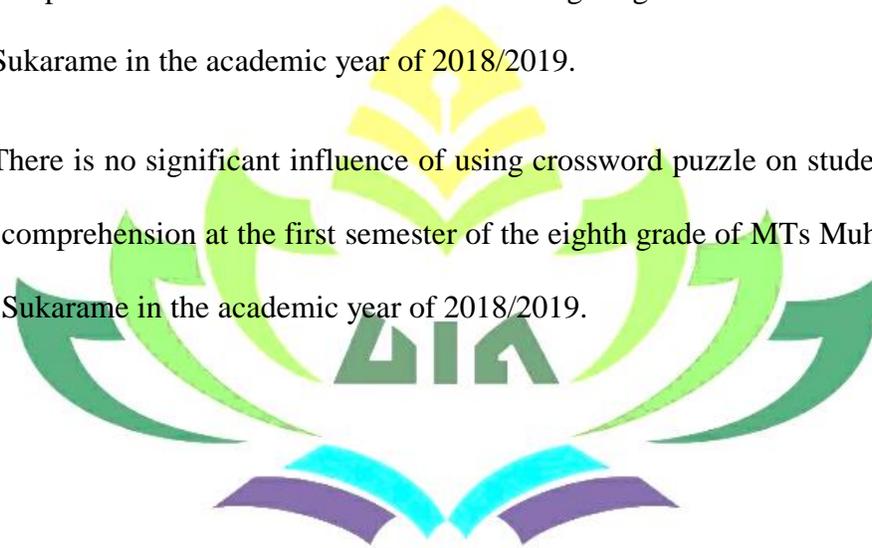
⁵³ Sylvia Charlesworth, *50 Great States Read and Solve Crossword Puzzles*, New York, 2002, p.5

G. Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypotheses as follows:

H_a : There is a significant influence of using crossword puzzle on students' reading comprehension at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

H_o : There is no significant influence of using crossword puzzle on students' reading comprehension at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental design. According to Sugiyono, experimental research is a research method used to looking for the influence of a certain treatment towards others in a controlled condition and this research there is treatment.⁵⁴ He also states “There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental, and Quasi experimental”.⁵⁵ Particularly, in conducting this research the researcher used Quasi experimental. Quasi experiments include assignment, but not random assignment of participants to groups.⁵⁶ It means that we do not have the opportunity for random assignment of students to special groups in different conditions.

In this research, the researcher used two classes, one is the control class and the other is experimental class. The research design can be presented as follows:

Table 2
The Research Design

Experimental class	Pre-test	Treatment by using crossword puzzle game	Post-test
Control class	Pre-test	Treatment by using translation technique	Post-test

⁵⁴ Sugiyono, *Metode Penelitian Pendidikan (pendekatan kuantitatif, dan R & D)*, (Bandung: Alfabeta, 2013), p.107.

⁵⁵ *Ibid*, p.73

⁵⁶ Jhon W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative*, fourth edition, (Boston: Pearson Publishing), 2012, p.309

Based on explanation the researcher used two classes, one as experimental class and another as a control class. The student was given pre-test to know their score reading comprehension before treatment. In experimental class that was given treatment by using crossword puzzle game and control class that was taught by using translation technique. The post-test was given to know their score reading comprehension after the treatment was done.

B. Variable of the Research

Two kinds of variable are independent and dependent. Independent variables are those the writer chooses to study in order to assess their possible effect on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. The dependent variable “depends on” what the independent variable does do it, how it affects it.⁵⁷ In this research, crossword puzzle is independent variable and students’ reading comprehension is dependent variable.

1. The independent variable in this research is crossword puzzle as variable (X).
2. The dependent variable in this research is students’ reading comprehension on descriptive text as variable (Y).

⁵⁷ Sugiyono, *op.cit.*, p.42

C. The Operational Definition of Variable

The operational definitions of variable are as follows:

1. The independent variable (X)

Crossword Puzzle is a word game in which the students have to find the answer that need to spell item in order to complete the correct answer.

2. The dependent variable (Y)

Students' Reading Comprehension is the reader's ability to take information from reading descriptive text including the ability to deal with questions related to main idea, expression/idioms/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

D. Population, Sample, and Sampling Technique

1. Population of the Research

Population is group of individuals who have the same characteristic.⁵⁸

The population of this research was the first semester students of the eighth grade of MTs Muhammadiyah Sukarame in 2018/2019. The total numbers of population is 60 students that consist of two classes.

⁵⁸ Jhon W. Creswell, *Op, Cit.*, p.142.

Table 3
The Population of Students of the Second Grade at MTs
Muhammadiyah Sukarame in 2018/2019 Academic Year

No	Class	Gender		Total
		Male	Female	
1	VIII A	16	14	30
2	VIII B	16	14	30
Total		32	28	60

Source: The Data of Documentation of the Eighth Grade of MTs Muhammadiyah Sukarame in 2018/2019 Academic Year

2. Sample of the Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵⁹ The eighth grade consists of two classes that were VIII A and VIII B. The researcher selected one of class as experimental class and the other one as control class.

3. Sampling Technique

In this research, the researcher used cluster random sampling technique. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters).⁶⁰ The researcher conducted the research at the eighth grade. The eighth grade consists of two classes. The one class is an experimental class and

⁵⁹ *Ibid.*, p.142.

⁶⁰ Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition*, (Canada: Wadsworth Cengage Learning), p.637.

the other one as control class. Step in determining the experimental class and control class as follows:

1. The researcher writes two names of classes in small piece of paper.
2. The paper is rolled and put into box.
3. The box is shaken and the researcher takes two pieces of the rolled paper to be sample randomly. The first class as experimental class and the second class as control class.

E. Data Collecting Technique

In collecting the data, the researcher used tests. The test was pre-test and post-test. Pre-test is a test done before giving the treatment to the students to know students' reading comprehension in descriptive text. Then post-test is a test done after giving treatment by using crossword puzzle to know the students' ability after being given the treatment.

F. Research Instrument

The instrument is a tool to get the data that is used by the researcher in this research. In this research, the researcher used multiple choice questions as a tool for testing to know students' reading comprehension in descriptive text. The researcher made two instruments; pre-test and post-test.

Table 4**The Specification for Try-out of Pre-test and Post-test before Validity Test**

No.	Aspects	Item Numbers					
		Pre-Test		Total	Post-Test		Total
		Odd	Even		Odd	Even	
1.	Main idea (topic)	3, 7, 21, 23	26	5	1, 7, 23, 37	26	5
2.	Expression/idiom/phrases in context	5		1	39	4, 30, 40	4
3.	Inference (implied detail)	13, 17, 31, 39	10, 14, 22, 30	8	13, 17, 35	2, 10, 36	6
4.	Grammatical features		8, 20, 28, 34, 38	5		8, 20, 28, 38	4
5.	Detail (scanning for a specially stated detail)	1, 9, 11, 25, 27, 29, 33	2, 12, 16	10	5, 9, 11, 25, 27, 31, 33	12, 16, 18, 32	11
6.	Excluding facts not written (unstated details)	19, 35	18	3	3, 15, 29	14, 22	5
7.	Supporting idea	15, 37	36	3	19, 21	34	3
8.	Vocabulary in context		4, 6, 24, 32, 40	5		6, 24	2
Total		20	20	40	20	20	40

Based on the table 4 above, the pre-test items before validity with eight aspects: main idea, expression/idiom/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context. In aspect main idea are 5 items consisting of 4 odd numbers and 1 even number. In aspect expression/idiom/phrases in context are 1 item. In aspect inference are 8 items consisting of 4 odd numbers and 4 even numbers. In aspect grammatical features are

5 items consisting of 5 even numbers. In aspect detail are 10 items consisting of 7 odd numbers and 3 even numbers. In aspect excluding facts not written are 3 items consisting of 2 odd numbers and 1 even number. In aspect supporting idea are 3 items consisting of 2 odd numbers and 1 even number. And in aspect vocabulary in context are 5 items consisting of 5 even numbers.

Table 5
The Specification for Pre-test and Post-test after Validity Test

No.	Aspects	Item Numbers					
		Pre-Test		Total	Post-Test		Total
		Odd	Even		Odd	Even	
1.	Main idea (topic)	7, 21, 23		3	7, 23, 37		
2.	Expression/idiom/phrases in context	5		1	4, 40	2	
3.	Inference (implied detail)	13, 17	14, 30	4	13, 17, 35	2, 10, 36	6
4.	Grammatical features		8, 34, 38	3		38	1
5.	Detail (scanning for a specially stated detail)	1, 11, 25, 27, 29, 33	2	7	5, 9, 11, 25, 27, 31	16, 18, 32	9
6.	Excluding facts not written (unstated details)	35	18	2	3, 29	14	3
7.	Supporting idea				21		1
8.	Vocabulary in context		4, 32	2		6, 24	2
Total		13	9	22	15	10	25

Based on the table 5 above, the pre-test items after validity with eight aspects. In main idea are 3 items of 3 odd numbers. Expression/idiom/phrases in context are 1

item of 1 odd number. In aspect inference are 4 items consisting of 2 odd numbers and 2 even numbers. In grammatical features are 3 items consisting of 3 even numbers. In aspect detail are 7 items of 6 odd numbers and 1 even number. Excluding facts not written are 2 items of 1 odd numbers and 1 even number. And in aspect vocabulary in context are 2 items consisting of 2 even numbers. The total of pre-test items after validity are 22 items with 13 odd numbers and 9 even numbers.

G. Research Procedure

There were three steps in research procedure, they were:

1. Planning

In conducting this research, the researcher applied some procedures as follows;

a) Determining the Subject

The subject of the research was the students at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

b) Preparing Try Out

The researcher prepared a kind of test (called try-out test) that was given to the students of the eighth grade of SMP N17 Bandar Lampung. The researcher prepared try-out test for pre-test and post-test. Then the researcher evaluated the test items.

c) Preparing Pre Test

The researcher prepared a kind of test that was given to the students. Pre-test was conducted before treatment. The pre-test given is based on the questions selected in the try-out.

d) Determining the Material

The researcher determined the material to be taught to the students that is reading comprehension especially reading comprehension in descriptive text.

e) Preparing the Post Test

The researcher prepared a kind of test that was given to the students to know whether there is a significant influence of using crossword puzzle on students' reading comprehension in descriptive text. Post-test was conducted after the treatments. This test is aimed at knowing the students' reading comprehension in descriptive text after having the treatment. The post-test given is based on the questions selected in the try out.

2. Application

After making the planning, the researcher applied the research procedure that had been already planned before. There were some steps in doing this research:

a. Try Out

In the first meeting, the researcher gave try out to the students of the eighth grade of SMP N17 Bandar Lampung as try-out class. This test was multiple choice that consist 40 items for each pre-test and post-test with 4 options a, b,

c, and d. Try-out was given in the eighth grade of the other school to evaluate the test items before used for pre-test and post-test items.

b. Pre Test

In the second meeting, the researcher gave pre-test to experimental class and control class of the eighth grade of MTs Muhammadiyah Sukarame. This test was multiple choice with 4 options a, b, c, and d. the total number of the test items was determined by the validity and reliability. After determining by the validity and reliability, there were 22 questions for pre-test.

c. Treatment

After giving pre-test to the student, the researcher conducted the treatment three times in the experimental class and control class. In the experimental class, the researcher conducted the treatment through crossword puzzle technique. While in the control class, the researcher conducted the treatment through translation technique.

d. Post Test

In the last meeting, the researcher gave post-test to experimental class and control class. The test was multiple choice with 4 options a, b, c, and d. the total number of the test items was determined by the validity and reliability analysis of the try out. After determining by the validity and reliability, there were 25 questions for post-test.

4. Reporting

The last point that was done in this research procedure in reporting they were:

- a. Analyzing the data that are already received from try-out test.
- b. Analyzing the data that are already received from pre-test and post-test.
- c. Making a report on findings.

H. Scoring System

To get the score, the researcher determined the procedure to be used in scoring the result of the students' work. In order to do that, the researcher used Arikunto's formula.⁶¹ and the formula as following:

$$S = \frac{r}{n} 100$$

Notes:

S = the score of the test

R = the total of the right answer

N = the total item

I. Validity and Reliability

1. Validity

Validity is the most important idea to consider when preparing or selecting an instrument for use.⁶² It means that validity is a test to know and measure the quality of data instrument. To measure the test has good validity or not. Therefore, the researcher used content validity and construct validity.

⁶¹ Suharimi Arikunto, *Prosedur Penelitian Suatu Pendidikan Praktik*, (Jakarta: Rineka Cipta, 2010), p.310

⁶² Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, seven edition, (New York: McGraw-Hill, 2009), p.147

a. Content Validity

Content validity concerns whether the test is good reflection of the materials that need to be test. Content validity refers to instruments that are parallel with the matter that measure. Content validity is based on the materials, and the material is agreement with the objectives of learning in the syllabus.

To get the content validity of the reading test, the researcher tried to arrange the material based on the objective of teaching in the school based on the curriculum for the eighth grade of MTs Muhammadiyah Sukarame Bandar Lampung for making sure that the instrument is valid.

b. Construct Validity

Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory. It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability especially for reading ability. In this research, the researcher made a reading test that could measure the students' reading ability.

c. Item Validity

Item validity is used to measure whether the items of the test are valid or not. In this research, the researcher used Anates to calculate the data which was taken from try out. After the data calculated by using Anates, 22 items of 40 items for pre-test were valid. There were item number 1, 2, 4, 5, 7, 8, 11, 13, 14, 17, 18, 21, 23, 25, 27, 29, 30, 32, 33, 34, 35, 38. While the items for post-test, there were

25 items of 40 items for post-test were valid. There were item number 2, 3, 4, 5, 7, 9, 10, 11, 13, 14, 16, 17, 18, 21, 23, 25, 27, 29, 31, 32, 35, 36, 37, 38, 40.

2. Reliability

Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.⁶³ Besides having high validity, a good test must have high reliability too.

Then the result is consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low

Based on the Anates, the reliability of pre-test was 0.74 and it means that the reliability of pre-test was high. The reliability of post-test was 0.76 and it means that the reliability of post-test was high. (see appendix)

⁶³ *Ibid*, p.154

J. Data Analysis

1. Normality Test

The normality is used to know whether the data in experimental and control class has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science).

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

The criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

2. Homogeneity Test

After the researcher get the data which has normality distribution, the researcher do the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science).

The hypotheses for the homogeneity test are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

3. Hypothetical Test

After the data is normal and homogeneous, the data analyze by using independent sample t-test in order to know the significance of the treatment effect. The researcher used SPSS (Statistical Program for Social Science) to calculate the independent sample t-test.

The hypotheses are:

H_a : there is significant influence of using crossword puzzle on students' reading comprehension in descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019

H_o : there is no significant influence of using crossword puzzle on students' reading comprehension in descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019

While the criteria acceptance or rejection of hypothesis test are:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_o is accepted if $\text{sig} > \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

The researcher got the data in score form. The scores were divided from the test. There were pre-test and post-test. Before doing pre-test and post-test the researcher conducted try-out to students. The try-out was held on Wednesday, 22nd August 2018. The try-out consisted of 40 items for each pre-test and post-test with four options a, b, c and d. The purpose of try-out was to know the validity and reliability of the test. After conducting the try-out, the researcher did pre-test to students. The pre-test was held on Thursday, 6th September 2018. Before doing post-test, the researcher did the treatments for experimental class by using crossword puzzle and for control class by using translation technique, the treatments were held three times on Thursday, 13nd September 2018 until Tuesday, 18th September 2018. And the last was post-test which was held on Thursday, 20th September 2017.

B. Result of the Research

After doing the research, the result of pre-test and post-test was obtained. The test was conducted in two classes, the first was experimental class and the second was control class.

1. The Result of Pre-test

The researcher conducted pre-test in order to find out the previous students' reading comprehension. The pre-test was administered on Thursday, 6th September 2018 in

class VIII B as experimental class and VIII A as control class. After conducting pre-test both classes, the researcher collected and analyzed the data.

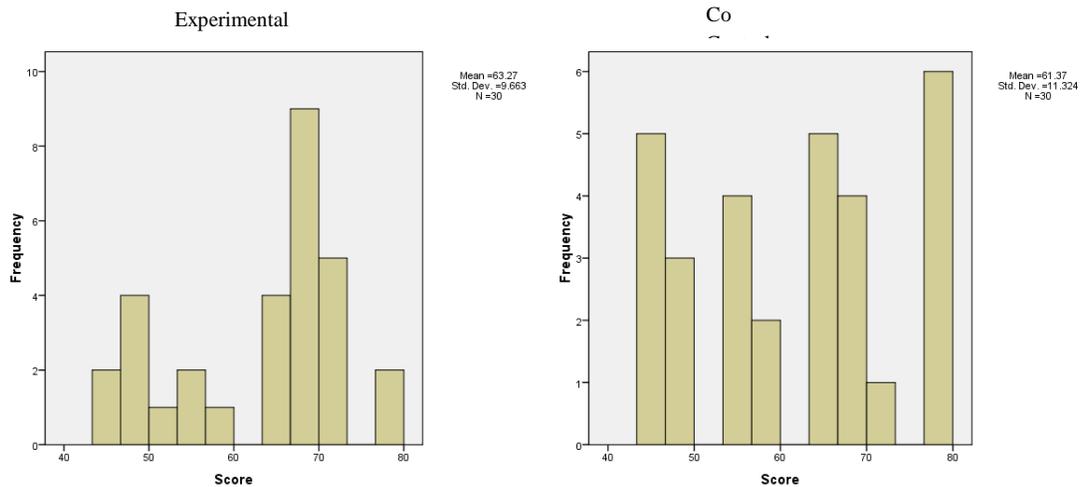


Figure 1
The result of pre-test in experimental class control class

Based on the figure 1, it can be seen that in experimental class 2 students who got score 45, 4 students who got score 50, 1 student who got score 55, 2 students who got score 59, 1 student who got score 64, 4 students who got score 68, 9 students who got score 73, 5 students who got score 77, and 2 students who got score 82. The highest score was 82 and the lowest score was 45.

While the result of control class also showed that 5 students who got score 45, 3 students who got score 50, 4 students who got score 55, 2 students who got score 59, 5 student who got score 64, 4 students who got score 68, 1 student who got score 73, and 6 students who got score 77. The highest score was 77 and the lowest score 45.

(see appendix 8)

2. The Result of Post-test

After conducting three meetings of treatments, the researcher conducted post-test to the sample in order to see whether the students' score increased or not. The post-test was administered on Thursday, 20th September 2017.

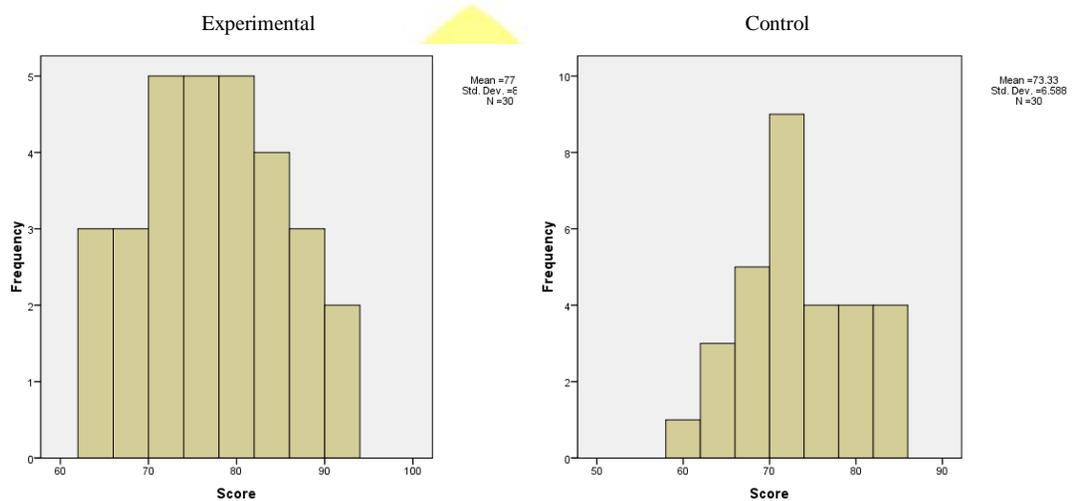


Figure 2

The result of post-test in experimental class control class

Based on the figure 2, it can be seen that 3 students who got score 64, 3 students who got score 68, 5 students who got score 72, 5 students who got score 76, 5 students who got score 80, 4 students who got score 84, 3 students who got score 88, and 2 students who got score 92. It showed that the highest score was 92 and the lowest score was 64.

While the result of control class also showed that 1 student who got score 60, 3 students who got score 64, 5 students who got score 68, 9 students who got score 72, 4 students who got score 76, 4 students who got score 80, and 4 students who got

score 84. It can be seen that the highest score was 84 and the lowest score 60. (see appendix 9)

3. The Result of Normality Test

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

The hypothesis for normality test was formulated as follows:

H_0 = the data are normally distributed

H_a = the data are not normally distributed

The criteria of acceptance of normality test as follows:

H_0 = accepted if $Sig \geq \alpha = 0.05$

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

Table 6
The Normality Test of Experimental and Control Class

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	Experimental	.132	30	.195	.961	30	.331
	Control	.144	30	.117	.957	30	.260

a. Lilliefors Significance Correction

Based on table 4, it can be seen that Sig. in experimental class was 0.195 and in control class was 0.117. So, both of scores are higher than 0.05. It can be concluded that the data were normal distribution.

4. The Result of Homogeneity Test

After knowing the data were normal, the researcher calculated the homogeneity test to know whether the data were homogeneous or not. In this case, the researcher used SPSS (Statistical Package for Social Science) to calculate homogeneity test.

The hypothesis for homogeneity test was formulated as follows:

H_0 = the data are homogenous variances

H_a = the data are not homogenous variances

The criteria of acceptance of homogeneity test as follows:

H_0 = accepted if $\text{Sig} \geq \alpha = 0.05$

H_a = accepted if $\text{Sig} < \alpha = 0.05$

Table 7
The Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Gain Based on Mean	.065	1	58	.800

Based on table 5, it can be seen that the result of homogeneity test is 0.800. It means that H_0 is accepted because $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$. It can be concluded that the variance of data was homogenous.

5. The Result of Hypothetical Test

After the researcher knew that the data were normal and homogenous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the researcher used SPSS (Statistical Package for Social Science) to calculate the independent sample t-test.

The hypotheses were:

H_a : there is a significance influence of using crossword puzzle on students' reading comprehension at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019

H_o : there is no a significance influence of using crossword puzzle on students' reading comprehension at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019

The criteria of acceptance of hypothetical test are as follows:

H_a is accepted if $\text{Sig. } (P_{\text{value}}) \leq \alpha = 0.05$

H_o is accepted if $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

Table 8

The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
1.016	58	.000

Based on table 6, the result obtained that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.00, and $\alpha = 0.05$. It means that $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$ H_o is rejected and H_a is accepted. It can be concluded that there was significant influence of using crossword puzzle on students' reading

comprehension at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

C. Discussion

The students' reading comprehension at MTs Muhammadiyah Sukarame have difficulties in learning reading, it can be seen the score of the students in preliminary research. There were 58% of the students who got the score under 72 the KKM. It means that the students' reading comprehension is still low and need to be increased. To solve the problem, the researcher applied crossword puzzle in teaching reading. Thus, the objective of this research is to know whether there is influence of using crossword puzzle on students' reading comprehension at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

The research had been conducted since August, 22nd 2018, it begun by giving try out test to the students in class VIII /9 as try out class. The researcher prepared 80 items test as the instrument of the test items for pre-test and post-test. From 80 items test of try out, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout, the researcher used 47 question for pre-test and post-test.

Before conducting treatments, the researcher conducted pre-test for experimental class and control class on Thursday, 6th September 2018. In pre-test, the test items consist of 47 items of multiple choice test with 4 options (a, b, c and d). The result of

pre-test was shown that the mean in experimental class was 63.27 and in control class was 61.37.

After conducting pre-test, the researcher conducted three times treatment. The first treatment was administrated on Thursday, 13nd September 2018. The lesson begun by greeting the students, introducing the researcher and checking their attendance. The next step is teaching learning process. Before applying the technique, the researcher gave material about descriptive text. The topic in the first meeting is learning descriptive text about people. After opening the class, the researcher implemented crossword puzzle technique. The researcher explained the role of crossword puzzle to the students. The researcher gave example of crossword puzzle to the students. Then, asked the students to make a group and read about the text. After 5-7 minutes, the researcher asked the students to answer and come in front of class to write down the answer on whiteboard. In last activity, the researcher together with the students made conclusion of what they have learned. Finally, the researcher closed the first meeting.

The second treatment was administrated on Friday, 14th September 2018. The researcher did almost the same activity to begin the class as what the researcher did in the first meeting.

The third treatment was administrated on Tuesday, 18th September 2018. The researcher held the activity as usual from beginning until closing. The activities in third meeting still same with the first and second meeting.

After finishing all treatments, the researcher conducted post-test for experimental and control class. The post-test was conducted on Thursday, 20th September 2017. In post-test, the test items consist of 47 items of multiple choice test with 4 options (a, b, c and d). The result of post-test was shown that the mean in experimental class was 77.33 and in control class was 73.33.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in MTs MuhammadiyahSukarame in the academic year of 2018/2019, the researcher might draw conclusion as follows:

At the end of the research, post-test was given to measure the influence of students' reading comprehension in both classes after the treatment done. The mean score of post-test in experimental class was 77.33 and the mean score of post-test in control class was 73.33. it showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result could be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the researcher concluded that there was a significant influence of using crossword puzzle on students' reading comprehension at the first semester of the eighth grade of MTs MuhammadiyahSukarame in the academic year of 2018/2019.

B. Suggestion

Based on the conclusion that has been stated above, the researcher would like to give some suggestion as follows:

1. For the teacher

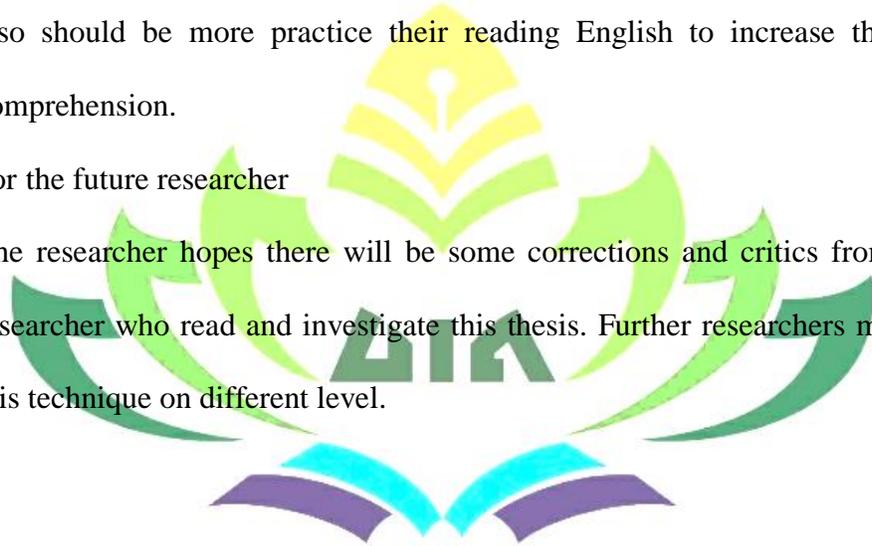
The researcher found out that crossword puzzle as one of the way in teaching reading because it will motivate the student by making learning interest and active in class.

2. For the student

The student should study hard and pay attention in learning process. The student also should be more practice their reading English to increase their reading comprehension.

3. For the future researcher

The researcher hopes there will be some corrections and critics from the other researcher who read and investigate this thesis. Further researchers may conduct this technique on different level.



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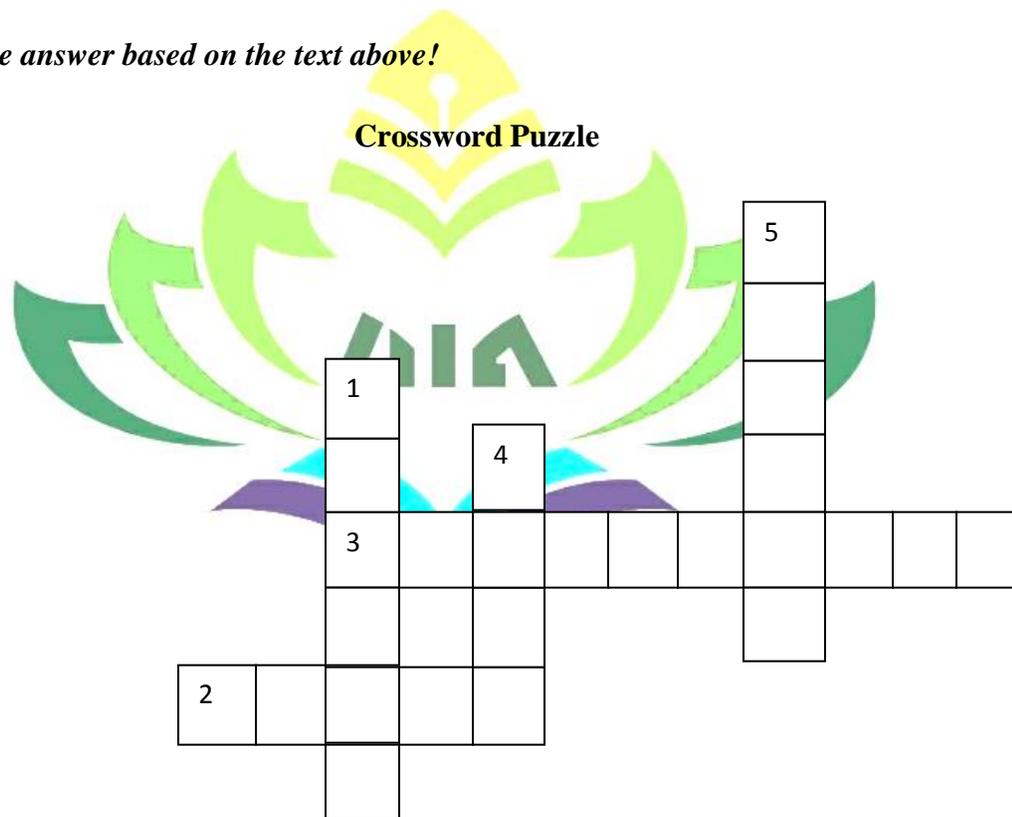
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Lampiran 1

Nabila is the youngest in our family. She is fourteen years old and four years youngest than me. He has long straight hair bright eyes, and a friendly smile. Sometimes, he is rather naughty at home, but he usually does what she is flowers. Everyday she draws flowers and coloring well. She often taken parts in drawing competition

Please answer based on the text above!



Down:

4. What is the title of the text?

4. “Nabila is interested in drawing very much”. The underline word can be replace with.....

5. What kind's of Nabila's draw?

Across:

5. The statement below is true or false?

“The writer is sixteen years old”

6. Mention one of Nabila's character?

Answer Key:

1. Nabila
2. False
3. Bright eyes
4. Like
5. Flower

