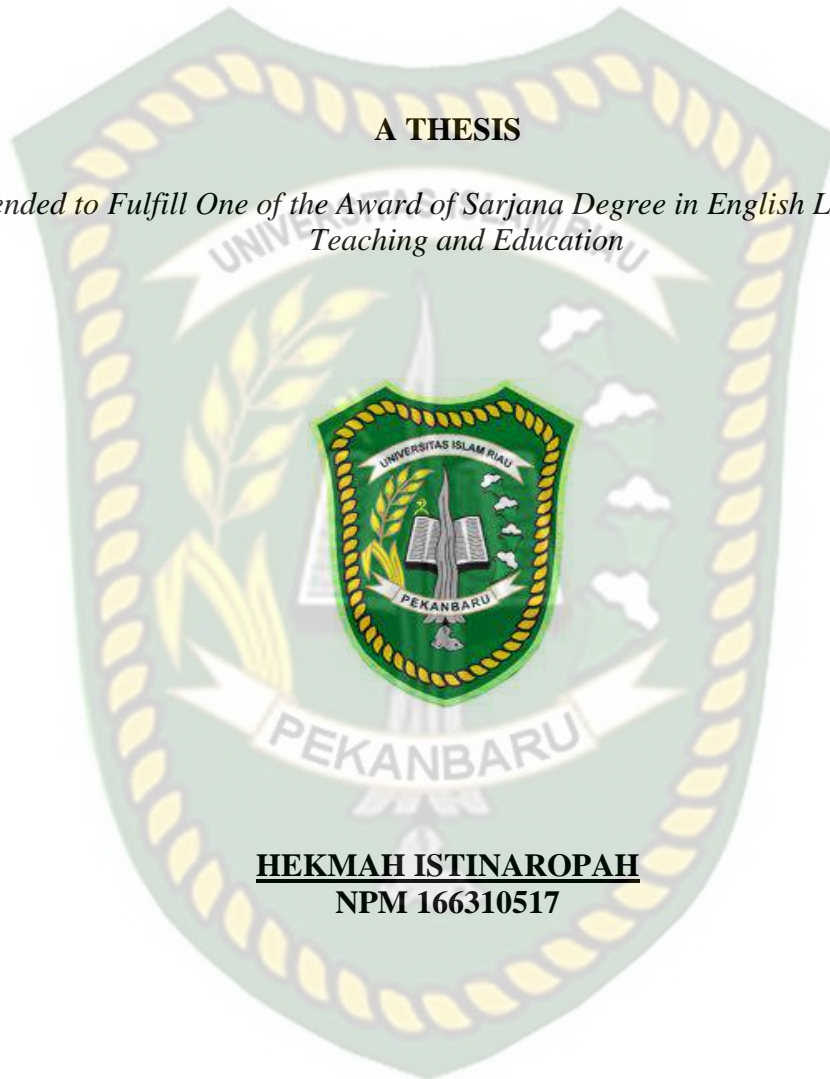


**AN ANALYSIS OF STUDENTS' PERCEPTION OF CROSSWORD
PUZZLE GAMES AT THE THIRD SEMESTER OF UNIVERSITAS
ISLAM RIAU**

A THESIS

*Intended to Fulfill One of the Award of Sarjana Degree in English Language
Teaching and Education*



HEKMAH ISTINAROPAH
NPM 166310517

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
2021**

THESIS APPROVAL

**AN ANALYSIS OF STUDENTS' PERCEPTION OF CROSSWORD
PUZZLE GAMES AT THE THIRD SEMESTER OF UNIVERSITAS
ISLAM RIAU**

Name : Hekmah Istinaropah
Index Number : 166310517
Place/date : Bukit Lipai, March, 3rd 1998
Faculty : Teachers Training and Education Faculty
Study Program : English Education

Advisor

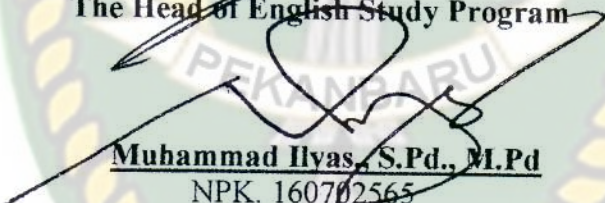


Dr. Sri Yuliani., M.Pd

NPK. 170502665

NIDN. 1020077102

The Head of English Study Program



Muhammad Ilyas., S.Pd., M.Pd

NPK. 160702565

NIDN. 1021068802

This Thesis has been accepted to be one of requirements for the Award of Sarjana Degree in English Study Program Faculty of Teaching Training and Education Islamic University of Riau.

Pekanbaru, February 2021

The Dean



Dr. Hj. Sri Amnah, S.Pd., M.Si

NIP. 197010071998032002

NIDN. 007107005

Sertifikasi: 13110100601134

THESIS

**AN ANALYSIS OF STUDENTS' PERCEPTION OF CROSSWORD
PUZZLE GAMES AT THE THIRD SEMESTER OF UNIVERSITAS
ISLAM RIAU**

Name : Hekmah Istinaropah
Index Number : 166310517
Place/date : Bukit Lipai, March, 3rd 1998
Faculty : Teachers Training and Education Faculty

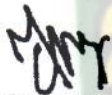
THE CANDIDATE HAS BEEN EXAMINED

Monday, February 1st 2021

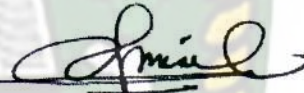
THE EXAMINERS COMMITTEE

Advisor

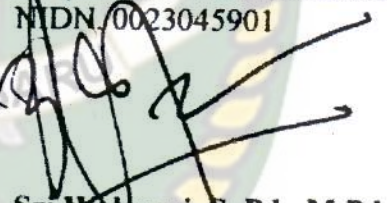
Examiners



Dr. Sri Yuliani M.Pd
NIDN. 1020077102



Dra. Syofianis Ismail, M.Ed
NIDN. 0023045901




Sri Wahyuni, S. Pd., M. Pd
NIDN. 1022098901

This Thesis has been approved to be one of requirements for the Award of Sarjana Degree in English Language Education Teacher Training and Education Faculty of Universitas Islam Riau.

Pekanbaru, February 2021

The Dean



Dr. Hj. Sri Amnah, S. Pd., M. Si
NIP. 1970-10-07-1998 032002
NIDN. 007107005
Sertifikasi: 13110100601134

THE LETTER OF NOTICE

We, The sponsor hereby notice that:

Name :Hekmah Istinaropah
Index Number :166310517
Place/date :Bukit Lipai, March, 3rd 1998
Faculty :Teachers Training and Education Faculty
Study Program : English Education
Head Advisor :Dr. Sri Yuliani., M.Pd

Has completely written a thesis entitled

**AN ANALYSIS OF STUDENTS' PERCEPTION OF CROSSWORD
PUZZLE GAMES AT THE THIRD SEMESTER OF UNIVERSITAS
ISLAM RIAU**

It has been examine

This letter is made to be used as it is needed

Pekanbaru, February 2021

Advisor



Dr. Sri Yuliani., M.Pd

NPK. 170502665

NIDN. 1020077102



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

**KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2020/2021**

NPM : 166310517
Nama Mahasiswa : HEKMAH ISTI NAROPAH
Dosen Pembimbing : 1. Dr SRIYULIANI, M.Pd 2. Dr SRI YULIANI, M.Pd
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir : ANALISIS PERSEPSI SISWA TENTANG PERMAINAN CROSSWORD PUZZLE PADA SEMESTER TIGA DI UNIVERSITAS ISLAM RIAU
Judul Tugas Akhir (Bahasa Inggris) : AN ANALYSIS OF STUDENTS PERCEPTION OF CROSSWORD PUZZLE GAMES AT THE THIRD SEMESTER OF UNIVERSITAS ISLAM RIAU
Lembar Ke : 1 (Satu)

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	November, 23 rd 2019	Title of the Research	Revision Title of the Research	
2	November, 28 th 2019	Introduction	Revision Introduction	
3	January, 27 th 2020	Title of the Research and Introduction	ACC Title of the Research and Introduction	
4	January, 28 th 2020	Chapter III (RPP & Pre Test)	Revision Chapter III (RPP & Pre Test)	
5	February, 03 th 2020	Chapter II	Revision Chapter II	
6	February, 06 th 2020	Chapter I,II,III	Revision Chapter I,II,III	
7	February, 09 th 2020		Proposal Approved	
8	April, 30 th 2020		Ready to join Seminar Proposal	

Pekanbaru, February 2021
Wakil Dekan / Ketua Departemen / Ketua Prodi



AJDIVMRDWM4ATBKD1J3BMDMK



Dr. Hj. Sri Amnah, S.Pd., M.Si

NIP. 1970 10071998 032002

NIDN. 007107005

Sertifikasi 19110100601134

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I / Kepala departemen / Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopyannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat didownload kembali melalui SIKAD



**YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU**

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

**KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2020/2021**

NPM : 166310517
 Nama Mahasiswa : HEKMAH ISTI NAROPAH
 Dosen Pembimbing : 1. Dr SRIYULIANI, M.Pd 2. Dr SRI YULIANI, M.Pd
 Program Studi : PENDIDIKAN BAHASAINGGRIS
 Judul Tugas Akhir : ANALISIS PERSEPSI SISWA TENTANG PERMAINAN CROSSWORD PUZZLE PADA SEMESTER TIGA DI UNIVERSITAS ISLAM RIAU
 Judul Tugas Akhir (Bahasa Inggris) : AN ANALYSIS OF STUDENTS PERCEPTION OF CROSSWORD PUZZLE GAMES AT THE THIRD SEMESTER OF UNIVERSITAS ISLAM RIAU
 Lembar Ke : 2 (Dua)

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
9	June, 19 th 2020	Title of the Research	Revision Title of the Research	
10	June, 20 th 2020	Chapter III	Revision Chapter III	
11	July, 04 th 2020	Questionnaire	Revision Questionnaire	
12	November, 27 th 2020	Chapter I,II,III,IV	Revision Chapter I,II,III,IV	
13	December, 03 th 2020	Chapter III,IV	Revision Chapter III,IV	
14	December, 07 th 2020	Abstract	Revision Abstract	
15	December, 08 th 2020		Skripsi Approved	
16	February, 2 nd 2021		Joined the Thesis Defence	

Pekanbaru, February 2021
Wakil Dekan / Ketua Departemen/Ketua Prodi



Dr. Hj. Sri Amnah, S.Pd., M.Si
 NIP. 1970 10071998 032002
 NIDN. 007107005
 Sertifikasi: 13110100601134



Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I / Kepala departemen / Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditanda tangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat didownload kembali melalui SIKAD

DECLARATION

This under signed researcher :

Name : Hekmah Istinaropah
Index Number : 166310517
Place/date of birth : Bukit Lipai, Maret, 3rd 1998
Faculty : Teachers Training and Education Faculty
Department : English S1

I truly confess that this paper writing derived from my own ideas, except some question (directly or indirectly) which were adopted or taken from various sources included in the "References". Scientifically, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, February 2021

The Writer



Hekmah Istinaropah
NPM. 166310517

DECLARATION

This under signed researcher :

Name :Hekmah Istinaropah

Index Number : 166310517

Place/date of birth :Bukit Lipai, Maret, 3rd 1998

Faculty : Teachers Training and Education Faculty

Department : English S1

I truly confess that this paper writing derived from my own ideas, except some question (directly or indirectly) which were adopted or taken from various sources included in the “References”. Scientifically, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, February 2021

The Writer

HekmahIstinaropah
NPM. 166310517

ACKNOWLEDGEMENT

Praise belongs to God the almighty, the Lord of universe, by His guidance and blessing. Finally, the researcher can finish and complete this academic requirement.

In completing this paper, the researcher got a lot of valuable helps and supports from many people. Therefore, in this occasion, the researcher would like to express her deepest and sincere gratitudes to:

1. Researcher's beloved parents; Sukatno and Siti Cholifah for putting all our love and attention to morals and materials. May Allah SWT always bestow grace, health, grace and blessings in the world and in the hereafter for the kindness that has been given to the creator.
2. Prof. Dr. H.Syafrinaldi,SH.,MCL., the Rector of Islamic University of Riau,
3. Dr. Hj. Sri Amnah,M.Si, the Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
4. Dra. Hj. TityHastuti the Vice Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
5. Dr. Sri Yuliani., M.Pd, the Advisor. Gratefully thank you for your suggestion, support, advice, guidance and kindness in completing this Thesis.
6. Muhammad Ilyas, S.Pd.,M.Pd, the Head of English Study Program and the

Researcher's Advisor. Gratefully thank you for your suggestion, support, advice, guidance and kindness in completing this Thesis.

7. Sri Wahyuni., S.Pd., M.Pd, the Secretary of English Study Program

8. All lecturers who have given their knowledge and information through learning process in the class.

Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May God the Almighty, the lord of universe blesses you all. Amin.

Pekanbaru, February 2021

HekmahIstinaropah
NPM. 166310517

ABSTRACT

Hekmah Istinaropah. 2020. An Analysis of Students' Perception of Crossword Puzzle games at the Third Semester of Universitas Islam Riau. Thesis, English Language Education, FKIP, UIR. Dr. Sri Yuliani, M.Pd

Keywords: Student Perception and Crossword Puzzle Games

The assessment tool or evaluation instrument is a measuring tool to assess and find out more about the extent of the learning process that is conveyed to students. The purpose of this study was to determine how students' perceptions of the third semester student Crossword Puzzle Games of Universitas Islam Riau. The use of the Crossword Puzzle Games as a student assessment tool is one way to foster student interest in learning so that it can be concluded that the teacher has been able to use the Crossword Puzzle Games as an evaluation tool in participating in learning. With the development of technological devices in the world of education, assessment tools are needed that can open students' mindsets in learning. Researchers analyzed how teachers used online applications as an assessment tool, namely the use of the Crossword Puzzle Games by utilizing the existing potential in schools as a medium.

In this study, researchers used qualitative research with descriptive methods. This research was conducted at the Universitas Islam Riau. The research sample was 29 students of semester Third A Universitas Islam Riau. The sample was taken by using purposive sampling. The data collection techniques used by researchers were questionnaires and interviews.

Based on the research results obtained from questionnaires and interviews, it can be concluded that the Assessing the effectiveness of crossword puzzle games at the Third A Semester is 80.82% at a high level. Perceptions of learning evaluation crossword puzzle games at the Third A Semester of 77.04% are classified as high. And the last level of Listening Ability Students perceptions of crossword puzzle as a teaching tool in at the Third A Semester of 74.85% is classified as high level. The overall result was 77.57% with high level measurement.

TABLE OF CONTENT

DECLARATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
LIST OF CONTENTS	xi
LIST OF TABLE	xii
LIST OF FIGURE	xiii
LIST OF APPENDIX	xiv

CHAPTER I.

INTRODUCTION

1.1 Background of the Problem.....	1
1.2 Identification of the Problem	4
1.3 Focus of the Problem.....	4
1.4 Research Questions	5
1.5 Objective of the Research	5
1.6 Significant of the Research.....	5
1.7 Definition of the Key Terms	6

CHAPTER II.

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories	7
2.2 Game	10
2.3 Definition of Crossword Puzzle	10

2.3.1	The advantages of Crossword Puzzle.....	11
2.3.2	Procedure Using Crossword Puzzles.....	12
2.3.3	The Components of the Crossword Games	13

CHAPTER III.

RESEARCH METHOD

3.1	Research Design	15
3.2	Location and Time of the Research	15
3.3	Population and Sample of the Research	15
3.3.1	Population.....	15
3.3.2	Sample	16
3.4	Instrument of the Research.....	18
3.5	Data Collection Technique	19
3.5.1	Questionnaire	19
3.5.2	Interview.....	22

CHAPTER IV.

FINDING RESEARCH

4.1	Data Presentation	26
4.2	Data Interpretation.....	33

CHAPTER V.

CONCLUSION AND SUGGESTION

5.1	Conclusion.....	58
5.2	Suggestion	59

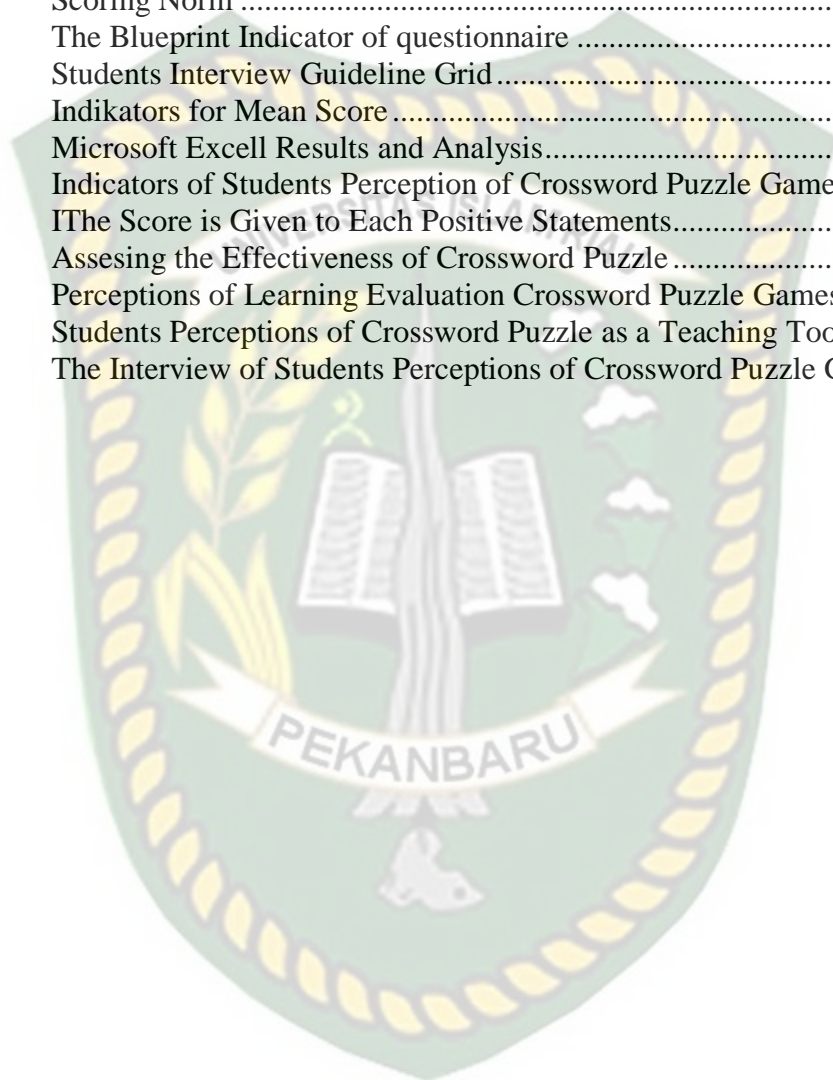
REFERENCES	61
-------------------------	-----------



Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

LIST OF TABLE

3.1	The Population of the Resesarch	16
3.2	The Sample of the Resesarch	17
3.3	Scoring Norm	19
3.4	The Blueprint Indicator of questionnaire	20
3.5	Students Interview Guideline Grid	22
3.6	Indikators for Mean Score	25
4.1	Microsoft Excell Results and Analysis.....	27
4.2	Indicators of Students Perception of Crossword Puzzle Games	31
4.3	IThe Score is Given to Each Positive Statements.....	33
4.4	Assesing the Effectiveness of Crossword Puzzle	33
4.5	Perceptions of Learning Evaluation Crossword Puzzle Games	39
4.6	Students Perceptions of Crossword Puzzle as a Teaching Tool.....	44
4.7	The Interview of Students Perceptions of Crossword Puzzle Games	51

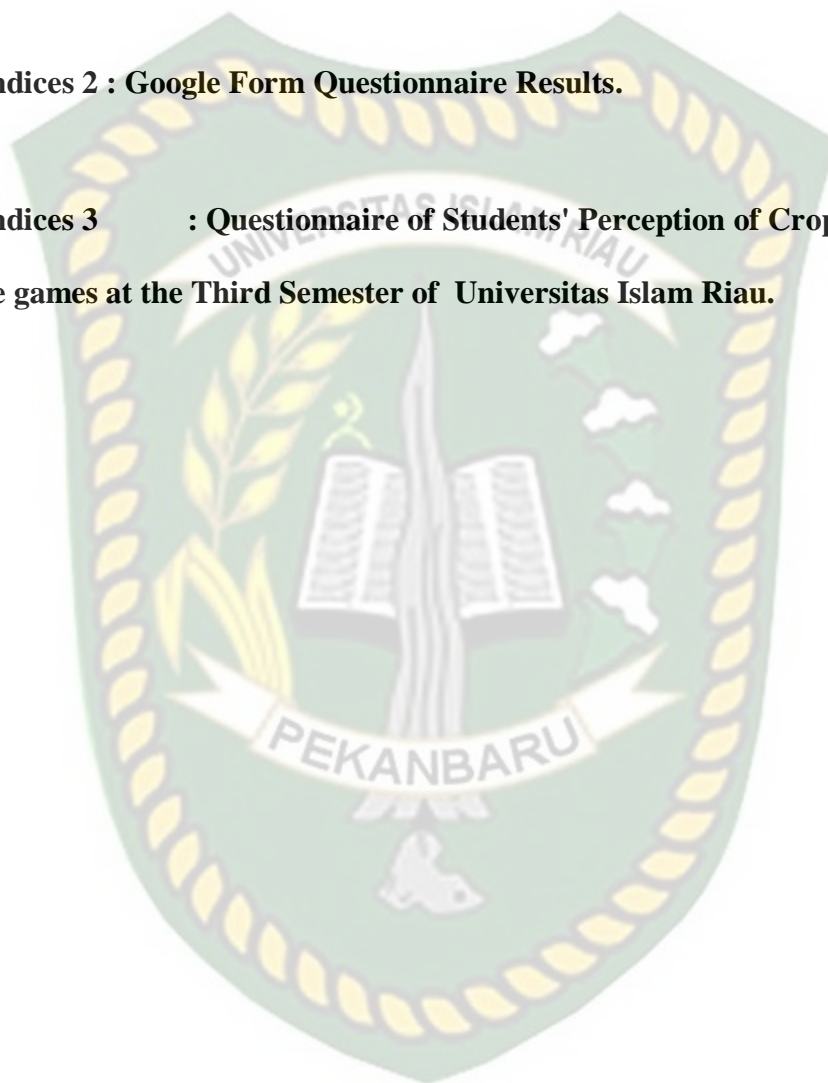


LIST OF APPENDICES

Appendices 1 : The Presentation of the Students' Perception in Answer the Questionnaire.

Appendices 2 : Google Form Questionnaire Results.

Appendices 3 : Questionnaire of Students' Perception of Crossword Puzzle games at the Third Semester of Universitas Islam Riau.



CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Education is a human effort to expand knowledge in order to form values, attitudes, and behaviors. Education is also a means to develop students' self potentials and skills through the learning process as a provision for them to live a life of the community, nation, and state. As in Law No. 20 of 2003 concerning the National Education System article 1 paragraph 1 expressly states that:

“Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and country.”

In the world of education improving the quality of education can be seen from the learning process that takes place at school, both methods and approaches or the media used. The educational learning process, in general, is still dominated by the lecture method, where this method does not so much develop student interest, especially in solving a problem. In learning, teachers only use monotonous methods so that teachers cannot develop interesting learning. If this method is used without any development or change from the teacher, students will feel bored in learning, moreover, this method is used for language learning. Because in the language it is not enough just to lecture, in language certainly requires more understanding, especially in learning English.

English has been considered as an essential language to be learned in order to meet the communication needs in this globalization era. Taking into account the benefits of English, Indonesia has organized English to be taught in formal school as a compulsory subject. English is also one of the languages that can help people from all walks of life such as communication, trade, social culture, science, education, entertainment, and technology. Therefore, being aware of the importance of mastering foreign languages or English, the Indonesian Government issued: Law on National Education System, (2003)

"Foreign languages can be used as a language of instruction in certain education units to support students' foreign language skills."

In learning English in high school has organized a systematic grouping of materials for students. But the main obstacle that occurs in schools is the lack of media used by teachers in learning English. Therefore the teacher must provide the media as one of the factors for the achievement of learning objectives in a school. The media functions to motivate students' learning interest, a teacher can utilize various techniques. Among others, learning while playing, one form of a game that can be used as an English learning technique is Crossword Puzzle is a crossword puzzle game that is created to be able to enrich the mastery of English vocabulary. This crossword puzzle media is very suitable to be applied to theoretical material in the form of the introduction of a tool or foreign names because in this study students are trained to remember, understand and match words according to the name and function of the tool by using crossword puzzle media in English learning.

Researchers carried out observations while learning was in progress, to see in more detail the problems that existed in semester third of UIR English Education. Based on research conducted by researchers in the third semester in class A, it can be seen that the learning process in class is still centered on lecturers. Lecturers use more conventional learning methods. This causes students to tend to feel bored during the learning process, as a result the teacher gives questions to students, but students lack confidence in answering the questions posed by the teacher. In addition, students feel less happy and easily forget the lessons delivered at school and affect learning outcomes.

Most students only listen when the lecturer provides material, but some are busy playing on their cellphones and telling stories with their next door friends because they think that if they just listen, they will get sleepy and bored.

Some of the reasons behind the need to implement a crossword puzzle type active learning strategy are because in its implementation students are invited to review the material that has been taught using the crossword puzzle so that it supports students' memory of past material. which will affect the learning outcomes desired by lecturers and students. A crossword puzzle type active learning strategy can also make students interested and participate in learning without losing interest in continuous learning.

Based on the description above, researchers are interested in raising the title in this thesis, namely: "An Analysis of Students Perceptions of Crossword Puzzle Games on at the Third Semester of English Education Universitas Islam Riau".

1.2. Identification of the Problem

Media is a tool that can develop students' knowledge and interest in learning. Therefore, researchers look for problems that occur in at the Third Semester of English Education Universitas Islam Riau. The researcher found several student problems that occurred in class, including in them:

First, the lack of interest and motivation of students in learning because they felt bored with the method used. Students are bored because the method itself is used every day in every subject, especially in learning English.

Second, the lack of media used in the learning process, students hoped that there were media that can help develop their learning interest to increase student motivation. Third, problems encountered in class are related to the pronunciation and spelling of their words. The students themselves admitted that they still had difficulty pronouncing and writing words correctly. students' ability to get the meaning of words is considered low. They are confused about interpreting the meaning of words based on the context that is around them.

1.3. Focus of the Problem

The research aims to describe and analyze the results of students' perceptions by using crossword puzzle media as a medium for learning English. In this study, researchers focused on students 'perceptions in the use of crossword puzzle media in at the Third Semester of English Education Universitas Islam Riau so that researchers know the students' responses to the use of technology in the classroom whether effective or not.

1.4. Research Questions

Referring to the research background, problem identification and problem limitations, the researchers' problem was formulated as:

1. What is Students Perceptions at the Third Semester of English Education Universitas Islam Riau?
2. What are the benefits of Crossword Puzzle Games on Students Perceptions at the Third Semester of English Education Universitas Islam Riau?

1.5. Objective of the Research

1. To find out the process of Students Perceptions of Crossword Puzzle Games at the Third Semester of English Education Universitas Islam Riau.
2. To know the benefits of Students Perceptions of Crossword Puzzle Games at the Third Semester of English Education Universitas Islam Riau.

1.6. Significance of the Research

The researcher chooses the above strategy with the consideration that it will provide benefits for some of the relevant research members involved, as described :

1. Lecturer

It is hoped that the lecturer will enrich students' perception about how to change and improve students' ability to do teaching and learning in the classroom by using Crossword Puzzle Games. The result is improving the quality of teaching and learning in facilitating students in learning English.

2. Student

It is expected that students improve their English achievements through the use of Crossword Puzzle Games. Therefore, when they learn English they will be easier and become more motivated in English classes.

1.7. Definition of the Key Terms

To avoid misunderstanding and misinterpretation of using terms in this research, the researcher defines the key terms as follow :

1. Crossword Puzzle

It has been proven by the findings of field research that crossword puzzle games can help students enrich their vocabulary. According to Rohmah (2016:8) Crossword puzzle is game in which words have to be guessed from clues and the students have to think carefully in order to answer it, it can be horizontal and vertical.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Relevance Theories

In this chapter, theoretical reviews from experts are presented to support the implementation of strategies that has been decided. Theoretical description of crossword puzzles, review of related study and theoretical description of action research. According to Yuliani, S, (2019) in this study it was explained that the use of technology in students had a simple but interesting impact. The study findings indicate that most students get good responses from the use of cell phones in language learning because the use of cell phones offers valuable opportunities for creative teaching strategies.

According to Sari (2016:7) "The Effect of Crossword Puzzle Games on Students Vocabulary Mastery". The first thing we hope students can learn is a new language because it is one of the elements that connects the four skills; talk, listen, read and write everything. To communicate well in a language, students are expected to get enough words and need to know how use accurately.

Nurma (2019:204) In this analysis it was proved that they succeeded in doing the experiment of the word crossword puzzle which affected the students' vocabulary mastery. This is because in the crossword word game students have the opportunity to be directly involved in arranging words according to the instructions given.

Oktavia (2017:56) Crossword Puzzle in the learning process resulting in influential learning outcomes student. The change appears in when students are

given the assignment to make Crossword Puzzle and when given pretest and given treatment in the experimental class and results from the evaluation it shows significant influence.

Khairiah (2017:134) crosswords provide challenges that motivate students to solve puzzles by making learning fun and relaxing. In addition, it also provides many opportunities for students to practice and repeat sentence patterns and vocabulary. This media is designed to make students feel interested in learning more about English vocabulary. It contains some interesting topics in English vocabulary to play whenever they want. Students can learn about nouns, adjectives and adverbs. In addition, students are encouraged to think and guess words based on the instructions given. This activity aims to challenge and motivate students at the same time.

Davis (2009: 135) states that crosswords can help students to develop and increase vocabulary stock and that helps teachers achieve their goals in learning English. crosswords are not only a game but also a teaching technique that provides the best practice to be able to provide students with more vocabulary.

Joneska (2016:) According research due to the Crossword Puzzles media have the privilege of being in shape game in the presence of an element of excitement and practice thinking skills in guessing words contained in the question given on the puzzle board. Also in use Crossword puzzle learning strategies topic discussion that can be evaluated by each student more many and comprehensive on the topic that have been learned, so that more students understand all the topics that have been discussed studied.

William (2007:135) states that the use of games in learning such as crosswords, word search puzzles, or games in the form of boards and cards make learning more fun and motivate students so that the learning process is not boring.

A crossword puzzle, according to Matin C (2013:3) is a game in which words, guessed from their definitions, are fitted into a diagram of white and black squares. The crossword has words written horizontally (across clues) and words written vertically (down clues).

Tambun (417) said that crossword puzzle is a kind of a play on words by filling in the empty boxes as an answer to the question or question specified in the crossword puzzle. It means that by using crossword puzzle can make the students more focused in learning and the game can be used teaching learning a language. The students will use their logic to fill in the empty boxes by using crossword puzzle game.

Based on the theories above, crossword puzzles have been proven to provide developments in the learning process of students. These theories emphasize that the use of Crossword Puzzles is very effective to be applied in the classroom. Then, these theories have no difference with the purpose of this study because researchers want to make learning look interesting by using Crossword Puzzles. Well, the researcher use crossword puzzle games to develop the development of student learning because many have proven and the majority succeed.

2.2. Games

The application of educational games stems from the development of video games very rapidly and make it as an effective, interactive and many media developed in industrial companies. Seeing the popularity of the game, educators think that the components of game design can be used as an introduction to learning material and can be applied to the education curriculum. Games must have an interactive interface design and contain elements of fun (Hurd and Jenuings, (2009).

2.3. Definition of Crossword Puzzle

Crosswords have been proposed as an alternative game in learning. It's also very useful for improving cognitive skills. As proposed by Moursund (2007: 8), he stressed that crossword puzzles are fairly well-known puzzle games which in each problem, the purpose of the crossword is to solve certain mentalities challenging problems or completing assignments that challenge students mentally

Crossword puzzle can be used in teaching learning process. It is helpful for the students to master vocabulary because this game played using words. In Oxford Learner's dictionary (2000:103) 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.

According to Tarigan (2011:229) Crossword puzzle is a kind of a play on words by filling in the empty boxes as an answer to the question or question specified in the crossword puzzle. It means that by using crossword puzzle can make the students more focused in learning and the game can be used teaching learning a language. The students will use their logic to fill in the empty boxes by using crossword puzzle game.

2.3.1. The advantages of Crossword Puzzle

Wahyuningsih (2009:5) states that many advantages of crossword puzzle games as a method of vocabulary instruction. First, learners get to enjoy learning the target language because they are involved in their own learning. Crossword puzzle can also help learners gain interest and reduce boredom in learning by giving an alternative of varying teaching techniques and by helping learners see English as a learnable instead of a difficult subject.

Second, the crossword puzzle offers a challenge that will motivate the students to try to fulfill the puzzle. It gives much opportunity to the students to practice and repeat the sentence pattern and vocabulary. The students find it fun, feel relaxed, enjoy participating in the learning activity and they memorize the vocabulary in different ways that is by rewriting them. This is meaningful and helpful in learning a language and it can encourage all of the students to participate in learning process.

2.3.2. Procedure Using Crossword Puzzles.

Many students are lazy to read because they think of it as difficult English comprehension. Sometimes many students cannot understand vocabulary in a sentence. many children have problems with memorization that can affect their ability to learn through standard teaching.

Therefore, teachers can use the crossword puzzle method to help them develop vocabulary skills. In class, the lecturer can apply it to teach students fluency in understanding new vocabulary. After explaining what a crossword puzzle is, the lecturer reads a story about the material being taught then the teacher makes a puzzle on the board giving a few examples then the students continue alternately each group. This method is very easy for the teacher to do in class, and it will make students feel happy and active to start searching for a lot of vocabulary.

Teachers can learn while playing with crossword puzzles. First, students download the crossword puzzle application, and then they can directly fill in the words that have been prepared in the application starting from the easy level than the medium level than last difficult level where the higher the level the more difficult words they have to fill.

2.3.3. The Components of the Crossword Games

Vocabulary is the knowledge of words and word meanings. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. According to Richard (2003: 255) states that Vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, read, and write.

1. Speaking

Speaking is a productive skill. It cannot be separated from listening. When we speak we produce text and it is meaningful. In the nature of communication, we can find speakers, listeners, messages and feedback. Speaking cannot be separated from pronunciation because it encourages students to learn English sounds.

2. Reading

Reading is one of the main bases in education because without reading it will have an impact on everyone's knowledge. Reading has a superior trait in which every person who cannot read then his knowledge about anything will not develop, because it is highly recommended for everyone, especially in the world of education to further enhance the reading system so that the vocabulary possessed will further develop.

3. Writing

Writing is the process of describing a language so that the message conveyed by the writer can be understood by the reader. As a writer it is also advisable to be able to master the vocabulary to make it easier to write each word or story.

4. Listening

Listening is a process of listening to verbal symbols with full accuracy, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through spoken or spoken language. In listening, it is also imperative to master the vocabulary so that every word that is heard can be easily digested by the listener's information.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

In this research, the researcher used a Qualitative descriptive. This research is an analysis of crossword puzzles games students' perception at the third semester of English education Universitas Islam Riau will be effective. According to Creswell (2014), Qualitative research involved open-ended questions, and few in number it mean to get a point and opinions from the participants. Thus, the researcher using descriptive to obtained the data of Questionnaires that can answer and using Qualitative to obtained the data of interviews. In qualitative interviews, the researcher conducts telephone interviews.

3.2. Location and Time of Research

This research will be conducted on the third semester students of Universitas Islam Riau Pekanbaru which is located at Jl. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28284. and twelve grade. The time of stars September 2020.

3.3. Population and Sample of the Research

3.3.1. Population

According to Creswell (2014:204) randomly selected one person from a population, its characteristics are in the same sample as in the

population; characteristics used in population stratification (eg, sex, income level, education). identify that the samples that exist in individuals with characteristics that are in the population are the same.

The population of this research is the third semester students of Universitas Islam Riau Pekanbaru which is located at Jl. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28284. The sample only one class A. As example look at the following table.

Table 3.1
The Population and Sample of Research

NO	Classes	Semester	Total of Student
1.	A	III	50
2.	B		48
TOTAL			98

3.3.2. Sample

According to Putra (2014) The definition of a sample is a part of the population or is representative of the population, taken from the collective either randomly, structurally, or in other scientific collective ways. The sampling technique of this research is the Non – Randomized (Purposive Sampling). In this sampling technique, the determined of specific characters by following the objectives of the study so that it is expected that through that determined can answer the research problem

(Tongco, 2007). This research was taken 50 students of class A . The description of sample can be seen in the following table:

Table 3.2. Sample of the Research.

NO	NAME	CLASS
1	Student 1	3A
2	Student 2	3A
3	Student 3	3A
4	Student 4	3A
5	Student 5	3A
6	Student 6	3A
7	Student 7	3A
8	Student 8	3A
9	Student 9	3A
10	Student 10	3A
11	Student 11	3A
12	Student 12	3A
13	Student 13	3A
14	Student 14	3A
15	Student 15	3A
16	Student 16	3A
17	Student 17	3A

18	Student 18	3A
19	Student 19	3A
20	Student 20	3A
21	Student 21	3A
22	Student 22	3A
23	Student 23	3A
24	Student 24	3A
25	Student 25	3A
26	Student 26	3A
27	Student 27	3A
28	Student 28	3A
29	Student 29	3A

3.4. Instrument of the Research

In this research was Qualitative Descriptive data. To find out the data of this research, the researcher uses the instrument. The researcher gives Questionnaire. In this instrument, the students use an online Questionnaire by WhatsApp.

The type of scale used in this study is a Likert Scale. According to Sugiyono, (2016) Likert scale is used to measure the research object that will be measured based on indicators and used as a starting point for arranging instrument items in the form of questions or statements. Data collection instruments used in this study were questionnaires in thesis writing. Question items compiled by

researchers based on aspects of difficulty. The statements contained in this inventory consist of statements that are favorable and statements that are not favorable.

This questionnaire provides 5 alternative answers, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) to increase response variability. The score for each alternative answer for each statement item in this instrument is in table :

Table 3.3. Scoring Norm

Statement	Favourable Score	Unfavourable score
Strongly Agree (SA)	5	1
Agree (S)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

3.5.Data Collection Technique

3.5.1. Questionnaire.

According to Creswell (2012) questionnaire is a data collection technique where the participant fills in a question or statement which after being filled in completely will be returned to the researcher. According to Sugiyono (2016) to analyzed the questionnaire the researcher was analyzed by using Likert Scale. The design of items on five points scale. Such as Strongly Agree (SA) the value is 5, Agree (A) the value is 4, Undecided (U) the value is 3, Disagree (D) the value is 2, and Strongly Disagree (SD) the value is 1.

The data collection instrument used in this study was a questionnaire in thesis writing. The question items were arranged by the researcher based on the aspect of difficulty. The statements contained in this interview are favorable statement, the preferred statement is the concept of behavior that fits or supports the attributes or variables being measured. This instrument answers the first research question "How is the process of Students Perceptions at the Third Semester of English Education Universitas Islam Riau?"

Table 3.4. The blueprint indicator of students perceptions on crossword puzzle games.

Students Percetions of Crossword Puzzle Games	Indicators	Items	Total Number of Questioneire
	1. Assesing the effectiveness of crossword puzzle games	1,2,3,4,5	5
	2. Perceptions of learning evaluation crossword puzzle games	6,7,8,9,10,11,12	7
	3. Students perceptions of crossword puzzle as a teaching tool	13,14,15,16,17,18,19,20	8
		Total	20

The questionnaire data was arranged based on 3 sources that have successfully examined the application of crossword puzzle games, namely Vusi Vincent Mshayisa (2020), Agatha Saputri and Sukirno (2018), Mohammed Nazeer (2018).

NO	STATEMENTS	INTERNATIVE ANSWERS				
		SA	A	N	D	SD
1.	Helped me to remember important terms from the topics we have studied					
2.	Solving crossword puzzles made me think critically.					
3.	The puzzles reinforce basic concepts discussed in during the lectures.					
4.	Challenging and problem solving					
5.	Using crossword puzzles improved my learning experience					
6.	Students are eager to follow the learning with crossword puzzles media implementation					
7.	Students are eager to do exercise problem on crossword puzzles media					
8.	Students understand the accounting material described by crossword puzzles media in learning					
9.	Students try to answer the problem modified by crossword puzzles media					
10.	Students work together in groups to solve the problem in the form of crossword puzzles media					
11.	Students enjoy working in groups using crossword puzzles media					
12.	Students can exchange opinions with friends while working on assignments with crossword puzzles media					
13.	Fun experience to solve crossword puzzles.					
14.	Improved my understanding of the topic.					
15.	Helped to remember important terms from the topic.					
16.	Recommend their use for other subjects also to encourage active learning.					
17.	The level of difficulty was uniformly maintained.					
18.	They helped me in working together and team building.					
19.	Time allotted to solve the crossword was adequate.					
20.	Enjoyed learning through recreation.					

3.5.2. Interview

Sugiyono (2018) an interview is a conversation between two or more people and takes place between the source and the interviewer. Interviews are used as a data collection technique if you want to conduct a preliminary study to find problems that need to be researched, and also if the researcher wants to know things from the respondents that will be more in-depth and the number of respondents is large. small. The interview used is an unstructured or open interview meaning it is a free interview where the researcher does not use guidelines that have been systematically and completely compiled for data collection. This interview aimed to answer the second research question, namely "What are the benefits of Crossword Puzzle Games on Students Perceptions at the Third Semester of English Education, Riau Islamic University?"

Guidelines are used only as an outline of the problem to be asked. The total questionnaire used is four statements based on indicators adapted from Amalia, (2018), namely: 1.) English reading and writing skills 2.) using crossword puzzle media to improve skills 3. supporting factors and inhibiting factors for using crossword media puzzle.

Table 3.5. Students' Interview Guideline Grid

NO	INDICATORS	ITEMS
1	English reading and writing skills	1
2	the use of crossword puzzles media to improve skills	1
3	supporting factors and inhibiting factors of using crossword puzzle media	1

3.6.Data Analysis Technique

Analysis of the data used in this research is to use qualitative descriptive methods. Data were analyzed descriptively to determine the use of the Crossword puzzle games of students of the Third Semester of English Education Universitas Islam Riau. The stages of analyzing data in this research are:

Convert data suspension from the use of crossword puzzle games questionnaire as an assessment. In order to analyze the data further, the answer from this questionnaire was converted into a numeric form.

The score is given to each statement, for positive statements:

1. Score 5 if the respondent answers Strongly agree
2. Score 4 if the respondent answers Agree
3. Score 3 if the respondent answers Neutral
4. Score 2 if the respondent answers Disagree
5. Score 1 respondent answered Strongly disagree

Scores for negative statements:

1. Score 5 if the respondent answers strongly disagree
2. Score 4 if the respondent answers Nisagree
3. Score 3 if the respondent answers Neutral
4. Score 2 if the respondent answers Agree
5. Score 1 respondent answers Strongly agree

Next, calculate the frequency of each category of answers in each variable. To find puzzle games questionnaire as an assessment after collected the data with the questionnaire, the score obtained is then calculated and entered into the percentage descriptive formula, Sugiyono (2006):

$$P = \frac{F}{N} \times 100\%$$

It means :

P = Percentage of items

F = The Frequency (number of students fulfilling)

N = Total Number of Respondent (students)

Based on the formulation in taking percentage of the data, it is need to identify the mean for each category that absolutely has different value in every items in the questionnaire. The formulation of mean score as follow:

$$Me = \frac{\sum x}{N}$$

Me = Mean

N = Number of cases

$\sum x$ = Total score

Table 3.6. Indicator for Mean Score

Mean Score	Frequency
80.1% - 100.0%	Very High
60.1% - 80.0%	High
40.1% - 60.0%	Medium
20.1% - 40.0%	Low
0.0% - 20.0%	Very Low



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER IV

RESEARCH FINDING

This chapter discusses and explains about data from respondents based on the rules described in chapter three. This data consists of questionnaires and interviews. Both instruments have the same objective, namely to describe each indicator in the study, however the results of the interviews provide additional information for researchers in analyzing students' perceptions about the crossword puzzle game.

4.1. Data Presentation

After collecting analysis about Crossword Puzzle Games in Students' Understanding of a puzzle which consists of three indicators, namely; Assessing the effectiveness of crossword puzzle games, Perceptions of learning evaluation crossword puzzle games, Students perceptions of crossword puzzle as a teaching tool.

Based on the table of presenting student perceptions in answering the questionnaire, it can be seen that the students' perceptions of the third semester crossword puzzle game at the Riau Islamic University have the highest score of 100, this indicates that students agree that students really enjoy learning using crossword puzzle games. However, the lowest score is 47. This means that students almost disagree if they do not enjoy the learning process using crossword

puzzle games. Finally, the researchers found that the average score was 76.66%.

The following averages were obtained:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{2.223}{29}$$

$$M_x = 76.66\%$$

Table. 4.1. Data Presentation

NO	STATEMENTS	INTERNATIF JAWABAN					N	Score	Mean	TCR(%)	CATEGORY
		SA	A	N	D	SD					
	Assesing the effectiveness of crossword puzzle games	5	4	3	2	1					
1.	Helped me to remember important terms from the topics we have studied	15	11	3	0	0	29	128	4,4138	77,5758	VERY HIGH
	Membantusayamengingatistilah-istilahpentingdaritopik yang telah kami pelajari										
2.	Solving crossword puzzles made me think critically.	11	11	5	2	0	29	118	4,069	71,5152	VERY HIGH
	Memecahkantekatekisilangmembuatnya berpikirkritis.										
3.	The puzzles reinforce basic concepts discussed in during the lectures.	4	15	9	0	1	29	108	3,7241	65,4545	VERY HIGH
	Tekatekitersebutmemperkuatkonsepdasar yang dibahasselamaperkuliahan.										

4.	Challenging and problem solving	8	11	7	2	1	29	110	3,793 ₁	66,6667	VERY HIGH
	Menantang dan memecahkan masalah										
5.	Using crossword puzzles improved my learning experience	10	13	3	2	1	29	116	4	70,303	VERY HIGH
	Anda merasa tertantang saat bermain game ini.										
Perceptions of learning evaluation crossword puzzle games											
6.	Students are eager to follow the learning with crossword puzzles media	7	13	9	0	0	29	114	3,931	69,0909	VERY HIGH
	Siswa bersemangat mengikuti pembelajaran dan penerapan media crossword puzzles										
7.	Students are eager to do exercise problem on crossword puzzles media	5	13	1	0	1	29	65	2,241 ₄	39,3939	VERY HIGH
	Siswa bersemangat untuk mengerjakan soal latihan pada media crossword puzzles										
8.	Students understand the accounting material described by crossword puzzles media in learning	4	12	8	2	3	29	99	3,413 ₈	60	VERY HIGH
	Siswa mencoba menjawab soal yang dimodifikasi dengan media crossword puzzles										
9.	Students try to answer the problem modified by crossword puzzles media	5	16	6	2	0	29	111	3,827 ₆	67,2727	VERY HIGH

	(Pertanyaan yang diberikandalampemmainanbervariasi.)										
10.	Students work together in groups to solve the problem in the form of crossword puzzles media	10	9	5	2	1	27	106	3,925 9	64,2424	VERY HIGH
	Siswabekerjasamadalamkelompokuntukmenyelesaikanmasalahberupa media teka-tekisilang										
11.	Students enjoy working in groups using crossword puzzles media	7	13	7	1	1	29	111	3,827 6	67,2727	VERY HIGH
	Siswasenangbekerjadalammenggunakan media teka-tekisilang										
12.	Students can exchange opinions with friends while working on assignments with crossword puzzles media	6	14	6	2	1	29	109	3,758 6	66,0606	VERY HIGH
	Siswadapatbertukarpandangan denganteman saat mengerjakan tugas dengan media TTS										
Students perceptions of crossword puzzle as a teaching tool											
13.	Fun experience to solve crossword puzzles.	12	12	4	0	1	29	121	4,172 4	73,3333	VERY HIGH
	Pengalamanmenyenangkanuntukmemecahkan teka-tekisilang.										
14.	Improved my understanding of the topic.	8	14	5	1	1	29	114	3,931	69,0909	VERY HIGH

	Meningkatkan pemahaman saya tentang topik.											
15.	Helped to remember important terms from the topic.	6	16	6	1	0	29	114	3,931	69,0909	VERY HIGH	
	Membantu mengingat istilah penting dari topik.											
16.	Recommend their use for other subjects also to encourage active learning.										VERY HIGH	
	Merekomendasikan penggunaannya untuk mata pelajaran lain juga untuk mendorong pembelajaran aktif.	6	12	8	2	1	29	107	3,689 7	64,8485		
17.	The level of difficulty was uniformly maintained	6	6	1 5	1	1	29	72	2,482 8	43,6364	VERY HIGH	
	Tingkat kesulitan dipertahankan secara seragam											
18.	They helped me in working together and team building.	7	13	5	3	1	29	65	2,241 4	39,3939	VERY HIGH	
	Mereka membantunya dalam bekerjasama dan membangun tim.											
19.	Time allotted to solve the crossword was adequate.										HIGH	
	Waktu yang dialokasikan untuk menyelesaikan teka-teki silang sudah cukup.	3	13	1 1	2	0	29	70	2,413 8	42,4242		
20.	Enjoyed learning through recreation	9	11	4	2	3	29	66	2,275 9	40	VERY HIGH	
	Senang belajar melalui rekreasi											
MEAN								2024		61,3333		

Further analysis of the data according to the two indicators below shows that Crossword puzzle games is an assessment tool:

Table 4.2. Indicator of Students' Perception of Crossword Puzzle Games

Indicators	Mean	Level
1. Assessing the effectiveness of crossword puzzle games	80.82 %	Very High
2. Perceptions of learning evaluation crossword puzzle games	77.04%	Very High
3. Students perceptions of crossword puzzle as a teaching tool	74.85%	Very High
The Overall MeanScore	77.57%	Very High

Mean :

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

$$Mx = \frac{232,71}{3}$$

$$Mx = 77,57\%$$

Furthermore, these results indicate that students in general have a very high level of whether Crossword Puzzle Games as an assessment will be applied in the classroom to improve student understanding. The average of each indicator in the questionnaire shows which statement most agree if Crossword Puzzle Games is an assessment that will be applied in class to make it easier for students to learn English.

Among the two indicators, the most fun is Assessing the effectiveness of crossword puzzle games ($M = 80.82\%$). It can be concluded that students can use the Crossword Puzzle Games as a means to practice learning progress, especially in reading text. With all the advantages that Crossword Puzzle Games has, students can explore the information contained in the Crossword Puzzle Games application and students can find out how sophisticated the internet is in training student learning processes today. Therefore, the Crossword Puzzle Games interaction or the relationship between teachers and students can be more effective.

Furthermore, the perception of the evaluation of learning crossword puzzles ($M = 77.04\%$) means that students also have a great interest in learning using this puzzle. This can be seen from the results of a questionnaire which shows that Crossword puzzle games have succeeded in increasing student interest in learning English because Crossword puzzle games are suitable for students to use for the current generation according to the existing trends.

And then, Students' perceptions of crossword puzzles as a teaching tool ($M = 74.85\%$) means that students really enjoy learning using this Crossword Puzzle Games tool. seems to have had a sizable improvement in learning to use this puzzle. This can be seen from the results of the questionnaire which showed that the crossword puzzle game succeeded in making students more active during learning because it was different from teaching before using puzzle tools

The overall average of the three indicators of student understanding as an assessment tool using Crossword Puzzle Games is 4.6 which indicates that the sample Strongly Agrees. By looking at these data it is clear that the total student average score is 77.57%.

4.3. Data Interpretation

After the data has gathered and processed. Detail information about the frequencies of Crossword Puzzle as assessment in reading can be seen in the following explanation:

Table 4.3. The score is given to each positive statements

NO	Items	Score	x	Sample	Total	Score Max
1	Strongly Agree	5	X	29	145	145
2	Agree	4	X	29	116	
3	Neutral	3	X	29	87	
4	Disagree	2	X	29	58	
5	Strongly Disagree	1	X	29	29	

$$P = \frac{F}{N} \times 100\%$$

Information :

P = Percentage

F = Frequency of the certain score

N = Total number of sample

Table 4.4. Assessing the effectiveness of crossword puzzle games

No Items	SA	A	N	D	SD	Total	Percentage	Level
1	15	11	3	0	0	128	88.27%	Very High
2	11	11	5	2	0	124	85.51%	Very High
3	4	15	9	0	1	108	74.48%	Very High
4	8	11	7	2	1	110	75.86%	Very High
5	10	13	3	2	1	116	80%	Very High
The Overall Percentage							80.82%	Very High

4.3.1. Data Interpretation Students' Perception of Crossword Puzzle

Gamesat The Third Semester Students at Universitas IslamRiau.

4.3.1.1. Assesing the effectiveness of crossword puzzle games.

Effectiveness is a measure that states the extent to which quality, quantity, and time objectives have been achieved. Effectiveness is an assessment made of individuals, groups, achievements that are closer to the expected achievement to be more effective. Effectiveness is the extent to which the benefits and achievement of goals have been achieved. The effectiveness of teaching can be seen from two aspects , namely; (1) the effectiveness of teacher teaching, planned learning activities can be carried out properly. By itself this principle must pay attention to ability Teachers, so that improvement efforts to complete each program need attention (2) the effectiveness of student learning with learning objectives that are expected to be achieved through teaching and learning activities undertaken.

Improvement efforts are generally carried out by selecting the type of methods and tools that are considered the most effective to be used to

achieve the desired goals. Effectiveness is everything that is done properly and correctly so that the desired goals can be achieved with predetermined standards. Effectiveness is measured by achievement and compared with planned goals. Learning evaluation is said to be effective if the process has been encouraged and liked by students. The appropriateness of the use of evaluation tools depends on the purpose of the evaluation, the learning material, and the student's condition.

Crossword puzzle is an application that can help teachers improve the quality of teaching to students. With an understanding of technology, teachers can make the teaching and learning process look fun because the crossword puzzle game makes students interested in using it. With lots of features, pictures, and colors students love the teaching and learning process because it looks fun and comfortable. Through crossword puzzles, teachers can also assess how much English skills their students have.

A. Questionnaire Results

Table 4.2 shows the percentage of student responses about the crossword puzzle game as an assessment tool, the percentage of item number 1 is $P = 88.27\%$ It is at the Very High level because there are 15 students who strongly agree to help them remember the past lessons. Furthermore, 11 out of 29 students chose Agree from the statement and there were 3 students who chose neutral from the statement. the amount obtained is as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{128}{145} \times 100\%$$

$$P = 0.8827 \times 100\%$$

$$P = 88.27\%$$

The percentage of item number 2 is $P = 85.51\%$. At the Very High level because there were 11 students who chose Strongly Agree when they had to solve the crossword game by thinking critically, then 11 students also said Agree for the question, then there were 5 students who stated Neutral that they had to think critically to solve the game and only 2 students chose Dissagre. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{124}{145} \times 100\%$$

$$P = 0.8551 \times 100\%$$

$$P = 85.51\%$$

The percentage of item number 3 has a score level of $P = 74.48\%$. Students chose Strongly Agree, only 4 students said the crossword puzzle game could strengthen their learning concept. then there were 15 students who said Agree that the game can strengthen the concept of learning.

There were 9 students who answered Neutral to the question and 1 person answered Strongly Dissagre.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{108}{145} \times 100\%$$

$$P = 0.7448 \times 100\%$$

$$P = 74.48\%$$

The percentage of item number 4 has a score level of $P = 75.86\%$. Students chose Strongly Agree, only 8 students said that the crossword puzzle game was challenging and could solve problems. Then there were 11 students who said Agree that the game is challenging and can solve problems. There were 7 students who answered Neutral to the question, there were 2 students who said Dissagre there was 1 person who answered Strongly Dissagre.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{110}{145} \times 100\%$$

$$P = 0.7586 \times 100\%$$

$$P = 75.86\%$$

The percentage of item number 5 is $P = 80\%$. It was at the Very High level because there were 10 students who chose Strongly Agree as an

answer that the crossword puzzle game could improve the learning experience, then there were 13 students who chose Agree as the answer. Then there were 3 students who chose Neutral, there were 2 students who chose Disagree and there was 1 student who said Strongly Disagree.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{116}{145} \times 100\%$$

$$P = 0.8000 \times 100\%$$

$$P = 80\%$$

Finally, the researcher can conclude from items 1, 2, 3, 4 and 5 that the overall percentage of 80.82% is at the Very High level. This is because almost all students choose Agree in the statement that the crossword puzzle game can be used as an assessment. With the amount obtained as follows:

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

$$Mx = \frac{404.12}{5}$$

$$Mx = 80.82 \%$$

Table 4.5. Perceptions of learning evaluation crossword puzzle games

No Items	SA	A	N	D	SD	Total	Percentage	Level
6	7	13	9	0	0	114	78.62%	Very High
7	5	13	10	1	0	119	82.06%	Very High
8	4	12	8	2	3	112	77.24%	Very High
9	5	16	6	2	0	111	76.55%	Very High
10	10	9	5	2	1	106	73.10%	Very High
11	7	13	7	1	1	111	76.55%	Very High
12	6	14	6	2	1	109	75.17%	Very High
The Overall Percentage							77.04%	Very High

4.3.2. Perceptions of learning evaluation crossword puzzle games

Students most like learning that gives them the opportunity to interact and learn from other students such as the use of these crossword puzzle games. This aspect needs to be considered by educators in designing active learning activities. Student interactivity has been reported to be an important aspect of active learning pedagogy. Utilizing learning technologies like this also has the advantage of generating large databases, which can be analyzed to uncover learning patterns and help students with learning difficulties.

The application of the crossword puzzles media as an evaluation tool shows that the use of crossword puzzles as an evaluation tool is very popular with students and students do not feel bored during the learning process. Students are excited about learning. Students easily understand the material being taught. The application of crossword puzzles media can create active learning.

A. Questionnaire Results

Table 4.4 shows the percentage of student responses about the enthusiasm of students in participating in learning with the application of crossword puzzles media. The percentage of item number 6 is $P = 78.62\%$. Very High Value on the statement, there were 7 students who chose Strongly Agree, then there were 13 students who chose Agree, and there were 9 students who chose Neutral.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{114}{145} \times 100\%$$

$$P = 0.7862 \times 100\%$$

$$P = 78.62\%$$

The percentage of item number 7 is $P = 82.06\%$. At the Very High level because there were 5 students who chose Strongly Agree for students who were eager to work on practice questions on crossword puzzles media, then there were 13 students who chose Agree and then there were 10 students who chose Neutral and 1 student who chose Disagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{119}{145} \times 100\%$$

$$P = 0.8206 \times 100\%$$

$$P = 82.06\%$$

The percentage of item number 8 is $P = 77.24\%$. At the Very High level because there were 4 students who chose Strongly Agree for students who understood the material explained by using crossword puzzles in learning, then there were 12 students who chose Agree and then 8 students chose Neutral, there were 2 students who chose Disagree and then there 3 students who voted for Strongly Dissagre. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{112}{145} \times 100\%$$

$$P = 0.7724 \times 100\%$$

$$P = 77.24\%$$

The percentage of item number 9 is $P = 76.55\%$. At the Very High level because there were 5 students who chose Strongly Agree for students trying to answer the modified questions using crossword puzzles media, then 16 students chose Agree and then 6 students chose Neutral, there were 2 students who chose Disagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{111}{145} \times 100\%$$

$$P = 0.7655 \times 100\%$$

$$P = 76.55\%$$

The percentage of item number 10 is $P = 73.10\%$. At the Very High level because there were 10 students who chose Strongly Agree for students working together in groups to solve problems in the form of a crossword puzzle, then 9 students chose Agree, then 5 students chose Neutral, 2 students chose Disagree then there was only 1 student who chose Strongly Dissagree. In summary, most students voted Strongly Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{106}{145} \times 100\%$$

$$P = 0.7310 \times 100\%$$

$$P = 73.10\%$$

The percentage of item number 11 is $P = 76.55\%$. At the Very High level because there were 7 students who chose Strongly Agree for students who liked to work in groups using crossword puzzles media, then there were 13 students who chose Agree and then 7 students chose Neutral, there was 1 student who chose Disagree then only there is 1

student who chose Strongly Dissagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{111}{145} \times 100\%$$

$$P = 0.7655 \times 100\%$$

$$P = 76.55\%$$

The percentage of item number 12 is $P = 75.17\%$. At the Very High level, because there are 6 students who choose Strongly Agree for students, they can exchange opinions with friends while working on tasks using TTS media, then there are 14 students who choose Agree and then there are 6 students who choose Neutral, there are 2 students who choose Disagree then only there is 1 student who chose Strongly Dissagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{109}{145} \times 100\%$$

$$P = 0.7517 \times 100\%$$

$$P = 75.17\%$$

Finally, the researcher can conclude from items 6, 7, 8, 9, 10, 11, and 12 that the overall percentage of 77.04% is at the Very High level.

This is because almost all students choose to agree on the statement that the crossword puzzle game can be used as an evaluation of learning. With the amount obtained as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{539.29}{7}$$

$$M_x = 77.04$$

Table 4.6. Students perceptions of crossword puzzle as a teaching tool

No Items	SA	A	N	D	SD	Total	Percentage	Level
13	12	12	4	0	1	111	76.55%	Very High
14	8	14	5	1	1	114	78.62%	Very High
15	6	16	6	1	0	114	78.62%	Very High
16	6	12	8	2	1	107	73.79%	Very High
17	6	6	15	1	1	102	70.34%	Very High
18	7	13	5	3	1	109	75.17%	Very High
19	3	13	11	2	0	104	71.72%	Very High
20	9	11	4	2	3	108	74.48%	Very High
The Overall Percentage							74.85%	Very High

4.3.3. Students perceptions of crossword puzzle as a teaching tool

Crossword puzzle is a game that can help students who are lazy to learn English, with crossword puzzles they can be helped to like and not be bored when learning takes place. they are also taught cohesiveness in a team each, learn to work well together. with this game in learning students can be more active and more enthusiastic in doing the tasks given through the game. In lectures, there are

usually many students who are just silent and do not listen to learning because most of them are bored with only listening to the lecturer speak.

The present research demonstrates that studying challenging subjects like human anatomy with the use of crossword puzzles has proved to be an effective way of learning. To solve the exercise of the crossword puzzle the students were instructed to read the clues and then recall what had been taught in the lectures and practical sessions of human anatomy, they were then encouraged to participate actively in the discussion with their teammates to solve these puzzles. This helped us to create an environment for active learning, a process that motivates the students and increase their interest in the topic, which led to a better retention of the learning material and contributed towards the positive learning experience as perceived by the students in this study.

A. Questionnaire Result

The percentage of item number 13 is $P = 76.55\%$. At the Very High level because there were 12 students who chose Strongly Agree for the student to have a fun experience solving the crossword puzzle, then there were 12 students who chose Agree then 4 students chose Neutral, then only 1 student chose Strongly Dissagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{111}{145} \times 100\%$$

$$P = 0.7655 \times 100\%$$

$$P = 76.55\%$$

The percentage of item number 14 is $P = 78.62\%$. At the Very High level because there were 8 students who chose Strongly Agree for students to improve their understanding of the topic, then there were 14 students who chose Agree then 5 students chose Neutral, then there was 1 student who chose Disagree, then only 1 student chose Strongly Dissagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{114}{145} \times 100\%$$

$$P = 0.7862 \times 100\%$$

$$P = 78.62\%$$

The percentage of item number 15 is $P = 78.62\%$. At the Very High level because there were 6 students who chose Strongly Agree for the students to help remember important terms from the topic, then there were 16 students who chose Agree and then 6 students chose Neutral, then there was 1 student who chose Disagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{114}{145} \times 100\%$$

$$P = 0.7862 \times 100\%$$

$$P = 78.62\%$$

The percentage of item number 16 is $P = 73.79\%$. At the Very High level because there were 6 students who chose Strongly Agree to Recommend its use for other subjects as well to encourage active learning, then there were 12 students who chose Agree then 8 students chose Neutral, then there were 2 students who chose Disagree. then there was only 1 student who chose Strongly Dissagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{107}{145} \times 100\%$$

$$P = 0.7379 \times 100\%$$

$$P = 73.79\%$$

The percentage of item number 17 is $P = 70.34\%$. At the Very High level because there were 6 students who chose Strongly Agree for the difficulty level to be maintained uniformly, then there were 6 students who chose Agree then 15 students chose Neutral, then there was 1 student who chose Disagree. then there was only 1 student who chose Strongly

Dissagree. In short, most of the students chose Neutral as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{102}{145} \times 100\%$$

$$P = 0.7034 \times 100\%$$

$$P = 70.34\%$$

The percentage of item number 18 is $P = 75.17\%$. At the Very High level because there were 7 students who chose Strongly Agree that the crossword puzzle helped me to work together and build a team, then there were 13 students who chose Agree, then 5 students chose Neutral, then there were 3 students who chose Disagree. then there was only 1 student who chose Strongly Dissagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{109}{145} \times 100\%$$

$$P = 0.7517 \times 100\%$$

$$P = 75.17\%$$

The percentage of item number 19 is $P = 71.72\%$. At the Very High level because there were 3 students who chose Strongly Agree that

the time allocated to solve the crossword puzzle was enough, then there were 13 students who chose Agree then 11 students chose Neutral, then there were 2 students who chose Disagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{104}{145} \times 100\%$$

$$P = 0.7172 \times 100\%$$

$$P = 71.72\%$$

The percentage of item number 20 is $P = 74.48\%$. At the Very High level because there were 9 students who chose Strongly Agree that it was nice to learn through recreation, then there were 11 students who chose Agree, then 4 students chose Neutral, then there were 2 students who chose Disagree, then there were 3 students who chose Strongly Dissagree. In short, most of the students chose Agree as seen in the highest percentage.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{108}{145} \times 100\%$$

$$P = 0.7448 \times 100\%$$

$$P = 74.48\%$$

Finally, the researcher can conclude from items 6, 7, 8, 9, 10, 11, and 12 that the overall percentage of 74.91% is at the Very High level. This is because almost all students choose to agree on the statement that the crossword puzzle game can be used as an evaluation of learning. With the amount obtained as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{599.29}{8}$$

$$M_x = 74.91 \%$$

4.2.1. Data Interpretation of the Errors that Occur in Students' Perceptions of Crossword Puzzle Games of The Third Semester Students at Universitas Islam Riau.

In finding the errors that occurred in the Student Perception of crossword puzzle games for Semester III students of the Riau Islamic University, the researcher looked for errors by using the interview result instrument. The researcher asked 10 participants answered several questions that the researcher had prepared. The questions asked about Student Perception of crossword puzzle games Semester III Students. Researchers ask questions to participants via WhatsApp voice so that participants answer or respond via WhatsApp voice.

4.2.1. Student Interview Data

The purpose of this paper is to determine the problems faced by students when learning using crossword puzzle games. These findings were developed from the results of teacher-student interviews. Interviews were conducted using a purposive technique with 10 informants through online interviews (WhatsApp). Interviewees who were successfully interviewed online with names using initials were APS, DTW, FA, D, KC, JS, LN, AR, LKB and AR. Interviews with 10 resource persons with the initials were conducted on Sunday, October 05, 2020. All data from this study are described based on the focus of the research questions as follows:

Table 4.7. The Interview of Students' Perception of Crossword Puzzle Games

Code	Questions	Answer
S1	What do you think about studying English using crossword puzzle games?	In my opinion, learning to use the crossword puzzle game is very fun and I became active in learning because I was curious about the game being very interesting and suitable for use by lazy students like me.
S2	What do you think about learning English using Crossword puzzle games?	In my opinion, the use of the crossword puzzle game really supports learning because the current

		<p>questions and materials can be matched with the questions we are going to work on.</p>
S3	<p>How about the learning method used by teachers in conveying learning materials using crossword puzzle games?</p>	<p>The way is very relaxed because we are directed to be able to interact with classmates according to the instructions carried out in the crossword puzzle game.</p>
S4	<p>What about the learning methods used by the teacher in delivering learning materials using the Crossword puzzle games?</p>	<p>Learning in the classroom is very clear because the teacher delivers the material using the facilities provided by the school, namely Focus, therefore students understand what to do in the Cross Puzzle game.</p>
S5	<p>In your opinion, is this learning media in accordance with them needs of students?</p>	<p>In my opinion, the crossword puzzle game really supports the teaching and learning process because it looks fun and not boring for students who are less active in learning.</p>
S6	<p>In your opinion, is this learning media in accordance with the needs of students?</p>	<p>It is very fun to use Crossword puzzle games because the teacher provides many pictures that can make students focus on the learning</p>

		process that is conveyed.
S7	In your opinion, is this learning media in accordance with the needs of students?	In my opinion, using Crossword puzzle games in the classroom is very interesting, because from the views and pictures presented by the teacher, students can focus on filling in the questions provided.
S8	What do you hope to support in-class learning?	I hope that someday there will be teachers who can create other media so that the learning atmosphere will be cool with the theory that will be conveyed, such as the current media, namely crossword puzzle games.
S9	What do you hope to support in-class learning?	I hope this method continues and teachers can use creative methods again in process learning because learning technology is very suitable for use among millennial as is it like now.
S10	What do you hope to support in-class learning?	Hopefully in the future the teacher can maintain it by introducing Crossword puzzle games to students so that students can be creative in

		filling and making more creative crossword puzzles.
--	--	---

1. Based on questions one to twenty above, What do you think about learning English using Crossword puzzle games?

Researchers conducted interview techniques to obtain data from students. According to APS Crossword puzzle games is very fun when used in the classroom. Interviewee APS stated that:

“In my opinion, learning to use the crossword puzzle game is very fun and I became active in learning because I was curious about the game being very interesting and suitable for use by lazy students like me.” (Sunday, October 05, 2020)

2. Based on questions one to twenty above, What do you think about learning English using Crossword puzzle games?

Researchers conducted interview techniques to obtain data from students. According to DTW Crossword puzzle games is very fun when used in the classroom. Interviewee DTW stated that:

“In my opinion, the use of the crossword puzzle game really supports learning because the current questions and materials can be matched with the questions we are going to work on..”(Sunday, October 05, 2020)

3. Based on questions one to twenty above, How about the learning method used by teachers in conveying learning materials using crossword puzzle games?

Researchers conducted interview techniques to obtain data from students. According to FA Crossword puzzle games is very fun when used in the classroom. Interviewee FA stated that:

“The way is very relaxed because we are directed to be able to interact with classmates according to the instructions carried out in the.” (Sunday, October 05, 2020)

4. Based on questions one to twenty above, What do you think about learning English using Crossword puzzle games?

Researchers conducted interview techniques to obtain data from students. According to D Crossword puzzle games is very fun when used in the classroom. Interviewee D stated that:

“Learning in the classroom is very clear because the teacher delivers the material using the facilities provided by the school, namely Focus, therefore students understand what to do in the Cross Puzzle game..” (Sunday, October 05, 2020)

5. Based on questions one to twenty above, In your opinion, is this learning media in accordance with the needs of students?

Researchers conducted interview techniques to obtain data from students. According to KC Crossword puzzle games is very fun when used in the classroom. Interviewee KC stated that:

“In my opinion, the crossword puzzle game really supports the teaching and learning process because it looks fun and not boring for students who are less active in learning.”(Sunday, October 05, 2020)

6. Based on questions one to twenty above, In your opinion, is this learning media in accordance with them needs of students?

Researchers conducted interview techniques to obtain data from students. According to JSCrossword puzzle games is very fun when used in the classroom. Interviewee JS stated that:

“It is very fun to use Crossword puzzle games because the teacher provides many pictures that can make students focus on the learning process that is conveyed.”(Sunday, October 05, 2020)

7. Based on questions one to twenty above, In your opinion, is this learning media in accordance with them needs of students?

Researchers conducted interview techniques to obtain data from students. According to LNCrossword puzzle games is very fun when used in the classroom. Interviewee LN stated that:

“In my opinion, using Crossword puzzle games in the classroom is very interesting, because from the views and pictures presented by the teacher, students can focus on filling in the questions provided.”(Sunday, October 05, 2020)

8. Based on questions one to twenty above, What do you hope to support in-class learning?

Researchers conducted interview techniques to obtain data from students. According to ARCrossword puzzle games is very fun when used in the classroom. Interviewee AR stated that:

“I hope that someday there will be teachers who can create other media so that the learning atmosphere will be cool with the theory that will be conveyed, such as the current media, namely crossword puzzle games.”(Sunday, October 05, 2020)

9. Based on questions one to twenty above, What do you hope to support in-class learning?

Researchers conducted interview techniques to obtain data from students. According to LKBCrossword puzzle games is very fun when used in the classroom. Interviewee LKB stated that:

“I hope this method continues and teachers can use creative methods again in process learning because learning technology is very suitable for use among millennial as is it like now.”(Sunday, October 05, 2020)

10. Based on questions one to twenty above, What do you hope to support in-class learning?

Researchers conducted interview techniques to obtain data from students. According to ARCrossword puzzle games is very fun when used in the classroom. Interviewee AR stated that:

“Hopefully in the future the teacher can maintain it by introducing Crossword puzzle games to students so that students can be creative in filling and making more creative crossword puzzles..”(Sunday, October 05, 2020).

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

According to students' perceptions, there were several students' responses to the Crossword Puzzle Games. Namely that some students agreed that using the Games as an assessment tool was very effective and quickly helped teachers in overcoming the student teaching and learning process. Crossword puzzles give students the opportunity to think critically, collaborate, discuss salient concepts, and be actively involved in class.

The use of crossword puzzles can reduce boredom in lectures and traditional teaching methods, thus providing a more relaxed and friendly classroom atmosphere. Students' perceptions of the crossword puzzle were mostly positive. A statistically positive relationship was found between student collaborative learning and crossword puzzle implementation. Researchers recommend the application of Cross Puzzles in undergraduate programs so that the lecture hall becomes more attractive and attractive. collaborate, discuss salient concepts, and be actively involved in class.

Based on the results of research conducted in the third semester at UIR by distributing questionnaires to 29 respondents regarding Social Media Crossword puzzle games as an assessment tool, the researcher concluded that:

Crossword puzzle games affect student interest in learning to be active from the questionnaire given, it is known that it is 77.57%. While the remaining 0.01% is another factor not included in this study.

5.2. Suggestions

Suggestions that can be conveyed from the results of the research into the development of an assessment tool using Crossword Puzzle Games in increasing student learning are as follows:

1. Crossword puzzle games should have an automatic assessment tool so students know firsthand what level they can reach.
2. Learning English using assessment tools such as the Crossword Puzzle Games can be used by teachers in evaluating the level of student understanding of the material that has been presented.
3. The teacher can develop an evaluation tool using Crossword Puzzle Games with different question material.
4. The evaluation tool using the Crossword Puzzle Games application is very well applied to students in addition to adding to the learning experience it also makes students not bored in taking English lessons.
5. Crossword Puzzle Games is an assessment tool suitable for students because it is in accordance with the understanding of technology in 4.0era.
6. It is hoped that this research can become a reference for further research related to the Crossword Puzzle Game in use today.

7. It is expected that students who are doing research or for the next research to find and read more references so that the results of further research get better and gain knowledge, especially in the field of linguistics.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

REFERENCES

Bibliography

- Alesrin, A. J. (2016). *Comparison of Learning Outcomes Using Crossword Puzzle Learning Strategies*. Jambi: Universitas of Jambi.
- Amalia, & Hidayat, N. (2018). The use of Crossword Puzzle Games in Improving Reading Ability to Write Vocabulary in Arabic Language students of Class 3 MI Ma'arif Giriloyo 1 Bantul. *Journal of Islamic Basic Education* , 23.
- Anang, Nurma, S., & Yunitasari. (2019). The influence of the method of word puzzles and anagrams on the vocabulary mastery of fourth grade students. *States University* , 13.
- Cresswell. (2014). *Reseach Design Fourth Edition*. Singapore: Universitas of Nebraska.
- David, Shepherd, B., & Zwiefelhoper. (2009). Do Crossword Puzzle Help in the Succes of Students Learning. *The Journal of Effective Teaching* , 4-6.
- Dolores, T. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Reseach & Aplications* , 147-158.
- Dwijayanti, I. (2015). *The Effect of Using Crossword Puzzle on Vocabulary Achievement of the Eight Grade Students*. Bondowoso: Jember University.
- Elfrida, & Michael. (2005). *the Teaching and Learning of Vocabulary Perspectives and Persistent Issues*. California: Stanford and University .
- Faisal, & Suwandita. (2013). The Effectiveness of Fresh Technique to Teach Descriptive Paragraph. *Muhammadiyah University* , 4-5.
- Farhadi, & Hatch. (1982). *Reseach Design and Statistic for Applied Linguistic*. Newbury : Rowley.
- Fitriyani, E. (2016). the Effectiveness of Crossword Puzzle in Learning Vocabulary. *Syarif Hidayatullah State Islamic University* , 45.
- Harmer, J. (2007). The Practice of English Language Teaching . *Pearson Longman* , 56-57.
- Joseph, W. (2008). An introduction to the science of statistic. *From Theory to Implementation* , 28-30.

- Khairiyah, Rionaldi, & Aprizawati. (2017). *the Making of English Crossword Puzzle Book for Vocabulary Learning* . Bengkulu: English Study Program of Politeknik .
- Martin, R. (2013). The Use of Crossword Puzzle as a Vocabulary Learning Strategy. *International Journal of Current Reseach* , 4-5.
- Mofareh, A. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education* , 7-8.
- Moursun. (t.thn.).
- Moursun. (2007). Introduction to Using Games in Education. *A Guide for Teachers and Parents* .
- Puspita, N., & Sabiqoh, N. (2017). *Teaching Vocabulary by Using Crossword Puzzle*. Lampung: UIN Raden Intan.
- Putra, S. H. (2014). *How to Write Pupolar Scientific Papers and Works Academy Scholarly*. Riau: Universitas Islam Riau.
- Rahmawati, V. (2017). *The Effectiveness of Word find Puzzle to Increas teaching Vocabulary Mastery*. Surakarta: Mts muhammadiyah.
- Razia, & Mohammed. (2018). Crossword Puzzle as an Active Learning Mode for Student Directed Learning in Anatomy Teaching. *International Journal of Medical Reseach & Health Sciences* , 12-18.
- Rohmah. (2016). *Using crossword puzzles which can improve students' vocabulary* . Sumbergempol: Senior High School.
- S, A. (1998). Research Procedure. *Rineka Cipta* , 22-23.
- Sari, S. K. (2017). *The Effectiveness of Crossword Puzzle Game Towards Students Vocabulary Mastery*. Jakarta: State Islamic University Syarif Hidayatullah.
- Sugiyono. (2017). *Quantitative Reseach Methods*. Bandung: R&D.
- Sugiyono. (2019). *Research and Development*. Bandung: Alfabeta.
- Sunyono. (2017). Implementation of guided inquiry learning model integrated. *Journal Of Chemical Education* , 128-129.
- Susanto, A. (2018). *A Teaching of Vocabulary*. Batam: A Perspective.

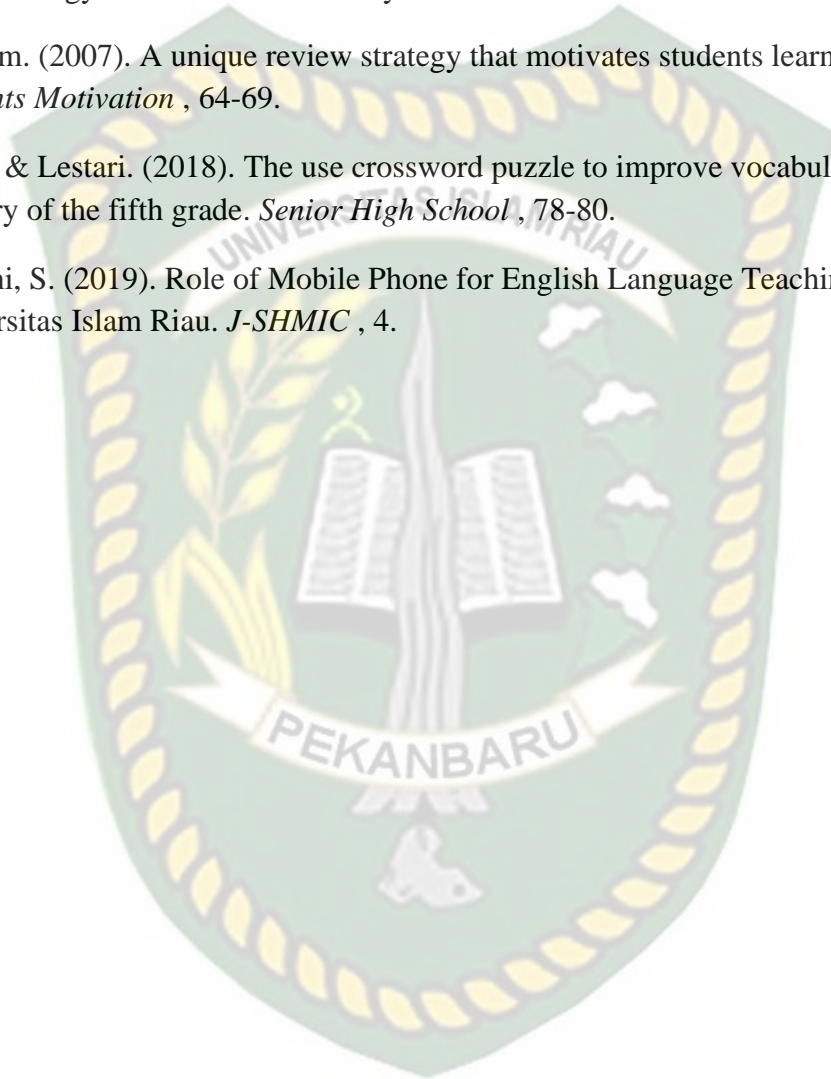
Tambun, R. A. (2014). *The influence of using crossword puzzle towards the students' vocabulary mastery*. Bandar Lampung : UBL.

Utami, Y. S. (2014). *Improving students vocabulary mastery using crossword puzzles*. Yogyakarta: State University.

William. (2007). A unique review strategy that motivates students learning. *Students Motivation* , 64-69.

Yulia, & Lestari. (2018). The use crossword puzzle to improve vocabulary mastery of the fifth grade. *Senior High School* , 78-80.

Yuliani, S. (2019). Role of Mobile Phone for English Language Teaching. Universitas Islam Riau. *J-SHMIC* , 4.



(Amalia & Hidayat, 2018) (S, 1998) (Cresswell, 2014) (David, Shepherd, & Zwiefelhoper, 2009) (Elfrida & Michael, 2005) (Faisal & Suwandita, 2013) (Fitriyani, 2016) (Harmer, 2007) (Farhadi & Hatch, 1982) (Dwijayanti, 2015) (Alesrin, 2016) (Khairiyah, Rionaldi, & Aprizawati, 2017) (Sari, 2017) (Martin, 2013) (Mofareh, 2015) (Razia & Mohammed, 2018) (Moursun) (Moursun) (Moursun, Introduction to Using Games in Education, 2007) (Puspita & Sabiqoh, 2017) (Putra, 2014) (Rahmawati, 2017) (Tambun, 2014) (Rohmah, 2016) (Utami, 2014) (Sugiyono, 2019) (Sugiyono, Quantitative Reseach Methods, 2017) (Sunyono, 2017) (Susanto, 2018) (Dolores, 2007) (Joseph, 2008) (William, 2007) (Yulia & Lestari, 2018) (Yuliani, 2019) (Anang, Nurma, & Yunitasari, 2019)

