THE EFFECT OF CROSSWORD PUZZLE GAME ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL

THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of UIN-SU Medan as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan∕ *S.1. Program*

By:

MAHYA MAHARANI
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
2021

SURAT PENGESAHAN

Skripsi yang brjudul "The Effect of Crossword Puzzle Game on Students' Reading Comprehension of Narrative Text at the Eighth Grade of Junior High School" oleh Mahya Maharani, yang telah di munaqasyahkan dalam sidang munaqasyah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

31 Maret 2021 M
17 Syakban 1442

Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan

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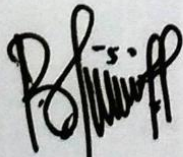NIM : 0304161049

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Judul : The Effect of Crossword Puzzle Game on Students'
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Dengan ini kamis menilai skripsi tersebut dapat disetujui untuk diajukan dalam
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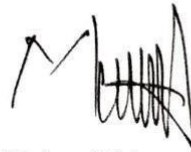Jurusan   : Pendidikan Bahasa Inggris

Judul   : The Effect of Crossword Puzzle Game on Students' Reading Comprehension in Narrative Text at the Eighth Grade of Junior High School

Menyatakan dengan sepenuhnya bahwa skirpsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 22 Maret 2021

Yang Membuat Pernyataan

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ABSTRACT

Mahya Maharani. Registeration Number: 0304161049. The Effect of Crossword Puzzle Game on Students' Reading Comprehension of Narrative Text at the Eighth Grade of Junior High School. An Undergraduate Thesis, English Education program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatra, 2020.

The point of this research was to see if there was a massive impact of using crossword puzzle game on students' reading comprehension of narrative text at the eighth grade of Junior High School conducted in SMPN 3 Bambel in academic year 2020/2021. A quantitative research with quasi-experimental design was to direct in this research. Through this design, 40 sample students chosen by purposive sampling and separated into two classes, specifically experimental class and Control class with each class had a total number of 20. In collecting the data, multiple choices were used as the instrument for pre-test and post-test. In giving treatment, experimental class was taught by Crossword Puzzle Game while Control class by teaching center learning. The data gathered was analyzed using SPSS v.20. The outcomes showed that the mean score of post-test in experimental class (85) was higher than Control class (75.5). Thus, the aftereffect of t-test additionally showed $t_{observe}$ (2.656)> t_{table} (2.024), and the Sig. (2-tailed) = 0.011< α = 0.05 which implies there was tremendous contrast result between the utilization of Crossword Puzzle Game and without Crossword Puzzle Game. It implies H_a is acknowledged in light of the fact that sig. < α = 0.05 and H_o is dismissed. Further, the aftereffect of the analysis showed that teaching reading in narrative text by using Crossword Puzzle Game is effective. Subsequently, Crossword Puzzle Game has significant effect on students' reading comprehension of narrative text at the eighth grade of SMP N 3 Bambel.

Key words: *Crossword Puzzle Game, Reading Comprehension, Junior High School*

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بِسِّـــمِٱللَّهِٱلرَّحْمَنِٱلرَّحِيــــمِ

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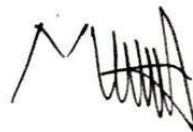
This thesis was made as a halfway satisfaction of the prerequisite for the degree of *Sarjana Pendidikan* / S.1 program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatera (UINSU) Medan, under the title "**The Effect of Crossword Puzzle Game on Students' Reading Comprehension in Narrative Text at the Eighth Grade of Junior High School**".

Furthermore, in accomplishing this thesis the writer faced numerous hindrances such as finding the references, gathering the data, examining the data and some more. Despite of these obstacles, the writer could finish writing this thesis with the help and support of numerous people. Therefore, the author would like to offer her gratitude and appreciation to:

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Medan, 22nd of March 2021

Mahya Maharani
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a necessary language to be learned and mastered. It is appropriate with the statement by Huda, Dewi, and Widyaningrum that English is the most usually utilized global language, and it also refers that English is recognized and used by various people throughout the world to communicate.[1] There are many advantages can be obtained by understanding English as the world's most broadly communication in or a worldwide language, especially in interaction for trade, education, business and tourist.[2] Especially for education, it can be found many of studies or journals are written in English.

In Indonesia, English is presented as the main unknown compulsorily educated from secondary up to college in Indonesia.[3] Thus, English as a foreign language develops by the Indonesian government a wisdom which is stated in Law of Nation Education System No. 20 Year 2003 Article 33 Verse 3 about the ultilization of foreign language in educating process.[4] It expressed that foreign language can be ultilized as the language of guidance in educational units to help

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[1] Husnul Huda, Mustikawati Dewi, & Lulut Widyaningrum, (2017), "*Mengemas Kelas Bahasa Inggris (EFL) Malalui Joyful Learning Based Social Constructivism Pedagogy".* DIMAS, Vol. 17, No. 2, p. 240.

[2] Rahmah Fithriani, (2018), "*Descrimination behind NEST and NNEST dichotomy in ELT Professionalism".* In the 1st Annual International Conference on Language and Literature, KnE Social Science, DOI 10.18502/kss.v3i4.1982, pp. 741-755

[3] Idris Sadri, Rahmah Fithriani, Saidurrahman, Maryati Salmiah, and Sholihatul Hamidah, (2019), "*Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL Students in Indonesia".* The 2nd Annual International Conference on Language and Literature, KnE Social Science, DOI 10.18502/kss.v3i19.4865, p. 294

[4] Nation Education System, The Law No. 20 Year 2003.

the foreign language skills of students. Currently, the learning process in Indonesia is based on Curriculum 2013. The implementation of this curriculum has six main target competences to be developed: sociocultural ability, talk capability, etymological skill, equation based skill, interactional skill, and key capability.[5]

In learning English, there are four abilities should have been mastered like writing, speaking, listening and reading. Whereas according to Patel and Jain, one among skills of English generally helpful and significant for people is reading.[6] Reading is a perplexing interaction. Above all else when you read, you really want to perceive the letters and the words on the page. Your eyes send this data to your mind, which then, at that point, attempts to figure out it by associating it with data or thoughts previously put away in your memory.[7] Meanwhile, in reading there is reading comprehension. Reading comprehension is the course at the same time separating and building significance through cooperation and contribution with composed language.[8]

Furthermore, in curriculum 2013 referenced essential skill in teaching and reading at the eighth grade students of junior high school, it gets meaning in reading of narrative text, orally and written, in structure short and straightforward tale that has been read, meanwhile the objective in learning narrative text at the eighth grade is the students can grasp, state and ask the narrative text in short and

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[5]Kristian Adi Putra, (2014), "*The Implementation of Curriculum Reneweal on ELT in Indonesia.* Parole", Vol. 4, No. 1, p. 68.

[6]M. F Patel, & Praveen M. Jain, (2008), "*English Language Teaching Method (Method, Tool, Technique)",* Jaipur: Sunrise Publisher and Distributor, p. 6.

[7]Linda Jeffries, & Beatrice S. Mikuelecky, (2014), "*Longman dictionary of language teaching & applied linguistic",* London: Pearson Education, p. 444.

[8]Catherine Snow. (2002). "*Reading for Understanding toward an R&D Program in Reading Comprehension".* Santa Monica: RAND Education. P. 11.

sample fable to get entertainment.[9] It implies that the objective in teaching and learning in reading is the students are supposed to grasp, ask and give statement in reading the narrative text.

In spite of these objectives of reading, the literacy level of Indonesia individuals tragically is recorded among the most exceedingly terrible on the world in the degree of 60 of 61 nations.[10] To know the reason of that condition, some experts had stated some statements. According to Guntur, reading is difficult skill to be learnt, because the students faced some difficulties in comprehending reading text that impacted in comprehending the true meaning of a text.[11] Nahalim, Marsis and Agustina also stated that in learning reading, students experience issues figuring out the substance of the text.[12]

Reading as one of English abilities is requires the students to have great vocabulary, grammar and strategies to figure out messages that subsequent in reading comprehension.[13] Furthermore, in reading comprehension according to Agusmiati, Zakaria and Juarsa, there are still seen so many difficulties experienced by students because of the limited vocabulary they have.[14] Dewi and

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[9]Eko Joko, RPP Kd. 13, Kd. 14, Chapter 12, 2015, (http://docslide.net/documents/12-rpp-kd13-kd14-chapter-12-eko--jokodoc.html)

[10]Arif Gunawan, S., (2016, Maret 12), *"Indonesia second least literate of 61 nations"*. Retrieved from The Jakarta Post: http//www.thejakartapost.com/news/2016/03/12/indonesia-second-least-literate-61-nations.html

[11] Tarigan Guntur, (1979), *"Membaca sebagai suatu keterampilan berbahasa"*. Bandung: Angkasa, p. 7.

[12]Elfira Nahalim, Marsis and Agustina, (2014), *"Pengaruh kemampuan membaca pemahaman dan motivasi belajar terhadap kemampuan menyusun teks ulasan secara mandiri"*, Jurnal Penelitian Program Pascasarjana, p. 3.

[13] Arlina, Jufrizal, and Yenni Rozimela, (2014), *"Students' Reading Ability and Problems in Answering Questions of recount and Narrative texts at Grade VII of SMP 33 Padang"*. Journal English Language Teaching (ELT), Vol. 2, No. 1, p. 47.

[14]Agusmiati, Zakaria and Juarsa, O., *(2017), "Pengelolaan pembelajaran bahasa Inggris di bidang reading comprehension skill"*. Manajer Pendidikan, Vol. 11, No. 6, p. 558-559.

Salmiah also found in their research of students' reading that the students faced problem of the mastery of vocabulary is still less.[15] It can be deduced that the students are as yet having issue in their reading skill.

To solve the problems above, a media in learning reading is necessary to be used to help students in developing their ability. It is appropriate as Fidiyanti statement, to overcome problems that exist in the application of learning English including reading, it is necessary be supported by the use of learning tools or media.[16] There are different media can be adjusted in teaching reading comprehension like the game, picture, and picture series.[17] In this research, the game will be used as the media in teaching reading. Game is an entertaining activity, which is usually challenging, and it is also an activity for learners to interact play with others.[18] One of the game will be implemented is Crossword puzzle game.

As indicated by a few past studies, Crossword Puzzle Game is successful to further develop students' reading comprehension. it very well may be seen on a study by Munjayah, said there was a critical effect of Crossword Puzzle Game on students' reading comprehension of the 7th grade students of SMP Negeri 3 Tengaran that the Consequence of t-test from the aftereffect of pre-test and post-

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[15]Utami Dewi and Maryati Salmiah, (2019), "*Students' Reading Strategies English Educational Departement*", Al-Ishlah: Jurnal Pendidikan, Vol. 11, No. 1, p. 127.

[16] Latifah Fidiyanti, (2020), "*Penggunaan Media Pembelajaran Flashcard untuk Meningkatkan Penguasaan Vocabulary dengan Materi Narrative Text*". Journal of Education Action Research, Vol. 4, No. 1, p. 44.

[17]Muslaini, (2017), "*Strategies for teaching reading comprehension*". English Educational Journal (ELJ), Vol. 8, No. 1, p. 75.

[18]Jeremy Harmer, (1991), "*The practice of English anguage teaching*", Third Edition. New York: Longman, p. 154.

test in cycle I is 11,793 and in cycle Ii is 13,26. The two of them are more prominent than t_table with n=36 are 1960.[19]

In view of the past studies over, this exploration was led in various degree of students at eighth grade of Junior High School to check whether there was a tremendous impact of involving Crossword Puzzle Game on Reading Comprehension in narrative text in level of the subjects with the title "**THE EFFECT OF CROSSWORD PUZZLE GAME ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGTH GRADE OF JUNIOR HIGH SCHOOL**".

B. Identification of the Problem

In the light of certain issues introduced in the background of the study above, coming up next were a portion of recognized issues of the study:

1. Reading was a troublesome ability to be mastered by students.

2. The students still difficult in comprehending the content of reading text.

3. The students had of limited vocabularies for reading.

C. Limitation of Problem

Taking into account the restriction of the writer in term of knowledge, time, and finance, it was essential for the writer to focus on her study in the impact of involving Crossword Puzzle game on students' reading comprehension in narrative text at the eighth grade of SMP N 3 Bambel.

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[19]Siti Munjayah. (2016). "Improving Students' Reading Comprehension Through Crossword Puzzle". *Thesis.* State Institute for Islamic Studis (IAIN), Salatiga.

D. Formulation of the Problem

In light of identification of issues over, the plan of the issue was formed, namely: "Was there any significant effect of using Crossword puzzle game on students' reading comprehension in narrative text at the eighth grade of Junior High School?"

E. Objective of the Study

In light of definition of the issues above, the goal of this study was: "To find out the significant effect of using crossword puzzle word game on students' reading comprehension in narrative text at the eighth grade of Junior High School."

F. Significance of the Study

Subsequent to doing this study, there are two importance viewpoints that normal to give a few advantages, in particular: theoretical significance and practical significance. For more portrayal, can be visible as follows:

1. Theoretical Significance

   The eventual outcomes of this research ideally can give tremendous benefits and positive contribution for those who seek information about using crossword puzzle game as a media in teaching and learning process that will actually want to upgrade the students' reading comprehension on narrative text at eighth grade of Junior High School.

2. Practical Significance

   a) The Students

This study is expected to provide precious input in students' reading comprehension at the eighth grade of Junior High School in English and also foster the students' motivation in learning English especially in reading comprehension in narrative text.

b) The English Teacher

This study is expected to provide new information. If the use of crossword puzzle game is effective to enhance students' reading comprehension, the teacher can apply this media in teaching process.

c) Further Researcher

The result of this study is expected to be able to provide useful references or information for researchers who are interested in doing further study related to this research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Some of the theories and ideas are necessary to define related literature topic of the study. It is needed to prove some reasonable thoughts that can support this study. Therefore, in this study, some theories presented here are: reading as a language skill, reading comprehension in language learning, reading instruction in Indonesia EFL context, narrative text as a genre in EFL context, media in teaching reading comprehension, game as a media in teaching reading, crossword puzzle game, and procedures in teaching reading using crossword puzzle game.

1. Reading as a Language Skill

According to Broughton, reading is recognized as a complex skill consisting of three components, including recognition of written symbols, linking them with language and understanding meaning in the end.[20] It implies the reading is a way in obtaining the data from the written text by comprehending the text, recognize the language and make the conclusion from the information.

Reading is fundamental ability for all students at all levels and also takes important role in academic succession.[21] Reading based on Anderson and Nunan

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[20]Geoffrey Broughton, (2003), "*Teaching English as a Foreign Language*", USA: Rouledge, p. 89-90.

[21] Irmayanti, Didik Santoso, and Rahmad Husein, (2017), "*The Effect of Teaching Strategies and Self Regulation on Students' Reading Comprehension*". Jurnal Linguistik Terapan Pascasarjana, Vol. 14, No. 3, p. 224.

is a course of readers consolidating data from a text and their own experience information to construct meaning.[22]

In Al-Qur'an surah Al-'Alaq verse 1-5, it is stated that reading becomes an important thing, as in the Al-Qur'an Allah SWT said:

اَقْرَأْ بِاسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۞ خَلَقَ ٱلْإِنْسَانَ مِنْ عَلَقٍ ۞ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۞ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۞ عَلَّمَ ٱلْإِنْسَانَ مَا لَمْ يَعْلَمْ ۞

"Proclaim! [or read!] in the name of thy Lord and Cherisher, Who created- Created man, out of a [mere] clot of congealed blood: proclaim! And thy Lord is Most Bountiful,- He Who taught [the use of] the pen,- Taught man that which he knew not." (QS.Al – 'Alaq).[23]

Qardhawi explain at his book with tittle "*Al-Qur'an Berbicara tentang Akal dan Ilmu Pengetahuan*" described that these verses of Al-Qur'an is the first skill divine revelation to Prophet Muhammad ﷺ that indicates to knowledge and commands to read as the key of knowledge.[24] From this Surah, Al-Qur'an depicted the significance of reading as one of the ways in which humans do their learning activities.[25]

Furthermore, reading as a language skill according to Siahaan, is the expertise of a peruser or group of perusers to decipher data transference by an author. This expertise is likely acknowledged by the capacity of the readers' to

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[22]Anderson, J. Neil, and Nunan, D, (2008), "*Practical English Language Teaching Reading ESL/EFL*". New York: McGraw Hill

[23]Abdullah Yusuf Ali, (1987), "*The Holy Qur'an (Koran)*", Riyadh: King Fadh Holy Qur'an Printing Complex, p. 320.

[24]Yusuf Qordhawawi, (1998), "*Al-Qur'an Berbicara tentang Akal dan Ilmu Pengetahuan*". Jakarta: Gema Insani Press, p. 91.

[25]Syafi' AS. A., (2017), "*Kajian tentang belajar dalam Al-Qur'an surat al-'Alaq ayat 1-5*". Sumbula, Vol. 2, No. 2, p. 640.

recognize the principles of the language ultilized by the writer to move the information she/he places in the language she or he is composing/writing.[26]

Reading has an essential role in developing student knowledge. According to Broughton, when in the school, the students have to read numerous sorts of English text to understand what those texts tell. It means that reading has sound aspect effects in the learning process. Reading is recognized as a complex skill consisting of three components, including recognition of written symbols, linking them with language and understanding meaning in the end.[27]

In view of the definition above, it tends to be presumed that reading is a significant part throughout everyday life. Through reading, readers can get the data from the written text and grasp the importance. A ton of information can likewise be gotten through reading.

a. Reading Comprehension in Language Learning

In learning reading, comprehension is the objective of reading. According to Salmiah, it is necessary to have ability to read in comprehending English text because it is crucial in contemporary in society that can give the ability to read numerous texts written in English like occasion leaflets, scholarly books, newspaper, promotion, and more. It likewise can give a lot of benefits in our lives.[28]

For language learners, reading comprehension is a significant expertise. The reader can be expressed figure out about the material of the text, if the reader

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[26]Sanggan Siahaan, (2008), *"The English Paragraph",* first publication, Yogyakarta: Graha Ilmu, p. 3.
[27]Broughton, *Loc.Cit.*
[28]Maryati Salmiah, (2017), *"Reading as an important skills for students",* Journal of Language, Literature and Education. Vol. 12, No. P. 1.

in reading comprehension is understand fully the reading material by giving a reasonable clarification about the reading material when the reader is posed about certain inquiries of the thoughts contained in the text.[29] Furthermore, to have the option to fathom the comprehend the reading texts, the students ought to have the option to grasp individual words, phrases, clauses, sentences, paragraphs and enormous units of text.[30] In other word, the learners ought to have satisfactory vocabulary as the highlight to comprehend the text.

Additionally, from some theories before, a comprehension in reading is not an easy thing to get because it is the process of reading that ponders many elements. According to Catherine, comprehension needs three components which are the reader, the text and the activity.[31] Without having one of the three elements, it is impossible to do reading. Thus, it can be concluded in learning language learning, reading comprehension is a cycle to understand obtaining the meaning and the data of the text that ought to be corporation between the peruser and the written text.

b. Reading Instruction in Indonesia EFL Context

Teaching reading for students is an important part of the teachers' task. The better reading abilities the networks have, the better the monetary lives they

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[29]Sholihatul hamidah Daulay, (2019), *"Students' reading comprehension achievement in narrative text through team practice technique",* Internasional Journal on language, Research and education studies (IJLRES). Vol. 3, No. 3, p. 496.

[30] Arlina, Jufrizal, and Yenni Rozimela, , *Op.Cit.,* p. 48

[31]Catherine E. Snow, (2003), *"Reading for Understanding: toward a research and development program in reading comprehension",* London: Guilford Press, p. 11.

have. The better reading capacities likewise empower individual becoming fruitfully in their scholastic interest.[32]

According to Delfi and Yamat, teaching and learning reading in Indonesia were designed to work on learners' ability in English.[33] The plan is set by the minister of Education of Indonesia in view of curriculum 2013. Especially in Junior High School level, the guidelines of curriculum 2013 expressed that the students are supposed to have capacity to utilize English in various purposes e.g. reading comprehension.[34] In learning reading comprehension, the written text or genre is expected to be comprehended the interpersonal or transactional by students such as narrative, descriptive, procedure, news item, recount, and anecdote.[35] The purpose of learning reading from this curriculum is to require students to be more actives in understanding existing texts, so that they can open students' insights related to religion, environment, social, culture and political systems through texts.[36]

However, Suryanto in his journal expressed that students in Indonesia actually face numerous boundaries socially to acquire reading comprehension skills. Culturally, students ought to confront the way of life more seasoned know

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[32]Erna Iftanti, (2015), "*What Makes EFL Students Establish Good Reading Habit in English*", International Journal of Education and Research,Vol.3, No. 5, pp. 365-374.

[33]Delfi, S., & Yamat, H., (2017), "*An Analysis of Studies in Teaching and Learning Reading in Indonesia*," Journal of English for Academic, Vol. 4, No. 2, p. 111.

[34]Agus Riadi, (2019), "*An Empirical Study on Indonesia English-Curriculum Changes: Opportunities and Constraints in an Underdeveloped Region*". Indonesian TESOL Journal, Vol. 1, No. 2, p. 48

[35]Dwi Suci Trisnani, (2017), "*The use of preview, question, read, summarise (PQRS) strategy on Students' reading comprehension on narrative text at the eight grade students of Junior High School of 30 Pekan baru*". Thesis in State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru. p. 2.

[36] Ika Apriyanti, Dudung Burhanudin, and Nursal Hakim, (2014), "*The Ability of Reading Comprehension Ttext Exposition Grade VII SMP Babussalam Pekanbaru*". The Educational Language and Literature of Indonesia Faculty of Teacher Training and Education Science University of Riau, p. 3.

better in their relationship with their educator or teachers. Consequently, expressed culture, for example, telling information verbally is more prevailing in the public eye appears to be turning into a deciding component on the students' low propensity in reading.[37]

A few assessment of reading expressed that is a troublesome expertise to be mastered, on the ground that the students confronted a few challenges in comprehending reading text that impacted in comprehending the true meaning of a text.[38] Furthermore, in reading comprehension, there are still seen so many difficulties experienced by students because of the limited vocabulary they have.[39] Thus, the explanation before can give an explanation that there are still some factors may be caused the students achieve low attainment in English reading comprehension.

To work on students' accomplishment in reading comprehension, one of certain endeavors by perfecting and developing of the curriculum, improvement of teacher ability along with preparing tools and infrastructure of the school, and able to create quality human resources.[40]

2. Narrative text as a Genre in EFL Context

According to Martin and Rose, genres are characterized as an intermittent of design of implication and that these repetitive setups of implying that institute

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[37]Suryanto, (2017), "*An Investigation On Reading Comprehension Problem In Indonesia Cultural Contexts*", The 1st International Conference on Education, Science, Art and Technology (the 1st ICESAT), Vol. 1, No. 1, p.203.

[38] Tarigan Guntur, *Loc.Cit.*

[39]Agusmiati, Zakaria and Juarsa, O., *Loc.Cit.*

[40] Niki Kardila, Liza Husnita, and Kaksim, (2015), "*Faktor-Faktor Penyebab Rendahnya Hasil Belajar Siswa Kelas VII Dalam Pembelajaran IPS di SMP N 4 Sutera Kabupaten Pesisir Selatan*". Program Studi Pendidikan Sejarah STKIP PGRI Sumatera Barat, p. 2

the social acts of a given culture.[41] In teaching and learning around text, genres has become progressively powerful in standard EFL in various circumtances, including "primary, secondary, tertiary, professional and community teaching context" including native speakers of English as well as ESL and EFL students.[42] Genre in learning a text also aims to explain natural and social phenomena, classify objects and describe them, create and understand instructions, tell events or incidents, and others.[43]

Narrative is one of social purposes of the text-types or genres thusly choose the linguistic contribution of the text (i.e. their linguistic conventions, frequently as schematic structure and linguistic features). In particular, schematic structure alludes to inward structure or text association of the text-type or genres in types of introduction, body, and end while language highlight comprise of linguistic aspects such as grammar, vocabulary, and connectors which the writer need to use to make an interpretation of information /thoughts into a clear message.[44]

a. Narrative Text

According to Longman Dictionary, narrative is the written or oral record of a genuine or fictitious story. In this way, narrative text is the genre structure of

[41]Martin, J. R., & Rose, D., (2008), "*Genre Relations: Mapping Culture*", London:Equinox Pub, p. 5.

[42]Destri Wahyu Ningsih, (2015), "*The Implementation of Genre Based Approach in Teaching Reading: A Case Study ar SMPN 17 in Pekanbaru*". Journal English Language Teaching (ELT), Vol. I, No. 1, p. 2.

[43] Lasito, (2014), "*Pembelajaran Berbagai Jenis Teks Berbaha Inggris (English Genres) Melalui Observational Learning implementasi dan Permasalahan*". BAHTERA: Jurnal Pendidikan Bahasa dan Sastra, Vol. 13, No. 1, 82.

[44] Suryanto, *Loc.Cit.*

hidden stories.[45] For extra meaning of narrative text, Agus clarifies that the narrative text is a text which recounts to a story before. Moreover, it very well may be reasoned that narrative text is sort of text which recounts about inventive story and is typically used to engage the reader or audiences.

There are such countless of narrative texts we can see as so far like legends in Indonesia (Sangkuriang, Baruklinting, etc.), fairy tales (Peter Pan, Cinderella, Snow White, etc.), and furthermore tale (The Farmer and The beet, Mantu's little elephant, etc.). Narrative text can be found in brief tale books, magazines, novels, motion pictures, and so forth. The narrative text is well known on the grounds they present plot which comprise of confusions and goals. They cause individuals to feel inquisitive and restless with the closures of stories.[46] Therefore, it tends to be reasoned that the reason for narrative text is to engage the reader by certain sorts like legends, fantasies, fairy tales, and fable.

Furthermore, Sarwani explained that narrative text as a source of English lesson is the solution to instilling moral values through reading texts is to apply story telling activities to the learners using folklore that can be done in three main stages, namely preparation, implementation, and evaluation.[47] Therefore, teachers need to understand the strengths contained in various narrative texts which they use in learning material. This understanding will deliver the teachers to determine and choose what stories can be used to instill moral values certain things that want

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[45]Jack C Richards, & Richard SCHMID., (2002), "*Longman Dictionary of Language Teachning & Applied Linguistics",* London: Pearson Education, p. 349.

[46]Agus Priyanto, (2005), "*Bahasa Inggris untuk SMP/MTs Kelas VIII",* Surakarta: Graha Pustaka, p. 24.

[47]Ahmad Sarwani, (2015), "*Narrative Text Sebagai Sumber Belajar Mata Pelajaran Bahasa Inggris Untuk Menumbuhkan Nilai Moral Peserta Didik",*Lingua, V.12, No.2, p.252

to be instilled in students. In addition, there are three sections in narrative text for example as social function, general structures and language features.

1) Social Function of Narrative text

According to Entika and Siti, the social function of Narrative text is to engage, to entertain, and to manage genuine or different experience and various ways; Narrative deals tricky occasions which lead to an emergency or defining moment or some likeness thereof, which thus tracks down a goal.[48] The clarification presumed that the social function of narrative text is to engage the readers by the story written.

2) General Structure of Narrative Text

General structures are a structure, a shape or a pattern in narrative text.[49] Narrative text typically has three primary parts, comprise of; the first, direction told about the setting in time and place, and characters, or lays the right foundation and present the member. The second, intricacy told about issue to be settled by character. The third, goal depicted thee answer for the inconvenience and gives a closure of story.[50]

3) Language Features of Narrative Text

Gerot and wignell expressed that language features in narrative text are explicit individualized members, material cycle to show what occur and what somebody do or what is done, relational cycle as a course of detecting, fleeting.[51]

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[48]Entika Fani Prastikawati, & Siti Musarokah, (2010), "*Writing 3",* Semarang: IKIP PGRI, p. 15.

[49]Ernest Neo, (2005), "*Narrative for 'O' Level".* Malaysia: Longman, p. 2.

[50]Mukarto, et al., (2006), "*English on Sky 2",* Jakarta: Erlangga, p. 123.

[51]Linda Gerot, and Peter Wignell. (1994), "*Making senes of functional grammar".* Sydney: Antipodeaen Educational Enterprises, p. 204.

There are some of language features of narrative text. The first is center around unambiguous and ordinarily separately members. The second is utilization of material (activity) processes. The third is utilization of social and mental cycles. The fourth is utilization of transient combination and fleeting condition. Then, at that point, the latter is utilization of past tense. And the last is short, transmitted information about story summed up in one-sentence title.[52]

Here an example of narrative text:

True Friend

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous could happen any time in the forest. So, they promised each other that they would always be together in any case of danger.

Suddenly, they saw a huge bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "friend, what did the bear whisper into your ears?' the other friend replied, "just now the bear advised me not to believe a false friend".

Social function: to tell story or past event and entertain the readers.

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[52]Prastikawati, and Musarokah, *Op.Cit.,* p. 16.

Generic structure:

Orientation: Once upon a time, there were two close friends who were walking through the forest together.

Complication: Suddenly, they saw a huge bear getting closer toward them.

Resolution: After that, the friend on the tree came down and asked his friend that was on the ground, "friend, what did the bear whisper into your ears?' the other friend replied, "just now the bear advised me not to believe a false friend".

Language features:

Based on the example text above, the language features used as follows;

a) Using simple past tense: were, knew, could, promised, would, saw, climbed, did, pretended, came, smelt, left, asked, was, replied, and advised.

b) Utilizing adverb of time: once upon a time

c) Using action verbs: walking, saw, climbed, lay, smelt, left whisper.

d) Using conjunction: so, but, and, because, after.

e) Using dialog or direct speech and is used to make the story lively: the friend on the tree came down and asked his friend that was on the ground, "friend, what did the bear whisper into your ears?" the other friend replied, "just now the bear advised me not to believe a false friend".

3. **Media in Teaching Reading Comprehension**

Media according to Azhar, in Arabic language is medium (وَ سَا ءْل) or conveyed request from consignor to receiver of message. It implies graphical appliances, photos, or electronic to get, to handling, and revamping visual data or

verbal.[53] Furthermore, using media for English teachers is important to help the students understand.[54] There are many kinds of media that can be implemented by teachers in the teaching learning process, and also in learning reading comprehension. The teacher must be selective in choosing the media to be implemented.

In teaching reading comprehension, some of the media that can be adjusted are like the media of game, picture, and picture series.[55] The use of media for teaching reading is the process used for transferring the knowledge to arrive at the objective of learning process in comprehending the text. Furthermore, this study will be used game as media in teaching. This media will be applied in print/written form of crossword puzzle game.

a. Game as a Media in Teaching Reading

According to Shoemaker, the use of games is competitive, administered by rules, objective characterized, and drew in the students to challenge themselves which leave dominating effect in the learning process.[56] The competitive circumstance likewise makes students concentrate and think seriously which on obvious procurement of information source. By Applying the games in learning reading is expected will put the learners to have a good process in studying

In teaching learning process reading by using games, it is supposed will have different atmosphere in classroom. It is appropriate with the statement by Saygili, that games would deliver the reading system more productive for both

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[53]Azhar Arsyad, (2003), *"Media Pembelajaran"*, Jakarta: PT. Raja Grafindo Persada, p. 3.

[54]Muslaini, *Op.Cit,*. p.74-75

[55]Ibid. p. 75.

[56] Shoemaker, C.L, Shoemaker, F. (1991), *"Interactive Techniques for the ESL Classroom"*. Massachusetts: Heinle & Heinle Publishers.

teachers and students.[57] Therefore, teachers is required to be more creative and active in preparing games that will be adjusted in teaching reading.

disregarding the understanding of reading, there are a few short of game in teaching reading; action, adventure action, simulation, construction and management, role playing games, strategy, race, sport, puzzle and word game.[58] Therefore, the game will be conducted in this study is puzzle game by using Crossword puzzle game.

b. Crossword Puzzle Game

A crossword puzzle game is a puzzle or riddle with sets of squares to be filled in with words/numbers, one letter/number to each square. Equivalents of meanings of words are given with numbers comparing to numbers in the squares. Letters/words are fitted into a pattern of numbered squares in reply to hints.[59]

According to Claire, crossword puzzle game is characterized as word puzzle in a framework of highly contrasting squares. The objective is to compose letter if each white square to make the words given by signs. The dark squares tell where the word closes.[60] Crossword puzzle game will be finished by individual or gathering and it needs direct investment from students.[61]

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[57] Saygili, G. (2013), "*Analysis of Teachers' Views on the Configuration of First Reading and Writing Process with Game"s*. European Journal of Contemporary Education, Vol. 6, No. 4, p. 235-248.

[58] Whinny Qori Fatima., Livia Khairunnisa, Daris Chandra Priatna, Budi Prihatminingtyas, (2019), "*Pembelajaran Bahaasa Inggris Melalui Media Game Pada Panti Asuhan Al Maun Desa Ngajum",* SENASIF 2019. UNMER Malang. P. 1732

[59] Harry Dhand, (2008), "The Practice of English Language", (4th edt), London: Longman, p. 102.

[60] Elizabeth Claire, (2010), "*Easy English Crossword",* Amarica: Eardley Publications, p. 6.

[61] Mel Silberman, (2007), "*Active Learning101 Strategi Pembelajaran Aktif".* Yogyakarta: Pustaka Insan Madani, p. 246.

From the clarification previously, it tends to be reasoned that the utilization of crossword puzzle game is the players need to figure out the response as per given clues and write it in the clear squares that go flat and vertical. Here is an example of crossword puzzle game:

Table 2.1
Example of Crossword Puzzle
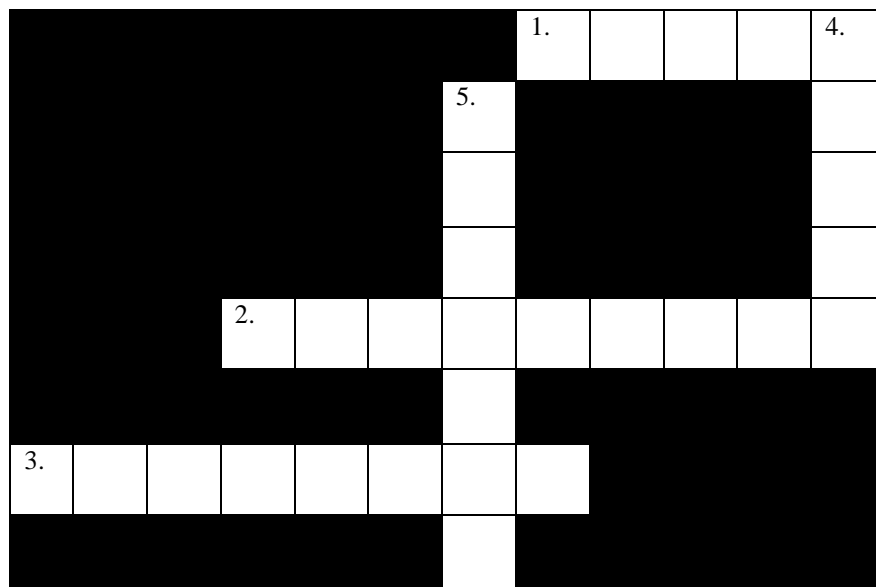
Across:

1. Biggest fish in the ocean.

2. A reptile which its skin usually made to fashion.

3. Often eats walnut, long tail and can jump from one tree to tree.

Down:

1. A bird has wide wing and strong claw to catch prey.

2. Its egg usually used to make cake and its meat is also often cooked by

   frying.

c. Procedure in Teaching Reading Using Crossword Puzzle Game

In distributing Crossword Puzzle Game, the teachers must be capable do the different ways of making the students interest to find out about material. Crossword puzzle game can be one of an elective method to work on students' achievement in English lesson including reading.

Lee defined the various procedures are possible to be implemented:

1) Teacher gives a similar crossword puzzle for every student. They address exclusively with the assistance of written hints.

2) Teacher separates the class into group. Then, at that point, the teacher gives an alternate crossword for each gathering. Everyone in group help to tackle it. Nonetheless, on the off chance that there is a more dynamic part in one group, they will quite often accomplish practically everythng.in any case, on the off chance that there is more detached part in one group, they will hard to accomplish basically everything.

3) Teacher gives crossword puzzle for all of students. They do the crossword puzzle exclusively. Then, at that point, the teacher partitions the class into groups and afterward they work in group. The students can share their response to complete their crossword puzzle in their group.

4) The teacher composes crossword puzzle on the board, however no written hints. The teacher gives pieces of information orally and settles the crossword step by step with the class. The class is separated into groups

and each group come to the board and composes the words in individually.[62]

In this study, the procedure that will be used defined by Lee is; the teacher composes crossword puzzle on the board, however no written hints. The teacher gives pieces of information orally and settles the crossword step by step with the class. The class is separated into groups and each group come to the board and composes the words in individually by adding a few modifications. First the class will be divided into groups and read the narrative text that will be leaded by teacher. Furthermore, teacher gives some questions and will be answered by using Crossword puzzle and the clues will be written on a worksheet. Next, each group has to solve the puzzle that related to the text.

d. Advantages of Crossword Puzzle Game

The utilization of Crossword puzzle is one of many instructional games that can give an impact on students' achievement in learning. It is proven by Listiowati in her research said that by using Crossword Puzzle game, students will be more dynamic in giving reaction to the teachers' explanation.[63] As well as Munjayah, said that by utilizing crossword puzzle game gives up-sides impact in further developing the students' reading comprehension and inspiration in learning reading. This is shown by the students' excitement in doing crossword

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[62]W. R. Lee, (1980), "*Language Teaching Games and Contests",* Second Edition, Oxford University Press, pp. 64-65.

[63]Zuni Listiowati, (2016), "*The Influence of Crossword Puzzle Game in Reading Comprehension on Narrative Text",* Thesis in Walisongo State Islamic University, Semarang, p.38.

puzzle and the majority of the students are more comprehend what the teacher said.[64]

From the clarification before, it can be deduced that crossword puzzle game is a media in understanding about the material in easier way because it will be more interesting for the learners.

e. Disadvantages of Crossword Puzzle Game

Crossword puzzle game does have some advantages, but it also has disadvantage. It is proven by Widyasari in her research states some lacks of Crossword Puzzle Game in learning. The first is students hard to figure the inquiry, since they have close to zero insight into the importance of the inquiry. The second is the condition in the class will be loud, on the grounds that every student made some noise in their group to complete the game in the initial time.[65]

In addition, Listinowati in her research expressed a few detriments of utilizing Crossword Puzzle game, such as the students will not concentrate in learning since they simply center with the game. Then, at that point, the condition will be uproarious in the class, since students should battle to respond the inquiry. The latter is the students will not figure out about the material, since students very appreciate with the game.[66]

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[64]Siti Munjayah, *Loc.Cit.*p. 76.

[65]Zunita widyasari, (2010),"*The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classrom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010")*, Thesis in State Islamic Studies Institute (STAIN), Salatiga, p. 40

[66]Listiowati, *Op.Cit,*. p.40.

B. Related study

For additional information, this study is inspired by a few significant studies which were directed by utilizing Crossword Puzzle Game for teaching reading as follows;

1. The first related study by Munjayah with title "Improving Students' Reading Comprehension through Crossword Puzzle" (A Classroom Action Research of the Seventh Grade Students of SMP Negeri 3 Tengaran in the Academic Years 2015/2016)". It was conducted based on quantitative research with 36 students that consist of 24 male and 12 female as the samples. This study used test, observation, and documentation as the method of collecting data. The result of t-test from the result of pre-test and post-test in cycle I is 11,793 and in cycle II is 13,26. Both of them are greater than t_{table} with n =36 is 1960. The null hypothesis (*Ho*) was rejected that means there were significance difference between pre-test and post-test mean. It means that crossword puzzle game provide significant contribution in improving students' reading comprehension.[67]

2. The next related study by Widyasari with title "The Use of Crossword Puzzle to Improve Vocabulary Mastery (A classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010)". It was conducted by 26 students that consist of 11 female and 15 male. The instrument of the research was test, documentation, observation and field note. The result t-test from pre-test and post-test in cycle I is 5,97 and in cycle II is 6,33. Both of them is greater than t-table with n =26 is 2,06 which

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[67]Siti Munjayah, *Loc.Cit.*

means that the use of Crossword Puzzle Game can improve the students' vocabulary mastery.[68]

3. The last related study by Kharida and Syarifuddin with title "The Effect of Crossword Puzzle on Students' Learning Outcome and Academic English Mastery". It was conducted at SMA Negeri 1 Medan with XI-IPA 1 as experiment group and XI-IPA 2 as Control group. And both class was giving pre-test, treatment and post-test. The result showed there was a significant improvement on learning outcome at experiment group than Control group 83, 81 ± 6, 129, (t = 3, 430; P = 0,001).[69]

According to explanation before, there are lots of studies has utilized crossword puzzle game as a media in the research and proved there were significant improvement on students' achievement in learning by using crossword puzzle game. Therefore, this research will be arranged to examine if there is a tremendous impact of involving crossword puzzle game on students' reading comprehension in narrative text in various media and different level of the subjects.

C. Conceptual Framework

Teaching of reading as a foreign language in Indonesia can be for the most part remembered for teaching of reading comprehension. This is on the grounds that it plans to work on the abilities of students, who have ready to read in their first language and in EFL, in grasping the importance of the text such as narrative

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[68]Zunita widyasari, *Loc.Cit*

[69]Kharida, D., & Syarifuddin. (2014). "The Effect of Crossword Puzzle on Students' Learning Outcome and Academic English Mastery". *Prosiding Seminar Nasional Biologi dan Pembelajarannya.* Medan

text. In reading the narrative text, it is expected to fathom every one of the pieces of text to arrive the objective in understanding what the text is about.

As well as an import thing in learning English as a foreign language, there are still lots of problems in reading comprehension such as reading is a hard skill to be dominated, the difficulty in comprehending reading text, and limited vocabulary that may be caused by some factors. Therefore, some previous studies have proven that the utilization of media in learning reading can be a tool in giving a significant impact on students' achievement in learning.

In relation of advantage of using media in learning, Crossword Puzzle Game will be used as a media to discover the impact of this game on students' reading comprehension. Crossword Puzzle Game is a game of words that the players will be provided some insight and the quantity of letter then they will figure the word until get the correct one. Thus, the Crossword Puzzle Game can be adjusted in teaching reading and find out the influence by using this game. In addition, there are lots of studies has proved there were significant improvement on students' achievement in learning by using crossword puzzle game that has explained in related study section.

For the explanation above, crossword puzzle game was adjusted in teaching reading comprehension in narrative text at eighth grade of SMP N 3 Bambel to check in the event that there was a massive impact by utilization this game.

D. Hypothesis

Nazir defined the hypothesis is a gauge or reference that is planned and acknowledged for some time that can make sense of current realities or condition

noticed, and is utilized as an aide for further research steps.[70] It gives direction to researcher, and the last it gives a structure to detailing the finishes of an examination.[71]

Therefore, the hypothesis in this research is written to provisional answer towards the problems. The hypothesis was formulated as follows:

H_a(Alternate Hypothesis): There was a significant effect of using crossword puzzle game in students' reading comprehension at eighth grade of SMP N 3 Bambel.

H_0 (Null Hypothesis) : There was no significant effect of using crossword puzzle game in students' reading comprehension at the eighth grade of SMP N 3 Bambel.

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[70]Nazir, (2005), "*Metode penelitian",* Bandung: Alfabeta, p. 151.

[71]Furchan, A, (2004), "*Pengantar penelitian dalam pendidikan",* Yogyakarya: Pustaka Pelajar, p. 115.

CHAPTER III

METHOD OF RESEARCH

A. Time and Place of the Research

This research arranged conducted in SMP NEGERI 3 BAMBEL as the place of the research. It was located at Jl. Kelapa Gading, Lawe sumur Baru, Kec. Lawe Sumur, Kab. Aceh Tenggara, Prov. Aceh. The reasons for choosing this school as the site of research, the first thing was because Crossword Puzzle game was never been implemented in this school neither in learning reading. The second was because the distance to the location was near so it reduced transportation costs and saved time. Moreover, this study was conducted in six meetings started on 23rd November to 5th December of 2020 that comprise of one meeting for pre-test, four meetings for treatment, one meeting for post-test and each meeting consists of 40 minutes.

B. Method and Design of the Research

This study was arranged by utilizing quantitative research method with quasi-experimental design. The reason for choosing this design was to find out the conclusion of the effect of applying crossword puzzle game on students' reading comprehension in narrative text. It was also appropriate with the statement by McMillan and Schumacher, this type of research aims to decide cause and effect between independent and dependent variable.[72] In this study, the independent variable (Crossword Puzzle Game) might cause reading comprehension of students' ability in narrative text.

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[72]James H. McMillan, and Sally Schumacher, (2006), "*Research in Education Evidence-Based Inquiry 6th Edition*". Boston: Allyn and Bacon, p. 24.

Furthermore, the sample of this study was isolated into two groups: experimental group and Control group. Both two groups were given pre-test to know how far the students' reading comprehension before crossword puzzle game was executed. In the wake of giving pretest, the experimental class was given in a specific treatment (teaching reading by using crossword puzzle game) while the Control without crossword puzzle game or by utilizing customary technique (Teacher Center Learning). The latter was giving post-test for the two classes to realize the distinction in teaching utilizing crossword puzzle game in student' reading comprehension in narrative text. As indicated by Creswell, the design of the quasi-experimental can be depicted as follows:[73]

Table 3.1

Quasi-Experimental Design: Pre-test and Post-test

Time ⟶

Experimental class	Pre-test	Teaching reading by using crossword puzzle game in narrative text.	Post-test
Control class	Pre-test	Teaching reading without using crossword puzzle game in narrative text (by Teacher Center Learning).	Post-test

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[73]John W. Creswell, (2011), "*Education Research: Planning, Conducting, and Evaluating, Quantitative and Qualitative Research*". Boston: Pearson Education, p. 309.

C. Population and Sample

1. Population

The population is the whole subject, class of people, event or objects of the research.[74] The population of this study was taken from the eighth-grade students of SMP NEGERI 3 BAMBEL academic year 2019-2020 which contains 67 students. The reason for choosing the eighth grade was because based on Widyawati found on his study, that reading of students at this level have problem in understanding concept and vocabulary that influence students' achievement in learning.[75] Therefore, this study was planned to find another media so that the students can understand the material easier. This level consisted of three parallel classes can should be visible in the accompanying table.

Table 3.2
The Population of Students

No.	Class	Students
1.	VIII-A	27
2.	VIII-B	20
3.	VIII-C	20
Total		**67**

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[74] Donald Ary, Lucy Cheserjacobs. Chris Sorensen and Asghar Razavieh. (2010). "*Introduction to research in education (8th ed)*". USA: Wadworth Cengage Learning. P. 301

[75]Ita Widyawati, (2012), "*Analisis kesulita belajar siswa pada mata pelajaran bahasa inggris kelas VII SMP N 1 Sawahan Madiun semester genap tahun ajaran 2010-2011*". Thesis in Universitas Sebelas Maret, Surakarta.

2. Sample and Technique Sampling

A sample is a subgroup of the objective populace that has been wanted to read up for making speculation regarding to the objective populace.[76] The amount of the sample according Roscoe in Sekaran, gives a compass in determining the sum of sample in simply experimental research, with firm Control, the sum of sample can be 10 – 20 elements.[77]

In choosing the sample, purposive sampling technique was utilized. This technique is not-random sampling technique in which it was decided to take samples in specific characteristics that were consistent with the purpose of the study.[78] The reason of using this technique was because class VIII-A had significant difference sum of students than others. The result might be not valid if the sum of sample is not balanced.

Therefore, the chosen sample was VIII-C as an experiment class that composed of 20 students with 12 female and 9 males, while in VIII-B as a Control class had 20 students with 6 female and 14 males, and the total of the students as sample was 40 students.

D. Instrument of Collecting Data

As indicated by Creswell, an instrument is a device for estimating, observing, or documenting quantitative data. It contains explicit inquiry and

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[76]Jhon W. Creswell, (2012), "*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*". 4th edition. USA: Pearson Educational, P. 309.

[77]Uma Sekaran, (2006), "*Research Method For Business*", Edisi 4, Buku 1, Jakarta: Salemba Empat.

[78]Ilker ETIKAN, Sulaiman Abubakar Musa, & Rukayya Sunusi Alkassim, (2016), "*Comparison of Convenience Sampling and Purposive Sampling*", American Journal of Theoretical and Applied Statistic, Vol.3 No.1, p.2.

response prospects that been laid out or foster ahead of the study.[79] In this research, the instrument was done by test that fundamentally was utilized to gauge how far students have dominated reading comprehension in narrative text. As per Brown, test is a strategy for estimating an individual's capacity, knowledge, or performance in a given space.[80]

Furthermore, the test was used in this study was multiple choice. Multiple choices are one of the parts of objective test that the testers can answer by choosing some answers that available for each item or question.[81] The test of this study was adapted from previous research by Anggraini. The tests (pre-test & post-test) for both composed of 25 multiple choices about vocabulary, main idea of the text and explanation of the text for two classes. The students were offered worksheet of the inquiries and answer the correct one of the multiple choices that consisted of a, b, c, and d at the same sheet by giving 'X' sign. The test was done in 40 minutes.

In giving the score to students' work, a formula was utilized to measure the score. Based on the formula, the score per item is 1 for each right response and 0 for each erroneous one. The all out score was partitioned by the amount of the right response and increase with 100, and then a hundred score were given to the students who can address every one of the inquiries accurately. The formula should be visible as follows:

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

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[79] John W Creswell, *Op.Cit.* p. 14.

[80] H. Doughlas Brown, (2004), *"Principles of language assessment"*. San Fransisco: Addition Wesley Longman, Inc. P. 3.

[81] Asrul, Rusydi Ananda, and Rosnita, (2014), *"Evaluasi pembelajaran"*. Medan: Perdana Mulya Sarana, p. 45.

Notes:

S = Score of test

r = Total of correct answer

n = Total items

E. Validity and Reliability

Validity is an important quality of any test. It is a situation wherein a test can gauge what should be estimated. Meanwhile Twycross and Shields expressed reliability alludes to the consistency, stability, and repeatability of result. The result of research is considered solid if predictable conditions[82]

In this study, the test used was adapted from previous research by Anggraini. To figure out the validity of the test, Anggraini utilized ANATES to calculate the obtained data and discovered there were 25 items considered valid. In general worth reliability of pre-test was had extremely high reliability since it was added up to 0.86 and post-test high reliability since it was added up to 0.80. It implies the reliability of pre-test and post-test high reliability so the instrument for the test can be utilized.[83] For more information about validity and reliability of the questions, see Attachment 7.

F. Technique of Collecting Data

Three techniques were utilized for this research; pre-test, treatment, and post-test. For two experimental and Control class were given the treatment and

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[82]Twycross, A. & Shield, (2004), "*Validity and reliability – What's it all about? Part 2 Reliability in quantitative studies*".Paediatric Nursing, Vol. 16, No. 10, p. 36.

[83]Rizki Anggraini, (2019), "*The influence of using somebody wanted but strategy towards students' reading comprehension in narrative text at the eighth grade of SMPN 22 Bandar Lampung in the academic year of 2018/2019*". Thesis in State Islamic University of Raden Intatn Lampung, Lampung.

two tests about narrative text to collect the data. The procedure of the activities is as follows:

1. **Pre-Test**

This test was arranged to provide an assessment about how good the comprehension of students' reading in narrative text before applying crossword puzzle game in learning or in giving treatment. It was related with the statement by Creswell that member in an experiment will be given pre-test to provide a measure on certain before the sample get treatment.[84] It was distributed for both experimental class and Control class that composed of 25 multiple choices about vocabulary, main idea of the text and explanation of the text for each class that was done in 40 minutes.

2. **Treatment**

Next procedure was giving treatment in the wake of directing the pre-test for the two classes; experimental and Control. In giving treatment in experimental class, Crossword Puzzle Game was applied in teaching learning process. In the meantime in Control class, Crossword Puzzle Game was not applied by conventional method or Teacher Center Learning in teaching learning process. The learning activities are described in the table below:

Table 3.3
Learning Activities

Meeting	Experimental class	Control Class	Time
I	Learning material: Definition, social function, generic structure, language feature of narrative text.	Learning material: Definition, social function, generic structure, language feature of narrative text.	40 Minutes

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[84]John W. Creswell, *Op.Cit,.* p. 297.

	Instrument: Scaffolding English book for junior high school student grade VIII page 133, crossword puzzle game, paper of narrative text, worksheet and dictionary.	Instrument: Scaffolding English book for junior high school student grade VIII page 133, dictionary, paper of narrative text, worksheet.	
II	Learning material: Jack-O'-Lantern	Learning material: Jack-O'-Lantern.	40 Minutes
	Instrument: Scaffolding English book for junior high school student grade VIII page 125, crossword puzzle game, paper of narrative text, worksheet and dictionary.	Instrument: Scaffolding English book for junior high school student grade VIII page 125, dictionary, paper of narrative text, worksheet.	
III	Learning material: Roro Anteng and Joko Seger.	Learning material: Roro Anteng and Joko Seger.	40 Minutes
	Instrument: Scaffolding English book for junior high school student grade VIII page 132, crossword puzzle game, paper of narrative text, worksheet and dictionary.	Instrument: Scaffolding English book for junior high school student grade VIII page 132, dictionary, paper of narrative text, worksheet.	
IV	Learning material: The Legend of Nyi Roro Kidul	Learning material: The Legend of Nyi Roro Kidul	40 Minutes
	Instrument: Scaffolding English book for junior high school student grade VIII page 149, crossword	Instrument: Scaffolding English book for junior high school student grade VIII page 149, dictionary,	

	puzzle game, paper of narrative text, worksheet and dictionary.	paper of narrative text, worksheet.	

3. Post-Test

Post-test is utilized on give a measure on certain qualities or characteristics that is surveyed for member in an experiment after the samples got a treatment.[85] It was appropriate with the objective in this test was to find out whether there was massive impact on students' reading comprehension in narrative text by implementing crossword puzzle game in experimental class as a media in teaching. This test was conducted for both experimental class and Control class was same as pre-test that compose of 25 multiple choices about vocabulary, main idea of the text and explanation of the text for each class was done in 40 minutes. The question for this test was different from pre-test but the composition and number were the same.

G. Technique of Analyzing Data

1. Descriptive Statistics

The results of the data collected from pre-test and post-test were first analyzed to obtain the Mean, the Mode, and the Median. For the first step, the raw scores of each student were recorded in the tables (see Attachment vii). The scores were then analyzed using SPSS v.20 package.

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[85] *Ibid.*

2. **Inferential Statistics**

The following step of data analysis included inferential measurements to see whether there is any huge different among experiment and Control groups as far as reading comprehension score in pre-test and post-test. The scores were calculated and analyzed with the significant level of 0.05 by using SPSS v.20. This analysis procedure was divided in three phases; preliminary analysis, dependent t-test and hypothesis test/independent t-test

a. Preliminary Analysis

Before testing the t-test and hypothesis test, the preliminary analysis was the primary thing to do to see the gathered data from pre-test and post-test are qualified. The preliminary analysis comprised of two tests; normality and homogeneity.

1) Normality Test

In this research, the normality test was used to see and check whether the population of variables X and Y are appropriated typically. This test was finished by utilizing lillifores method in SPPS v.20. This test was conducted by using Kulmogorov-Smirnov table and Shapiro-Wilk. The Sig. score table ought to be above 0.05 to have ordinary distributed data.

2) Homogeneity Test

The homogeneity test in this study was estimated to check whether of variables X and Y the data from both groups have similar variations or not. The data is homogenous assuming that the homogeneity score is

higher than the alpha score, 0.05. This test was finished by using SPPS v.20 with Levene statistic test.

b. Dependent T-test

After conducting normality test and homogeneity test, the results were analyzed to know their differences of using Crossword puzzle game in students' reading comprehension on narrative text at eighth grade in SMP N 3 Bambel. Independent sample t-test was utilization in this test, in the light of fact that the data was collected from different subject. It was calculated by using SPPS v.20 to know which of hypothesis was rejected or accepted and gave the conclusion for the research.

The decision to make test results was done by comparing the value of calculated statistic (t_{count}) with table statistic (t_{table}) with the following provisions:

1) If $t_{observe} < t_{table}$, and the sig. (P_{value}) or sig. 2-tailed (lower than) $\alpha = 0.05$, then Ho is accepted and Ha is rejected.

2) If $t_{observe} > t_{table}$, and the sig. (P_{value}) or sig. 2-tailed < (lower than) $\alpha = 0.05$, then Ho is rejected and Ha is accepted.

c. Hypothesis Test/ Independent T-test

In order to know the aftereffect of the study, the t-test result was utilized to test the statistical hypothesis and as the thought to finish up the research. The formulation of statistical hypothesis for the significance level was 5% or $\alpha = 0.05$ and was expressed as follow:

1) H_a(Alternate Hypothesis) was accepted if the result of t-test $> t_{table}$ with the significant level of 0.05 or the Sig (2- tailed) < 0.05. It means there were significant difference result between the use of Crossword Puzzle Game and Teacher Center Learning, which implies the Crossword Puzzle Game has a significant effect on the students' reading comprehension in narrative text at the eighth grade of SMP N 3 Bambel.

2) H_0 (Null Hypothesis) was accepted if the result of t-test $< t_{table}$ with the significant level of 0.05 or the Sig (2- tailed) < 0.05. It means there were no significant difference result between the use of Crossword Puzzle Game and Teacher Center Learning, which implies the Crossword Puzzle Game has not a significant effect on the students' reading comprehension in narrative text at the eighth grade of SMP N 3 Bambel.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

There are two sorts of data acquired from this research, information from the experimental class (VIII-C) and Control class (VIII-B). The data were gotten by giving two tests for both classes, namely pre-test and post-test. The type of the data obtained is primary data, because the researcher was directly obtained from the subject. The pre-test was distributed before giving treatment for both classes that consisted of 20 students for each class that was done in 40 minutes. It was conducted as the first meeting of the research or on 23rd November 2020. Meanwhile, the post-test was appropriated in the wake of giving treatment for the two classes, and was conducted as the last meeting of the research or on 5th December 2020. Both tests consisted of 25 multiple choices of narrative text. The result of data obtained after distributing the pre-test and post-test for both classes were arranged by using chart. It is expressed as follows:

1. The Pre-Test Score

To realize the reading comprehension of students' accomplishment in narrative text prior to giving treatment, the students of experimental and Control class were given pre-test. The absolute students were given pre-test were 40 students: 20 in Control class. The score of pre-test is described by the figure 4.1 below in experimental and Control class at the eighth of SMP Negeri 3 Bambel academic year 2020/2021. There were 20 students for each class.

Figure 4.1 Student's Pre-Test Score in Experimental and Control Class

According to the figure 4.1 above, in experimental class for score 28 – 36 to 46 – 54, there is 1 difference in student. In score 46 - 54 to 55 – 63, there are 4 differences in student while 55 – 63 to 64 – 72 there are 6 differences in student. Meanwhile, in Control class for score 28 – 36 to 37 – 45, there are 4 differences in student. In score 37 – 45 to 46 – 54, there are 2 differences in student. In score 46 – 54 to 55 – 63, there are 3 differences in students. In score 55 – 63 to 64 – 72, there is 1 difference in student. Thus, it tends to be seen that students of experimental class stands apart at the most elevated score 64 – 72 and the fewest score at the score 55 - 63, while Control class stands out in score 46 – 54 and the fewest score at the score 28 – 36 (for the complete data of the pre-test score for both classes, can be seen in Attachment vii). From the explanation before, the data of reading comprehension can be inferred that both classes have almost equal scores which mean they have the same average level in narrative text.

2. **The Post-Test Score**

In order to know the impact of crossword puzzle game on students' accomplishment in reading comprehension in narrative text in the wake of giving

treatment, the students were given post-test to experimental and Control class. Total students were given post-test were 40 students; 20 experimental class and 20 Control class. The score of post-test is described by the figure 4.2 below in experimental and Control class at the eighth of SMP Negeri 3 Bambel academic year 2020/2021. There were 20 students for each class.
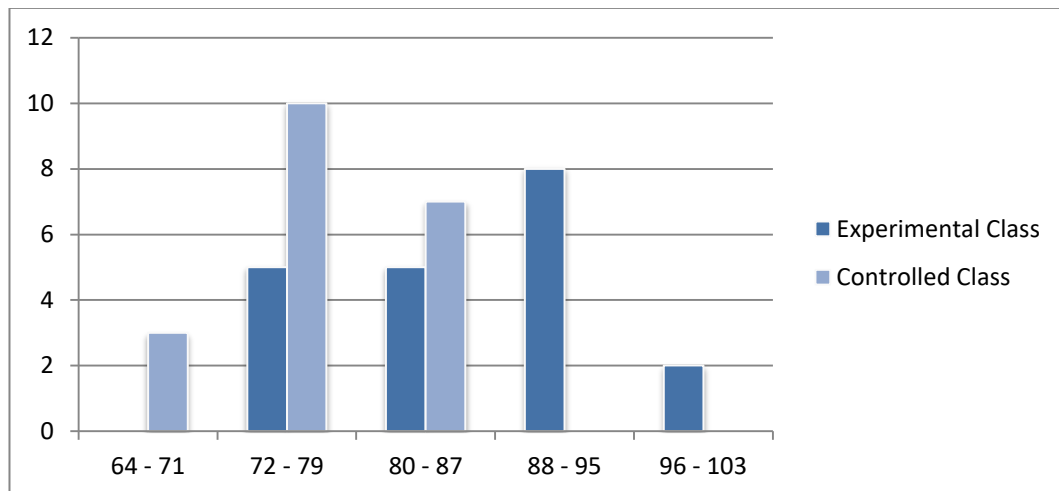
Figure 4.2 Student's Post-Test Score in Experimental and Control Class

According to the figure 4.2 above, in experimental class for score 64 – 71 to 72 – 79, there are 5 differences in student. In score 72 - 79 to 80 – 87, there is no difference in student. In score 80 – 87 to 88 – 95, there are 3 differences in student. In score 88 – 95 to 96 – 130, there are 6 differences in student. Meanwhile, in Control class for score 64 – 71 to 72 – 79, there are 7 differences in student. In score 72 – 79 to 80 – 87, there are 3 differences in student. In score 80 – 87 to 88 – 95, there are 7 differences in students. In score 88 – 95 to 96 – 103, there is no difference in student. Thus, it tends to be seen that students of experimental class stands out at the score 88 – 95 and the fewest score at the score 64 - 71, while Control class stands out in score 72 – 79 and the fewest score at 96 – 103. (For the complete data of the post-test score for both classes, it can be seen

in Attachment vii). Subsequently, the data from experimental class and Control class can be gathered that there was contrast of the score.

3. The Gained Score

The gained score is the distinction score obtained from the pre-test and post-test.[86] The figure underneath shows the gained score from pre-test and post-test in the eighth grade of SMP N 3 Bambel scholarly year 2020/2021. There were 40 students for each class, experimental class and Control class.
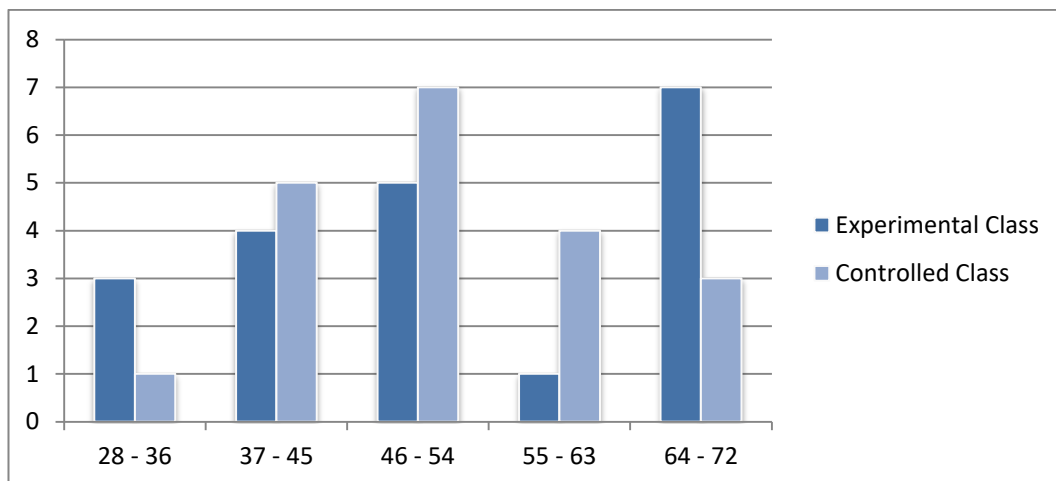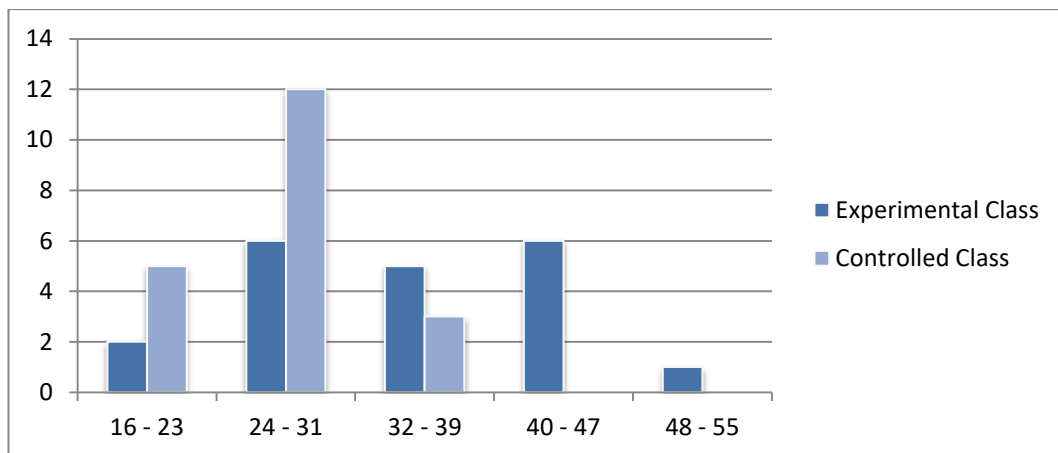

Figure 4.3 Student's Gained Score in Experimental and Control Class

According to the figure 4.3 above, in experimental class for score 16 – 23 to 24 – 31, there are 4 differences in student. In score 24 – 31 to 32 – 39, there is 1 difference in student. In score 32 – 39 to 40 – 47, there is 1 difference in student. In score 40 – 47 to 48 – 55, there are 5 differences in student. Meanwhile, in Control class for score 16 – 23 to 24 – 31, there are 7 differences in student. In score 24 – 31 to 32 – 39, there are 9 differences in student. In score 32 – 39 to 40 – 47, there is 1 difference in students. In score 40 – 47 to 48 – 55, there are 5 differences in student. Thus, it tends to be seen that students of experimental class stands out at the score 40 – 47 and the fewest score at the score 48 - 55, while

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[86] Donald Ary,Op.Cit., P. 224

Control class stands out in score 24 – 31 and the fewest score at the score 40 – 47 and 48 - 55. (for the full data of the gained score for both classes, can be seen in Attachment vii). In this way, the data can be derived that there was contrast of the score from experimental class and Control class.

In addition, a chart below draws the improvement score when the treatment. This chart depended on the mean score of pre-test, post-test and gained score.
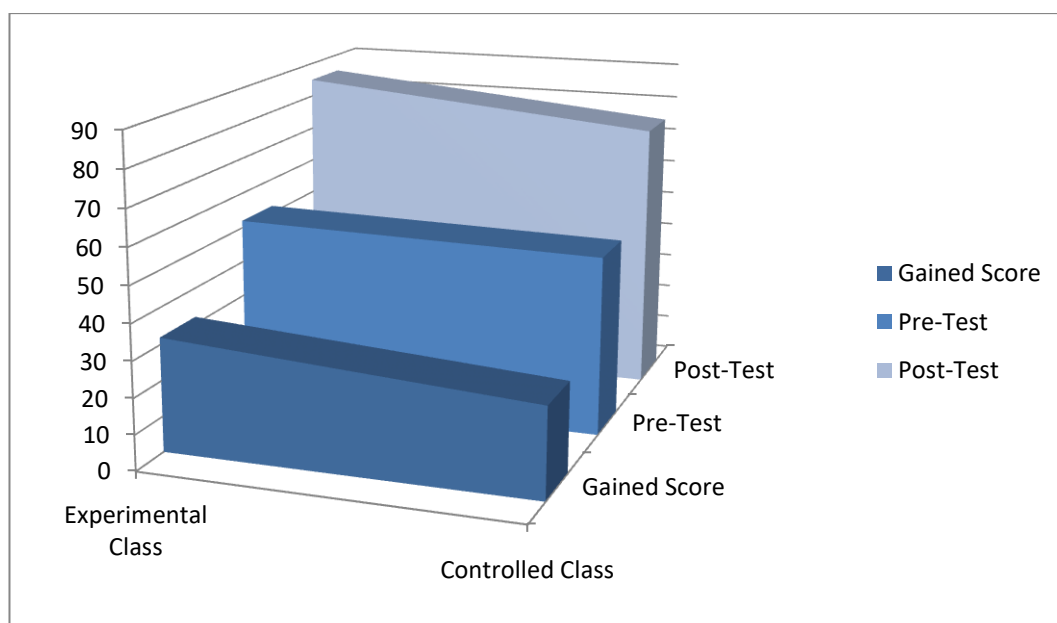
Figure 4.4 Mean Score of Pre-Test, Post-test and Gained Score of Experimental and Control Class

According to the figure 4.4, it indicates an improvement scores in experimental class and Control class. In experimental class, they got 52 as the mean score and 50.2 is the main score of Control class. Meanwhile, the mean score of post-test, 85 as the mean score in experimental class and 75.5 is the mean score of Control class. Furthermore, the main of gained score 32 was gotten in experimental class, 25.3 in Control class.

B. Data Analysis

1. Descriptive Statistic

A descriptive statistic is displayed to give an outline of the amount of the data, mean, mode, and median from the data that gained from pre-test and post-test of experimental class and Control class.

Table 4.1
Descriptive Statistic of Experimental Class

Statistics		Pre-test	Post-test
N	Valid	20	20
	Missing	0	0
Mean		52.00	85.00
Median		50.00	86.00
Mode		40[a]	88
Sum		1040	1700

According to the table 4.1, it indicates a descriptive statistic from experimental class. The score of Mean of pre-test is 52 while 85 from post-test, the score of Median 50 in pre-test while 85 post-test, the Mode of pre-test is 40[a] While 88 is post-test, and 1040 is the sum of pre-test while 1700. From the explanation before, it indicates that post-test has higher score than pre-test.

Table 4.2
Descriptive Statistic of Control Class

Statistics		Pre-test	Post-test
N	Valid	20	20
	Missing	0	0
Mean		50.20	75.50
Median		48.00	76.00
Mode		48	72
Sum		1004	1510

According to the table 4.2, it indicates a descriptive statistic from Control class. It shows 50.2 is the score of Mean from pre-test while 75.5 in post-test is, 48 is the score of Median in pre-test while 76 in post-test is, 48 is the Mode of pre-test While 72 in post-test, and 1004 is the sum of pre-test while 1510. From the explanation before, it indicates that post-test has higher score than pre-test.

2. Inferential Statistic

In analyzing the data, there were three steps involved. The first step was to test the preliminary data by normality test and homogeneity test. The following steps were t-test and count the hypothesis test. The last step was to conclude the result of the study by counting the statistical hypothesis. The steps are described as follows:

a. Preliminary Analysis

1) Normality Test

This test was tried by utilizing Lilliefors in SPPS v.20 and displayed in two tables; there were Shapiro Wilk and Kolmogorov-Smirnov analysis. If the significance higher than 0,05, then the data is contributed normally. The outcome should be visible in the table underneath:

Table 4.3
Normality of Pre-Test and Post-Test Experimental and Control Class

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Re sult	Pre-Test Experimental Class	.156	20	.200[*]	.940	20	.239

Post-Test Experimental Class	.150	20	.200[*]	.953	20	.421
Pre-Test Control Class	.165	20	.155	.959	20	.527
Post-Test Control Class	.177	20	.101	.937	20	.213

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

a. Lilliefors Significance Correction

According to the outcome of normality, the table above indicates the score of significance (sig.) for all variables by testing used Kolmogorov-Smirnov and Shapiro-Wilk > 0.05. The significance in experimental class by Kolmogorov-Smirnov for pre-test is 0.200 and post-test is 0.200 with the aggregate sum of data (n) is 20 samples, while in Shapiro-Wilk for pre-test is 0.239 and post-test is 0.421 with the aggregate sum of data (n) is 20 samples. Furthermore, the significance in Control class by Kolmogorov-Smirnov for pre-test is 0.155 and post-test is 0.101 with the total amount of data (n) is 20 samples, while by Shapiro-Wilk for pre-test is 0.527 and post-test is 0.213 with the total amount of data (n) is 20 samples. It showed that all of the importance scores are more than 0.05. Hence, it tends to be gathered that the data are contributed normally.

2) Homogeneity Test

In the wake of directing the normality test, the subsequent step is homogeneity test. This test was led to know regardless of whether the data was homogeneous by utilizing Levene measurement test in SPSS v.20. The data is homogenous on the off chance that the homogeneity score is higher than 0.05. This test utilized the score of post-test from experimental and Control class. The outcome should be visible in the table underneath:

Table 4.4
Homogeneity Test of Pre-test

Levene Statistic	df1	df2	Sig.
8.862	1	38	.005

According to the outcome of homogeneity test in the table above, it indicates the score of significance (sig.) based on mean score is 0.005 > 0.05. It implies that the data are non-homogeneous. Although the data are non-homogeneous, it can be processed by using contrast test in t-test (independent sample t-test) which can be treated for both homogeneous and non-homogenous variance.[87]

Table 4.5
Homogeneity Test of Post-test

Levene Statistic	df1	df2	Sig.
1.409	1	38	.243

According to the outcome of homogeneity test in the table, it indicates the score of significance (sig.) based on mean score is 0.243 > 0.05. It tends to be reasoned that variation data of post-test in experimental class and post-test in control class have similar variation or the data was homogenous.

b. Dependent T-Test

In this test, the decision to make test results was done by comparing the value of calculated statistic (t_{count}) with table statistic (t_{table}) with the following provisions:

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[87]Agung. (2004). "Manajemen Penulisan Skripsi, Tesis dan Disertasi; Kiat-kiat untuk Penulisan Karya Ilmiah yang bermutu". Jakarta: Raja Grafindo. P. 19

1) If $t_{\text{observe}} < t_{table}$, and the sig. ($P_{value}$) or sig. 2-tailed (lower than) $\alpha = 0.05$, then Ho is accepted and Ha is rejected.

2) If $t_{\text{observe}} > t_{table}$, and the sig. ($P_{value}$) or sig. 2-tailed < (lower than) $\alpha = 0.05$, then Ho is rejected and Ha is accepted.

Table 4.6
Dependent T-test of Experimental Class

Paired Samples Test

| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
					Lower	Upper			
Pair 1	Pretest - Posttest	-33.000	9.787	2.188	-37.581	-28.419	-15.079	19	.000

According to the table 4.5, it inferred that Ha is accepted and Ho is rejected. It described by the data that t_o 15.079 > t_t 2.093, and the Sig. (2-tailed) = 0.000 < α = 0.05, which It demonstrates there was massive distinction result between the outcome of pre-test and post-test.

Table 4.7
Dependent T-test of Control Class

Paired Samples Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
					Lower	Upper			
Pair 1	Pretest - Posttest	-25.300	9.674	2.163	-29.828	-20.772	-11.696	19	.000

According to the table 4.5, it inferred that Ha is accepted and Ho is rejected. It described by the data that t_o 11.696 > t_t 2.093, and the Sig. (2-

tailed) = 0.000 < α = 0.05, which. It demonstrates there was massive distinction result between the outcome of pre-test and post-test.

c. Hypothesis Test/ Independent T-test

Subsequent to measuring the normality and homogeneity test, the following stage was analyzing the score difference by applying independent t-test with significance level is 5% (0.05). This test was directed to know whether there are tremendous distinction result between the utilization of Crossword Puzzle Game and Teacher Center Learning. The outcome should be visible in the table underneath:

Table 4.8

The Result of Independent T-Test from Gained Score of Experimental and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Gained score	Experimental Class	20	32.00	10.052	2.248
	Control Class	20	25.30	5.121	1.145

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
Gained score	Equal variances assumed	10.179	.003	2.656	38	.011	6.700	2.523	1.593	11.807

			2.656	28.238	.013	6.700	2.523	1.535	11.865
Equal variances not assumed			2.656	28.238	.013	6.700	2.523	1.535	11.865

Based on group statistics table 4.8, it indicates that the gained score from experimental class has mean (M) (32) is higher than Control class (25.3), and the gained score in experimental class of standard deviation (SD) of is 10.052 while in Control class is 5.121. Thus, it shows $t_{observe}$=2.656, ρ=0.011

In order to draw a conclusion for this research, statistical hypothesis test was used with the following rules beneath:

   a. H_a is accepted if $t_{observe}$> t_{table} and the sig. (P_{value}) or sig. 2-tailed < (lower than) α = 0.05

   b. $H_o$is accepted if $t_{observe}$< t_{table} and the sig. (P_{value}) or sig. 2-tailed > (higher than) α = 0.05

In light of the consequence of independent sample test, it indicates $t_{observe}$ (2.656) > t_{table} (2.024), and the Sig. (2-tailed) = 0.011 < α = 0.05 and that implies there were massive distinction result between the use of Crossword Puzzle Game and Teacher Center Learning. It can be inferred that H_a is accepted which implies that the students' reading comprehension at the eighth grade of SMP N 3 Bambel by utilization Crossword Puzzle Game has a significant effect in narrative text.

C. Discussion

According to the result above, it very well may be presumed that there is an importance impact of utilizing Crossword Puzzle Game on the Students' reading comprehension in narrative text at the eighth grade at SMP N 3 Bambel. It

very well may be seen from the t-test result that shows that $t_{observe}$ (2.656) > t_{table} (2.024), and the Sig. (2-tailed) = 0.011 < α = 0.05 which implies there were massive distinction result between the use of Crossword Puzzle Game and Teacher Center Learning. Subsequently, it demonstrates the importance distinction between the students who were taught by Crossword Puzzle Game and students who were not taught by it.

Furthermore, the outcome of this study is appropriate with Muslaini statement, that using media for English teachers is important to assist the students easier to comprehend the lesson, such as the game, picture, and picture series.[88] Thus, Crossword Puzzle as a game in learning can provide fruitful or useful game which has an effect on learning results.[89] According to explanation before, this study has also proven that by implementing Crossword Puzzle Game can give a significant effect on students' achievement in learning reading comprehension in narrative text at the eighth grade of Junior High School.

The result of this study is also appropriate with studies by Widyasari that utilizing Crossword Puzzle game in teaching reading could give a massive distinction among experimental and Control class that improved students' accomplishment in view of the consequence of the research. It pointed that the outcome of t-test from pre-test and post-test in cycle I were 5.97 and in cycle II were 6.33 which showed the utilization of Crossword Puzzle Game can work on the students' achievement. Furthermore, Kharida & Syarifuddin also found that Crossword Puzzle Game had a significant effect on students' learning outcome an academic English mastery. It is demonstrated by the outcome of learning outcome

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[88] Muslaini, Loc.Cit.
[89] Saygili, G., Loc.Cit

that students were taught by Crossword Puzzle (90.67 ± 7.14) is higher than students were not taught by Crossword Puzzle or given with regular assignment (83.81 ± 6.129). In view of the data above, it very well may be gathered that some of previous studies have comparable final outcome that indicates Crossword Puzzle Game is effective to increase the students' achievement in learning.

As the finish of this review, it is demonstrated that the students' reading comprehension at the eighth grade of SMP N 3 Bambel by utilization Crossword Puzzle Game has a huge impact in narrative text as a new media in teaching learning process especially in reading at narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the finding and discussion that has been explained before, it very well may be reasoned that Crossword Puzzle Game if effective as a media in getting the hang of reading comprehension in narrative text at the eighth grade of Junior High School. It is demonstrated by the outcome independent sample t-test showed that $t_{observe}$ (2.656) > t_{table} (2.024), and the Sig. (2-tailed) = 0.011 < α = 0.05 which implies there are massive distinction results between the use of Crossword Puzzle Game and Teacher Center Learning.

Furthermore, it can be inferred that H_a (Alternative Hypothesis) is accepted, and H_o (Null Hypothesis) is rejected. It means there is a critical impact of utilizing Crossword Puzzle Game on students' reading comprehension in narrative text, and also proved that Crossword Puzzle Game is effective to enhance students' reading comprehension in narrative text at the eighth of SMP N 3 Bambel.

B. Suggestion

In view of the aftereffect of this review, here are a few suggestions that normal to introduce some benefits to the students, English teachers and researchers. For more description, can be seen as follows:

1. For students, there are many fascinating ways accessible in learning English. Crossword Puzzle Game is one of the fascinating ways that can be carried out. By executing Crossword Puzzle Game in learning, it can

animate students to learn in dynamic manner, fun and easier to understand the lesson and had improved their reading comprehension

2. As an English teacher, be imaginative and creative in teaching English are required so the learners can be more motivated and passionate about learning. The use of Crossword Puzzle Game is found as an effective media in learning. Therefore, in teaching learning process by applying Crossword Puzzle Game is suggested for English teachers to attempt the implementation of this game.

3. For further researcher, it is recommended for researcher to foster the research by different level of students and different material to prove the influence of Crossword Puzzle Game on students' achievement in learning. It is appropriate with previous study found by researcher that this media also has an influence on students' learning outcome and academic English mastery.

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ATTACHMENT I

LESSON PLAN
(RPP)
(Experimental Class)

School   : SMP Negeri 3 Bambel

Subject   : English

Skill   : Reading

Class/Semester   : VIII 2/ I

Main material   :Narrative Text; understanding the meaning, social function generic structure and language feature of oral and written narrative text short and simple fables with example text.

Time allocation   : 4 x 40 minutes

A. Standard Competence

Reading

11. Understand the meaning in a simple short essay in the form of recount, and narrative to interact with the environment

B. Basic Competencies

11.1 Reading aloud means functional text and a simple short essay in the form of *recount* and *narrative* with acceptable speech, stress and intonation related to the surrounding environment.

11.2 Responds to meaning in simple short functional written text accurately, smoothly and acceptable relating to surrounding environment.

C. Indicators

1. Read aloud and have meaningful narrative text.

2. Identify various meanings of narrative text.

3. Identify the communications objectives of the narrative text.

D. Learning Objectives

From this study, students are expected to be able to:

1. Develop vocabulary based on the text.

2. Listen to the narrative text read by the teacher/ friend carefully.

3. Confidently read the short functional text of narrative text aloud.

4. Answer questions about the content of narrative text.

5. Mention the communicative objectives of narrative text.

6. Answer questions about the language characteristics of narrative text.

E. Learning Materials

1. Definition of narrative

Narrative text is Story text is a sort structure basic stories. The object is to entertain, to engage and manage real or vicarious involvement with various ways.

2. Types of narrative text

- Humor

- Sentiment

- Genuine Fiction

- History Fiction

- Secret

- Dream

- Sci-fi

- Journal novel

- Experience

3. Generic structure of narrative text

   a. Orientation: it tells about the setting in overall setting, and characters, or set everything up and presents the members.

   b. Complication tells the rising emergency of the occasion or the issue to be addressed by the characters.

   c. Resolution: it depicts the answer for the entanglement and gives a completion of the story.

4. Language Features

   - Use of nouns and pronouns

   - Use of specific participants

   - Use of adjective

   - Use of verbs and adverbs

   - Use of past tense

   - Use of temporal conjunctions and temporal circumstances

5. Example of Narrative text.

   - Text 1:

Jack-O'-Lantern

Once upon a time, there was a man named Jack. He was a drunkard and trickster. One day, he tricked Satan up a tree. He carved an image of a cross in the

tree's trunk to trap the devil. Jack made a deal with the devil. If the devil would never tempt him again, he would promise to let him down the tree.

After jack died, he was forbidden to enter heaven because of his wickedness. He was also forbidden to enter hell because he had tricked the devil. Instead, the devil gave him a single hot coal to light his way through the darkness. The coal was placed inside a hollowed-out turnip to keep it glowing longer.

Originally, the Irish used turnips as their "Jack's lanterns". However, when the immigrants came to America, they found pumpkins were more plentiful than turnips. Therefore, the Jack-O'-Lantern in America was a hollowed-out pumpkin, lighted with a hot coal.

Jack-O'-Lantern has become one of the symbols of Halloween. Halloween is celebrated on 31st October. It is now celebrated most commonly in united Stated, Canada, Ireland, the United Kingdom, Australia and New Zealand. It also has been celebrated in some parts of Western Europe.

- Text 2:

Roro Anteng and Joko Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the region together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They prayed for

help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform worship

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word 'Tengger' is derived from the last syllables of Roro Anteng and Joko Seger. They present annual offerings of rice, fruits, vegetables, livestock, and other local products.

- Text 3:

The Legend of Nyi Roro Kidul
(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

F. Learning Method

Group Discussion.

G. Learning Instrument

1. Media : Crossword puzzle, paper of a narrative text and worksheet.
2. Tool : whiteboard and marker.
3. Resources of learning: Scaffolding English book for junior high school student grade VIII and dictionary.

H. Learning Activity

1. First Meeting

Preliminary activities (10 Minutes)
• Conducting an opening with an initial hello and requesting to begin learning. Starting a gathering of students as a trained.
• Connecting the material/subject/learning exercises that will be done with the

experience of students with past material/topics/exercises and posing inquiries to recollect and associate with the following material.

- Convey inspiration about what can be gotten (objectives and advantages) by concentrating on the material: *social function, identify and understand the generic structure of narrative text in short and simple fables.*

- Explain the things to be learned, the abilities to be accomplished, as well as the learning methods to be taken.

Core activities (60 Minutes)

Literacy Activity:

- Students are given inspiration and guidance to see, observe, read and write back. They are given shows and reading material about: *information about narrative text, social function, identify and understand the generic structure of narrative text in short and simple fables.*

Critical Thinking:

- The teacher offers the chance to distinguish as numerous things as they don't understand, starting from factual questions to hypothetical questions. This question must remain related to the material: *information about narrative text, social function, identify and understand the generic structure of narrative text in short and simple fables.*

Collaboration:

- Students are framed in a few groups

- Students read, accumulate data, present, and trade data about *information about narrative text, social function, identify and understand the generic structure of narrative text in short and simple fables.*

- Teacher gives a paper of an example of narrative text with tittle "Jack-O'-Lantern", and asks them to read.

Communication:

- Each group analyzes the text

- Teacher requests that the students figure out the troublesome words in text and search for the meaning in the dictionary.

- Teacher explains how to use Crossword puzzle game.

- Teacher gives a few inquiries that connected with the text and crossword puzzle game worksheet to the students.

- Students answer the questions by using crossword puzzle game.

Creativity:

- Teacher requests that the students figure out the troublesome words in text and search for the meaning in the dictionary.

- Teacher explains how to use Crossword puzzle game.

- Teacher gives a few inquiries that connected with the text and crossword puzzle game worksheet to the students.with *information about the text, social function, identify and understand the generic structure of the text,* and make notes of some vocabularies of the learning today. Students are then offered the chance to pose inquiries that are not yet perceived.

Closing Activity (10 Minutes)

- Learners make an outline/finish of the lesson. About the significant focuses that show up in the learning activities that have recently been completed.

- The instructor makes a synopsis/finish of the lesson. About the significant focuses that show up in the learning activities that have quite recently been

done.

2. Second Meeting

Preliminary activities (10 Minutes)
- Conducting an opening with an initial hello and requesting to begin learning. Starting a gathering of students as a trained.   - Connecting the material/subject/learning exercises that will be done with the experience of students with past material/topics/exercises and posing inquiries to recollect and associate with the following material.   - Convey inspiration about what can be gotten (objectives and advantages) by concentrating on the material: *social function, identify and understand the generic structure of narrative text in short and simple fables.*   - Explain the things to be learned, the abilities to be accomplished, as well as the learning methods to be taken.
Core activities (60 Minutes)
Literacy Activity: - Students are given motivation and guidance to see, observe, read and write back. They are given shows and reading material with title "Roro Anteng and Joko Seger and The Legend of Nyi Roro Kidul" that related to: *information about the text, social function, identify and understand the generic structure of the text.*   Critical Thinking: - The teacher offers the chance to distinguish as numerous things as they don't understand, starting from factual questions to hypothetical questions. This question must remain related to the material: *information about the text,*

social function, identify and understand the generic structure of the text.

Collaboration:

- Students are framed in a few groups

- Students read, accumulate data, present, and trade data about *information about the text, social function, identify and understand the generic structure of the text.*

Communication:

- Each group analyzes the text

- Teacher requests that the students figure out the troublesome words in text and search for the meaning in the dictionary.

- Teacher explains how to use Crossword puzzle game.

- Teacher gives a few inquiries that connected with the text and crossword puzzle game worksheet to the students.

- Students answer the questions by using crossword puzzle game.

Creativity:

- Teachers and students make conclusions about things that have been learned related to *information about the text, social function, identify and understand the generic structure of the text,* and make notes of some vocabularies of the learning today. Students are then offered the chance to pose inquiries that are not yet perceived.

Closing Activity (10 Minutes)

- Learners make an outline/finish of the lesson. About the significant focuses that show up in the learning activities that have recently been completed.

- The instructor makes a synopsis/finish of the lesson. About the significant

focuses that show up in the learning activities that have quite recently been

carried out.

I. Evaluation

For evaluation: $S = \frac{r}{n} \times 100$
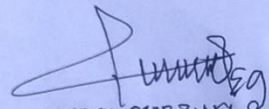
Notes:

S = Score of test

r = Total of correct answer

n = Total items

Agreed by

English Teacher   Researcher

ISMAIL MARZUKI, S.Pd   Mahya Maharani
NIP. 19820616 200504 1 001   NIM. 0304161049

Approved by

Headmaster of SMPN 3 Bambel

ARLINA SELIAN, S.Pd
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ATTACHMENT II

LESON PLAN
(RPP)
(Control Class)

School   : SMP Negeri 3 Bambel

Subject   : English

Skill   : Reading

Class/Semester   : VIII 3/ I

Main material   :Narrative Text; understanding the meaning, social
                      function generic structure and language feature of oral and
                      written narrative text short and simple fables with example
                      text.

Time allocation   : 4 x 40 minutes

A. Standard Competence

Reading

11. Understand the meaning in a simple short essay in the form of recount, and
narrative to interact with the environment

B. Basic Competencies

11.1 Reading aloud means functional text and a simple short essay in the
form of *recount* and *narrative* with acceptable speech, stress and intonation
related to the surrounding environment.

11.2 Responds to meaning in simple short functional written text accurately,
smoothly and acceptable relating to surrounding environment.

C. Indicators

1. Read so anyone might hear and have significant narrative text.

2. Identify different implications of narrative text.

3. Identify the communications objectives of the narrative text.

D. Learning Objectives

From this study, students are supposed to have the option to:

1. Develop vocabulary based on the text.

2. Listen to the narrative text read by the teacher/ friend carefully.

3. Confidently read the short functional text of narrative text aloud.

4. Answer questions about the content of narrative text.

5. Mention the communicative objectives of narrative text.

6. Answer questions about the language characteristics of narrative text.

E. Learning Materials

1. Definition of narrative

   Narrative text is Story text is a sort structure basic stories. The object is to entertain, to engage and manage real or vicarious involvement with various ways.

2. Types of narrative text

   - Humor

   - Sentiment

   - Genuine Fiction

   - History Fiction

   - Secret

- Dream

- Sci-fi

- Journal novel

- Experience

3. Generic structure of narrative text

    d. Orientation: it tells about the setting in overall setting, and characters, or set everything up and presents the members.

    e. Complicationit tells the rising emergency of the occasion or the issue to be addressed by the characters.

    a. Resolution: it depicts the answer for the entanglement and gives a completion of the story.

4. Language Features

    - Use of nouns and pronouns

    - Use of specific participants

    - Use of adjective

    - Use of verbs and adverbs

    - Use of past tense

    - Use of temporal conjunctions and temporal circumstances

5. Example of narrative text.

    Text 1:

    ### Jack-O'-Lantern

    Once upon a time, there was a man named Jack. He was a drunkard and trickster. One day, he tricked Satan up a tree. He carved an image of a cross in the

tree's trunk to trap the devil. Jack made a deal with the devil. If the devil would never tempt him again, he would promise to let him down the tree.

After jack died, he was forbidden to enter heaven because of his wickedness. He was also forbidden to enter hell because he had tricked the devil. Instead, the devil gave him a single hot coal to light his way through the darkness. The coal was placed inside a hollowed-out turnip to keep it glowing longer.

Originally, the Irish used turnips as their "Jack's lanterns". However, when the immigrants came to America, they found pumpkins were more plentiful than turnips. Therefore, the Jack-O'-Lantern in America was a hollowed-out pumpkin, lighted with a hot coal.

Jack-O'-Lantern has become one of the symbols of Halloween. Halloween is celebrated on 31st October. It is now celebrated most commonly in united Stated, Canada, Ireland, the United Kingdom, Australia and New Zealand. It also has been celebrated in some parts of Western Europe

- Text 2:

Roro Anteng and Joko Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the region together. The people were prosperous under their leadership. However, they were unhappy because they had no children.

Desperate, they decided to climb to the top of Mount Bromo. They prayed for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform worship

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word 'Tengger' is derived from the last syllables of Roro Anteng and Joko Seger. They present annual offerings of rice, fruits, vegetables, livestock, and other local products.

- Text 3:

The Legend of Nyi Roro Kidul
(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

F. Learning Method

Teacher Center Learing.

G. Learning Media

1. Media : paper of a narrative text, worksheet.

2. Tool : whiteboard and marker.

3. Resources of learning: Scaffolding English book for junior high school student grade VIII and dictionary.

H. Learning Activity

1. First Meeting

Preliminary activities (10 Minutes)
• Conducting an opening with an initial hello and requesting to begin learning. Starting a gathering of students as a trained.
• Connecting the material/subject/learning exercises that will be done with the

experience of students with past material/topics/exercises and posing inquiries to recollect and associate with the following material.

- Convey inspiration about what can be gotten (objectives and advantages) by concentrating on the material: *social function, identify and understand the generic structure of narrative text in short and simple fables.*

- Explain the things to be learned, the abilities to be accomplished, as well as the learning methods to be taken.

Core activities (60 Minutes)

Literacy Activity:

- Students are given inspiration and guidance to see, observe, read and write back. They are given shows and reading material about: *information about narrative text, social function, identify and understand the generic structure of narrative text in short and simple fables.*

Critical Thinking:

- The teacher offers the chance to distinguish as numerous things as they don't understand, starting from factual questions to hypothetical questions. This question must remain related to the material: *information about narrative text, social function, identify and understand the generic structure of narrative text in short and simple fables.*

Collaboration:

- Teacher gives the paper about narrative text to the students.

- Students read, gather information, present, and exchange information about *information about narrative text, social function, identify and understand the generic structure of narrative text in short and simple fables.*

- Teacher gives a paper of an example of narrative text with tittle "Jack-O'-Lantern", and asks them to read.

Communication:

- Teacher analyzes the story in narrative text to the students.

- Teacher requests that the students figure out the troublesome words in text and search for the meaning in the dictionary..

- Teacher gives the students worksheet and some questions.

- Teacher asks the students to address the inquiries given by teacher.

- Students work the undertakings given by teacher.

Creativity:

- Teaches and students cause decisions about things that to have been learned connected with *information about the text, social function, identify and understand the generic structure of the text,* and make notes of some vocabularies of the learning today. Students are then offered the chance to pose inquiries that are not yet perceived.

Closing Activity (10 Minutes)
- Learners make an outline/finish of the lesson. About the significant focuses that show up in the learning activities that have recently been completed.   - The instructor makes a synopsis/finish of the lesson. About the significant focuses that show up in the learning activities that have quite recently been done.

2. Second Meeting

Preliminary activities (10 Minutes)
- Conducting an opening with an initial hello and requesting to begin

learning. Starting a gathering of students as a trained.

- Connecting the material/subject/learning exercises that will be done with the experience of students with past material/topics/exercises and posing inquiries to recollect and associate with the following material.

- Convey inspiration about what can be gotten (objectives and advantages) by concentrating on the material: *social function, identify and understand the generic structure of narrative text in short and simple fables.*

- Explain the things to be learned, the abilities to be accomplished, as well as the learning methods to be taken.

Core activities (60 Minutes)

Literacy Activity:

- Students are given inspiration and guidance to see, observe, read and write back. They are given shows and reading material with title "Roro Anteng and Joko Seger and The Legend of Nyi Roro Kidul" that related to: *information about the text, social function, identify and understand the generic structure of the text.*

Critical Thinking:

- The teacher offers the chance to distinguish as numerous things as they don't understand, starting from factual questions to hypothetical questions. This question must remain related to the material: *information about the text, social function, identify and understand the generic structure of the text.*

Collaboration:

- Teacher asks the students read, discuss, gather information, present, and exchange information about *information about the text, social function,*

identify and understand the generic structure of the text.
Communication:
• Teacher dissects the story in narrative text to the students
• Teacher requests that the students figure out the troublesome words in text and search for the importance in the word reference.
• Teacher gives the students worksheet and a few inquiries.
• Teacher asks the understudies to respond to the inquiries given by teacher.
• Students work the errands given by teacher.
Creativity:
• Teaches and students cause decisions about things that to have been learned connected with *information about the text, social function, identify and understand the generic structure of the text,* and make notes of some vocabularies of the learning today. Students are then offered the chance to pose inquiries that are not yet perceived.
Closing Activity (10 Minutes)
• Learners make an outline/finish of the lesson. About the significant focuses that show up in the learning activities that have recently been completed.
• The instructor makes a synopsis/finish of the lesson. About the significant focuses that show up in the learning activities that have quite recently been done.

I. **Evaluation**

For evaluation: $S = \frac{r}{n} \times 100$
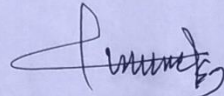
Notes:

S = Score of test

r = Total of correct answer

n = Total items

Agreed by

English Teacher   Researcher

[signature]   *[signature]*

ISMAIL. MARZUFI, S.Pd   Mahya Maharani
NIP. 198206162005041001   NIM. 0304161049

Approved by

Headmaster of SMPN 3 Bambel

[official stamp]

ARLINA SELIA.W. Spd.
NIP. 198204192005092001

PRE TEST

NAMA   :

KELAS   :

A. *Jawablah pertanyaan berikut dengan memberikan tanda silang (x) pada salah satu jawaban yang telah disediakan!*

Please read the text below and answer the questions below!
Text 1 for question 1-3

A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was too proud and arrogant to excess.

One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it. With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat "hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry. She tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And worm said "bask cat snobs, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions

1. What the main idea of the passage?
   a. There was kindness cat.
   b. There was beautiful cat with smooth fur.
   c. There was beautiful cat but she was arrogant.
   d. The cat and her family live in the forest
2. What is the cat wants?
   a. The cat was very clean, hairy and smooth white.
   b. The cat wants to live alone without family.
   c. The cat was sleeping in the shoulders of an elephant.
   d. The cat was not already dead.
3. "Hi you fool elephant, why you dropped me, you want to kill **me**?" The underlined word refers to….
   a. Elephant   c. Chicken
   b. Cat   d. Worm

Text 2 for question 4 to 5

Long time ago when animals could talk, the camel had antlers and a long, thick, beautiful tail. So the camel was very proud of himself, and he always showed off his beautiful and magnificent antlers to the others.

One day the camel went to drink at the nearby river. A deer then out of the woods, bowed to him, and said rather sadly: "I was invited to a party to night, but how can I go there with such a bare forehead? Even if it is just for one hour, I wish to go with such beautiful and antlers as yours. Dear friend, could not you land me your antlers for tonight? I will return them tomorrow, when you came here to drink."

The camel, though he was a little vain, had a good hard and took pity on poor deer's bald head. So he tubs his antlers of and gave them to deer, saying, "Well tomorrow when I came to drink you must return them to me". The deer

quickly took the antlers and this appeared in to the woods. One his way, he met a horse and told him how he has got his antlers.

The horse, who had also invited to the party, taught he would like to find a nice body decoration, too. He then wants to the camel and asked him to give his tail. The kind-hearted camel trusted the horse and gave him his tail.

The next day, the camel went to the meeting point as agreed. While waiting, he was drinking and stretching his neck to see if the deer and the horse whole came. But none of them showed up. Many days and years have passed since then, and poor camel has still not got back his antlers his tail.

Because he drank too much water while waiting the deer and the horse, the camel has got a hump pull of water; and because his stretched his neck gazing long and hard for the deer and the horse, his neck has grown long.

The horse kept his tail but, whenever he sees the camel in the distance he runs a way. As to the deer he also cat his antlers, but he has to change them every year because the luck of having antlers didn't belong to him but to the camel, and he only got them by betraying the camel.

4. Who are the main characters of the story?
   a. The camel, the ant, and the bird
   b. The horse, the camel, and the ant
   c. The camel, the deer, and horse
   d. The deer, the dog, and the cat
5. Why the camel gave antlers and tails to their friend?
   a. Because he was stupid
   b. Because he was clever
   c. Because he was kind hearted
   d. Because he was cruel

Text 3 for question 6 to 8

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the

water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Can't you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you." Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

6. It can be inferred from the passage that….
   a. One day, mouse deer went down to the river to take a drink.
   b. He jumped onto the next crocodile.
   c. Mouse deer ran away from crocodile by kept jumping until he arrived on the other side of the river.
   d. In the next, mouse deer wanted to cross the river

7. What did the mouse Deer do after the crocodile line up across the river?
   a. Mouse Deer walked onto crocodile's back.
   b. Mouse Deer back to the coast river.
   c. Mouse Deer leaped onto crocodile's back.
   d. Mouse Deer hit the crocodile's back.

8. In the text above, what tenses is used by the writer…
   a. Simple past future   c. Simple present
   b. Simple future   d. Simple past

Text 4 for question 9 to 11

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, he placed his huge paw upon the mouse, and opened his big jaws to swallow him. "Pardon, o King", Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these day?" The lion was so tickled at the idea often mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. just than the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up on him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away

9. Which of the following is NOT true about the little mouse?
   a. The little mouse went up upon him and soon gnawed away the ropes that bound the king of the beats.
   b. He tried hard to help the lion tree.
   c. The little mouse happened to pass by and see the sad plight in which the lion was.
   d. He will forget the lion's help

10. The word "Paw" in line 2 is closest in meaning….
    a. Bite   c. Push
    b. Claw   d. Pull

11. The sentence "Pardon, O King "cried the little mouse "forgive me for this time" in line 4 expresses….
    a. Interested   c. Afraid
    b. Happy   d. Angry

Text 5 for question 12 to 14

One day, a rabbit was keep boasting about how fast he could run. He was laughing at the turtle for being so slow; the rabbit's jaw dropped as the turtle challenge him to a race. The rabbit thought it was joke and accepted the challenge.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got the halfway and could not see the turtle anyway. He was tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how tired he got. However, the rabbit slept longer than he had and wake up. He could not see the turtle, so he went at finish line with full-speed and found the turtle was there waiting for him.

12. Which of the following is the supporting idea of paragraph 1?
    a. The rabbit thought he could win easily against the turtle
    b. The rabbit thought it was a joke and accepted the challenge
    c. The rabbit never quit no matter how tired he got
    d. The rabbit he never quit no matter how tired he got

13. The rabbit's jaw dropped as the turtle challenge him to race. The expression of "Jaw dropped" means
    a. Scared   c. Surprised
    b. Laughed   d. Sick

14. The turtle challenge the rabbit to…
    a. Race   c. Jump
    b. Sing   d. Swim

Text 6 for question 15 to 17

One day, while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top a tiger which was sleeping not far from the snake.

The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now", said the

mouse deer." I have something important to do". "Look", said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest".

The tiger looked at the snake and said "That is a beautiful belt. I need a belt like that. Can I wear it?' He asked the mouse deer. "Oh, all right", said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into forest.

15. What is main idea of the first paragraph?
    a. The mouse deer was frightened.
    b. The tiger woke up and took hold of the mouse deer.
    c. The tiger asked the mouse deer to help him
    d. The mouse deer saw a big black Snake sleeping under the tree when it saw walking in the forest.

16. It can be inference from the text that mouse deer is…
    a. Hungry   c. Sleepy
    b. Cleaver   d. Stupid

17. One day while mouse deer was walking in the **forest..**.. The synonym of the underline word is …
    a. Park   c. Wood
    b. Zoo   d. Tree

18. The Following is not true according to the passage is....
    a. The tiger told the mouse deer he was going to eat him for lunch.
    b. The mouse deer saw a big tiger sleeping under the tree.
    c. The tiger thought that snake was a belt
    d. The snake twisted itself tighter until the tiger couldn't breathe.

Text 7 for question 19 to 23

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did notice a wolf coming nearer to her. However, when is pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full grass, if you wait a while, I will taste much better." The wolf thought that was good idea, so he sat down and waited.

After a while, the lamb said "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed. While the lamb was dancing, she had new idea. "She said, "Please take the bell from around my neck. If you ring it as hard you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

19. What is main idea on the paragraph 2?
    a. A lamb was grazing with a flock of sheep one day.
    b. The lamb did not notice a wolf coming nearer to her
    c. She soon found some sweet grass at the edge of the field
    d. The lamb did notice a wolf coming nearer to her.

20. When it…. on her, she was quick to start pleading find.
    a. Was pounces   c. Pounces
    b. Were pounces   d. Pounced

21. Which the following statement is not true according to the text?
    a. The lamb did not notice a wolf coming nearer to her
    b. The lamb did notice a wolf coming nearer to her
    c. The shepherd heard the bell ringing
    d. The barking dogs frightened the wolf away

22. Which of the following is the supporting idea on paragraph 3?
    a. The lamb have a good idea to make herself safe
    b. The barking dogs frightened the wolf away and saved the lamb's life
    c. The shepherd didn't heard the bell ringing
    d. The wolf thought that was a good idea

23. When it pounced on her, she was quick to start **pleading** (paragraph 3). The underline word means ….
    a. Request   c. Negotiation

b. Cary   d. Scare

Text 8 for question 24 to 25

Once upon a time, a beer and rabbit lived as neighbors. Unlike the beer, the rabbit was good hunter. Therefore, the beer always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by rabbit. However, the beer was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was father of five children. The mother bear always gave her youngest boy an extra-large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat towards the rabbit's house in this way; the poor rabbit would get his meal unknown to papa bear.

24. Which of the following is supporting idea of paragraph 3?
    a. A bear and rabbit lived as neighbors
    b. Secretly, he would take the meat outside and pretend to play ball with it
    c. The bear was the father of five children
    d. Poor rabbit would have to go home stomach empty all the time.

25. The rabbit could not **Refuse** the bear's demand because he is afraid of bear. (Paragraph 1). The underline words means….
    a. Request   c. Reject
    b. Demand   d. Receive

POST TEST

NAMA   :

KELAS   :

A. *Jawablah pertanyaan berikut dengan memberikan tanda silang* (x) *pada salah satu jawaban yang telah disediakan!*

Please read the text below and answer the questions below!
Text 1 for question 1 to 2

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. Meanwhile, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.

She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said "do not cry, I can send you to the ball now!", But she kept crying and looked so sad. She said, "I do not have a dress to wear in the ball". The fairy godmother of course would not be worry and waved the wand to transform the Cinderella's old clothes into the new dress which was very beautiful. Furthermore, that fairy godmother touched Cinderella's foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, "wow, thank you, but how I could go to the ball?". Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said "Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!" When Cinderella entered the palace, everyone was stunned by her beautiful face.

In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, "Do you want to dance?" And she said, "yes, I want to dance with you". Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment, Cinderella remembered her promise to the fairy godmother and went home. "I must go!", said her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.

Cinderella arrived home a few minutes later. When she arrived, the clock struck in twelve. The horses and the buggy back into the previous shape and she did not wear the glass slippers and the beautiful dress anymore. After that, her stepmother and sisters came home and talked about the beautiful women who danced with the prince. They were very curious about the identity of the woman who suddenly appeared. In the palace, Prince kept thinking about Cinderella and he fell in love. Prince wanted to find out the identity of the girl, but he even did not know her name. Prince has only found the glass slipper, and he said, "I will find her, and I will marry the woman whose foot fits into this glass slipper!".In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match, but when Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, "let her trying!". When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.

1. In the text above, what tense is used by the writer?
   a. Simple future   c. Simple past
   b. Simple past continuous   d. Simple present
2. Which of the following is true about Cinderella?
   a. Cinderella was ugly with the dress and the glass slippers.
   b. Cinderella hasn't step mother.

c. Cinderella's stepsisters are kind.

d. Cinderella ran quickly and one of her glass slippers left but she did not come back to pick it up.

Text 2 for question 3 to 5

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Can't you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you." Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

3. The best title of this passage is….
   a. Mouse Deer Afraid to Crocodile
   b. Mouse Deer
   c. Crocodile Want Eat Mouse Deer
   d. Crocodile and Mouse Deer

4. Which is of the following is NOT true about Mouse Deer?

   a. Mouse deer walked onto crocodile's back.

   b. Mouse deer went down to the river to take a drink.

   c. Mouse deer didn't want to be eaten by crocodile when he crosses the river.

   d. Mouse deer jumped onto crocodile's.

5. The word "Stupid" in line 6 is closest in meaning to….

   a. Great   c. Honest

   b. Bad   d. Silly

Text 3 for question 6 to 12

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him. "Pardon, o King. Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these day?" The lion was so tickled at the idea often mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry" him in. just than the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up on him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

6. Which of the following is NOT true about the little mouse?

   a. The little mouse went up upon him and soon gnawed away the ropes that bound the king of the beats.

   b. He tried hard to help the lion tree.

   c. The little mouse happened to pass by and see the sad plight in which the lion was.

   d. He will forget the lion's help.

7. The best title for the passage is….

   a. The Lion and The Little Mouse

   b. The Hunters Carried The Lion Alive To The King

  c. The Lion Was Tied To A Tree By The Hunters

  d. The Little Mouse Could Prove That He Could Help The Lion

8. Which of the following is implied in the passage?

  a. Don't look at someone because of this clothes

  b. It is best to prepare for the days of necessity

  c. Common people may prove great ones

  d. United we stand, divided we fall

9. The sentence "Pardon, O King "cried the little mouse "forgive me for this time" in line 4 expresses….

  a. Interested   c. Afraid

  b. Happy   d. Angry

10. The word "Paw" in line 2 is closest in meaning….

  a. Bite   c. Push

  b. Claw   d. Pull

11. The best title for the passage is….

  a. The Lion and The Little Mouse

  b. The Hunters Carried The Lion Alive To The King

  c. The Lion Was Tied To A Tree By The Hunters

  d. The Little Mouse Could Prove That He Could Help The Lion

12. Which of the following is implied in the passage?

  a. Don't look at someone because of this clothes

  b. It is best to prepare for the days of necessity

  c. Common people may prove great ones

  d. United we stand, divided we fall

Text 4 for question 13 to 14

   Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them. Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were

having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she wants inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

13. The third paragraph is TRUE according to the text?
    a. Where Snow White's aunt and uncle had breakfast.
    b. What Snow White did after hearing her uncle's plan
    c. How Snow White went into the cottage.
    d. With whom Snow White ran away into the woods.
14. We can conclude that seven dwarfs?
    a. Arrogant and didn't like with snow white
    b. Angry with Snow White
    c. kind and friendly with Snow White
    d. They are want to leaving Snow White Alone

Text 5 for question 15 to 17

Once there were two horses. Both of them were pulling a cart. The first horse pulled the cart well, but the second horse kept stopping.

The load of the second horse was moved onto the first horse. No wonder, the first horse got tired soon. Seeing that, the second horse walked with ease and said to the first horse "work hard and sweat! The more you try, the more humans make you work."

When the two horses got into the stable, their master came and said, "Why would I feed two horses if only one horse works? I shall do better to eat and kill the other."

"I shall at least be on his side." Said the first horse.

Then, the second horse was killed for he did not work well.

15. What is the purpose of the text above?
    a. To give information about a particular thing
    b. To inform the reader about past activities
    c. To amuse reader with a story
    d. To describe something in detail

16. What is the story about?
    a. Horses and their master
    b. A Horse and the master
    c. A lazy horse
    d. Two horses

17. How did the story end?
    a. The master took a horse into a stable
    b. Only one horse was fed by the master
    c. A horse was killed for his laziness
    d. Two horses live happy together

Text 6 for question 18

A Man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the

chickens. Soon I will eat them, and I will it you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!".

18. The sentence "You are a stupid bird!" in line 5 expresses….
   a. Shock   c. Sad
   b. Happy   d. Angry

Text 8 for question 19 to 22

Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness.

One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and drink. "You have to eat a lot so that our children healthy!" said her husband. "I cannot eat any food" replied his wife.

The husband thought that deep in the forest there was a magical flower that can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was furious and wanted to kill him. "Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die." the husband said.

Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed. When he got home, he gave the magic flower to his wife. Then his wife's illness miraculously disappeared and she born a beautiful baby. When the baby was born, the witch came. She robbed the baby and took him away. They could not do anything about

it. The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, "Rapunzel let your hair down". She used her hair as a rope to climb the tall tower. Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to sing.

One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel hair. The next day, the prince tried to climb the tower. She called Rapunzel. "Rapunzel let down your hair" he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and Invited Rapunzel to escape. However, when they wanted to escape, the wicked witch came and pushed the prince of the top tower so that he was blind.

The witch was very angry. She cut Rapunzel's hair and discarded her into the faraway desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after.

19. The sentence "Please do not kill me" in line 13 is expresses….
   a. Sad   c. Afraid
   b. Angry   d. Happy

20. Which of the following is NOT true about Rapunzel?
   a. Having reached the top, Rapunzel surprised that the one who came is not witch but others.
   b. Rapunzel always cut her hair then become short.

c. Rapunzel grew into a beautiful girl.

d. Rapunzel stayed on top of the tower alone even she never saw human expect that witch.

21. The word "Illness" in line 5 is closest in meaning to….

a. Great   c. Sick

b. Bad   d. Health

22. It can be inferred from the passage….

a. Rapunzel free from witch because the prince brought Rapunzel to his kingdom and they lived happily ever after.

b. Rapunzel lives in tower forever.

c. Rapunzel falls in love with the prince.

d. The prince who was blind looked for Rapunzel for years.

Text 9 for question 23 to 25

A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was too proud and arrogant to excess.

One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it. With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat "hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And worm said "bask cat snob, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.

23. What the main idea of the passage?
    a. There was kindness cat.
    b. There was beautiful cat with smooth fur.
    c. There was beautiful cat but she was arrogant.
    d. The cat and her family live in the forest.

24. What is the cat wants?
    a. The cat was very clean, hairy and smooth white.
    b. The cat wants to live alone without family.
    c. The cat was sleeping in the shoulders of an elephant.
    d. The cat was not already dead.

25. The word "Arrogant" in line 2 is closest in meaning to….
    a. Honest   c. Cocky
    b. Stingy   d. Loyalty

ATTACHMENT V

<u>ANSWER KEY</u>

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

ATTACHMENT VI

Name of Students

A. Name of Students of Experimental Class (VIII-C)

No. Attendance List	Name of Students
1.	Atiyah
2.	Dewi Ulan Sari
3.	Nurul Fauziah
4.	Rahmad
5.	Rahmat Junaidi
6.	Riduansyah
7.	Riki Asbianto
8.	Rizeki Appandi
9.	Rizkiyana
10.	Roy Saputra
11.	Siti Lestari
12.	Sopiatunnisa
13.	Sri Rezeky Nuraini
14.	Sumarni
15.	Suriya Nengsih
16.	Tawarni
17.	Tiurma Amelia
18.	Walat Julpa
19.	Yuni Shafitri
20.	Zakir Malik

B. Name of Students of Control Class (VIII-B)

No. Attendance List	Name of Students
1.	Aidil Pikri
2.	Akbar Sabandi
3.	Almina Pitri
4.	Ardiansyah Putra
5.	Ari sahputra
6.	Bayu Anggara
7.	Bunga Citra Lestari
8.	Fazri Al Kahfi
9.	Ilham Dani
10.	Khairil Anwar
11.	Kristian Jeremia
12.	Lia Sartika
13.	M. Rido Husni
14.	Mahyudin
15.	Mardiana Cantik Rahma
16.	Mhd. Irfandi
17.	Mhd. Sarkanwi Pane
18.	Muhammad Alias
19.	Norleli
20.	Rahma

ATTACHMENT VII

The Result of Students' Reading Comprehension

A. The Students' Score of Pre-Test

No.	Students (N)	Experimental Class	Control Class
1.	S1	40	48
2.	S2	40	56
3.	S3	32	44
4.	S4	52	64
5.	S5	64	44
6.	S6	48	56
7.	S7	36	40
8.	S8	48	64
9.	S9	40	36
10.	S10	64	52
11.	S11	72	44
12.	S12	52	60
13.	S13	64	48
14.	S14	28	52
15.	S15	48	56
16.	S16	72	52
17.	S17	68	44
18.	S18	44	48
19.	S19	72	48
20	S20	56	48
	Σ	1040	1004
	Mean	52	50.2
	Mode	40, 48, 64. 72	48
	Median	50	48

B. The Students' Score of Post-Test

No.	Students (N)	Score	
		Experimental Class	**Control Class**
1.	**S1**	76	72
2.	**S2**	80	76
3.	**S3**	76	72
4.	**S4**	84	84
5.	**S5**	88	76
6.	**S6**	84	80
7.	**S7**	72	76
8.	**S8**	88	84
9.	**S9**	84	64
10.	**S10**	88	82
11.	**S11**	100	72
12.	**S12**	96	80
13.	**S13**	92	76
14.	**S14**	72	84
15.	**S15**	76	72
16.	**S16**	88	80
17.	**S17**	84	68
18.	**S18**	92	72
19.	**S19**	92	68
20	**S20**	88	72
	Σ	1700	1510
	Mean	85	75.5
	Mode	88	72
	Median	86	76

C. The Students' Gained Score in Experimental Score and Control Class

No.	Students (N)	Score	
		Experimental Class	**Control Class**
1.	**S1**	36	24
2.	**S2**	20	20
3.	**S3**	44	28
4.	**S4**	32	20
5.	**S5**	24	32
6.	**S6**	36	24
7.	**S7**	36	36
8.	**S8**	40	20
9.	**S9**	44	28
10.	**S10**	24	30
11.	**S11**	28	28
12.	**S12**	44	20
13.	**S13**	28	28
14.	**S14**	44	32
15.	**S15**	28	16
16.	**S16**	16	28
17.	**S17**	16	24
18.	**S18**	48	24
19.	**S19**	20	20
20	**S20**	32	24
	Σ	640	506
	Mean	32	25.3
	Mode	44	20, 24, 28
	Median	32	24

ATTACHMENT VIII

Validity and Reliability of the Test[90]

A. PRE-TEST

REKAP ANALISIS BUTIR

Rata2= 30.43
Simpang Baku= 5.83
KorelasiXY= 0.75
Reliabilitas Tes= 0.86
Butir Soal= 50

No Butir	Korelasi	Signifikansi
1	0.522	Sangat Signifikan
2	0.407	Sangat Signifikan
3	0.049	–
4	0.385	Sangat Signifikan
5	0.081	–
6	0.172	–
7	0.083	–
8	0.280	Signifikan
9	0.103	–
10	0.368	Sangat Signifikan
11	0.428	Sangat Signifikan
12	0.345	Signifikan
13	0.200	–
14	0.437	Sangat Signifikan
15	0.113	–
16	0.230	–
17	0.401	Sangat Signifikan
18	0.067	–
19	-0.116	–
20	0.466	Sangat Signifikan
21	0.631	Sangat Signifikan
22	0.573	Sangat Signifikan
23	0.176	–
24	0.474	Sangat Signifikan
25	0.138	–
26	0.258	–
27	0.401	Sangat Signifikan
28	0.454	Sangat Signifikan
29	0.481	Sangat Signifikan

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[90]Rizki Anggraini, Op.Cit, P. 142-143

30	-0.045	–
31	-0.133	–
32	0.23	–
33	0.304	Signifikan
34	0.316	Signifikan
35	0.214	–
36	0.374	Sangat Signifikan
37	0.317	Signifikan
38	0.253	–
39	0.142	–
40	0.277	Signifikan
41	0.401	Sangat Signifikan
42	0.585	Sangat Signifikan
43	0.227	–
44	0.230	–
45	-0.278	–
46	0.212	–
47	0.122	–
48	0.371	Sangat Signifikan
49	0.420	Sangat Signifikan
50	0.044	-

B. POST-TEST

REKAP ANALISIS BUTIR

Rata2= 20.71
Simpang Baku= 5.33
KorelasiXY= 0.67
Reliabilitas Tes= 0.80
Jumlah Subyek= 28
Butir Soal= 50

No Butir	Korelasi	Signifikansi
1	0.121	–
2	0.394	Sangat Signifikan
3	0.079	–
4	0.503	Sangat Signifikan
5	0.224	–
6	-0.359	–
7	0.069	–
8	0.166	–
9	0.352	Signifikan
10	0.379	Sangat Signifikan
11	0.095	–
12	0.376	Sangat Signifikan
13	0.530	Sangat Signifikan
14	0.328	Signifikan
15	0.393	Sangat Signifikan
16	0.353	Signifikan
17	0.540	Sangat Signifikan
18	0.492	Sangat Signifikan
19	0.089	–
20	-0.182	–
21	-0.153	–
22	0.483	Sangat Signifikan
23	0.462	Sangat Signifikan
24	0.297	Signifikan
25	0.451	Sangat Signifikan
26	0.016	–
27	0.095	–
28	0.126	–
29	0.366	Sangat Signifikan
30	0.453	Sangat Signifikan
31	0.300	Signifikan
32	-0.006	–
33	0.374	Sangat Signifikan
34	0.095	–

35	0.038	–
36	-0.155	–
37	0.198	–
38	-0.162	–
39	0.063	–
40	0.052	–
41	0.189	–
42	0.312	Signifikan
43	0.408	Sangat Signifikan
44	0.422	Sangat Signifikan
45	0.330	Signifikan
46	0.435	Sangat Signifikan
47	0.322	Signifikan
48	0.188	–
49	-0.041	–
50	0.229	-

ATTACHMENT IX

A. Research Permission Letter

Nomor   : B-15048/ITK.V.3/PP.00.9/11/2020   26 November 2020
Lampiran : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala SMP NEGERI 3 BAMBEL

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Mahya Maharani**
NIM	: **0304161049**
Tempat/Tanggal Lahir	: **Medan, 06 September 1998**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **IX (Sembilan)**
Alamat	: **Jl.pimpinan, gg. Juremi No.8a**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP NEGERI 3 BAMBEL, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Crossword Puzzle Game on Students' Reading Comprehension in Narrative Text at the Eighth Grade of Junior High School

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 26 November 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

Digitally Signed
Dr. Sholihatul Hamidah Daulay, S.Ag,Hum
NIP. 197506222003122002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info . Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

B. Research Response Letter

PEMERINTAH KABUPATEN ACEH TENGGARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BAMBEL
Jl.Kelapa Gading-Lawe Sumur Kode Pos 24671

SURAT KETERANGAN PENELITIAN
Nomor : 422 / I5ᴆ /III.2/2020

Kepala SMP Negeri 3 Bambel Kecamatan Lawe Sumur Kabupaten Aceh Tenggara dengan ini menerangkan bahwa :

Nama	: **MAHYA MAHARANI**
NIM	: 0304161049
Jurusan/Prodi	: S.I Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Sumatera Utara Medan
Tempat Penelitian	: SMP Negeri 3 Bambel
Waktu Penelitian	: 23 Nopember s/d 05 Desember 2020

Benar nama tersebut diatas telah melaksanakan penelitian di SMP Negeri 3 Bambel dengan Judul :
"THE EFFECT OF CROSSWORD PUZZLE GAME ON STUDENT' READING COMPREHENSION IN NARRATIVE TEXT AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL".

Demikian Surat Keterangan Penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Lawe Sumur, 07 Desember 2020
Kepala,

ARLINA SELIAN, S.Pd
NIP. 19820419 200504 2 001