

**THE INFLUENCE OF USING CROSSWORD PUZZLE GAME TOWARD  
ENGLISH VOCABULARY MASTERY AT 10<sup>th</sup> GRADE STUDENTS OF  
SMA NEGERI 4 PALU**



**A THESIS**

*Submitted as a Partial Fulfilment of the Requirements for Degree of Sarjana  
Pendidikan (S.Pd) at the English Tadris Program Teacher Training and Tarbiyah  
Faculty State Institute for Islamic Studies Palu*

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## DECLARATION OF ORIGINAL THESIS

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## APPROVAL PAGE

A Thesis entitled "The Influence of Using Crossword Puzzle Game Toward English Vocabulary Mastery at Tenth Grade Students of SMAN 4 Palu " By Rina Ratna Dila NIM: 16.1.160106, student of English Tadris Program of Teacher Training and Tarbiyah Faculty State Institute for Islamic Studies (IAIN) Palu. After observing and correcting the Thesis, each advisors view that the Thesis has fulfilled scientific requirements for exam.

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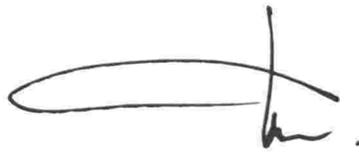
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## TABLE OF CONTENTS

COVER .....	i
DECLARATION OF ORIGINAL THESIS .....	ii
APPROVAL PAGE .....	iii
LEGALISATION .....	iv
ACKNOWLEDGEMENT .....	v
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	x
APPENDICES .....	xi
MOTTO .....	xii
ABSTRACT .....	xiii
<b>CHAPTER 1: INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	3
C. Objective of the Research .....	3
D. Significance of the Research .....	3
E. Scope of the Research .....	3
F. Definition of Key Terms .....	4
<b>CHAPTER II: LITERATURE REVIEW</b>	
A. Previous Findings .....	5
B. Some Pertinent Ideas .....	8
C. Hypothesis .....	15
<b>CHAPTER III: RESEARCH METHODOLOGY</b>	
A. Research Design .....	16
B. Population and Sample .....	17
C. Research Variable .....	18
D. Research Instrument .....	18
E. Tehcnique of Data Collection .....	29
F. Technique of Data Analysys .....	20

**CHAPTER IV: RESULT OF THE RESEARCH**

A. Research Finding .....	23
B. Testing Hypothesis .....	34
C. Discussion .....	36

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	39
B. suggestion .....	40

REFERENCES

APPENDICES

CURRICULUM VITAE

## **LIST OF TABLES**

1. Population .....	17
2. Result of Pretest of Experimental Class .....	24
3. Result of Pretest of Control Class .....	25
4. Result of Posttest of Experimental Class .....	26
5. Result of Posttest of Control Class .....	27
6. Deviation of the Pretest and Posttest for the Experimental Class .....	28
7. Deviation of the Pretest and Posttest for the Control Class .....	30

## **APPENDICES**

Appendices 1 Pre-test

Appendices 2 Posttest Question

Appendices 3 Lesson Plan I

Appendices 4 Lesson Plan II

Appendices 5 Lesson Plan III

Appendices 6 Lesson Plan IV

Appendices 7 Lesson Plan V

Appendices 8 Documentation

Appendices 9 Surat Izin Penelitian

Appendices 10 Surat Keterangan Selesai Meneliti

Appendices 11 Surat Pengajuan Judul Skripsi

Appendices 12 Penunjukan Pembimbing Skripsi

Appendices 13 Undangan Semiar Proposal

Appendices 14 Kartu Seminar Proposal

Appendices 15 Curriculum Vitae

**MOTTO**

**BEGIN WITH FIRM  
BELIEF**

**START WITH  
SINCERITY**

**FINISH WITH  
HAPPINESS**

This skripsi is dedicated to my beloved parents, Yusin  
and Rohati

## **ABSTRACT**

Name : Rina Ratna Dila  
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GAME TOWARD ENGLISH VOCABULARY  
MASTERY AT TENTH GRADE STUDENTS OF SMA  
NEGERI 4 PALU

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The research was motivated by the problems that the researcher found at SMA Negeri 4 Palu, students are having trouble in learning process. There were 26 students of the 389 populations divided into two classes, 13 of the experimental class and control class. This research did seven meetings that were in first meeting pretest, five meetings for treatment, and the ended posttest. In the experimental class, the researcher applied crossword puzzle game as treatment and in control class, the learning process was based on the curriculum applied by the school. The data collection the researcher used tests. The researcher took the sample by using random sampling and determined that IPA 3 as experimental class and IPA 4 as control class. The instruments of data collection were pretest and posttest. The pretest was used to measure prior knowledge of the students and the posttest was used to measure the development of the students' knowledge after the treatment. The t-test was analyzed to compare the mean scores of both classes. There are a significant difference of pretest score of the experimental class (89.92) and control class (83.84), while posttest score (95.38) of experimental class, and (88.08) of control class. The level of significance was set up at 0.05 with 24 degree of freedom ( $df = 13+13-2=24$ ). The result of data analysis indicates that t-counted (0.641) is higher than t-table (0.028). It means that the hypothesis was accepted. Thus, there is an influence of using crossword puzzle game toward English vocabulary mastery at tenth grade students of SMA Negeri 4 Palu.

**Keywords :** Influence; Crossword Puzzle Game; Vocabulary Mastery.

## CHAPTER I INTRODUCTION

### *A. Background*

In learning foreign language, vocabulary has an important role. Its an element that links four language skills the speaking, listening, reading, and writing. Therefore, the students should learn vocabulary to understand the unfamiliar words, gain a greater number of words, and use them in communicative purposes.

However, in real condition, there were several factors inhibiting students in learning vocabulary. The first one is a lack of availability of method in learning vocabulary for students. So that, it might make the class become monotonous and boring. Therefore, some interesting method in learning vocabulary is expected to help them enjoy learning language especially in learning vocabulary.

One of interesting methods used to take students' interest in learning vocabulary is game. Game is effective and interesting way that can be applied in teaching. According to Harmer, games give feeling of competition to participate in the process of learning vocabulary and motivate them to repeat them anthusiasm.<sup>1</sup>

There are various kinds of game that can be used in learning a language. One of them is crossword puzzle. It is a game that makes the

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<sup>1</sup> Jeremy Harmer and Scott Thornbury, *How to teach vocabulary (First Edition)* (United States of America: Person Education Limited, 2002), 106.

teaching-learning process attractive. Crossword puzzle is a game in which word are guessed from the definitions given, and are fitted into a diagram of white and black squares. The crossword has word written horizontally (across clues) and words written vertically (down clues). The pattern of black squares usually serves to separate each word from adjacent words.

Crossword puzzle offer a challenge that will motivate the students to try to solve the puzzle by making learning fun and relax. Besides, it also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary. In this game students could learn about noun, adjective and verb. The students are encouraged to think and guess the word based on clues provided.

The researcher appointed this title because vocabulary is the basis for knowing the four skills, there are speaking, writing, reading, and listening. Researcher used crossword puzzle game, because the researcher got an idea of the application “*guess the picture*”, so that crossword puzzle game can be done at leisure. In addition, this puzzle can also used as an alternative to vocabulary mastery at schools.

Researcher conducted research at SMA Negeri 4 Palu, because researcher did practice of field experience of SMA Negeri 4 Palu, so the researcher know that the school has quite a lot of students and is one of the favorite school in Palu city.

### ***B. Problem Statement***

Based on the background above, the researcher formulated the research question as follows: Is there an influence of using crossword puzzle game toward English vocabulary mastery of the tenth grade students of SMA Negeri 4 Palu?

### ***C. Objective of the Research***

The objective of this research is to find out the influence of using Crossword Puzzle Game toward English vocabulary mastery of the Tenth Grade students at SMA Negeri 4 Palu.

### ***D. Significance of the Research***

The result of this research would be useful:

1. For the student; It give information of using Crossword puzzle game and to motivate students in learning English vocabulary mastery.
2. For English teachers; It is expected as one of alternative teaching learning for English teachers to help the students learn English, especially in learning vocabulary mastery.
3. For the researcher; This research is hope tobe usefull information for develop the knowledge in teaching, particularly in English vocabulary mastery.

### ***E. Scope of the Research***

This research focused on the crossword puzzle game and English vocabulary mastery at tenth grade students of SMA Negeri 4 Palu.

## ***F. Definition of Keyterms***

### ***a. Influence***

Influence is the cause and effect of variable or more or other variables based on the certain theory. There are variables that theoretically effect (independent variable), then see the effect of these variables that are influenced (dependent variable).

### ***b. Crossword Puzzle***

Crossword puzzle is a game in which the way to play is to fill in the empty spaces in the shape of a box with letters to form a word that matches the reference.

### ***c. Vocabulary Mastery***

Vocabulary is list of words used in a book with definition or translation. Mastery is great skill or knowledge. Vocabulary mastery is the knowledge in understanding the words.

## CHAPTER II

### LITERATUR REVIEW

#### *A. Previous Findings*

Here the researcher would like to show some relevant studies that have been done by other researchers, as follows:

*The first*, the research about crossword puzzle game has been done by Suci Kurnia Sari from UIN Syarif Hidayatullah Jakarta 2016, with the title “The Effectiveness of Crossword Puzzle game Towards Students Vocabulary Mastery at the Second Grade of SMP Puspita Bangsa Ciputat.

The population of this research was 99 students and the sample 70 students divided in to two classes, 35 students of experimental class and 35 of control class. The method of this study was experimental design divided in two classes control class and experimental class. She gave pretest in the first meeting and treatment for 3 meetings and posttest the ended of meeting.<sup>1</sup>

The previous researcher above, related to research that the research was conducted by using crossword puzzle game. The differences of this research above are the population, sample, subject, and research design, that means the researcher of the previous studies did not explain specifically research method. In the first study, the subject of the research

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<sup>1</sup> Suci Kurnia Sari, *The Effectiveness of Crossword Puzzle in leaning vocabulary at the Sevent Grade Students' of MTS Muhammadiyah 1 Ciputat* (Jakarta: UIN Syarif Hidayatullah, 2016), 6.

was at SMP Bangsa Ciputat. In the treatment teaching of this previous study was 3 meetings. In this research, the researcher did the research at SMA Negeri 4 Palu. The population consist of 389 students, and the sample taken by random sampling, consist of 26 students and divided 13 each class of the experimental class and control class. The researcher did the the research for seven meetings, in the first meeting the pretest, five meetings the treatment, and the ended the postest.

*The second*, a research has been done by Yheni Siwi Utami from UIN Yogyakarta 2014, with the title “Improving Students’ Vocabulary Mastery Using Crossword Puzzle Game for Grade VII of SMP Negeri 2 Srandakan in the Academic Year of 2013/2014 ”. This research explained about the implementation of crossword puzzle game in teaching through discussion with the collabulator regarding the existing problems during the reconnaissance. She used action research as her methodology of research. The data were qualitative in nature obtained from classroom observation juring the teaching and learning process, interviewed with the teacher and students.<sup>2</sup> In the second previous study the subject of the research was at the SMP Negeri 2 Srandakan in the academic year 2013/014. She used qualitative action research. The data collection was obsevation and interviewed. The procedure of teaching process trough discussion.

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<sup>2</sup> Yheni Siwi Utami, *Improving Vocabulary Mastery Using Cossword Puzzles at the Seventh Grade of SMP N 2 Srandakan* (Yogyakarta : UNY, 2014), 12.

In this research, the researcher used quantitative research, that was experimental research specifically true experimental design. The data collection was test, and the procedure of teaching and learning process through online WhatsApp.

*The third*, a research has been done by Zunita Widyasari from STAIN Salatiga with the title “The use of crossword puzzle to improve vocabulary, in the first year students of MA Albidayah Candi Bandungan in the Academic Year 2009/2010”. The methodology of this research was action research method. Classroom action research begins with questions about classroom experience, issues, or challenges. The researcher did the method to know the situation of students when were in learning process. The research procedure were planning, action, observation, and reflection. The collecting of the data were pre-test, post-test, and field note.<sup>3</sup>

In this research, the researcher did the research at SMA Negeri 4 Palu, and the subject was the influence of using crossword puzzle game toward English vocabulary mastery. The researcher used experimental research, and the data collection was test and through online WhatsApp.

In conclusion, there were differences between this research with 3 previous study. In this research, the researcher used individual crossword puzzle game toward English vocabulary mastery at Tenth grade students and used experimental research specifically true experimental design. The

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<sup>3</sup> ZunitaWidyasari, *The Use of Crossword Puzzle to Improve Vocabulary in the first year Students at MA Albidayah* (Salatiga : STAIN SALATIGA, 2010), 32.

researcher used random sampling and compared the results of pretest and posttest of the experimental class and control class.

## ***B. Some Pertinent Ideas***

### ***a. Vocabulary***

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to listen speak, read, and write nicely. The above basic skill cannot be successfully learned or mastered before mastering vocabulary first.

### ***b. Types of Vocabulary***

#### 1. Noun

There are some definitions about verb that proposed noun is one of the most thing. From the statements before, it can be concluded that noun is one of the most important parts of speech to refer to a person, place, animal or thing. Example: child, school, book, knowledge, students, and tiger.

#### 2. Verb

Frank states that verb is the most complex part of speech and shows action or a state of being. Example: run, tell, stand and sing.<sup>4</sup>

#### 3. Adjective

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<sup>4</sup> Marcella Frank, *Moderen English a Partical Reference Guaide*, (Ney York :University New, 1972), 6.

There are some definitions of adjective that proposed adjective is modifier that has the grammatical property of comparison. That adjective is modifies or describes nouns and specifies size, color, number, and other characteristics. From the statements above, it can be concluded that adjective is a word that describe noun and has the grammatical property of comparison and modifies or describes nouns and specifies size, color, number, and other characteristics. For example: beautiful, fat, comfortable, short and perfect.

#### 4. Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are word that describe or modify verbs, adjective, and other adverbs And can explain how, when, or where something happened. For example: Carefully, nicely, really, softly, slowly.

#### 5. Pronoun

There are some definitions about pronoun that proposed by the experts. Howard states that pronoun is a word that takes the place of a noun.<sup>5</sup> While Altenberg and Robert that pronoun are words that replace nouns in a sentence. it can be concluded that pronoun is a

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<sup>5</sup> Howard Sageant, *Basic English Grammar for English Language Learners*, (United States:Univercity, 2007), 24.

word that takes the place replace nouns. For example: she, he, they and we.<sup>6</sup>

## 6. Preposition

There are some definitions about prepositions that proposed by the experts. Howard states that prepositions are words that show a connection between other words. While Altenberg and Robert that prepositions are words, usually small, that typically indicate information about direction, location, or time. It can be concluded that preposition are words that show a connection between other words and typically indicate information about direction, location, or time. For example: at, from, in, on, and to.

## 7. Conjunction

There are some definitions about conjunctions that proposed by the experts. Howard states that conjunctions are words used to link words, phrases or clauses. While Altenberg and Robert that conjunctions are connectors that join words, phrases and sentences together. From the statements before, it can be concluded that conjunctions are words used to link words and connectors that join words, phrases and sentences together. For example: I saw Mary and John at the store, I thought that he was crazy.

## 8. Determine

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<sup>6</sup> Altenberg and Robert, *English Grammar Understanding Basis*, (Cambridge:University Press, 2010), 81.

There are some definitions about determiners that proposed by the experts. Howard states that determiners or noun signals, are special adjectives used before nouns.<sup>7</sup> While Altenberg and Robert that determiners are wordsq that can occur directly before a noun, tell us a bit more about that noun, and introduce it.<sup>8</sup> It can be concluded that determiners are special adjectives used before nouns and words that can occur directly before a noun. For example: I milked the cow, John has more money.

*c. Game*

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological element.

Game can be used on teaching a language to motivated students to learn it. There are hundred games that can be used in connection with language teaching. Most of students naturally like game in their life. Game is fun and make relaxation and enjoyable situation of class.

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<sup>7</sup> Ibid

<sup>8</sup> Ibid

Mobaslat states, games are highly motivating because of their amusement.<sup>9</sup> Based on the explanations above, the teachers need to choose the suitable games, so learning vocabulary will be more effective and interesting. Thus we can see that games are at the heart of teaching vocabulary and not just an activity to fill the odd moments when the teacher and students have nothing better to do.

#### **d. Crossword Puzzle**

Crossword puzzle is a word puzzle that normally takes the form of a square or rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answer. In languages that are written left-to-right, the answers words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.<sup>10</sup>

In Oxford Learner Dictionary Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid. Puzzle is a game that you have to think about carefully in order to answer it or do it a crossword. So, Crossword Puzzle is a game that you have to think carefully and in which words have to be guessed from clues and written in spaces in a grid. The crossword has words

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<sup>9</sup>Mania Moaya Mobaslat, *The Effect of Using Games on the Students' Achievement in English Language for the Primary Stage*, (Amman-Jordan: 2011), 4.

<sup>10</sup>Yoni Pinuria, Fitriana Harmaini dan Ernati, *Teaching English Vocabulary Using Crossword Puzzle Game At The Seventh Grade Student*, IKIP Siliwangi: 01, No.3 May (2018): 237.

written horizontally (across clues) and words written vertically (down clues).<sup>11</sup>

In Cambridge dictionary Crossword Puzzle is a word game in which you have to guess the answers to clues and write the words in to numbered squares that go across and down. Crossword Puzzle Game will be done by individual or group. And Crossword Puzzle Game needs direct participation from students.<sup>12</sup>

Based on the definition above, the researcher concluded that crossword puzzle game is a game in which you have to guess the answers to clues and write the words in a space in a grid that go across and down. (clues cross) in spaces onchequer square.

Orawiwatnakul (2013) with the tittle "*Crossword puzzle as a learning tool for vocabulary development*". This research used experimental design that were pre-test and post-test. This research did to knew the effect of using crossword puzzle on English vocabulary mastery. In this research the student was given exercised two the ways . in the first, students was given the devinition of words through dictionaries or other sources, so that the students recognized many definitions of a word. Then student was given a sentence where some of the words of the sentence was omitted. That did the student could used words in the right context. The second was that student asked to filled out a crossword puzzle with the

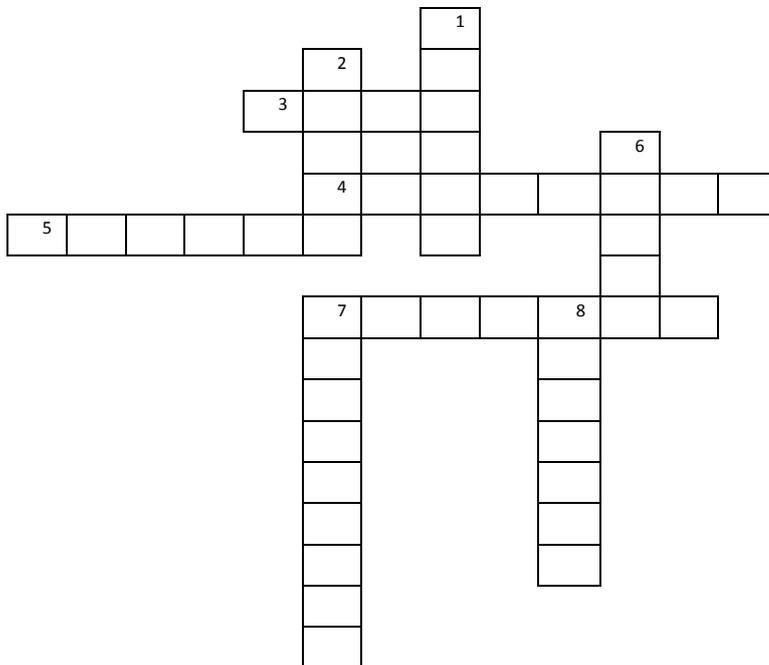
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<sup>11</sup>Oxford Learner's pocket Dictionary, (New York: Oxford University Press, 2004) 4th ed. 106.

<sup>12</sup>Cambridge Dictionary, (England :Cambridge Univercity press, 2013) 4th ed.

answer. This implementation did individually and groups. The students was given 20 minutes to completed. The results of this research that crossword puzzle game was effective in improving students' vocabulary mastery.<sup>13</sup>

Thus, crossword puzzle is a puzzle in which words have to be guessed from clues and written in spaces in a grid vertically and horizontally. The form of crossword puzzle that researcher used:



***Accross:***

3. The king of the jungle

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<sup>13</sup> Orawiwanakul, W, "Crossword Puzzle as a Learning Tool, for Vocabulary Development: *electronicjournal of Research in Educational Psychology*,: Bangkok, vol.11. no.2. (2013), 13.

4. Has big ears and a long trunk
5. Its functions to hold
7. has a red symbol likes a fire

***Dawn:***

1. This animal loves bananas
  2. It is one of the largest cat breeds
  6. The famous animal from China.
  7. Grapple with nets and fish, depend on the wind direction.
  8. Higher than a hill, tends to be steep, conical, has a peak.
- 1) Strengths of Teaching Vocabulary through Crossword Puzzle
    - a. There are so many vocabularies will appear.
    - b. The students are active and busy on the game.
    - c. It creates fun and enjoyment lesson.
    - d. It creates competitive and cooperative situation.
  - 2) Weaknesses of Teaching Vocabulary through Crossword Puzzle
    - a. The crowded class will happen.
    - b. Only the creative students can play this game.

***C. Hypothesis***

Researcher formulates the hypothesis of this research as follows;

Ha : There is an influence of using crossword puzzle game towards student English vocabulary mastery on tenth grade students of SMA Negeri 4 Palu.

Ho : There is not an influence of using crossword puzzle game towards student English vocabulary mastery on tenth grade students of SMA Negeri 4 Palu.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

In this research the researcher used kuantitative research that was experimental research, specifically, used true experimental design. There were two classes in this design. There were experimental class and control class. Both of the classes had pretest and posttest, but in experimental class there was a treatment that was given after the pretest, while control class there was no treatment. The design of this research is proposed by Ibnu in Winarno's book as follows:

<b>Experimental class</b>	<b>O1</b>	<b>X</b>	<b>O2</b>
Control class	O1		O2

Where:

- O1 : Pretest
- X : Treatment
- O2 : Posttest <sup>1</sup>

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<sup>1</sup> Winarno, *Metodology Penelitian Dalam Pendidikan Jasmani*. (Malang:Universitas Negeri Malang, 2013), 68.

## ***B. Population and Sample***

### ***1. Population***

The population of this research was the 10<sup>th</sup> grade students of SMA Negeri 4 Palu academic year 2019/2020. The total of population is 389 students. It consist of 11 classes. The whole number of the population can be seen in the following table 3.1.

**Table. 3.1.**

**Distribution**

**of Population**

<b>No</b>	<b>Class</b>	<b>Students</b>
1	X IPA I	36
2	X IPA II	36
3	X IPA III	36
4	X IPA IV	35
5	X IPA V	33
6	X IPS I	36
7	X IPS II	36
8	X IPS III	35
9	X IPS IV	35
10	X IPS V	36
11	X IPS VI	33
<b>Total</b>		<b>389</b>

### ***2. Sample***

In this research, the sample are two classes of populations. The researcher used random sampling technique in choosing the sample. They were IPA 3 and IPA 4. Therefore, the purpose of choosing the sample of this research was decided which one of the classes is want to be the control class and which one to be the experimental class. Futhermore, the researcher decided

thirteen of IPA 3 as experimental class and thirteen IPA 4 as control class.

The sample of this research should be 36 each class, but the researcher could not directly collect the data in the field because of Covid –19. The researcher did the research process via online or whats–app. Not all students could follow the learning process through online so that, researcher adjust based on these condition. The reseacher took the sample of students who actively participated in the whole learning process from the beginning (pre-test) to the end (post-test). The number who followed the whole learning process was 13 of the experimental class and 13 of the control class.

### ***C. Research Variable***

Research variable is a construct or a characteristic that can take on different values or scores. The dependent variable was the one influenced by the independent variable. In this research, there are two variables namely independent variable and dependent variable. The independent variable in this research is crossword puzzle game and dependent variable is the vocabulary mastery at 10<sup>th</sup> Students of SMA Negeri 4 Palu.

### ***D. Research Instrument***

In collecting the data, the reseracher used test items as the instruments of the research. The test devided in to two: pre-test and post-test. Pre-tes was given to the students to measure the students' pre-ability

in English language. It was conducted before the researcher the treatment while post-test was given to the students to measure the students' ability after getting the treatment. It was given to two classes of these research, they were control class and Experimental class. In this case the control class did not get the treatment as like the experimental class.

### ***E. Technique of Data Collection***

#### **1. Pretest**

The pre-test gave by the reseacher in the first meeting before the treatment in order to know the basic knowledge of the students' English vocabulary. The researcher gave to both control class and experimental class. The test of the experimental class and control class was similar. The pretest consist a 22 of the control class and 17 of the experimental class.

#### **2. Post test**

The post-test was administrated after conducting the treatments of experimental class and after learning process of control class. The tests was to measure the students' vocabulary after doing the treatment. The process of post-test was similar with the pre-test. The experimental and control class got the same questions, then the scores was compared and analyzed. The posttest of experimental class consist of 16 questions, because the question of the crossword puzzle game (across and dawn) still counts as one, while of the control class consist

of 19 questions in the form of multiple choice. The difference can be seen in the result of the pre-test and the post-test.

#### ***F. Technique of Data Analysis***

The researcher analyzed the data by using statistical analysis. It used to analyze the result (pretest and posttest) of two classes by using formula<sup>2</sup>:

$$\frac{A}{N} \times 100$$

Where :  $A$  = The number of students who answered the item correctly

$N$  = The total number of students who attend the item

100 = Constant number

Then, the researcher analyzed the mean of the groups on pretest and posttest used formula as proposed by Hacth and Farhady<sup>3</sup>:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where :

$\bar{X}$  : Mean score

$\Sigma X$  : Amount of each data

$N$  : Amount of data

After getting the mean score of both of the experimental class and the control class, the researcher was computed the mean score and the square of the deviation to find out the significant difference between the experimental and the

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<sup>2</sup> Cohen L., (2000:312) "*Research Method in Education* (fifth ed). London : Taylor & Francis e- Library.

<sup>3</sup> Hacth, E & Farhady, H. (1982:55) "*Research Design and Statistic for Applied Linguistics*. London: Newbury House Publisher Inc.

control class. The researcher was compared the mean score and the significant deviation by using formula suggested by Arikunto as follows<sup>4</sup>:

$$Mx = \frac{\Sigma x}{N}$$

$$My = \frac{\Sigma y}{N}$$

Where:

$Mx$  = Mean score of deviation of experimental class

$My$  = Mean score deviation of control class

$\Sigma x$  = Sum score of experimental class

$\Sigma y$  = Sum score of control class

$N$  = Number of students in each class

Afterwards, the researcher computed the sum squared deviation by employing formula proposed by Arikunto (2006:312) as follows:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

Where :

$\Sigma x^2$  = The sum square of deviation sum of experimental class

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<sup>4</sup>Arikunto S, *Prosedur Penelitian Suatu Pendekatan Praktek* (Edisi Revisi VI). (Jakarta: PT. Rineka Cipta, 2006), 85.

$\Sigma y^2$  = The square of deviation sum of control class

$\Sigma x$  = The score sum of experimental class

$\Sigma y$  = The score sum of control class

N : The total number of students

To find out the significant difference or testing hypothesis, the researcher was analyzed the data by using t-count formula as suggested by Arikunto (2006:311) as follows<sup>5</sup>:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

t : T-test fomula

$M_x$  : Mean of experimental class

$M_y$  : Mean of control class

$\Sigma x^2$  : The total square of experimental class

$\Sigma y^2$  : The total square of control class

$N_x$  : Total number of experimental class

$N_y$  : Total number of control class

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<sup>5</sup>Arikunto, *Prosedur Penelitian*, 306.

## **CHAPTER IV**

### **RESULTS OF THE RESEARCH**

#### **A. *Research Findings***

This chapter shows the process of how the result of the research could be taken up from pretest and posttest of the experimental class and control class. The data was collected from August, 24<sup>th</sup> 2020 until October, 9<sup>th</sup> 2020 at SMA Negeri 4 Palu. There were two kinds of test used in this reseach, there were pretest and posttest. The pretest was administrated to both experimental and control class in order to find out the students' vocabulary. While the posttest was administrated to both experimental and control class in order to find the students' improvement after the treatment. The treatment was applied only in the experimental class. The results of each test were compared to know the influence of using crossword puzzle game towards students' vocabulary mastery or not. The results of the tests are presented as follows:

##### **1. Result of Pretest**

As the first procedure of collecting the data, pretest was administrated before implementing the treatment to the 10<sup>th</sup> Grade students of SMA Negeri 4 Palu in vocabulary mastery. The researcher conducted the pretest by using whatsapp application in experimental class on Tuesday August, 25 and control class on Friday August, 28 2020. The researcher computed the result score of the pretest as can be seen in following table:

**Table 4.3**  
**Result of Pretest of the Experimental Class**

No	Initial	Correct Item	Score	Category	Qualification
1	MA	18	100	Very good	Successfull
2	SS	15	82	Good	Successfull
3	AI	16	88	Good	Successfull
4	AT	16	88	Good	successfull
5	DA	14	77	Fair	Successfull
6	AZ	16	88	Good	Successfull
7	NR	18	100	Very good	Successfull
8	VM	16	88	Good	Successfull
9	RA	16	88	Good	Successfull
10	MD	18	100	Very good	Successfull
11	TA	16	88	Good	Successfull
12	FR	15	82	Good	Successfull
13	AS	18	100	Very good	Successfull
<b>Total</b>		<b>212</b>	<b>1169</b>		

After calculating the total score, the researcher analyzed the mean score of pretest of the experimental class by using formula proposed by Hacth and Farhady as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1.169}{13}$$

$$\bar{X} = 89.92$$

Based on the analysis, it can be seen that the mean score of pretest of the experimental class is 89.92.

**Table 4.4**  
**Result of Pretest of the Control Class**

No	Initial	Correct Item	Score	Category	Qualification
1	RAT	18	90	Good	Successfull
2	SKT	16	80	Good	Successfull
3	SNZ	17	85	Good	Successfull
4	FZ	17	85	Good	Successfull
5	FD	18	90	Good	Successfull
6	LNA	16	80	Good	Successfull
7	NM	16	80	Good	Successfull
8	MR	18	80	Good	Successfull
9	AYS	17	90	Good	Successfull
10	YR	17	80	Good	Successfull
11	AA	17	80	Good	Successfull
12	AD	17	80	Good	Successfull
13	MJ	18	90	Good	Successfull
<b>Total</b>		<b>222</b>	<b>1090</b>		

After calculating the total score, the researcher analyzed the mean score of pretest of the experimental class by using formula proposed by Hacth and Farhady as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1090}{13}$$

$$\bar{X} = 83.84$$

Based on the analysis, it can be seen that the mean score of pretest of the experimental class is 83.84

## 2. Results of Postest

After giving the treatment, the researcher administrated post-test.

The researcher conducted post-test in on Tuesday, October 6<sup>th</sup> and Friday

October 9<sup>th</sup> 2020 for the experimental class and control class. The result of the post-test is presented in the following table.

**Table. 4.5**  
**Postest of the Experimental Class**

e No	Initial	Correct Item	Score	Category	Qualification
s 1	MA	16	100	Very Good	Successfull
2	SS	14	87	Good	Successfull
u 3	AI	16	100	Very Good	Successfull
4	AT	16	100	Very Good	successfull
t 5	DA	14	87	Good	Successfull
6	AZ	15	93	Good	Successfull
7	NR	16	100	Very Good	Successfull
8	VM	14	87	Good	Successfull
9	RA	15	93	Good	Successfull
o 10	MD	16	100	Very Good	Successfull
11	TA	16	100	Very Good	Successfull
f 12	FR	15	93	Good	Successfull
13	AS	16	100	Very Good	Successfull
	<b>Total</b>	<b>199</b>	<b>1240</b>		

After calculating the total score, the researcher analyzed the mean score of post-test of the experimental class by using formula proposed by Hach and Farhady as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1.240}{13}$$

$\bar{X} = 95.38$  Based on the analysis, it can be seen that the mean score of post-test of the experimental class is 95.38.

**Table 4.6**  
**Result of Postest of the Control Class**

No	Initial	Correct Item	Score	Category	Qualification
1	RAT	18	90	Good	Successfull
2	SKT	17	85	Good	Successfull
3	SNZ	18	90	Good	Successfull
4	FZ	18	90	Good	successfull
5	FD	17	85	Good	Successfull
6	LNA	17	85	Good	Successfull
7	NM	17	85	Good	Successfull
8	MR	18	90	Good	Successfull
9	AYS	18	90	Good	Successfull
10	YR	18	90	Good	Successfull
11	AA	17	85	Good	Successfull
12	AD	18	90	Good	Successfull
13	MJ	18	90	Good	Successfull
<b>Total</b>		<b>229</b>	<b>1.145</b>		

After calculating the total score, the researcher analyzed the mean score of post-test of the control class by using formula proposed by Hacth and Farhady (1982:55) as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1.145}{13}$$

$$\bar{X} = 88.08$$

The mean score of post-test of the control class is 88.08.

Based on the result of post-test in experimental or control class, the researcher found the difference between both classes. After got the

treatment, the post-test students' mean score in experimental class is 95.38, it is mean that the students' mean score in experimental class improved from 89.92 in the pre-test before.

### 3. Deviation and Square Deviation

After computing the mean score of both experiment and control class, the researcher found the deviation and the square deviation of both classes. The mean deviation and square deviation in the experimental class as seen in the table 4.7

**Table 4.7**  
**Deviation of the Pretest and Postest for the Experimental Class**

No	Initial	Score		Deviation X	Square Deviation X <sup>2</sup>
		Pre-Test	Post-Test		
1	MA	100	100	0	0
2	SS	82	87	5	25
3	AI	88	100	12	144
4	AT	88	100	12	144
5	DA	77	87	10.	100
6	AZ	88	93	5	25
7	NR	100	100	0	0
8	VM	88	87	-1	1
9	RA	88	93	5	25
10	MD	100	100	0	0
11	TA	88	100	12	144
12	FR	82	93	11	121
13	AS	100	100	0	0
<b>Total</b>		<b>1169</b>	<b>1240</b>	<b>71</b>	<b>729</b>

By looking at the table, the researcher found the total score of the students in the experimental class in the pre-test was 1169, while the total score in the post-test was 1240. It was proven that there was an effect of using crossword

puzzle game toward English vocabulary mastery, because the students' score in the post-test was higher than their score in the pre test. Furthermore, the researcher subtracted the students' standard scores in the post-test from the students' standard score in the pre-test to get the deviation scores. Based on the table, the highest deviation score was 12 and the lowest deviation score was 0.

Afterward, to get the square deviation, the researcher squared the deviation score of each students in experimental class. By looking at the table, the highest square deviation was 144 and the lowest deviation score was 0. Moreover, the total deviation was 71 and the square deviation was 729. In addition, in order to find out the deviation and the square of the control class, the researcher also provides the data of deviation and the square deviation of the control class. It can be seen in table 4.8.

**Table 4.8**  
**Deviation of the pretest and posttest of Control Class**

No	Initial	Score		Deviation (X)	Square Deviation (X <sup>2</sup> )
		Pre-Test	Post-Test		
1	RAT	90	90	0	0
2	SKT	80	85	5	25
3	SNZ	85	90	5	25
4	FZ	85	90	5	25
5	FD	90	85	-5	25
6	LNA	80	85	5	25
7	NM	80	85	5	25
8	MR	90	90	0	0
9	AYS	80	90	10	100
10	YR	80	90	10	100
11	AA	80	85	5	25
12	AD	80	90	10	100
13	MJ	90	90	0	0
<b>Total</b>		<b>1090</b>	<b>1145</b>	<b>55</b>	<b>475</b>

Based on the table above, the researcher found the total score of the students in control class in the pre-test was 1090 and in the post-test was 1145. The table above indicates that the post-test lower than the pre-test, so that was no significant improvement in the control class. Furthermore, to get the deviation scores, the researcher subtracted the students' standard scores in the post-test from the students standard scores in the pre-test. The highest deviation was 10 and the lowest was 0. Then in the square deviation highest was 100 and lowest 0. After computing the deviation scores of both classes, the researcher counted the mean score deviation of experimental class and control class as shown below:

*Experimental Class*

$$MX = \frac{\Sigma X}{N}$$

$$= \frac{71}{13}$$

$$= \mathbf{5.46}$$

*Control Class*

$$My = \frac{\Sigma y}{N}$$

$$= \frac{55}{13}$$

$$= \mathbf{4.23}$$

Thus, the mean deviation of the experimental class was 5.46 and the mean deviation of control class was 4.23. Furthermore, the researcher counted the sum of square deviation both of experimental and control class as shown below:

*a. The sum of square for experimental class*

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{n}$$

$$= 729 - \frac{(71)^2}{13}$$

$$= 729 - \frac{(5.041)^2}{13}$$

$$= 729 - 387.76$$

$$\Sigma x^2 = \mathbf{341.24}$$

b. The sum of square for control class

$$\begin{aligned}\Sigma y^2 &= \Sigma y^2 - \frac{(\Sigma y)^2}{n} \\ &= 475 - \frac{(55)^2}{13} \\ &= 475 - \frac{(3.025)^2}{13} \\ &= 475 - 232.69\end{aligned}$$

$$\Sigma y^2 = 242.31$$

To find out the significant difference of using crossword puzzle game toward English vocabulary mastery, the researcher used t-counted formula as follows:

$$\begin{aligned}t &= \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\ t &= \frac{5.46 - 4.23}{\sqrt{\left(\frac{341.24 + 242.31}{13 + 13 - 2}\right)\left(\frac{1}{13} + \frac{1}{13}\right)}} \\ t &= \frac{1.23}{\sqrt{\left(\frac{583.55}{24}\right)\left(\frac{1}{13} + \frac{1}{13}\right)}} \\ t &= \frac{1.23}{\sqrt{\left(\frac{583.55}{24}\right)\left(\frac{2}{13}\right)}} \\ t &= \frac{1.23}{\sqrt{(24.31)(0.15)}}\end{aligned}$$

$$t = \frac{1.23}{\sqrt{3.64}}$$

$$t = \frac{1.23}{1.90}$$

$$t = 0.647$$

t-counted was 0.647

#### 4. Result of the Treatment

The researcher that was given the treatment on Tuesday, September 1<sup>st</sup>, 8<sup>th</sup>, 15<sup>th</sup>, 22, and 29, 2020 of the experimental class. Than in the control class on Friday, September 4<sup>th</sup>, 11<sup>th</sup>, 18<sup>th</sup>, 25, and October 2<sup>nd</sup> 2020. The researcher concluded that as a long as the researcher conducted research, most of the students has social relations between students and researcher.

During the researcher gave the treatment and mateials in the groups watsapp, students also had an active in asked question to did the excercised the mateial given. Students in experimental class and control class have different level of ability. Where the researcher got the data during the researcher gave assigments to them during the learning process the values obtained from the two classes taught were different where the experimental class was superior compared to the control class.

### ***B. Testing Hypothesis***

The testing hypothesis was aimed to know the influence of using crossword puzzle game toward English vocabulary mastery at 10<sup>th</sup> grade students of SMA Negeri 4 Palu, that was conducted successfully or not. It also used to know whether the hypothesis  $H_a$  and  $H_o$  was accepted or rejected. The criteria of testing hypothesis stated that if the t-counted is greater than value of table, it means that the hypothesis  $H_a$  of this research was accepted, and  $H_o$  is rejected. If the t-table is greater than t-counted it means the hypothesis  $H_a$  was rejected and  $H_o$  was accepted.

In other words, there is influence of using crossword puzzle game toward English vocabulary mastery at the tenth grade students of SMA Negeri 4 Palu. Otherwise, if the value of t-counted is lower than the table, it students that the  $H_a$  is rejected. In other words, there is not effect of using crossword puzzle game toward English vocabulary mastery at the tenth grade students of SMA Negeri 4 Palu. However, before deciding whether the  $H_a$  and  $H_o$  are accepted or not, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom (df)  $N_x + N_y - 2 = 13 + 13 - 2 = 24$ . The researcher used the interpolation formula as follows:

$$\frac{a}{b} \times c$$

Where:

- a) The result of the degree of freedom obtained from the students' number in sample and the degree of freedom whose figure precedes right before the degree of freedom obtained on the table of critical values of students' distribution.
- b) The subtraction of two degree of freedom whose figure precedes and comes after the degree of freedom on the table of critical values of the students' distribution.
- c) The subtraction of values of degree of freedom in b

The computation of interpolation formula can be seen below:

$$\begin{aligned}
 \text{Degree of freedom (df)} &= N_x + N_y - 2 \\
 &= 13 + 13 - 2 \\
 &= 24 \text{ (between interval 20 and 30)}
 \end{aligned}$$

Level of significance 0.05

$$a. \quad 24 - 13 = 11$$

$$b. \quad 30 - 13 = 17$$

$$c \quad = 20 \text{ (2.086)}$$

$$= 30 \text{ (2.042)}$$

$$= 2.086 - 2.042$$

$$= 0.044$$

$$\frac{a}{b} \times c = 0.647 \times 0.044$$

$$= 0.028$$

$$t\text{-table} = 0.028$$

With the level of significance 0.05 for two – tailed test. The result of data analysis showed that the value of t-counted was 0.647 and the value of t-table was 0.028. It showed that the t-counted was higher than t-table ( $0.647 > 0.028$ ). It means that the  $H_a$  of the research was accepted and  $H_o$  was rejected. In other words, is there an influence of using crossword puzzle game toward English vocabulary mastery at tenth grade students of SMA Negeri 4 Palu.

### **C. Discussion**

In this research process, the researcher gave the pre-test and post-test by whatsapp application. In order to measure the students' vocabulary before and after they got treatment. The percentage of the pre-test result in experimental class showed that there were 4 out of 13 or 31% students got 100 scores, 6 or 46% students got 88 scores, 2 or 15% students got 82 scores and 1 or 8% students got 77 scores. While in control class 4 out of 13 or 31% students got 90 scores, 2 out of 13 or 15% students got 85 scores, and 7 out of 13 or 54% students got 80 scores.

The learning process was online or via whatsapp in seven meetings that were pre-test in the first meeting, treatment, and post-test in last meeting. In the first and meetings the activities was dialogues. In the third

and fourth meetings the material was descriptive text and in the fifth meetings the material was narrative text.

The researcher took the materials according to what was at tenth grade book of SMA Negeri 4 Palu. In the experimental class student were given a document contained a crossword puzzle game which was completed with statements (across and down). That was the case for the control class which was given in the form of a document contained materials of dialogues, descriptive text, and narrative text as well as questions.

The material provided by the researcher in the experimental class and control class was the same material with different methods. Then from the two methods, directly evaluated. The evaluation process was student worked of the questions to completion and sent to the researcher for evaluation or check of the results of the students' answers in the whatsapp group.

After doing the treatment, the researcher gave the post-test. This test used in order to measure the students' vocabulary after doing the treatment. The result of the post-test of experimental class showed that there were 7 out of 13 or 54% students got scores 100, 3 out of 13 or 23% students got scores 93, and 3 out of 13 or 23% students got scores 87. While in control class there were 8 out of 13 or 61% students got scores 90, and 5 out of 13 or 39% students got scores 85. Moreover, the researcher concluded that the students had positive progress in identify

adjective, noun, and verb. It clearly stated that the value of the t-counted 0.647 was much higher than the t-table 0.028.

In the other words, it has been proved that there is an influence of using crossword puzzle game toward English vocabulary mastery at tenth grade students of SMA Negeri 4 Palu.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

The researcher concludes that there is an influence of using crossword puzzle game toward English vocabulary mastery at tenth grade student of SMA Negeri 4 Palu. Based on the result of data analysis showed by comparing t-counted and t-table where the researcher found that t-counted (0.647) was higher than t-table (0.028). It can be proved by the result of the students' pretest and posttest of the experimental class. Before the treatment, the mean of the pretest of the experimental class was 89.92, while the control class was 83.84. After giving treatment, the mean post-test of the experimental class 95.38, while the of the posttest of the control class 88.08.

There is a significant difference of the mean between the pretest and posttest of the experimental class. The result indicates that the mean of the posttest and after the treatment using crossword puzzle game was better than the mean of the pre-test, so that there is an influence of using crossword puzzle game toward English vocabulay mastery at tenth grade students of SMA Negeri 4 Palu.

#### **B. Suggestion**

After getting the result of this research and concerning to the conclusion above, the researcher would like to provide some suggestions that there is an influence of using crossword puzzle game toward English

vocabulary mastery at tenth grade students of SMA Negeri 4 Palu. Then this method can be used as an alternative in the learning process, especially in students' English vocabulary mastery.

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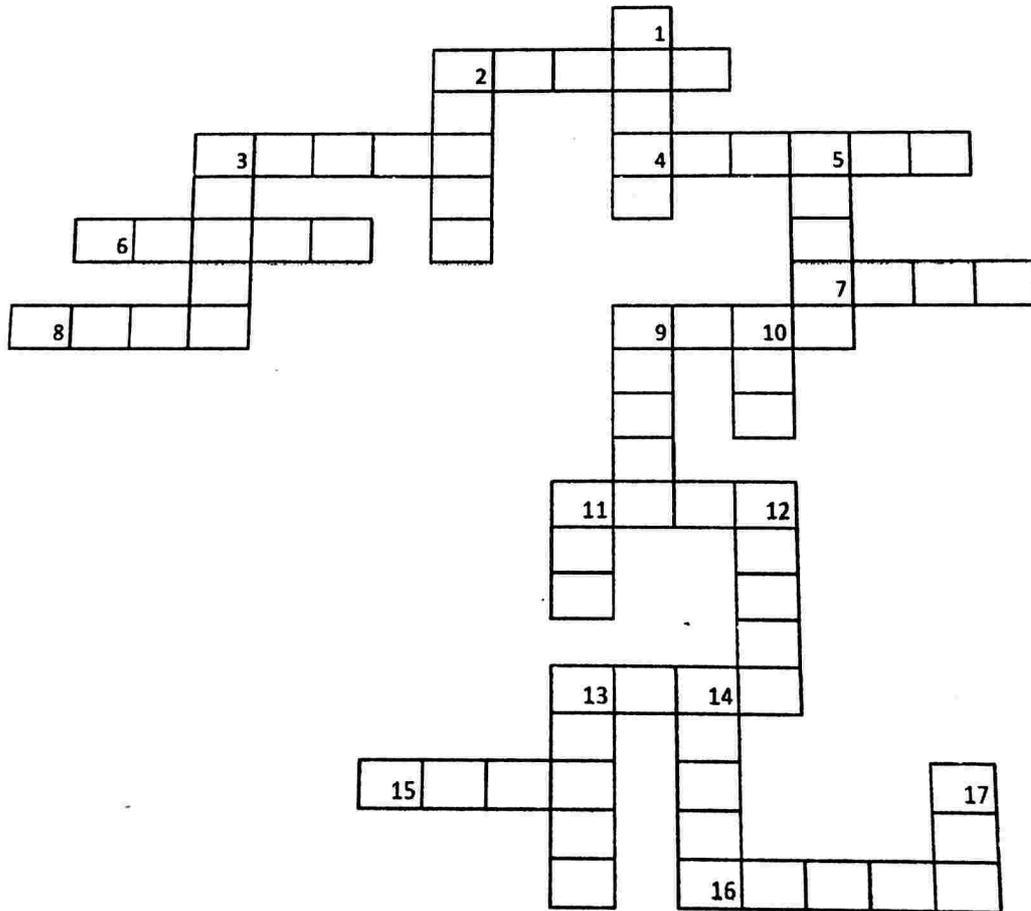
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*Pre Test*

*Identify the adjective, noun and verb to fill in the boxes!*



**Across**

2. This activity is a hobby. That is carried out at an altitude of 40 m. One of the tool used is rope.
3. Look friendly, healty teeth and mouth.
4. Does not speak while other people are speaking.
6. The synonym of speech.
7. Makes the body shiver.
8. Cheering with joy.
9. We need soap to do it in order to smell good and clean.
11. Looking for information in newspaper, magazines, internet, and others.
13. Move both left and right legs.
15. It is members of the Boviade family and its siblings with sheep, because the both belong to the caprinae sub-family.
16. It is society whose main method is survival is to collect directly wild edible animals and plants, without any real efforts to cultivate.

**Down**

1. Breathe air.
2. Rejuce the risk of contracting many diseases.
3. Can restore the energy when feeling tired.
5. The synonym of "hold"
9. Activities of a journalist.
10. Lean back in he chair.
11. This activity can makes the body feet and sweaty. Used of both fooks.

***Pre-Test***

***Choose the correct answer of the sentences below!***

1. This activity is a hobby. That is carried out at an altitude of 40 m. One of the tool used is rope.
  - a. Jump
  - b. Climb
  - c. Clean
  - d. Wash
2. Look friendly, healty teeth and mouth.
  - a. Laugh
  - b. Cry
  - c. Smile
  - d. Smell
3. Does not speak while other people are speaking.
  - a. Listen
  - b. Read
  - c. Sing
  - d. Learn
4. . The synonym of speech.
  - a. Read
  - b. Write
  - c. Listen
  - d. Speak
5. Makes the body shiver.
  - a. Run
  - b. Jump
  - c. Climb
  - d. Cold
6. Cheering with joy.
  - a. Smile
  - b. Clap

- c. Cook
  - d. Watch
7. We need soap to do it in order to smell good and clean.
- a. Wash
  - b. Clean
  - c. Take a bath
  - d. Cold
8. Looking for information in newspaper, magazines, internet, and others.
- a. Learn
  - b. Watch
  - c. Read
  - d. Listen
9. Move both left and right legs.
- a. Sleep
  - b. Jump
  - c. Walk
  - d. Run
10. It is members of the Bovidae family and its siblings with sheep, because the both belong to the caprinae sub-family.
- a. Cow
  - b. Goat
  - c. Kangaroo
  - d. Rabbit
11. It is society whose main method is survival is to collect directly wild edible animals and plants, without any real efforts to cultivate.
- a. Fisherman
  - b. Hunter
  - c. Gardener
  - d. Fire fighters
12. Breathe air.
- a. Sleep

- b. Smell
  - c. Laugh
  - d. Smile
13. Reduce the risk of contracting many diseases.
- a. Cold
  - b. Clean
  - c. Run
  - d. Drink
14. Can restore the energy when feeling tired.
- a. Eat
  - b. Drink
  - c. Sleep
  - d. Sit
15. The synonym of "hold".
- a. Clap
  - b. Wash
  - c. Touch
  - d. Speak
16. Activities of a journalist.
- a. Write
  - b. Watch
  - c. Listen
  - d. Read
17. Lean back in the chair.
- a. Stand up
  - b. Sleep
  - c. Sit
  - d. Learn
18. This activity can make the body feet and sweaty. Used of both feet.
- a. Walk
  - b. Run

c. Swim

d. Sweep

19. This thing can quench thirst.

a. Eat

b. Exercise

c. Drink

d. Daive

20. Need information of TV.

a. Wash

b. Read

c. Watch

d. See

21. Joke that feels funny.

a. Travel

b. Hang out

c. Laugh

d. Smile

22. Has a space, can be ridden, has various colors, driven by mechnes and humans, created by a factory, has tires, has doors, has chairs.

a. Bicycle

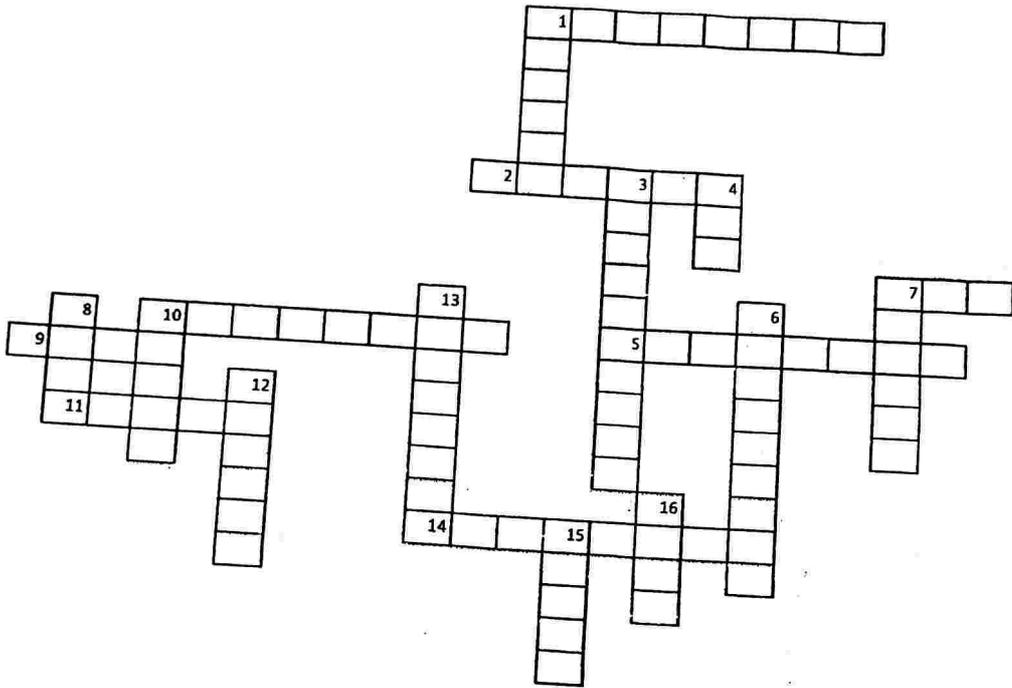
b. Flight

c. Car

d. Boat

**Posttest**

**Identify the Adjective, Noun, and Verb to Fill in the Boxes!**



**Accross**

1. An animal that gives danguae favor.
2. If you don't have knowledge.
5. Has the trunk to pik up foods.
7. Including ruminant mammals, its characteristics is beautiful horns.
9. An animal that lives in the hair or fur.
10. An animal can change its color body to avoid of enemies.
11. Someone in charge of looking after and caring for the patient.
13. Grow composed and has not chlorophil.
15. No hair.

**Dawn**

1. Shopping center for basic needs.
3. An employe who serves as the guardian.
4. An animal that help police.
6. Between it armpits and elbows.
7. Someone has expertise in teeth.
8. Can help conserve surrounding environment, reforestation, prevent flood and reduce the impact of acid rain.
10. Has a hamp as a storage place for water reserves.
12. Between wrist and elbows.
14. Lack of assets.
16. It grows on the head to protect the head from the sun.

***Post-Test***

***Choose the correct answer of the sentences bellow!***

1. An animal that gives danguae favor.
  - a. Monkey
  - b. Rat
  - c. Bat
  - d. Mosquito
2. If you don't have knowledge.
  - a. Smart
  - b. Silly
  - c. Stupid
  - d. Crazy
3. Shopping center for basic needs.
  - a. Mall
  - b. Market
  - c. Store
  - d. Bank
4. An employe who serves as the guardian.
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  - b. Parents
  - c. Policemant
  - d. Pilot
5. An animal that helppolice.
  - a. Cat
  - b. Dog
  - c. Horse
  - d. Cow
6. Has the trunk to pick up foods.
  - a. Bird
  - b. Bull

- c. Elephant
  - d. Buffalo
7. Between its armpits and elbows.
- a. Palm
  - b. Wrist
  - c. Thumb
  - d. Upper arm
8. Someone has expertise in teeth.
- a. Soldier
  - b. Doctor
  - c. Dentist
  - d. Director
9. Can help conserve surrounding environment, reforestation, prevent flood, and reduce the impact of acid rain.
- a. Plan
  - b. Plough
  - c. Pluck
  - d. Pull
10. An animal that lives in the hair or fur.
- a. Leopard
  - b. Flea
  - c. Jelly fish
  - d. Shrimp
11. Has a hump as a storage place for water reserves.
- a. Ostrich
  - b. Kangaroo
  - c. Camel
  - d. goat
12. An animal can change its color body to avoid enemies.
- a. Porcupine
  - b. Rinosereus

- c. Garden lizard
  - d. Chameleon
13. There are no plants usually overgrown with cactus.
- a. Mountain
  - b. Cave
  - c. Meadow
  - d. Desert
14. Between wrists and elbows.
- a. Thigh
  - b. Calf
  - c. Ankle
  - d. Fore arm
15. Grow composed and has not chlorophyll.
- a. Cabbage
  - b. Bean
  - c. Eggplant
  - d. Mushroom
16. No hair.
- a. Hairless
  - b. Carly
  - c. Wavy
  - d. Weak
17. It grows on the head to protect the head from the sun.
- a. Umbrella
  - b. Hat
  - c. Hair
  - d. Finger Nail
18. Someone in charge of looking after and caring for the patient.
- a. Doctor
  - b. Dentist
  - c. Nurse
  - d. Teacher
19. Including ruminant, its characteristics is beautiful horns.
- a. Rabbit
  - b. Goat
  - c. Deer
  - d. Horse

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## LESSON PLAN

<b>School</b>	: SMA Negeri 4 Palu	
<b>Subject</b>	: English	
<b>Class/Semester</b>	: X	
<b>Pokok Bahasan</b>	: Find out adjectives, nouns, and verbs of the dialogue	
<b>Alokasi Waktu</b>	: 2x 45 Menit	
<b>Meeting</b>	: 1 <sup>st</sup>	
<b>Standard Competence</b>	: 1.1	Memahami makna dalam teks berbentuk <i>dialogue</i> untuk berinteraksi dengan lingkungan sekitar.
<b>Basic Competen</b>	: 1.2	Merespon makna dan langkah retorika dalam teks sederhana secara akurat, lancar, dan berterima yang berbentuk <i>dialogue</i> yang berkaitan dengan lingkungan sekitar.
<b>Indicator</b>	:	Students are able to : <ul style="list-style-type: none"> <li>✓ Identify adjectives, nouns, and verbs.</li> <li>✓ Find out the meaning of the words based on categories.</li> </ul>
<b>Type of text</b>	:	<i>Dialogue</i>

**A. Teaching Objective**

- ✓ Identify adjectives, nouns, and verbs based on the dialogue.
- ✓ Find out the meaning of the words based on categories.

## **B. Teaching Material**

### **Congratulating and Complimenting Others**

#### **Text 1**

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alif, congratulations. You deserve it main.

Alif : Thank you very much. This is because you always help me.

Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.

Alif : (replies with a happy tone) thank you. I cannot forget your collaboration with me, and I will still need your help.

*Other friends shake his hands and congratulate him too.*

Deni : That's wonderful Alif.

Alif : oh, thanks.

Santi : Good for you. Good luck.

Alif : Thank you very much.

Bejo : well done.

Ivan : That was great. You must be very proud of your achievement.

Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

*His staff also congratulate him*

Eny : Please accept my warmest congratulations sir.

Alif : It's very kind of you to say so. Thank you.

Bintari : I must congratulate you on your success.

Alif : Thank you very much for saying so.

## Text 2

### Read the dialog carefully.

- Rahmi : Hello. How are things going on, Sinta?  
Sinta : Hi. Good . And you?  
Rahmi : I'm feeling great today.how was your weekend with your family in Batu?  
Sinta : Excellent! We had a lovely time there. You should have gone there with us.  
Rahmi : Really? Hey, what a beautifull skirt you are wearing. It matches your blouse.  
Sinta : Thanks a lot. My sister bought it for me last month.  
Rahmi : Wow! That's wonderful.  
Sinta : Oh, Rahmi, can I ask you someyhing?  
Rahmi : Oh, sure, please.  
Sinta : Have you finished writing the book we discussed two months ago?  
Rahmi : Yes. Come to my room. Look at this. What do you think?  
Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.  
Rahmi : Thanks a lot. You've inspired me to do this.  
Sinta : Your publisher should send it to all bookstores here.  
Rahmi : Yes, you're right. The publisherwill do it for me.  
Sinta : Well, that's great. I am proud of you, Rahmi. By the way, i've got to go now. Have a nice day!  
Rahmi : You, too.

### C. Teaching activities

#### a. Pre activites

- ✓ Teacher greets the students (Greetings).
- ✓ Teacher checks students' attendance list.
- ✓ Teacher leads to prayer before starting the class.

#### b. While activities

- ✓ Teacher asks to students to identify adjectives, nouns, and verbs. based on the dialogues.
- ✓ Teacher asks students to find out the meaning of the words.
- ✓ Teacher manages 40 – 45 minutes for students to work
- ✓ Teacher and students discuss the result.

c. Post activities

- ✓ Teacher evaluation the results of students' work.
- ✓ Teacher motivate students and greet the students.

**D. Media/leaning resource**

- ✓ English SMA/MA, SMK/MAK for X Grade students  
KEMENDIKBUD 2014
- ✓ Internet
- ✓ Dictionary
- ✓ Students worksheet

**E. Evaluation :**

**Make the vocabularies based on the categories**

<b>Adjective</b>	<b>Noun</b>	<b>Verb</b>
Happy	Director	Deserved
Faster	Company	Help
Proud	Man	Forget
Wonderful		Collaboration
Glad		Saying
Great		Believe
Warmest		
Kind		

c. Post activities

- ✓ Teacher gives evaluation
- ✓ Teacher gives motivation
- ✓ Teacher terminates the class greet the students.

D. Media/learning resource

- ✓ English SMA/MA, SMK/MAK for X Grade students KEMENDIKBUD 2014
- ✓ Internet
- ✓ Dictionary
- ✓ Students worksheet

E. Evaluation :

Adjective	Noun	Verb
Old	Forest	Lived
Small	Village	Asked
Little	Household	Heard
Bigger	Finger	Went
Unhappy	Rice balls	Eaten
Lot	Capital	Grew
Raised	Needle	Looked
Worried	Sword	Saw
Safe	Straw	Climb up
Young	Chopstick staff	Started

Mengetahui  
Kepala Sekolah,  
Syam Zaini, S.Pd., N.SI.  
723 1995 12 1 001

Palu, 30 Agustus 2020  
Guru

Rina Ratna Dila  
16.1.160106

## LESSON PLAN

<b>School</b>	: SMA Negeri 4 Palu	
<b>Subject</b>	: English	
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<b>Pokok Bahasan</b>	: Find out adjectives, nouns, and verbs of dialogue	
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<b>Type of text</b>	:	<i>Dialogue.</i>

**A. Teaching Objective**

- ✓ Identify adjectives, nouns, and verbs based on the dialogues.
- ✓ Find out the meaning of the words based on categories.

## B. Teaching Material

### Holiday plans

**A long weekend is coming. Riri, Santi, and Bayu are talking about their plans.**

- Riri : It will be a long weekend soon. Do you have any plans?
- Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home
- Bayu : Stay at home? Well, you could do something more interesting!
- Santi : So, what about you Bayu? Do you have any plans?
- Bayu : Definitely! My dad and I are going to go fishing.
- Santi : Fishing? Are you going to go fishing in the river near your house?
- Bayu : No. We plan to go fishing in the lake near my uncle's house. Would you like to come with us?
- Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.
- Bayu : What about you, Riri? What would you like to do on the long weekend?
- Riri : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.
- Santi : That sounds like a very good plan!
- Bayu : Are you going to bake chocolate chips like the last time?
- Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.
- Santi : Lucky you. Your mom is a real baker, isn't she?
- Bayu : ha, ha, ha. Do you still want to stay home alone?
- Riri : Or, would you like to join me to learn baking cookies? You can come to my house.
- Bayu : It's a good idea! Or will you go fishing with me and my dad?
- Santi : I think I would like to bake cookies with Riri. Thanks for inviting me Riri?
- Riri : No problem. I will tell you the time on Friday.
- Santi : Thanks a lot. I can't wait to join you.
- Bayu : Have a nice long weekend everyone.
- Riri, Santi : You, too.

## Text 2

### At the Zoo

Mark's family is going to the zoo. Mr. And Mrs. Mark will introduce some animals to their son "Ronald". What kind of animal are they? Let's check it out!

Zookeeper : Welcome to our zoo. I will guide you and give some information about the zoo and the animals here. Have you enjoy it.

Mr. Mark : Thanks. Let me introduce my son. He is Ronald. He loves the animals. I hope that you can give him an education.

Ronald : Hi sir, my name is Ronald. Nice to meet you.

Zookeeper : Hi Ronald. My name is Mr. James. It is nice to meet you too. I will guide you if you don't mind, kid.

Ronald : Yes, sir. I like it thanks.

Zookeeper : Let's walk. For the first time, I would like to introduce PEACOCK. The colorful Indian White Peacock (*Pavo Cristatus*) is known for the male's impressive tail of many brilliant colors. Peacock refers to the male, while the females are called Peahens. Suddenly White Peafowl appeared and are bred for that color in captivity.

Mrs. Mark : Eeeeemmm...I know it. It is not albino, right Mr. James? It can be said an albino if it has a complete lack of color and red or pink eyes bit. That white Peafowl have blue eyes. The white color appears in other domestically bred Peafowl but in different quantities. Chicks are born yellow and become white as they mature, according to Peafowl Varieties Database.

Zookeeper : Yups. That's true.

*(few minutes later)*

Zookeeper : Here we are. They are Panda.

Ronald : Wow. They are so cute. They come from China, right?

Zookeeper : Yes, you're right, kid. The giant panda has a body shape typical of bears. It has black fur on its ears, eye patches, muzzles, legs, arms and shoulders. The rest of animal's coat is white. Although scientists do not know these unusual bears are black and white, speculation suggests that the bold coloring provides effective camouflage in their shade-dappled snowy and rocky habitat. The giant panda's thick, wooly coat keeps it warm in the cool forests of its habitat.

Mrs. Mark : the giant panda lives in a few mountain ranges in central China, mainly in Sichuan province, but also in neighbouring Shaanxi and Gansu. As a result of farming, deforestation, and other development, the giant panda has been driven out of the lowland areas where it once lived. Despite its taxonomic classification as a carnivoran, the giant panda's diet is primarily herbivorous, consisting almost exclusively of bamboo. However, the giant panda still has the digestive system of a carivore, as well as carnivore-spesific genes, and thus derives little energy and little protein from consumption of bamboo.

Zookeeper : Yups, that'sright.

Mr. Mark : How many Pada do uou have in this zoo?

Zookeeper : They are more than 15, sir.

Mrs. Mark : That's quite enough.

Ronal : What do you have for the next session, sir?

Zookeeper : Let's find out!

Ronal : Wow! Look at that! They are so tall.

Mr. Mark : Do you know what they are?

Ronal : Yeah.... They are Giraffes

Zookeeper : You're right, kid. The Giraffe or Giraffa is a genus of African even-toed ungulate mammals, the tallest living terrestrial animals and the largest ruminants. The genus consists of elevent species including Giraffa camelopardalis, the type species. Seven of these species are extinct, prehistoric

species known from fossils, while four are still extant. The giraffe belongs to the suborder Ruminantia. Many ruminants have been described from the mid-Eocene in central Asia, Southeast Asia, and North America. The ecological conditions during this period may have facilitated their rapid dispersal. The giraffe is one of only two living genera of the family Giraffidae, the other being the okapi. The family was once much more extensive, with over 10 fossil genera described. Their closest known relatives are the extinct deer-like climacocerids.

Ronal : That's cool!

Zookeeper : Yes, it is. Do you like it, kid?

Ronal : Yes. I like it. Can I bring it home, mom?

Mrs. Mark : Of course you can't. We have to protect them in their environment, son. Let them free in nature. Okay.

Ronal : Okey, mom.

Mr. Mark : What's next Mr. James?

Zookeeper : That was the last for this part, sir. Because I have to feed the animals. We will see after the break at 1 PM. If you and family want to go around, it will be my pleasure, sir.

Mr. Mark : That's okey. Thanks a lot

Zookeeper : You're welcome. Be careful, kid. They are wild and dangerous.

Ronal : Alright, sir. I know it.

Zookeeper : Have a nice day.

### **C. Teaching activities**

#### **a. Pre activities**

- ✓ Teacher greets the students (Greetings).
- ✓ Teacher checks students' attendance.
- ✓ Teacher leads to prayer before starting the class.

b. While activities

- ✓ Teacher asks to students to identify adjectives, nouns, and verbs based on the dialogues.
- ✓ Teacher asks students to find out the meaning of the words.
- ✓ Teacher manages 40 – 45 minutes for students to work.
- ✓ Teacher and students discuss the result.

c. Post activities

- ✓ Teacher evaluate the results of students' work.
- ✓ Teacher motivate and greet the students.

**D. Media/leaning resource**

- ✓ English SMA/MA, SMK/MAK for X Grade students KEMENDIKBUD 2014
- ✓ Internet
- ✓ Dictionary
- ✓ Students worksheet

**E. Evaluation :**

**Make the vocabularies based on the categories**

<b>Adjective</b>	<b>Noun</b>	<b>Verb</b>
Long	Baker	Fishing
Interesting	River	Bake
Lucky	Ginger	Inviting
		Join
		Come

**Text 2**

<b>Adjective</b>	<b>Noun</b>	<b>Verb</b>
Cute	Peacock	Feeding
Tallest	Ungulate	Go around
Extinct	Peacock	See

Extinct	Peacock	See
Dangerous	Peahens	Driven out
Closest	Forest	check it out
Be careful	Male	guide
Cool	Females	appeard
Little	Giraffa	find it out
Quite enough	Giant panda	protect
Largest	Muzzles	
	Deforestation	

Mengetahui,



n. Kepala Sekolah,

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Palu, 30 Agustus 2020

Guru

  
Rina Ratna Dila  
16.1.160106

### LESSON PLAN

**School** : SMA Negeri 4 Palu  
**Subject** : English  
**Class/Semester** : X  
**Pokok Bahasan** : Find out adjectives, nouns, and verbs of Teks  
**Alokasi Waktu** : 2x 45 Menit  
**Meeting** : 3<sup>rd</sup>

Standard Competence : 1.1 Memahami makna dalam text untuk berinteraksi dengan lingkungan sekitar.

Basic Competen : 1.2 Merespon makna dan langkah retorika dalam text sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

Indicator : Students are able to :

- ✓ Identify adjectives, nouns, and verbs.
- ✓ Find out the meaning of the word based on categories.

Type of text : *Descriptive Teks*

**A. Teaching Objective**

- ✓ Identify adjectives, nouns, and verbs based on the text.
- ✓ Find out the meaning of the word based on categories.

## **B. Teaching Material**

### **Tanjung Puting National Park**

Tanjung puting National Park is an internationally famous ecotourism destination. Which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing natures. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean, the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr Birute Galdikas since 1971. Visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This even gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only

be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher in to the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park.

### **C. Teaching activities**

#### a. Pre activities

- ✓ Teacher greets the students (Greetings).
- ✓ Teacher checks students' attendance list.
- ✓ Teacher leads to prayer before starting the class.

#### b. While activities

- ✓ Teacher asks the students to identify adjectives, nouns, and verbs based on the text.
- ✓ Teacher asks students to find out the meaning of the words.
- ✓ Teacher manages 40 – 45 minutes for students to work.
- ✓ Teacher and students discuss the result.

#### c. Post activities

- ✓ Teacher evaluate the results of students' work.
- ✓ Teacher gives motivate students and greet the students.

### **D. Media/leaning resource**

- ✓ English SMA/MA, SMK/MAK for X Grade students  
KEMENDIKBUD 2014
- ✓ Internet
- ✓ Dictionary
- ✓ Students worksheet

Text 2

Adjective	Noun	Verb
Good	Batu	Going
Excellent	Lovely	Gone
Beautiful	Skirt	Wearing
Wonderful	Matches	Bought
Terrific	Blouse	Writing
Inspired	Sister	Did
	Room	Publisher
	Bookstores	

Mengetahui,  
Kepala Sekolah,



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Palu, 30 Agustus 2020  
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16.1.160106

## LESSON PLAN

**School** : SMA Negeri 4 Palu  
**Subject** : English  
**Class/Semester** : X  
**Pokok Bahasan** : Find out Adjectives, Nouns, and Verbs of Descriptive Teks  
**Alokasi Waktu Meeting** : 2x 45 Menit : 4<sup>th</sup>

Standard Competence : 1.1 Memahami makna dalam text untuk berinteraksi dengan lingkungan sekitar.

Basic Competen : 1.2 Merespon makna dan langkah retorika dalam text sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

Indicator : Students are able to :

- ✓ Identify adjective, noun, and verb
- ✓ Find the meaning of the word based on categories.

Type of text : *Descriptive Teks.*

**A. Teaching Objective**

- ✓ Identify adjectives, nouns, and verbs based on the text.
- ✓ Find out the meaning of the words based on categories.

**B. Teaching Material**

## **Taj Mahal**

Taj mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name “TajMahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones ( including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It’s simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the Seven Wonders of the world.

### **C. Teaching activities**

#### **a. Pre activities**

- ✓ Teacher greets the students (Greetings).
- ✓ Teacher checks students’ attendance list.
- ✓ Teacher leads to prayer before starting the class.

#### **b. While activities**

b. While activities

- ✓ Teacher ask to students to identify adjective, noun, and verb based on the text.
- ✓ Teacher ask students to find the meaning of the word.
- ✓ Teacher manages 40 – 45 minutes to work.
- ✓ Discuss the result.

c. Post activities

- ✓ Teacher gives evaluation
- ✓ Teacher gives motivation
- ✓ Teacher terminates the class greet the students.

D. Media/learning resource

- ✓ English SMA/MA, SMK/MAK for X Grade students KEMENDIKBUD 2014
- ✓ Internet
- ✓ Dictionary
- ✓ Students worksheet

E. Evaluation :

Adjective	Noun	Verb
Semi-precious	Banks	Standing
Bright	Palaces	Constructed
Slender	Dome	Becomes
Synonymous	Towers	Hits
Derived	Minarets	Rays
ture	Mausoleum	Represents

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16.1.160106

### LESSON PLAN

**School** : SMA Negeri 4 Palu  
**Subject** : English  
**Class/Semester** : X  
**Pokok Bahasan** : Find out Adjectives, Nouns, and Verbs of Teks  
**Alokasi Waktu** : 2x 45 Menit  
**Meeting** : 5<sup>th</sup>

Standard Competence : 1.1 Memahami makna dalam text untuk berinteraksi dengan lingkungan sekitar.

Basic Competen : 1.2 Merespon makna dan langkah retorika dalam text sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

Indicator : Students are able to :

- ✓ Identify adjectives, nouns, and verbs.
- ✓ Find out the meaning of the word based on categories.

Type of text : *Narrative Teks.*

**A. Teaching Objective**

- ✓ Identify adjectives, nouns, and verbs based on the text.
- ✓ Find out the meaning of the words based on categories.

## **B. Teaching Material**

### **Issumboshi**

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "please give us a child," they asked God everydy.

One day, from the house hold Shinto altar, they heard a cute cry,"Waa! Waaa!"

They looked and saw a crying baby who looked just like a little finger. "this child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi'" they said.

They aised Issumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want too be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rise bolls and encourage him. "Eat a lot,and grow up quickly," Gandmother said.

One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back. Grandmother and Grandfather were worried about him, but Issomboshi's mind would not be changed. At once day began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now," Issumbohsi said.

"Is the safe? With such a small body? Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip a big wish in a small body.

At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

“There is a fine palace over there. I shall ask them at once.”

At long last Issumboshi arrived at the palace.

“Excuse me, but I want to meet the feudal lord.”

The hold came to the door, “What? Who’s there?”

“Here I am, at your feet.”

“Oh. How small! Why do you want to meet me?”

“Please let me be your retainer.”

“I wonder if your very small body can do anything,”

“I’ll stay in your pocket and guard you from all harm.” When Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee.

“Bravo! I employ you. It would be good if you became the Prince’s man.”

“Oh! What a cute fellow he is!” said the Princess, putting Issumboshi on her palm.

“I will defend you upon my life,” said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon’s stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

“Do you want me to stab your eyes, too?” Issumboshi asked.

“Please, don’t. This is the magic hammer that will grant you a wish. I give it to you, so please spare me.” And saying this, he ran off in a hurry.

“Thank you Issumboshi. You have safe my life,” the Princess said.

“Princess , please wave this magic hammer and make a wish that I may become big,” said Issumboshi. The princess waved it and asked, “may Issumboshi become big!”

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to the let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Gandfather and Grandmother to live with them in the palace. They lived happily ever after.

### **C. Teaching activities**

#### **a. Pre activites**

- ✓ Teacher greets the students (Greetings).
- ✓ Teacher checks students’ attendence list.
- ✓ Teacher leads to prayer before starting the class.

#### **b. While activities**

- ✓ Teacher asks to students to identify adjectives, nouns, and verbs based on the text.
- ✓ Teacher asks students to find out the meaning of the words.
- ✓ Teacher manages 40 – 45 minutes for students to work.
- ✓ Teacher and students discuss the result.

- ✓ Dictionary
- ✓ Students worksheet

**E. Evaluation :**

Adjective	Noun	Verb
Famous	Visitors	Travelling
Delicious	Jungle	Seeing
Unlike	Park	Climbing
Most	City	Swinging
Largest	Trees	Feedings
Higher	Boat	Conducted
Chubby	Trip	Called
Clear	Journey	Found
Unforgettable	Noise	Anxiously

Mengetahui,  
 Kepala Sekolah,  
 CABANG DINAS  
 LAYAN 1 KOTA PALU  
 WAN PALU  
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 NIP. 19700723 1995 12 1 001

Palu, 30 Agustus 2020  
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 Rina Ratna Dila  
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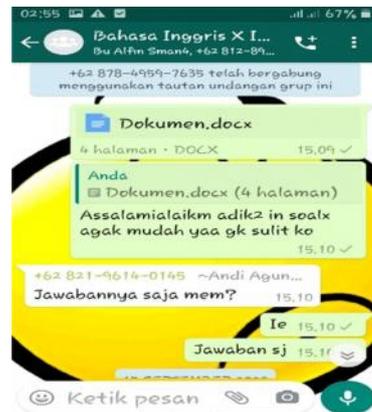
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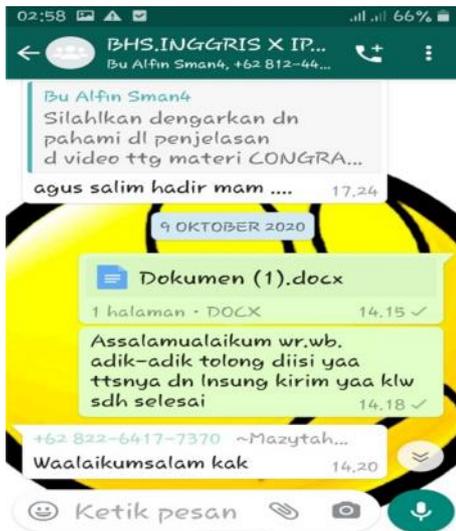
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	0,5	0,2	0,01	0,05	0,02	0,01
	One Tail Test			0,025	0,001	0,005
1	1	3,078	6,314	12,706	31,821	63,657
2	0,816	3,886	2,29	4,303	6,695	9,925
3	0,765	3,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,012	2,776	3,365	4,032
6	0,718	1,44	1,943	2,571	3,143	3,707
7	0,711	1,415	1,896	2,447	2,998	3,499
8	0,706	1,397	1,86	2,365	2,896	3,355
9	0,703	1,383	1,853	2,306	2,821	3,25
10	0,7	1,372	1,812	2,262	2,764	3,169
11	0,697	1,369	1,796	2,228	2,718	3,106
12	0,695	1,365	1,782	2,201	2,681	3,055
13	0,692	1,25	1,771	2,179	2,65	3,012
14	0,691	1,345	1,761	2,16	2,624	2,977
15	0,69	1,341	1,753	2,145	2,602	2,947
16	0,689	1,337	1,746	2,131	2,583	2,921
17	0,688	1,333	1,74	2,12	2,567	2,898
18	0,688	1,33	1,734	2,11	2,552	2,878
19	0,687	1,328	1,729	2,096	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,08	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,5	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,06	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,31	1,697	2,042	2,457	2,75
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2	2,39	2,66
120	0,677	1,289	1,658	1,98	2,358	2,517
∞	0,674	1,282	1,645	1960	2,326	2576

Adapted from :SPSS Statistik 2016

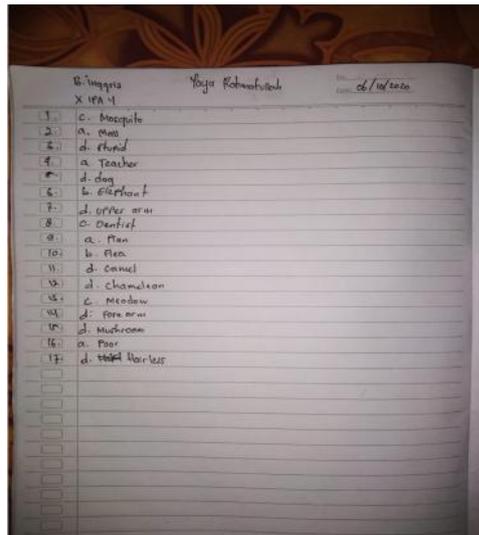
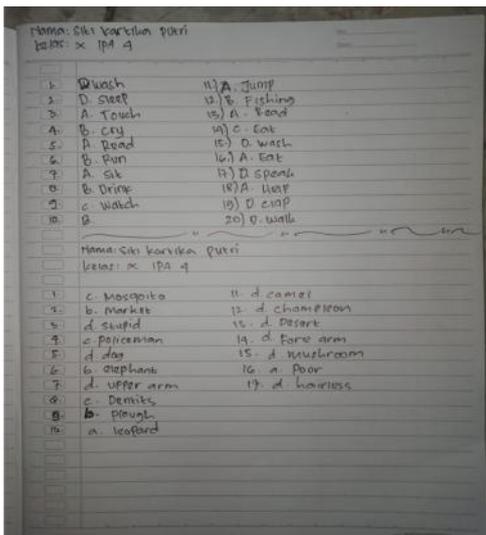
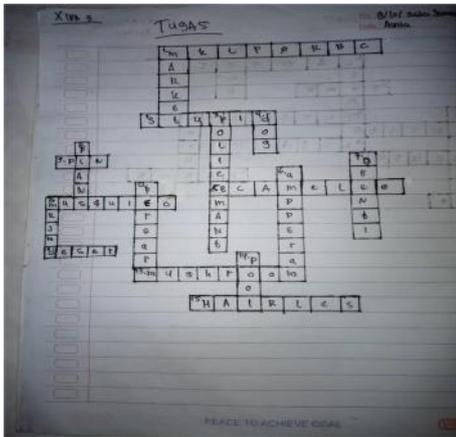
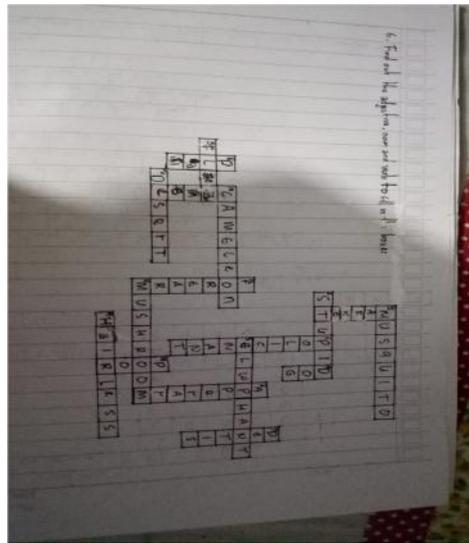
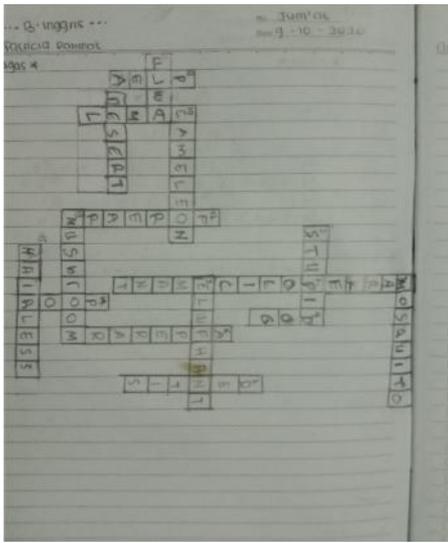
**DOCUMENTATION**













KEMENTERIAN AGAMA  
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## PENGAJUAN JUDUL SKRIPSI

Nama	: RINA RATNA DILA	NIM	: 161160106
TTL	: MANGKUTANA, 17-08-1998	Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: VII
Alamat	: Jl.Lasoso Ir.2	HP	: 082271319059
Judul	:		

Judul I

THE EFFECTIVENESS OF USING CLUSTERING METHOD TO TEACH VOCABULARY TO THE STUDENTS IN TENTH GRADE AT SMAN 4 PALU

Judul II

IMPROVING STUDENTS' VOCABULARY BY USING GAME TOWARD COMPUTER ASSISTED INSTRUCTION IN TENTH GRADE AT SMAN 4 PALU

Judul III

IMPROVING STUDENTS' PRONUNCIATION BY USING AUDIOVISUAL TOWARD AUDIO LINGUAL METHOD IN TENTH GRADE AT SMAN 4 PALU

Palu, 05 Agustus 2019

Mahasiswa,

RINA RATNA DILA  
NIM. 161160106

Telah disetujui penyusunan skripsi dengan catatan :

1. find the references of "clustering" more  
2. study more about "method/technique of collectng data."

Pembimbing I : H. Nurdin, S.Sos, S.Pd, M.Com, Ph.D

Pembimbing II : Khaeruddin Yusuf, S.Pd.I, M.Phil

a.n. Dekan  
Wakil Dekan Bidang Akademik  
dan Pengembangan Kelembagaan,

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Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum  
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KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 45 TAHUN 2019

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.

- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
1. H. Nurdin, S.Sos. S.Pd. M.Com. Ph.D
2. Khaeruddin Yusuf, S.Pd.I, M.Phil
- sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Rina Ratna Dila  
NIM : 16.1.16.0106  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : THE EFFECTIVENESS OF USING CLUSTERING METHOD TO TEACH VOCABULARY TO THE STUDENTS IN TENTH GRADE AT SMAN 4 PALU

- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 12 Agustus 2019

Dekan



Dr. Mohamad Idhan, S.Ag., M.Ag



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU  
الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 890/In.13/F.I/PP.00.9/07/2020 Palu 20 Juli 2020  
Sifat : Penting  
Lamp : -  
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D ( Pembimbing I )
2. Khaeruddin Yusuf, S.Pd.I, M.Phil. ( Pembimbing II )
3. Dr. Darwis Jauhari Bandu, S.S.,M.Pd (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-  
Palu

*Assalamu Alaikum War. Wab*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Rina Ratna Dila  
NIM : 16.1.16.0106  
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)  
Judul Skripsi : The Influence of Using Crossword Puzzle Game  
On Vocabulary Mastery Improvement for The Tenth  
Grade Students at SMAN 4 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Kamis 23 Juli 2020  
Waktu : 08.00 Wita - Selesai  
Tempat : Ruang Munaqasyah Lt.2 Gedung F

*Wassalam.*

u n. DOKTA  
Ketua Jurusan Tadris Bahasa Inggris  
  
**Dr. Hj. Nur Asmawati, S.Ag., M.Hum.**  
NIP. 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax. 0451-480165  
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
 TAHUN AKADEMIK 20 / 20

Pada hari ini, Senin, tanggal 23 bulan Juli tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Rina Ratna Dila  
 NIM : 16.1.160106  
 Prodi : **Tadris Bahasa Inggris ( TBI - 4..... )**  
 Judul Skripsi : The Influence of Using Crossword Puzzle Game  
 On Vocabulary Mastery Improvement for The Tenth  
 Grade Students at SMAN 4 Palu

Pembimbing : I. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D

II. Khaeruddin Yusuf, S.Pd.I., M.Phil

Penguji : Dr. Darwis Jauhari Bandu, S.S., M.Pd

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1	Andi Aldi	16.1.16.0040	VIII/TBI 2	<i>[Signature]</i>	
2	Ulmiahtin A.I. Djido	16.3.09.0026	VIII/HKI	<i>[Signature]</i>	
3	FADEL KUTUBALAHAD	16.1.01.0162	VIII/PAI	<i>[Signature]</i>	
4	MOH. WINALDI	16.1.01.0167	VIII/PAI 6	<i>[Signature]</i>	
5	RAMADHAN	16.1.01.0143	VIII/PAI 6	<i>[Signature]</i>	
6	Ummu Azmi	16.1.01.0168	VIII/PAI	<i>[Signature]</i>	
7	Irawanti	16.1.01.0098	VIII/PAI	<i>[Signature]</i>	
8	Indri Febriana	16.1.16.0003	VIII TBI	<i>[Signature]</i>	
9	SAPREANA	16.1.16.0013	TBI	<i>[Signature]</i>	sehat.
10	WILIJAR	16.1.01.0197	VIII PAI	<i>[Signature]</i>	
11	Zakian	16.1.16.0007	TBI	<i>[Signature]</i>	
12	MOH. SAPAT	16.1.01.0146	PAI	<i>[Signature]</i>	

Palu, 23 Juli 2020

Pembimbing I,

*[Signature]*  
 H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D  
 NIP. 19663301 199903 1603

Pembimbing II,

*[Signature]*  
 Khaeruddin Yusuf, S.Pd.I., M.Phil  
 NIP. 197811 202011 01 1003

Penguji,

*[Signature]*  
 Dr. Darwis Jauhari Bandu  
 NIP. 197306192003121009

Mengetahui  
 a.n. Dekan  
 Ketua Prodi TBI,

*[Signature]*  
 Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
 NIP. 19740726 200003 2 002

Range Penilaian

85 - 100	A
80 - 84	A <sup>-</sup>
75 - 79	B <sup>+</sup>
70 - 74	B
65 - 69	B <sup>-</sup>



BERITA ACARA  
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Senin, tanggal 23 bulan Juli tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :  
Nama : Rina Ratna Dila  
NIM : 1.160106  
Prodi : Tadris Bahasa Inggris ( TBI - ... )  
Judul Skripsi : The Influence of Using Crossword Puzzle Game  
On Vocabulary Mastery Improvement for The Tenth  
Grade Students at SMAN 4 Palu  
Pembimbing : I. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D  
II. Khaeruddin Yusuf, S.Pd.I., M.Phil  
Penguji : Dr. Darwis Jauhari Bandu, S.S., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	80	Cukup menarik
2.	BAHASA & TEKNIS PENULISAN	70	- Sasat fatal in grammar - and sentence construction
3.	METODOLOGI	65	- Masih sulit dipahami karena terburut
4.	PENGUASAAN	65	- Perlu menguasai metodologi dan
5.	JUMLAH	280	
6.	NILAI RATA-RATA	70	

Mengetahui  
a.n. Dekan  
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002

Range Penilaian

85 - 100	A
80 - 84	A-
75 - 79	B+
70 - 74	B
65 - 69	B-

Palu, 23 Juli 2020

Penguji

  
Dr. Darwis Jauhari Bandu, M.Pd  
NIP. 197306192003121009



BERITA ACARA  
 UJIAN PROPOSAL SKRIPSI

Pada hari ini, Senin, tanggal 23 bulan Juli tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Rina Ratna Dila  
 NIM : 16.1.160106  
 Prodi : Tadris Bahasa Inggris ( TBI - A.... )  
 Judul Skripsi : The Influence of Using Crossword Puzzle Game  
 On Vocabulary Mastery Improvement for The Tenth  
 Grade Students at SMAN 4 Palu

Pembimbing : I. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D

Penguji : II. Khaeruddin Yusuf, S.Pd.I., M.Phil  
 : Dr. Darwis Jauhari Bandu, S.S., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	Perbaiki soal tes.
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	85	hipotesis dan rumusan masalah di bagian tes
4.	PENGUASAAN	89	
5.	JUMLAH	348	
6.	NILAI RATA- RATA	86	

Palu, 23 Juli 2020

Pembimbing I,

Mengetahui  
 a.n. Dekan  
 Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
 NIP. 19740726 200003 2 002

I. H. Nurdin Ph.D  
 NIP. 1969 08 01 1999 2 605

Range Penilaian

85 - 100	A
80 - 84	A <sup>-</sup>
75 - 79	B <sup>+</sup>
70 - 74	B
65 - 69	B <sup>-</sup>



BERITA ACARA  
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Senin, tanggal 23 bulan Juli tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :  
Nama : Rina Ratna Dila  
NIM : 16.1.160106  
Prodi : **Tadris Bahasa Inggris ( TBI - ...A.... )**  
Judul Skripsi : **The Influence of Using Crossword Puzzle Game  
On Vocabulary Mastery Improvement for The Tenth  
Grade Students at SMAN 4 Palu**  
Pembimbing : I. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D  
II. Khaeruddin Yusuf, S.Pd.I., M.Phil  
Penguji : Dr. Darwis Jauhari Bandu, S.S., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	84	
3.	METODOLOGI	84	
4.	PENGUASAAN	88	
5.	JUMLAH	341	
6.	NILAI RATA-RATA	85	

Palu, 23 Juli 2020

Pembimbing II

Mengetahui  
a.n. Dekan  
Ketua Prodi TBI

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002

Range Penilaian

85 - 100	A
80 - 84	A <sup>-</sup>
75 - 79	B <sup>+</sup>
70 - 74	B
65 - 69	B <sup>-</sup>

Khaeruddin Yusuf, S.Pd.I., M.Phil  
NIP. 1969301 1999031 605



PEMERINTAH DAERAH PROVINSI SULAWESI TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS WILAYAH 1 KOTA PALU  
**SMA NEGERI 4 PALU**



Alamat : Jalan Mokolembake No. 01 Palu Barat  
Akreditasi Sekolah A (95,18)

Website :

Kelurahan  
Kecamatan  
Kota  
Provinsi

Lere  
Palu Barat  
Palu  
Sulawesi Tengah

www.sman4palu.sch.id

Telephone : 0451-460392  
Faximail : 0451-460392  
E-mail : sman4plu@gmail.com  
Kode Pos : 94221

SURAT - KETERANGAN  
No MN. 11 /325/421.4 / Dikbud.

Kepala SMA Negeri 4 Palu menerangkan kepada :

N a m a : Rina Ratna Dila  
NIM : 16.1.16.0106  
Program Studi : Tadris Bahasa Inggris

Benar yang bersangkutan telah melaksanakan penelitian / observasi dari tanggal 13 Agustus s/d 18 September 2020 di SMA Negeri 4 Palu dalam rangka Penyusunan Skripsi Mahasiswa IAIN Palu yang berjudul :

**The Influence Of Using Crossword Puzzle Game Toward English Vocabulary Mastery Of Tenth Grade Students At SMAN 4 Palu.**

Demikian Surat Keterangan ini untuk dipergunakan sesuai keperluannya

Palu, 12 Oktober 2020

Kepala Sekolah



Syam Zamri, S.Pd.M.Si  
Nip 19700723 199512 1 001



## **BUKU KONSULTASI Pembimbingan Skripsi**

Nama : Bina Ratna Dila  
NIM : 16.1.160106  
Jurusan/Prodi : Tadris Bahasa Inggris  
Judul Skripsi : The Influence of Using Crossword  
Puzzle Game Toward English  
Vocabulary Masteri at 10<sup>th</sup> Grade Students  
of SMA Negeri 4 Palu

**FAKULTAS TARBIYAH & ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) PALU**

**Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:**

Yth. Ketua Jurusan : Tadris Bahasa Inggris (TBI 4)  
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
IAIN Palu

Yang bertanda tangan di bawah ini:

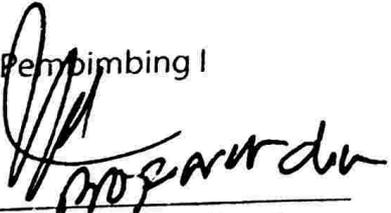
1. Nama : Prof. Dr. H. Murdin, S. Sos., S. Pd. M. Com Ph. D  
NIP : 1969301 199903 1 605  
Pangkat/Golongan :  
Jabatan Akademik :  
Sebagai : Pembimbing I
2. Nama : Khaeruddin Yusuf, S. Pd. I. M. Phil  
NIP : 197011 202011 01 1 003  
Pangkat/Golongan : Penta HK / III d.  
Jabatan Akademik : Lektor  
Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

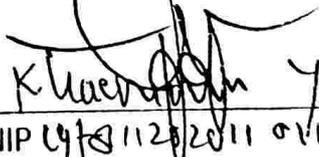
Nama : Rina Ratna Dila  
NIM : 16.1.16.0106  
Jurusan : Tadris Bahasa Inggris (TBI-4)  
Judul : The Influence of Using Crossword Puzzle  
& Game Forward English Vocabulary Mastery of  
Tenth Grade Students of SMA Negeri 1 Palu

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I

  
NIP. 1969301 199903 1 605

Palu, 26 November 2020  
Pembimbing II

  
NIP 197011202011011003

Buku Konsultasi Pembimbingan Skripsi

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	20/11/20		perbaiki rumus mada	h
	21/12/20		- Don't put connecting word at the beginning of sentence. put comma	h
	27/11/20		- mention number of question in pre and post test	h
	28/11/20		- write bibliography alpha-abetically	h
	20/11/20		- Give title for pre and post test	h





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU  
الجامعة الإسلامية الحكومية فالو  
STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0461-460708 Fax. 0461-460185  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Nomor : 2053 /In.13/F.I/PP.00.9/11/2020  
Sifat : Penting  
Lampiran : -  
Perihal : **Undangan Menghadiri Ujian Skripsi.**

Palu, 30 November 2020

Yth. Bapak/Ibu Tim Penguji Skripsi  
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu  
1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum  
2. Prof. Dr. H. Rusli, S.Ag., M.Soc. Sc  
3. Afifa, M.Pd  
4. Prof. Dr. H. Nurdin, S.Pd., S.Soc., M.Com, Ph.D  
5. Khaeruddin Yusuf, S.Pd.I., M.Phil

Palu

*Assalamualaikum wr.wb.*

Dalam rangka pelaksanaan Ujian Munaqasyah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Rina Ratnadila  
NIM : 16.1.16.0106  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : THE INFLUENCE OF USING CROSSWORD PUZZLE GAME TOWARD ENGLISH VOCABULARY MASTERY AT TENTH GRADE STUDENTS OF SMA NEGERI 4 PALU

dengan hormat kami mohon kesediaannya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Rabu, 02 Desember 2020  
Jam : 14.00 Sampai Selesai  
Meja Sidang : -  
Tempat : Gedung F Lantai 2 (Ibnu Sina)

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan  
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum  
NIP. 19740726 200003 2 002

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu;
2. Kepala Bagian Tata Usaha FTIK IAIN Palu;
3. Mahasiswa yang bersangkutan.

**Catatan Bagi Peserta Ujian Skripsi :**

1. Berpakaian Jas Lengkap + Koplak (Pria).
2. Berpakaian Kebaya Muslimah (Wanita).

**CURRICULUM VITAE****A. Personal Details**

Name	: Rina Ratna Dila
Date of Birth	: Mangkutana, 17 Agustus 1998
NIM	: 16.1.16.0106
Adress	: Jl. Samudra 2 Lr.II
Religious	: Islam
Nationally	: Indonesia
Phone Number	: 082271022089
E-Mail	: rinaratnadila08@gmail.com
Father's Name	: Yusin
Mother's Name	: Rohati

**B. Educational Details**

a. SD/MI	: SDN 1 Dataran Bulan, 2010
b. SMP/MTS	: MTSN 2 Dampelas, 2012
c. SMA	: SMAN 1 Dataran Bulan, 2016

**C. Organizational Experiences**

- OSIS
- Himpunan Mahasiswa Juusan (HMJ)
- Pergerakan Mahasiswa Islam Indonesia (PMII)