



**THE USE OF COMBINATION BETWEEN “WORD WALL”  
AND “CROSSWORD PUZZLE” TECHNIQUE TO IMPROVE  
STUDENTS’ VOCABULARY**

(A Quasi Experimental Study at the Eighth Grade Students of  
SMPN 20 Semarang in the Academic Year of 2019/2020)

a final project  
submitted in partial fulfillment of the requirement  
for the degree of *Sarjana Pendidikan* in English

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2020**

## APPROVAL

This final project, entitled *The Use of Combination between "Word Wall" and "Crossword Puzzle" Technique to Improve Students' Vocabulary (A Quasi-experimental Study at the Eighth Grade Students of SMP N 20 Semarang in the Academic Year of 2019/2020)* written by Anggun Ayunanda Ivonadewi has been approved by a team of examiners of the English Department of the Faculty Languages and Arts of Universitas Negeri Semarang on Februari 2020.

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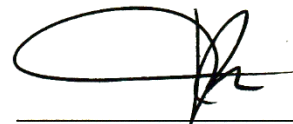
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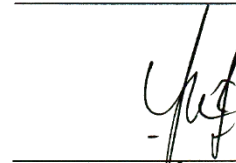
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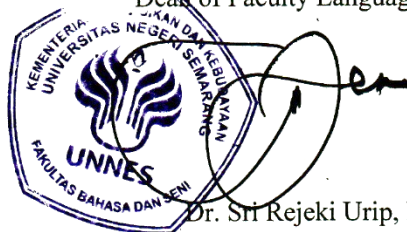
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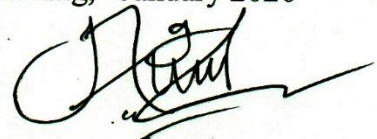
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Declare that this final project entitled is The Use of Combination between “Word Wall” and “Crossword Puzzle” Technique to Improve Students’ Vocabulary my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, January 2020



Anggun Ayunanda Ivonadewi  
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## MOTTO AND DEDICATION

**Allah does not burden a soul beyond that it can bear.**

Surah Al-Baqarah : 286

**Knowing is not enough: we must apply.**

**Being willing is not enough: we must do.**

Leonardo da Vinci

*This work is mostly dedicated to:*

*My dearest father (Sabani)*

*My beloved mother (Oneng Puji*

*Dwihastuti)*

*My reliable brother (David Bagus Tanjung*

*Yustiono and Walada Adhim Pamungkas)*

*All my family and my forever best friends*

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The greatest praises and gratitude are addressed to Allah SWT, for the blessing and mercy for every single thing that is given to my life. Shalawat and Salam is always dedicated to our beloved prophet Muhammad SAW. The last prophet who guides the people to God's path and brought us from the darkness to the brightness. I would like to dedicate my sincerest gratitude to my dearest father Sabani, and my super mother Oneng Puji Dwihastuti who always pray for me, always in any condition and always loves me.

I am sure that the final project would never been completed without the assistance of others. Therefore, I would like to express my gratitude especially Galuh Kirana Dwi Areni, S.S., M.Pd, as my advisor for her meticulous guidance, encourage a comments. Without her patience, I would not complete this final project. My honor is also addressed to all the lecturers of English Department of Universitas Negeri Semarang for all the enormous guidance and lecture during my study. My deepest appreciation also goes to the headmaster, the English teacher Armiyanti Noerlisa, S.Pd., the teachers, the staffs, and the eighth grade students of SMPN 20 Semarang for their cooperation.

I also convey my gratitude to my beloved brothers and sisters for their unconditional love, endless patience, bunch of supports and prayers through the journey of my life. Last but not least, my sincere thank goes to my friends for being my one call away, great listeners and always be in my support system. May God bless you all.

I completely realize that this piece of writing is far from being perfect, therefore criticism and advices are highly appreciated for better writing result in the future.

January, 2020

Anggun Ayunanda Ivonadewi

## ABSTRACT

Ivonadewi, Anggun Ayunanda. 2020. The Use of Combination between “Word Wall” and “Crossword Puzzle” Technique to Improve Students’ Vocabulary (A Quasi Experimental Study of Eight-Grade Students of SMP Negeri 20 Semarang in Academic Year of 2019/2020). Final Project. English Department. S1 Degree of English Education. Advisor: Galuh Kirana Dwi Areni, S.S., M.Pd.

Keywords: Word Wall, Crossword Puzzle Technique, Vocabulary, Quasi Experimental Research

Vocabulary is one of the important components in language. This research was conducted to find out the effectiveness of using combination between Word Wall and Crossword Puzzle technique for teaching vocabulary. This study was a quasi-experimental research. The pre-test and post-test nonequivalent group design was applied as the research design. The subject of this study was the eighth grade students of SMPN 20 Semarang in academic year of 2019/2020. In obtaining the data, the researcher conducted pre-test, treatments, and post-test. In the treatment activity, the students in experimental group were taught by using the combination between Word Wall and Crossword Puzzle technique. On the other hand, the students in control group were taught by using conventional method. The instrument of this study was vocabulary mastery test in the form of multiple choice. The results of the data showed that the mean scores of the experimental group pre-test was 67.92 and the control group was 66.77. After both groups received the treatments, the mean scores of both groups increased. The mean score of experimental group post-test was 78.85, and the control group was 71.88. Based on the data analysis of *t-test* there was a significance improvement of the students’ achievement after the implementation of the combination of Word Wall and Crossword Puzzle technique. The result showed that the  $t_{value}$  was 5.71, while  $t_{table}$  was 1.99. It means that the  $t_{value}$  was higher than  $t_{table}$  ( $5.71 > 1.99$ ). In conclusion, the combination between Word Wall and Crossword Puzzle technique was effective to improve students’ vocabulary mastery. The researcher hopes that the use of combination between Word Wall and Crossword Puzzle technique may probably be used by English teacher in teaching English, especially in teaching vocabulary.

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# **CHAPTER I**

## **INRODUCTION**

This chapter presents the introduction of this study. It consists of background of the study, reasons for choosing the topic, research question, objective of the study, significances of the study, and outline of the study.

### **1.1 Background of the Research**

In Indonesia, English is used as a second language. Because of that, many people in Indonesia found difficulties to communicate their feelings, expression and what they think. When we learn a language, there are four skills that we need for complete communication; they are listening, speaking, reading, and writing. Vocabulary is one of the important things of the components in language.

Knowing that vocabulary is one of the most important things in language, many people who want to learn English, especially for Junior High School students, often face problems of vocabulary mastery. When learning vocabulary as a foreign language, some people nor students seem difficult to memorize new words. According to Richards (2002, p. 255), "Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". If students do not have enough competence in vocabulary, they will find it difficult when they listen and read because they do not know the meaning of what they are listening to and what they are reading. On the other hand, if they have a lot of vocabulary, they will find it easier when they listen, read, and also they can communicate in English well.

To increase students' motivation in vocabulary learning process, especially for Junior High School students, teacher should choose a good strategy so that the students do not feel bored in learning process. A good technique provides an enjoyable atmosphere for the students. A suitable technique will make students learn vocabulary without any burdens. One of the techniques that can be used to teach vocabulary is Word Wall. A Word Wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. There are words printed in large fonts so that they are easily visible to all students in the class. By using this technique, students will learn vocabulary easily and pleasantly; this means they also learn indirectly to listen and read from what is given by the teacher. After that, students are asked to write words or sentences on the wall or on the whiteboard based on what they have heard and read before.

Moreover, besides using the Word Wall technique to make students feel happy to learn vocabularies, we can also use Crossword Puzzle Game. This game also can make students enjoy and fun. This is used to make the vocabulary learning process easier. The media used in this game is also quite simple, students are asked to fulfill the hidden words correctly according to the questions that is given by the teacher so that the right and meaningful words will be formed based on a particular theme.

## **1.2 Reason For Choosing The Topic**

In this study, the researcher chose this topic because of some considerations as follows:

- 1) Vocabulary is one of the basic parts for English learners. In this case, most students often have difficulty in understanding the meaning of words so that the process of achieving a basic competency will last longer.
- 2) In student ages, they really need happiness besides their seriousness to study in school. In this case, most students are bored when learning vocabulary because they only write or open dictionaries, so the learning process is less attractive to the students.
- 3) Most teachers just give the students a list of words and ask to remember those words, so the students just remember a large number of words. They tend to forget the vocabulary that they have learned before.

### **1.3 Research Question**

The research question based on the problem of this study is:

- 1) How effective is the use of Word Wall and Crossword Puzzle technique to improve students' vocabulary mastery?

### **1.4 Research Objective**

Based on the question stated above, the objective of the study is:

- 1) To find out whether the use of Word Wall and Crossword Puzzle technique is effective or not to improve students' vocabulary mastery?

### **1.5 Significances of the Study**

The result of this study is expected to give some benefits related to theoretical,

pedagogical, and practical significances. The benefits of the study are stated as follows:

a) Theoritically

This study provides the teacher about the use of combination between Word Wall and Crossword Puzzle technique. The researcher hopes this study can be used as a reference for the teacher to improve the quality of English learning process, especially in teaching vocabulary to improve students' vocabulary mastery.

b) Pedagogically

The researcher hopes that this study will be applied by the teacher to teach vocabulary in a fun way, so the students can be more interested in the learning process. Moreover, hopefully the students have their own medium to memorize vocabulary in an interesting way through Word Wall and Crossword Puzzle technique.

c) Practically

The researcher hopes that the implementation of using Word Wall and Crossword Puzzle technique for teaching vocabulary will help the students in order to improve their vocabulary mastery in a fun way.

## **1.6 Outline of the Study**

This study consists of five chapters. Chapter I presents the introduction of the study. It consists of the background of the study, reasons for choosing the topic,



research question, objective of the study, significances of the study, and outline of the study.

Chapter II presents the review of related literature about this research. This includes review of previous study, theoretical studies, and theoretical framework.

Chapter III explains the research method which consists of research design, population and sample, instrument for collecting data, method of collecting data, and method of analyzing data.

Chapter IV explains the result of the study which deals with findings and discussion.

Chapter V presents the conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with some experts' theories which support this study. It consists of three sections that are review of previous study, review of theoretical study, and theoretical framework.

#### **2.1 Review of the Previous Studies**

There have been several studies dealing with improving students' vocabulary. In this case, the researcher reviewed some studies both about Word Wall and Crossword Puzzle technique. Here are some studies reviewed by the researcher which can support this study.

The use of of Word Wall is effective to improve students' vocabulary mastery. Anggriani (2013) conducted a research by using classroom action research for students of VII-5 class SMP Negeri 1 Pagar Merbau. She idicated that using Word Wall Strategy significantly improved students' vocabulary. The significance difference between this study and Anggriani's study are on the research design and on the subject of the research. This study used quasi experimental design and the subject was the second grade junior high school students, while the previous study used classroom action research design and the subject was the first grade junior high school students. Futhermore, Nugroho (2017) confirmed that Word Wall can improve students' vocabulary mastery in the eighth grade junior high school students.conducted a research about the use of Word Wall game to improve students vocabulary. In this research, he used the experimental design. Moreover, the effectiveness of Word Wall in improving students' vocabulary mastery has been

proven in this study conducted by Setyowati (2014) in which she found that there was significance different score before being taught by using Word Wall media. She conducted this study on the seventh grade students by using the pre-experimental design with quantitative approach. The significance differences between this study and Setyowati's study are on the research design and the population of the study. This study used quasi experimental design and the population was eighth grade students of SMPN 20 Semarang. Meanwhile, the previous study used pre-experimental design and the population was the seventh grade students of MTsN Bandung Tulungagung.

Word Wall media can also be used to teach vocabulary in descriptive text. Agustina, Sada, and Rezeki (2019) conducted a research to solve the students' vocabulary problems about meaning and spelling in descriptive text in the seventh grade B students of SMPN 2 Rasau Jaya in academic year 2018/2019. The researchers used individual vocabulary test, observation checklist and field note were used as the tools to collect the data. They found that the students' understanding of meaning was improved by drawing and sticking pictures on word wall media. They also stated that Word Wall media is recommended to be implemented by the English teacher to teach vocabulary in descriptive text. The significance differences between this study and Agustina, Sada and Rezeki's study was on the subject and instrument of collecting data. The subject of this study were eighth grade C students of SMPN 20 Semarang and the instrument used in this study was tryout test, pre-test and post-test. Meanwhile, the subject of their study were seventh grade B students of SMPN 2 Rasau and the instrument was vocabulary test, observation checklist and field note. Other than that, Sipayung (2018) conducted a

research about the effect of Word Wall strategy on students' vocabulary achievement in the seventh grade of SMPN 5 Pematangsiantar in academic year of 2018/2019. This study was an action research that was to know how the students' vocabulary achievement by using Word Wall strategy. The data were form of quantitative data and the data showed that using Word Wall strategy in teaching can improve the students' vocabulary achievement. She suggests that using this strategy in teaching learning process especially in teaching vocabulary. The significance differences between this study and Sipayung's study are on the subject and the research design. In this study, the subject was the eighth grade students and used quasi experimental design. Meanwhile, the subject of the previous study was the seventh grade students and used action research design. Likewise, Ray (2014) conducted a research about the effect of a rich vocabulary instruction and interactive Word Walls on students' retention of new vocabulary which was 25 students in two different classes. The purpose of this action research study was to determine if the use of interactive Word Walls would help nineth grade students learn and retain new vocabulary. He conducted this research by using quasi-experimental pre/post assesment study utilized an intervention and control group. In this study, the quantitative data showed that the use of interactive word walls to teach new vocabulary positively affected student scores on the post assessment. The significance difference between this study and Ray's study is on the population of the research. The population in this study was the eighth grade students, while the population of the previous study was the nineth grade students.

Meanwhile, Crossword Puzzle technique is also considered in teaching vocabulary. Profita, Susilohadi, and Sarosa (2012) conducted a research and found that there was the improvements in students' vocabulary mastery and gives a good effect in teaching learning process through Crossword Puzzle. The techniques that they used in this study for collecting data were observation, interview, questionnaire, field notes, photograph and test. The data used by the researchers was analyzed by using qualitative and quantitative technique. The significance difference between this study and the previous study is on the techniques of collecting the data. This study used quantitative and the previous study used quantitative and qualitative to analyzed the data. Moreover, Maududi, Purwanto, and Awalya (2018) conducted a study about influence of pictorial Crossword Puzzle media toward vocabulary mastery and initial writing skills of Elementary Schools students in the academic year of 2017/2018. They used quasi-experimental design with nonequivalent control group design and the results showed that the using of pictorial Crossword Puzzle media affect to vocabulary mastery and initial writing skills. The significance difference between this study and previous study is on the subject of the study. The subject of this study was the second grade of junior high school students, while the subject of the previous study was the first grade of elementary school students. Besides that, Utami (2014) conducted a research and found that there were improvements of students' vocabulary mastery through the use of Crossword Puzzle in the seventh grade students of SMPN 2 Srandakan in the academic year of 2013/2014. The significance differences between this study and Utami's study is on the subject of the study. The subject of this study was the second

grade of junior high school students, while the subject of the previous study was the first grade of junior high school students. Furthermore, Fitriyani (2016) confirmed that Crossword Puzzle was an effective way and quite success because it can improve students' vocabulary mastery in the seventh grade of junior high school students. The significance difference between this study and Fitriyani's study is on the subject of the study. The subject of this study was the eighth grade of junior high school students, while the subject of the previous study was the seventh grade of junior high school students. In addition, the effectiveness of Crossword Puzzle in improving students' vocabulary mastery has been proven in this study conducted by Sari (2016) in which she found that Crossword Puzzle game was effective for teaching vocabulary mastery for the second grade of junior high school students. The method implemented in this study was the quantitative method by using quasi-experimental design and she used the pre-test and post-test both in experimental class and controlled class. The similarity between this study and Sari's study are on the subject of the study, type of research design and the findings of the study. The subject of this study and previous study was the second grade of junior high school students, the research design used by this study was a quasi-experimental design and the findings showed that the use of Crossword Puzzle was effective to improve students' vocabulary mastery.

Based on the several researches above, it can be concluded that teaching vocabulary by using media and strategy make the students enjoy and also they have interest in teaching learning process. This research is different from the previous studies above, because this study not only use Word Wall but the researcher

combine with the Crossword Puzzle. So, this research will be focus in the use of combination between Word Wall and Crossword Puzzle technique to improve students' vocabulary.

## **2.2 Review of Theoretical Studies**

The following section, the researcher would like to present some theoretical studies which support the study. They are mentioned as follows.

### **2.2.1 Vocabulary**

#### **2.2.1.1 Definition of Vocabulary**

Vocabulary is one of the most important things of the components in language. Vocabulary refers to knowledge of words, word meaning, and how to use words effectively to communicate. If we have a lot of vocabulary, we will find it easier when we listen, read, and also we can communicate in English well. Because of that, it is important to know what the vocabulary is. Here are the definition or concept of vocabulary by some experts:

Gains Ruth and Redma (1986, p. 64-65) defines that "Vocabulary is the one of component to fluent the learner to learning English because influence in four skills. In learning, one of the language components that should be acquired by learners is vocabulary. It is the element that connects the four English skills which are speaking, listening, reading and writing". Next is from Rubin and Thompson (1994, p. 79) defines that "One cannot speak, understand, read or write a foreign language without knowing a lot of words. Vocabulary learning is at the heart of mastering a foreign language".

### 2.2.1.2 Types of Vocabulary

Jeremy Harmer (1991, p. 159) and Jo Ann Aeborsold and Mary Lee Field (1998, p. 139) distinguish two types of vocabulary; active vocabulary and passive vocabulary.

- a) Active vocabulary is the words that have been learned and used by the students in their daily life to interact with others. The learners can use this appropriately in speaking or writing and it also called as productive vocabulary. To use the productive vocabulary, the students must know how to pronounce it well. This type is often used in speaking and writing.
- b) Passive vocabulary refers to all words that the students can be recognized and understood them when they interacted with others. The learners can use it appropriately in listening and reading and it also called as receptive vocabulary. It means that passive vocabulary is all of the words heard or read by the students.

According to Nelson Brooks (1964, p. 182), vocabulary is divided into three, there are:

- a) Little or empty words: Little or empty words belong to grammatical category and it has only grammatical meaning. Grammatical meaning cannot stand alone but is always associated with other words or even the whole sentences. The example of little or empty words: a, an, these, but, although and the.
- b) Content words: Content words are words that have the content or meaningful word. It can be expected to find its meaning in the dictionary. They are also called open-class words. Open classes accept the addition of new morphemes



such as compounding, derivation, and inflection. The example of content words: noun, adjective, verbs, and adverbs.

- c) Cluster of words such as verb that convey special concept when used with given pronoun or preposition. We usually called it idiom. Idiom is a short group of words, which are often used together and have particular meaning or an expression that has a representative, or sometimes exact meaning. The examples: “This is a piece of cake!” (a task will be easy). “It takes two to tango” (actions or communications need more than one person).

#### 2.2.1.3 Teaching Vocabulary

According to Nation (2008, p. 5), “Teaching vocabulary is one of the important things of a teacher’s job.” In this case, teachers teach the students to know the meaning of the words based on the context. There are several reasons of this; first, there are many words that a learner needs to know. Next, learning words is a cumulative process that requires meeting words. Moreover, teaching words need to be limited in scope. In addition, knowing words involves knowing a range of aspect of word, including the meaning, form and use.

Based on the explanation above, the researcher tries to apply the technique that can be used in teaching vocabulary in a fun and easy way. In teaching English vocabulary using the combination between Word Wall and Crossword Puzzle, the researcher hopes that the students will enjoy and learn vocabulary in easy way so that they can improve their vocabulary through the technique that the researcher use.

#### 2.2.1.4 Assessing Vocabulary

Learning English vocabulary is important not only for students but also for anyone who wants to use the language. In a learning process, vocabulary is often tested. It is very important that the teacher or test maker be aware of what they are doing in testing vocabulary. According to Pavlu (2009, p. 30-37), there are many techniques to testing vocabulary.

##### 1) Multiple choice

This technique is easy to mark but quite difficult to design. We can use it either for testing single words, words in sentence or in text.

##### 2) Cloze test

In this technique, this examines active vocabulary because students are not given any options; they just have a text with gaps.

##### 3) Word formation

Students have to change the form of word so that it fits to a particular sentence. They have to show that they understand the context and that they know various forms of a word.

##### 4) Matching

This can be prevented by giving more options in one column than in the other one. There are also other possibilities than just matching words of opposite meaning. Teacher or test maker can design a test where words and picture are being matched.

## 5) Odd one out

This kind of exercise is easy to prepare, however, the teacher must know which words the students know so that they could find the odd one. It also tests only the meaning of words, but it can be both useful and interesting for the students.

## 6) Writing sentences

This is a very interesting exercise which is worth trying but teachers must keep in mind that it will not be easy to mark such exercise easily.

## 7) Dictation

Here the teacher dictates words or sentences to students.

## 8) Sentence completion

Students are given incomplete sentences containing words that we need to test.

## 9) Definitions

Teachers give the students a list of definitions of words that they need to test. However, not every word can be easily defined and sometimes there can be more than one possible answer. Moreover, the definitions should be clear, so that students understand the definition and can come to the right answer.

## 10) Reading

Through reading we can test passive vocabulary mostly which is also useful for students as they learn to guess meaning of words from context, they will need this ability a lot in their future studies of English.

## 11) Writing

The type of testing is productive, students have to show their word knowledge, so the test is valid but two teachers would not probably come to exactly the same result in scoring which means that such testing is not very reliable.

## 12) Placing

Students underline those words which relate to e.g. movement: “walk, keep, jump, and run”.

## 13) Synonyms and antonyms

Students have to write down words of the same meaning (synonym) and students have to write down words of the opposite meaning (antonym).

### **2.2.2 Word Wall**

#### 2.2.2.1 Definition of Word Wall

According to the Oxford Advance dictionary Word Wall is a group of words that can be spoken or written that displayed in the wall. In short, a Word Wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

Robert J. Marzano (2004) argues that Word Wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or team. These words are used continually by teachers and students during a variety of activities. There are ways to make efficient Word Wall, practical and memorize easily. Word Wall is interactive media in classroom to advocate learning of listening, speaking, reading and writing.

Another definition of Word Wall is stated by Cronsbery (2004, p. 3) argues that “A Word Wall is a group of words that are displayed in a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large front so that they are easy visible from students seating area.”

### 2.2.2.2 The Characteristic of Word Wall

According to Abraham and Villaume (2001) stated that every teacher is different when deciding on how to display, arrange, and use word walls in the classroom, but there are some common characteristics:

- 1) All are collections of words that are developmentally appropriate for study by students in the classroom.
- 2) Words are selected for specific instructional purposes.
- 3) Collections are cumulative as new words are introduced; familiar words remain for further study.
- 4) Activities and talk about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- 5) Words on walls serve as visual scaffolds that temporarily assist students in independent reading.

### 2.2.2.3 The Advantages of Word Wall

Here are some the advantages of using Word Wall:

- 1) To support the teaching of important general principals about words and how.
- 2) To develop a growing core of words that become part of reading and writing.
- 3) To make students practice English for communication and to create using language.
- 4) To create a variety of Word Wall technique using teachers own word.
- 5) The teachers can choose the vocabulary topic or grammar item for a large database of exercise. All exercises in interactive and simple in learning English, such as: matching word, word association and missing letter.

### ***2.2.3 Crossword Puzzle***

#### **2.2.3.1 Definition of Crossword Puzzle**

In Oxford Learner's dictionary (2003, p. 103), "Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid. A crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares." Furthermore, according to Oxford Learner dictionary (2003, p. 349), "Puzzle is game that you have to think about carefully in order to answer it or do it." According to Jones (1992) argues that Crossword Puzzles can be used in a variety of ways: to teach new vocabulary, to help students to memorize what they already know.

#### **2.2.3.2 The Procedure of Presenting Crossword Puzzle**

According to Lee (1963, p. 135), "In teaching vocabulary by using Crossword Puzzle, the teacher can do the various ways. The procedure of presenting Crossword Puzzle must make the students are interested to do the Crossword Puzzle." The various procedures are possible:

- 1) The teacher gives the same crossword for each student. They solve individually with the help of written clues.
- 2) The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.

- 3) Teacher gives Crossword Puzzle for all students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answer to finish their crossword in their group.
- 4) The teacher write crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group come to the board and writes the words in one by one.

Furthermore, teachers can more creative or use their own creativity in presenting Crossword Puzzle in teaching learning process. For example, the teacher divides the class into groups, then the teacher gives the same crossword for each group. The group when finished in the first time and all of the answer is right will be given a point or the teacher can gives a reward for them. It can be more interesting and the students will enjoy in the learning process.

#### 2.2.3.3 The Advantages of Crossword Puzzle

Crossword Puzzle is one of many instructional game that comprehend word-level into grid and make the class fun with puzzle clues and the object of Crossword Puzzle is to find the hidden list word based on clues. Wahyuningsig in Marin C. Mentions some advantages using Crossword Puzzle as follows:

- 1) Help students to gain interest and reduce boredom.
- 2) Crossword Puzzle give students opportunity to practice and repeat the sentence pattern and vocabulary.
- 3) Students feel relax and enjoy in participating in the learning activity and they memorize the vocabulary in different way.

4) Crossword Puzzle can be given at point of time during the lesson.

### **2.2.4 Game**

#### 2.2.4.1 Definition of Game

According to Andrew Wright (2006, p. 1) argues that “Game is an activity which is entertaining and engaging, often challenging and also in which learners play and interact with others”. Moreover, according to David Croocal and Rebecca L. (1990, p. 1) stated that “This activity is a way to help students not only enjoy and entertain but they also practice with the language they learn incidentally. Game has some purposes:

- 1) Physical activity: to release physical and nervous tension and to promote mental alertness by breaking the routine of drills.
- 2) Enjoyment: to create a climate of fun and interest that will help the students look forward to their English lesson.
- 3) Cultural content: to use game as a way of revealing general pattern of culture that should add to the student’s grasp of the ways of English speaking people.
- 4) Language learning: to serve as an adjunct to the technique of teaching grammar and sound system of the new language.

#### 2.2.4.2 The Advantages of Using Game

There are many advantages of using games in English learning, such as help the students to reduce students’ boredom and improving students’ interest in learning new words, make the students feel enjoy, fun, and comfortable. According to Andrew Wright, David Betterdige, and Michael Bucbey (1984, p. 1-2) stated that the advantages of game are:

- 1) Games help and encourage many learners to sustain their interest and work.



- 2) Games also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what other saying or have written, and they must speak or write in order to express their own point of view or give information.
- 3) Many games cause as much density of practices as more conventional drill exercise.
- 4) Games can be found to give practice in all the skill (reading, writing, listening, and speaking).
- 5) By making the language convey information and opinion, games provide the key feature of “drill” with opportunity to sense the working of language as living communication.

Based on the statement above, it means that the technique of game is expected to increase students' attention in learning English. Furthermore, the students' motivation will also increase if the teacher gives the best and interesting technique in English learning process. Moreover, the students will more practice in all skills language and more attractive for communication activity with the suitable technique that the teacher used in class.

### ***2.2.5 Technique***

#### **2.2.5.1 Definition of Technique**

According to Ngalimun (2013, p. 10) argues that “Technique is the way to implement the method.” Furthermore, according to Abdul Majid (2013, p. 232) argues that “Technique was ability, strategy or method did by the teacher in learning activity to get the good result. Technique is implementation that happened in

learning activity. Example of learning technique, it can be seen from student-teacher activities in the class. It was used by the teacher has many variances.”

Based on the review of theoretical studies above, we can conclude that vocabulary is the important part in learning the language. Vocabulary refers to the words we must understand to communicate effectively. If we master the vocabulary we would find it easier when we have to speak, read, listen and also speak to communicate with one and another.

Moreover, to increase the students' motivation in vocabulary learning process, teacher should choose a good strategy so that the students do not feel bored in learning process. A suitable technique will make students learn vocabulary without any burdens. One of the techniques that can be used to teach vocabulary is Word Wall. From the definition of the theoretical studies above, we can know that Word Wall is a tool that display of key words and provides visual reference for students which can displayed in a wall, bulletin board, check board, or white board in a classroom. Besides using Word Wall technique to make students feel happy to learn vocabularies, the researcher also use Crossword Puzzle Game. In this game, the students will be given some words that have to be guessed from clues and written in spaces grid. They have to think carefully in order to answer it or do it. So that, in this study the researcher combine the Word Wall and Crossword Puzzle as a technique to improve students' vocabulary.

### **2.3 Theoretical Framework**

Based on the theoretical studies that many researchers had investigated about teaching vocabulary, there were so many ways, such as using various

technique or media to improve students' vocabulary in learning process. As we know that teaching vocabulary is one of the important things in language learning. The students need to learn vocabulary to know about the words meaning, the structures, and the application of words. Without vocabulary knowledge, they would not be able to express their idea.

In teaching vocabulary, teacher should use an appropriate technique in teaching learning process to make students more active, fun, and enjoy. It is very important because the use of an appropriate technique or game will be able to make learning situation more attractive. In this study, the researcher chose Word Wall and Crossword Puzzle that will be combined as a technique to teach vocabulary because based on the previous studies and also review of literature above. It can be seen that using interesting technique or media can be effective and interesting in improving student's vocabulary, so the researcher hope that after learning vocabulary using the combination between Word Wall and Crossword Puzzle as a technique in teaching vocabulary will enrich students' vocabulary mastery.

The framework of the research can be seen in the diagram below:

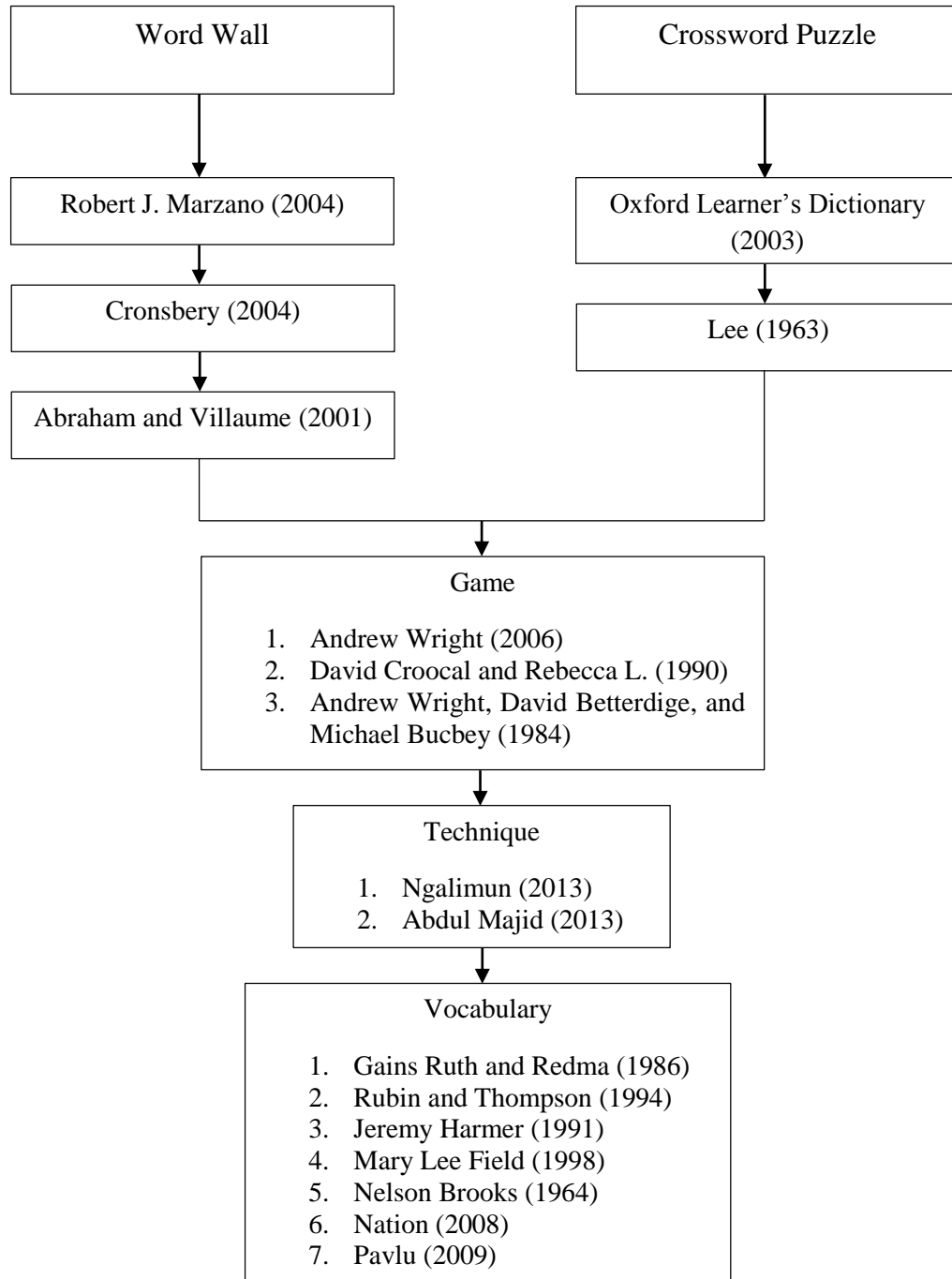


Figure 2. 1 Theoretical Framework

## **CHAPTER III**

### **METHODHOLOGY**

This chapter consists of research design, object of the study, subject of the study, research variables, type of data, instrument for collecting data, method of collecting data, and method of analyzing data.

#### **3.1 Research Design**

In this study, the research approach used by the researcher is quantitative approach. Quantitative approach is a research data in the form of figures and statistical analyses to seek answers from the formulation of a research problem. The research design used by the researcher is experimental design. The statement about experimental design was made by Best and Kahn (2006, p. 164) who stated that "An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment." It means that in experimental design there was comparison of result between two groups, in which one of the group was given a specific treatment and another group was not.

Moreover, Hartoyo (2010, p. 194-202) states that "There are three types of experimental research designs; those are true experimental designs, quasi experimental designs, and multiple baseline designs." In line with this, the researcher conducted this research by using a quasi-experimental design. According to Cresswell (2012, p. 309), a quasi-experimental is "Situation in which the

researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.”

Based on Arikunto (2002, p. 79), the experiment design could be described as follows.

**E01 X 02**

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**C03 04**

Where,

E : Experimental group,

C : Control group,

X : Treatment for the experimental group,

01 : Pre-test for the experimental group,

02 : Post-test for the experimental group,

03 : Pre-test for control group, and

04 : Post-test for control group.

There were two groups in this research as the subjects of the study. First one was an experimental group (01) and another one was a control group (02). First of all, both groups were given a pre-test to get first data. After that, the experimental group received treatments one time by using Word Wall and Crossword Puzzle Technique (X), while the control group did not receive it. On the other hand, the control group was taught by using a conventional technique. Finally, the two groups were given the same post-test to be controlled. After that the data can be analyzed and compared with the previous data.

## **3.2 Population and Sample**

### ***3.2.1 Population***

According to Arikunto (2006, p. 130), “Population is all of members of the subject in research.” The population of this research was the second grade students of SMP Negeri 20 Semarang in 2019/2020 academic year which consisted of 96 students and were divided into three classes; they were VIII B, VIII C, and VIII D.

### ***3.2.2 Sample***

According to Arikunto (2006, p. 131), “A sample is a part of the representative of population that is investigated.” The sample of this research was two classes. One class as control class and one class was experimental class that were given the treatment of Word Wall and Crossword Puzzle technique. They were VIII B and VIII C with the total number of students involved was approximately 32 students. The researcher choose them based on the recommendation of the teacher. The sample in this research was chosen by purposive sampling as a part of nonprobability sampling technique.

## **3.3 Research Variables and Hypotheses**

### ***3.3.1 Variables***

According to Best (1981, p. 59), “Variables are the conditions or characteristic that experimenter manipulates, controls, or observes.” There were two kinds of variables in this research. They were dependent and independent variables.

### 3.3.1.1 Dependent Variable

According to Cresswell (2002), the dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable. Therefore, the dependent variable of this research was the improvement of student's English vocabulary mastery.

### 3.3.1.2 Independent Variable

According to Hartoyo (2011, p. 122), "Independent variable is that factor which is measured manipulated or selected by the experimenter to determine its relationship to an observed phenomenon." The independent variable of this study was Word Wall and Crossword Puzzle technique which is used as a medium in teaching English vocabulary.

### **3.3.2 Hypotheses**

Based on Cresswell (2012), the statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or a characteristic. Therefore, the researcher proposed two kinds of hypotheses in this research as follows.

- 1) Null hypothesis ( $H_0$ ): there is no significant difference of the students' vocabulary mastery after being taught by using Word Wall and Crossword Puzzle technique.
- 2) Working hypothesis ( $H_a$ ): there is significant difference of the students' vocabulary mastery after being taught by using Word Wall and Crossword Puzzle technique.



### **3.4 Type of Data**

Type of data that were used in this research is quantitative data which were the scores of tests. The scores were taken from pre-test and post-test.

#### ***3.4.1 Quantitative Data***

Burns (2010, p.118) stated that “Quantitative data analysis means presenting your data in numerical form. Quantitative data can have a very important place in the way we discover things and present our findings.” The quantitative data of this research were the results of doing some tests which were pre-test and post-test.

### **3.5 Instrument for Collecting Data**

Instrument has an important function in this research. The researcher used one kind of instrument, which was vocabulary test. The purpose of the test was to know if Word Wall and Crossword Puzzle technique was effective or not for the students to learn vocabulary. The material of the test were taken from English book with the title “When English Rings a Bell” and other resources to add more vocabularies which related to their subject and based on Junior High School curriculum.

According to Kerlinger (1973, p. 84), “Instrument is an important tool for collecting the data in a research study.” Therefore, to support this research, the researcher uses the instruments in collecting data, which were pre-test and post-test.

#### ***3.5.1 Pre-test***

Pre-test was conducted with the purpose of measuring the students’ ability in identifying new English vocabulary available in the given text about stating capability. It consisted of thirty questions in a form of multiple choice.

### ***3.5.2 Post-test***

The post-test question items were identical to pre-test question items. The difference was on the aim. If pre-test had a purpose to measure the students' ability in identifying new English vocabulary, but the post-test was aimed to measure the improvement made by the students after being given some treatments using Word Wall and Crossword Puzzle technique as the medium.

## **3.6 Method of Collecting Data**

There were several steps that the researcher do to collect the data such as doing try-out, giving pre-test and post-test.

### ***3.6.1 Tryout***

Before the test was administered to the students, the researcher firstly conducted a try-out test to the eighth grade students at SMP Negeri 20 Semarang. The purpose of conducting try-out test was to know whether the test was valid and reliable. It had been tried first for students in other class beside experimental and control class, which was VIII D.

### ***3.6.2 Pre-test***

Pre-test was an observation carried out before the experiment or treatment. A pre-test in this study was aimed to know the initial students' vocabulary mastery. Both groups were given the same test items.

### ***3.6.3 Treatment***

The treatment would be given after the pre-test was done. For the experimental group, Word Wall and Crossword Puzzle technique will be used as

the medium to learn vocabulary. The process of giving treatment was to make sure that Word Wall and Crossword Puzzle technique used in this study affects students' vocabulary mastery. Conventional method would be used for the control group in teaching vocabulary.

#### ***3.6.4 Post-test***

The post-test was aimed to know the students' ability and achievement after getting the treatment. By analyzing the students' post-test scores, the researcher could measure the significant difference in students' achievement between the experimental and control group. The post-test would be given after the treatment to both experimental and control group were done. Both groups were given the same test items.

### **3.7 Method of Analyzing Data**

In this part, the researcher had to analyze the data obtained from the students. In answering the problem of the study and also in analyzing the data, the researcher used some steps, which were scoring data, analyzing tryout test, checking validity of the test, checking reliability of the test, checking difficulty level, discriminating power, and the last one is doing t-test statistical analysis.

#### ***3.7.1 Scoring Data***

In scoring data, students who answered the questions correctly will get score 1 and those who answered incorrectly will get score 0. To obtain the total score, the formula below was used:

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

In which,

S : score

R : total number of correct answer

N : total number of items

### ***3.7.2 Analyzing Tryout Test***

Tryout test was conducted to check whether the test had validity and reliability. If the items were not valid or reliable, they had to be revised or replaced. The tryout test would be conducted in a different group which was not categorized as experimental or control group. After conducting tryout test, the data will be analyzed to determine its validity, reliability, level of difficulty and discriminating power of the test.

### ***3.7.3 Validity of the Test***

“Validity is important for ensuring the quality of the test. Test validity is defined as the degree to which a test measures what it claims to be measuring” (Brown, 1988, p. 98-105). In measuring the validity of the test, this research used the following formula:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(N\Sigma X^2 - (\Sigma X)^2)\} \{(N\Sigma Y^2 - (\Sigma Y)^2)\}}}$$

In which,

$r_{xy}$  : validity of each item

N : the number of students who participate in the test

$\Sigma XY$  : the sum of multiple of score from each student with the total score in each item

- $\Sigma X$  : the sum of score in each item
- $\Sigma X^2$  : the sum of the square score in each item
- $\Sigma Y$  : the sum of score from each student
- $\Sigma Y^2$  : the sum of the square score from each student

(Arikunto, 2006, p. 170)

#### **3.7.4 Reliability of the Test**

According to Harris (1969, p. 14), “Reliability is the stability of test scores. The test result must be taking care of the stability to make sure that the test is reliable.” To measure the reliability of the test, the researcher used the following formula:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \Sigma pq}{V_t} \right)$$

In which,

- $r_{11}$  : instrument reliability
- $k$  : the number of items in the test
- $V_t$  : the total variance
- $\sigma^2$  : the total variance
- $p$  : the proportion of students passing a given item
- $q$  : the proportion of students that do not pass a given item
- $\Sigma pq$  : the sum of  $p$  times  $q$

(Arikunto, 2002, p. 83)

The value of  $r$  of the result of the calculation then consulted to the  $r$ -table. If the value of the calculated  $r$  is bigger than  $r$ -table, it can be concluded that the test items are reliable.

### ***3.7.5 Difficulty Level***

Good test items are the items which are not very difficult and also not very easy. Very easy test items can't stimulate the students to solve the test, and very difficult test items will make the students give up finding the answer of the test. To find out the difficulty level of the test items, the researcher used the formula as follows:

$$P = \frac{B}{JS}$$

In which,

$P$  : difficulty level

$B$  : number of students who answer the item correctly

$JS$  : number of students

### ***3.7.6 Discriminating Power***

Discrimination power is the power of the test items to discriminate between smart students and the others. The index of discriminating power can range starting from -1.00 to 1.00. The negative symbol signs that the test fails in measuring the quality of the test. It means that the high quality of the test was judged as the poor item. To find out the discriminating level for the test items, the researcher used this following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

In which:

D : discriminating power

BA : number of students in the upper group who answer the item correctly

BB : number of students in the lower group who answer the item correctly

JA : number of all students in the upper group

JB : number of all students in the lower group

While the criterion of the computation:

Table 3. 1 Criteria of Discriminating Power

Interval	Criteria
$0.00 < D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

### 3.7.7 T-Test Statistical Analysis

In order to determine whether there was a significance difference between the students' vocabulary achievement of the experimental and control groups, the t-test formula will be applied. However, the standard derivation should be computed before counting the t-test. The formula of standard deviation that the researcher used as the following:

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}}$$

In which:

S : standard deviation of both groups

n<sub>1</sub> : students amount of experimental group

s<sub>1</sub> : standard deviation of experimental group

$n_2$  : students amount of control group

$s_2$  : standard deviation of control group

To find out the  $t$ -value of the significance difference between the two averages of the pre-test and post-test, the formula is presented as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

$t$  :  $t$ -value

$s$  : standard derivation of both groups

$\bar{x}_1$  : mean of experimental group

$n_1$  : student amount of experimental group

$\bar{x}_2$  : mean of control group

$n_2$  : student amount o control group

(Arikunto, 2006, p. 295)

After getting the result of  $t$ -test, the hypotheses of the research was tested by the following criteria:

- 1) Rejecting null hypothesis ( $H_0$ ) and acceoting alternative hypothesis ( $H_a$ ) if  $t_{value}$  was higher than  $t_{table}$  ( $t_{value} > t_{table}$ ).
- 2) Accepting null hypothesis ( $H_0$ ) and rejecting alternative hypothesis ( $H_a$ ) if  $t_{table}$  was higher than  $t_{value}$  ( $t_{table} > t_{value}$ ).



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher elaborates the research findings and discussion.

#### 4.1 Findings

The research findings discuss an analysis of tryout test, pre-test, and post-test of experimental and control groups.

##### 4.1.1 Tryout Test Findings

The try-out test was conducted on August 19<sup>th</sup>, 2019. It was held for class VIII D students of SMP Negeri 20 Semarang. There were 32 students joined the test and they had to do 40 multiple choice test items in 80 minutes. The analysis of try-out test was to find out a good instrument for investigation. The computation of the try-out tes analysis could be seen on appendix 10.

##### 4.1.1.1 Validity

The researcher applied Pearson's product-moment coefficient of correlation to calculate the validity of the test. It is valid if the  $r_{xy} > r_{table}$ ; for  $\alpha = 5\%$  and  $N=32$ ,  $r_{table} = 0.349$ . By applying the formula, the researcher calculated the data and found the coefficient of validity ( $r_{xy}$ ) of each item. The following was an example of counting the validity of item number one:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(N\Sigma X^2 - (\Sigma X)^2)\} \{(N\Sigma Y^2 - (\Sigma Y)^2)\}}}$$
$$r_{xy} = \frac{\{32x484\} - \{20x687\}}{\sqrt{\{(32x200)\} - \{20\}^2 \{(32x471969)\} - (687)^2}}$$

$$r_{xy} = 0.505$$

The item number one of the try-out test was valid since its  $r_{xy}=0.505$  was higher than  $r_{table}$ . (0.349). The following was the summary of validity analysis:

Table 4. 1 Validity of Try-out Test

No	Item Number	Criteria
1	1, 2, 3, 4, 7, 8, 9, 12, 13, 14, 17, 18, 21, 22, 23, 24, 25, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40.	Valid
2	5, 6, 10, 11, 15, 16, 19, 20, 26, 30.	Invalid

The table shows that there were 30 valid items and 10 invalid items of 40 items. In addition, the researcher eliminated those 10 items and selected those 30 valid items to be Pre-test and Post-test question items.

#### 4.1.1.2 Reliability

According to Valette and David (1964. P. 14), “Reliability is meant the stability of the test score.” In other words, the result of the similar test should be consistent. The test was reliable if the result of  $r_{11}$  was greater than  $r_{table}$ . In analyzing the reliability of the instrument, the researcher used Kuder-Richardson formula 20 (K-R20). The computation of the data showed that  $r_{11}=0.822$ . The value of  $r_{11}$  was higher than  $r_{table}$ , so the researcher concluded that the test was reliable.

The following is the computation of reliability of try-out test:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum pq}{\sigma^2} \right)$$

$$r_{11} = \left( \frac{40}{40-1} \right) \left( 1 - \frac{9,687}{48,81} \right) = 0,822$$

#### 4.1.1.3 Difficulty Level

The difficulty level was counted to find out the vocabulary difficulty level of the test items. It was a measure of the proportion of students who answered the items correctly. It was frequently called *p-value*. If the *p-value* was low, it will be considered to be difficult items.

The following is the computation of difficulty level of item number 1 in the try-out instrument:

$$P = \frac{B}{JS}$$

$$P = \frac{20}{32}$$

$$P = 0.63$$

Based on the computation, the difficulty level number 1 was medium. It means that the item was not too difficult. The result of classification of item difficulty can be seen in the following table:

Table 4. 2 Item Difficulty of the Test

Criteria	Number of items
Difficult	21
Medium	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40
Easy	0

From the table above, there was 1 difficult item, 39 items were medium items, and there was no easy item.

#### 4.1.1.4 Discriminating Power

The data of total correct answer of high and low test scores of students was collected to find out the discriminating power of test items. The following is the computation of discriminating power of item number 1:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{14}{16} - \frac{8}{16}$$

$$D = 0.75 - 0.5$$

$$D = 0.25$$

Based on the computation above, the item number 1 was good so that it could be used as the instrument. The classification result of discriminating power can be seen in the following table:

Table 4. 3 Discriminating Power of the Test

Criteria	Number of Item
Excellent	6, 17, 21, 22, 23, 25, 27, 29, 32, 38
Good	1, 2, 3, 4, 7, 8, 9, 12, 13, 14, 15, 18, 24, 28, 31, 33, 34, 35, 36, 37, 39, 40
Satisfactory	5, 10, 11, 16, 20
Poor	19, 26, 30

From the table above, it can be seen that 10 items were classified to be excellent, 22 items were classified to be good items, 5 items were classified to be satisfactory, and 3 items were classified to be poor items.

#### **4.1.2 Pre-Test Findings**

The pre-test for experimental and control groups was conducted on August 20<sup>th</sup>, 2019. There were 32 students of each group participated in the pre-test and they were given 60 minutes to answer 30 multiple choice items. The students' pre-test scores of both groups were analyzed its normality and homogeneity. The result of pre-test in experimental and control groups could be seen in the following table:

Table 4. 4 Pre-Test Scores of Experimental Group and Control Group

Experimental Group			Control Group		
No	Code	Score	No	Code	Score
1	E-01	67	1	C-01	63
2	E-02	70	2	C-02	67
3	E-03	67	3	C-03	60
4	E-04	77	4	C-04	63
5	E-05	80	5	C-05	73
6	E-06	70	6	C-06	53
7	E-07	67	7	C-07	70
8	E-08	63	8	C-08	70
9	E-09	70	9	C-09	60
10	E-10	73	10	C-10	67
11	E-11	70	11	C-11	63
12	E-12	63	12	C-12	60
13	E-13	83	13	C-13	63
14	E-14	60	14	C-14	67
15	E-15	67	15	C-15	70
16	E-16	77	16	C-16	73
17	E-17	73	17	C-17	70
18	E-18	67	18	C-18	67
19	E-19	60	19	C-19	67
20	E-20	73	20	C-20	67
21	E-21	73	21	C-21	63
22	E-22	63	22	C-22	73
23	E-23	63	23	C-23	77
24	E-24	60	24	C-24	77
25	E-25	63	25	C-25	67
26	E-26	57	26	C-26	60
27	E-27	63	27	C-27	67
28	E-28	73	28	C-28	70
29	E-29	57	29	C-29	67
30	E-30	60	30	C-30	70
31	E-31	73	31	C-31	60
32	E-32	70	32	C-32	73
$\Sigma$	=	2173	$\Sigma$	=	2137
$n_1$	=	32	$n_2$	=	32
$\bar{x}_1$	=	67.92	$\bar{x}_2$	=	66.77
$s_1^2$	=	44.2225	$s_2^2$	=	29.0521
$S_1$	=	6.65	$S_2$	=	5.39

The table showed that the experimental group total score was 2173 in doing pre-test. Furthermore, the maximum score was 83, the minimum score was 57, and the average of this group was 67.92. Besides, it can be seen that the total score of pre-test in control group was 2137. Moreover, the maximum score was 77, the minimum score was 53, and the average score of this group was 66.77. The pre-test result from the control and experiment groups showed that the result of the two groups were slightly different. From these result, the researcher knew that there were slightly different in the pre-test result of the two groups, which means that the two groups have the same level of vocabulary mastery before getting the treatment. Therefore, the experiment could be continued to find out the effectiveness of using a combination of Word Wall and Crossword Puzzle technique for students' vocabulary mastery.

#### 4.1.2.1 Normality of the Pre-test between the Experimental and Control Group

The pre-test normality of the experimental and control group is presented in the following table:

Table 4. 5 Pre-Test Normality of Experimental and Control Group  
Tests of Normality

Groups		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Experimental Group	0,130	32	0,187	0,965	32	0,372
	Control Group	0,149	32	0,070	0,957	32	0,229

From the calculation of the table above, it could be concluded that the pre-test in this research was normally distributed since the sig values of two groups were higher than 0.05. The Saphiro-Wilk sig (significance) value of the experimental group in the pre-test was 0.372, while the control group was 0.229.

Furthermore, the sig (significance) value of the experimental group in the Kolmogorov-Smirnov the pre-test was 0.187, while the control group was 0.070. In short, the data of both experimental and groups in the pre-test were normally distributed. The students' pre-test score between experimental and control groups could be seen on appendix 12 and appendix 13.

#### 4.1.2.2 Homogeneity of the Pre-Test of Experimental and Control Group

The computation of homogeneity was to find out the similarity of both experimental and control groups in students' English vocabulary achievement. If the results of homogeneity of experimental and control groups are not homogenous, the treatment cannot be conducted because homogeneity influences the test result and the students of experimental and control groups do not have the same ability in vocabulary achievement. The homogeneity of experimental and control group pre-test could be seen in the table below:

Table 4. 6 Pre-Test Homogeneity of Experimental and Control Group  
**Group Statistics**

Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest Experimental Group	32	67,9167	6,65321	1,17613
Control Group	32	66,7708	5,38712	0,95232

#### **Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	2,545	0,12	0,76	62	0,452	1,15	1,51	-1,88	4,17
	Equal variances not assumed			0,76	59,4	0,452	1,15	1,51	-1,88	4,17

Based on the computation of the data above, the homogeneity test results using the Levene's test obtained the value of  $F_{hitung}=2.545$  with a significance value of  $0.12 > 0.05$ , which means that the pre-test variance data of the two groups were homogenous. Therefore, subsequent testing used was the Independent Sample Test type equal variances assumed. The t-test results obtained  $t_{hitung} = 0.76$  with a significance of  $0.452 > 0.05$ , which means that the average pre-test of the two groups was not significantly different.

#### **4.1.3 Treatments**

The researcher conducted treatment for the experimental group by using the combination between Word Wall and Crossword Puzzle technique, while the control group used conventional technique.

##### **4.1.3.1 Treatments for the Experimental Group**

The treatment for experimental group was conducted on August 21<sup>st</sup>, 2019. The researcher taught the students of the experimental group by using Word Wall and Crossword Puzzle technique. Firstly, the researcher introduced the materials to the students. After that, the researcher presented the Word Wall and Crossword Puzzle to the students. The next activity was the researcher told the students that we would learn new vocabularies by using Word Wall and Crossword Puzzle. The students looked very happy and were also enthusiastic to start the lesson.

The researcher divided the class into 4 groups consisted of 8 students in each group and then the researcher explained the rule of the activity. Each group choose one of their group members to be a leader. The leader of the group would present the groups' result. Students were given some vocabularies about verb, adjective,



and noun. Each group got 40 vocabularies; this means that each student got about 4 to 5 vocabularies. After that, the students had to find out the meaning of each vocabulary they had got. Then, each group had to discuss and remember about their vocabularies. After they finished, the leader of each group came forward to put “vocabulary paper” on the white board, so all students could see the vocabulary on the whiteboard clearly. The researcher presented the vocabulary and also gave the meaning from the vocabulary posted on the board.

After the Word Wall finished, the researcher gave the next activity which was a Crossword Puzzle about Job and Occupation. In this activity, the researcher gave 10 questions that had to be answered in their Crossword Puzzle which was shown on pieces of paper. Each group got 1 Crossword Puzzle paper and they had to discuss the questions about vocabularies that they had learned. After that, the researcher gave a reward to the group that won. Each group was given one minute to guess the name of Job and Occupation based on the clue on the Word Wall that they had got before. In the last session of the lesson, the researcher gave the students feedback and they summarized the lesson together.

#### 4.1.3.2 Treatments for the Control Group

The researcher conducted the treatment on August 22<sup>nd</sup>, 2019. Firstly, the researcher explained the same materials as the experimental group for the control group. Then, the researcher gave the students exercise by using conventional technique. Their English teacher in SMPN 20 Semarang used this method to teach

them in the previous class. In the last session in the meeting, the researcher gave the students feedback and the students summarized the lesson together.

#### **4.1.4 Post-Test Findings**

The post-test was held after the treatment was given. The experimental group had post-test on August 28<sup>th</sup>, 2019 and the control group had post-test on the August 29<sup>th</sup>, 2019. The post-test consisted of 30 multiple choice items, the post-test could be seen on appendix 19.

The post-test results of each group are shown in the following table:

Table 4. 7 Post-Test Scores of Experimental and Control Group

Experimental Group			Control Group		
No	Code	Score	No	Code	Score
1	E-01	83	1	C-01	63
2	E-02	87	2	C-02	67
3	E-03	73	3	C-03	60
4	E-04	77	4	C-04	63
5	E-05	83	5	C-05	73
6	E-06	67	6	C-06	53
7	E-07	77	7	C-07	70
8	E-08	80	8	C-08	70
9	E-09	77	9	C-09	60
10	E-10	77	10	C-10	67
11	E-11	77	11	C-11	63
12	E-12	70	12	C-12	60
13	E-13	80	13	C-13	63
14	E-14	80	14	C-14	67
15	E-15	80	15	C-15	70
16	E-16	87	16	C-16	73
17	E-17	80	17	C-17	70
18	E-18	77	18	C-18	67
19	E-19	77	19	C-19	67
20	E-20	73	20	C-20	67
21	E-21	73	21	C-21	63
22	E-22	83	22	C-22	73
23	E-23	87	23	C-23	77
24	E-24	83	24	C-24	77
25	E-25	83	25	C-25	67
26	E-26	77	26	C-26	60

27	E-27	77	27	C-27	67
28	E-28	83	28	C-28	70
29	E-29	73	29	C-29	67
30	E-30	80	30	C-30	70
31	E-31	80	31	C-31	60
32	E-32	83	32	C-32	73
$\Sigma$	=	2523	$\Sigma$	=	2300
$n_1$	=	32	$n_2$	=	32
$\bar{x}_1$	=	78.85	$\bar{x}_2$	=	71.88
$s_1^2$	=	23.3289	$s_2^2$	=	24.3049
$S_1$	=	4.83	$S_2$	=	4.93

Based on the post-test result, the total score of experimental group was 2513. This group had the average score 78.85. Moreover, the control group got total score 2300. The average score of control group was 71.88. As a result, it showed that there was an improvement in post-test result than pre-test. Based on the table above, it can be seen that the students' improvement of experimental group was higher than the control group. In rather simple observation, there was a significant difference in vocabulary mastery between students of experimental and control groups after getting the treatment by using the combination between Word Wall and Crossword Puzzle technique. Based on the result, it can be concluded that Word Wall and Crossword Puzzle technique are more effective to improve students' vocabulary mastery rather than conventional method.

#### 4.1.4.1 Normality of Post-Test between the Experimental and Control Group

The normality of the data should be checked before the researcher counted the *t-test*. If the scores are not normal, the *t-test* cannot be counted because they did not have the same average in vocabulary achievement. The post-test normality of the experimental and control groups is presented in the table below:

Table 4. 8 Post-Test Normality of Experimental and Control Group

Groups		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test	Experimental Group	0,143	32	0,093	0,944	32	0,100
	Control Group	0,148	32	0,074	0,950	32	0,141

From the calculation of the table above, it could be concluded that the pre-test in this research was normally distributed since the sig values of the two groups were higher than 0.05. The Shapiro-Wilk sig (significance) value of the experimental group in the post-test was 0.100, while the control group was 0.141. From the Kolmogorov-Smirnov sig (significance) value of experimental group in the post-test was 0.093, while the control group was 0.074. The detail students' post-test score between experiment and control groups could be seen on appendix 12 and appendix 13. In short, the data of both experiment and control group in the post-test were normally distributed.

#### 4.1.4.2 Homogeneity of the Post-Test of the Experimental and Control Group

The homogeneity of pos-test of both groups could be seen in the following table:

Table 4. 9 Post-Test Homogeneity of Experimental and Control Group  
Group Statistics

Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test Experimental Group	32	78,8542	4,83486	0,85469
Control Group	32	71,8750	4,93234	0,87192

#### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post-test Equal variances assumed	0,033	0,857	5,716	62	0,000	6,97917	1,22096	4,53850	9,41983

Equal variances not assumed			5,716	61,97 5	0,000	6,97917	1,2209 6	4,5384 8	9,4198 5
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Based on the computation of the data above, the homogeneity test results using the Levene's test obtained  $F_{hitung} = 0.033$  with a significance value of  $0.857 > 0.05$ , which means that the post-test data variance of the two groups was homogenous, so that the subsequent testing used was the type of Independent Sample Test which was assumed to be the same as the variant. The *t-test* results was obtained  $t_{hitung} = 5716$  with a significance of  $0.000 < 0.05$ , which means that the average of post-test of the two groups was significantly different. It could be seen from the average in the experimental group was 78.85 and the control group was 71.86. It can be concluded that the experimental group was more effective than the control group.

#### ***4.1.5 Mean Scores Differences between Pre-Test and Post-Test of Experimental and Control Group***

The significance difference of the experiment could be seen through the difference of average scores in two groups. The following graph presented the average score result of pre-test and post-test between the two groups.

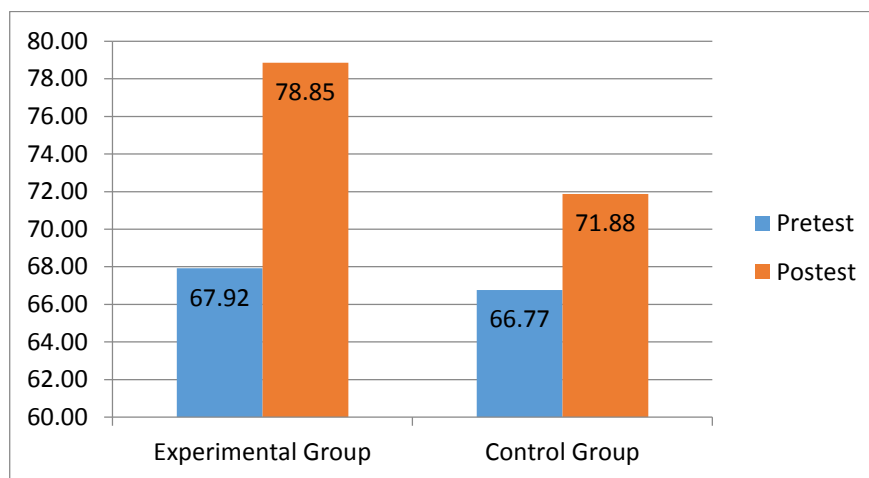


Figure 4. 1 Chart of Students' Vocabulary Improvement between Experimental and Control Group

The graph above showed that the average score of pre-test in the experimental group was 67.92. Meanwhile, the average score of post-test was 78.85. Therefore, there was a significance improvement between the pre-test and the post-test scores achieved by the students of the experimental group.

On the other side, the average score of pre-test in the control group was 66.77. Meanwhile, the average score of post-test was 71.88. In this group, there was less improvement than the experimental group. It means that the difference mean score of the experimental group was higher than the control group. In conclusion, the researcher concluded that there was better improvement of the experimental group's vocabulary achievement after they received the treatment by using the combination of Word Wall and Crossword Puzzle technique. The clear comparison of the average score between the two groups can be seen in the following table.

Table 4. 10 Mean Scores Comparison

	Experimental Group	Control Group
Pre-test	67.92	66.77
Post-test	78.85	71.88

The table above demonstrated that there were improvements in both groups. However, the progress of the experimental group which was taught by the combination between Word Wall and Crossword Puzzle technique was higher than the control group which was taught by conventional method. To prove the significant improvement of both groups, the results need to be tested by using *t-test*.

#### 4.1.6 T-Test Statistical Findings

The result of the test became the proof whether the difference of pre-test and post-test average of both groups was significant. However, the standard deviation should be counted first. The computation was as follows.

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(32-1) 23,38 + (32-1)24,33}{32 + 32 - 2}}$$

$$S = \sqrt{23,85}$$

$$S = 4,88$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{78,85 - 71,88}{4,88 \sqrt{\frac{1}{32} + \frac{1}{32}}} = 5,71$$

The value of *t-table* with  $dk = 32 + 32 - 2 = 62$ , and significance level ( $\alpha$ ) = 5% was 1.99. Based on the computation, it could be seen that  $t_{value}$  (5.71) was higher than the  $t_{table}$  (1.99). It could be concluded that there was significant difference

between the experimental and control groups. The complete computation of *t-test* analysis could be seen on appendix 10.

#### 4.2 Discussion

The objective of this study was to find out whether or not the use of combination between Word Wall and Crossword Puzzle technique was effective for teaching vocabulary in the eighth grade students of SMP Negeri 20 Semarang in the academic year of 2019/2020. The researcher has counted the data to find out the result of the research in the use of technique to improve students' vocabulary.

After analyzing the whole test results from pre-test and post-test, the researcher could make a conclusion that students' achievement increased after received the treatment. The result of the whole test can be seen in the chart as follows:

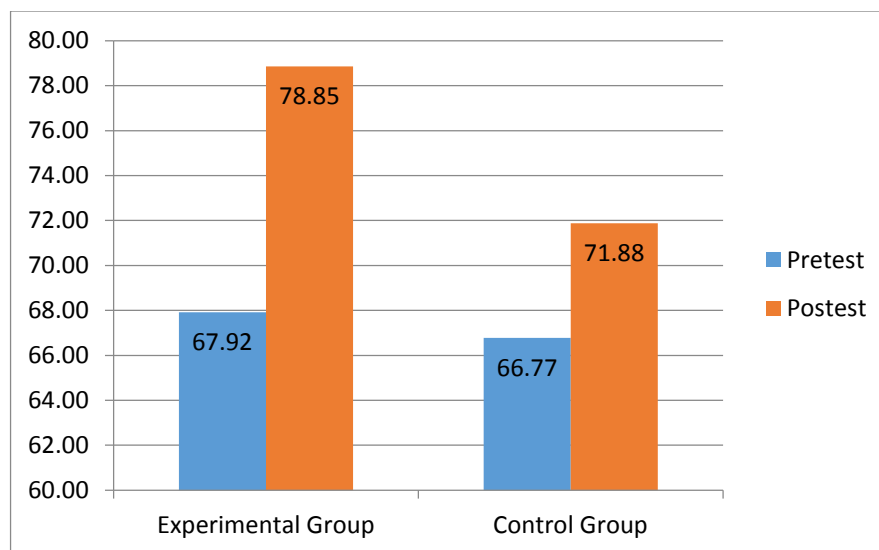


Figure 4. 2 Test Results

Based on the chart above, the mean score of the experimental group was 67.92 and the control group was 66.77. After both groups received different



treatments, the mean score of the experimental group increased 10.93 points to be 78.85, whereas the control group increases only 5.11 points to be 71.88. It showed that after getting the treatments, the experimental group got greater improvement than the control group. From the computation above, it could be concluded that after receiving treatments by using the combination between Word Wall and Crossword Puzzle technique, the students' achievement on vocabulary test increased. As a result, the use of combination between Word Wall and Crossword Puzzle technique successfully improved the students' achievement in vocabulary mastery.

Another result was also proved by the calculation of *t-test* in which the score of sig (2 tailed) was 0.000 lower than 0.05. It was supported by the result of *t-test* as well. The result showed that  $t_{value}$  was 5.71 while the  $t_{table}$  was 1.99 which could be concluded that the  $t_{value} > t_{table}$ . In short, there was a significant difference between the students' vocabulary mastery taught using the combination of Word Wall and Crossword Puzzle technique. Thus,  $H_a$  "teaching using the combination between Word Wall and Crossword Puzzle technique improves the students' vocabulary mastery" is accepted and consequently  $H_o$  that states "teaching using the combination between Word Wall and Crossword Puzzle technique does not improve the students' vocabulary mastery" is rejected.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the experiment and the data analysis which have been discussed in the previous chapter.

#### 5.1 Conclusions

Based on the research, there were some points which can be taken as the conclusion of this research. First, the students' vocabulary achievement before being taught by using the combination between Word Wall and Crossword Puzzle technique was sufficient. It means that the students were only able to answer some of questions that have been tested. It can be seen from the scores obtained by 32 students as an experimental group in this research before being taught by using the combination between Word Wall and Crossword Puzzle technique.

The second, the students' vocabulary achievement after being taught by using the combination between Word Wall and Crossword Puzzle technique was significantly improved. It means that the students were being able to answer almost all the questions correctly that have been tested in teaching vocabulary. It can be seen from the scores obtained by 32 students as an experimental group in this research after being taught using the combination between Word Wall and Crossword Puzzle technique.

The third, there was a significance difference between the students' vocabulary mastery taught using the combination of Word Wall and Crossword Puzzle technique. It was showed in the calculation by using *t-test*. The results

showed that the score  $t_{value}$  was 5.71, while the  $t_{table}$  was 1.99. This could be concluded that the  $t_{value} > t_{table}$ .

The use of combination between Word Wall and Crossword Puzzle technique was successfully improved the students' achievement in vocabulary mastery. It was proven from the result of the pre-test and post-test. The pre-test results showed that the mean score of the experimental group was 67.92 and the control group was 66.77. After the experimental group had received the combination between Word Wall and Crossword Puzzle technique as their treatments, the mean score went up to be 78.85, while the control group which was taught by using conventional method increased to be 71.88. Based on the result, it can be concluded that Word Wall and Crossword Puzzle technique are more effective to improve students' vocabulary mastery rather than conventional method.

## **5.2 Suggestions**

The following are some suggestions that can be taken based on the conclusions of this research, they are as follows:

Theoretically, for students, they can use the combination of Word Wall and Crossword Puzzle technique to learn vocabulary. Furthermore, they can learn other English skills by using the combination of Word Wall and Crossword Puzzle technique which can be easily found on the internet. In addition, this study can give teachers an overview in teaching vocabulary using a combination of some games or techniques as a teaching medium. Moreover, it is hoped that the result of this research can be a reference for the next researcher to conduct such similar research.

Practically, for English teachers, they can use the combination of Word Wall and Crossword Puzzle technique as a method in teaching English, especially in teaching vocabulary. The teachers should choose and give the students an interesting technique and interactive teaching method in order to motivate the students so that they do not feel bored to learn vocabulary. Moreover, the combination between Word Wall and Crossword Puzzle technique can be applied on other English skills.

Pedagogically, it is hoped that the result of the study will be useful for the teacher and the researcher to improve the knowledge about teaching vocabulary in a fun way, so the students can be more interested in teaching learning process. The researcher also suggest future researchers to explore the use of other kinds of technique as a new teaching method to improve students' vocabulary mastery.

Furthermore, teachers or future researchers are expected to use this study as their reference to conduct other researchers in the same field. They are also expected to be able to cover the limitation in this study and develop research in the same field.

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# APPENDICES



## Appendix 1 Decision Letter from Dekanat



**KEPUTUSAN  
DEKAN FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI SEMARANG  
Nomor: 193/UN37.1.2/DK/2019**

**Tentang  
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER  
GASAL/GENAP  
TAHUN AKADEMIK 2018/2019**

- Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.
- Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;
- Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Tanggal 21 Desember 2018

**MEMUTUSKAN**

Menetapkan :  
PERTAMA :

Menunjuk dan menugaskan kepada:

Nama : Galuh Kirana Dwi Areni, S.S., M.Pd.

NIP : 197411042006042001

Pangkat/Golongan : III/d

Jabatan Akademik : Lektor

Sebagai Pembimbing

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : ANGGUN AYUNANDA IVONADEWI

NIM : 2201415111

Jurusan/Prodi : BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris

Topik : The use of combination between "word wall" and "building words" technique to improve Junior High School students' vocabulary

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

Tembusan  
1. Pembantu Dekan Bidang Akademik  
2. Ketua Jurusan  
3. Petinggal

DITETAPKAN DI : SEMARANG  
PADA TANGGAL : 7 Januari 2019  
DEKAN



Prof. Dr. Muhammad Jazuli, M.Hum  
NIP 196107041988031003

2201415111

..... FM-03-AKD-24/Rev. 00 .....

## Appendix 2 Permission Letter from SMP Negeri 20 Semarang



PEMERINTAH KOTA SEMARANG  
 DINAS PENDIDIKAN  
**SMP NEGERI 20 SEMARANG**  
 Jl. Kapas Utara Raya II / 2 ☎ (024) 6594074 Semarang ✉ 50114

**SURAT TUGAS**

Nomor: 420 / 180

Berdasarkan surat dari Universitas Semarang Fakultas Bahasa dan Seni, Nomor : B/9746 /UN37.1.2 /LT /2019 perihal : Permohonan ijin

Kepala SMP Negeri 20 Semarang :

**MENGIJINKAN**

Kepada :

Nama : Anggun Ayunanda Ivonadewi  
 NPM : 2201415111  
 Program Studi : Pendidikan Bahasa Inggris, S1

Untuk melaksanakan Penelitian di SMP Negeri 20 Semarang mulai tanggal 20 s.d 31 Agustus 2019.  
 Dengan Judul **"The Use Of Combination Between Word Wall and Crossword Puzzle Technique to Improve Student' Vocabulary"**

Demikian harap dilaksanakan dengan baik dan penuh rasa tanggungjawab, selanjutnya memberikan laporan secara tertulis setelah selesai melaksanakan Penelitian.

Semarang, 16 Agustus 2019  
 Kepala Sekolah  
  
 Eko Suwanto, S.Pd.  
 NIP. 19681105 199003 1 004



## Appendix 3 Surat Keterangan Selesai Penelitian



PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN  
**SMP NEGERI 20 SEMARANG**  
Jl. Kapas Utara Raya II / 2 ☎ (024) 6594074 Semarang ✉ 50114  
E-mail : [smp20semarang@yahoo.co.id](mailto:smp20semarang@yahoo.co.id) Website : [smpn20semarangkota.co.id](http://smpn20semarangkota.co.id)

**SURAT KETERANGAN**

Nomor : 420/445

1. Dasar : Surat dari Universitas Semarang Fakultas Bahasa dan Seni, Nomor : B/9746/UN37.1.2 /LT /2019 perihal : Permohonan ijin penelitian tanggal 21 Oktober 2019.
2. Kepala SMP Negeri 20 Semarang menerangkan bahwa :

No	Nama	NPM	Program Studi
1	Anggun Ayunanda Ivonadewi	2201415111	Pend. Bahasa Inggris, S1

Telah melaksanakan Penelitian di SMP N 20 Semarang pada tanggal 20 s.d 31 Agustus 2019 dengan judul **“The Use Of Combination Between Word Wall and Crossword Puzzle Technique to Improve Students’ Vocabulary”**

Demikian surat keterangan ini diterbitkan untuk dapat digunakan sebagaimana mestinya.

Semarang, 06 Januari 2020  
Kepala Sekolah  
  
Eko Suwanto, S.Pd  
NIP. 19681105 199005 1 004



## Appendix 4 Lesson Plan Control Group

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

<b>School</b>	<b>: SMPN 20 Semarang</b>
<b>Grade/Semester</b>	<b>: VIII/1</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: Stating Capability</b>
<b>Time Alloment</b>	<b>: 6 x 40' (3 meetings)</b>

**Standard Competence**

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**Basic Competence**

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya.

**I. INDICATORS**

1. Students are able to know the social understanding and function about to state that we can do something.

2. Students are able to observe the conversation given by the teacher.
3. Students are able to find out an explanation of function and pattern of auxiliary modal (CAN).
4. Students are able to identify examples of English conversation asking and stating about ability (CAN).

## **II. OBJECTIVES**

At the end of the lesson, all of students are able to:

1. Determine the right expression to ask about abilities by paying attention to linguistic element.
2. Understand the meaning of each vocabulary in the “Stating capability” (Verb, Noun, and Adjective).
3. Answer questions based on the “Stating capability” properly.

## **III. LEARNING MATERIAL**

**Modal CAN****To state that we can do something**

- Understanding to state that we can do something. How to give an expression stating a person's ability to do something, the use of state that we can do something is found in everyday life.
- The social function: to explain someone's ability or to state about someone's ability.

✓ **To talk about what someone is able to do**

Example:

- He can speak English.
- She can play the guitar.
- I can ride a bike.
- You can play football.

✓ **To make a request with "CAN"**

Example:

- Can you help me with my homework?
- Can you make some tea?
- Can you come here, please?
- Can I sit here?

**Function and Pattern of Auxiliary Modal CAN**

(+) <b>Subject + can + infinitive (verb 1) + Complement</b>
---

Examples:

- She can sing a song.
- They can stay here.
- They can dance.

**(-) Subject + can + not + infinitive (verb 1) + Complement**

Examples:

- She cannot sing a song.
- They cannot stay here.
- They cannot dance.

**(?) Can + Subject + infinitive (verb 1) + Complement**

Expressions to ask ability:	Response	
	Positive	Negative
➤ Can you sing a song?	Yes, I can	No, I can't.
➤ Can you play guitar?	Of course	So sorry, I cannot.
➤ Can you play football?	Sure / Certainly	I'm not sure.

**List of action verb:**

- Play
  - Come
  - Make
  - Go
  - Sing
  - Work
  - Swim
  - Sweep
- Write
  - Do
  - Read
  - Help

#### IV. METHOD/TECHNIQUE

- a. Explanation
- b. Grammar-Translation Method

#### V. LEARNING ACTIVITY

##### Meeting I (Pre-test)

Steps	Activity	Time allotment
Opening	<ol style="list-style-type: none"> <li>1. Greeting and checking the attendance list.</li> <li>2. Teacher gives the objective of the lesson.</li> </ol>	10 minutes
Main Activity	<ol style="list-style-type: none"> <li>1. Teacher explains about stating capability.</li> <li>2. Teacher gives the questions about stating capability and answer sheet to the students.</li> <li>3. After finish the work, the students collect their answer sheet to the teacher.</li> </ol>	60 minutes
Closing	<ol style="list-style-type: none"> <li>1. Teacher asks the students about vocabulary related to the material of stating capability.</li> <li>2. Students pay attention to the teacher explanation and conclusion about the lesson.</li> </ol>	10 minutes

##### Meeting 2 (Treatment)

Steps	Activity	Time allotment
Opening	<ol style="list-style-type: none"> <li>1. Greeting and checking the attendance list.</li> <li>2. Teacher motivates the student to express the knowledge about stating capability.</li> <li>3. Teacher gives the objective of the lesson.</li> </ol>	10 minutes
Main Activity	<b><u>Exploration</u></b>	60 minutes



	<ol style="list-style-type: none"> <li>1. Students are given material about stating capability.</li> <li>2. Students are given about the function and pattern of auxiliary modal 'Can'.</li> <li>3. Students are given the examples about stating capability.</li> <li>4. Students are given some vocabularies that support their understanding.</li> </ol> <p><b><u>Elaboration</u></b></p> <ol style="list-style-type: none"> <li>1. Students identify the difficult word in the material of stating capability.</li> <li>2. Students are guided to check the meaning in dictionary.</li> <li>3. Students are guided to translate the difficult words one by one.</li> <li>4. Students are ask to memorize the words.</li> </ol> <p><b><u>Confirmation</u></b></p> <ol style="list-style-type: none"> <li>1. Students discuss the vocabulary that they have learned.</li> <li>2. Students are allowed to ask question related to the material.</li> </ol>	
Closing	<ol style="list-style-type: none"> <li>1. Teacher asks the students about the difficulties they may find in the lesson.</li> <li>2. Teacher asks the students to summarize the material.</li> <li>3. Taking leave.</li> </ol>	10 minutes

**Meeting 3 (Post-test)**

<b>Steps</b>	<b>Activity</b>	<b>Time allotment</b>
Opening	<ol style="list-style-type: none"> <li>1. Greeting and checking the attendance list.</li> <li>2. Teacher gives the objective of the lesson.</li> </ol>	10 minutes
Main Activity	<ol style="list-style-type: none"> <li>1. Teacher explains about stating capability.</li> <li>2. Teacher gives the questions about stating capability and answer sheet to the students.</li> <li>3. After finish the work, the students collect their answer sheet to the teacher.</li> </ol>	60 minutes
Closing	<ol style="list-style-type: none"> <li>1. Teacher asks the students about vocabulary related to the material of stating capability.</li> <li>2. Students pay attention to the teacher explanation and conclusion about the lesson.</li> </ol>	10 minutes

**VI. SOURCE OF MEDIA**

1. English book
2. Internet
3. Dictionary

**VII. ASSESSMENT**

Technique : Written text

Instrument : Question and answer

**VIII. INSTRUMENT OF ASSESSMENT**

*Read the dialog. Then, fill in the blanks with the words given below.*

John : (1) .....visit my house tomorrow?

Roy : Of course (2).....

Ryan : Can you help me to (3).....the door, please?

Boy : Sure (4).....

Paul : I will go to the library. (5)..... with me?

Jack : Yes, of course. (6) .....

Miley : My father buys me a tablet. Can you help me to (7) .....

Sherly : I am sorry, (8).....

Boby : I have some melon. Can you (9).....a juice of it for me?

Jean : (10)..... I can make it for you.

- a. Open
- b. I can open the door
- c. Can you
- d. I can visit your house tomorrow
- e. Can you go
- f. I can go with you
- g. Make
- h. Of course
- i. Use it
- j. I cannot

#### **IX. RUBRIC OF ASSESSMENT**

Total score : 100

Total of correct answer x 10

#### **X. KEY ANSWER**

1. c. Can you
2. d. I can visit your house tomorrow
3. a. Open
4. b. I can open the door
5. e. Can you go
6. f. I can go with you
7. i. Use it

8. j. I cannot

9. g. Make

10. h. Of course

Semarang, August 1<sup>st</sup>, 2019

English Teacher

Researcher

Armiyanti Noerlisa, S.pd

NIP. 197303102007011010

Anggun Ayunanda Ivonadewi

NIM. 2201415111

## Appendix 5 Lesson Plan Experimental Group

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

<b>School</b>	<b>: SMPN 20 Semarang</b>
<b>Grade/Semester</b>	<b>: VIII/1</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: Stating Capability</b>
<b>Time Alloment</b>	<b>: 6 x 40' (3 meetings)</b>

**Standard Competence**

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**Basic Competence**

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya.

**I. INDICATORS**

5. Students are able to know the social understanding and function about to state that we can do something.
6. Students are able to observe the conversation given by the teacher.
7. Students are able to find out an explanation of function and pattern of auxiliary modal (CAN).
8. Students are able to identify examples of English conversation asking and stating about ability (CAN).

**II. OBJECTIVES**

At the end of the lesson, all of students are able to:

4. Determine the right expression to ask about abilities by paying attention to linguistic element.
5. Understand the meaning of each vocabulary in the “Stating capability” (Verb, Noun, and Adjective).
6. Answer questions based on the “Stating capability” properly.

**III. LEARNING MATERIAL**

**Modal CAN****To state that we can do something**

- Understanding to state that we can do something. How to give an expression stating a person's ability to do something, the use of state that we can do something is found in everyday life.
- The social function: to explain someone's ability or to state about someone's ability.

✓ **To talk about what someone is able to do**

Example:

- He can speak English.
- She can play the guitar.
- I can ride a bike.
- You can play football.

✓ **To make a request with "CAN"**

Example:

- Can you help me with my homework?
- Can you make some tea?
- Can you come here, please?
- Can I sit here?

**Function and Pattern of Auxiliary Modal CAN**

(+) <b>Subject + can + infinitive (verb 1) + Complement</b>
---

Examples:

- She can sing a song.
- They can stay here.
- They can dance.

**(-) Subject + can + not + infinitive (verb 1) + Complement**

Examples:

- She cannot sing a song.
- They cannot stay here.
- They cannot dance.

**(?) Can + Subject + infinitive (verb 1) + Complement**

Expressions to ask ability:	Response	
	Positive	Negative
➤ Can you sing a song?	Yes, I can	No, I can't.
➤ Can you play guitar?	Of course	So sorry, I cannot.
➤ Can you play football?	Sure / Certainly	I'm not sure.

**List of action verb:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Play</li> <li>• Come</li> <li>• Make</li> <li>• Go</li> <li>• Sing</li> <li>• Work</li> <li>• Swim</li> <li>• Sweep</li> </ul> | <ul style="list-style-type: none"> <li>• Write</li> <li>• Do</li> <li>• Read</li> <li>• Help</li> </ul> |
|---|---|



#### IV. METHOD/TECHNIQUE

- c. Explanation
- d. Word Wall and Crossword Puzzle technique

#### V. LEARNING ACTIVITY

##### Meeting I (Pre-test)

Steps	Activity	Time allotment
Opening	<ul style="list-style-type: none"> <li>3. Greeting and checking the attendance list.</li> <li>4. Teacher gives the objective of the lesson.</li> </ul>	10 minutes
Main Activity	<ul style="list-style-type: none"> <li>4. Teacher explains about stating capability.</li> <li>5. Teacher gives the questions about stating capability and answer sheet to the students.</li> <li>6. After finish the work, the students collect their answer sheet to the teacher.</li> </ul>	60 minutes
Closing	<ul style="list-style-type: none"> <li>3. Teacher asks the students about vocabulary related to the material of stating capability.</li> <li>4. Students pay attention to the teacher explanation and conclusion about the lesson.</li> </ul>	10 minutes

##### Meeting 2 (Treatment)

Steps	Activity	Time allotment
Opening	<ul style="list-style-type: none"> <li>4. Greeting and checking the attendance list.</li> <li>5. Teacher motivates the student to express the knowledge about stating capability.</li> <li>6. Teacher gives the objective of the lesson.</li> </ul>	10 minutes
Main Activity	<b><u>Exploration</u></b>	60 minutes

	<p>5. Students are given material about stating capability.</p> <p>6. Students are given about the function and pattern of auxiliary modal 'Can'.</p> <p>7. Students are given the examples about stating capability.</p> <p>8. Students are given some vocabularies that support their understanding.</p> <p><b><u>Elaboration</u></b></p> <p>5. Students are divided into 4 groups.</p> <p>6. Students chose one person for each group as a leader of the group.</p> <p>7. Students are given word wall and crossword puzzle technique by the teacher.</p> <p><b><u>Confirmation</u></b></p> <p>3. Students discuss the questions about vocabulary that they have learned.</p> <p>4. Students are allowed to ask question related to the material.</p> <p>5. Teacher gives reward to the winner group.</p>	
Closing	<p>4. Teacher asks the students about the difficulties they may find in the lesson.</p> <p>5. Teacher asks the students to summarize the material.</p> <p>6. Taking leave.</p>	10 minutes

**Meeting 3 (Post-test)**

<b>Steps</b>	<b>Activity</b>	<b>Time allotment</b>
Opening	3. Greeting and checking the attendance list. 4. Teacher gives the objective of the lesson.	10 minutes
Main Activity	4. Teacher explains about stating capability. 5. Teacher gives the questions about stating capability and answer sheet to the students. 6. After finish the work, the students collect their answer sheet to the teacher.	60 minutes
Closing	3. Teacher asks the students about vocabulary related to the material of stating capability. 4. Students pay attention to the teacher explanation and conclusion about the lesson.	10 minutes

**VI. SOURCE OF MEDIA**

4. English book
5. Internet
6. Dictionary

**VII. ASSESSMENT**

Technique : Written text

Instrument : Question and answer

**VIII. INSTRUMENT OF ASSESSMENT**

*Read the dialog. Then, fill in the blanks with the words given below.*

John : (1) .....visit my house tomorrow?

Roy : Of course (2).....

Ryan : Can you help me to (3).....the door, please?

Boy : Sure (4).....

Paul : I will go to the library. (5)..... with me?

Jack : Yes, of course. (6) .....

Miley : My father buys me a tablet. Can you help me to (7) .....?

Sherly : I am sorry, (8).....

Boby : I have some melon. Can you (9).....a juice of it for me?

Jean : (10)..... I can make it for you.

k. Open

l. I can open the door

m. Can you

n. I can visit your house tomorrow

o. Can you go

p. I can go with you

q. Make

r. Of course

s. Use it

t. I cannot

**IX. RUBRIC OF ASSESSMENT**

Total score : 100

Total of correct answer x 10

**X. KEY ANSWER**

1. c. Can you
2. d. I can visit your house tomorrow
3. a. Open
4. b. I can open the door
5. e. Can you go
6. f. I can go with you
7. i. Use it
8. j. I cannot
9. g. Make
10. h. Of course

Semarang, August 1<sup>st</sup>, 2019

English Teacher

Researcher

Armiyanti Noerlisa, S.pd  
NIP. 197303102007011010

Anggun Ayunanda Ivonadewi  
NIM. 2201415111

## Appendix 6 List of Students VIII C (Experimental Group)

NO	NAME
1.	ADITYA AKBAR M.
2.	AUDRA RAMANDHITA Z.
3.	BAGAS PERMANA P.
4.	CINTA AYUNINGTYAS A.
5.	DEWI HANUM SEKAR F.
6.	DWI AISYAH M.
7.	FADHNA BELLA O.
8.	FAIZZATUL AULIA N.
9.	FAJRI WICAKSONO
10.	HELSA MARETHA L.
11.	IRFAN NAUFALABID
12.	KARTIKA PURNAMASARI
13.	MANDALA ENDIASTIN K.P
14.	MERLIANA SIREGAR
15.	MEYZA ASSYFA
16.	MUCHAMAD ARIL F.
NO	NAME

17.	MUHAMMAD DAFFA F.F
18.	MUHAMMAD ILMAN N.N
19.	NAZRIEL IRHAM A.
20.	ORYZA SEKAR R.
21.	RACHELA NABILA F.
22.	RINA AMALIA H.
23.	RIZQUL FARID
24.	SALSABILA YULITA N.
25.	SAYYIDAH NAFISAH
26.	SEPTAREVA ENO S.
27.	SHILVY KHOIRO U.
28.	SYIFA AULIA R.
29.	VINA TIA F.
30.	WHENLY SILANDA
31.	ZAKKI PUTRA A.
32.	ZELA KUMALA S.

## Appendix 7 List of Students VIII B (Control Group)

NO	NAME
1.	ALEXANDRA OCTAVIA R.
2.	AMIR HAMZAH S.
3.	ANANDA RIFKI S.
4.	ASTY RAMADHANINGTYAS
5.	AYUB WIJAYA
6.	BOBBY ARTHA NUGRAHA
7.	CINDYANA DEWANI
8.	DHAVA HAEDAR A.
9.	FAEDHA RISZYKA A.
10.	FANI SWASTIKA H.
11.	FANIA SETYA R.
12.	FARADILLA TIA A.
13.	FEBRIAN ASZHAR M.
14.	IMRAL RHENDRA B.
15.	ISMI FADHILA K.
16.	KHAVINA WIDJAYANTI
17.	MARS WILDAN A.
18.	MIRANA ASTIANI
19.	MUHAMAD AGUS P.
20.	NAJWA AYYUNIZAHRA S.
21.	NATHAN SHAFWAN P.S
22.	NAYLA RIZKIA P.H
23.	NAZRIEL ADRIAN S.
24.	NIKEN AYU A.
25.	OKTAVIA RAMADANI
26.	PUTRI DEWI C.
27.	RAHMAN QHOIRUL I.
28.	RENDY AZA S.
29.	RIZKY PUTRA A.
30.	SEPTI RAHMAWATI
31.	SUCI KUSUMA A.
32.	VIKA USWATUN C.

## Appendix 8 List of Students VIII D (Try Out Group)

NO	NAMA LENGKAP
1.	ADISTI KUMALA P.
2.	AISYAH SALSABILA
3.	ANINDHA PUTRI A.
4.	ANNISA WIDIA A.
5.	ANYA MERDEKAWATI
6.	AZZAHRA PUTRI A.
7.	DANI PRASETYO
8.	DINI ARIANA P.
9.	DWI FARIKHATUL J.
10.	FAIZ RONALD M.
11.	HELMY ZARKASYA I.
12.	HILMI AMMAR S.
13.	ILHAM WALADI
14.	IVAN MAULANA S.S
15.	JESIKA ARUNNISA
16.	KARINA NAYLA A.
17.	MAULANA FAIQ F.
18.	MAULIDA ELA A.
19.	MELINDA AGUSTIN
20.	MOCHAMMAD AFFANDI P.
21.	MOHAMMAD AREL P.
22.	MUHAMMAD PANDU U.
23.	MUKHAMMAD DIAZ M.R
24.	NADILA PUTRI U.
25.	NAIRA AMRINA R.
26.	NAZWA DWI H.
27.	RAFLI ARYA A.
28.	RIZKA AMARTHA P.
29.	ROMY ANAFI
30.	BUBY PASYA L.
31.	SAFIRA CHERILIA R.
32.	VIQKY ARDIANSYAH



## Appendix 9 Try Out Result

No.	Student's Code	Score
1	s-01	75.0
2	s-02	75.0
3	s-03	70.0
4	s-04	42.5
5	s-05	50.0
6	s-06	60.0
7	s-07	57.5
8	s-08	67.5
9	s-09	12.5
10	s-10	50.0
11	s-11	35.0
12	s-12	75.0
13	s-13	62.5
14	s-14	60.0
15	s-15	47.5
16	s-16	55.0
17	s-17	22.5
18	s-18	47.5
19	s-19	52.5
20	s-20	62.5
21	s-21	65.0
22	s-22	62.5
23	s-23	30.0
24	s-24	22.5
25	s-25	52.5
26	s-26	25.0
27	s-27	57.5
28	s-28	37.5
29	s-29	75.0
30	s-30	55.0
31	s-31	75.0
32	s-32	80.0



## Appendix 11 t-test

**Group Statistics**

Groups		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental Group	32	67,9167	6,65321	1,17613
	Control Group	32	66,7708	5,38712	0,95232

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	2,545	0,12	0,76	62	0,452	1,15	1,51	-1,88	4,17
	Equal variances not assumed			0,76	59,4	0,452	1,15	1,51	-1,88	4,17

**Group Statistics**

Groups		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental Group	32	78,8542	4,83486	0,85469
	Control Group	32	71,8750	4,93234	0,87192

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Postest	Equal variances assumed	0,033	0,857	5,716	62	0,000	6,97917	1,22096	4,53850	9,41983
	Equal variances not assumed			5,716	61,975	0,000	6,97917	1,22096	4,53848	9,41985

## Appendix 12 Pre-Test and Post-Test Score of the Experimental Group

No	Students' Code	Pre-test		Post-test	
		Score	Percentage	Score	Percentage
1	E-01	20	67	25	83
2	E-02	21	70	26	87
3	E-03	20	67	22	73
4	E-04	23	77	23	77
5	E-05	24	80	25	83
6	E-06	21	70	20	67
7	E-07	20	67	23	77
8	E-08	19	63	24	80
9	E-09	21	70	23	77
10	E-10	22	73	23	77
11	E-11	21	70	23	77
12	E-12	19	63	21	70
13	E-13	25	83	24	80
14	E-14	18	60	24	80
15	E-15	20	67	24	80
16	E-16	23	77	26	87
17	E-17	22	73	24	80
18	E-18	20	67	23	77
19	E-19	18	60	23	77
20	E-20	22	73	22	73
21	E-21	22	73	22	73
22	E-22	19	63	25	83
23	E-23	19	63	26	87
24	E-24	18	60	25	83
25	E-25	19	63	25	83
26	E-26	17	57	23	77
27	E-27	19	63	23	77
28	E-28	22	73	25	83
29	E-29	17	57	22	73
30	E-30	18	60	24	80
31	E-31	22	73	24	80
32	E-32	21	70	25	83

## Appendix 13 Pre-Test and Post-Test Score of the Control Group

No	Students' Code	Pre-test		Post-test	
		Score	Percentage	Score	Percentage
1	C-01	19	63	22	73
2	C-02	20	67	24	80
3	C-03	18	60	20	67
4	C-04	19	63	21	70
5	C-05	22	73	23	77
6	C-06	16	53	18	60
7	C-07	21	70	20	67
8	C-08	21	70	22	73
9	C-09	18	60	21	70
10	C-10	20	67	21	70
11	C-11	19	63	20	67
12	C-12	18	60	19	63
13	C-13	19	63	22	73
14	C-14	20	67	22	73
15	C-15	21	70	22	73
16	C-16	22	73	24	80
17	C-17	21	70	22	73
18	C-18	20	67	21	70
19	C-19	20	67	21	70
20	C-20	20	67	20	67
21	C-21	19	63	20	67
22	C-22	22	73	23	77
23	C-23	23	77	24	80
24	C-24	23	77	23	77
25	C-25	20	67	23	77
26	C-26	18	60	21	70
27	C-27	20	67	21	70
28	C-28	21	70	23	77
29	C-29	20	67	20	67
30	C-30	21	70	22	73
31	C-31	18	60	22	73
32	C-32	22	73	23	77

## Appendix 14 Try Out Test Items

**School** : SMP Negeri 20 Semarang

**Class / semester** : VIII / I

**Subject** : English (Stating Ability)

**Time Allotment** : 2 x 40 minutes

### TRY-OUT TEST

*Choose the best answer of the following questions by crossing (X) A, B, C, or D on your answer sheet!*

1. Alfa : Besides English, what language can you speak?

Indah : I can speak Javanese\_\_\_\_\_.

- A. Fluently
- B. Beautifully
- C. Nicely
- D. Badly

2. Ery : Can you play the\_\_\_\_\_?

Kevin : Yes, I could play the\_\_\_\_\_since I was four.



- A. Guitar
- B. Piano
- C. Violin
- D. Harmonica

The following text to no 3 to 4

Andi : Goal! That's great.

My favorite team has beaten the opponent.

Tony : Yeah! I'm very pleased and happy tonight.

Finally, they can get the cup they are longing for.

Dony : Ok, friends. Don't make a noise.

Let's watch again how our favorite team has beaten the opponent.

The TV will re-play the way our favorite team make goal.

Andi : Good idea.

3. Where does the dialogue happen?

- A. Cinema
- B. Futsal field
- C. Ball field
- D. In front of TV

4. How do they feel?

- A. Sad
- B. Happy
- C. Bad
- D. Sick

5. "Can you bring an \_\_\_\_\_ today?"

"Yes, I can."



- A. Umbrella
- B. Rain coat
- C. Jacket
- D. Slippers

6. "Can you make a cup of \_\_\_\_\_?"

"No, I cannot."



- A. Juice  
 B. Tea  
 C. Coffee  
 D. Thai tea
7. This year, Alya can celebrating her birthday.  
 Now Alya feels\_\_\_\_\_.
- A. Happy  
 B. Jealous  
 C. Sad  
 D. Angry
8. Intan : Susi, your new shoes are good and really fit in your\_\_\_\_\_.
- You look charming and beautiful. Can I borrow your shoes a minute?
- Susi : Yes. Sure.
- A. Body  
 B. Feet  
 C. Finger  
 D. Hand
9. Thomas can\_\_\_\_\_the competition in a National Olimpiade. He looks very happy.
- A. Jumped  
 B. Lost  
 C. Celebrated  
 D. Won
10. My father is able to read\_\_\_\_\_every morning in living room.
- A. Newspaper  
 B. Radio  
 C. Computer  
 D. Television
11. Yuli and Tono can\_\_\_\_\_fried rice, and they can fry the egg nicely. They can also serve fried rice beautifully with tomatoes and celery.



- A. Fry
- B. Make
- C. Serve
- D. Do

12. Josh : Can you lend me a hand?

Rosa : Yes, of course. What can I help you?

Josh : Please, \_\_\_\_\_these textbooks to my office.

Rosa : Yes sure, Sir.

- A. Put
- B. Give
- C. Bring
- D. Read

13. The test was too\_\_\_\_\_for me. I can't pass the test.

- A. Easy
- B. Expensive
- C. Difficult
- D. High

14. Linda did not study hard, so she cannot\_\_\_\_\_the exam.

- A. Study
- B. Pass
- C. Break
- D. Go

15. Finally Fera can ride a bicycle. Fera is really\_\_\_\_\_now.

- A. Charm
- B. Happy
- C. Sad
- D. Confused

16. You can find\_\_\_\_\_in your kitchen.

- A. Pillow
- B. Stove
- C. Television
- D. Sofa

17. Alexa :Can you take me to the dentist? My\_\_\_\_\_is in pain.

Jean : Yes, sure.

A. Teeth

B. Ears

C. Hands

D. Fingers

18. My friend's \_\_\_\_\_ are sick, so he cannot hear anything well.

A. Cheeks

B. Nose

C. Eyes

D. Ears

19. I can take some photos with my \_\_\_\_\_.

A. Camera

B. Earphone

C. Stopwatch

D. Charger

20. I can \_\_\_\_\_ English fluently.

A. Listen

B. Speak

C. Read

D. Write

21. Alex : I have some melon. Can you \_\_\_\_\_ a juice of it for me?

Jean : Sure, I can make it for you.

A. Make

B. Drink

C. Take

D. Put

22. Desi always speaks softly, but when she sings, she can sing very \_\_\_\_\_.

A. Softly

B. Loudly

C. Beautifully

- D. Nicely
23. Shella can do many things. She can\_\_\_\_\_English stories. She can answer questions, but she cannot ask questions in English. She is also good in music.
- A. Speak
  - B. Listen
  - C. Read
  - D. Tell
24. We can see camel in the\_\_\_\_\_.
- A. Zoo
  - B. Swimming pool
  - C. School
  - D. Hospital
25. Birds can fly because they have wings. We don't have wings, so we cannot\_\_\_\_\_.
- A. Run
  - B. Walk
  - C. Fly
  - D. Swim
26. We can play\_\_\_\_\_in a field.
- A. Football
  - B. Doll
  - C. Gadget
  - D. Chess
27. We can find pearl in the\_\_\_\_\_.
- A. Sea
  - B. Forest
  - C. Ground
  - D. Air
28. My mother is a tailor. She can sews and makes\_\_\_\_\_.
- A. Books
  - B. Foods
  - C. Chairs
  - D. Clothes

29. My sister is a nurse. She works in Karyadi Hospital. She can \_\_\_\_\_ every patient there.
- A. Sees
  - B. Thinks
  - C. Ignores
  - D. Helps
30. If a Lion can't see a giraffe, he certainly can't eat it.  
The underlined word "he" refers to \_\_\_\_\_.
- A. An animal
  - B. A giraffe
  - C. A lion
  - D. Someone
31. My sister is a teacher, so she can help me when I'm \_\_\_\_\_ about doing difficult homework.
- A. Confused
  - B. Nervous
  - C. Tired
  - D. Surprised
32. My brother is a police. He can catches the \_\_\_\_\_.
- A. Hero
  - B. Criminals
  - C. Nice guy
  - D. Trader
33. A pilot can \_\_\_\_\_ an airplane 2160 miles with the wind in the same time as she can fly 1920 miles against the wind.
- A. Miles
  - B. Fly
  - C. Try
  - D. Landed
34. An astronaut cannot \_\_\_\_\_ his companion at the surface of the moon because there is no medium for sound propagation.
- A. Hear
  - B. See
  - C. Speak

D. Smell

35. He is an athlete, he can\_\_\_\_\_very fast.

A. Run

B. Sing

C. Jump

D. Dance

36. The engineer can\_\_\_\_\_a bridge in great detail.

A. Draw

B. Paint

C. Design

D. Coloring

37. A doctor can give the right medication dose for the\_\_\_\_\_.

A. Nurse

B. Dentist

C. Surgeon

D. Patient

38. A surgeon can\_\_\_\_\_on any part of the body.

A. Operate

B. Inject

C. Treat

D. Diagnose

39. Jodi is a sailor, he can find out the direction of the ship using a\_\_\_\_\_.

A. Clock

B. Compass

C. Wind

D. Rain

40. An astronaut can\_\_\_\_\_on the moon because the gravitational force on the moon is very small.

A. Hover

B. Fly

C. Run

D. Walk

## Appendix 15 Answer Key of Try Out Test

**ANSWER KEY OF TRY-OUT TEST**

1. A	11. B	21. A	31. A
2. B	12. C	22. B	32. B
3. D	13. C	23. D	33. B
4. B	14. B	24. A	34. A
5. A	15. B	25. C	35. A
6. C	16. B	26. A	36. C
7. A	17. A	27. A	37. D
8. B	18. D	28. D	38. A
9. D	19. A	29. D	39. B
10. A	20. B	30. C	40. A







## Appendix 18 The Sample of Students' Post-test

No. \_\_\_\_\_  
Date: Selasa 9/9 2019

Name : Ismi Fadilla Kartika  
Class : VIII B  
No. Absen : 15  
Mapel : Bahasa Inggris

Post-Test

1	A	11 c	21 c
2	B	12 c	22 B
3	D	13 A	23 B
4	B	14 D	24 A
5	A	15 A	25 c
6	A	16 D	26 B
7	A	17 A	27 D
8	A	18 A	28 B A
9	B	19 D	29 B B
10	B	20 D	30 B A

PEACE TO ACHIEVE GOAL VISION®

Name : Meyza Arsyifa  
Class : VIII c  
No. Absen : 015

DATE \_\_\_\_\_

Post - test

1	A	11 c	21 D
2	B	12 B	22 A
3	D	13 D	23 B
4	B	14 B	24 B
5	A	15 B	25 A
6	B	16 c	26 c
7	B	17 A	27 D
8	c	18 A	28 A
9	D	19 D	29 B
10	C	20 A	30 A

## Appendix 19 Pre-test and Post-test Items

**School** : SMP Negeri 20 Semarang

**Class / semester** : VIII / I

**Subject** : English (Stating Ability)

**Time Allotment** : 2 x 40 minutes

*Choose the best answer of the following questions by crossing (X) A, B, C, or D on your answer sheet!*

1. Alfa : Besides English, what language can you speak?

Indah : I can speak Javanese\_\_\_\_\_.

- A. Fluently
- B. Beautifully
- C. Nicely
- D. Badly

2. Ery : Can you play the\_\_\_\_\_?

Kevin : Yes, I could play the\_\_\_\_\_since I was four.



- A. Guitar
- B. Piano
- C. Violin
- D. Harmonica

The following text to no 3 to 4

Andi : Goal! That's great.

My favorite team has beaten the opponent.

Tony : Yeah! I'm very pleased and happy tonight.

Finally, they can get the cup they are longing for.

Dony : Ok, friends. Don't make a noise.

Let's watch again how our favorite team has beaten the opponent.

The TV will re-play the way our favorite team make goal.

Andi : Good idea.

3. Where does the dialogue happen?

- A. Cinema
- B. Futsal field
- C. Ball field
- D. In front of TV

4. How do they feel?

- A. Sad
- B. Happy
- C. Bad
- D. Sick

5. This year, Alya can celebrating her birthday.

Now Alya feels\_\_\_\_\_.

- A. Happy
- B. Jealous
- C. Sad
- D. Angry

6. Intan : Susi, your new shoes are good and really fit in your\_\_\_\_\_.

You look charming and beautiful. Can I borrow your shoes a minute?

Susi : Yes. Sure.

- A. Body
- B. Feet
- C. Finger
- D. Hand

7. Thomas can\_\_\_\_\_the competition in a National Olimpiade. He looks very happy.

- A. Jumped
- B. Lost
- C. Celebrated
- D. Won

8. Alexa : Can you take me to the dentist? My \_\_\_\_\_ is in pain.

Jean : Yes, sure.

- A. Teeth
- B. Ears
- C. Hands
- D. Fingers

9. My friend's \_\_\_\_\_ are sick, so he cannot hear anything well.

- A. Cheeks
- B. Nose
- C. Eyes
- D. Ears

10. Josh : Can you lend me a hand?

Rosa : Yes, of course. What can I help you?

Josh : Please, \_\_\_\_\_ these textbooks to my office.

Rosa : Yes sure, Sir.

- E. Put
- F. Give
- G. Bring
- H. Read

11. The test was too \_\_\_\_\_ for me. I can't pass the test.

- A. Easy
- B. Expensive
- C. Difficult
- D. High

12. Linda did not study hard, so she cannot \_\_\_\_\_ the exam.

- A. Study
- B. Pass
- C. Break
- D. Go

13. Desi always speaks softly, but when she sings, she can sing very \_\_\_\_\_.

- A. Softly
- B. Loudly
- C. Beautifully

- D. Nicely
14. Shella can do many things. She can\_\_\_\_\_English stories. She can answer questions, but she cannot ask questions in English. She is also good in music.
- A. Speak  
B. Listen  
C. Read  
D. Tell
15. Alex : I have some melon. Can you\_\_\_\_\_a juice of it for me?
- Jean : Sure, I can make it for you.
- A. Make  
B. Drink  
C. Take  
D. Put
16. Birds can fly because they have wings. We don't have wings, so we cannot\_\_\_\_\_.
- A. Run  
B. Walk  
C. Fly  
D. Swim
17. We can see camel in the\_\_\_\_\_.
- A. Zoo  
B. Swimming pool  
C. School  
D. Hospital
18. We can find pearl in the\_\_\_\_\_.
- A. Sea  
B. Forest  
C. Ground  
D. Air
19. My sister is a nurse. She works in Karyadi Hospital. She can\_\_\_\_\_every patient there.
- A. Sees  
B. Thinks

- C. Ignores
  - D. Helps
20. My mother is a tailor. She can sews and makes\_\_\_\_\_.
- A. Books
  - B. Foods
  - C. Chairs
  - D. Clothes
21. My sister is a teacher, so she can help me when I'm\_\_\_\_\_about doing difficult homework.
- A. Confused
  - B. Nervous
  - C. Tired
  - D. Surprised
22. My brother is a police. He can catches the\_\_\_\_\_.
- A. Hero
  - B. Criminals
  - C. Nice guy
  - D. Trader
23. A pilot can\_\_\_\_\_an airplane 2160 miles with the wind in the same time as she can fly 1920 miles against the wind.
- A. Miles
  - B. Fly
  - C. Try
  - D. Landed
24. An astronaut cannot\_\_\_\_\_his companion at the surface of the moon because there is no medium for sound propagation.
- A. Hear
  - B. See
  - C. Speak
  - D. Smell
25. He is an athlete, he can\_\_\_\_\_very fast.
- A. Run
  - B. Sing
  - C. Jump

- D. Dance
26. The engineer can\_\_\_\_\_a bridge in great detail.
- A. Draw
  - B. Paint
  - C. Design
  - D. Coloring
27. A doctor can give the right medication dose for the\_\_\_\_\_.
- A. Nurse
  - B. Dentist
  - C. Surgeon
  - D. Patient
28. A surgeon can\_\_\_\_\_on any part of the body.
- A. Operate
  - B. Inject
  - C. Treat
  - D. Diagnose
29. Jodi is a sailor, he can find out the direction of the ship using a\_\_\_\_\_.
- A. Clock
  - B. Compass
  - C. Wind
  - D. Rain
30. An astronaut can\_\_\_\_\_on the moon because the gravitational force on the moon is very small.
- A. Hover
  - B. Fly
  - C. Run
  - D. Walk

## Appendix 20 Answer Key of Pre-Test and Post-Test Items

**ANSWER KEY OF PRE-TEST AND POST-TEST**

1. A	11. C	21. A
2. B	12. B	22. B
3. D	13. B	23. B
4. B	14. D	24. A
5. A	15. A	25. A
6. B	16. C	26. C
7. D	17. A	27. D
8. A	18. A	28. A
9. D	19. D	29. B
10. C	20. D	30. A



## Appendix 21 Research schedule

No.	Tryout Group	Date
1.	Try-out test	August 19 <sup>th</sup> , 2019

No.	Experimental Group	Date
1.	Pre-test	August 20 <sup>th</sup> , 2019
2.	Treatment by using Crossword Puzzle and Word Wall technique	August 21 <sup>st</sup> , 2019
3.	Post-test	August 28 <sup>th</sup> , 2019

No.	Control Group	Date
1.	Pre-test	August 20 <sup>th</sup> , 2019
2.	Treatment by using conventional method	August 22 <sup>nd</sup> , 2019
3.	Post-test	August 29 <sup>th</sup> , 2019

## Appendix 22 Media

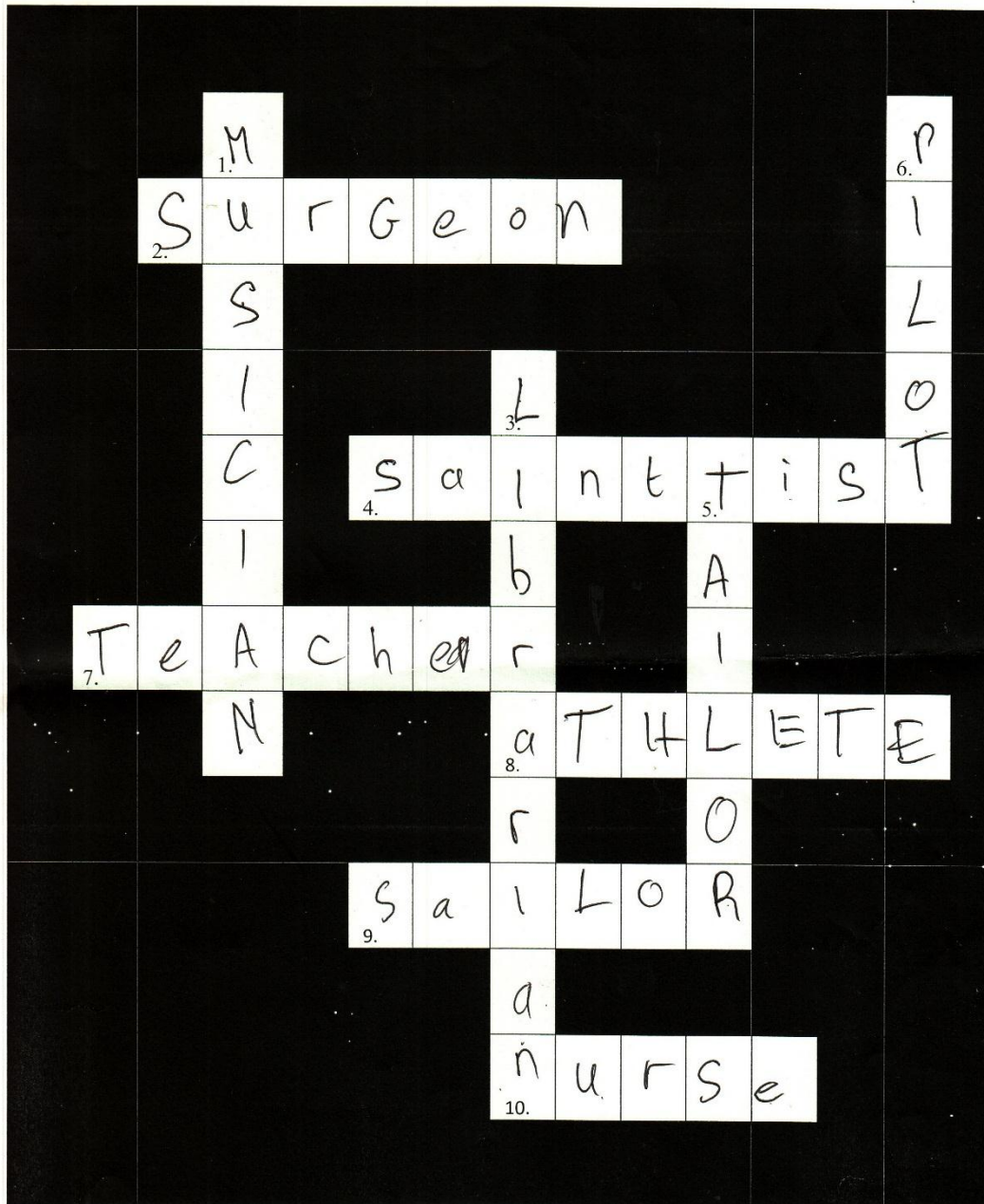
**Word Wall Words**

Serve	Give	Diagnose
Help	Expensive	Guitar
Difficult	Confused	Violin
Finish	Exam	Jacket
Happen	Ignore	Piano
Pleased	Sews	Harmonics
Happy	Competition	Tonight
True	Easy	Shoes
Noise	Put	Dentist
Same	Take	Hospital
Different	Well	Patient
Feel	Break	Tailor
Sad	Nervous	Sailor
Bad	Favorite	Teacher
Sick	Catch	receptionist
Surprise	Hear	Police
Manage	Pass	Softly
Capable	Write	Loudly
Operate	Tired	Fluently
Celebrate	Nice	Beautifully
Jealous	Trader	Nicely
New	Smell	Badly
Angry	Fast	Play
Pain	Paint	Bring
Lost	Inject	Make
Borrow	Try	Fry

Jump	Hover	Run
Lend	Dance	Walk
High	Draw	Fly
See	Design	Swim
Find	Treat	Listen
Tell	Book	Find
Some	Sing	Team
Drink	Doctor	Nose
Speak	Astronout	Wings
Can	Moon	Nurse
Field	Small	Work
Great	Ship	Camel
Feet	Body	Can
Teeth	Part	Will
Ears	Dose	Because
Hand	Athlete	Musician
Office	Wind	Scientist
Hard	Trader	Pilot
Sea	Cacth	Surgeon
Pearl	Sister	Engineer
Read	Companion	Sailor
Zoo	Sound	Librarian
Air	Find	Newspaper
Clothes	Companion	Ground
Chair	Sound	Surgery



**JOBS AND OCCUPATION CROSSWORD PUZZLE**



**Down:**

1. A person who plays music.
3. A person who cares for books and lends them to people.
5. Someone whose job is to make clothes that fit perfectly for a customer.
6. A person who flies airplane.

**Across:**

2. A doctor who does operations in a hospital.
4. A person who works in a laboratory and does experiments.
7. A person who teaches kids or students.
8. A person who plays sport.
9. A person who works on a ship.
10. A person who is trained to give care to people who are sick or injured.

Appendix 23 Documentation

