THE USE OF CROSSWORD PUZZLE GAME IN IMPROVING STUDENTS' VOCABULARY LEARNING AT MTs CENDEKIA MUHAMMADIYAH KOTAMOBAGU

A Thesis

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ABSTRACT

Adisty Indriyani Ngatenan, 2024. The Use of Crossword Puzzle Game in Improving Students' Vocabulary Learning at MTs Cendekia Muhammadiyah Kotamobagu. A Thesis. English Education Study Program, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies Manado.

The research aimed to improve students' vocabulary learning using the crossword puzzle game. This research was conducted by using Classroom Action Research (CAR). The subject of this research was the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu, which consisting of 24 students as participants. Research was performed in one cycle : planning, action, observation and reflection. This cycle consisted of five meetings. The techniques for analyzing data were qualitative and quantitative ones. The qualitative data were taken from observation and documentation. Then, the quantitative data were obtained from the students' vocabulary scores on the pre-test and post-test. They showed the improvement in the students vocabulary learning from one cycle. It can be seen from the mean score of the pre-test which was 51,6, while the mean score of post-test cycle one was 84,7. In the pre-test there were 8 students (33%) passed the minimum mastery criterion (KKM) 70 and the criterion of success, and there were 16 students (67%) who did not achieved the KKM 70 as well as the criterion of success. Meanwhile, in the post-test cycle one that there were 21 students score reaches 87% of students minimum mastery criterion (KKM) 70. Three students passed the criterion of success since non of them got score below 50. Therefore; it is claimed that 100% students reached the criterion of success. Furthermore, the result of the observation showed that the students were motivated in the teaching and learning process during the implementation of the crossword puzzle game.

Key Words: *Improving Vocabulary Learning, Crossword Puzzle Game*

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ABSTRAK

Adisty Indriyani Ngatenan, (2024). Penggunaan Permainan Teka-teki Silang dalam Meningkatkan Pembelajaran Kosakata Siswa di MTs Cendekia Muhammadiyah Kotamobagu. Sebuah Tesis. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk meningkatkan pembelajaran kosakata siswa menggunakan permainan teka-teki silang. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas VIII di MTs Cendekia Muhammadiyah Kotamobagu, yang terdiri dari 24 siswa sebagai partisipan. Penelitian dilakukan dalam satu siklus : perencanaan, tindakan, pengamatan dan refleksi. Penelitian ini terdiri dari lima pertemuan. Teknik analisis data yaitu kualitatif dan kuantitatif data. Data kualitatif diambil dari pengamatan dan dokumentasi. Kemudian, data kuantitatif diperoleh dari skor kosakata pre-test dan post-test siswa. Berdasarkan hasil penelitian, ini menunjukkan peningkatan dalam pembelajaran kosakata siswa dari siklus satu, dapat dilihat dari skor rata-rata pre-test adalah 51,6. Selain itu, skor rata-rata post-test siklus satu adalah 84,7. Ada 8 siswa atau (33%) yang lulus Kriteria Penguasaan Minimum (KKM) 70 dan kriteria kesuksesan, dan ada 16 siswa (67%) yang tidak mencapai KKM 70, dan kriteria kesuksesan. Sementara itu, pada post-test siklus satu ada 21 siswa yang mencapai nilai 87% dari kriteria penguasaan minimum (KKM) 70. Ada 3 siswa yang mencapai kriteria kesuksesan yang mana tidak ada siswa yang mendapat nilai 50. Oleh karena itu; diklaim 100% siswa mencapai kriteria kesuksesan. Selanjutnya, hasil pengamatan menunjukkan bahwa siswa termotivasi dalam proses belajar mengajar selama pelaksanaan permainan teka-teki silang.

Kata Kunci: Meningkatkan Pembelajaran Kosakata, Pemainan Teka-teki Silang

CHAPTER I
INTRODUCTION

A. Research Background

Vocabulary is one component in learning English, learning vocabulary is very important for students to support their language skills such as listening, speaking, reading and writing. By mastering vocabulary make the students easier to learning English, in order to communicate well in English, students can express their ideas, emotions, and feelings if they have broad vocabulary. According to Nation in Rizky stated that the main role of vocabulary is to convey messages in spoken and written.[1]

According to Moghadam, vocabulary can be defined as a component of language consists of words that have particular meanings. Having a large number of vocabularies seem to be the main determinant that ensures students to speak fluently and contributes a good influence on other language skills.[2]

Allah swt has given us the capacity to do everything, including communicate and developing vocabulary. Allah swt said the word in the Quran Surah Al-Baqarah in verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِين ٣١

[1] Rizki Meliani Rustan and Erna Andriyanti, "High Frequency Words in English Textbooks for Indonesian Senior High Schools," *Studies in English Language and Education* 8, no. 1 (2021): 181–96, https://doi.org/10.24815/siele.v8i1.18141.

[2] Soodeh Hamzehlou Moghadam, Zaidah Zainal, and Mahsa Ghaderpour, "A Review on the Important Role of Vocabulary Knowledge in Reading Comprehension Performance," *Procedia - Social and Behavioral Sciences* 66, no. December 2012 (2012): 555–63, https://doi.org/10.1016/j.sbspro.2012.11.300.

Translation:

> “And He taught Adam the nature of all things; then He placed them before the angels, and said: Tell me the nature of these if you are right” (31).

In the concise interpretation by the Ministry of Religious Affairs (Kemenag), this verse explains one aspect of the superiority of human beings. Allah taught Adam the names and purposes of all things, such as plants, animals, and other object which would make the Earth suitable and inhabited. These objects were shown to the angels, and Allah asked them to mention the names, challenging their claim of superiority. Allah intended to demonstrate to the angels the suitability of Prophet Adam as the Earth's Khalifah (vicegerent).

In Tafsir Tahlili, surah Al-Baqarah in verse 31 clarifies that Allah taught Adam the names, tasks, and functions similar to those of a Prophet and Messenger, as well as the responsibilities and functions of a leader for the community. Humans are creatures capable of being educated and in fact, require education, as newborn babies are helpless, with underdeveloped bodies, minds, and intellects. Through a proper educational process, humans can achieve great things. As Adam was the first human and had no one to educate him, Allah directly educated and taught him. Furthermore, Adam was prepared to become the Khalifah, the leader on Earth. However, Allah's method of educating Adam was different from humans teaching each other. It involved direct teaching and endowing him with the potential to develop his intellect, enabling him to comprehend all the names before him. After teaching Adam these names, Allah presented these objects to the angels and commanded them to mention the names that had been taught to Adam. However, the angels were unable to do so. This was to demonstrate the limited knowledge of the angels and to highlight the excellence of Adam as a human being in comparison. It also showcased Allah's profound wisdom in choosing humans as Khalifahs. This highlights that the position of

Khalifah, which involves governing and establishing truth and justice on Earth, requires extensive knowledge, abilities, and strong intellectual capacity.[3]

Based on the verse above, it describes the process of education that Allah, the Almighty, provided to Prophet Adam as the initial step. This highlights that education has been exemplified by the divine since the very creation of mankind. The verse suggests that humans were initially created in a state of ignorance, lacking knowledge. The act of learning vocabulary is evident in the teaching process where Allah instructed Adam about the names of all things. This indicates that education is an inherent part of human life. Allah, in His wisdom, has endowed humans with the ability to attribute words to the names of various entities. It is a well-established fact that effective communication relies on a person's knowledge of the names of things.

Learning vocabulary can help students to develop the four English skills. The ability to use the language in spoken or written form is influenced by vocabulary. Students have to understand the meaning of words, sentences, or text.[4] In improving the students achievement in learning process, the teacher must know the condition of the students. Teacher should have creative idea to teach students English vocabulary. On the other hand, method has an important role in teaching learning process. Method which is used by the teacher can make students enjoy in learning. Game can make students interest in learning vocabulary. There are many games which can be used in learning vocabulary. One kind of game is crossword puzzle. According to Kramer in Feni Fela Erlinda, because crossword puzzles follow game rules, they are considered a type of lexical

[3] "Al-Qur'an Kemenag" (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an., n.d.), https://quran.kemenag.go.id/. (19 Juli 2023)

[4] Indi Sabila and Khairun Niswa, "Using Scrabble Word Game to Improve Students' Vocabulary Mastery," *English Teaching and Linguistics Journal (ETLiJ)* 4, no. 1 (2023): 35–38, https://doi.org/10.30596/etlij.v4i1.13064.

game. It must play by the rules. Every item listed in the rules is included in the game.[5]

According to Harmer, games foster competitiveness, which motivates students to participate actively, allow them to practice, and pique their interest in the vocabulary learning process.[6] According to Paul in Fatimah Zahara, crossword puzzle as a type of task designed to test a person's knowledge in which words must be written in square spaces vertically and horizontally. Hasbullah in Fatimah claims that crossword puzzles can sustain students' interest and help them enjoy the learning process.[7]

From the explanation above, the researcher chooses crossword puzzle game because nowdays, playing game becomes a daily habit for the students, and some have considered it as their hobby. Students basically like to play games since games are fun, exciting, simple and can make students enjoy in learning process.

Based on the researcher's preliminary research, the researcher found that vocabulary was the basic problems for students at the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu. Students' vocabulary was limited, the students did not know the meaning of the word so the students did not know how to classify the vocabulary into the word classes, that is why the students difficult to use the word in a sentence. Moreover, the students did not interested in learning English because nothing special method from teacher that make students' interested in learning English vocabulary, because the teacher used the lecture method in teaching English. The teacher explained the material according to the textbook, but

[5] Feni Fela Erlinda, "The Use of Crossword Puzzle Game To Improve Students' Vocabulary Mastery of Descriptive Text" (Universitas Negeri Semarang, 2020). p.2

[6] Rina Ratna Dila, "The Influence of Using Crossword Puzzle Game toward English Vocabulary Mastery at Tenth Grade Students of SMA Negeri 4 Palu," 2020. p.1

[7] Fatimah Zahara, "The Use of Crossword Puzzle to Improve Reading Comprehension," 2018. p.19.

the teacher did not specifically explain about vocabulary. It can make the students did not understand the meaning, the usage of the words and the word classes. It was showed that the students who receive low scores during the test. Meanwhile, the minimum mastery criterion (KKM) at MTs Cendekia Muhammadiyah Kotamobagu was 70. The number of students who got the score under 70 was 80% students and above 70 was 20% students. From the students problems above, the researcher found the solution to improve students vocabulary learning. Using crossword puzzle game is the method in learning vocabulary. Crossword puzzle game is a word game, this game can train students ability in vocabulary learning. The crossword puzzle game was created by the teacher to help students more active in the learning process.

Based on the explanation discussed previously, the researcher wanted to know how the use of crossword puzzle game improve students' vocabulary learning in the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu. Moreover, the use of game has not been implemented in that school. In this research, the researcher conducted Classroom Action Research with the title "*The Use of Crossword Puzzle Game in Improving Students' Vocabulary Learning at MTs Cendekia Muhammadiyah Kotamobagu*".

B. Scope and Limits of The Research

The scope of this research was focused teaching and learning vocabulary by using crossword puzzle game to the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu. The research was focused on the improvement of students' vocabulary. The researcher chooses part of vocabulary in verb, noun, and adjective and the aspects of vocabulary; meaning, word use, and word classes.

C. Research Question

According to the background of the research above, the researcher formulated the following research question as follows:

"How does crossword puzzle game improve students' vocabulary learning in the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu"?

D. Research Objective

Related to the research question above, the researcher formulated the following research objective as follow:

To improve students' vocabulary learning by using crossword puzzle game in the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu in the academic year of 2023/2024.

E. Significance of The Research

The benefit of this research are expected to give contribution to the teaching and learning vocabulary and can be used to help the teachers improve students' achievement, especially vocabulary during the teaching and learning process. The result of the research is expected to be used theoretically and practically.

1. Theoretically

   This research contributes the development of knowledge in teaching and learning vocabulary and also the result of this research is expected to give information about the teaching and learning vocabulary and can enrich the theory as a reference for other researchers in their research.

2. Practically

   The significant of the research hopefully used for:

a. The future researcher

This research is expected to be useful information for develop the knowledge in teaching, particularly in English vocabulary learning.

b. The students

The result of this research is expected to give an input to the students, the students can get different and meaningful experience of learning vocabulary, so the students can improve their vocabulary by using crossword puzzle game, and develop their thinking ability effectively and can motivate the students' in learning vocabulary.

c. The English teachers

The result of this research are expected that can gives the alternative solution in teaching vocabulary and it can provide valuable insights for teachers in the using of crossword puzzle game as an effective way in teaching students' vocabulary.

F. Definition of Key Terms

In order to give clear understanding about the topic of this research, the researcher wants to clarify and explain the terms of the title to make understandable meaning, they are following:

1. Crossword Puzzle

Hornby in Fatimah Zahara stated crossword puzzle is word game in which words have to be written into box vertically (from clues down) and horizontally (from clues across). To fill the box with correct answer, the students must read and think the clue. Students will get some

advantages from this game. Crossword puzzle help students' motivation and make them enjoy in learning vocabulary.[8]

2. Vocabulary

Hatch and Brown in Aprilia Nurul Utami stated the term of vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.[9]

[8] Fatimah Zahara, "The Use of Crossword Puzzle to Improve Reading Comprehension," 2018, 5.

[9] Lusi Oktavia Dewi, Sofian Sofian, and Dwi Riyanti, "The Effectiveness of Hot Seat Game for Teaching Vocabulary," *Jurnal Pendidikan Dan Pembelajaran* 8, no. 9 (2019): 1–10, https://jurnal.untan.ac.id/index.php/jpdpb/article/view/35610.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Vocabulary

Vocabulary is the basic knowledge of language proficiency which determine the learner's quality of speaking, listening, reading and writing. By mastering vocabulary, students can easily understand the lesson that delivered by teacher. Schmitt in Vina Mustika states, that vocabulary knowledge might include everything from recognizing a word as a combination of letters and being able to associate one or more meanings with this perceived form to comprehending how a word's meaning changes depending on the situation. Vocabulary knowledge and grammatical proficiency are prerequisites for communicating in any language.[10]

According to Hiebert and Kamil in Ahmad Syarif, vocabularies are the understanding of word meanings. All of the words in the English language that are essential for comprehending the language are included in vocabulary. Additionally, learning a large vocabulary will help students learn a language more easily. According to Hiebert and Kamil, vocabulary growth happens when students repeatedly encounter new words in texts or conversations and gradually learn their meanings.[11]

Penny stated, vocabulary is one of the most crucial things to be taught when learning a foreign language. In this situation, people are able to develop language, comprehend its meaning, and employ it in regular

[10] Vina Mustika, "The Use of Crossword Puzzle Game To Improve Students' Vocabulary Mastery" (2022).

[11] Fitrawati Syarif, Ahmad, "The Use of Half Crossword Puzzle In Teaching Vocabulary To Elementary School Students'," *English Language Teaching* 5 (2016).

conversation. That is the primary justification for why students ought to have a lot of words.[12]

According to Richards, vocabulary is crucial to helping students improve their language proficiency in speaking, listening, reading, and writing. Lack of vocabulary makes it difficult for students to learn a language. Students need to practice their skills to make the most of language learning opportunities such as radio listening, speaking with native speakers, reading books, and watching movies.[13] According to the definition above, it can be concluded that vocabulary is the most important components of language that must first learn by students, this will help students learn English well.

2. The Importance of Vocabulary

According to River in Mofareh Alqahtani, vocabulary is necessary for learning the target language successfully, without a large vocabulary, students will difficult to utilize the structures and functions of the language they have learned, and the students will lose their capacity to participate in communication.[14]

From the statement, it can be concluded that vocabulary is the important role in English learning. It is one aspect that relates the language skills of speaking, listening, reading and writing. Students must acquire vocabulary in order to master all those skills.

3. Types of Vocabulary

According to Nation in Arindi stated, vcabulary devided into two categories namely receptive and productive vocabulary. Receptive vocabulary is known as a collection of words that a person has learned by

[12] Penny Ur, *A Course in Language Teaching, Practice and Theory* (New York: Cambridge University Press, 1996).

[13] Renadya Jack, C, Richards & Willy, A, "Methodology_in_Language_Teaching_2002_Scanned.Pdf," 2002.

[14] MOFAREH ALQAHTANI, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

reading and listening. However, productive vocabulary is known as a collection of terms that someone employ in writing and speaking. The form of vocabulary when someone speaks or reads belongs to oral form. When someone reads silently or writes something and vocabulary can be seen in print form.[15]

4. The Aspect of Vocabulary

According to Lado in Aprilia Nurul Utami, there are five aspects of vocabulary which are needed to be learned by the students. They are meaning, spelling, pronounciation word classes and word use. Those aspects will be explained bellow:[16]

a. Meaning

Meaning is one facet that students should study because it refers to how a word conveys its meaning to language users. When a term is used in several contexts, it often has multiple meanings. For example, as a noun, the term "present" refers to a current period of time. As a noun, the term "present" can also refer to something given to someone on a certain occasion.

b. Spelling

Spelling refers to how a word appears (its spelling). Knowing a word's spelling allows students to accurately write it in written form. As a result, it is critical that students understand how to spell the word. When students encounter a word or term, they must know how to spell it.

c. Pronounciation

When students acquire vocabulary, they must also understand how words sound (pronunciation). It will help the

[15] Arindi Cahyaning Rahayu, Maria Yosephin WL, and Th Cicik Sophia, "The Use of Crossword Puzzle in Teaching English Vocabulary," *English Teaching, Literature and Linguistics (Eternal)* 1, no. 1 (2021): 271–83, https://conference.upgris.ac.id/index.php/etll/article/view/2730.

[16] Aprilia Nurul Utami, "The Effectiveness of..., Aprilia Nurul Utami, FKIP UMP, 2015," 2002, 1–6.

students grasp what the other is saying. Students will have difficulty understanding a term if it is pronounced improperly. As a result, it is critical for students to grasp how to pronounce words correctly in order to avoid miscommunication.

d. Word Classes

Word classes are simply groups of related words. In semantic feature analysis, it is a crucial feature. Words can be divided into several categories, including nouns, verbs, adverbs, adjectives, and prepositions. This kind of classification of a language's vocabulary is based on how those terms are used in communication.

e. Word Use

Word use relates to how a word is utilized in a language. Word use may also include grammar, making it the topic of in-depth analysis.

Teaching and learning process will be centered on word classes, meanings, and word use in this study, because those elements form the main focus of the crossword puzzle game and are appropriate for the crossword puzzle game that will be used in the classroom. The researcher choose the aspects of vocabulary in meaning, word use and word classes because the students problem found in the 3 aspects, the students did not understand the meaning of the word, the students did not know how to classify the word classes, so that is why the students difficult to use the word in a sentence.

5. The Function of Vocabulary

The first step in acquiring vocabulary is for students to understand its meaning. According to Hornby in Aghnita, vocabulary refers to all the words that a person knows or uses in a given language.[17] The term "use" refers to the purpose or benefit of something.

[17] Aghnita Pretty Kharisma, "The Effectiveness Of Tree Diagram To Improve Students Vocabulary, FKIP UMP, 2018," 2006.

According to the preceding definition, vocabulary use refers to the function or use of words in language. Then, when we talk about vocabulary use, we are talking to the function or purpose of the words used in a language. Understanding the function in vocabulary is crucial for students to comprehend the meaning behind the terms in vocabulary since it helps students in language learning.

Based on the statement above, the researcher can concluded that vocabulary has a major impact on language structures and application. Students are able to recognize every word in the language, comprehend the reading context, remember and utilize the words in speaking and writing.

6. Part of Vocabulary

There are three parts that include in vocabulary, they are :

a. Noun

According to Macfadyen in Rahbiana said that noun is a word used to name a person, animals, place, or thing. Noun is the most crucial components of vocabulary. Example: chair, picture, table, students, and monkey.

b. Verb

According to Swan in Rahbiana said that a verb is a word which could be used with a subject to form basic of close sentences. Verb is a word or phrase indicating in action. Example: speak, cook, run, and sing.

c. Adjective

According to Macfadyen in Rahbiana said that adjective modify noun or a pronoun by characterizing, identifying, or quantifying words. That adjective is modifies or describes nouns

indicating size, color, number, and other characteristics. Example: smart, sweet, beautiful, and perfect.[18]

d. Adverb

According to Frank states that adverbs are word that describe or modify verbs, adjective, and other adverbs. And can explain how, when, or where something happened. For example: Carefully, nicely, really, softly, slowly.[19]

e. Preposition

According to Howard states that prepositions are words that show a connection between other words. While Altenberg and Robert that prepositions are words, usually small, that typically indicate information about direction, location, or time. Example: at, from, in, on, and to.

f. Pronoun

According to Howard states that pronoun is a word that takes the place of a noun. While Altenberg and Robert that pronoun are words that replace nouns in a sentence. Example: she, he, we and they.

g. Conjuction

Howard states that conjunctions are words used to link words, phrases or clauses. While Altenberg and Robert that conjunctions are connectors that join words, phrases and sentences together. Example: and, or, so, for, after etc.

h. Interjection

A word of exclamation which expresses emotion or feelings. Example: wow, oops, yay, ouch.

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[18] Ni'matul Wafaa, *Teaching Students Vocabulary By Using Spelling Bee Game of The Second Year Students At Smpn 3 Sungguminasa Gowa*, 2017.

[19] Anisah Kasor, "The Influence of Using Crossword Puzzle towards Students' Vocabulary Mastery at the Second Semester of the Seventh Grade of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018," 2018, 1–70, http://repository.radenintan.ac.id/3656/1/A THESIS.pdf.

From the explanation above, the reseacher choose the part of vocabulary in verb, noun and adjective because the content of the students textbook which is the title of the text book is “When English Rings a Bell” consists of the part of vocabulary in verb, noun and adjective.

7. Learning Vocabulary

According to Harmer in Aprilia Nurul Utami, vocabulary is a powerful carrier of meaning. Vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention.[20] There are some sources to learn vocabulary, which include: [21]

a. Words list

Word list is a way of arranging vocabulary for learning, and it does not matter if they are arranged in a random order. Due to its portability, the students can study vocabulary wherever they are.

b. Vocabulary book

The vocabulary book has a variety of tasks and terminology that the students can practice.

c. The teacher

The teacher is a potential source for learning vocabulary, teachers can also provide language through their conversations.

d. Learner

Each learner can add to the common class vocabulary. Through conversation and sharing with peers, learners can gain vocabulary improvement from other learners.

e. Short text

Short text for vocabulary building whether they be written or spoken offer significant benefits over word lists.

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[20] Aprilia Nurul Utami, “The Effectiveness of Hot Seat Game For Teaching Vocabulary, FKIP UMP, 2015.”

[21] Zunita Widyasari, “The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010),” 2010, 1–88.

From the statement above indicates that both the teacher and the student have a significant impact on how well students' vocabulary grows. Especially during the teaching and learning process, the teacher must assist the students in expanding their vocabulary. The teacher has to make vocabulary learning fun for students so that learning new word will be easy for them. They will be able to communicate with others and comprehend what they have read more easily if they have a vocabulary.

8. Methods in Improving Vocabulary

According to Brown in Martha Ayudeviana, Method is a systematic process of classroom presentation to achieve learning objectives.[22] There are several methods that can be used to improve vocabulary as follow:

a. Songs

According to Shipley in Ikhfi Imaniah state, singing songs helps students appreciate language, enhance vocabulary, and understand rhymes. Furthermore, songs and rhymes are memorized, which adds to students language talents.[23]

b. Games

According to Sugar in Ikhfi Imaniah, students are typically more active in the classroom, and playing games is a great way to be active. According to the national curriculum in foreign languages emphasizes the value of using a variety of teaching strategies to pique and maintain students' attention. Specifically, teachers should not be hesitant to employ games as a teaching method, in addition to other ways; this will help to maintain diversity in the classroom. The national curriculum states that games can be an effective teaching tool. Role-playing games, theatrical expression, and problem-

[22] Martha Ayudeviana, "An Analysis On Methods In Teaching English For Students With Mental Retardation" (Universitas Brawijaya, 2015).

[23] Nargis Imaniah, Ikhfi, *Teaching English for Young Learners*, 2017.

solving exercises, for example, are appropriate for students learning a language at any level.

c. Stories

According to Wright & Garvie in Ikhfi Imaniah, stories are often claimed as having numerous advantages for students in classrooms, including language development. Bettelheim in Ikhfi asserts that stories can be used as metaphors for society or the subconscious.

According to Isik in Ayu Bella Pertiwi claims, the storytelling method helps in teaching language. In addition, storytelling also helps students build the mental and physical health they need to grow up to be acceptable members of their community. According to Isik, storytelling exercises assist educators in teaching students new vocabulary, rewriting existing words and sentence structures, helping them learn new phrases by heart, acquainting them with unfamiliar situations, etc. Students learn to follow the second language's rhythm, stress, and punctuation when they listen to stories.[24]

9. Assessing Vocabulary

According to John Read, vocabulary testing is necessary to track students' progress in acquiring vocabulary and determine whether or not their vocabulary is sufficient to meet their communication demands. Vocabulary is considered a priority area in language instruction. In the sense that word lists are easily accessible and serve as a foundation for choosing a collection of words to be assessed, vocabulary assessment appears to be simple.

[24] Ayu Bella Pertiwi, Anayanti Rahmawati, and Ruli Hafidah, "Metode Pembelajaran Kosakata Bahasa Inggris Pada Anak Usia Dini," *Kumara Cendekia* 9, no. 2 (2021): 95, https://doi.org/10.20961/kc.v9i2.49037.

There is a range of well-known item types that are convenient to use for vocabulary testing. Here are some example: [25]

a. Multiple-choice (Choose the correct answer)
b. Completion (Write in the missing word)
c. Translation (Give the L1 equivalent of the underlined word)
d. Matching (Match each word with its meaning)

To improve students' vocabulary, the teachers need some tests to know how many words they have known. In this research, the researcher used multiple-choice question, matching word and word classes, based on the aspect on meaning, word use and word classes. The multiple choice question is to evaluate students learning outcomes. Mathing word is to measure students ability tto pair related items from two lists. It is particularly useful for evaluating knowledge related to dates, names, places and events. Word classes is to evaluate a students ability to understand relationship between words based on meaning features, function or places/time for occurrence. Completion testing is to measure students ability in solve the task. The students have to write the missing word so that iis called completion. Translation testing is to measure the students quality and competence of translation.

B. Crossword Puzzle Game

1. Definition of crossword puzzle game

The first known published crossword puzzle was devised by a journalist from Liverpool named Arthur Wynne, who is widely regarded as the founder of the popular word game. The first crossword appeared in England in the nineteenth century. Collins in Arindi defines, a crossword puzzle as a puzzle in which the solver deduces words

[25] John Read, *Assessing Vocabulary.Pdf*, 2000.

suggested by numbered clues and writes them into corresponding boxes in a grid to form a vertical and horizontal pattern.[26]

According to Dhand in Nuryati, a crossword puzzle game is a puzzle with sets of squares that must be filled in with words or numbers, with one letter or number for each. According to Moursund in Nuryati, a crossword puzzle game is a popular puzzle game in which the puzzle solvers must solve a specific mentally tough problem or fulfill a certain mentally difficult objective.

2. Types of Crossword Puzzle Game

Nation in Nuryati, suggested a communicative crossword puzzle game suitable for spoken engagement.[27] Binta in Zunita Widyasari identifies two types of crossword puzzles:

a. Crossword Puzzle employing picture clues. The location of the clues (picture) across the crossword puzzle.
b. Crossword puzzle without picture. The clues in this crossword puzzle are either words or sentences.

The clues provide help for solving crosswords puzzles. There are three types of clues:

1) Picture

The clue consists of a picture that illustrates something, allowing the students to guess the word. For example: What animal is this?

(The answer is cat).

[26] Arindi Rahayu, Yosephin WL, and Sophia, "The Use of Crossword Puzzle in Teaching English Vocabulary."

[27] Nuryati, "The Use of Word Cross Game To Improve Students' Vocabulary In SMA Muhammadiyah 4 Makassar" (Muhammadiyah University of Makassar, 2021).

2) Definition

This clue provides the definition of a word in a crossword puzzle. For example: Not difficult (The answer is easy).

3) Sentences completion

This clue consists of a statement, and the answer is to fill in the missing word. For example: My mother's sister is my___ (The answer is aunt).[28]

The researcher choose the type of crossword puzzle without picture is because the students can train their concentration and patience in solving the crossword puzzle game. Crossword puzzle game without picture can enhance students imagination, they must imagine how words fit together and stimulating creativity. Memorizing words from crossword puzzle game also strengthens students memory. Additionally, playing crossword puzzle game without picture can train students critical thinking, students be more focus in the words.

3. The Function of Crossword Puzzle Game

According to Edward in Feni Fela Erlinda, there are certain benefits to playing a crossword puzzle game in the learning process, as well as some activities that will assist improve vocabulary, such as employing words in conversation and doing crosswords. Using a crossword puzzle game, students will be able to learn the target language instinctively and learn some new words without stressing their feelings.[29]

The researcher concludes that using crossword puzzle games provides several benefits for learning and teaching new words. Students have the capacity to extend their vocabulary and enhance their problem

[28] Zunita Widyasari, "The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010)."

[29] Feni Fela Erlinda, "The Use of Crossword Puzzle Game To Improve Students' Vocabulary Mastery of Descriptive Text."

solving skills, and when they are genuinely interested in the learning process, it is simpler for them to remember and retain material.

4. The Advantages of Using Crossword Puzzle Game

Tasuli in Fatimah Zahara stated, the advantages of crossword puzzle in learning English :

a. Crossword puzzles test vocabulary, spelling, and guessing skills.
b. Crossword puzzles assist students grasp and recall words, allowing them to focus on lessons. In addition, crossword puzzle with subject specific terminology can be easily and quickly generated.
c. Using crossword puzzles as a game, keeps learners engaged, similar to real practice. Of course, the students comprehend the message.
d. This game encourages student to form letters one by one to improve vocabulary.
e. Crossword puzzle can help students to understand words meanings by requiring them to use clues to find the correct words to fit into the problem, either across and down.
f. Develop critical thinking skilss through crossword puzzles, enabling students to identify and comprehend terminology.
g. Crossword puzzle can engage learners in the learning process and encourage them to produce and spell English words correctly.
h. It helps teachers engage learners, motivate them, and provide challenges to solve the problem.[30]

5. The Disadvantages of Using Crossword Puzzle Game

According to Njoro in Fatimah stated some disadvantages of employing crossword puzzle in learning process are :

[30] Fatimah Zahara, "The Use of Crossword Puzzle to Improve Reading Comprehension."

a. The crossword puzzle including the time consuming preparation. The teachers who want to use this game in the classroom must prepare the game and materials ahead of time.

b. If the clues are unclear, learners may struggle and become confused when answering questions.

According to the description above, the advantages of crossword puzzles outweigh the downsides. The author suggests that the use of crossword puzzles might increase students' vocabulary and lead students to being more engaged in expressing their ideas.

6. The Steps in Presenting Crossword Puzzle Game

According to Zaini in Mursilah, the stages for presenting the crossword puzzle are as follows:

a. Make a list of relevant keywords, terms from the presented material

b. Design a grid that can be filled with the chosen words.

c. Create questions with responses based on the words you have produced or make assertions about those terms.

d. Distribute the crossword puzzle to students, individually or as a groups.

e. Set a time restriction and reward individuals or groups who finish the puzzles quickly and correctly.

7. Teaching Vocabulary Using Crossword Puzzle Game

Silberman in Mursilah State claims that the use of the active learning method through the use of crossword puzzles, can include learners

directly participating in the learning process, leading to direct connection between students and teachers.[31]

Wharton in Zunita Widyasari claimed, the use of crossword puzzles in language classrooms is actually rather simple. A list of words that students should be familiar with the words that the teacher was created. Furthermore, Scrivener in Zunita Widyasari stated, a crossword puzzle can serve as an activity for teaching vocabulary, assisting students in becoming more acquainted with the terms, identifying them, and retaining them.[32]

8. The Importance of Crossword Puzzle Game

To make the classroom more lively and engage the students in the language learning, the teacher should establish a welcoming environment. Solving crossword puzzle games requires a number of practical abilities, such as spelling, vocabulary, and guessing. Furthermore, playing crossword puzzle games can make it easier for students to comprehend word meanings, retain word meanings, and maintain concentrate in the class.[33]

[31] Mursilah, "Penerapan Metode Pembelajaran Crossword Puzzle," *UTILITY: Jurnal Ilmiah Pendidikan Dan Ekonomi* 1, no. 1 (2017): 40.

[32] Zunita Widyasari, "The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010)."

[33] Khaerunnisa Putri, Dwidinanti, "Using Crossword Puzzle to Enhance Students' Vocabulary (An Experimental Study at the Second Year Students of SMP Negeri 20 Makassar)," 2015.

C. Previous Studies

Table 2.1 Previous Studies

No.	Research Identity	Similarity	Difference	Research Originality
1	A research paper by Feni Fela Erlinda with the tittle "The Use of Crossword Puzzle Game to Improve Students' Vocabulary Mastery of Descriptive Text"	This research focused on the improving vocabulary mastery.	The research using quasi-experimental.	This research using Classroom Action Research (CAR) at VIII students' of MTs Cendekia Muhammadiyah Kotamobagu.
2	A research paper by Nuryati with the tittle "The Use of Wordcross Game to Improve Students' Vocabulary in SMA Muhammadiyah 4 Makassar"	The research focused on the vocabulary	This type of research is Pre-experimental design and the subjects were all students SMA Muhammadiyah 4 Makassar with 20 students who became	This research using Classroom Action Research (CAR) at VIII students' of MTs Cendekia Muhammadiyah Kotamobagu.

			samples in this research activity.	
3	A research paper by Nurlaily Sabiqoh with tittle "Teaching Vocabulary by Using Crossword Puzzle At The First Semester of The Seventh grade Students of MTS Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru In east Lampung in the academic Year of 2016/2017"	This research focused on the teaching vocabulary	This type of research is a descriptive qualitative.	This research using Classroom Action Research (CAR) at VIII students' of MTs Cendekia Muhammadiyah Kotamobagu.
4	A research paper by Khaerunnisa Dwidinanti Putri with tittle "Using Crossword Puzzle to Enhance Students' Vocabulary At The Second Year Students of SMP Negeri 20 Makassar"	This research focused on the enhancing vocabulary.	The type of research is a quantitative research, used pre-experimental design.	This research using Classroom Action Research (CAR) at VIII students' of MTs Cendekia Muhammadiyah Kotamobagu.

5	A research paper by Anisah Kasor with the tittle "The Influence of Using Crossword Puzzle Towards Students' Vocabulary Mastery At The Second Semester of The seventh Grade of SMPN 24 BandarLampung in The Academic Year of 2017/2018"	This research focused on the influence of vocabulary mastery.	This research using quasi experimental. The population was seventh grade subjects were students of SMP N 24 Bandar Lampung.	This research using Classroom Action Research (CAR) at VIII students' of MTs Cendekia Muhammadiya h Kotamobagu.

The researcher found some literature about the previous studies that is relevant to this research.

Feni Fela Erlinda (2020) conducted a research on The Use of Crossword Puzzle Game to Improve Students' Vocabulary Mastery of Descriptive Text. It took place at SMP N 1 Sayung Demak. This research aims to find out whether crossword puzzle game is effective to improve students' vocabulary mastery of descriptive text and comparing with the students who were taught by using the conventional method. The researcher applied a quantitative research using quasi-experimental as the method of collecting data. The result of this research shows that the result of the t value was higher than t tabel. The students who taught by using crossword puzzle have higher achievement. The researcher concluded that crossword puzzle game is effective to improve students' vocabulary mastery.[34]

Nuryati (2021) conducted a research on The Use of Wordcross Game to Improve Students' Vocabulary in SMA Muhammadiyah 4 Makassar. The researcher used wordcross game to improve students' vocabulary. It took place at SMA Muhammadiyah 4 Makassar. Faculty of Teacher Training and Education Muhammadiyah University of Makassar.

[34] Feni Fela Erlinda, "The Use of Crossword Puzzle Game To Improve Students' Vocabulary Mastery of Descriptive Text."

The researcher applied Pre-experimental research design. This research focused on noun, verb, adjective, and adverb. It was proved by result of students' score of post-test was higher than students' score pre-test.[35]

Nurlaily Sabiqoh (2016) conducted a research on Teaching Vocabulary Using Crossword Puzzle At The First Semester of The Seventh grade Students of MTS Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru In east Lampung in the academic Year of 2016/2017. This research aims to find out how the process of teaching vocabulary by using crossword puzzle and how the obstacles faced by the teacher and students in the process of learning vocabulary by using crossword puzzle.[36]

Khaerunnisa Dwidinanti Putri (2015) conducted a research on using crossword puzzle to enhance students' vocabulary at the second year students of SMP N 20 Makassar. This research aims to enhance students vocabulary by using crossword puzzle. This research used pre-experimental design. the result of the research, the post-test was higher than the pre-test.[37]

Anisah Kasor (2018) conducted a research on The Influence of Using Crossword Puzzle Towards Students' Vocabulary Mastery At The Second Semester of The seventh Grade of SMPN 24 BandarLampung. This research aims to know whether there was an influence of using crossword puzzle towards students vocabulary mastery. The methodology of this research was quasi experimental design. The result of the research, there was influence of using crossword puzzle towards students vocabulary mastery.[38]

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[35] Nuryati, "The Use of Word Cross Game To Improve Students' Vocabulary In SMA Muhammadiyah 4 Makassar."

[36] Nurlaily Sabiqoh, "Teaching Vocabulary Using Crossword Puzzle At The First Semester of The Seventh Grade Students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru In East Lampung In The Academic Year of 2016/2017" (Islamic University Of Raden Intan Lampung, 2016).

[37] Putri, Dwidinanti, "Using Crossword Puzzle to Enhance Students' Vocabulary (An Experimental Study at the Second Year Students of SMP Negeri 20 Makassar)."

[38] Anisah Kasor, "The Influence of Using Crossword Puzzle towards Students' Vocabulary Mastery at the Second Semester of the Seventh Grade of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018."

Acording to all of the previous study above, in this research the researcher attempts to compare various variables, research methods, and findings related to vocabulary learning. Significantly, this research differs in the methodological aspect. The focus of this study is on the vocabulary learning in part of vocabulary, specifically in verb, noun, and adjective and considering aspects on the meaning, word use and word classes.

D. Hypothesis

The hypothesis is a temporary statement from this research. Based on the research question above, the hypothesis in this calssroom action research is “The use of crossword puzzle game can improve students’ vocabulary learning in the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu.”

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used Classroom action research. Classroom action research is an examination of activities that are intentionally raised and occur in a class.[39] Action research, as defined by McCutcheon & Jung, is the methodical gathering of data with the goal of enacting social change. Furthermore, action research is defined by Cameron-Jones as inquiry teachers undertake to understand and improve their own practice.[40] Accordingly, Allwright and Bailey said that the research focuses on the classroom and just attempts to ascertain what truly occurs within the classroom. Kemmis claims that classroom action research is a self-reflective process with the goal of enhancing both the researcher's and the students' performance practices.[41]

Classroom action research refers to a range of research methods that educators use to address issues related to teaching and learning, enhance the standard and efficacy of instruction, and experiment with new approaches to learning in order to improve both the quality and learning outcomes. According to its description, classroom action research is a dynamic process that entails planning, action, observation, and reflection on the following cycle. Planning, action, observation, and reflection are the four phases of action research that were covered by the cycle steps in this classroom study.

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[39] Jasman Jalil, *Panduan Mudah : Penelitian Tindakan Kelas* (Jakarta: Prestasi Pustakarya, 2014).

[40] Kusumarasdyati Kusumarasdyati, "Qualitative and Quantitative Approaches To Action Research," *Paramasastra* 3, no. 2 (2016), https://doi.org/10.26740/parama.v3i2.1535.

[41] Abdul Qadir, *Penilaian Pendidikan Dalam Penelitian Tindakan Kelas (PTK)* (Yogyakarta: Parama Ilmu Yogyakarta, 2021).

B. Research Setting

This research carried out in MTs Cendekia Muhammadiyah Kotamobagu. The school is located in Jl. Teuku Umar No. 56, Kel. Matali, Kec. Kotamobagu, North Sulawesi Province. The reason for taking this research in this school because the students' vocabulary learning was low.

C. Research Participant

The research participants were MTs Cendekia Muhammadiyah Kotamobagu eighth grade (VIII) students. The number of students consists of twenty four (24) students. They are consisted into twenty (20) male students and four (4) female students. The researcher choose class VIII because the problem in vocabulary learning found in this class.

D. The Source of Data

In this research, the data that used are quantitative and qualitative data.

a. Quantitative data is the result of a test, the kind of test was a vocabulary test where the test consists of pre-test and post-test. In contrast, the post-test was used to measure the students' vocabulary after the Crossword Puzzle game treatments.

   1) Pre-Test (Initial Test)

      Pre-Test or initial tests were carried out to determine the value or score before the action is taken.

   2) Post-Test (Final Test)

      Post-Test or final test was conducted to determine students learning outcomes after the use of crossword puzzle game. The result of this test are classified as quantitative data. The results of the test scores between

pre-test and post-test in cycle I, based on these value, the improvement in students learning outcomes by using crossword puzzle game before the action is taken and after the action is taken.

b. Qualitative data results from observation, and documentation.

The source of data in this research are the eighth grade students at MTs Cendekia Muhammadiyah Kotamobagu. There are twenty four (24) students. They are divided into 20 male students and 4 female students. This information is considered to assess the extent of students' success in applying the crossword puzzle game in the learning process.

E. Research Instruments

1. Test

For testing the students' vocabulary learning, the researcher used 10 multiple choice questions, 5 word meaning questions and 5 word classes questions. The test consists of 20 questions provided to the students. Furthermore, the test was used as the pre test and post test.

2. Students Observation Sheet

The researcher observed the students' learning activity in the classroom, the researcher used observation sheet, a tool used in observing students' activity during the lesson. In addition, there are some observed criteria in the learning which are, students' preparation for study, students' participate in learning process, students' diligence to do the task from teacher, students' enthusiast in learning vocabulary through crossword puzzle game.

3. Documentation

Documentation in this research, the researcher used smartphone as the tool to document students learning, pre test and post test results, lesson plan, learning material.

F. Data Collection Techniques

1. Test

Brown defines, a test is a tool used to assess an individual's skills, knowledge, or performance in a certain field.[42] In this research, test was used to find out the improvement of students' vocabulary learning. Pre-test and post-test are used to obtain the data in the form of scores that describe the achievement of competency targets. The kind of the test were used multiple choice question, matching word and word classes. The test was to measure the students understanding in meaning, word use and word classes.

2. Observation

Observation is the activity of observing the process of classroom action research. In this study, the students' were the object of observation. The observation focuses in the learning process and activity that occur in the classroom.

3. Documentation

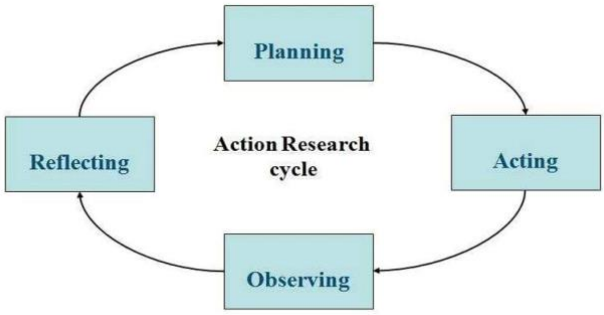
Documentation in this research is conduct to determine students included in the research subject, final grades and before giving action. This documentation took in this research such as lesson plan, list of attendance, the students scores of

[42] H Doughlas Brown, *Language Assessment, The Handbook of Bilingual and Multilingual Education* (Longman, 2015).

the pre-test and post-test, the text book, that the teacher use in the classroom, and some pictures of students in applying the crossword puzzle game during teaching and learning process.

G. Research Stages

Figure 3.1 Scheme Action Research (McCutcheon and Jung 1990)[43]



The steps of cycle in action research as follows:

a. Planning

Planning is a reflection of the beginning of activities to gather information about situations relevant to the tie of the study. At this planning stage, the researcher prepared the lesson plan that was be taught, provide the facilities needed in class such as textbook, students worksheet and learning material to students, prepare the crossword puzzle game, forming study groups, and preparing learning scenarios based on the lesson plan.

[43] Catarina Ferreira Da Silva et al., "Semantics Take the SOA Registry to the next Level: An Empirical Study in a Telecom Company," *16th Americas Conference on Information Systems 2010, AMCIS 2010* 2, no. January (2010): 1100–1113.

b. Acting

Acting is an effort to repair, an increase in or changes carried out based on the plan of action. In the action steps, the researcher implemented of learning material by lesson plan, teaching the materials based on the available time, doing the crossword puzzle game , giving occation to the students to ask any difficulties in doing the crossword puzzle game, giving post test.

c. Observing

Observing is the activity of collecting the data. observations is conducted to observe all actions that occurs during the learning process. In the observation stage, the researcher observed the students activities in the classroom with the help of English teacher. The observation are carried out by directly observing the students. The researcher used observation sheet, a tool used in observing students' activity during the lesson. In addition, there are some observed criteria in the learning which are, students' preparation for study, students' participate in learning process, students' diligence to do the task from teacher, students' enthusiast in learning vocabulary through crossword puzzle game.

d. Reflecting

The researcher carried out the implemented of action regarding to the use of crossword puzzle game to the students and interpret the process and results of the actions taken and the researcher has accomplished analyzing the observation.

H. Data Analysis Technique

The technique of data analysis is an attempt by researcher to summarize the data that have been collected in a dependable, accurate, and correct manner. In this classroom action research , the data obtained through the research instrument, the results of the research was analyzed using descriptive statistical analysis techniques. Descriptive statistics serve to manage data related to summation, calculating average, the percentage and presenting data in an easily readable.[44]

After collecting the data, the next step of study is analyzing the data.

1. Observation

   The observation data it is used to know the students' behavior during the teaching learning process. In descriptive technique, the researcher analyzed the observation sheet which has been made.

2. Test

   The test result obtained from the post-test scores conducted in each meeting. The results of the post-test are in the form of scores, and the average proficiency level is determined using the following formula:

a. The first step, the researcher calculated the correct answer that students have passed the exam. The researcher used the formula below:

$$S = \frac{R}{N}\ x\ 100\%$$

Description:

[44] Supardi Arikunto, Suharsimi, Suhardjono, *Penelitian Tindakan Kelas*, ed. Suryani (Jakarta: Jakarta : PT Bumi Aksara, 2015).

S: Score

R: The number of correct answer

N: The number of question[45]

b. To calculate the mean score, the researcher used the formula below:

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

Description:

$\bar{x}$: Average value.

$\sum x$: The sum of all students scores.

N: Number of students'.[46]

c. To calculate the percentage, the researcher used the formula below:

$$\text{P} = \frac{F}{n} x\ 100\%$$

Description:

P: The Percentage

F: The number of students that succeed

n: The number of students

I. Criterion of Success

Criterion of success are criteria used to see level of success of action research activities in improving the quality of teaching and learning

[45] Ngalim Purwanto, *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran* (Remaja Rosdakarya, 2000).

[46] Anas Sudjino, *Pengantar Statistika Pendidikan* (Jakarta: Jakarta : PT Raja Grafindo Persada, 2006).

process in the class. To provide an overview of the success of research results, the researcher determines the criterion of success as follows:

a. In this study, it was declared complete if the completed students' score reaches 80% of students' achieved the minimum mastery criterion (KKM) 70.
b. In this study, it was declared successful if the students' vocabulary learning showed the improvement after using crossword puzzle game, and there are no students who get score 50.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of the research location

Madrasah Tsanawiyah Cendekia Muhammadiyah Kotamobagu was built on 8th June 2014. MTs Cendekia Muhammadiyah Kotamobagu is a Junior High School in Kotamobagu, and it is located in East Kotamobagu District, North Sulawesi Province. The condition of the surrounding area is a trading area and most of the parents of students work as laborers and small traders. Most of the students of MTs Cendekia Muhammadiyah Kotamobagu are from Matali, Matali baru, Bongkudai, Bakan, Kobo besar, Pobundayan, solog, Motoboi kecil.

Furthermore, MTs Cendekia Muhammadiyah was built by its vision and mission. The vision of MTs Cendekia Muhammadiyah Kotamobagu is "To make the students become muslim individuals with noble character, knowledgeable, charitable and pious." Moreover, the specific missions of MTs Cendekia Muhammadiyah Kotamobagu are creating a clean and religious environment, creating a comfortable and active learning atmosphere, improving academic achievement, interest and talent of students, and instilling the traits of responsibility, discipline, skill, professionalism and noble character.

2. Description of the research

This research was conducted by using classroom action research and the research participant was conducted in the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu that include twenty four students. This study was analyzed by using qualitative and quantitative data. The qualitative data was taken from observation and

documentation while quantitative data was taken from the pre test and post test in cycle 1.

1. Qualitative Data
   a. Observation

      The researcher conducted the research using an observation sheet. In the observation sheet, the researcher observes students during the teaching and learning process. The observation result showed that students listened carefully to the material's explanation. They were also interested and enthusiastic about learning vocabulary using the crossword puzzle game. In the learning process, the students participated and the students can work together between groups. It showed that students enthusiastic when discussing the material to be learned. Also the students already knew the meaning of the vocabulary and could memorize the vocabulary given by the teacher.

   b. Documentation

      Documentation data was collected by the research, such as profile school, the name of students, pictures of students in applying the crossword puzzle game, the students scores of the pre test and post test, and the lesson plans. The documentation analyzed by the researcher is a lesson plan. Lesson plan is a preparation that teachers must do before teaching. Lesson plan designing the steps in doing an action. This should be done to control the teaching process, and the researcher used the lesson plan to guide the researcher's classroom activities.

2. Quantitative Data

   The quantitative data were taken from the pre test and post test result of the students. The researcher used classroom action

research. The cycle consisted of four steps (planning, acting, observing, and reflecting).

1). Cycle 1

a. Planning

In this step, the researcher arranged all of the preparations before conducting the research. The researcher conducted the pre-test before giving the treatment. After conducted the pre-test. The activities which were done by the researcher such as, lesson plan for five meetings, it used to guide the researcher in teaching and learning process, learning material and the crossword puzzle game were prepared. Before starting the action, the researcher discussed with the English teacher about the lesson plan and the learning material. The researcher planned the activity in using the crossword puzzle game and discussed with English teacher to be an observer in every meeting of the action.

a). Pre test

The pre test was conducted on Wednesday 1st November 2023. The researcher conducted the pre test in order to know the students' understanding of vocabulary before using the crossword puzzle game.

In the pre test, there were 20 questions, the test was in the form of (10) multiple choice with possible answer (a, b, c, d), (5) questions about word meaning, and (5) questions about word classes.

To get the result of pre test the researcher calculated the total mean of students scores:

$$X = \frac{\sum x}{n} = \frac{1240}{24} = 51,6$$

Then to the percentage of students who passed the KKM score, the researcher used the following formula:

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

$$P = \frac{8}{24} \times 100\ \% = 33\%$$

Table 4.1 Students' Score in Pre-Test

No.	Students	Score	KKM	Information
1	Anugrah Ungke	85	70	Complete
2	Alda Risma Baya	50	70	Incomplete
3	Alif P.C.Mokodompit	40	70	Incomplete
4	Arzilanda P. Paputungan	20	70	Incomplete
5	Chika C. Paputungan	60	70	Complete
6	Dion A. Pudul	70	70	Complete
7	Fadlan D. Djumaat	50	70	Incomplete
8	Muh. Al-Furqon Mamonto	60	70	Complete
9	Muh. Fadil Lamangga	30	70	Incomplete
10	Muh. Farhan Makalalag	60	70	Complete
11	Muh. Haikal Supit	50	70	Incomplete
12	Moh. Febrianidi Mamonto	40	70	Incomplete
13	Moh. Hanif Asrudin	50	70	Incomplete
14	Muh. Fitra Paputungan	50	70	Incomplete
15	Muh. Taufik Mamonto	45	70	Incomplete
16	Moh. Dzaki Potabuga	80	70	Complete
17	Nurlan Maani	50	70	Incomplete
18	Patricia Nurul W.R Ali	55	70	Incomplete
19	Rahmat H. Rewa	60	70	Complete
20	Rafka Kunsi	40	70	Incomplete
21	Raffa Podomi	50	70	Incomplete
22	Sachio A. Kobandaha	85	70	Complete
23	Wahyu Mokodompit	25	70	Incomplete
24	Wildan H.R. Mokodompit	35	70	Incomplete
The Sum				1240

Average	51,6
Complete Students	8
Incomplete Students	16
Percentage Students Complete	33%
Percentage Students Incomplete	67%

The table showed, the pre test result that the students' mean was the score or total score from students it is 1240 divided by the number of students, which consist of 24 students, and the result was 51,6. The percentage obtained by dividing the number of students who succeeded or passed the KKM, that is 8 students, by the total students, that is 24 students, then multiplied by 100%, the result is 33%. Meanwhile, the other 16 students or 67% were under the KKM. From the analysis, it could be seen that most the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu students' vocabulary was still very low.

b. Action

The researcher conducted five meetings in this cycle. The activities in five meetings are explained as follow:

1). The First Meeting

The first meeting was conducted on 6th November 2023. In this step, the researcher started the action by following the lesson plan. Based on the lesson plan, the researcher divided the activities into introduction, main activities and closing. In introduction there were some activities done by the researcher. First, the researcher started the lesson by saying a prayer. Second, the researcher checked the students attendance and asked about the students condition. Third, the researcher motivated the students to learn seriously. Fourth, the researcher explain the learning objectives to be achieved.

Fifth, the researcher introduced the topic that they would discussed in the class.

Teaching and learning process, the researcher explained the part of vocabulary such as verb, noun, and adjective to the students and the researcher asks to the students the part of vocabulary that came in their mind. The researcher explain the learning material about the expression to get attention related to the text book. The researcher asked to the students what is attention in Bahasa Indonesia. However, most of the students just keep silence, and suddenly there is one students answer that attention is perhatian. The researcher gave a dialogue that was in the textbook, and the researcher asked the students to pay attention. then the researcher asked the students about the meaning of the dialogue. The students were silent and listened, only two students who can understand the dialogue. Then, the researcher asked the students to read the dialogue. After all of the students have read the dialogue, the researcher explain more clearly about the meaning of the dialogue so that the students could understand the meaning of the words, which means the students have new words and know the meaning of the words. The next lesson is learning vocabulary with the simple crossword puzzle game. The researcher asks the students to play crossword puzzle game. The students interested when they hearing about game. The researcher explain the procedure of crossword puzzle game and the researcher divides the students into groups that consists of 4-5 students. Then, the researcher gives the crossword puzzle game for each group. The researcher gives 15 minutes to students to answer the crossword puzzle game. The group who finish fast and all of the answers are right, the group will be the winner.

The students have to answer the crossword puzzle game with their groups. After 15 minutes the groups who finish first is the

group two. After all of the groups complete the crossword puzzle game, the researcher give feedback about the students performance. The researcher gives opportunity to let the students to ask about something that they do not know about the learning topic. While in the closing step, the researcher doing a learning review and the researcher closed the meeting through prayer and greeting.

2). The Second Meeting

The second meeting was on 8th November 2023. The researcher started the action by following the lesson plan in the previous stage. The researcher started the lesson by saying a prayer and checked the students attendance. The researcher asked the students about the material that they have learn in the previous meeting, the researcher asked the students about the vocabularies that the students get in playing the crossword puzzle game to know if the students still remember the vocabulary or not. Then, the researcher explain about the part of vocabulary to the students. Next the researcher explain about the learning material, is about the expression to check understanding. The students pay attention about the researcher explanation of the learning material. The researcher asked about the dialogue related to the learning material in the text book. The researcher asked the students to read and translate the meaning of the dialogue. While the researcher explain the material more clearly, the researcher asked the students write the difficult word in their book.

In this step, the researcher began to apply the use of Crossword Puzzle Game to the students. The researcher explains to students the procedure of the Crossword Puzzle Game. After the researcher explained the procedure of the Crossword Puzzle Game to the students, the researcher asked the students whether they were

ready to play the Crossword Puzzle Game or not. The researcher prepares some Crossword Puzzle related to the vocabulary in the textbook. The researcher gives the Crossword Puzzle Game to each group. the researcher gives 15 minutes to the students to answer the Crossword Puzzle Game. The group who finished first and answered all of the Crossword Puzzle Game correctly will be the winner. The researcher gave feedback about the students' performance and also the researcher corrected their mistake in answered the Crossword Puzzle Game. Then, the researcher asked the students about the Vocabulary in the Crossword Puzzle Game to make sure if they still remember the Vocabulary or not. And some of the students answered that they still remember the Vocabulary. Then, the researcher give a task to the students, to know if the students understand the learning material. Moreover, the closing, the researcher doing a learning review and the researcher closed the meeting through prayer and greeting.

3). The Third Meeting

The third meeting was on 13th November 2023. The researcher started the action by following the lesson plan prepared in the previous stage. The researcher started the lesson by saying a prayer and checked the students attendance. Before the teaching and learning process, the researcher asked the students condition and tried to make the students feel motivated and interested in the learning process.

The researcher asked the students about the previous material and is there anything they do not understand when they do the Crossword Puzzle Game. Before the researcher do the Crossword Puzzle Game, the researcher asked the students to come in front of class and write the vocabulary that they have learned in

the previous meeting. After that, the researcher explain about the part of vocabulary to the students so that the students can understand about the part of vocabulary. Then the researcher explain about the learning material about asking and giving opinion related in the text book. The students pay attention to the researcher explanation during learning process. Then, the researcher gave a dialogue according to the text book, and asked the students to read carefuly and translate the dialogue.

Next, the researcher continue to started the Crossword Puzzle Game. The researcher explains the procedure of Crossword Puzzle Game. The researcher asked the students, If the students ready to play Crossword Puzzle Game. The researcher prepares some Crossword Puzzle Game, then the researcher gives the Crossword Puzzle Game for each group. The researcher gave feedback about the students' performance and also the researcher corrected their mistake in answered the Crossword Puzzle Game. Then, The researcher gives a task to the students to know they understanding about the learning material. Moreover, the closing activities the researcher doing a learning review and the researcher closed the meeting through prayer and greeting.

4). The Fourth Meeting

The fourth meeting was on 15th November 2023. The researcher started the action by following the lesson plan prepared in the previous stage. The researcher started the lesson by saying a prayer and checked the students attendance. Before the teaching and learning process, the researcher asked the students condition and tried to make the students feel motivated and interested in the learning process. The researcher asked the students about the previous material and is there anything they do not understand.

In this step, the researcher explained more clearly about the parts of speech such as verbs, nouns and adjectives to the students. The students were silent and listened carefully. The researcher gave simple examples on how to classify vocabulary into word classes such as verbs, nouns and adjectives and asked the students to come in front of the class to write the word classes in the whiteboard. Next, the researcher explain the learning material about the expression to show appreciation to others. Then, the researcher give the dialogue for the example related to the learning material to the students, then, the researcher asked the students to read carefuly. The researcher started the Crossword Puzzle Game. After completing the Crossword Puzzle Game, the researcher gave feedback and explained about vocabulary learning using the Crossword Puzzle Game to the students. At this stage, the researcher gave motivation so that the students were more interested and enthusiastic about learning. Then the researcher gave feedback to the students about the learning they had done. Before closing the leraning process, the researcher gave a task to the students. The closing activities when the researcher closed the meeting through prayer and greeting.

5). The Fifth Meeting

The fifth meeting was on 20th November 2023. The researcher started the action by following the lesson plan prepared in the previous stage. The researcher started the lesson by saying a prayer and checked the students attendance. Before the teaching and learning process, the researcher asked the students condition and tried to make the students feel motivated and interested in the learning process. The researcher asked the students about the previous material and is there anything they do not understand.

The researcher explained again about the part of vocabulary more clearly. Then, the researcher doing a learning review from the material of the expression to get attention until the expression to show appreciation to others more clearly. Then, the researcher asked the students about the vocabularies that they have learned in the previous meeting. The researcher asked the students to come forward in front of class and classified the suitable word classes and the meaning of the vocabulary in the white board. The researcher continue to start the crossword puzzle game. The researcher explain the procedure of crossword puzzle game to the students. After complete the crossword puzzle game the researcher gave feedback to the students performance.

The researcher gave opportunity to the students to ask what they wanted to ask related to the discussion topic. In this meeting, the students can understand the meaning of vocabulary and how to determine word classes such as verb, noun and adjective. Then the researcher asked whether the students have understood to the material taught. The researcher and the students provide feedback on the prosess and learning outcomes of the material taught. Before closed the activity, the researcher gave assignment to the students. The closing activities when the researcher closed the meeting through prayer and greeting.

6). Post-test cycle 1

This meeting was conducted on 22th November 2023. In this meeting, the researcher started the class by greeting and saying a prayer. The researcher gave a test for students to evaluate their improvement in cycle 1 about vocabulary learning by using crossword puzzle game. The researcher distributed the test to the students had to answer multiple choice questions by answering the

right questions. The students also must answer the word meaning and the questions of word classes. The researcher closed the meeting and motivated the students to study hard. The step was significant before the teaching and learning process closed because the motivation would make them struggle, especially in learning the vocabulary.

After conducted the post test cycle one, the result showed the improvement of students vocabulary learning. the result of post test, the researcher calculated the mean of students score:

$$X = \frac{\sum x}{n} = \frac{2035}{24} = 84{,}7$$

Then to the percentage of students who passed the KKM score, the researcher used the following formula:

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

$$P = \frac{24}{24} \times 100\ \% = 100\%$$

Table 4.2 Students' Score in Post-Test Cycle I

No.	Students	Score	KKM	Information
1	Anugrah Ungke	100	70	Complete
2	Alda Risma Baya	85	70	Complete
3	Alif P.C.Mokodompit	85	70	Complete
4	Arzilanda P. Paputungan	70	70	Complete
5	Chika C. Paputungan	100	70	Complete
6	Dion A. Pudul	80	70	Complete
7	Fadlan D. Djumaat	85	70	Complete
8	Muh. Al-Furqon Mamonto	90	70	Complete
9	Muh. Fadil Lamangga	95	70	Complete
10	Muh. Farhan Makalalag	90	70	Complete
11	Muh. Haikal Supit	85	70	Complete
12	Moh. Febrianidi Mamonto	60	70	Complete
13	Moh. Hanif Asrudin	85	70	Complete
14	Muh. Fitra Paputungan	85	70	Complete

15	Muh. Taufik Mamonto	60	70	Complete
16	Moh. Dzaki Potabuga	100	70	Complete
17	Nurlan Maani	90	70	Complete
18	Patricia Nurul W.R Ali	90	70	Complete
19	Rahmat H. Rewa	75	70	Complete
20	Rafka Kunsi	100	70	Complete
21	Raffa Podomi	100	70	Complete
22	Sachio A. Kobandaha	95	70	Complete
23	Wahyu Mokodompit	60	70	Complete
24	Wildan H.R. Mokodompit	70	70	Complete
The Sum				2035
Average				84,7
Complete Students				24
Incomplete Students				-
Percentage Students Complete				100%
Percentage Students Incomplete				-

The table showed, the post test result that the students' mean was the score or total score from students it is 2035 divided by the number of students, which consist of 24 students. The result is 84,7. The percentage obtained by dividing the number of students that succeed or passed the KKM, that is 24 students, by the total students, that is 24 students, then multiplied by 100%. The result is 100%. From the analysis, it could be seen that the students' vocabulary was improved.

c) Observation

Observation in the first meeting was carried out on 6th November 2023. The researcher does the observation to observe students' activities during the teaching and learning process. The observation result showed that, the students did not excited in learning process, some students being noisy and always come late into the classroom. Moreover, when the researcher explains the material, only some of the students can understand the material, the others only keep silent and did not understand the dialogue that the researcher given. It

showed that when the researcher asked the students, they can not answer the researcher's question. When the researcher began to play the crossword puzzle game, the students interested to play with their groups.

Observation in the second meeting was carried out on 8th November 2023. The strategy that the researcher do to make the students feel interested in learning which is the researcher gave motivation to students so they can study seriously and help them to focus in the lesson. Some of the students showed their attitude such as they were prepared for study, the students asked about vocabulary. Eventhough, the students are noisy during the lesson but the students behaviour more better from the first meeting. Therefore, some of the students focus and pay attention the researcher's explanation. The students become active in asking about Vocabulary that they do not know. When the researcher do the crossword puzzle game, the students interested about learning vocabulary using crossword puzzle game. In this observation some of the students feel enjoy in learning and the students enthusiast in playing Crossword Puzzle Game with groups.

Observation in the third meeting was carried out on 13th November 2023. The researcher observed the students attitude and the students participation in the lesson. The observation result showed that all of the students come on time into the class. Students looked interested in the learning vocabulary using crossword puzzle game. The students engagement doing the learning activity showed the improvement because the researcher gave motivating and gave reinforcement to students so that they can actively participated during the lesson. Furthermore, the students listened carefully to the researcher's explanation. The students feel enjoyable when they do the crossword puzzle with groups. Eventhough the class become

noisy but the students become active in teaching and learning process.

Observation in the fourth meeting was carried out on 15th November 2023. The activity of students was observed, and it showed that the students responded all the commands given by the researcher. The students focus in the lesson. The students listened carefully all of the researcher explanation. The students become active to asked about vocabulary related to the learning topic. The students did the movements. The students can answer the researcher's questions. They can also remember the vocabulary that have been learned.

Observation in the fifth meeting was carried out on the 29th November 2023. the observation result showed that the students activity during teaching and learning process was increase, the students carried out the learning process very well. The students feel motivated and can participate in the learning process. The students good behaviour and attitude during the lesson. The students respect the teacher which is they being friendly to the teacher, they do the task from teacher and the students can work together between group in solving the crossword puzzle game. Additionally, the students can memorize the words that they have learned.

d) Reflection

After doing the cycle one, the researcher evaluated the teaching and learning process at the end of the meeting. From the students' vocabulary learning worksheet scores after giving the test, it was found that the students' scores showed an increase. Based on the observation and their test result, it showed that the researcher has been able to motivate the students. The students could use the crossword puzzle game in memorizing and retaining the students vocabulary. The data showed that the increasing students in

vocabulary learning after the treatment was improved. Based on the data of pre test, 8 students or 33% achieved the criterion of success and KKM 70. Others 16 students or 67% who did not achieved the criterion of success and KKM 70. The reflection in this study showed that the first criterion of succe ss 80% has been achieved and also the second criterion of success was achieved. Meanwhile, in the post test cycle one, 21 students score reaches 80% of students achieved the KKM 70. The 3 students who achieved the criterion of success. However, there are several things that must be considered, there are still 3 students who did not achieved the KKM 70. However, if we look at the improvement from pre test to the post test results, it is showed the improvement in students' vocabulary learning, which is include in the second criterion of success, there are no students who get score 50. The researcher observed the real condition and situation in the classroom, showed that, the 3 students who did not achieved the KKM 70 was difficult to focus during learning process, and the 3 students vocabulary scores showed the same results in vocabulary learning, and the 3 students receive low grades in other subjects. The researcher concluded that, the 3 students have different learning style.

The result indicated an improvement in the students vocabulary learning by using crossword puzzle game. Seen from the researcher compare the pre-test and post-test results in the following table.

Table 4.3 The Data of the Result

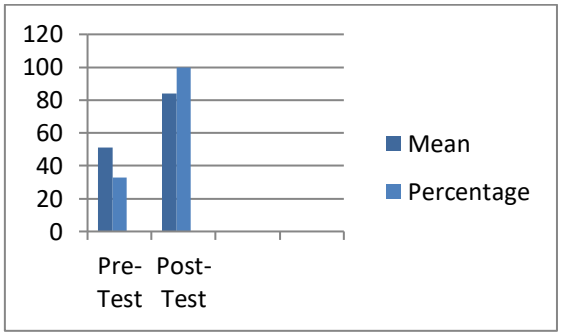
The Cycle	The Sum ($\sum x$)	Mean ($\boldsymbol{X}$)	Total Students (n)	Percentage (P)
Pre-Test	1240	51,6	8	33%
Post-Test	2035	84,7	24	100%

The Total Maximum	24	100%

The tables showed the test result in the cycle one. In pre-test, students sum or total score was 1.240, and the mean or average was 51,6. In the pre-test 16 students failed, and only 8 students achieved the minimum completeness criteria (KKM). Furthermore, the percentage of students who failed was 67%, and those who achieved were 33%. Based on the pre-test result, students lack vocabulary because their score on the test was low. The post-test result showed that the sum or total score of students improved significantly by 2.035, and the mean or average was 84,7. In post-test, 21 students score reaches 80% of students achieved the minimum completeness criteria (KKM) 70 and 3 students who achieved the criterion of success which is there are no students who get score 50. It showed that students succeed on the test in cycle one. That is supported by the percentage of students who achieved were 100%. However, the 3 students did not achieved the KKM 70, the 3 students' score include in the criterion of success which is, there are no students who get score 50. It showed that students' vocabulary learning was increased if they saw the improvement in pre-test to the post-test.

The result that the students score improved from the pre test until the post test cycle one. The students score in post test cycle one was higher than the pre test can be seen in the graph below.

Figure 4.1 Students' Improvement in Vocabulary Learning



The graph showed that the students' vocabulary learning had improved very well. As seen in the pre-test, the students vocabulary has not reached the existing minimum mastery criterion (KKM) 70 and the criterion of success. The pre-test results showed that 16 students did not reach the (KKM) 70 and the criterion of success, and only 8 students achieved the KKM 70 and the criterion of success. In the pre test the total mean or average were 51,6, and the percentage of total students who achieved the KKM were 33%. Meanwhile, the percentage of students who did not achieved the KKM were 67%. Moreover in the post test cycle one, the increase in students' vocabulary was much higher compared to the pre-test. The post test result showed that 21 students score reaches 80% of students achieved the minimum mastery criterion (KKM) 70 and 3 students who achieved the criterion of success. However, 3 students did not achieved the KKM 70, they achieved the criterion of success which is, there are no students who get score 50. In The post test the total mean or average were 84,7, The researcher concluded that the post-test in cycle one got better results than pre-test. For the reason, it proves that the implementation of the crossword puzzle game can improves students' vocabulary learning.

B. Discussion

In this subchapter, this research aims to improve students vocabulary learning by using crossword puzzle game. The study discussed about how does the crossword puzzle game improve students vocabulary learning. The teacher was started the lesson by following the lesson plan. The teacher explained the part of vocabulary such as verb, noun and adjective to the students. The topic of the lesson plan in the first meeting was about the expression to get attention. Then, the students were repeat with the vocabularies related to the dialogue that was in the learning topic in the text book. The crossword puzzle game was prepared by the teacher. The teacher was explained the procedures using crossword puzzle game in learning vocabulary. In playing crossword puzzle game the students were divided

into group of 4 until 5 students. Then, the teacher gave the crossword puzzle game for each group. The students had to fill the crossword puzzle game which was given based on the clues. The clues was consists of words and the students had to translate the words into English. The teacher set time limit to students to answer the crossword puzzle game. After the students finished the crossword puzzle. The teacher gave feedback about the students performance and asked them to check their work together. The teacher gave a reward to a group who could answer the crossword puzzle game. The students get new vocabulary which had been learnt.

In the second meeting the teacher was started the lesson by following the lesson plan. The teacher asked the students about the vocabularies that they get in playing the crossword puzzle game in the previous meeting. Then, the teacher explained the part of vocabulary such as verb, noun and adjective to the students. The teacher asked students to classify the part of vocabulary into the word classes. In this stage, the students were asked to come in front of the class and write the vocabulary in the whiteboard. The topic of the lesson plan in the second meeting was about the expression to check understanding. The teacher explained the learning topic and asked the students about the meaning of the dialogue that was in the textbook. The crossword puzzle game was prepared by the teacher. Then, the teacher explained the procedures in doing the crossword puzzle game. The students had to be worked in a group and the group was such last week. The teacher gave the crossword puzzle game for each group. The students had to fill the crossword puzzle game correctly. The teacher set time limit to students answer the crossword puzzle. The teacher gave a reward to a group who could finished the crossword puzzle and could answer correctly. Then, the teacher gave feedback about the students performance in learning activity. The students were asked to memorize the vocabularies which had been learnt.

In the third meeting was started by following the lesson plan, the teacher asked students the vocabularies that they get in playing the crossword puzzle

game. Then, the teacher explained the part of vocabulary such as verb, noun and adjective that was in the textbook to the students. The teacher asked student about the vocabulary that they have learned to know if they still memorize the vocabularies. Then, the students were asked to write the vocabulary in the whiteboard. Next, the teacher explained the learning topic about the expression to asking for opinion and giving for opinion. The teacher gave an incomplete sentence to students and they have to use the word to make the correct sentences. It is to measure students understanding about the word use in a sentences. It can train the students memorizing the vocabulary during their learning activity in the classroom. The next step was learning vocabulary by using crossword puzzle game. The teacher was prepared the crossword puzzle game. Then, the teacher explained the procedures in doing the crossword puzzle game. The students had to be worked in a group. Students had to fill the crossword puzzle game quickly and correctly. The teacher gave feedback to the students vocabulary learning activity by using crossword puzzle game. The teacher correct the students mistakes in answered the crossword puzzle game. The teacher gave opportunity to students to ask about something they did not know about the vocabulary during the learning process.

In the fourth meeting was started by following the lesson plan. The teacher explained more clearly about the part of vocabulary such as verb, noun and adjective. The students were asked to classify the word classes. The students could memorize how to classify the word into the word classes. In this stage the teacher explained the learning topic about the expression to show appreciation to others. The teacher explained about the dialogue related to the learning topic in the text book. The students were asked to repeat the vocabulary that was in the dialogue. The teacher asked about the meaning of the vocabulary to the students. The students get some new vocabularies and they have to memorize the meaning of the vocabulary. Then, the teacher asked the students to learn vocabulary using crossword puzzle game so they could be more actively participated in learning

vocabulary. The crossword puzzle game was prepared by the teacher. Then, the teacher gave the crossword puzzle game to each group. The teacher set time limit and the group who finished the crossword puzzle game quickly and correctly the teacher gave reward such as candy to a group who winner. The teacher gave feedback to the students performance. The students were asked to write the vocabularies that they get in playing the crossword puzzle game.

In the fifth meeting was started the lesson by following the lesson plan. The teacher asked students about the meaning of vocabulary they had been learned in previous meeting. The students were asked about how to classify the word into the word classes. In this stage, the teacher explained more clearly about the learning topic for each meeting. Then, the teacher asked students to play the crossword puzzle game. Then, the teacher gave a dialogue to the students. The teacher asked students the meaning of the dialogue and repeat the vocabulary so they could memorize the vocabulary. Then, the teacher asked students to play crossword puzzle game. The teacher prepared the crossword puzzle game to each group. The teacher explained the procedures in doing the crossword puzzle game. The students had to answered the crossword puzzle game correctly based on the clues that had been provided. The teacher gave the crossword puzzle game to students. The teacher set time limit to students in completed the crossword puzzle game. The group who finished first and all of the answer are correct will be the winner. The teacher gave reward such as candy to a group who be the winner, the reward is to make the students more interested in learning. The teacher gave feedback to students performance. The students were asked by the teacher about the vocabulary that they had been learned. The teacher gave some words and the teacher asked students to use the word into sentence. Then, the students have to write in the whiteboard. The teacher gave opportunity to students to ask about the vocabulary meaning, word use and word classes. The teacher gave a task to students to measure the students understanding about the lesson for each meeting.

The researcher was collected the data using observation sheet, students' results in the pre test and post test, and the documentation as the research instruments. This research focused on the students vocabulary learning. According to the theory of Richard, vocabulary plays an important part in language abilities and serves as a basis for students to communicate through speaking, listening, reading, and writing.[47]

This research was conducted at MTs Cendekia Muhammadiyah Kotamobagu. The research participants was the eighth grade students, which consists of 24 students with 20 males students and 4 females students. In conducted this research, the researcher focused on the learning vocabulary in the part of vocabulary such as, verb, noun and adjective, and the aspect of vocabulary of meaning, word use, and word classes.

On the other hand, the part of vocabulary are the important component that must be learn by students. Swan and Macfadyen in Rahbiana defines a verb as a word that can be employed with a subject to construct the building blocks of a closed sentence as well as a word or phrase that indicates an activity, such as talk, run, or sing. Furthermore, a noun is a name for a person, an animal, or an object, such as book, table, or chair. Additionally, an adjective characterizes or modifies a noun or pronoun and indicates details like size, color, quantity, and other attributes, such as beautiful, intelligent, and diligent.[48]

In learning vocabulary there are some aspects which are needed to be learned by the students. According to Lado's theory, meaning is one of the most important aspects that students should master since it describes how a word lends itself to language usage, whereas word use describes how a word is employed in a phrase. Then, word classes are defined as word categories,

[47] Jack, C, Richards & Willy, A, "Methodology_in_Language_Teaching_2002_Scanned.Pdf."

[48] Rahbiana, "Using Prayer Model To Maximize Vocabulary Mastery of The Second Year Students of SMPN 7 Barugae" (UIN Alauddin Makassar, 2014).

which include nouns, verbs, and adjectives. A language's word categorization is based on how each word functions in communication.[49]

Based on the research findings, in the observation sheet showed that the students become active and participated in the process of learning vocabulary. According to Silberman's theory in Mursilah, the crossword puzzle game can entail students direct participation in the learning process, resulting in direct connection between students and teachers.[50]

Since the researcher as the main teacher in the class, the researcher conducted the teaching and learning process, and composed the lesson plan to guide the researcher activities such as, prepares crossword puzzle game, the learning material with the help material from the textbook "When English Rings A Bell" published by Kementerian Pendidikan dan Kebudayaan. The researcher discussed with the English teacher about the learning topic in the Chapter one "It's English Time" focused on the learning objectives is about, to get attention, to check if we are understood, to show appreciation to others and to tell what we or other people think of something.

In the process of teaching and learning material, the students are listen carefully to the material so they can understand the learning topic and the students can get new vocabulary that its use in the conversation or daily communication. According to Edward's theory in Feni Fela Erlinda, employing a crossword puzzle game in the learning process can assist students expand their vocabulary, which is used in conversation.[51]

In the implementation of crossword puzzle game, the researcher do the steps in presenting the crossword puzzle game to the students. Based on the theory of Zaini in Mursilah stated how the crossword puzzle game is presented. First, make a list of relevant keywords, and terms from the

[49] Dewi, Sofian, and Riyanti, "The Effectiveness of Hot Seat Game for Teaching Vocabulary."

[50] Mursilah, "Penerapan Metode Pembelajaran Crossword Puzzle."

[51] Feni Fela Erlinda, "The Use of Crossword Puzzle Game To Improve Students' Vocabulary Mastery of Descriptive Text."

presented material, design a grid that can be filled with the chosen word, make the clues or the questions with the answer that are the word you have created, then share the crossword puzzle game to the students or in a groups, after that set a time limit for completion and give rewards to the groups who finish quickly and correctly.[52]

Based on the research findings, in the results of pre test and post test cycle one showed the improvement of students vocabulary learning by using crossword puzzle game. According to the data in the pre test, 8 students or 33% of students who achieved the KKM 70 and achieved the criterion of success. While the others 16 students or 67% of students who did not achieved the KKM 70 and the criterion of success. Meanwhile, the data in the post test cycle one, 24 students or 100% of students achieved the KKM 70 and also achieved the criterion of success. While there are 3 students did not achieved the KKM 70, they achieved the criterion of success which is, there are no students who get score 50.

On the other hand, the use of crossword puzzle game in learning vocabulary can make students easy to understand the meaning of the word and remember the word, it supported by the data that the researcher got from the results of the pre test and post test cycle one. In addition, the crossword puzzle game offers several advantages for students in learning vocabulary. According to the theory of Tasuli in Fatimah, the crossword puzzle game can aid students in understanding word meanings because they have to figure out which words fit into the game, develop their critical thinking skills, allow them to form letters one at a time to expand their vocabulary, engage them in the learning process, and encourage them to participate in enjoyable activities.[53]

The students collaboration with groups can improve the students vocabulary learning, the students can learning together, because the active students can help the passive students in learning vocabulary. They can

[52] Mursilah, "Penerapan Metode Pembelajaran Crossword Puzzle."
[53] Fatimah Zahara, "The Use of Crossword Puzzle to Improve Reading Comprehension."

share and discussed the answer in complete the crossword puzzle game between groups. According to Scrivener's theory as stated in Zunita, one of the vocabulary teaching exercises that might assist students in becoming familiar with, recognizing, and recalling words is the crossword puzzle game.[54]

Based on the analysis of the findings, this research was conducted in 1 cycle that consists of five meetings, because the results of the students' post-test in the cycle 1 showed the significant improvement of the students' vocabulary learning. In pre-test, students sum or total score was 1.240, and the mean or average was 51,6. In the pre-test 16 students failed, and only 8 students achieved the minimum completeness criteria (KKM) 70 and the criterion of success. Furthermore, the percentage of students who failed was 67%, and those who achieved were 33%. Based on the pre-test result, students lack vocabulary because their score on the test was low. The post-test cycle one result showed, that the sum or total score of students improved significantly by 2.035, and the mean or average was 84,7. In post-test cycle one, 24 students who achieved the minimum completeness criteria (KKM) 70 and achieved the criterion of success. It showed that the students scores on the test in cycle one was improved. That is supported by the percentage of students who passed were 100%. It showed that students' vocabulary learning was increased if they saw the improvement in pre-test to the post-test cycle one.

Based on the result of the quantitative data that was taken from the test that gave to the students, it was found that the students vocabulary learning was improved. The result that the students score improved from the pre test until the post test cycle one. Eventhough, post test cycle one, 3 students did not achieved the KKM 70, the 3 students achieved the criterion of success. However, the 3 students' vocabulary learning showed the

[54] Zunita Widyasari, "The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010)."

improvement from the pre test to the post test. Therefore, the researcher' observed to the 3 students during the learning activities in the classroom, the 3 students difficult to focus during learning process, and the 3 students vocabulary scores showed the same results in vocabulary learning. However, the 3 students receive low grades in other subjects. The researcher concluded that, 3 students have different learning style.

Based on the results of the qualitative data taken from the observation sheet, and documentation, it was found that the class ran effectively. The students paid attention to the teacher, the students were more active and participated during the teaching and learning process for each meeting. Furthermore, the students interested in learning vocabulary using crossword puzzle game in groups. Then, it can be said that the qualitative data also showed the improvement of the teacher and the students activities during the teaching and learning process. It indicated that the implementing the crossword puzzle game could motivate the students to become more enthusiastic in learning English.

From the explanation above, it could be concluded that the results of the research showed that the use of crossword puzzle game can improve the students vocabulary learning. It could be proven by the quantitative data, which showed the students scores improved from the pre-test to the post-test. And it could also be proven from the qualitative data, which showed that the teacher got better at controlling the class, and the students were more active in the teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting Classroom Action Reasearch (CAR) at the eighth grade of MTs Cendekia Muhammadiyah Kotamobagu, it can be concluded that, the crossword puzzle game can help the students remember the vocabulary and help them improve their vocabulary learning. Students become active and more interested in learning vocabulary. It is shown the data from the pre test, students sum or total score were 1.240 and the mean or average were 51,6. In the pre test 16 students failed or under the KKM 70, and only 8 students who achieved the criterion of success and the KKM 70. The percentage of students who failed were 67% and those who achieved the KKM were 33%. Furthermore, the post test cycle one result showed that the sum or total score of students were 2.035 and the mean or average score were 84,7. In the post test cycle one, 21 students score reaches 80% of students who achieved the KKM 70 and 3 students who achieved the criterion of success. The percentage of students who achieved the criterion of success and KKM 70 were 100%. Meanwhile, 3 students did not achieved the KKM 70, they still achieved the criterion of success which is there are no students who get score 50. Moreover, there is an improvement of the 3 students scores from pre test to the post test cycle one. Based on the researcher observation to the 3 students during the learning process in the classroom, the 3 students difficult to focus during learning process, and the 3 students vocabulary scores showed the same results in vocabulary learning. The researcher concluded that, 3 students have different learning style. Regarding the students' achievement, 100% achieved the (KKM) 70 and achieved the criterion of success, with the improvement of the students' mean score from the pre-test to the post-test of the cycle one were 100%. It achieved the criteria of success.

Using the crossword puzzle game in improving the students vocabulary learning has positive responses from the English teacher. The students got the new vocabulary and more actively participated in the class with the researcher's activity.

B. Suggestion

There are some suggestions to offer the students, the English teacher, and the other researchers:

1. The English teacher should be creative in teaching and learning process. The researcher suggestion to apply the crossword puzzle game in teaching vocabulary so that the students can be more active, enthusiastic, and enjoy in the teaching and learning process.
2. To improve students' vocabulary learning, the students do not have to study seriously with more exercise but make the situation enjoyable so that the students more interested in learning especially learning vocabulary.
3. The suggestion for further researchers that want to conduct research, are advised to investigating the students with different learning styles criteria to determine whether there are other effective strategies for enhancing vocabulary learning and the strategies should align with each students' learning style to achieve even more significant learning outcomes than before. So, more comprehensive data can enrich knowledge in teaching and learning.

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APPENDICES

Appendix 1 : The Data Information of Madrasah

THE DATA INFORMATION OF MADRASAH

Nama Madrasah	: MTs Cendekia Muhammadiyah Kotamobagu
Tahun Berdiri	: 2014 (24 Mei)
NSM	: 121271740002
NPSN	: 69941541
Akreditasi	: B
Alamat Madrasah	: Jl. Teuku Umar No 56
Provinsi	: Sulawesi Utara
Kab/kota	: Kotamobagu
Kecamatan	: Kotamobagu Timur
Kelurahan	: Matali
Kode Pos	: 95718
No. Telp	: 085756424036
Status Sekolah	: Swasta
Jenjang	: SMP
Waktu Pelaksanaan	: Pagi
Status Tanah	: Milik Yayasan Muhammadiyah Kotamobagu
Nomor Rekening	: 0036-01010340-53-8
Bank	: Bank Mandiri
Kantor	: Cabang Utama
Pemegang Rekening	:1. Khalifuddin Malomis, S.Pd
	2. Bendahara Bos: Handi Sambali, S.Pd

Identitas Kepala Madrasah

Nama Lengkap	: Khalifuddin Malomis, S.Pd
Jenis Kelamin	: Laki-Laki
Pendidikan	: Sarjana (S1)
Nomor Telepon	: 085756424036

Pimpinan yang pernah bertugas di MTs Cendekia Muhammadiyah Kotamobagu:

a. Drs. Hascaryadi (2014-2016)
b. Sarina R. Paputungan, S.Pd (2016-2017)

c. Delma Ali, S.Pd.I (2017-2018)

d. Drs. Sonni Momintan (2018-2019)

e. Khalifuddin Malomis, S.Pd (2019- Sekarang)

PROFIL MADRASAH

TENAGA PENDIDIK

No.	Nama/NIP	JABATAN	Mata Pelajaran
1	Khalifuddin Malomis, S.Pd NIP.-	Kepala Madrasah	-
2	Ade Manangin, S.Pd NIP.-	WAKA. Kesiswaan & Guru Mapel	Fiqih & Kemuhamadiyaan
3	Mentari Badu Zakaria, S.P NIP.-	WAKA. Kurikulum & Guru Mapel	Al-Qur'an Hadits
4	Tirsa S. Manoppo, S.Pd NIP.-	Wali Kelas & Guru Mapel	Bahasa Indonesia & Prakarya
5	Elvita S. Paputungan, S.Pd NIP.-	Wali Kelas & Guru Mapel	Akidah Akhlak
6	Handi Sambali, S.Sos NIP.-	Guru Mapel	Akidah Akhlak
7	Sitti Hartina Sugeha, S.Pd NIP.-	Guru Mapel	IPS
8	Ruslin Darua	Guru Mapel	Bahasa Arab
9	Meissy Manggalupang, S.Pd NIP.-	Guru Mapel	IPA
10	Lisnawati I. Dondo, S.Pd NIP.-	Tata Usaha & Guru Mapel	Bahasa Inggris
11	Hestina Mokoagow	Wali Kelas & Guru Mapel	SBK
12	GinGin G. Budiman, S.Pd NIP.-	Guru Mapel	PKN
13	Apriansyah Olii, S.Pd NIP.-	Guru Mapel	Penjas
14	Zubair Husain, S.Pd NP.-	Guru Mapel	Matematika
15	Wirda Pobela	Administrasi & Operator	-

JUMLAH SISWA

TAHUN PELAJARAN 2023/2024

MTs CENDEKIA MUHAMMADIYAH KOTAMOBAGU

NO.	KELAS	JUMLAH		JUMLAH SISWA
		LAKI-LAKI	PEREMPUAN	
1	VII	20	5	25
2	VIII	20	4	24
3	IX	20	9	29
TOTAL		60	18	78

Appendix 2 : Surat Permohonan Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 550616 Manado 95128

Nomor : B-2296/In. 25/F.II/TL.00.1/08/2023 Manado, 15 Agustus 2023
Sifat : Penting
Lamp : -
Hal : **Permohonan Izin Penelitian**

Kepada Yth :
Kepala MTs Cendikia Muhammadiyah
Matali, Kotamobagu

Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Adisty Indriyani Ngatenan
NIM : 1926010
Semester : VIII (Delapan)
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul:"***The Use Of Crossword Game In Improving Student's Vocabulary Learning"*** Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Nur Halimah, M.Hum
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Agustus s.d November 2023

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
Wakil Dekan Bid. Akademik dan Pengembangan Lembaga,

Adri Lundeto

Tembusan :
1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi TBI FTIK IAIN Manado
4. Arsip

Appendix 3 : Surat Keterangan Selesai Penelitian

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTAMOBAGU
MTs. CENDEKIA MUHAMMADIYAH KOTAMOBAGU
Jln. Teuku Umar No. 56 Kel. Matali Kec. Kotamobagu Timur
TERAKREDITASI B "BAIK

SURAT KETERANGAN
NOMOR : 296/III.4/AU/F/XI.2023

Yang bertanda tangan dibawah ini :

Nama	: Khalifuddin Malomis, S.Pd
NIP	: -
Jabatan	: Kepala Madrasah MTs. Cendekia Muhammadiyah Kotamobagu

Memberikan Rekomendasi Kepada :

Nama	: Adisty Indriyani Ngatenan
NIM	: 1926010
Institusi	: Institut Agama Islam Negeri Manado (IAIN Manado)
Program Studi	: Tadris Bahasa Inggris
Judul Penelitian	: "The Use Of Crossword Puzzle Game In Improving Students' Vocabulary Learning"
Lokasi Penelitian	: Madrasah Tsanawiyah Cendekia Muhammadiyah Kotamobagu

Telah selesai melaksanakan penelitian di Madrasah Tsanawiyah Cendekia Muhammadiyah Kotamobagu dalam rangka penyusunan skripsi.

Demikian surat keterangan ini dibuat guna keperluan.

Kotamobagu, 30 November 2023
Kepala Madrasah

Khalifuddin Malomis, S.Pd

Appendix 4 : Lesson Plan Cycle 1 Meeting 1

Lesson Plan

Education Units : MTs Cendekia Muhammadiyah Kotamobagu

Class : VIII (Eight)

Subjects : To Get Attention (It's English Time)

Allocation Time : 1 x 60 Minutes

Cycle : 1st Meeting 1st

A. Goal
    1. The students will be able to understand the meaning of vocabulary expression that is related to the surrounding environment.
B. Objectives :
    1. The students will be able to read and know the meaning of the words correctly.
    2. The students will be able to use the words in a sentence.
    3. The students will be able to classify the word classes: Verb, Noun, and Adjective
C. Learning Material
    1. Textbook "Bahasa Inggris When English Rings a Bell"
D. Learning Media
    1. Textbook
    2. Whiteboard
    3. Board Marker
    4. Paper
E. Method : Oral communication, cooperative learning, giving the task, crossword puzzle game.
F. Teaching Learning Activity
    1. Introduction Activity set (Pre- teaching)-(10 Minutes)

        - Student great the teacher
        - Pray

- Teacher checks students attendance.
- The teacher prepares students psychologically and physically and coordinates the class in a clean and tidy condition before starting the learning process.
- By giving examples, the teacher motivates students to learn contextually according to the benefits and applications of teaching materials in everyday life
- The teacher explain the learning objectives or essential competencies to be achieved.

2. Main Activity- (40 minutes)

- The teacher explain the part of vocabulary such as verb, noun, and adjective to the students.
- The teacher asks the students about part of vocabulary that came in their mind.
- The teacher explain about the learning topic. The topic is about the expression to get attention.
- The students pay attention about the explanation of the learning topic.
- The teacher explain a dialogue related to the learning topic in the text book.
- The teacher asks the students about the meaning of the dialogue
- The teacher asks students to read the dialogue after the teacher read first and the students have to repeat it.
- The teacher ask the students to play crossword puzzle game
- The teacher explain the procedure of crossword puzzle game.
- The teacher divides the students into group of 4-5 students.
- The teacher prepares some crossword puzzle game, and then the teacher gives the crossword puzzle for each group.
- The teacher gives 15 minutes to students to answer the crossword puzzle game. If the group who finish fast the crossword puzzle game and all of the answer is correct, the group will be the winner.
- The teacher asks the students to answer the crossword puzzle game with their groups, while the teacher observe

the students performance of doing crossword puzzle game.

- After complete the crossword puzzle game, the teacher will give feedback about the students performance.
- The teacher gives the students assignment to check the students understanding of the learning material.
- The teacher gives opportunity to let the students to ask about something that they do not know about the learning topic.

3. Closing-(10 Minutes)

- Doing a learning review
- Presenting the next topic
- The teacher asks the students to end the class by praying.
- Regards.

G. Evaluation :
Kinds of instrument : Written
Form of instrument : Multiple choice, word meaning, word classes.

H. The Scoring :

- For each number, each correct answer scores 5
- Total score a maximum of 20 x 5 = 100
- The maximum score = 100
- Student's score: $\frac{Getting\ score}{Maximum\ score}\ x\ 100$

Kotamobagu, November 2023

Known by,
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Appendix 5 : Lesson Plan Cycle 1 Meeting 2

Lesson Plan

Education Units : MTs Cendekia Muhammadiyah Kotamobagu

Class : VIII (Eight)

Subjects : To Check Understanding (It's English Time)

Allocation Time : 1 x 60 Minutes

Cycle : 1st Meeting 2nd

A. Goal
   1. The students will be able to understand the meaning of vocabulary expression that is related to the surrounding environment.

B. Objectives :
   1. The students will be able to read and know the meaning of the words correctly.
   2. The students will be able to use the words in a sentence.
   3. The students will be able to classify the word classes: Verb, Noun, and Adjective

C. Learning Material
   1. Textbook "Bahasa Inggris When English Rings a Bell"

D. Learning Media
   1. Textbook
   2. Whiteboard
   3. Board Marker
   4. Paper

E. Method : Oral communication, cooperative learning, giving the task, crossword puzzle game.

F. Teaching Learning Activity
   1. Introduction Activity set (Pre- teaching)-(10 Minutes)

      - Student great the teacher
      - Pray
      - Teacher checks students attendance.

- The teacher prepares students psychologically and physically and coordinates the class in a clean and tidy condition before starting the learning process.
- By giving examples, the teacher motivates students to learn contextually according to the benefits and applications of teaching materials in everyday life
- The teacher explain the learning objectives or essential competencies to be achieved.

2. Main Activity- (40 minutes)

- The teacher asks the students about the previous material and is there anything they do not understand.
- The teacher asks the students the vocabularies in the previous meeting that they get in playing the crossword puzzle.
- The teacher explain the part of vocabulary such as verb, noun, and adjective to the students.
- The teacher explain about the learning topic. The topic is about the expression to check understanding.
- The students pay attention about the explanation of the learning topic.
- The teacher explain a dialogue related to the learning topic in the text book.
- The teacher asks the students about the meaning of the dialogue.
- The teacher asks students to read the dialogue after the teacher read first and the students have to repeat it.
- The teacher ask the students to play crossword puzzle game.
- The teacher explain the procedure of crossword puzzle game.
- Still the same groups consists of 4-5 students.
- The teacher prepares some crossword puzzle game, and then the teacher gives the crossword puzzle for each group.
- The teacher gives 15 minutes to students to answer the crossword puzzle game. If the group who finish fast the crossword puzzle game and all of the answer is correct, the group will be the winner.
- The teacher asks the students to answer the crossword puzzle game with their groups, while the teacher observe

the students performance of doing crossword puzzle game.

- After complete the crossword puzzle game, the teacher will give feedback about the students performance.
- The teacher gives the students assignment to check the students understanding of the learning material.
- The teacher gives opportunity to let the students to ask about something that they do not know about the learning topic.

3. Closing-(10 Minutes)

- Doing a learning review
- Presenting the next topic
- The teacher asks the students to end the class by praying.
- Regards.

G. Evaluation :
Kinds of instrument : Written
Form of instrument : Multiple choice, word meaning, word classes.

H. The Scoring :

- For each number, each correct answer scores 5
- Total score a maximum of 20 x 5 = 100
- The maximum score = 100
- Student's score: $\frac{Getting\ score}{Maximum\ score}\ x\ 100$

Kotamobagu, November 2023

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Appendix 6 : Lesson Plan Cycle 1 Meeting 3

Lesson Plan

Education Units : MTs Cendekia Muhammadiyah Kotamobagu

Class : VIII (Eight)

Subjects : Asking & Giving Opinion (It's English Time)

Allocation Time : 1 x 60 Minutes

Cycle : 1st Meeting 3rd

A. Goal
   1. The students will be able to understand the meaning of vocabulary expression that is related to the surrounding environment.

B. Objectives :
   1. The students will be able to read and know the meaning of the words correctly.
   2. The students will be able to use the words in a sentence.
   3. The students will be able to classify the word classes: Verb, Noun, and Adjective

C. Learning Material
   1. Textbook "Bahasa Inggris When English Rings a Bell"

D. Learning Media
   1. Textbook
   2. Whiteboard
   3. Board Marker
   4. Paper

E. Method : Oral communication, cooperative learning, giving the task, crossword puzzle game.

F. Teaching Learning Activity
   1. Introduction Activity set (Pre- teaching)-(10 Minutes)

      - Student great the teacher
      - Pray
      - Teacher checks students attendance.

- The teacher prepares students psychologically and physically and coordinates the class in a clean and tidy condition before starting the learning process.
- By giving examples, the teacher motivates students to learn contextually according to the benefits and applications of teaching materials in everyday life
- The teacher explain the learning objectives or essential competencies to be achieved.

2. Main Activity- (40 minutes)

- The teacher asks the students about the previous material and is there anything they do not understand.
- The teacher asks the students the vocabularies in the previous meeting that they get in playing the crossword puzzle.
- The teacher explain the part of vocabulary more clearly to the students.
- The teacher asks the students to come in front of class and write the vocabulary that they have learned.
- The teacher explain about the learning topic. The topic is about the expression to asking for opinion and giving for opinion.
- The students pay attention about the explanation of the learning topic.
- The teacher explain a dialogue related to the learning topic in the text book.
- The teacher asks the students about the meaning of the dialogue.
- The teacher asks students to read the dialogue after the teacher read first and the students have to repeat it.
- The teacher ask the students to play crossword puzzle game.
- The teacher explain the procedure of crossword puzzle game.
- Still the same groups consists of 4-5 students.
- The teacher prepares some crossword puzzle game, and then the teacher gives the crossword puzzle for each group.
- The teacher gives 15 minutes to students to answer the crossword puzzle game. If the group who finish fast the crossword puzzle game and all of the answer is correct, the group will be the winner.

- The teacher asks the students to answer the crossword puzzle game with their groups, while the teacher observe the students performance of doing crossword puzzle game.
- After complete the crossword puzzle game, the teacher will give feedback about the students performance.
- The teacher gives the students assignment to check the students understanding of the learning material.
- The teacher gives opportunity to let the students to ask about something that they do not know about the learning topic.

3. Closing-(10 Minutes)

- Doing a learning review
- Presenting the next topic
- The teacher asks the students to end the class by praying.
- Regards.

G. Evaluation :
Kinds of instrument : Written
Form of instrument : Multiple choice, word meaning, word classes.

H. The Scoring :

- For each number, each correct answer scores 5
- Total score a maximum of 20 x 5 = 100
- The maximum score = 100
- Student's score: $\frac{Getting\ score}{Maximum\ score}\ x\ 100$

Kotamobagu, November 2023

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Appendix 7 : Lesson Plan Cycle 1 Meeting 4

Lesson Plan

Education Units : MTs Cendekia Muhammadiyah Kotamobagu

Class : VIII (Eight)

Subjects : To Show Appreciation (It's English Time)

Allocation Time : 1 x 60 Minutes

Cycle : 1st Meeting 4th

A. Goal
   1. The students will be able to understand the meaning of vocabulary expression that is related to the surrounding environment.

B. Objectives :
   1. The students will be able to read and know the meaning of the words correctly.
   2. The students will be able to use the words in a sentence.
   3. The students will be able to classify the word classes: Verb, Noun, and Adjective

C. Learning Material
   1. Textbook "Bahasa Inggris When English Rings a Bell"

D. Learning Media
   1. Textbook
   2. Whiteboard
   3. Board Marker
   4. Paper

E. Method : Oral communication, cooperative learning, giving the task, crossword puzzle game.

F. Teaching Learning Activity
   1. Introduction Activity set (Pre- teaching)-(10 Minutes)

      - Student great the teacher
      - Pray

- Teacher checks students attendance.
- The teacher prepares students psychologically and physically and coordinates the class in a clean and tidy condition before starting the learning process.
- By giving examples, the teacher motivates students to learn contextually according to the benefits and applications of teaching materials in everyday life
- The teacher explain the learning objectives or essential competencies to be achieved.

2. Main Activity- (40 minutes)

- The teacher asks the students about the previous material and is there anything they do not understand.
- The teacher asks the students the vocabularies in the previous meeting that they get in playing the crossword puzzle.
- The teacher explain the part of vocabulary more clearly to the students.
- The teacher asks the students to come in front of class and write the vocabulary that they have learned.
- The teacher explain about the learning topic. The topic is about the expression to show appreciation to others.
- The students pay attention about the explanation of the learning topic.
- The teacher explain a dialogue related to the learning topic in the text book.
- The teacher asks the students about the meaning of the dialogue.
- The teacher asks students to read the dialogue after the teacher read first and the students have to repeat it.
- The teacher ask the students to play crossword puzzle game.
- The teacher explain the procedure of crossword puzzle game.
- Still the same groups consists of 4-5 students.
- The teacher prepares some crossword puzzle game, and then the teacher gives the crossword puzzle for each group.
- The teacher gives 15 minutes to students to answer the crossword puzzle game. If the group who finish fast the crossword puzzle game and all of the answer is correct, the group will be the winner.

- The teacher asks the students to answer the crossword puzzle game with their groups, while the teacher observe the students performance of doing crossword puzzle game.
- After complete the crossword puzzle game, the teacher will give feedback about the students performance.
- The teacher gives the students assignment to check the students understanding of the learning material.
- The teacher gives opportunity to let the students to ask about something that they do not know about the learning topic.

3. Closing-(10 Minutes)

- Doing a learning review
- The teacher asks the students to end the class by praying.
- Regards.

G. Evaluation :
Kinds of instrument : Written
Form of instrument : Multiple choice, word meaning, word classes.

H. The Scoring :

- For each number, each correct answer scores 5
- Total score a maximum of 20 x 5 = 100
- The maximum score = 100
- Student's score: $\frac{Getting\ score}{Maximum\ score}\ x\ 100$

Kotamobagu, November 2023

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Appendix 8 : Lesson Plan Cycle 1 Meeting 5

Lesson Plan

Education Units : MTs Cendekia Muhammadiyah Kotamobagu

Class : VIII (Eight)

Subjects : It's English Time

Allocation Time : 1 x 60 Minutes

Cycle : 1st Meeting 5th

A. Goal
   1. The students will be able to understand the meaning of vocabulary expression that is related to the surrounding environment.

B. Objectives :
   1. The students will be able to read and know the meaning of the words correctly.
   2. The students will be able to use the words in a sentence.
   3. The students will be able to classify the word classes: Verb, Noun, and Adjective

C. Learning Material
   1. Textbook "Bahasa Inggris When English Rings a Bell"

D. Learning Media
   1. Textbook
   2. Whiteboard
   3. Board Marker
   4. Paper

E. Method : Oral communication, cooperative learning, giving the task, crossword puzzle game.

F. Teaching Learning Activity
   1. Introduction Activity set (Pre- teaching)-(10 Minutes)

      - Student great the teacher
      - Pray

- Teacher checks students attendance.
- The teacher prepares students psychologically and physically and coordinates the class in a clean and tidy condition before starting the learning process.
- By giving examples, the teacher motivates students to learn contextually according to the benefits and applications of teaching materials in everyday life
- The teacher explain the learning objectives or essential competencies to be achieved.

2. Main Activity- (40 minutes)

- The teacher asks the students about the previous material and is there anything they do not understand.
- The teacher asks the students the vocabularies in the previous meeting that they get in playing the crossword puzzle.
- The teacher explain the part of vocabulary more clearly to the students.
- The teacher doing a learning review the material, from the expression to get attention until the expression to show appreciation to others more clearly.
- The students pay attention about the explanation of the learning topic.
- The teacher asks the students about the vocabularies that they have known and the students have to classified the words into suitable word classes.
- The teacher asks the students to come in front of the class and write the answer in the whiteboard.
- The teacher asks the students to read the vocabularies and translate the meaning.
- The teacher ask the students to play crossword puzzle game.
- The teacher explain the procedure of crossword puzzle game.
- Still the same groups consists of 4-5 students.
- The teacher prepares some crossword puzzle game, and then the teacher gives the crossword puzzle for each group.
- The teacher gives 15 minutes to students to answer the crossword puzzle game. If the group who finish fast the crossword puzzle game and all of the answer is correct, the group will be the winner.

- The teacher asks the students to answer the crossword puzzle game with their groups, while the teacher observe the students performance of doing crossword puzzle game.
- After complete the crossword puzzle game, the teacher will give feedback about the students performance.
- The teacher gives the students assignment to check the students understanding of the learning material.
- The teacher gives opportunity to let the students to ask about something that they do not know about the learning topic.

3. Closing-(10 Minutes)

- Doing a learning review
- The teacher asks the students to end the class by praying.
- Regards.

G. Evaluation :
Kinds of instrument : Written
Form of instrument : Word meaning and word classes.

H. The Scoring :

- For each number, each correct answer scores 5
- Total score a maximum of 20 x 5 = 100
- The maximum score = 100
- Student's score: $\frac{Getting\ score}{Maximum\ score}\ x\ 100$

Kotamobagu, November 2023

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Appendix 9 : List of Attendance

No	Name	Cycle I				
		1	2	3	4	5
1	Anugrah Ungke	√	√	√	√	√
2	Alda Risma Baya	√	√	√	√	√
3	Alif P. C. Mokodompit	√	√	√	√	√
4	Arzilanda P. Paputungan	√	√	√	√	√
5	Cika C. Paputungan	√	√	√	√	√
6	Dion A. Pudul	√	√	√	√	√
7	Fadlan D. Djumaat	√	√	√	√	√
8	Muh. Al-Furqon Mamonto	√	√	√	√	√
9	Muh. Fadil Lamangga	√	√	√	√	√
10	Muh. Farhan Makalalag	√	√	√	√	√
11	Muh. Haikal Supit	√	√	√	√	√
12	Moh. Febrianidi Mamonto	√	√	√	√	√
13	Moh. Hanif Asrudin	√	√	√	√	√
14	Muh. Fitra Paputungan	√	√	√	√	√
15	Muh. Taufik Mamonto	√	√	√	√	√
16	Moh. Dzaki Potabuga	√	√	√	√	√
17	Nurlan Maani	√	√	√	√	√
18	Patricia Nurul W. R. Ali	√	√	√	√	√
19	Rahmat H. Rewa	√	√	√	√	√
20	Rafka Kunsi	√	√	√	√	√
21	Raffa Podomi	√	√	√	√	√
22	Sachio A. Kobandaha	√	√	√	√	√
23	Wahyu Mokodompit	√	√	√	√	√
24	Wildan H. R Mokodompit	√	√	√	√	√

Appendix 10 : Test Instrument Pre-Test & Post-Test

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.

a. Use b. Eat c. Run d. Sleep

2. My dress is dirty. I want to …. It.

a. Think b. Wash c. Read d. Walk

3. Your picture is …. I like the color.

a. Ugly b. Boring c. Beautiful d. Bad

4. I think Sita is ….. she always got score 100.

a. Smart b. Fast c. Big d. Lazy

5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.

a. Talk b. Go c. Listen d. Confuse

6. I ….. your story is interesting.

a. Fast b. Think c. Small d. Sleep

7. The teacher asks students to …. the roles in the conversations.

a. Play b. Run c. Cook d. Wash

8. I do not understand the story, because the teacher …. very fast.

a. Watch b. Sleep c. Jump d. Speaks

9. Siti can not eat the …. Because it is too salty.

a. Door b. Noodles c. Table d. Lamp

10. Beni always bring his …. in the class.

a. Like b. Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. **LISTEN** **CAREFUL** **VEGETABLE** **SPEAK** **GO**

17. **FLOOR** **WASH** **READ** **HAND** **SMART**

18. **READY** **PAPER** **CLEAN** **PEOPLE** **CARD**

19. **DICTIONARY** **DRINK** **MUSCLE** **TIDY** **BIG**

20. **TAKE** **WEAK** **PALE** **ANGRY** **WRITE**

Verb	Noun	Adjective

Appendix 11 : Answer Key

Pre-Test & Post-Test Answer Key

I.

1. A
2. B
3. C
4. A
5. C
6. B
7. A
8. D
9. B
10. B

II.

11. Menghindari → Avoid
12. Percakapan → Conversation
13. Sehat → Healthy
14. Lantai → Floor
15. Setuju → Agree

III.

Verb	Noun	Adjective
Listen	Floor	Ready
Wash	Vegetable	Careful
Drink	Paper	Pale
Take	Muscle	Weak
Read	Dictionary	Clean
Speak	Hand	Smart
Go	People	Tidy
Write	Card	Big
		Angry

Appendix 12 : Students' Score in Pre-Test

Students' Score in Pre-Test

No.	Students	Score	KKM	Information
1	Anugrah Ungke	85	70	Complete
2	Alda Risma Baya	50	70	Incomplete
3	Alif P.C.Mokodompit	40	70	Incomplete
4	Arzilanda P. Paputungan	20	70	Incomplete
5	Cika C. Paputungan	60	70	Complete
6	Dion A. Pudul	70	70	Complete
7	Fadlan D. Djumaat	50	70	Incomplete
8	Muh. Al-Furqon Mamonto	60	70	Complete
9	Muh. Fadil Lamangga	30	70	Incomplete
10	Muh. Farhan Makalalag	60	70	Complete
11	Muh. Haikal Supit	50	70	Incomplete
12	Moh. Febrianidi Mamonto	40	70	Incomplete
13	Moh. Hanif Asrudin	50	70	Incomplete
14	Muh. Fitra Paputungan	50	70	Incomplete
15	Muh. Taufik Mamonto	45	70	Incomplete
16	Moh. Dzaki Potabuga	80	70	Complete
17	Nurlan Maani	50	70	Incomplete
18	Patricia Nurul W.R Ali	55	70	Incomplete
19	Rahmat H. Rewa	60	70	Complete
20	Rafka Kunsi	40	70	Incomplete
21	Raffa Podomi	50	70	Incomplete
22	Sachio A. Kobandaha	85	70	Complete
23	Wahyu Mokodompit	25	70	Incomplete
24	Wildan H.R. Mokodompit	35	70	Incomplete
			$\sum X$	**1240**
			X	**51,6**

Appendix 13 : Students' Score in Post-Test Cycle 1

Students' Score in Post-Test Cycle 1

No.	Students	Score	KKM	Information
1	Anugrah Ungke	100	70	Complete
2	Alda Risma Baya	85	70	Complete
3	Alif P.C.Mokodompit	85	70	Complete
4	Arzilanda P. Paputungan	70	70	Complete
5	Cika C. Paputungan	100	70	Complete
6	Dion A. Pudul	80	70	Complete
7	Fadlan D. Djumaat	85	70	Complete
8	Muh. Al-Furqon Mamonto	90	70	Complete
9	Muh. Fadil Lamangga	95	70	Complete
10	Muh. Farhan Makalalag	90	70	Complete
11	Muh. Haikal Supit	85	70	Complete
12	Moh. Febrianidi Mamonto	60	70	Complete
13	Moh. Hanif Asrudin	85	70	Complete
14	Muh. Fitra Paputungan	85	70	Complete
15	Muh. Taufik Mamonto	60	70	Complete
16	Moh. Dzaki Potabuga	100	70	Complete
17	Nurlan Maani	90	70	Complete
18	Patricia Nurul W.R Ali	90	70	Complete
19	Rahmat H. Rewa	75	70	Complete
20	Rafka Kunsi	100	70	Complete
21	Raffa Podomi	100	70	Complete
22	Sachio A. Kobandaha	95	70	Complete
23	Wahyu Mokodompit	60	70	Complete
24	Wildan H.R. Mokodompit	70	70	Complete
			$\sum X$	**2035**
			X	**84,7**

Appendix 14 : Observation Sheet

Students' Activities in Cycle 1

No.	Statements	Cycle 1									
		Meeting 1		Meeting 2		Meeting 3		Meeting 4		Meeting 5	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	All of the students come on time into the classroom		√	√		√		√		√	
2	The students give greeting to the teacher	√		√		√		√		√	
3	Students prepared for study		√	√		√		√		√	
4	Students use time effectively		√		√	√		√		√	
5	Students being friendly to the teacher	√		√		√		√		√	
6	The students listen carefully all of the teacher's explanation	√		√		√		√		√	
7	The students are interest and enthusiast in learning vocabulary through Crossword Puzzle Game	√		√		√		√		√	
8	Students understand teacher's explanation	√		√		√		√		√	
9	Students participate in learning process	√		√		√		√		√	
10	The students ask the teacher about something that they do not understand in the topics		√		√		√	√		√	
11	Students asked about vocabulary		√	√		√		√		√	
12	The students can answer teacher's question		√		√	√		√		√	
13	The students do task from teacher	√		√		√		√		√	
14	All of the students do the movements		√	√		√		√		√	
15	The students can memorize the vocabulary words		√	√		√		√		√	
16	Students answer the question correctly		√		√	√		√		√	
17	Students collaboration in groups	√		√		√		√		√	

18	Students are noisy during the lessons	√		√		√		√			√
19	Students often ask permission during lessons	√		√		√		√			√

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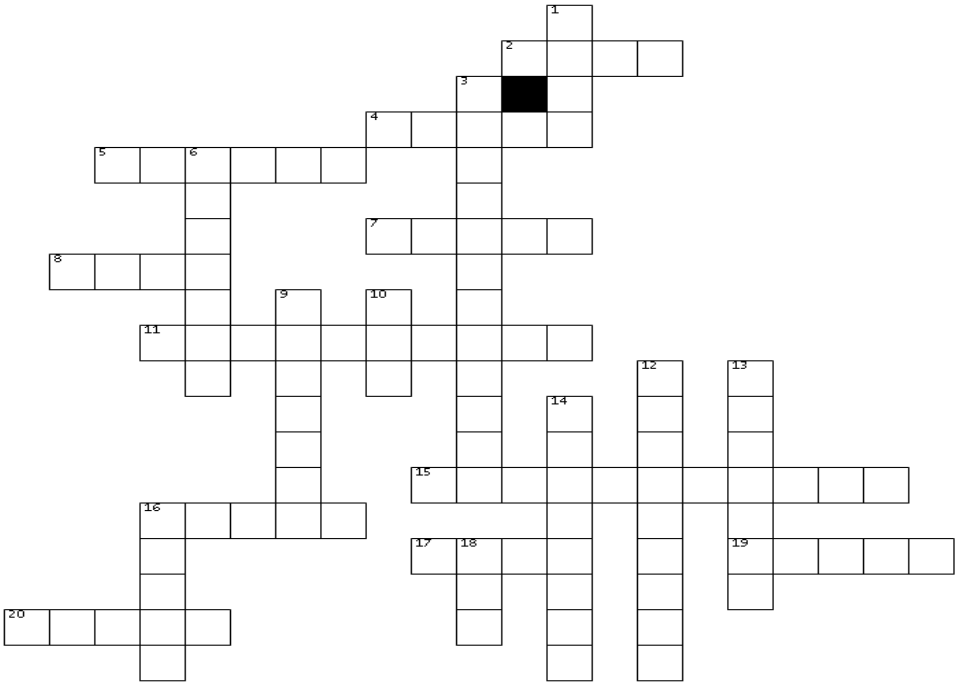
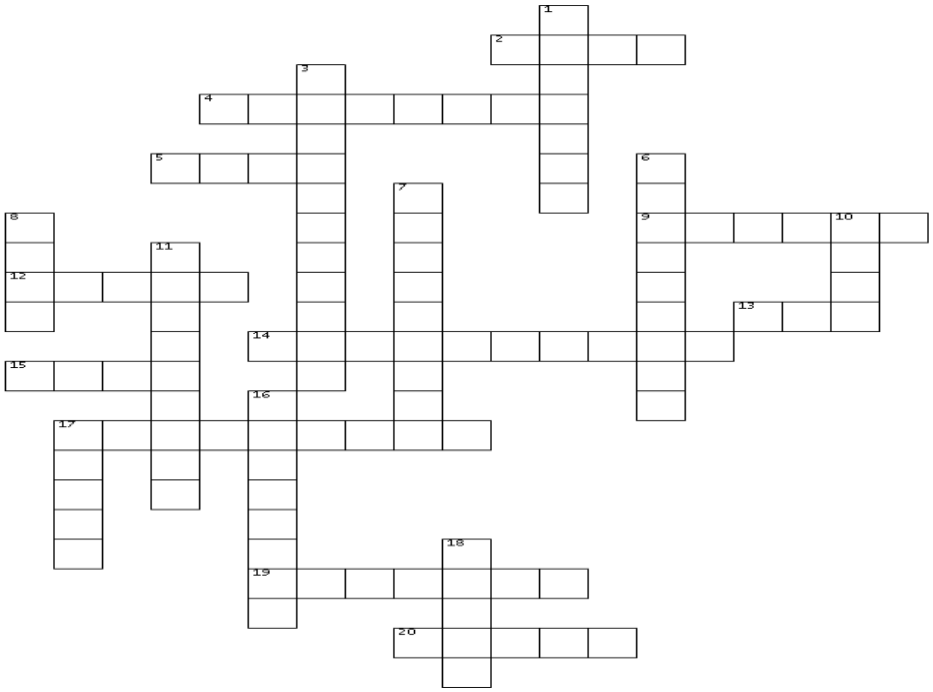
Appendix 15 : Crossword Puzzle Game Cycle 1 Meeting 1



Instruction: Translate the following words into English to answer the Crossword Puzzle!

ACROSS	DOWN
2. Mencuci 4. Cerita 5. Mendengar 7. Jelas 8. Membaca 11. Mengerti 15. Menarik 16. Maaf 17. Cepat 19. Siap 20. Marah	1. Mudah 3. Percakapan 6. Siswa 9. Guru 10. Menggunakan 12. Pehatian 13. Gambar 14. Pertanyaan 16. Cerdas 18. Bertanya

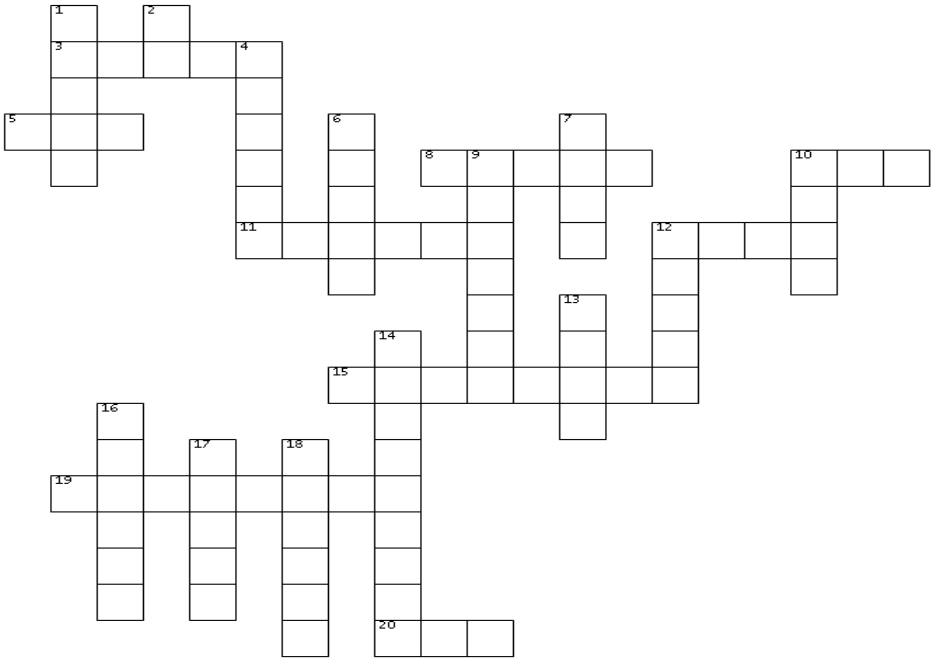
Appendix 16 : Crossword Puzzle Game Cycle 1 Meeting 2



Instruction : Translate the following words into English to answer the Crossword Puzzle!

ACROSS	DOWN
2. Peduli 4. Terima Kasih 5. Kartu 9. Jawaban 12. Warna 13. Mengatakan 14. Undangan 15. Suka 17. Sulit 19. Mie 20. Asin	1. Alami 3. Tulisan Tangan 6. Ruang Kelas 7. Cantik 8. Bagus 10. Mudah 11. Luar Biasa 16. Rajin 17. Kotor 18. Jelas

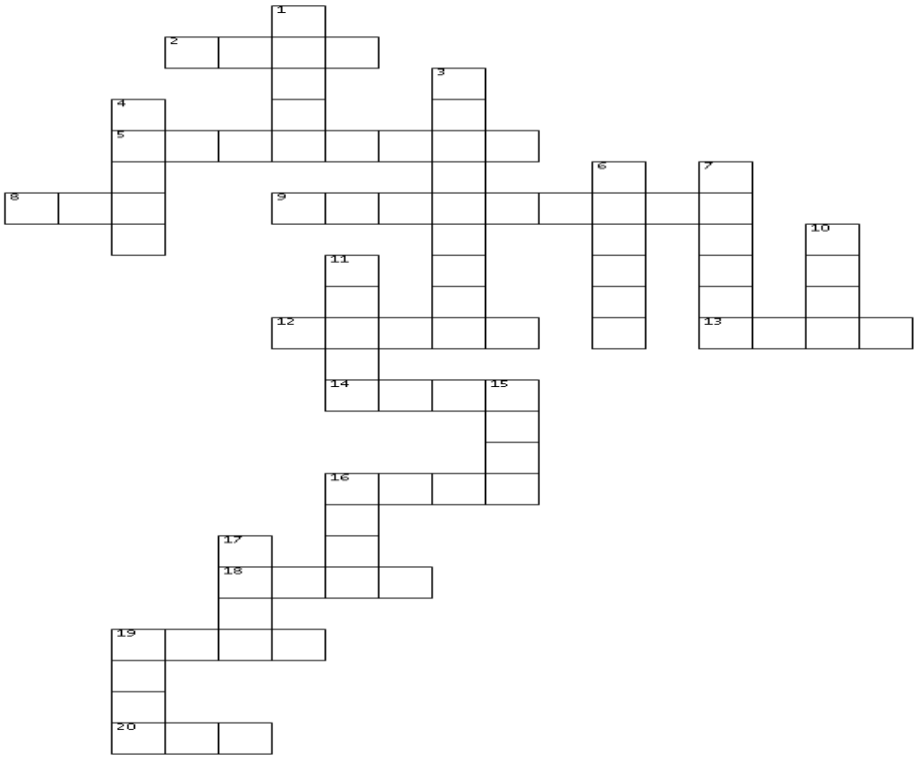
Appendix 17 : Crossword Puzzle Game Cycle 1 Meeting 3



Instruction : Translate the following words into English to answer the Crossword Puzzle!

ACROSS	DOWN
3. Kelompok 5. Besar 8. Berbicara 10. Sekarang 11. Mengizinkan 12. Mengambil 15. Buku Catatan 19. Rajin 20. Mendapatkan	1. Lagi 2. Pergi 4. Silahkan 6. Memeriksa 7. Tangan 9. Mempersiapkan 10. Membutuhkan 12. Memikirkan 13. Berhenti 14. Sesuatu 16. Terang 17. Kotor 18. Orang-orang

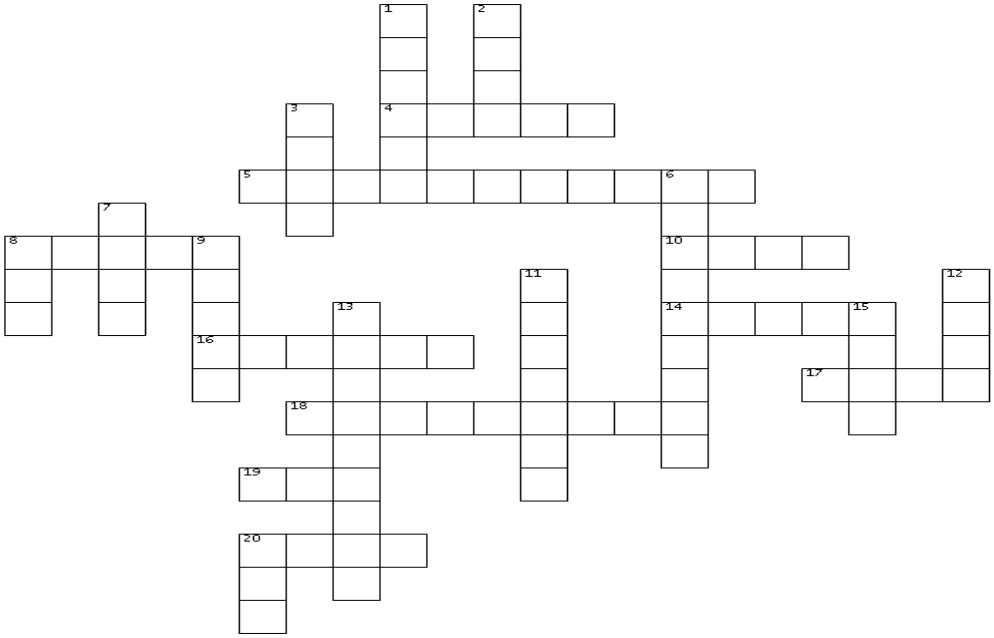
Appendix 18 : Crossword Puzzle Game Cycle 1 Meeting 4



Instruction : Translate the following words into English to answer the Crossword Puzzle!

ACROSS	DOWN
2. Aturan	1. Menutup
5. Mengingat	3. Sarapan
8. Bisa	4. Membawa
9. Banyak Bicara	6. Jendela
12. Pesta	7. Mengulang
13. Rapi	10. Halaman
14. Bernyanyi	11. Kelas
16. Datang	15. Memberi
18. Membuka	16. Peduli
19. Membuat	17. Bekerja
20. Mencoba	19. Bertemu

Appendix 19 : Crossword Puzzle Game Cycle 1 Meeting 5

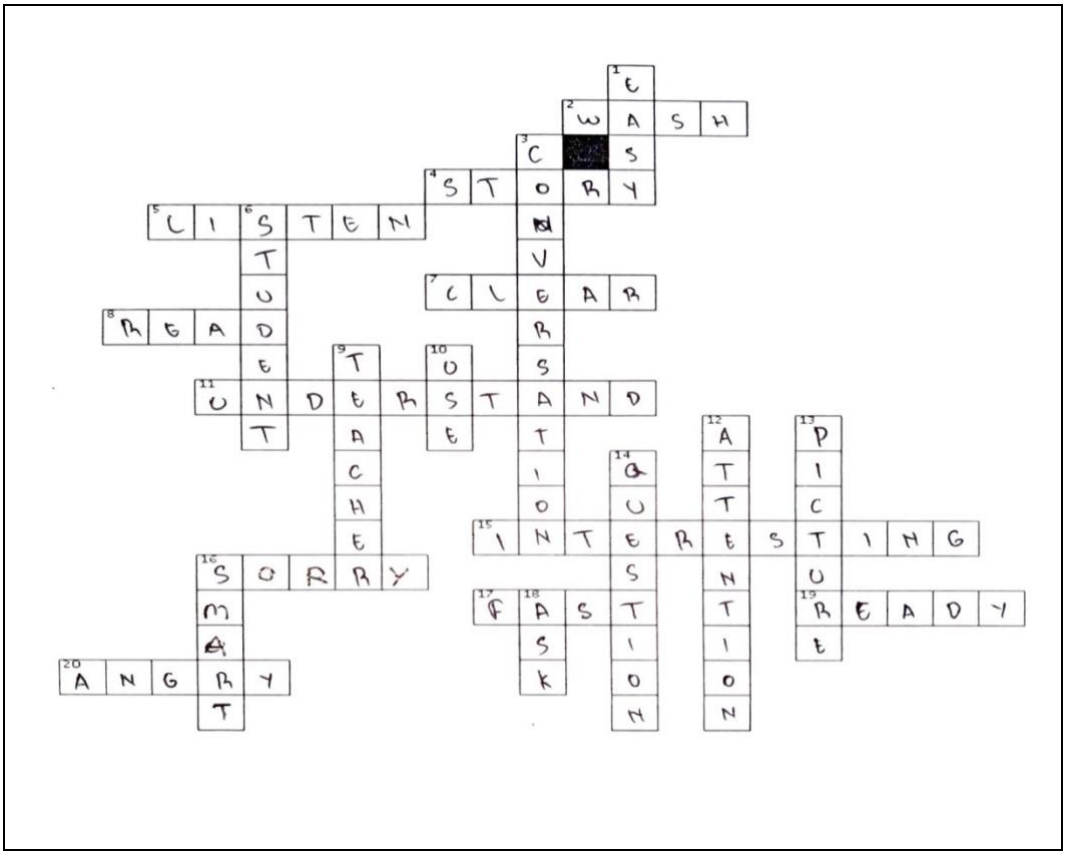


Instruction : Translate the following words into English to answer the Crossword Puzzle!

ACROSS	DOWN
4. Jelas	1. Otot
5. Menarik	2. Pucat
8. Cerdas	3. Menemukan
10. Berjalan	6. Surat Kabar
14. Kertas	7. Malas
16. Mendengar	8. Duduk
17. Peduli	9. Meja
18. Sayuran	11. Perpustakaan
19. Makan	12. Bagus
20. Buku	13. Perhatian
	15. Membaca
	20. Besar

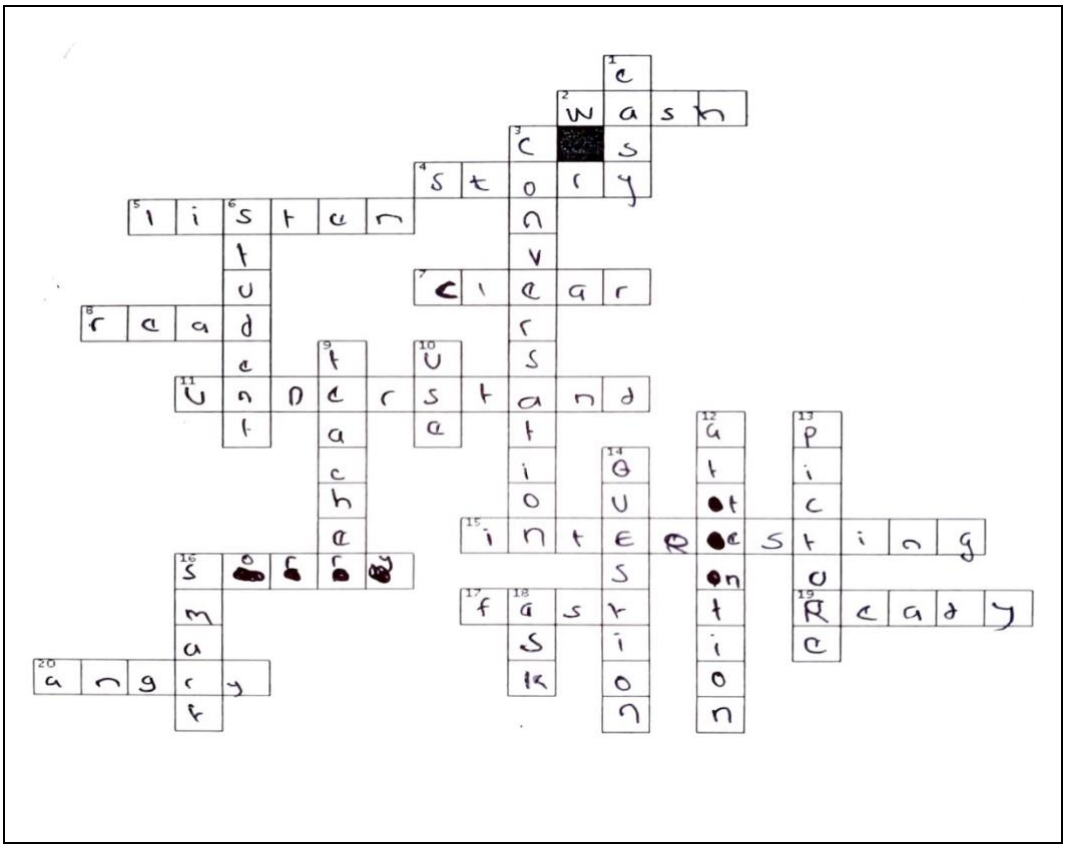
Appendix 20 : Students' Crossword Puzzle Game

Students' Crossword Puzzle Game in Cycle 1 Meeting 1



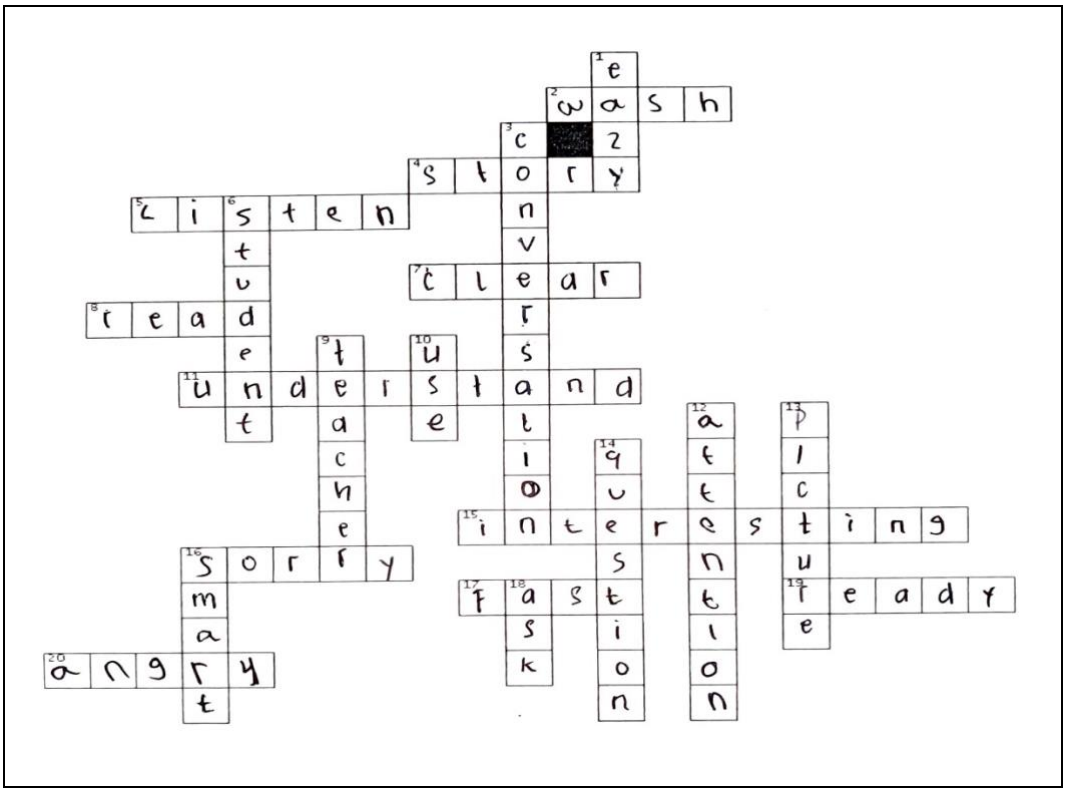
Group : 1
Members:
1. Anugrah Ungke
2. Raffa Podomi
3. M. Taufik Mokoagow
4. M. Farhan Makalalag
5. M. Dzaki Potabuga

ACROSS	DOWN
2. Mencuci	1. Mudah
4. Cerita	3. Percakapan
5. Mendengar	6. Siswa
7. Jelas	9. Guru
8. Membaca	10. Menggunakan
11. Mengerti	12. Perhatian
15. Menarik	13. Gambar
16. Maaf	14. Pertanyaan
17. Cepat	16. Cerdas
19. Siap	18. Bertanya
20. Marah	



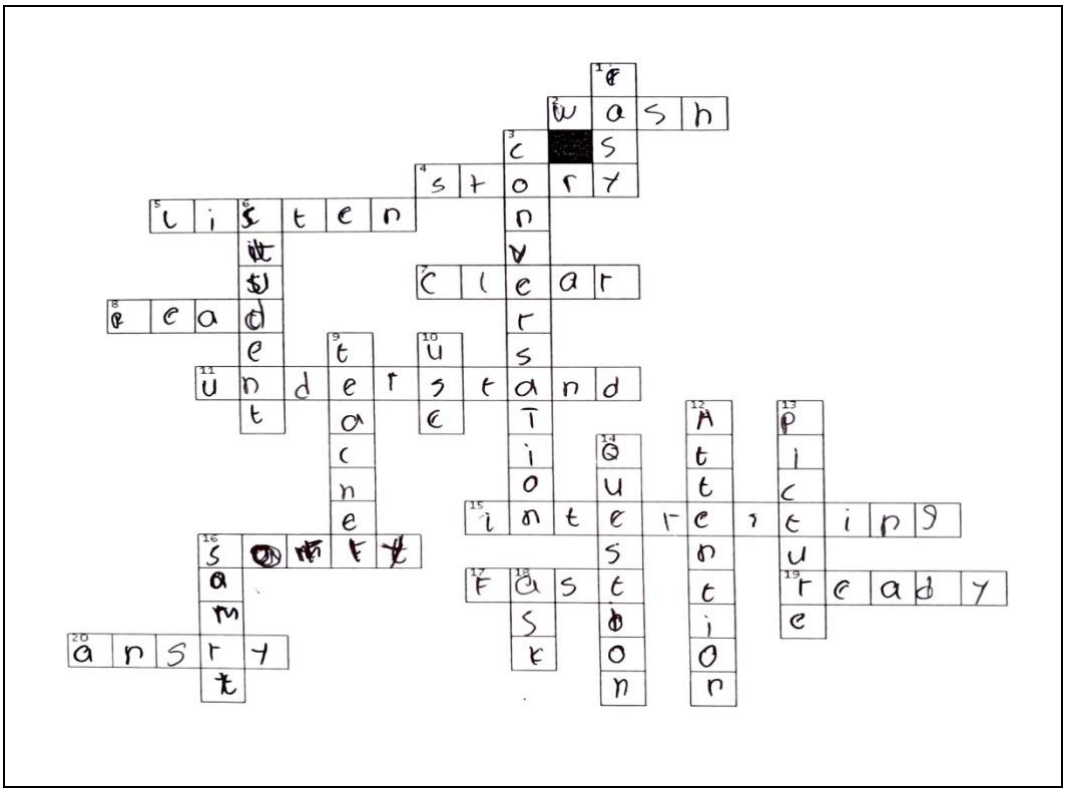
Group : 2
Members:
1. Cika C. Paputungan
2. Arzilanda P. Paputungan
3. M. Febrianidi Mamonto
4. Sachio A. Kobandaha
5. M. Fadil Lamangga

ACROSS	DOWN
2. Mencuci	1. Mudah
4. Cerita	3. Percakapan
5. Mendengar	6. Siswa
7. Jelas	9. Guru
8. Membaca	10. Menggunakan
11. Mengerti	12. Perhatian
15. Menarik	13. Gambar
16. Maaf	14. Pertanyaan
17. Cepat	16. Cerdas
19. Siap	18. Bertanya
20. Marah	



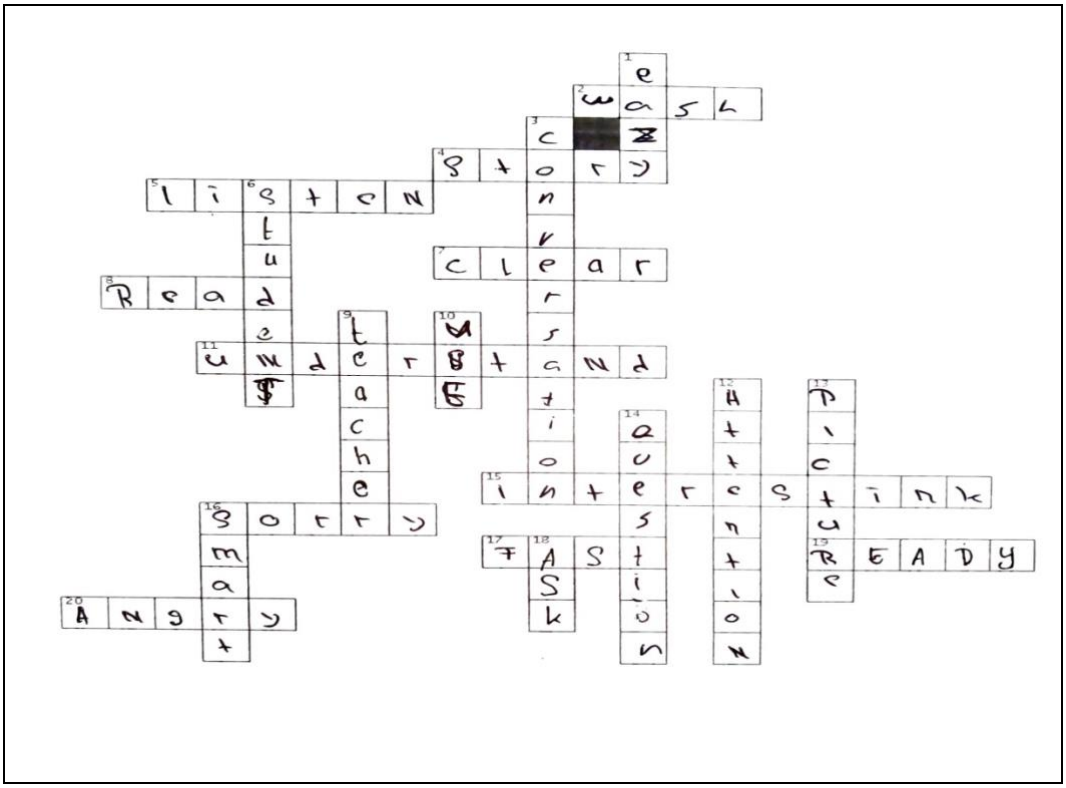
Group : 3
Members:
1. Patricia Nurul W.R. Ali
2. Fadlan Djumaat
3. Wildan H.R Mokodompit
4. M. Alif Mokodompit
5. Dion A. Pudul

ACROSS	DOWN
2. Mencuci	1. Mudah
4. Cerita	3. Percakapan
5. Mendengar	6. Siswa
7. Jelas	9. Guru
8. Membaca	10. Menggunakan
11. Mengerti	12. Perhatian
15. Menarik	13. Gambar
16. Maaf	14. Pertanyaan
17. Cepat	16. Cerdas
19. Siap	18. Bertanya
20. Marah	



Group : 4
Members:
1. Nurlan Maani
2. Rahmat H. Rewa
3. M. Hanif Asrudin
4. Wahyu Mokodompit
5. M. Haikal Supit

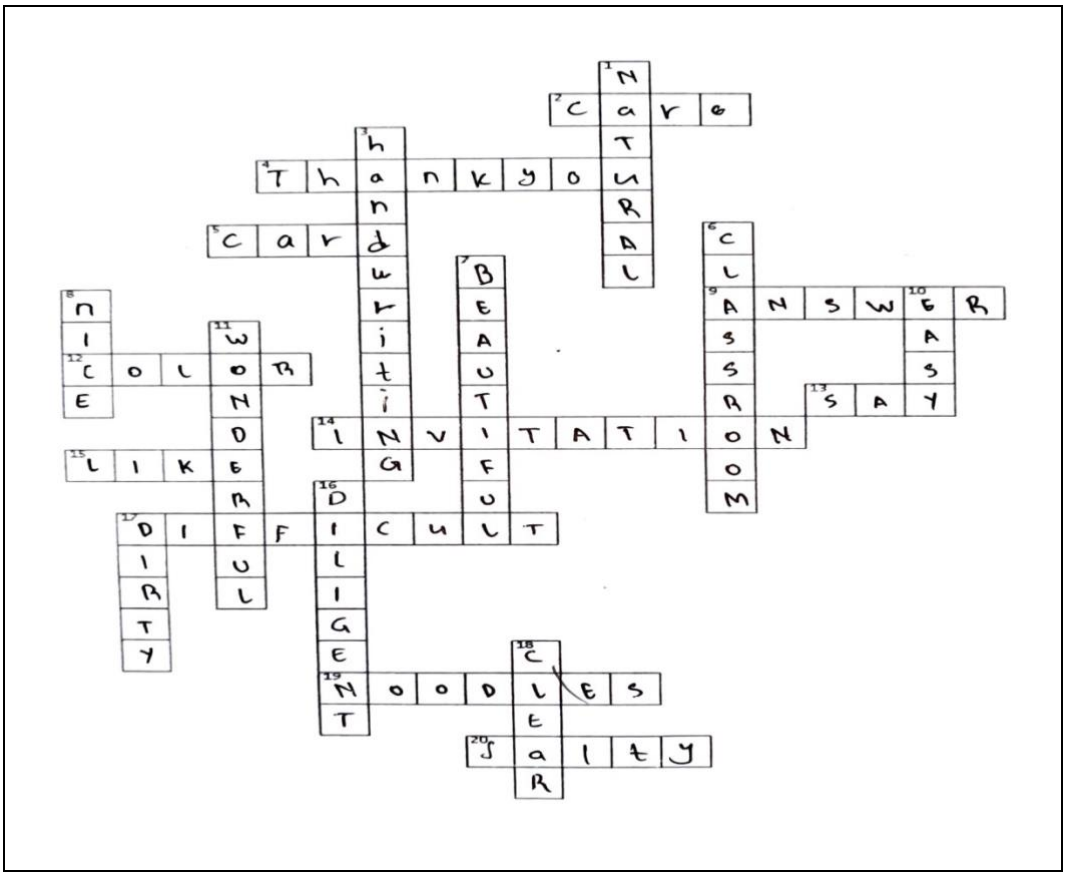
ACROSS	DOWN
2. Mencuci	1. Mudah
4. Cerita	3. Percakapan
5. Mendengar	6. Siswa
7. Jelas	9. Guru
8. Membaca	10. Menggunakan
11. Mengerti	12. Perhatian
15. Menarik	13. Gambar
16. Maaf	14. Pertanyaan
17. Cepat	16. Cerdas
19. Siap	18. Bertanya
20. Marah	



Group : 5
Members: 1. Alda R. Baya 2. Rafka Kunsi 3. M. Fitra Paputungan 4. M. Al-Furqon Mamonto

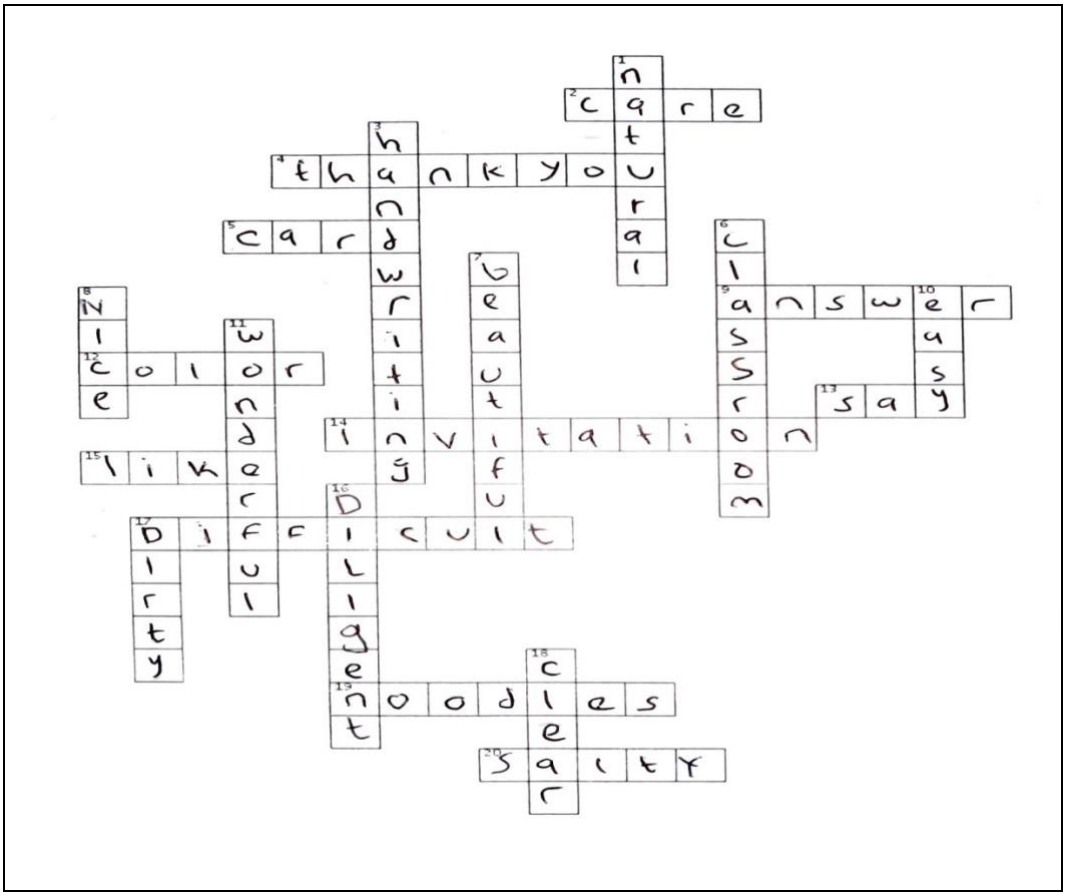
ACROSS	DOWN
2. Mencuci	1. Mudah
4. Cerita	3. Percakapan
5. Mendengar	6. Siswa
7. Jelas	9. Guru
8. Membaca	10. Menggunakan
11. Mengerti	12. Perhatian
15. Menarik	13. Gambar
16. Maaf	14. Pertanyaan
17. Cepat	16. Cerdas
19. Siap	18. Bertanya
20. Marah	

Students' Crossword Puzzle Game in Cycle 1 Meeting 2



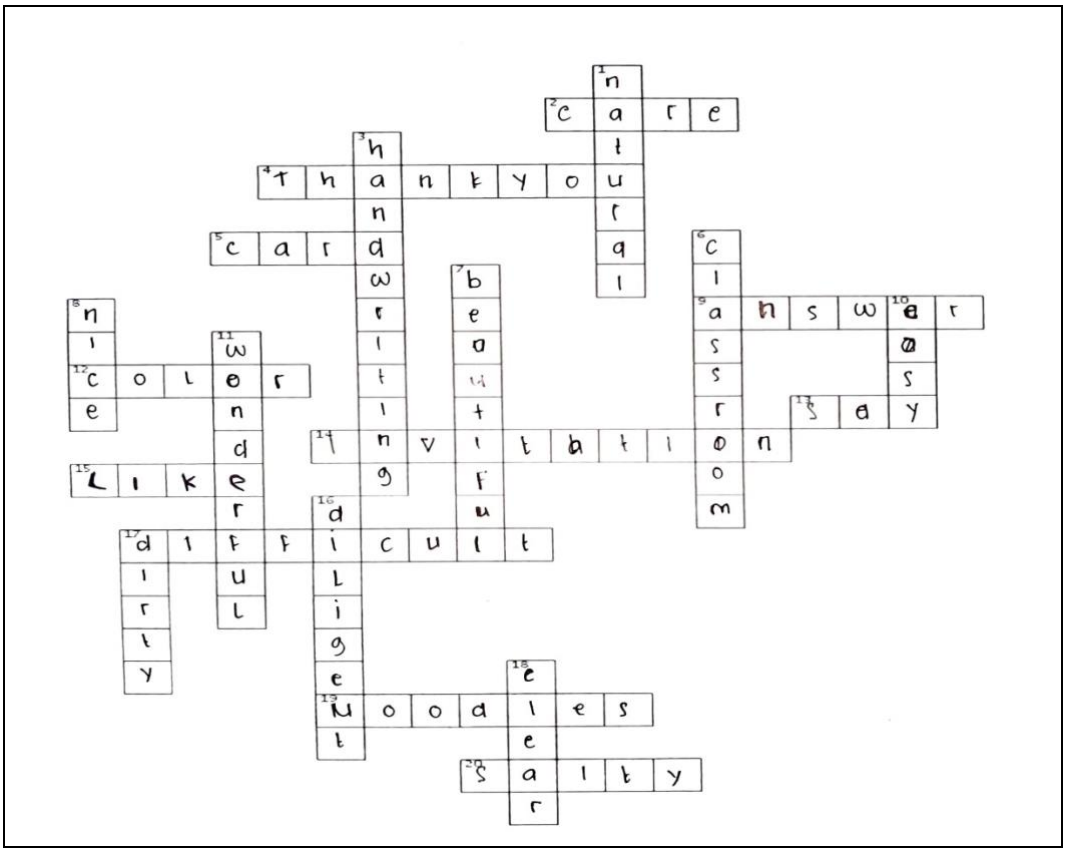
Group : 1
Members:
1. Anugrah Ungke
2. Raffa Podomi
3. M. Taufik Mokoagow
4. M. Farhan Makalalag
5. M. Dzaki Potabuga

ACROSS	DOWN
2. Peduli	1. Alami
4. Terima Kasih	3. Tulisan Tangan
5. Kartu	6. Ruang Kelas
9. Jawaban	7. Cantik
12. Warna	8. Bagus
13. Mengatakan	10. Mudah
14. Undangan	11. Luar Biasa
15. Suka	16. Rajin
17. Sulit	17. Kotor
19. Mie	18. Jelas
20. Asin	



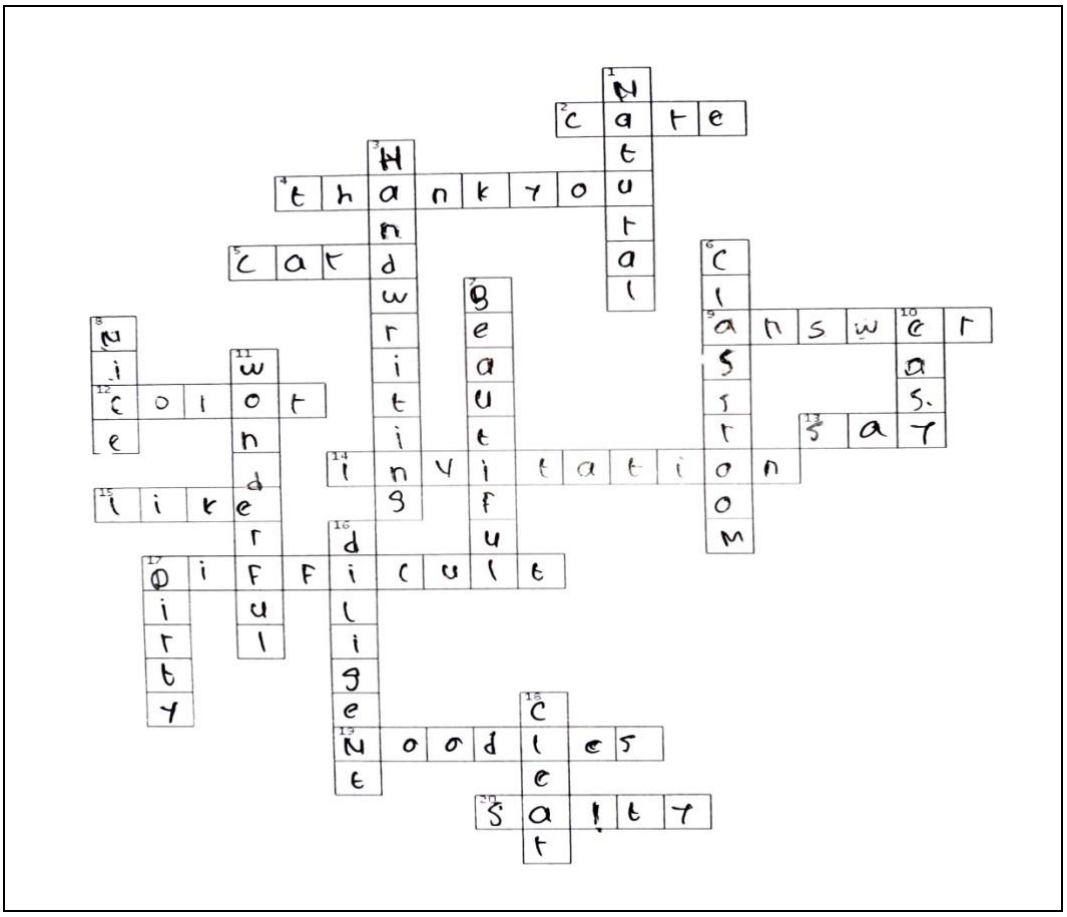
Group : 2
Members:
1. Cika C. Paputungan
2. Arzilanda P. Paputungan
3. M. Febrianidi Mamonto
4. Sachio A. Kobandaha
5. M. Fadil Lamangga

ACROSS	DOWN
2. Peduli	1. Alami
4. Terima Kasih	3. Tulisan Tangan
5. Kartu	6. Ruang Kelas
9. Jawaban	7. Cantik
12. Warna	8. Bagus
13. Mengatakan	10. Mudah
14. Undangan	11. Luar Biasa
15. Suka	16. Rajin
17. Sulit	17. Kotor
19. Mie	18. Jelas
20. Asin	



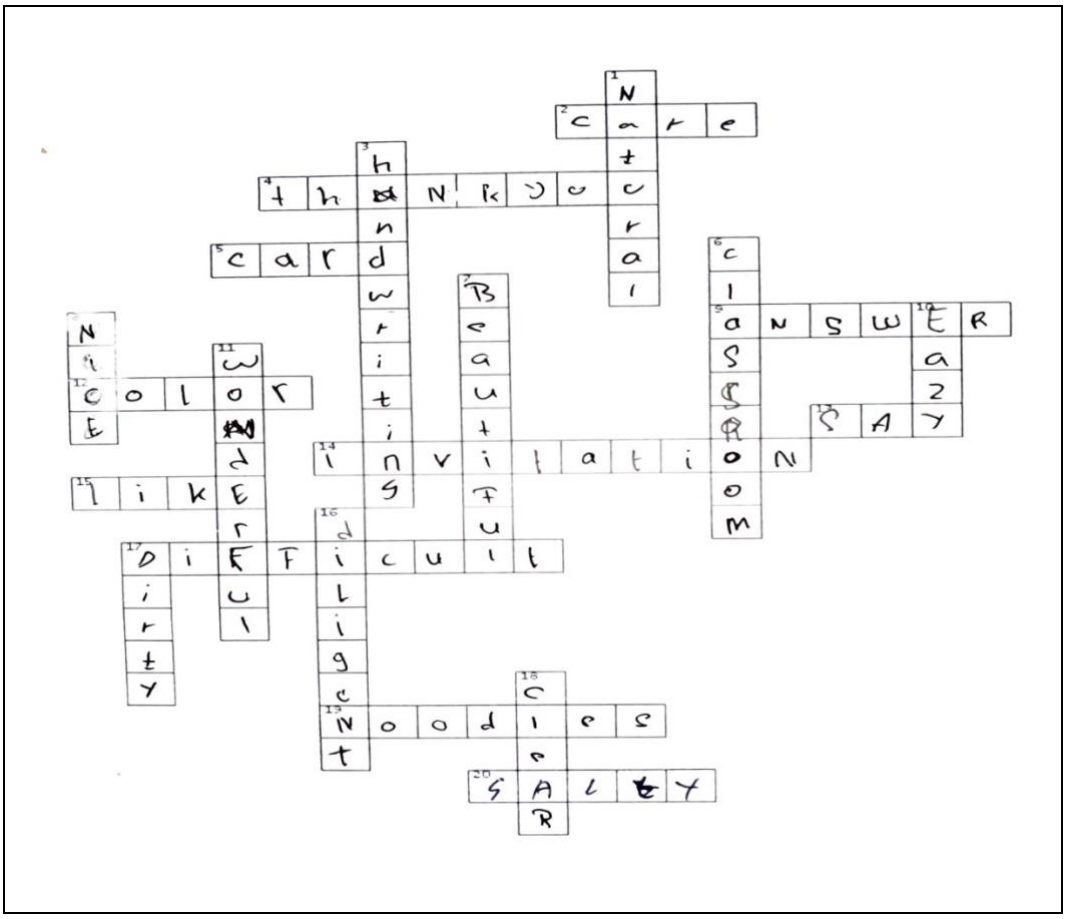
Group : 3
Members:
1. Patricia Nurul W.R Ali
2. Fadlan Djumaat
3. Wildan H.R. Mokodompit
4. M. Alif Mokodompit
5. Dion A. Pudul

ACROSS	DOWN
2. Peduli	1. Alami
4. Terima Kasih	3. Tulisan Tangan
5. Kartu	6. Ruang Kelas
9. Jawaban	7. Cantik
12. Warna	8. Bagus
13. Mengatakan	10. Mudah
14. Undangan	11. Luar Biasa
15. Suka	16. Rajin
17. Sulit	17. Kotor
19. Mie	18. Jelas
20. Asin	



Group : 4
Members:
1. Nurlan Maani
2. Rahmat H. Rewa
3. M. Hanif Asrudin
4. Wahyu Mokodompit
5. M. Haikal Supit

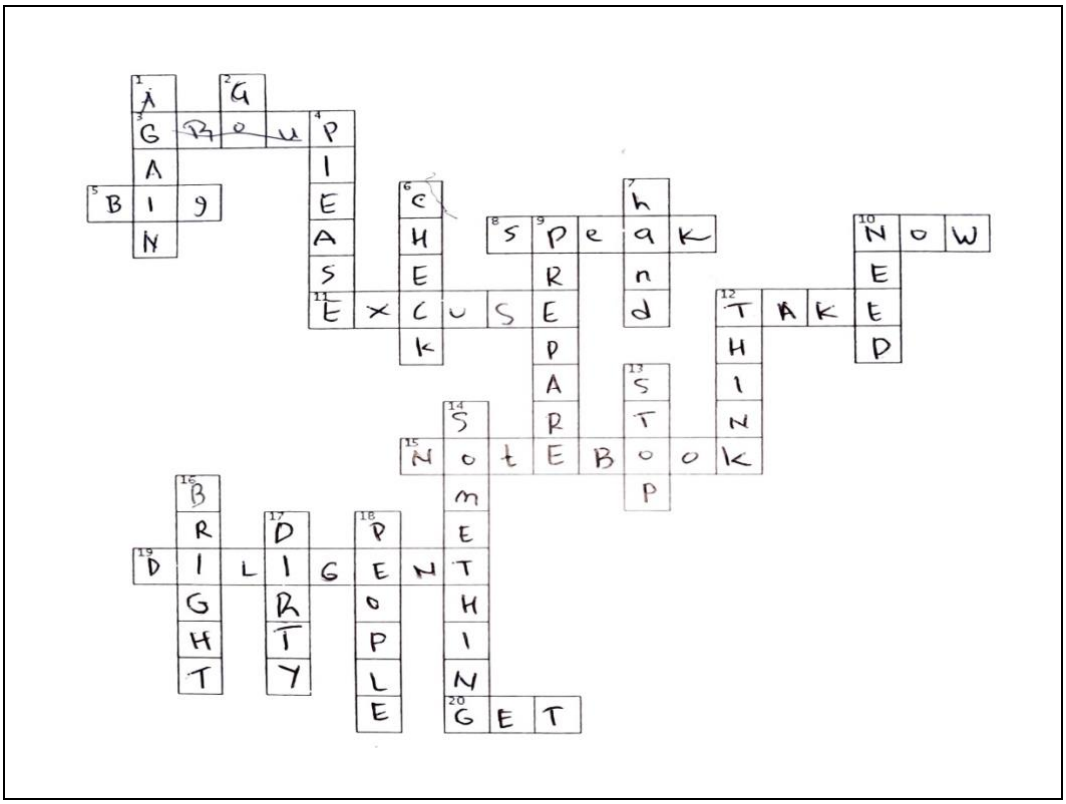
ACROSS	DOWN
2. Peduli	1. Alami
4. Terima Kasih	3. Tulisan Tangan
5. Kartu	6. Ruang Kelas
9. Jawaban	7. Cantik
12. Warna	8. Bagus
13. Mengatakan	10. Mudah
14. Undangan	11. Luar Biasa
15. Suka	16. Rajin
17. Sulit	17. Kotor
19. Mie	18. Jelas
20. Asin	



Group : 5
Members: 1. Alda R. Baya 2. Rafka Kunsi 3. M. Fitra Paputungan 4. M. Al-Furqon Mamonto

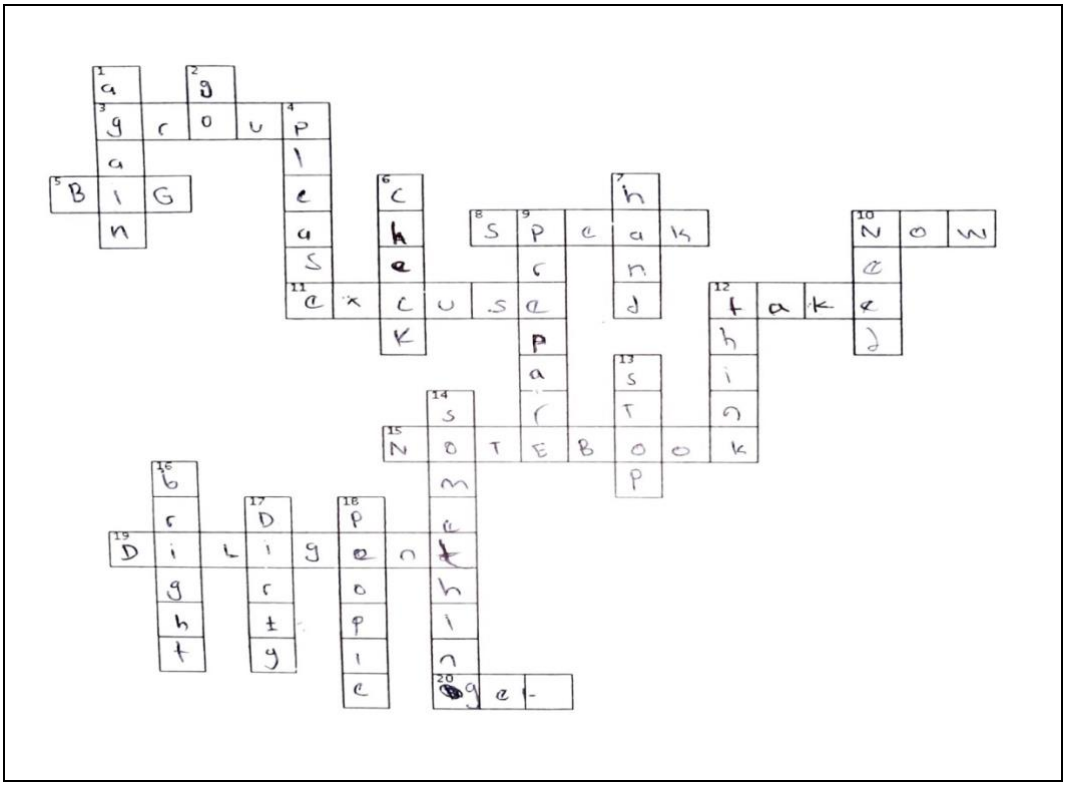
ACROSS	DOWN
2. Peduli	1. Alami
4. Terima Kasih	3. Tulisan Tangan
5. Kartu	6. Ruang Kelas
9. Jawaban	7. Cantik
12. Warna	8. Bagus
13. Mengatakan	10. Mudah
14. Undangan	11. Luar Biasa
15. Suka	16. Rajin
17. Sulit	17. Kotor
19. Mie	18. Jelas
20. Asin	

Students' Crossword Puzzle Game in Cycle 1 Meeting 3



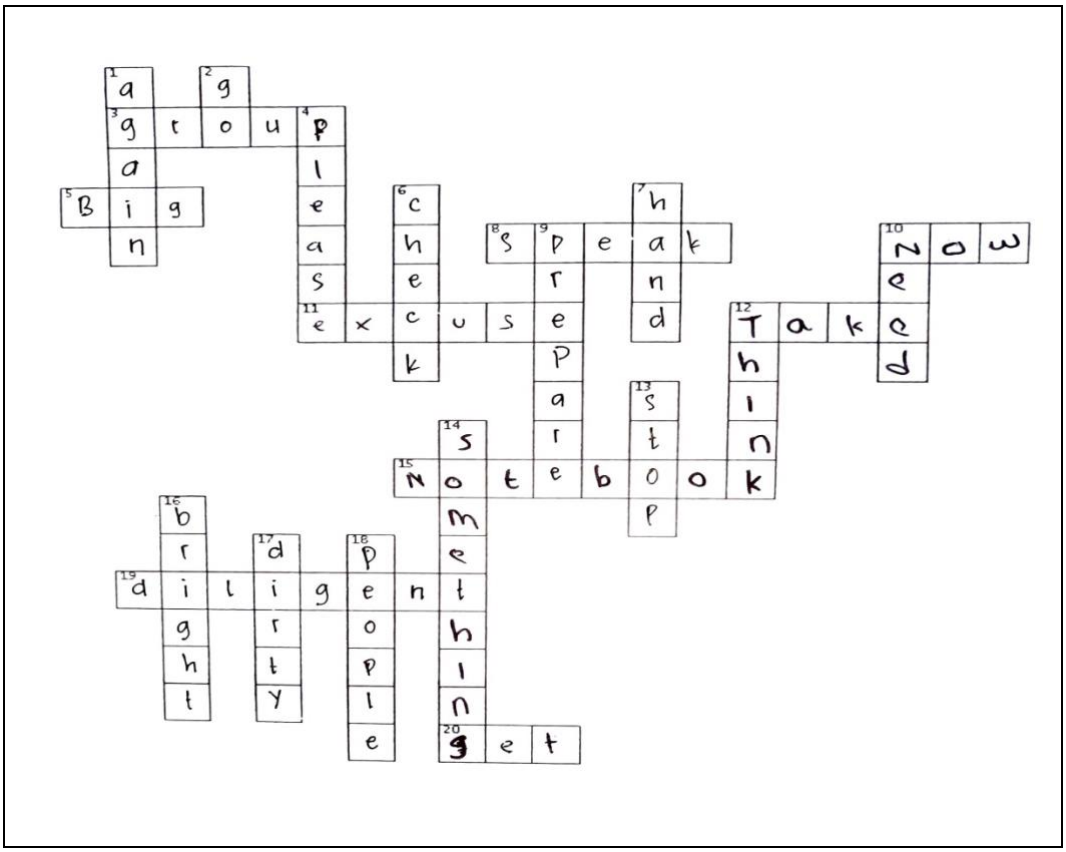
Group : 1
Members:
1. Anugrah Ungke
2. Raffa Podomi
3. M. Taufik Mokoagow
4. M. Farhan Makalalag
5. M. Dzaki Potabuga

ACROSS	DOWN
3. Kelompok	1. Lagi
5. Besar	2. Pergi
8. Berbicara	4. SIlahkan
10. Sekarang	6. Memeriksa
11. Mengizinkan	7. Tangan
12. Mengambil	9. Mempersiapkan
15. Buku Catatan	10. Membutuhkan
19. Rajin	12. Memikirkan
20. Mendapatkan	13. Berhenti
	14. Sesuatu
	16. Terang
	17. Kotor
	18. Orang-orang



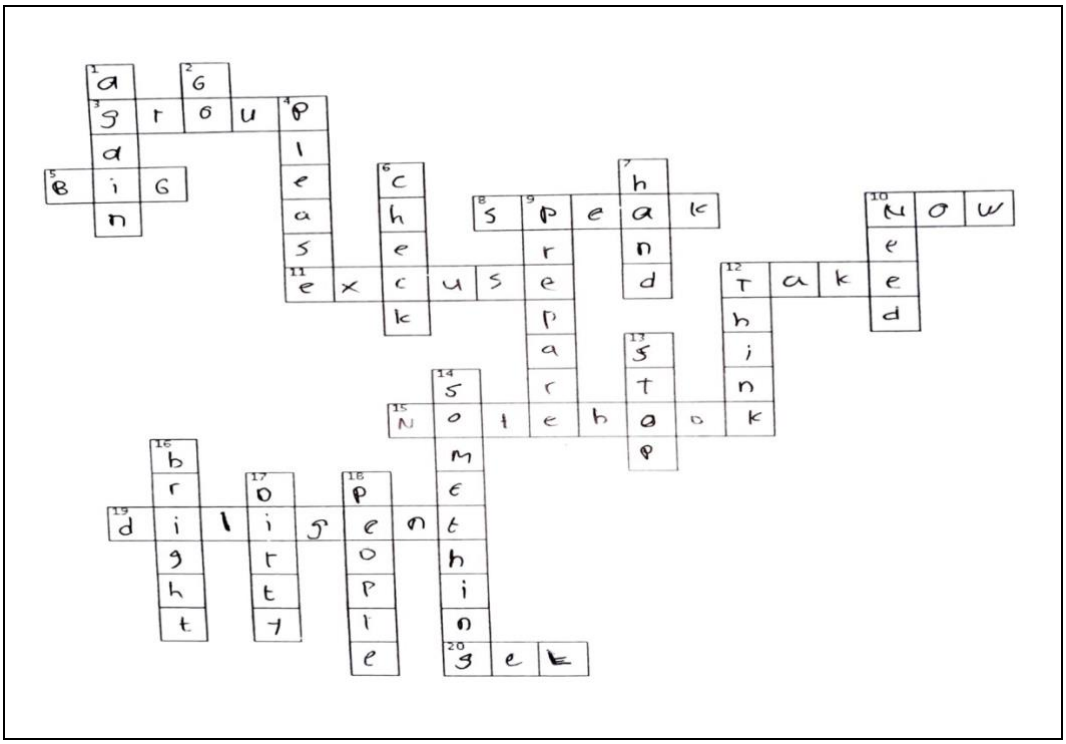
Group : 2
Members: 1. Cika C. Paputungan 2. Arzilanda P. Paputungan 3. M. Febrianidi Mamonto 4. Sachio A. Kobandaha 5. M. Fadil Lamangga

ACROSS	DOWN
3. Kelompok 5. Besar 8. Berbicara 10. Sekarang 11. Mengizinkan 12. Mengambil 15. Buku Catatan 19. Rajin 20. Mendapatkan	1. Lagi 2. Pergi 4. SIlahkan 6. Memeriksa 7. Tangan 9. Mempersiapkan 10. Membutuhkan 12. Memikirkan 13. Berhenti 14. Sesuatu 16. Terang 17. Kotor 18. Orang-orang



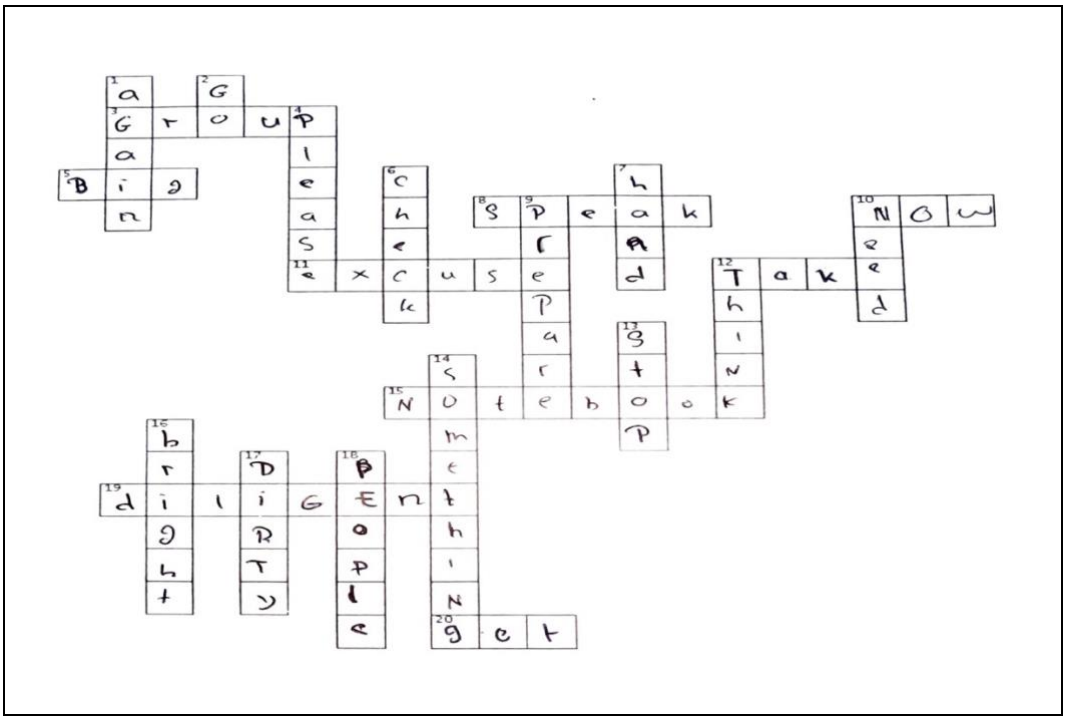
Group : 3
Members:
1. Patricia Nurul W.R. Ali
2. Fadlan Djumaat
3. Wildan H.R Mokodompit
4. M. Alif Mokodompit
5. Dion A. Pudul

ACROSS	DOWN
3. Kelompok	1. Lagi
5. Besar	2. Pergi
8. Berbicara	4. SIlahkan
10. Sekarang	6. Memeriksa
11. Mengizinkan	7. Tangan
12. Mengambil	9. Mempersiapkan
15. Buku Catatan	10. Membutuhkan
19. Rajin	12. Memikirkan
20. Mendapatkan	13. Berhenti
	14. Sesuatu
	16. Terang
	17. Kotor
	18. Orang-orang



Group : 4
Members:
1. Nurlan Maani
2. Rahmat H. Rewa
3. M. Hanif Asrudin
4. Wahyu Mokodompit
5. M. Haikal Supit

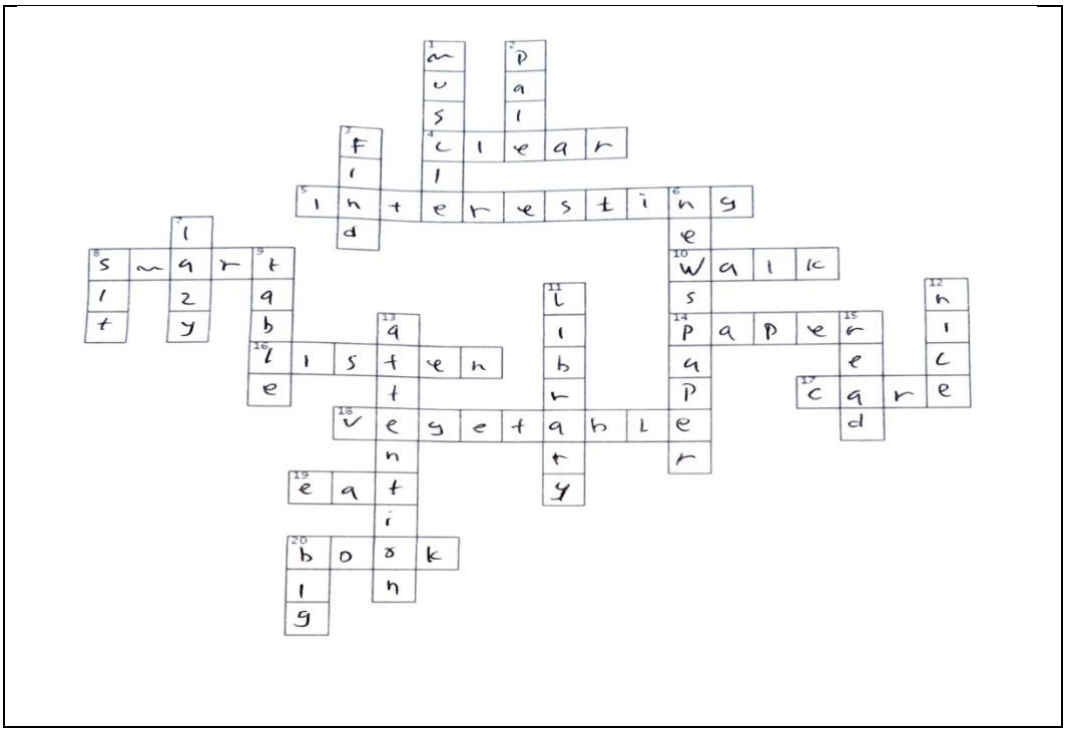
ACROSS	DOWN
3. Kelompok	1. Lagi
5. Besar	2. Pergi
8. Berbicara	4. SIlahkan
10. Sekarang	6. Memeriksa
11. Mengizinkan	7. Tangan
12. Mengambil	9. Mempersiapkan
15. Buku Catatan	10. Membutuhkan
19. Rajin	12. Memikirkan
20. Mendapatkan	13. Berhenti
	14. Sesuatu
	16. Terang
	17. Kotor
	18. Orang-orang



Group : 5
Members: 1. Alda R. Baya 2. Rafka Kunsi 3. M. Fitra Paputungan 4. M. Al-Furqon Mamonto

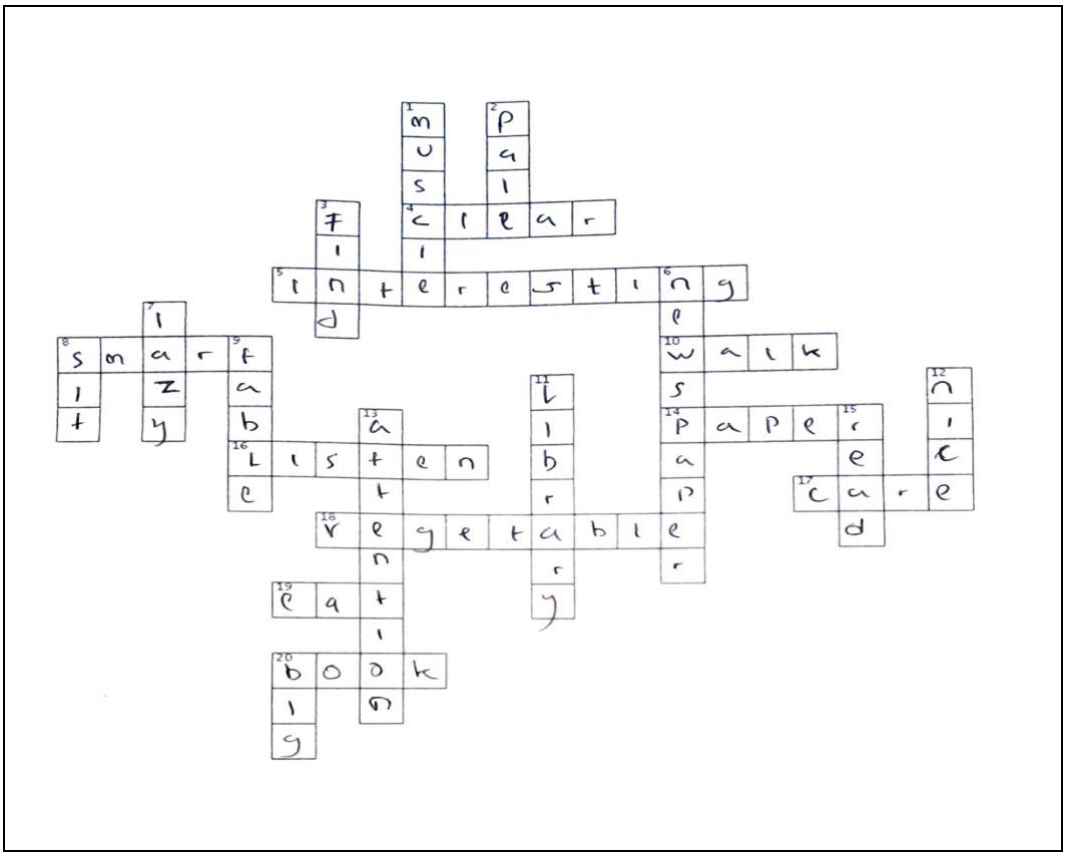
ACROSS	DOWN
3. Kelompok	1. Lagi
5. Besar	2. Pergi
8. Berbicara	4. SIlahkan
10. Sekarang	6. Memeriksa
11. Mengizinkan	7. Tangan
12. Mengambil	9. Mempersiapkan
15. Buku Catatan	10. Membutuhkan
19. Rajin	12. Memikirkan
20. Mendapatkan	13. Berhenti
	14. Sesuatu
	16. Terang
	17. Kotor
	18. Orang-orang

Students' Crossword Puzzle Game in Cycle 1 Meeting 4



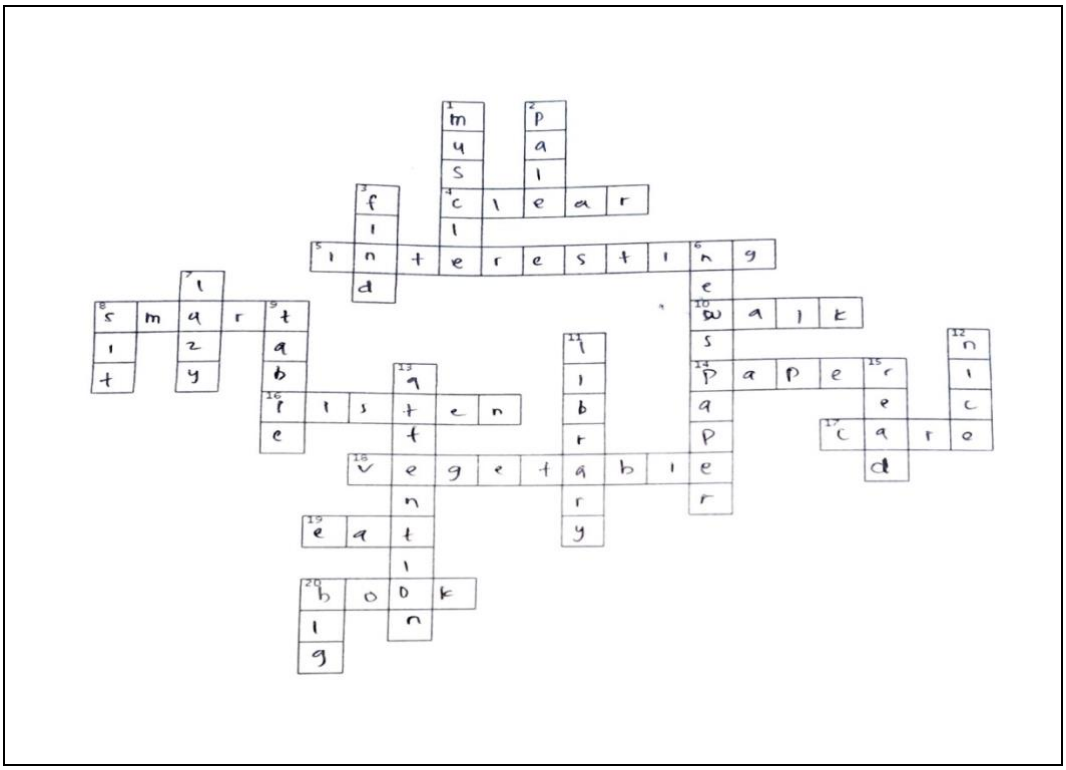
Group : 1
Members:
1. Anugrah Ungke
2. Raffa Podomi
3. M. Taufik Mokoagow
4. M. Farhan Makalalag
5. M. Dzaki Potabuga

ACROSS	DOWN
2. Aturan	1. Menutup
5. Mengingat	3. Sarapan
8. Bisa	4. Membawa
9. Banyak Bicara	6. Jendela
12. Pesta	7. Mengulang
13. Rapi	10. Halaman
14. Bernyanyi	11. Kelas
16. Datang	15. Memberi
18. Membuka	16. Peduli
19. Membuat	17. Bekerja
20. Mencoba	19. Bertemu



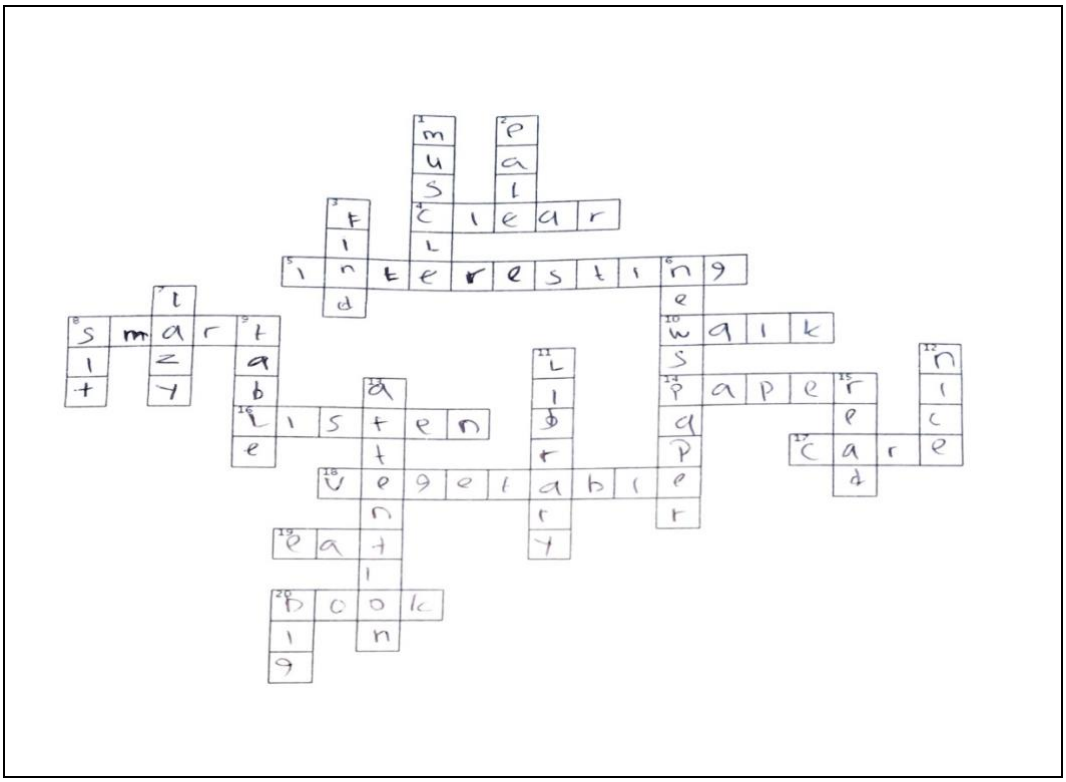
Group : 2
Members: 1. Cika C. Paputungan 2. Arzilanda P. Paputungan 3. M. Febrianidi Mamonto 4. Sachio A. Kobandaha 5. M. Fadil Lamangga

ACROSS	DOWN
2. Aturan	1. Menutup
5. Mengingat	3. Sarapan
8. Bisa	4. Membawa
9. Banyak Bicara	6. Jendela
12. Pesta	7. Mengulang
13. Rapi	10. Halaman
14. Bernyanyi	11. Kelas
16. Datang	15. Memberi
18. Membuka	16. Peduli
19. Membuat	17. Bekerja
20. Mencoba	19. Bertemu



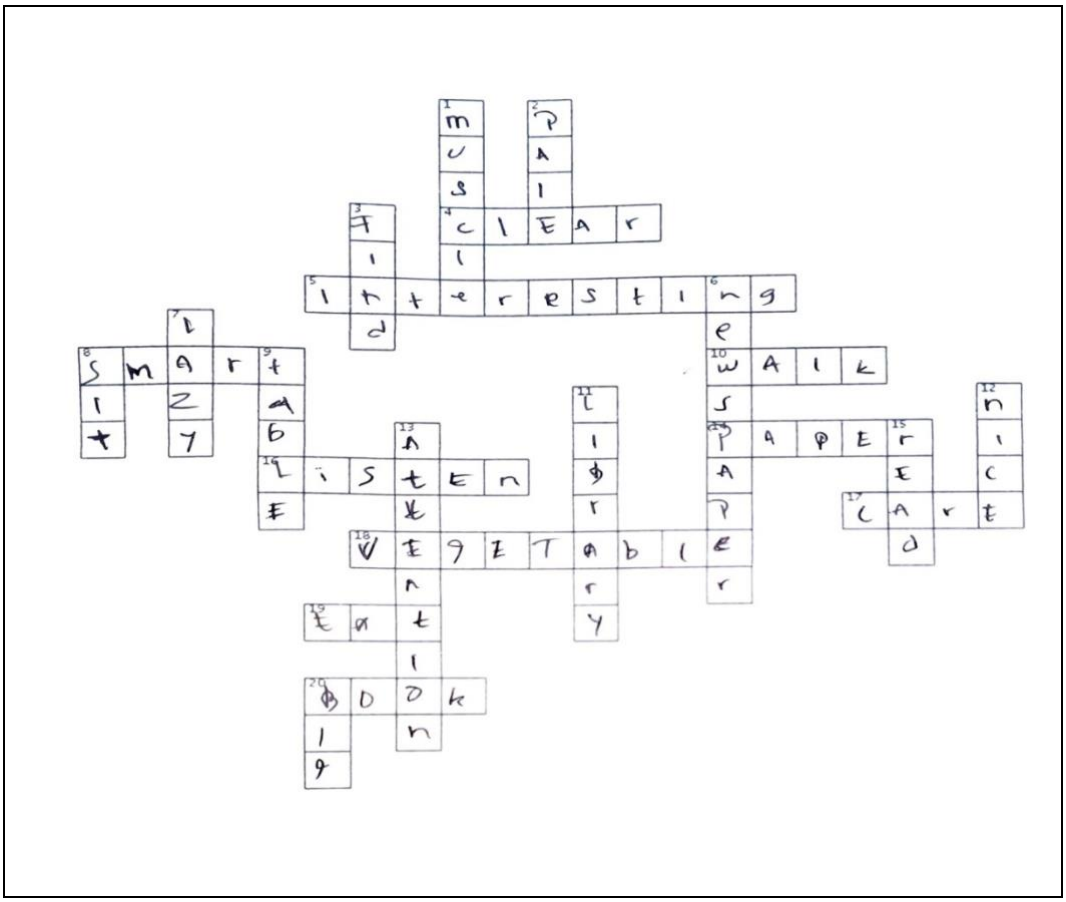
Group : 3
Members: 1. Patricia Nurul W.R Ali 2. Fadlan Djumaat 3. Wildan H.R Mokodompit 4. M. Alif Mokodompit 5. Dion A. Pudul

ACROSS	DOWN
2. Aturan	1. Menutup
5. Mengingat	3. Sarapan
8. Bisa	4. Membawa
9. Banyak Bicara	6. Jendela
12. Pesta	7. Mengulang
13. Rapi	10. Halaman
14. Bernyanyi	11. Kelas
16. Datang	15. Memberi
18. Membuka	16. Peduli
19. Membuat	17. Bekerja
20. Mencoba	19. Bertemu



Group : 4
Members:
1. Nurlan Maani
2. Rahmat H. Rewa
3. M. Hanif Asrudin
4. Wahyu Mokodompit
5. M. Haikal Supit

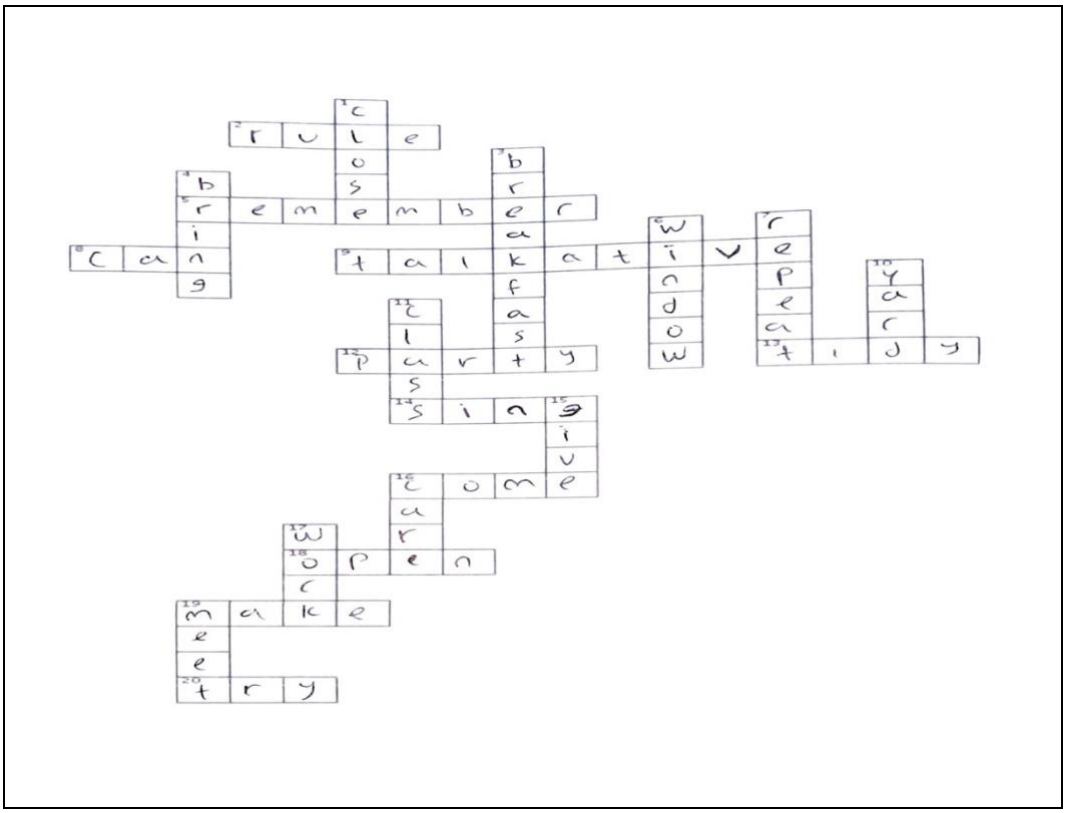
ACROSS	DOWN
2. Aturan	1. Menutup
5. Mengingat	3. Sarapan
8. Bisa	4. Membawa
9. Banyak Bicara	6. Jendela
12. Pesta	7. Mengulang
13. Rapi	10. Halaman
14. Bernyanyi	11. Kelas
16. Datang	15. Memberi
18. Membuka	16. Peduli
19. Membuat	17. Bekerja
20. Mencoba	19. Bertemu



Group : 5
Members: 1. Alda R. Baya 2. Rafka Kunsi 3. M. Fitra Paputungan 4. M. Al-Furqon Mamonto

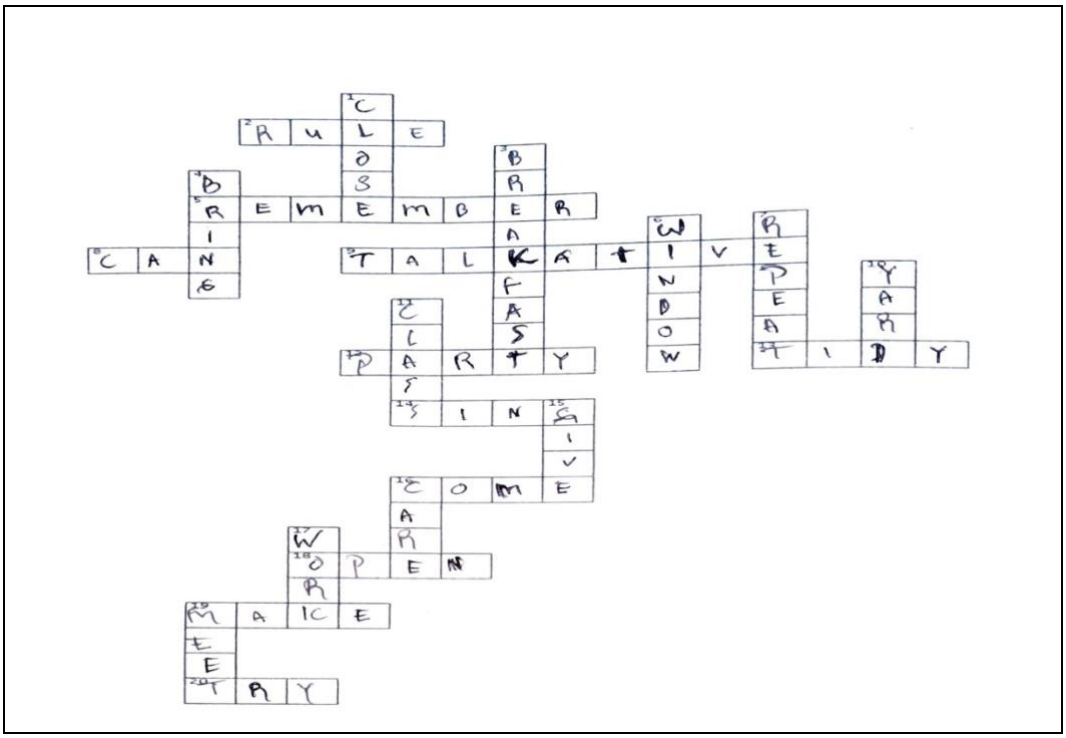
ACROSS	DOWN
2. Aturan	1. Menutup
5. Mengingat	3. Sarapan
8. Bisa	4. Membawa
9. Banyak Bicara	6. Jendela
12. Pesta	7. Mengulang
13. Rapi	10. Halaman
14. Bernyanyi	11. Kelas
16. Datang	15. Memberi
18. Membuka	16. Peduli
19. Membuat	17. Bekerja
20. Mencoba	19. Bertemu

Students' Crossword Puzzle Game in Cycle 1 Meeting 5



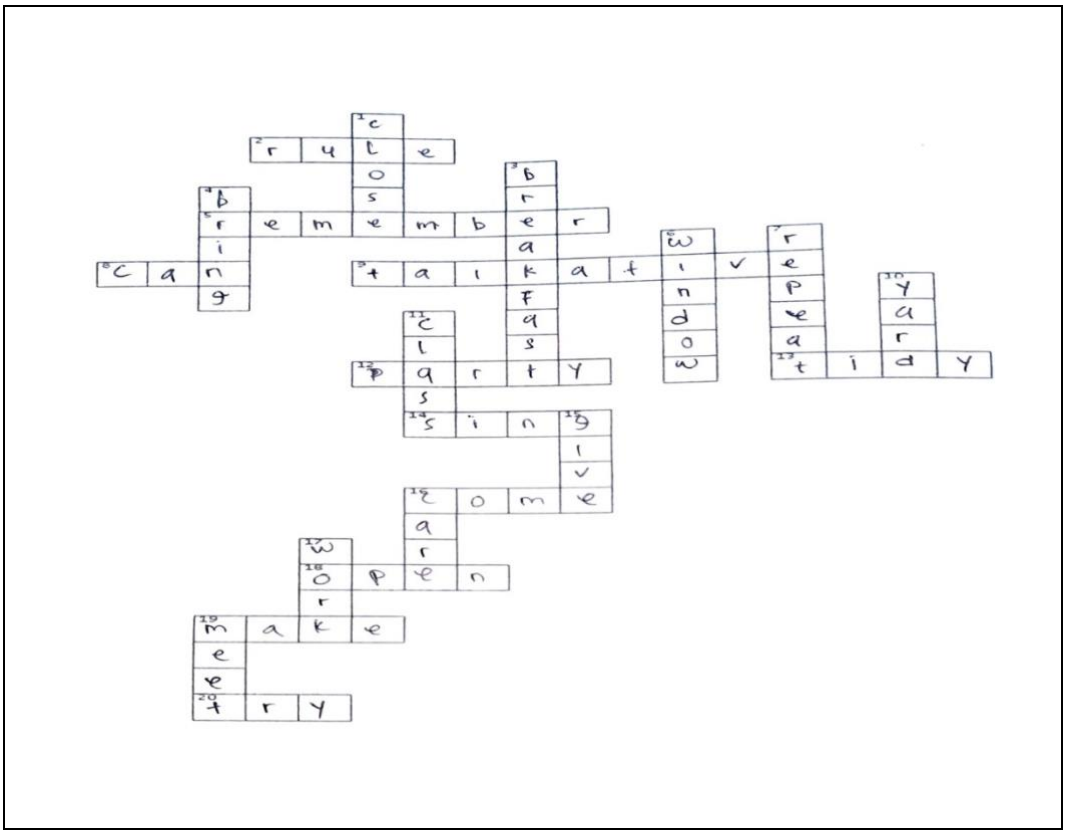
Group : 1
Members:
1. Anugrah Ungke
2. Raffa Podomi
3. M. Taufik Mokoagow
4. M. Farhan Makalalag
5. M, Dzaki Potabuga

ACROSS	**DOWN**
4. Jelas	1. Otot
5. Menarik	2. Pucat
8. Cerdas	3. Menemukan
10. Berjalan	6. Surat Kabar
14. Kertas	7. Malas
16. Mendengar	8. Duduk
17. Peduli	9. Meja
18. Sayuran	11. Perpustakaan
19. Makan	12. Bagus
20. Buku	13. Perhatian
	15. Membaca
	20. Besar



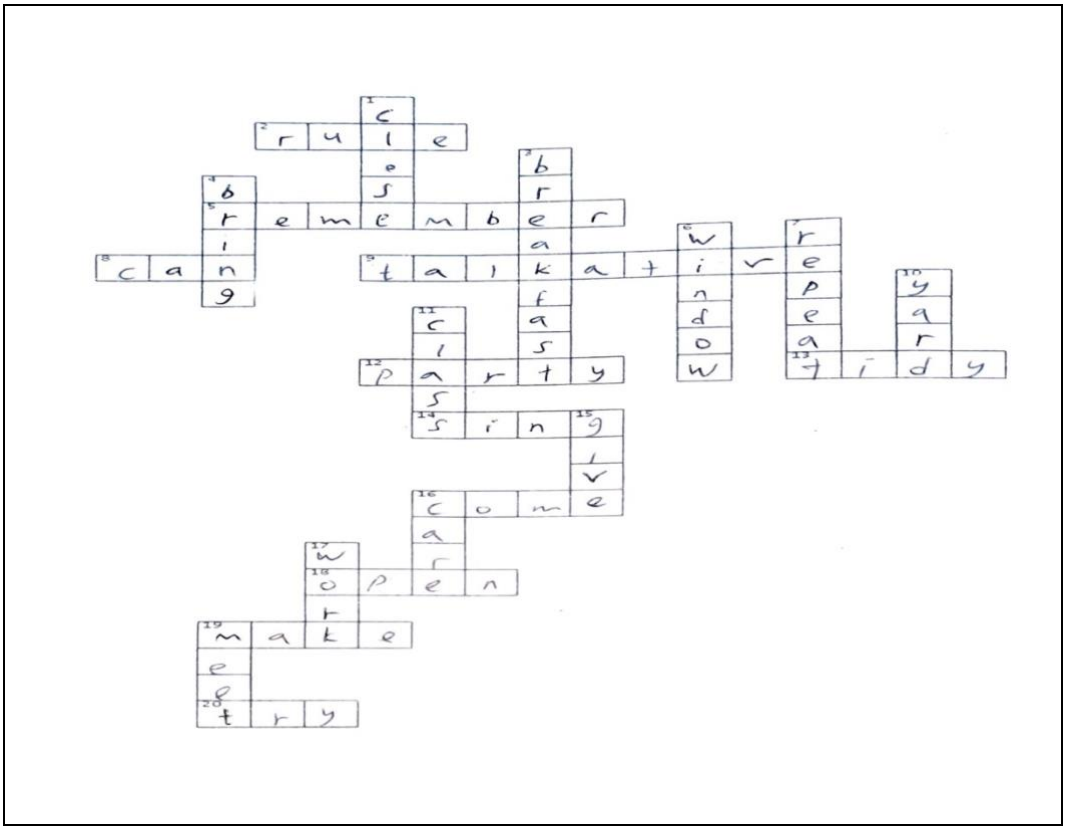
Group : 2
Members:
1. Cika C. Paputungan
2. Arzilanda P. Paputungan
3. M. Febrianidi Mamonto
4. Sachio A. Kobandaha
5. M. Fadil Lamangga

ACROSS	DOWN
4. Jelas	1. Otot
5. Menarik	2. Pucat
8. Cerdas	3. Menemukan
10. Berjalan	6. Surat Kabar
14. Kertas	7. Malas
16. Mendengar	8. Duduk
17. Peduli	9. Meja
18. Sayuran	11. Perpustakaan
19. Makan	12. Bagus
20. Buku	13. Perhatian
	15. Membaca
	20. Besar



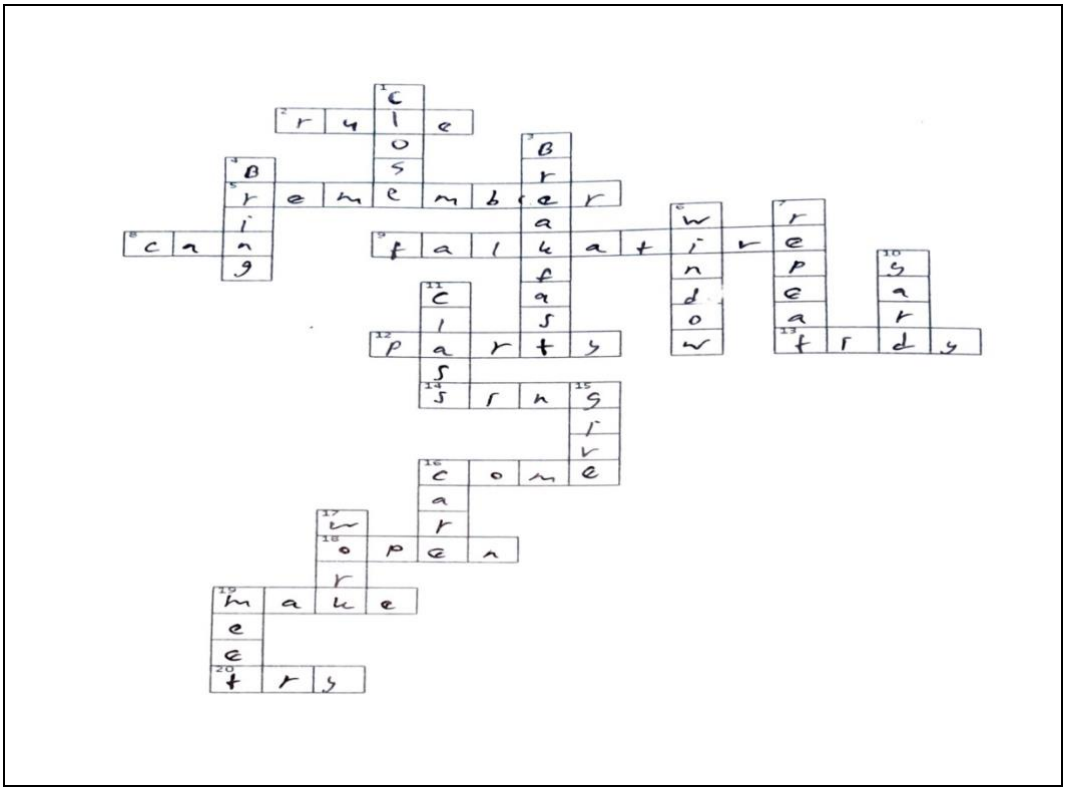
Group : 3
Members:
1. Patricia Nurul W.R Ali
2. Fadlan Djumaat
3. Wildan H.R. Mokodompit
4. M, Alif Mokodompit
5. Dion A. Pudul

ACROSS	DOWN
4. Jelas	1. Otot
5. Menarik	2. Pucat
8. Cerdas	3. Menemukan
10. Berjalan	6. Surat Kabar
14. Kertas	7. Malas
16. Mendengar	8. Duduk
17. Peduli	9. Meja
18. Sayuran	11. Perpustakaan
19. Makan	12. Bagus
20. Buku	13. Perhatian
	15. Membaca
	20. Besar



Group : 4
Members:
1. Nurlan Maani
2. Rahmat H. Rewa
3. M. Hanif Asrudin
4. Wahyu Mokodompit
5. M, Haikal Supit

ACROSS	DOWN
4. Jelas	1. Otot
5. Menarik	2. Pucat
8. Cerdas	3. Menemukan
10. Berjalan	6. Surat Kabar
14. Kertas	7. Malas
16. Mendengar	8. Duduk
17. Peduli	9. Meja
18. Sayuran	11. Perpustakaan
19. Makan	12. Bagus
20. Buku	13. Perhatian
	15. Membaca
	20. Besar



Group : 5
Members: 1. Alda R. Baya 2. Rafka Kunsi 3. M. Fitra Paputungan 4. M. Al-Furqon Mamonto

ACROSS	DOWN
4. Jelas	1. Otot
5. Menarik	2. Pucat
8. Cerdas	3. Menemukan
10. Berjalan	6. Surat Kabar
14. Kertas	7. Malas
16. Mendengar	8. Duduk
17. Peduli	9. Meja
18. Sayuran	11. Perpustakaan
19. Makan	12. Bagus
20. Buku	13. Perhatian
	15. Membaca
	20. Besar

Appendix 21 : Questions and Answer in Cycle 1 Meeting 1

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. Mr. Budi : Attention, Please! Are you ready to learn English now?

Students : Yes, Sir.

The underline word "Attention, Please!" above means…..

a. Memastikan

b.Perhatian

c. Peralatan

d. Pelajaran

2. What kind of expression is this : "Everybody, May I have your attention, please?"

a. Asking for attention

b. Giving Suggestion

c. Giving Appreciation

d. Greeting

3. These are asking for attention expression, except ….

a. Attention, Please!

b. Listen to me carefuly!

c. I suggest you to….

d. Stop talking, please!

4. A school is the place where students ….. with the teachers.

a. Study

b. Sleep

c. Fight

d. Cry

5. The students …. to the teacher explanation.

a. Sit

b. Listen

c. Car

d. Run

6. The students are …. to study English.

a. Ready

b. Table

c. Candy

d. Nose

7. The students ….. English in the English in the Class.

a. Eat

b. Wash

c. Use

d. Cook

II. Write down the meaning of the words below!

8. Attention =

9. Smart =

10. Wash =

11. Interesting =

12. Conversation =

III. Classified the following words into the suitable word classes!

13. Read

14. Listen

15. Wash

16. Picture

17. Class

18. Smart

19. Angry

20. Ready

Verb	Noun	Adjective

Answer Key

I.

1. b

2. a

3. c

4. a

5. b

6. a

7. c

II.

8. Attention = Perhatian

9. Smart = Cerdas

10. Wash = Mencuci

11. Interesting = Menarik

12. Conversation = Percakapan

III.

Verb	Noun	Adjective
13. Read 14. Listen 15. Wash	16. Picture 17. Class	18. Smart 19. Angry 20. Ready

Appendix 22 : Questions and Answer in Cycle 1 Meeting 2

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. Teacher : Do you understand?

Students : Yes, Sir

What kind of expression that teacher gives?

a. Checking Understanding

b. Giving Attention

c. Giving Suggestion

d. Giving Appreciation

2. Beni : Do you understand the homework?

Edo : No, I don't. How about you? Do you understand the homework?

Beni : Yes, I do.

Does Beni understand the homework?

a. Yes, He does

b. No, He doesn't

c. Not really

d. Little bit

3. Does Edo understand the homework?

a. Understand

b. No, He doesn't

c. Yes, He do

d. Attention, Please!

4. Your story is ….. i like it.

a. Interesting

b. Bored

c. Bad

d. Think

5. Do you …… my question?

a. Understand

b. Tree

c. Pen

d. Book

6. I do not understand the lesson, because the teacher …. very fast.

a. Run

b. Confuse

c. Speaks

d. Sleep

7. I think Beni is ….. he always answer the question correctly.

a. Lazy

b. Play

c. Smart

d. Bad

II. Write down the meaning of the words below!

8. Understand =

9. Dirty =

10. Difficult =

11. Diligent =

12. Classroom =

III. Classified the following words into the suitable word classes!

13. Dirty

14. Beautiful

15. Clear

16. Card

17. Noodles

18. Say

19. Study

20. Think

Verb	Noun	Adjective

Answer Key

I.

1. a

2. a

3. b

4. a

5. a

6. c

7. c

II.

8. Understand = Mengerti

9. Dirty = Kotor

10. Difficult = Sulit

11. Diligent = Rajin

12. Classroom = Ruang kelas

III.

Verb	Noun	Adjective
18. Say 19. Study 20. Think	16. Card 17. Noodles	13. Dirty 14. Beautiful 15. Clear

Appendix 23 : Questions and Answer in Cycle 1 Meeting 3

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. Sita : What do you think of my new hairstyle? Am I beautiful with it?

Beni : I think you are beautiful with it.

Sita : Thank you

The words “What do you think of my new hairstyle?” are the expression of….

a. Giving Attention

b. Asking Opinion

c. Giving Appreciation

d. Giving Invitation

2. Edo : …… of my short story?

Beni : I think it is awesome.

a. How about you

b. What do you think

c. Yes, I agree

d. Yes, Sir.

3.Budi : What do you think of the noodles?

Siti : I think I can not eat the noodles, because the noodles is too salty.

The words “I think I can not eat the noodles, because the noodles is too salty” are the expression of….

a. Giving Opinion

b. Giving Appreciation

c. Asking for Appreciation

d. Asking for Attention

4. The classroom is dirty, Beni want to ….. it.

a. Clean

b. Read

c. Ugly

d. Beautiful

5. I think this cake is ….. I like it.

a. Bored

b. Delicious

c. Ugly

d. Bad

6. You should take a rest. I ….. about your health.

a. Try

b. Confuse

c. Care

d. Bad

7. I …… this house is very clean.

a. Think

b. Table

c. Bright

d. Easy

II. Write down the meaning of the words below!

8. Notebook =

9. Check =

10. Stop =

11. Prepare =

12. Take =

III. Classified the following words into the suitable word classes!

13. Speak

14. Take

15. Hand

16. Notebook

17. Dirty

18. Bright

19. People

20. Go

Verb	Noun	Adjective

Answer Key

I.

1. b

2. b

3. a

4. a

5. b

6. c

7. a

II.

8. Notebook = Buku Catatan

9. Check = Memeriksa

10. Stop = Berhenti

11. Prepare = Mempersiapkan

12. Take = Mengambil

III.

Verb	Noun	Adjective
13. Speak 14. Take 20. Go	15. Hand 16. Notebook 19. People	17. Dirty 18. Bright

Appendix 24 : Questions and Answer in Cycle 1 Meeting 4

I. Choose the correct answer with crossing (X) a, b, c, or d!

1.Ayu : Congratulation on winning the Physics Olympiad.

Siti : ……...

What will Siti probably say?

a. Thank you

b. That's not true

c. I don't think so

d. I Agree with you

2. Lina : You look cute with your new hair cut.

Udin : Thank you for saying so.

What does Lina mean?

a. She does not like Udin's new hair cut

b. She Compliments Udin

c. She Congratulates Udin

d. She giving attention

3. Giving appreciation is for….

a. Saying happy birthday

b. Praise Someone

c. Giving suggestion

d. Giving attention

4. Could you please, …… that book to me?

a. Cheap

b. Ask

c. Bring

d. Think

5. Let's …… this song.

a. Sing

b. Sleep

c. Run

d. Cook

6. I will really happy if you can …… to my birthday party.

a. Tidy

b. Come

c. Clean

d. Card

7. I think it is an …… exam, because I can answer the question.

a. Easy

b. Lisren

c. Cry

d. Talk

II. Write down the meaning of the words below!

8. Remember =

9. Breakfast =

10. Talkative =

11. Window =

12. Meet =

III. Classified the following words into the suitable word classes!

13. Sing

14. Bring

15. Come

16. Window

17. Class

18. Tidy

19. Give

20. Easy

Verb	Noun	Adjective

Answer Key

I.

1. a

2. b

3. b

4. c

5. a

6. b

7. a

II.

8. Remember = Mengingat

9. Breakfast = Sarapan

10. Talkative = Banyak Bicara

11. Window = Jendela

12. Meet = Bertemu

III.

Verb	Noun	Adjective
13. Sing 14. Bring 15. Come 19. Give	16. Window 17. Class	18. Tidy 20. Easy

Appendix 25 : Questions and Answer in Cycle 1 Meeting 5

I. Give the meaning to the words below in Indonesia!

1. Amazing =
2. Diligent =
3. Difficult =
4. Understand =
5. Library =
6. Attention =
7. Floor =
8. Smart =
9. Vegetable =
10. Interesting =

II. Determine the word classes!

1. Beautiful
2. Run
3. Drink
4. Flower
5. Ugly
6. Easy
7. Happy
8. Door
9. Speak
10. Car

Verb	Noun	Adjective

Answer Key

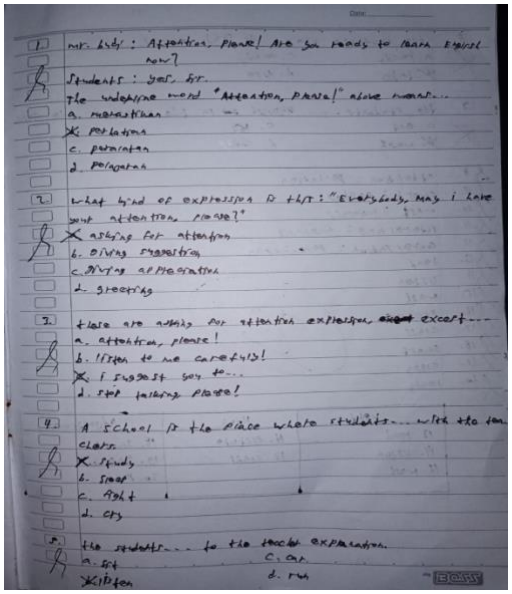
I. Give the meaning to the words below in Indonesia!

1. Amazing = Luar biasa
2. Diligent = Rajin
3. Difficult = Sulit
4. Understand = Mengerti
5. Library = Perpustkaan
6. Attention = Perhatian
7. Floor = Lantai
8. Smart = Cerdas
9. Vegetable = Sayuran
10. Interesting = Menarik

II. Determine the word classes!

11. Beautiful
12. Run
13. Drink
14. Flower
15. Ugly
16. Easy
17. Happy
18. Door
19. Speak
20. Car

Verb	Noun	Adjective
12. Run 13. Drink 19. Speak	14. Flower 18. Door 20. Car	11. Beautiful 15. Ugly 16. Easy 17. Happy



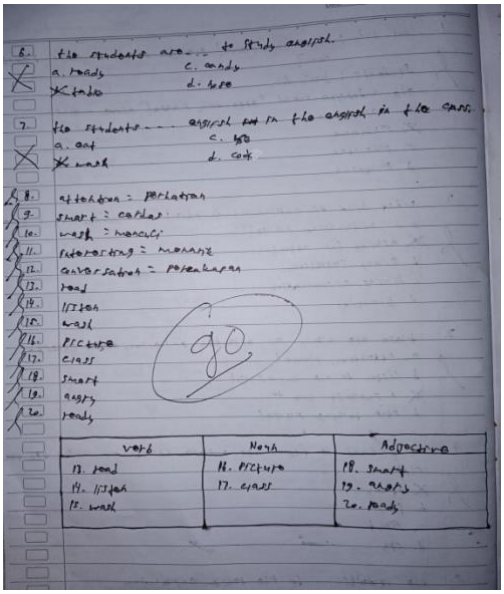
1. mr. budi : Attention, please! Are you ready to learn English now?
Students : yes, sir.
The underline word "Attention, please!" above means...
a. merasakan
X perhatian
c. peraratan
d. pelajaran

2. what kind of expression is this: "Everybody, may i have your attention, please?"
X asking for attention
b. giving suggestion
c. giving appreciation
d. greeting

3. these are asking for attention expression, ~~except~~ except...
a. attention, please!
b. listen to me carefully!
X i suggest you to...
d. stop talking please!

4. A school is the place where students... with the teachers.
X study
b. sleep
c. fight
d. cry

5. the students... to the teacher explanation.
a. sit
X listen
c. car
d. run



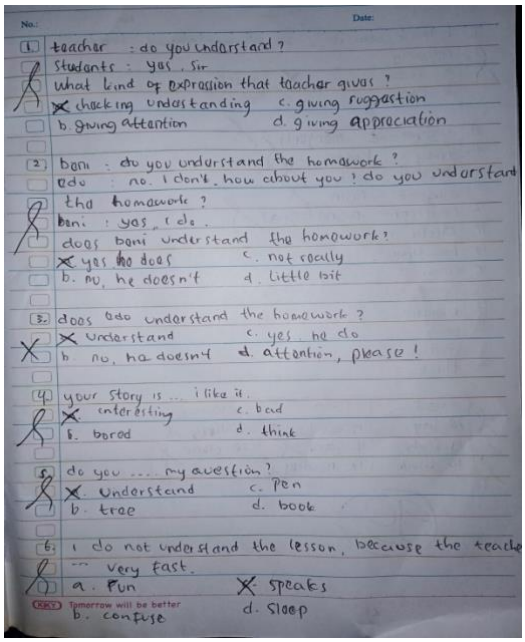
6. the students are... to study english.
a. ready
X table
c. candy
d. hose

7. the students... english ~~for~~ in the english in the class.
a. eat
X wash
c. [illegible]
d. cook

8. attention = perhatian
9. smart = cerdas
10. wash = mencuci
11. interesting = menarik
12. conversation = perbakaran
13. read
14. listen
15. wash
16. picture
17. class
18. smart
19. angry
20. ready

verb	Noun	Adjective
13. read	16. picture	18. smart
14. listen	17. class	19. angry
15. wash		20. ready

90



1. teacher : do you understand?
Students : yes, sir
what kind of expression that teacher gives?
X checking understanding
b. giving attention
c. giving suggestion
d. giving appreciation

2. beni : do you understand the homework?
edo : no. i don't. how about you? do you understand the homework?
beni : yes, i do.
does beni understand the homework?
X yes he does
b. no, he doesn't
c. not really
d. little bit

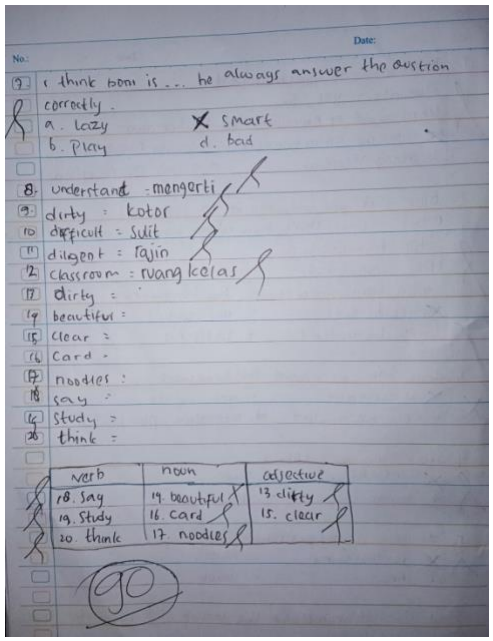
3. does edo understand the homework?
X understand
b. no, he doesn't
c. yes, he do
d. attention, please!

4. your story is... i like it.
X interesting
b. bored
c. bad
d. think

5. do you ... my question?
X understand
b. tree
c. pen
d. book

6. i do not understand the lesson, because the teacher... very fast.
a. run
b. confuse
X speaks
d. sleep

KEY Tomorrow will be better

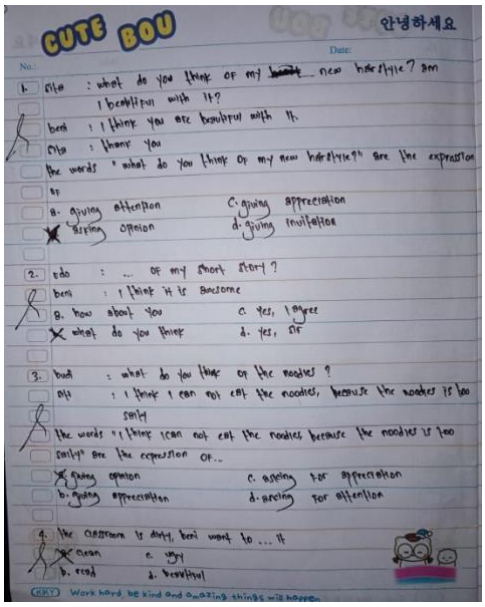


7. i think beni is... he always answer the question correctly.
a. lazy
b. play
X smart
d. bad

8. understand = mengerti
9. dirty = kotor
10. difficult = sulit
11. diligent = rajin
12. classroom = ruang kelas
13. dirty =
14. beautiful =
15. clear =
16. card =
17. noodles =
18. say =
19. study =
20. think =

verb	noun	adjective
18. say	14. beautiful	13. dirty
19. study	16. card	15. clear
20. think	17. noodles	

90


CUTE BOU

안녕하세요

Date:

No.:

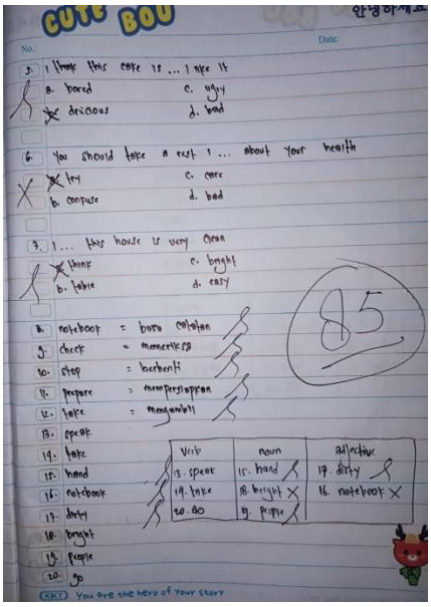
1. Rita : what do you think of my ~~hair~~ new hairstyle? am I beautiful with it?
   Beni : I think you are beautiful with it.
   Rita : thank you
   the words " what do you think of my new hairstyle?" are the expression for
   a. giving attention — c. giving appreciation
   ✗ asking opinion — d. giving invitation

2. Edo : ... of my short story?
   Beni : I think it is awesome
   a. how about you — c. yes, I agree
   ✗ what do you think — d. yes, sir

3. Budi : what do you think of the noodles?
   Rita : I think I can not eat the noodles, because the noodles is too salty
   the words "I think I can not eat the noodles because the noodles is too salty" are the expression of...
   ✗ giving opinion — c. asking for appreciation
   b. giving appreciation — d. asking for attention

4. The classroom is dirty, Beni want to ... it
   ✗ clean — c. ugly
   b. read — d. beautiful

KEY: Work hard, be kind and amazing things will happen


CUTE BOU

안녕하세요

Date:

No.:

5. I think this cake is ... I like it
   a. bored — c. ugly
   ✗ delicious — d. bad

6. You should take a rest. I ... about your health
   ✗ try — c. care
   b. compare — d. bad

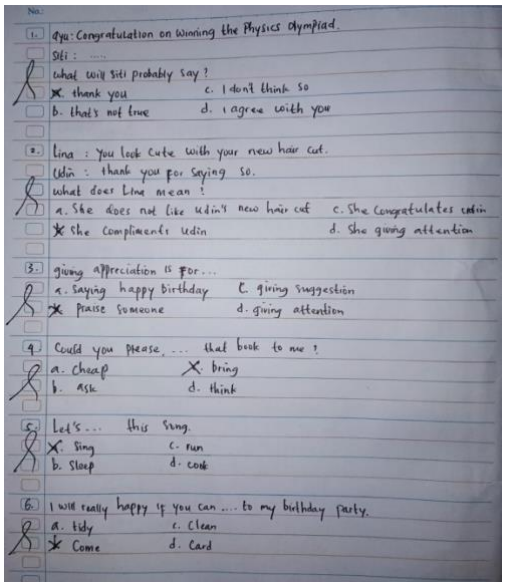
7. I... this house is very clean
   ✗ think — c. bright
   b. table — d. easy

8. notebook = buku catatan
9. check = memeriksa
10. stop = berhenti
11. prepare = mempersiapkan
12. take = mengambil
13. speak
14. take
15. hand
16. notebook
17. dirty
18. bright
19. people
20. go

Verb	noun	adjective
13. speak	15. hand ✓	17. dirty ✓
19. take ✓	18. bright ✗	16. notebook ✗
20. go	19. people ✓	

85

KEY: You are the hero of your story


No.:

1. Aya: Congratulation on winning the Physics olympiad.
   Siti : ....
   what will Siti probably say?
   ✗ thank you — c. I don't think so
   b. that's not true — d. I agree with you

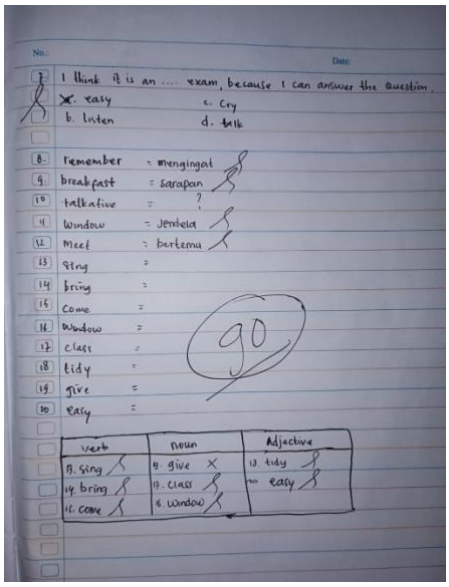
2. Lina : You look cute with your new hair cut.
   Udin : thank you for saying so.
   what does Lina mean?
   a. She does not like Udin's new hair cut — c. She Congratulates Udin
   ✗ She compliments Udin — d. She giving attention

3. giving appreciation is for...
   a. saying happy birthday — c. giving suggestion
   ✗ praise someone — d. giving attention

4. Could you please ... that book to me?
   a. cheap — ✗ bring
   b. ask — d. think

5. Let's ... this song.
   ✗ Sing — c. run
   b. Sleep — d. cook

6. I will really happy if you can ... to my birthday party.
   a. tidy — c. Clean
   ✗ Come — d. Card


No.:

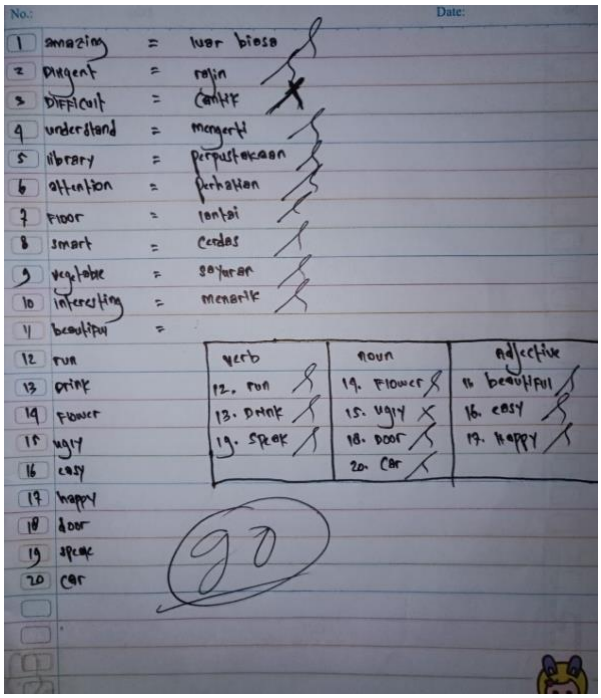
Date:

7. I think it is an .... exam, because I can answer the question.
   ✗ easy — c. Cry
   b. listen — d. talk

8. Remember = mengingat
9. breakfast = sarapan
10. talkative = ?
11. window = jendela
12. Meet = bertemu
13. Sing =
14. Bring =
15. Come =
16. Window =
17. Class =
18. tidy =
19. give =
20. easy =

90

Verb	noun	Adjective
13. Sing ✓	9. give ✗	18. tidy ✓
14. bring ✓	17. class ✓	20. easy ✓
15. come ✓	16. window ✓	



No.: Date:

1	amazing	=	luar biasa
2	diligent	=	rajin
3	difficult	=	sulit
4	understand	=	mengerti
5	library	=	perpustakaan
6	attention	=	perhatian
7	floor	=	lantai
8	smart	=	cerdas
9	vegetable	=	sayuran
10	interesting	=	menarik
11	beautiful	=	
12	run		
13	drink		
14	flower		
15	ugly		
16	easy		
17	happy		
18	door		
19	speak		
20	car		

verb	noun	adjective
12. run	14. flower	11. beautiful
13. drink	15. ugly	16. easy
19. speak	18. door	17. happy
	20. car	

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Appendix 26 : Documentation

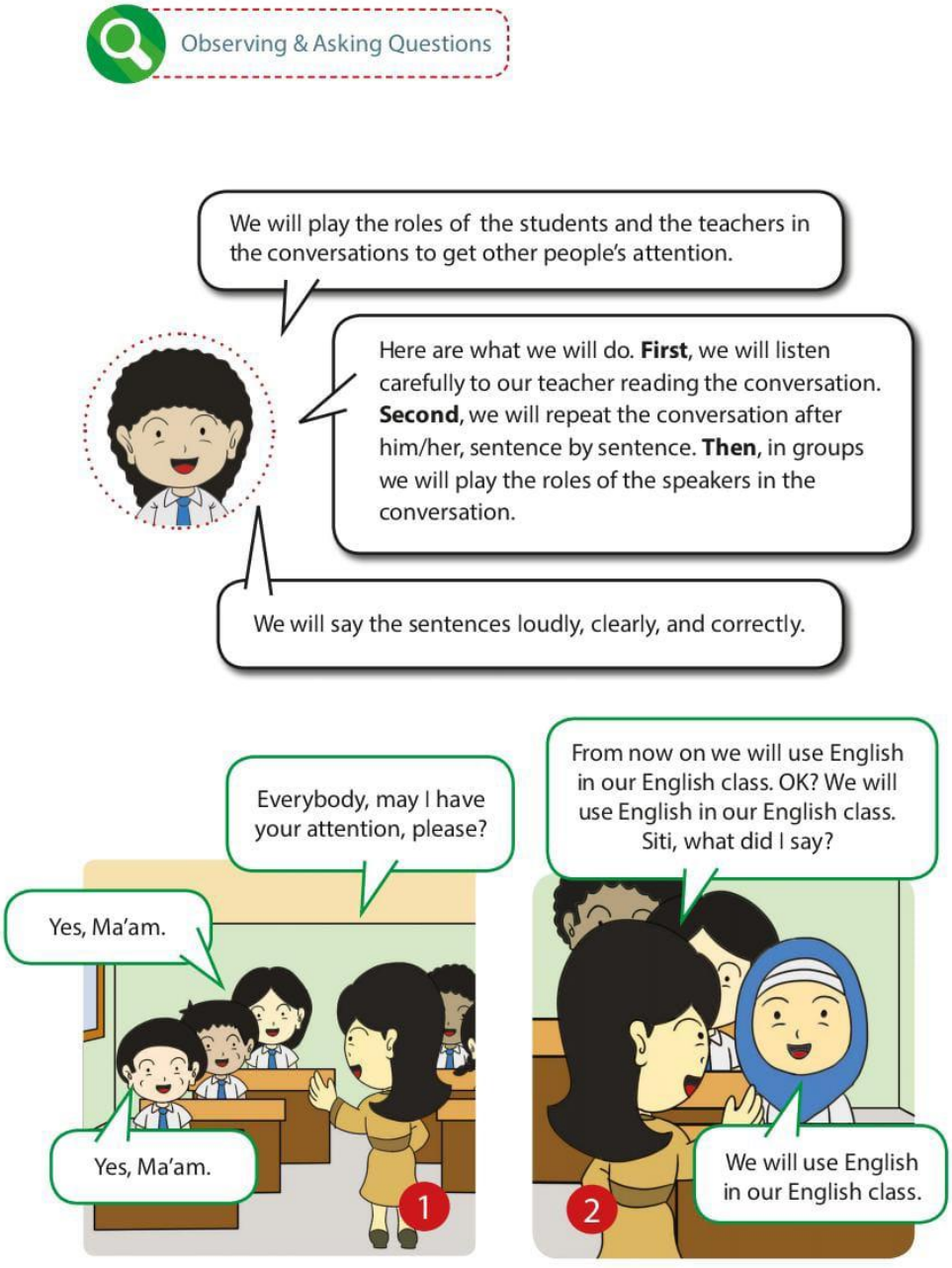
Pictures of Students' in Applying the Crossword Puzzle Game

The Students' Listening to the Material

The Students' Write the Vocabulary in the Whiteboard

The Students' Answer the Teacher's Question

The Students' Text Book "Bahasa Inggris When English Rings A Bell SMP/MTS Kelas VIII"



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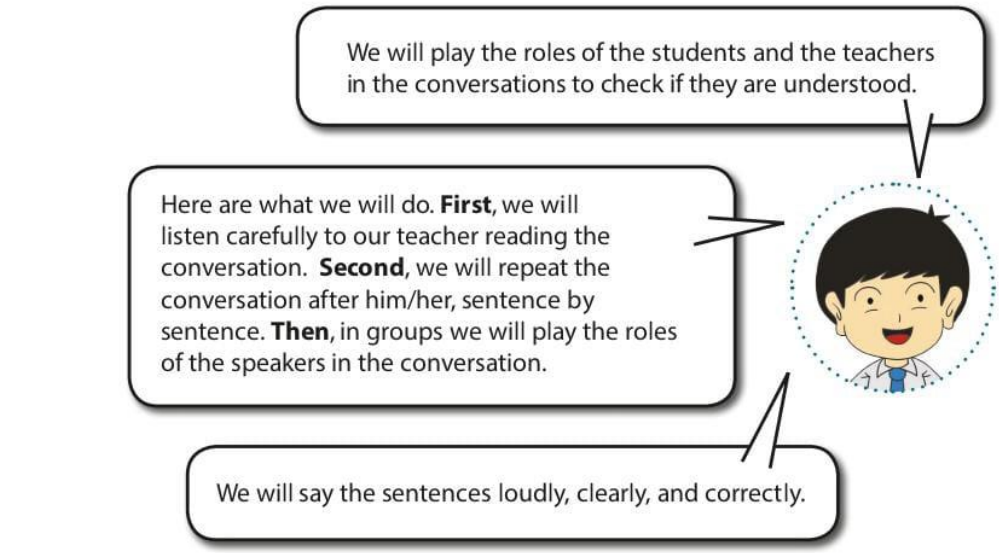
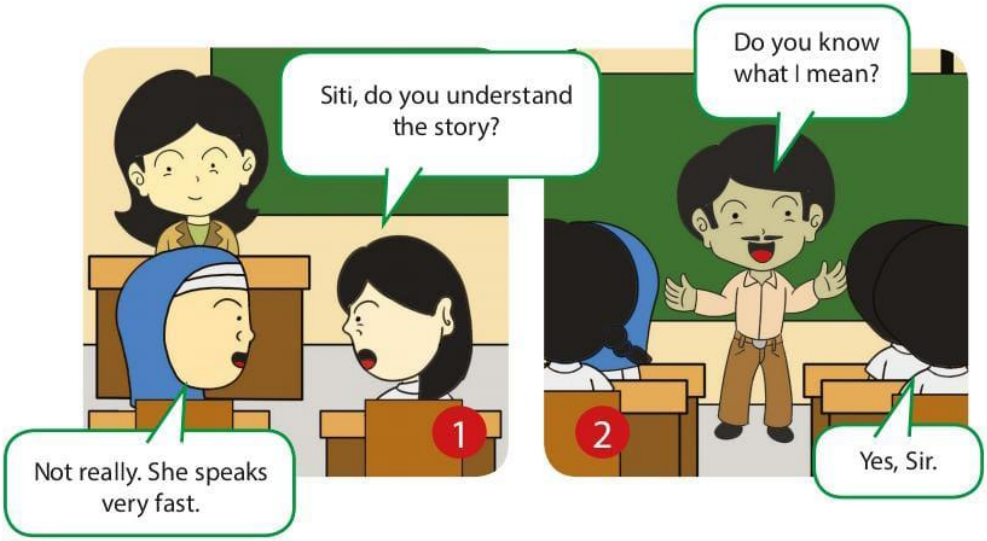
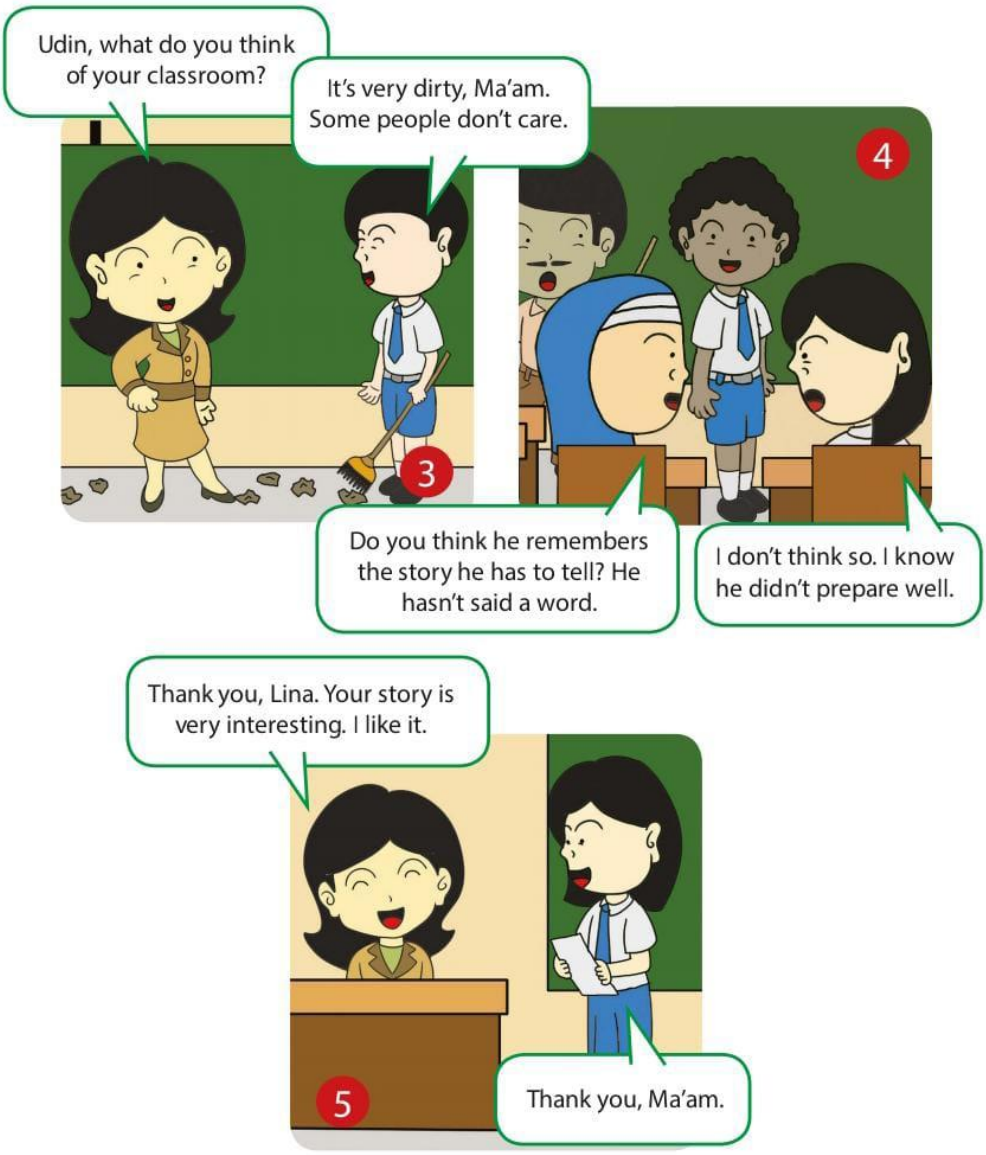
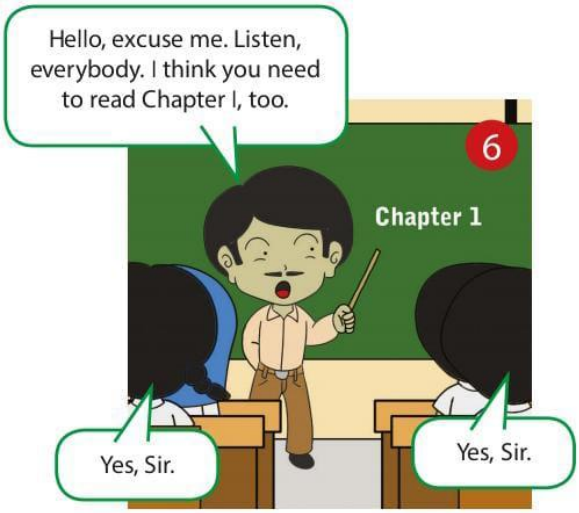


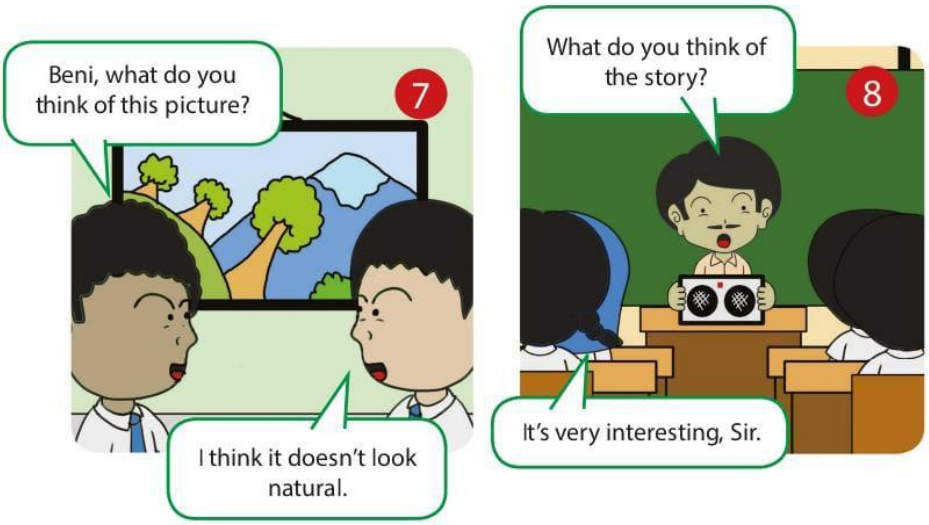


Observing & Asking Questions

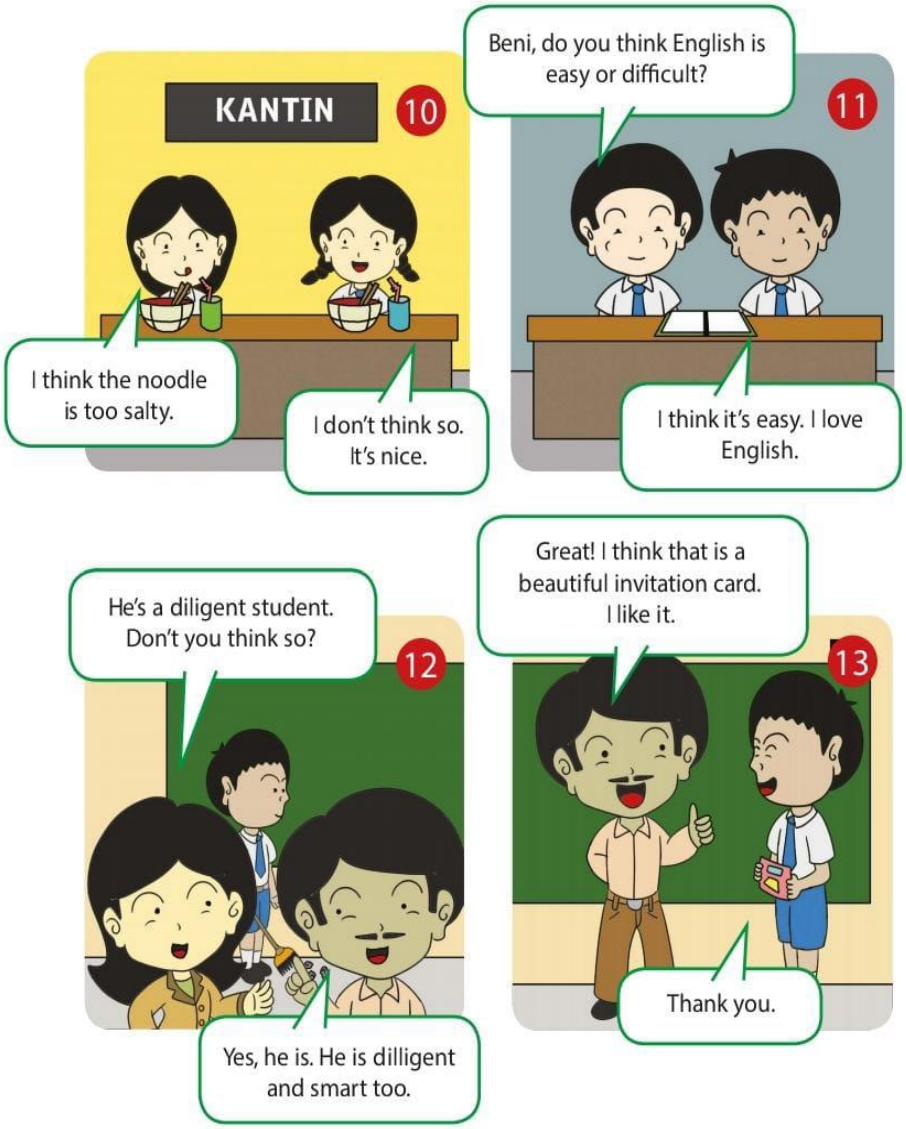


Observing & Asking Questions

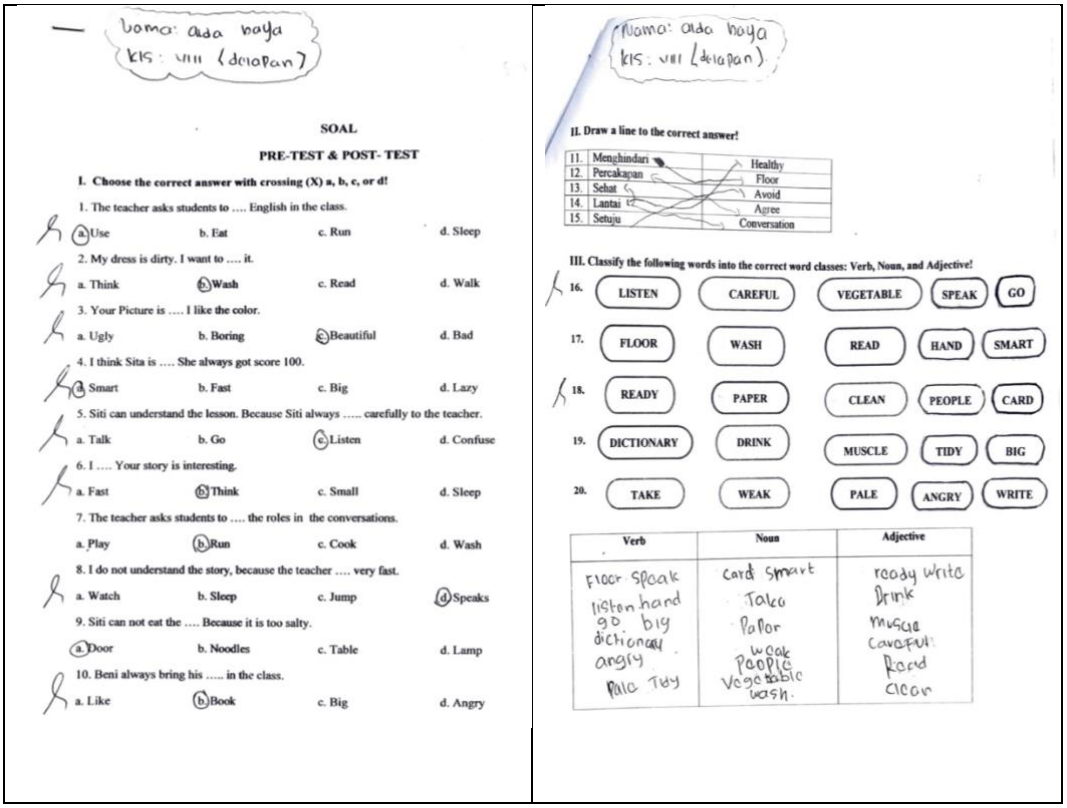




Observing & Asking Questions



Students' Worksheet of Pre-Test



Nama: Alda haya
Kls: VIII (delapan)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (a) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   (a) Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk b. Go (c) Listen d. Confuse
6. I .... Your story is interesting.
   a. Fast (b) Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   a. Play (b) Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep c. Jump (d) Speaks
9. Siti can not eat the .... Because it is too salty.
   (a) Door b. Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a. Like (b) Book c. Big d. Angry

Nama: Alda haya
Kls: VIII (delapan)

II. Draw a line to the correct answer!

11. Menghindari	Healthy
12. Percakapan	Floor
13. Sehat	Avoid
14. Lantai	Agree
15. Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Floor Speak listen hand go big dictionary angry Pale Tidy	card Smart Take Paper weak People Vegetable wash.	ready write Drink muscle careful Read clean

Padian Djamoat
KIS (VIII)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like b. Book c. Big d. Angry

Padian Djamoat
KIS (VIII)

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

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17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
hand	listen Dictionary	Read Pale
smart	Paper Speak	Wash Clean
	Card	Angry Ready
Take	Careful	Vegetable
Drink	muscle	Tidy
write	People	Big
Pool	go	Weak

nama : Shachio
kelas : VIII (8)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
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   a. Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
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   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like b. Book c. Big d. Angry

nama : Shachio
kelas : VIII (8)

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Take write	Paper drink	vegetable pale
read muscle	Floor people	clean speak
careful wash	Tidy big	ready dictionary
	card hand	weak angry
	listen go	smart

Name: Rafka kunsi
Class: VIII

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SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
a. Use (X) Eat c. Run d. Sleep

2. My dress is dirty. I want to …. it.
(X) Think b. Wash c. Read d. Walk

3. Your Picture is …. I like the color.
a. Ugly (X) Boring c. Beautiful d. Bad

4. I think Sita is …. She always got score 100.
a. Smart b. Fast (X) Big d. Lazy

5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
(X) Talk b. Go c. Listen d. Confuse

6. I …. Your story is interesting.
a. Fast (X) Think c. Small d. Sleep

7. The teacher asks students to …. the roles in the conversations.
a. Play (X) Run c. Cook d. Wash

8. I do not understand the story, because the teacher …. very fast.
a. Watch b. Sleep c. Jump (X) Speaks

9. Siti can not eat the …. Because it is too salty.
a. Door b. Noodles (X) Table d. Lamp

10. Beni always bring his ….. in the class.
a. Like b. Book (X) Big d. Angry

Rafka kunsi

II. Draw a line to the correct answer!

11.	Menghindari		Healthy
12.	Percakapan		Floor
13.	Sehat		Avoid
14.	Lantai		Agree
15.	Setuju		Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

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17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen Speak	vegetable	careful Write
Wash	Floor Card	Ready
Read	Paper Angry	clean
Muscle	big	Drink
Weak	Pale	Take
Tidy	Hand	Smart
go	People	Dictionary

Nama: Muh Fitra Pantungan
kelas: VIII <8>

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
a. Use b. Eat c. Run (X) Sleep

2. My dress is dirty. I want to …. it.
(X) Think b. Wash c. Read d. Walk

3. Your Picture is …. I like the color.
a. Ugly b. Boring (X) Beautiful d. Bad

4. I think Sita is …. She always got score 100.
a. Smart (X) Fast c. Big d. Lazy

5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
a. Talk b. Go c. Listen (X) Confuse

6. I …. Your story is interesting.
a. Fast b. Think (X) Small d. Sleep

7. The teacher asks students to …. the roles in the conversations.
(X) Play b. Run c. Cook d. Wash

8. I do not understand the story, because the teacher …. very fast.
a. Watch b. Sleep c. Jump (X) Speaks

9. Siti can not eat the …. Because it is too salty.
a. Door (X) Noodles c. Table d. Lamp

10. Beni always bring his ….. in the class.
a. Like (X) Book c. Big d. Angry

Nama: Muh Fitra Pantungan
kelas: VIII <8>

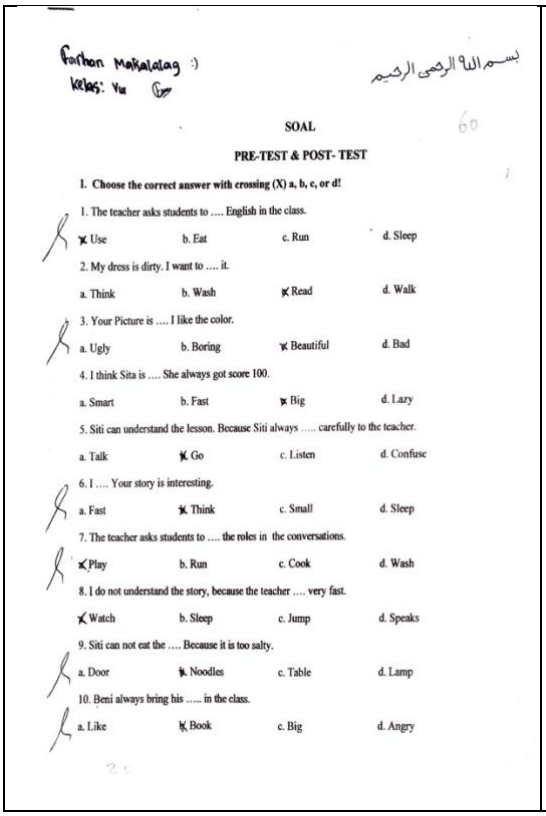
II. Draw a line to the correct answer!

11.	Menghindari		Healthy 13
12.	Percakapan		Floor 14
13.	Sehat		Avoid 15
14.	Lantai		Agree 12
15.	Setuju		Conversation 11

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

kerjain Verb	benda Noun	Sifat Adjective
Vegetable	listen	Weak
Write	Ready	Angry
Read	Clean	Paper
Drink	Speak muscle	Tidy
Wash	Hand	Pale
Take	Careful	Go
People	Floor	Smart
Card	Dictionary	Big



Farhan Makalalag :)
Kelas: VIII

بسم الله الرحمن الرحيم

60

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash X Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast X Big d. Lazy
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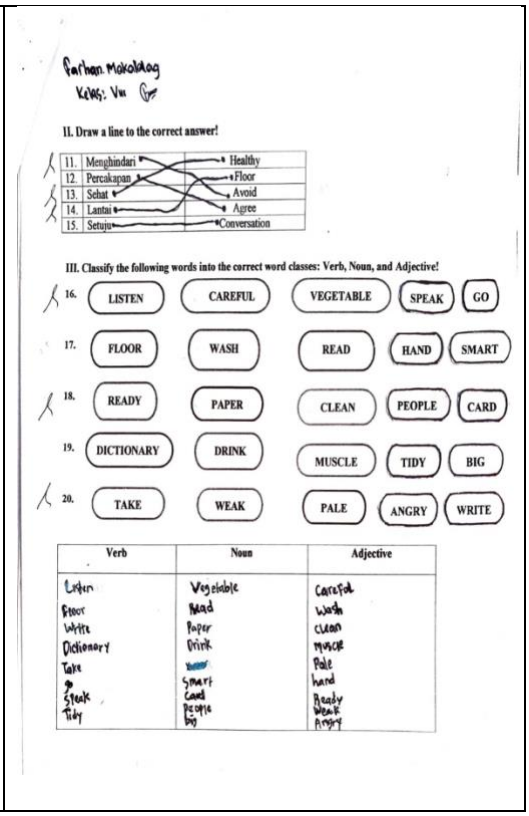
   a. Talk X Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast X Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   X Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   X Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door X Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
    a. Like X Book c. Big d. Angry

2



Farhan Makalalag
Kelas: VIII

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
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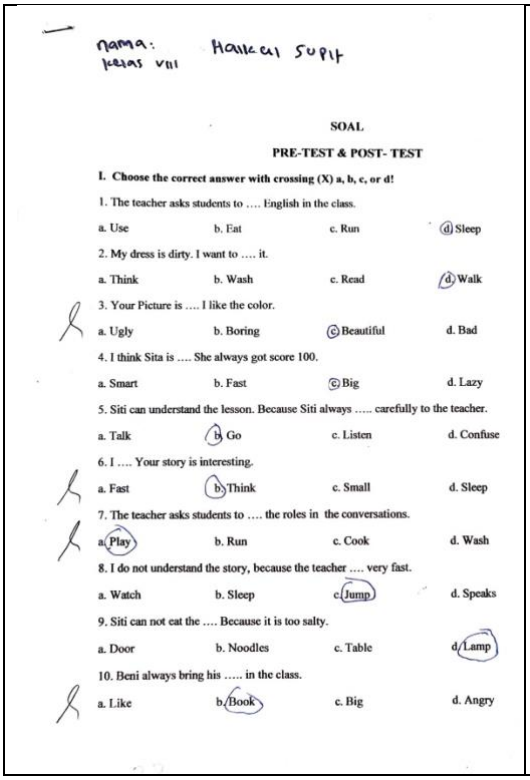
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen	Vegetable	Careful
Floor	Read	Wash
Write	Paper	clean
Dictionary	Drink	muscle
Take	Smart	Pale
go	Card	hand
Speak	People	Ready
Tidy	Big	Weak
		Angry



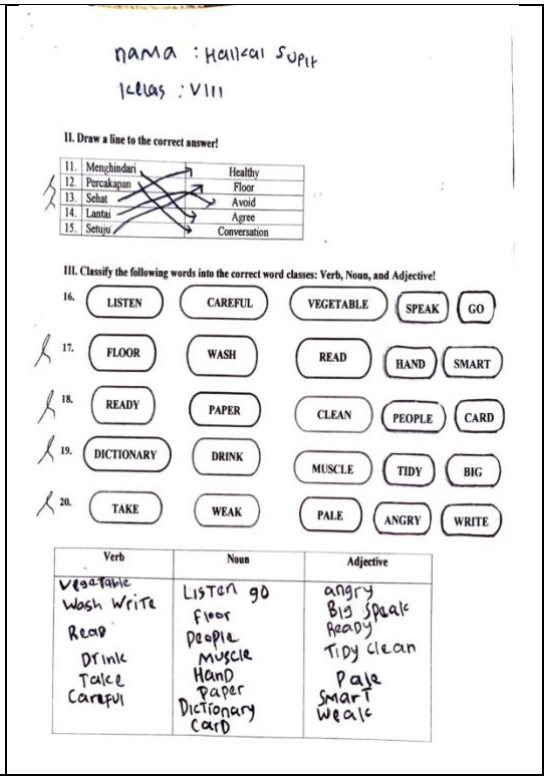
nama: Hallcal Supit
kelas VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run (d) Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read (d) Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast (c) Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk (b) Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast (b) Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. (Play) b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. (Jump) d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. (Lamp)
10. Beni always bring his ….. in the class.
    a. Like b. (Book) c. Big d. Angry



nama : Hallcal Supit
kelas : VIII

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

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17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Vegetable	Listen go	angry
Wash Write	floor	Big Speak
Read	People	Ready
Drink	Muscle	Tidy clean
Take	Hand	
Careful	Paper	Pale
	Dictionary	Smart
	Card	Weak

Nama: Cika C. Papulungan
Kelas : VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   (a) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   (a) Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk (b) Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast (b) Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   (a) Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door (b) Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
    (a) Like b. Book c. Big d. Angry

35

Nama : Cika C. Papulungan
Kelas: VIII

II. Draw a line to the correct answer!

11.	Menghindari		Healthy
12.	Percakapan		Floor
13.	Sehat		Avoid
14.	Lantai		Agree
15.	Setuju		Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

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17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb (kata kerja)	Noun (kata benda)	Adjective (kata sifat)
listen speak	Paper Hand	Careful Smart
Wash go	Floor big	Dictionary
Take Write	Drink	Clean Pale
muscle	Vegetable	Ready
Read Tidy	Card People	weak Angry

NAMA: Anugrah Lingke
kelas : VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think X Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   X Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go c. Listen X Confuse
6. I …. Your story is interesting.
   a. Fast X Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   X Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump X Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door X Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
    X Like b. Book c. Big d. Angry

Nama : Anugrah Lingke
kelas : VIII

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

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17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
listen speak Go Read wash Tidy muscle Take Dictionary Write	Vegetable Floor Paper hand Drink People card Big	careful Pale Clean Ready Weak Smart Angry

Nama : Nurlan Maani
kelas : VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think X Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast c. Big X Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   X Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   X Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook X Wash
8. I do not understand the story, because the teacher …. very fast.
   X Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table X Lamp
10. Beni always bring his ….. in the class.
    X Like b. Book c. Big d. Angry

Nama : Nurlan Maani
kelas : VIII

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen Wash Read Muscle Take Speak Go Write	Vegetable Floor Paper Drink Big Hand People Card Tidy	Careful ready Clean Dictionary Weak Smart Pale Angry

NAMA : muh. Rafa A. Pojoni
KELAS : VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use (b) Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   (a) Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go c. Listen (d) Confuse
6. I …. Your story is interesting.
   (a) Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep (c) Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles (c) Table d. Lamp
10. Beni always bring his ….. in the class.
    a. Like (b) Book c. Big d. Angry

NAMA : muh. Rafa A. Pojoni
KELAS : VIII

II. Draw a line to the correct answer!

11.	Menghindari	Healthy	12
12.	Percakapan	Floor	13
13.	Sehat	Avoid	14
14.	Lantai	Agree	15
15.	Setuju	Conversation	11

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN, CAREFUL, VEGETABLE, SPEAK, GO
17. FLOOR, WASH, READ, HAND, SMART
18. READY, PAPER, CLEAN, PEOPLE, CARD
19. DICTIONARY, DRINK, MUSCLE, TIDY, BIG
20. TAKE, WEAK, PALE, ANGRY, WRITE

Verb	Noun	Adjective
WRITE	hand	VEGETABLE
TAKE	PAPER	READY
DRink	SPEAK	pale Weak
careful	muscle	LISTEN
READ	DICTIONARY	Smart
Wash	FLOOR	BIG
	PEOPLE	CLEAN
	Go	TIDY ANGRY
	CARD	

arzilanda putra pahlevigan
KLS : 8

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use X Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read X Walk
3. Your Picture is …. I like the color.
   X Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart X Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go X Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think c. Small X Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run X Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch X Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   X Door b. Noodles X Table d. Lamp
10. Beni always bring his ….. in the class.
    a. Like b. Book X Big d. Angry

arzilanda putra pahlevigan
kls:8

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN, CAREFUL, VEGETABLE, SPEAK, GO
17. FLOOR, WASH, READ, HAND, SMART
18. READY, PAPER, CLEAN, PEOPLE, CARD
19. DICTIONARY, DRINK, MUSCLE, TIDY, BIG
20. TAKE, WEAK, PALE, ANGRY, WRITE

Verb	Noun	Adjective
Vegetable	CAREFUL PAPER	LISTEN
Wash	floor	ready
read	card people	go muscle
dictionary	drink	pale
take Write	speak	weak
Tidy	Hand	Angry Smart
	Big	clean

Nama : Fadil : [illegible]
Kelas : VIII

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SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.

a. Use X Eat c. Run d. Sleep

2. My dress is dirty. I want to …. it.

a. Think X Wash c. Read d. Walk

3. Your Picture is …. I like the color.

a. Ugly b. Boring X Beautiful d. Bad

4. I think Sita is …. She always got score 100.

a. Smart b. Fast X Big d. Lazy

5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.

a. Talk X Go c. Listen d. Confuse

6. I …. Your story is interesting.

X Fast b. Think c. Small d. Sleep

7. The teacher asks students to …. the roles in the conversations.

X Play b. Run c. Cook d. Wash

8. I do not understand the story, because the teacher …. very fast.

X Watch b. Sleep c. Jump d. Speaks

9. Siti can not eat the …. Because it is too salty.

a. Door b. Noodles X Table d. Lamp

10. Beni always bring his ….. in the class.

X Like b. Book c. Big d. Angry

15

Nama : Fadil : [illegible]
Kelas : VIII(8)

I. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
READ WASH PALE DRINK CAREFUL	WEAK SPEAK TAKE FLOOR LISTEN HAND DICTIONARY. MUSCLE PAPER ANGRY PEOPLE CARD	READY GO VEGETABLE [illegible] SMART TIDY BIG WRITE CLEAN

NAMA: WAHYU MOUDDOMPIT
KELAS: VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.

a. Use X Eat c. Run d. Sleep

2. My dress is dirty. I want to …. it.

X Think b. Wash c. Read d. Walk

3. Your Picture is …. I like the color.

a. Ugly X Boring c. Beautiful d. Bad

4. I think Sita is …. She always got score 100.

a. Smart b. Fast X Big d. Lazy

5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.

X Talk b. Go c. Listen d. Confuse

6. I …. Your story is interesting.

a. Fast b. Think X Small d. Sleep

7. The teacher asks students to …. the roles in the conversations.

a. Play X Run c. Cook d. Wash

8. I do not understand the story, because the teacher …. very fast.

a. Watch b. Sleep c. Jump X Speaks

9. Siti can not eat the …. Because it is too salty.

a. Door X Noodles c. Table d. Lamp

10. Beni always bring his ….. in the class.

a. Like b. Book X Big d. Angry

NAMA: WAHYU MOUDDOMPIT
KELAS: VIII

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
VEGETABLE READ WASH CLEAN CARD DRINK TAKE WRITE	LISTEN CAREFUL FLOOR HAND READY DICTIONARY MUSCLE	SPEAK GO SMART PEOPLE PAPER TIDY BIG WEAK PALE ANGRY

Nama : Muhamad Hanif Asyiin
Kelas: VIII : (B) : Delapan

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SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think X b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast X c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk X b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast X b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run X c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump X d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles X c. Table d. Lamp
10. Beni always bring his ….. in the class.
    X a. Like b. Book c. Big d. Angry

Nama: Muhamad Hanif Asyiin
Kls: VIII / B : Delapan

II. Draw a line to the correct answer!

11.	Menghindari		Healthy
12.	Percakapan		Floor
13.	Sehat		Avoid
14.	Lantai		Agree
15.	Setuju		Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

	Verb	Noun	Adjective
16.	VEGETABLE	[illegible]	LISTEN SPEAK
17.	WASH READ	FLOOR HAND	SMART
18.	[illegible]	PAPER CARD PEOPLE	CLEAN READY
19.	MUSCLE	Big Tidy	DRINK DICTIONARI
20.	PALE WEAK	TAKE ANGRY	WRITE

Name=Alif P.c. Mokodompit
Kelas = VIII
Tgl = 30/10/2023

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SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run (d) Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read (d) Walk
3. Your Picture is …. I like the color.
   (a) Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast (c) Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk (b) Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think (c) Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump (d) Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles (c) Table d. Lamp
10. Beni always bring his ….. in the class.
    a. Like (b) Book c. Big d. Angry

Name=Alif P.c. Mokodompit
Kelas=VIII
Tgl = 30/10/2023

II. Draw a line to the correct answer!

11.	Menghindari		Healthy
12.	Percakapan		Floor
13.	Sehat		Avoid
14.	Lantai		Agree
15.	Setuju		Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
CAREFUL	LISTEN Speak	VEGETABLE
Read	FLOOR CARD	TIDY SMART
WASH	Paper People	Ready Clean
Drink	Dictionary	BIG
Weak	Muscle HAND	TAKE
ANGRY PALE		GO WRITE

Nama : Patrisia Nurul wf ali

kelas : VIII (8).

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk b. Go c. Listen d. Confuse
6. I .... Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
   a. Like b. Book c. Big d. Angry

Patrisia Nurul wf ali

VIII (8).

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
listen Speak go	Vegetable	careful
read	Floor hand	Smart
Wash	Paper Card People	ready Clean
dictionar big	Drink Tidy	Muscle
Pale angry	Weak. Write	Take
kata kerja	kata Benda	kata sifat

Nama : Moh Dzaki Binangah Pataskuga

KIS : VIII(8)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk b. Go c. Listen d. Confuse
6. I .... Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
   a. Like b. Book c. Big d. Angry

Nama Moh Dzaki Binangah pataskuga

KIS : VIII(8)

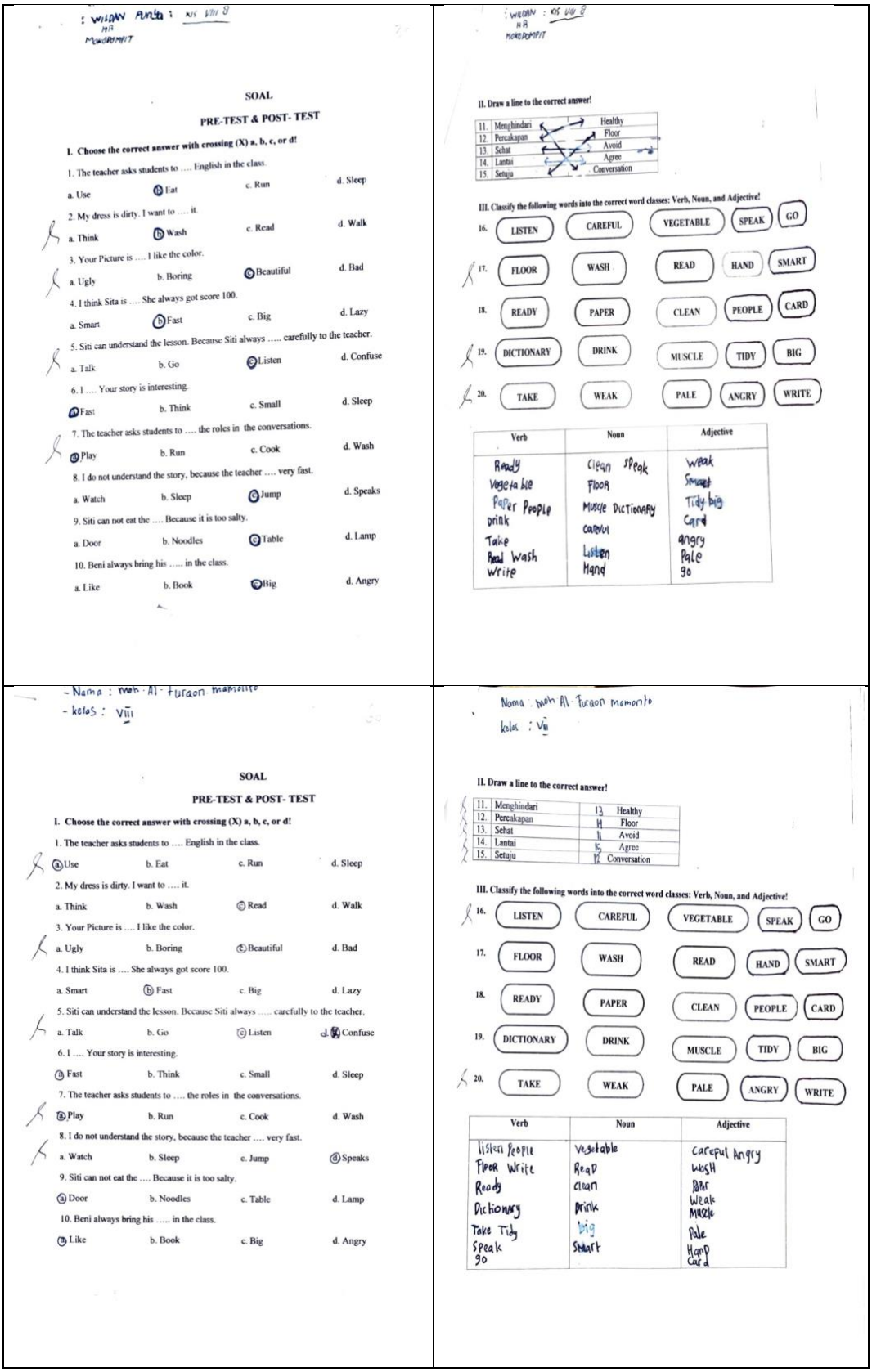
II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
People	Wash. Smart	Vegetable Angry
Clean	Ready Listen	Tidy Card
Floor	Dictionary	Big Speak
hand	Careful	paper
Drink	go Read	Pale
Take	Muscle	Weak
Write		



: WILDAN Aunta : KIS VIII 8
HR
MOKODOMPIT

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   a. Use (b) Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   a. Smart (b) Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk b. Go (c) Listen d. Confuse
6. I .... Your story is interesting.
   (a) Fast b. Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep (c) Jump d. Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door b. Noodles (c) Table d. Lamp
10. Beni always bring his ..... in the class.
   a. Like b. Book (c) Big d. Angry

: WILDAN : KIS VIII 8
HR
MOKODOMPIT

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Ready	Clean Speak	weak
Vegetable	Floor	Smart
Paper People	Muscle Dictionary	Tidy big
drink	Careful	Card
Take	Listen	angry
Read Wash	Hand	Pale
Write		go

- Nama : moh. Al-furaon mamonto
- kelas : VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (a) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think b. Wash (c) Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   a. Smart (b) Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk b. Go (c) Listen d. (X) Confuse
6. I .... Your story is interesting.
   (a) Fast b. Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep c. Jump (d) Speaks
9. Siti can not eat the .... Because it is too salty.
   (a) Door b. Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
   (a) Like b. Book c. Big d. Angry

Nama : moh Al-Furaon mamonto
kelas : VII

II. Draw a line to the correct answer!

11.	Menghindari	13	Healthy
12.	Percakapan	14	Floor
13.	Sehat	11	Avoid
14.	Lantai	15	Agree
15.	Setuju	12	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
listen People	Vegetable	careful Angry
Floor Write	Read	wash
Ready	clean	Paper
Dictionary	Drink	Weak
Take Tidy	big	Muscle
Speak	Smart	Pale
go		Hand
		Card

Nama : DION A - P
Kelas : VIII (8)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like b. Book c. Big d. Angry

Nama : Dion A-P
Kelas : VIII (8)

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Take	Drink	Muscle
Dictionary	Floor	weak
Read Wash	Clean	pale
Paper	hand	vegetable
Ready	Carefu	Smart
Write	listen	angry
Tidy	big	People
	speak	Card go

NAMA: Rahmat hidayat Rewa kls: VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
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   a. Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like b. Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
vegetable	carefull	listen
read	Floor	pale
~~[illegible]~~	Drink	weak
muscle	people	Ready
take	Paper	Dictionary
Wash	Hand	Smart
Big	Card	Clean
Write	Tidy	angry
	go	speak

nama MOHAMAD Fobrindi Mamonto
kls : VIII : 8

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
a. Use b. Eat c. Run ~~d.~~ Sleep

2. My dress is dirty. I want to …. it.
~~a.~~ Think b. Wash c. Read d. Walk

3. Your Picture is …. I like the color.
a. Ugly ~~b.~~ Boring c. Beautiful d. Bad

4. I think Sita is …. She always got score 100.
a. Smart b. Fast ~~c.~~ Big d. Lazy

5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
a. Talk b. Go ~~c.~~ Listen d. Confuse

6. I …. Your story is interesting.
a. Fast ~~b.~~ Think c. Small d. Sleep

7. The teacher asks students to …. the roles in the conversations.
~~a.~~ Play b. Run c. Cook d. Wash

8. I do not understand the story, because the teacher …. very fast.
a. Watch ~~b.~~ Sleep c. Jump d. Speaks

9. Siti can not eat the …. Because it is too salty.
a. Door ~~b.~~ Noodles c. Table d. Lamp

10. Beni always bring his ….. in the class.
a. Like b. Book ~~c.~~ Big d. Angry

NAMA: Fobrindi Mamonto
kls : VIII : 8

II. Draw a line to the correct answer!

11.	Menghindari	11	6	Healthy
12.	Percakapan	12	4	Floor
13.	Sehat	13	3	Avoid
14.	Lantai	14	11	Agree
15.	Setuju	15	12	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Kerja	Kanan	Sifat
16. Careful Vegetable	16. Speak	16. Listen go
17. Hand Smart	17. Read Wash	17. Floor
18. Paper People	18. Clean Ready	18. Card
19. Drink	19. Dictionary muscle	19. Tidy big
20. Take Write	20.	20. Weak Pale Angry

Nama Muhamad Taufik Mkb

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
~~a.~~ Use b. Eat c. Run d. Sleep

2. My dress is dirty. I want to …. it.
a. Think b. Wash ~~c.~~ Read d. Walk

3. Your Picture is …. I like the color.
a. Ugly ~~b.~~ Boring c. Beautiful d. Bad

4. I think Sita is …. She always got score 100.
a. Smart b. Fast c. Big ~~d.~~ Lazy

5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
a. Talk b. Go ~~c.~~ Listen d. Confuse

6. I …. Your story is interesting.
a. Fast ~~b.~~ Think c. Small d. Sleep

7. The teacher asks students to …. the roles in the conversations.
~~a.~~ Play b. Run c. Cook d. Wash

8. I do not understand the story, because the teacher …. very fast.
a. Watch b. Sleep c. Jump ~~d.~~ Speaks

9. Siti can not eat the …. Because it is too salty.
a. Door b. Noodles ~~c.~~ Table d. Lamp

10. Beni always bring his ….. in the class.
a. Like ~~b.~~ Book c. Big d. Angry

Toufik mkb

II. Draw a line to the correct answer!

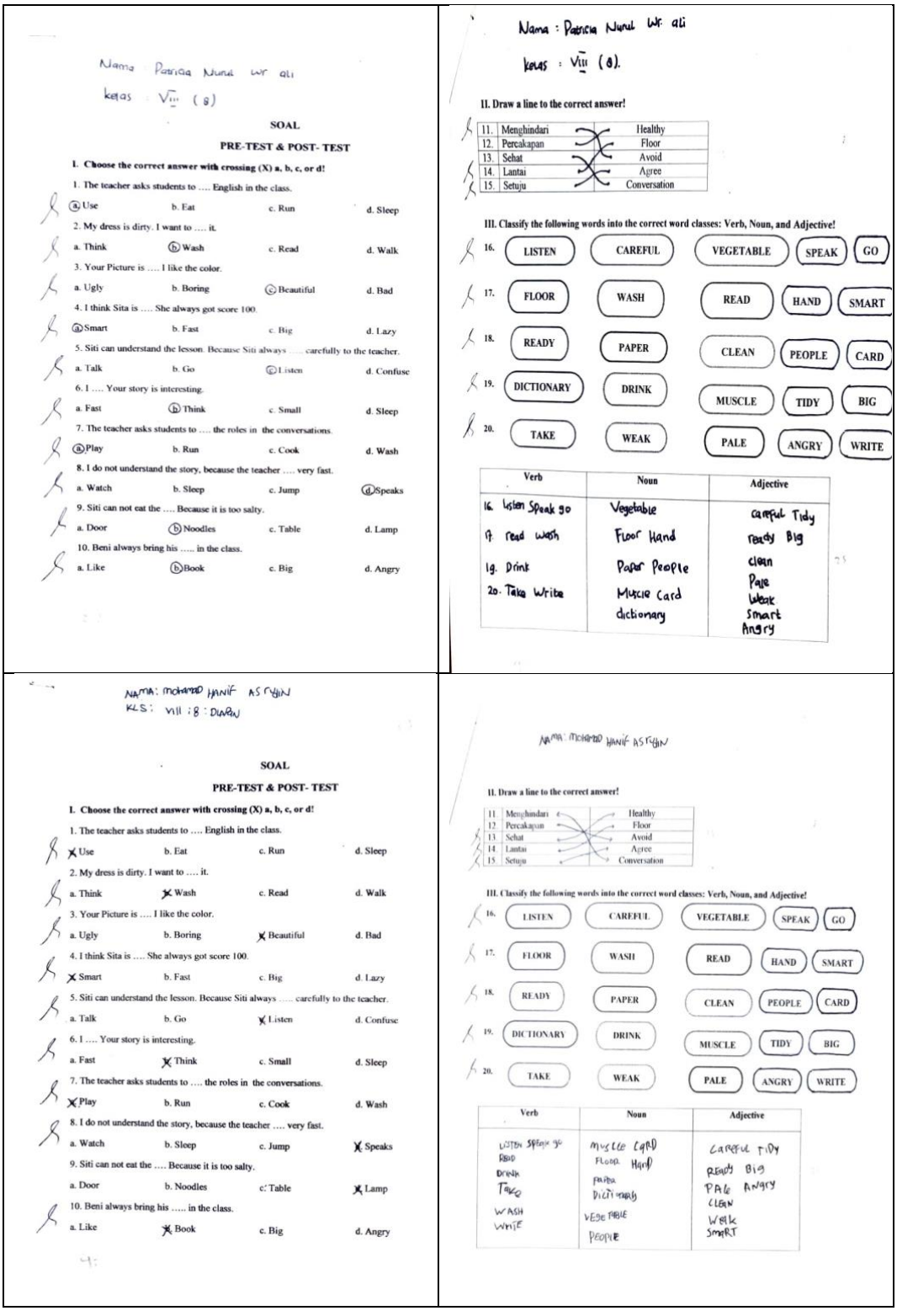
11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Careful	Listen go	Speak vegetable
Wash Read	Floor Hand	Smart
Clean Paper	Ready	People Card
Muscle Tidy	Drink big	Dictionary
Pale angry	Take Weak	Write

Students' Worksheet of Post-Test Cycle 1 Meeting 1



Nama : Patricia Nurul Wr ali

kelas : VIII (8)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like b. Book c. Big d. Angry

Nama : Patricia Nurul Wr. ali

kelas : VIII (8).

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
16. listen Speak go	Vegetable	careful Tidy
17. read wash	Floor Hand	ready Big
19. Drink	Paper People	clean
20. Take Write	Muscle Card	Pale
	dictionary	Weak
		Smart
		Angry

NAMA: MOHAMAD HANIF AS RUHIN

KLS: VIII : 8 : DINAN

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think X Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   X Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go X Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast X Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   X Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump X Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table X Lamp
10. Beni always bring his ….. in the class.
   a. Like X Book c. Big d. Angry

NAMA: MOHAMAD HANIF AS RUHIN

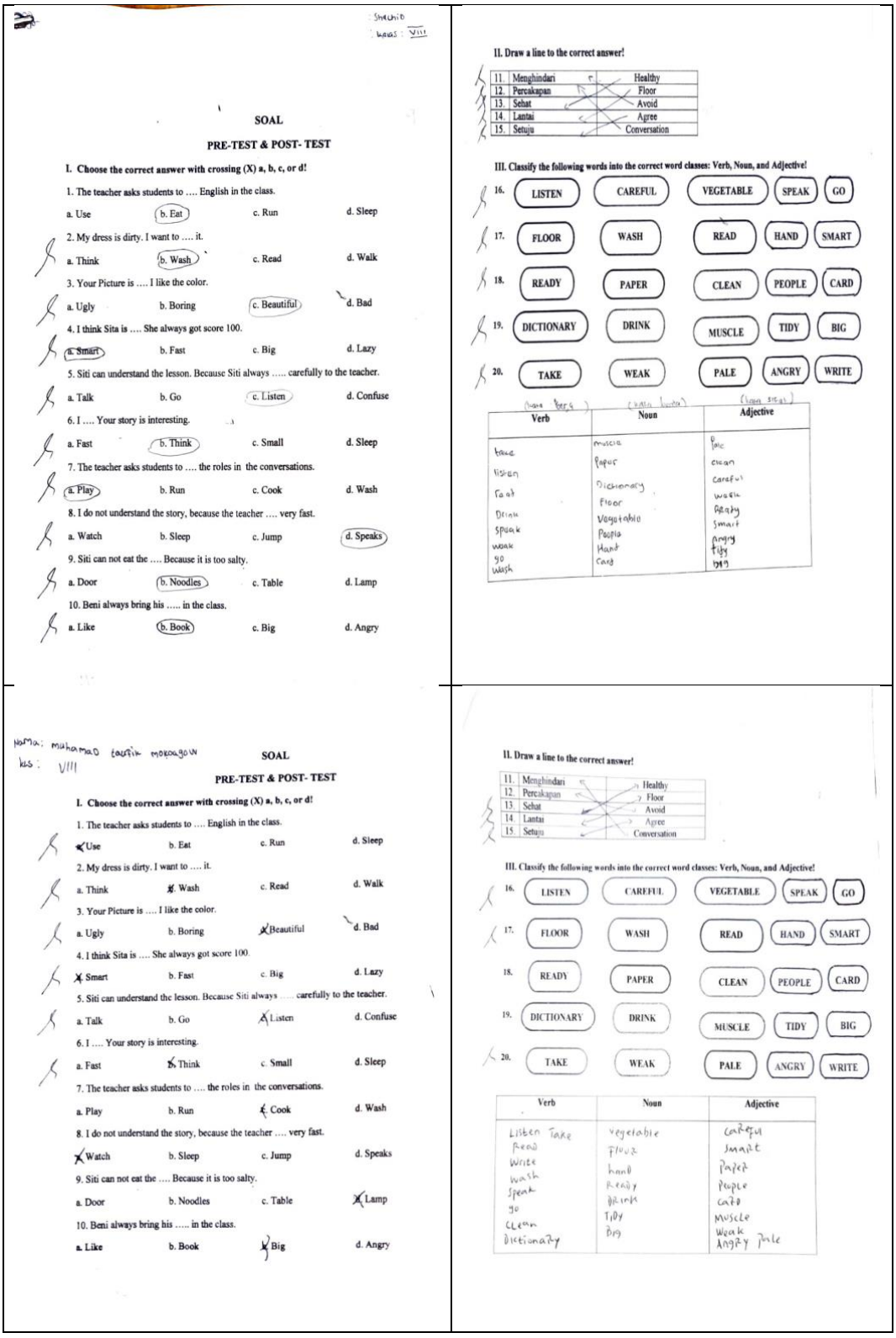
II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
LISTEN SPEAK GO	MUSCLE CARD	CAREFUL TIDY
READ	FLOOR HAND	READY BIG
DRINK	PAPER	PALE ANGRY
TAKE	DICTIONARY	CLEAN
WASH	VEGETABLE	WEAK
WRITE	PEOPLE	SMART



Shechio
kelas : VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
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9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like b. Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

(kata kerja) (kata kuda) (kata sifat)

Verb	Noun	Adjective
take	muscle	Pale
listen	Paper	clean
read	Dictionary	careful
Drink	Floor	weak
speak	Vegetable	Ready
weak	People	Smart
go	Hand	Angry
wash	Card	tidy
		big

Nama: muhamad tasfik mokoagow
kls: VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
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   a. Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like b. Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen Take	vegetable	careful
Read	Floor	Smart
Write	hand	Paper
wash	Ready	People
speak	Drink	card
go	Tidy	Muscle
Clean	Big	Weak
Dictionary		Angry Pale

Farhan Makalalag
VIII (8)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (b) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   (a) Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   (a) Talk b. Go c. Listen d. Confuse
6. I .... Your story is interesting.
   a. Fast (b) Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep c. Jump (d) Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door (b) Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a. Like b. Book c. Big (d) Angry

Farhan Makalalag
VIII (8)

II. Draw a line to the correct answer!

11.	Menghindari	Healthy : Sehat
12.	Percakapan	Floor : Lantai
13.	Sehat	Avoid : menghindari
14.	Lantai	Agree : setuju
15.	Setuju	Conversation : percakapan

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen	Vegetable	Careful
Wash	Floor	Ready
Read	Paper	Clean
Drink	Dictionary	Weak
Take	Muscle	Pale
Speak	People	Angry
Write	Hand	Smart
go	Card	Tidy
		Big

Nurtan Maoni
Kelas : VIII (8)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (X) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think (X) Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring (X) Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   (X) Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk b. Go c. Listen (X) Confuse
6. I .... Your story is interesting.
   a. Fast (X) Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   (X) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep (X) Jump d. Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door (X) Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a. Like (X) Book c. Big d. Angry

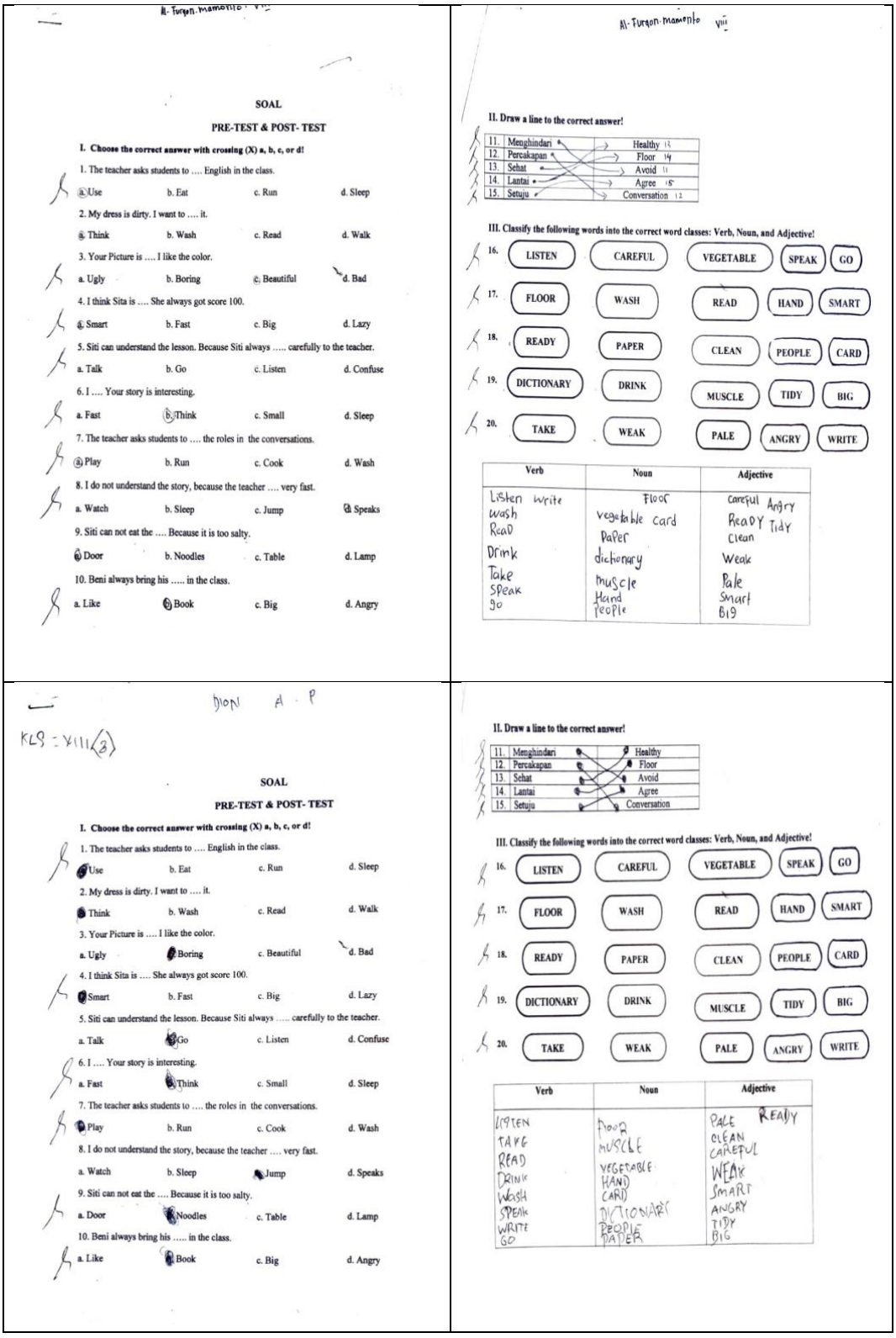
II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

	Verb	Noun	Adjective
16.	Listen Speak go	Vegetable	Careful
17.	Wash and Read	Floor Hand	Smart
18.		Paper People Card	Ready and Clean
19.	Drink	Dictionary and Muscle	Tidy and Big
20.	Take Write		Weak angry Pale



SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   a. Smart b. Fast c. Big d. Lazy
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   a. Talk b. Go c. Listen d. Confuse
6. I …. Your story is interesting.
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7. The teacher asks students to …. the roles in the conversations.
   a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
    a. Like b. Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	Healthy	13
12.	Percakapan	Floor	14
13.	Sehat	Avoid	11
14.	Lantai	Agree	15
15.	Setuju	Conversation	12

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen write wash Read Drink Take Speak go	Floor vegetable card Paper dictionary muscle Hand People	careful Angry Ready Tidy Clean Weak Pale Smart Big

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring c. Beautiful d. Bad
4. I think Sita is …. She always got score 100.
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   a. Talk b. Go c. Listen d. Confuse
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   a. Play b. Run c. Cook d. Wash
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10. Beni always bring his ….. in the class.
    a. Like b. Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	Healthy	
12.	Percakapan	Floor	
13.	Sehat	Avoid	
14.	Lantai	Agree	
15.	Setuju	Conversation	

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
LISTEN TAKE READ DRINK WASH SPEAK WRITE GO	floor MUSCLE VEGETABLE HAND CARD DICTIONARY PEOPLE PAPER	PALE READY CLEAN CAREFUL WEAK SMART ANGRY TIDY BIG

MOH FABRIANDI MAMONTO

Ebi

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.

a. Use b. Eat c. Run d. Sleep

2. My dress is dirty. I want to .... it.

a. Think b. Wash c. Read d. Walk

3. Your Picture is .... I like the color.

a. Ugly b. Boring c. Beautiful d. Bad

4. I think Sita is .... She always got score 100.

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a. Talk b. Go c. Listen d. Confuse

6. I .... Your story is interesting.

a. Fast b. Think c. Small d. Sleep

7. The teacher asks students to .... the roles in the conversations.

a. Play b. Run c. Cook d. Wash

8. I do not understand the story, because the teacher .... very fast.

a. Watch b. Sleep c. Jump d. Speaks

9. Siti can not eat the .... Because it is too salty.

a. Door b. Noodles c. Table d. Lamp

10. Beni always bring his ..... in the class.

a. Like b. Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	11 13	Healthy
12.	Percakapan	12 14	Floor
13.	Sehat	13 11	Avoid
14.	Lantai	14 15	Agree
15.	Setuju	15 12	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO

17. FLOOR WASH READ HAND SMART

18. READY PAPER CLEAN PEOPLE CARD

19. DICTIONARY DRINK MUSCLE TIDY BIG

20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
kerja listen speak go 17. WASH. READ 18. 19. Drink 20. Take. write	Lemon 16 VEGETABLE 17. FLOOR HAND 18 PAPER PEOPLE CARD 19 DICTIONARY. MUSCLE 20.	Sifat 16. CAREFUL 17. SMART 18. READY. CLEAN 19 TIDY big 20 PALE Weak ANGRY

MOH. DJAWI SINGGAR PRATAMA

PM 8

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.

(a) Use b. Eat c. Run d. Sleep

2. My dress is dirty. I want to .... it.

a. Think (b) Wash c. Read d. Walk

3. Your Picture is .... I like the color.

a. Ugly b. Boring (c) Beautiful d. Bad

4. I think Sita is .... She always got score 100.

(a) Smart b. Fast c. Big d. Lazy

5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.

a. Talk b. Go (c) Listen d. Confuse

6. I .... Your story is interesting.

a. Fast (b) Think c. Small d. Sleep

7. The teacher asks students to .... the roles in the conversations.

(a) Play b. Run c. Cook d. Wash

8. I do not understand the story, because the teacher .... very fast.

a. Watch b. Sleep c. Jump (b) Speaks

9. Siti can not eat the .... Because it is too salty.

a. Door (b) Noodles c. Table d. Lamp

10. Beni always bring his ..... in the class.

a. Like (b) Book c. Big d. Angry

MOH. DJAWI SINGGAR PRATAMA

PM 8

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO

17. FLOOR WASH READ HAND SMART

18. READY PAPER CLEAN PEOPLE CARD

19. DICTIONARY DRINK MUSCLE TIDY BIG

20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen Take Wash Drink Speak Read Write go	Rumah Pepe Vegetable Dictionary hand People card Muscle	Ready Clean Pale Angry Weak Careful Smart Tidy big

Fadlan Dzumaat
Kls : 8 VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (a) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b Boring (c) Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   (a) Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk b. Go (c) Listen d. Confuse
6. I .... Your story is interesting.
   a. Fast (b) Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   (a) Watch b. Sleep c. Jump d. Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door (b) Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a. Like (b) Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari		Healthy
12.	Percakapan		Floor
13.	Sehat		Avoid
14.	Lantai		Agree
15.	Setuju		Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN, CAREFUL, VEGETABLE, SPEAK, GO
17. FLOOR, WASH, READ, HAND, SMART
18. READY, PAPER, CLEAN, PEOPLE, CARD
19. DICTIONARY, DRINK, MUSCLE, TIDY, BIG
20. TAKE, WEAK, PALE, ANGRY, WRITE

Verb	Noun	Adjective
Read Wash Take Drink Write go listen Speak	Muscle Floor People Bike Vegetable Dictionary hand card	Pale Clean weak Ready Careful smart Angry Tidy Big

bhs inggris

Nama: Cika capriasa Paputungan
Kelas: VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (a) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   (a) Smart b. Fast c. Big d. Lazy
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7. The teacher asks students to .... the roles in the conversations.
   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep c. Jump (d) Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door (b) Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a. Like (b) Book c. Big d. Angry

Nama: Cika capriasa Paputungan
Kelas : VIII

II. Draw a line to the correct answer!

11.	Menghindari		Healthy
12.	Percakapan		Floor
13.	Sehat		Avoid
14.	Lantai		Agree
15.	Setuju		Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN, CAREFUL, VEGETABLE, SPEAK, GO
17. FLOOR, WASH, READ, HAND, SMART
18. READY, PAPER, CLEAN, PEOPLE, CARD
19. DICTIONARY, DRINK, MUSCLE, TIDY, BIG
20. TAKE, WEAK, PALE, ANGRY, WRITE

Verb	Noun	Adjective
listen speak go wash Read Drink Take write	Vegetable floor Hand Paper People card Dictionary muscle	Careful Smart Ready Tidy Adjective Clean weak big Pale Angry

WILDAN H.R mokodompit
VIII 8

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   X a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think X b. Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring X c. Beautiful d. Bad
4. I think Sita is .... She always got score 100.
   X a. Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk X b. Go c. Listen d. Confuse
6. I .... Your story is interesting.
   a. Fast X b. Think c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   X a. Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch b. Sleep X c. Jump d. Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door X b. Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a. Like b. Book c. Big X d. Angry

: Wildan H.R mokodompit
: VIII 8

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Read Speak	Vegetable People	careful Tidy
wash go	Dictionary Card	clean Big
Drink	Muscle	Pale Angry
Take	Paper	Weak
Write	Floor	Ready
Listen	Hand	Smart

NAMA=RAHMAT HIDAYAT REWA

kls' VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   X (a. Use) b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think b. Wash X (c. Read) d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring X (c. Beautiful) d. Bad
4. I think Sita is .... She always got score 100.
   a. Smart X (b. Fast) c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ..... carefully to the teacher.
   a. Talk b. Go X (c. Listen) d. Confuse
6. I .... Your story is interesting.
   a. Fast X (b. Think) c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   X (a. Play) (Watch) b Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
   a. Watch X (b. Sleep) c. Jump d. Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door X (b. Noodles) (Table) Tuye d. Lamp
10. Beni always bring his ..... in the class.
    a. Like X (b. Book) c. Big d. Angry

RAHMAT HIDAYAT REWA

kls' VIII

II. Draw a line to the correct answer!

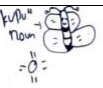
11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
listen	Floor	ready
take	Paper	Pale
wash	vegetables	weak
Drink	muscle	Careful
Speak	Dictionary	Tidy Clean
write	People	Smart
Read	Hand	Angry
go	Card	Big

Nama: ada haya
Kls : VIII (8) -D-



SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (a) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is .... She always got score 100.
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   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher .... very fast.
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9. Siti can not eat the .... Because it is too salty.
   a. Door (b) Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a (a) Like (b) Book c. Big d. Angry

Nama: ada haya
Sambungan.

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Take speak drink write go wash read listen	Floor hand muscle Paper People vegetable dictionary Card	weak angry Pale Tidy Clean big careful ready. Smart

Hallcal S VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (a) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think b. Wash (c) Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
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    a. Like (b) Book c. Big d. Angry

Hallcal S VIII

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

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17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen wash Read Drink Take Speak write go	~~Sakit~~ vegetables Floor Paper Dictionary Muscle Hand people card	careful Ready clean Weak pale Smart Angry Tidy big

RAFIQA KUNSI

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think X Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X Beautiful d. Bad
4. I think Sita is …. She always got score 100.
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   a. Talk b. Go X Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast X Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   X Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump X Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door X Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
    a. Like X Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

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17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen	Vegetable	Careful
Wash	Floor	Big
Drink	Paper	Ready
Take	~~Dictionary~~	Clean
Speak	Muscle	Weak
Go	People	Pale
Write	Hand	Tidy
Read	Card	Smart
		Angry

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   a. Use X Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   X Think b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X Beautiful d. Bad
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   a. Play X Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch X Sleep c. Jump d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door b. Noodles c. Table X Lamp
10. Beni always bring his ….. in the class.
    a. Like X Book c. Big d. Angry

WAHYU MAKDMPIT

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

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17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
GO	MUSCLE	CAREFUL
SPEAK	PEOPLE	SMART
WRITE	CARD	ANGRY
LISTEN	HAND	BIG TIDY
READ	DICTIONARY	WEAK
WASH	VEGETABLE	CLEAN
DRINK	FLOOR	PALE
TAKE	PAPER	READY

NAME=ALIF PC mokodompit
kelas = VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   (a) Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think (b) Wash c. Read d. Walk
3. Your Picture is .... I like the color.
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   a. Watch b. Sleep c. Jump (d) Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door (b) Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a. Like (b) Book c. Big d. Angry

nama=ALIF P.C. mokodompit
kelas=VIII

II. Draw a line to the correct answer!

11.	Menghindari	→	Healthy
12.	Percakapan	→	Floor
13.	Sehat	→	Avoid
14.	Lantai	→	Agree
15.	Setuju	→	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN, CAREFUL, VEGETABLE, SPEAK, GO
17. FLOOR, WASH, READ, HAND, SMART
18. READY, PAPER, CLEAN, PEOPLE, CARD
19. DICTIONARY, DRINK, MUSCLE, TIDY, BIG
20. TAKE, WEAK, PALE, ANGRY, WRITE

Verb (kata kerja)	Noun (kata benda)	Adjective (kata sifat)
Listen Wash Read drink take speak go write	Vegetable Floor hand Paper People dictionary muscle card	careful Ready tidy Clean Smart Weak big Pale angry

nama: arziLanda P. Paputungan

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to .... English in the class.
   a. Use b. Eat X c. Run d. Sleep
2. My dress is dirty. I want to .... it.
   a. Think X b. Wash c. Read d. Walk
3. Your Picture is .... I like the color.
   a. Ugly b. Boring c. Beautiful X d. Bad
4. I think Sita is .... She always got score 100.
   a. Smart b. Fast X c. Big d. Lazy
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   X a. Talk b. Go c. Listen d. Confuse
6. I .... Your story is interesting.
   a. Fast b. Think X c. Small d. Sleep
7. The teacher asks students to .... the roles in the conversations.
   X a. Play b. Run c. Cook d. Wash
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   a. Watch b. Sleep c. Jump X d. Speaks
9. Siti can not eat the .... Because it is too salty.
   a. Door X b. Noodles c. Table d. Lamp
10. Beni always bring his ..... in the class.
    a. Like b. Book c. Big X d. Angry

~~Azit~~ arziLanda putra PAPUTUNGAN
Class VIII C8

II. Draw a line to the correct answer!

11.	Menghindari	→	Healthy
12.	Percakapan	→	Floor
13.	Sehat	→	Avoid
14.	Lantai	→	Agree
15.	Setuju	→	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

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17. FLOOR, WASH, READ, HAND, SMART
18. READY, PAPER, CLEAN, PEOPLE, CARD
19. DICTIONARY, DRINK, MUSCLE, TIDY, BIG
20. TAKE, WEAK, PALE, ANGRY, WRITE

Verb	Noun	Adjective
Listen speak go wash and drink take write	Vegetable Floor hand paper people card dictionary and muscle	CAREFUL Smart angry Ready and clean Tidy and big Weak and Pale

Nama: Muh Fitra Papulungan
kls: VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think b. Wash (c) Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring (c) Beautiful d. Bad
4. I think Sita is …. She always got score 100.
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   (a) Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump (d) Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door (b) Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like (b) Book c. Big d. Angry

Muh Fitra Pptngn

II. Draw a line to the correct answer!

11.	Menghindari	Healthy 13
12.	Percakapan	Floor 14
13.	Sehat	Avoid 11
14.	Lantai	Agree 15
15.	Setuju	Conversation 12

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
listen	vegetable	careful
wash	floor	clean
speak	paper	ready
muscle	hand	dictionary
go	drink	weak pale
read	people	smart
take	card	angry
write	tidy	
big		

NAMA: muh. Raffa. A. Padomi
kelas: 8 (delapan) englis (eing)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X a. Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think X b. Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X c. Beautiful d. Bad
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   a. Talk b. Go X c. Listen d. Confuse
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   a. Fast X b. Think c. Small d. Sleep
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   a. Watch b. Sleep c. Jump X d. Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door X b. Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
   a. Like X b. Book c. Big d. Angry

Nama: muh. Raffa. A. Padomi
kelas: 8 (delapan) jan

II. Draw a line to the correct answer!

11.	Menghindari	Healthy 13
12.	Percakapan	Floor 14
13.	Sehat	Avoid 11
14.	Lantai	Agree 15
15.	Setuju	Conversation 12

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. LISTEN CAREFUL VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Read Go	vegetable	pale tidy
wash	muscle	clean big
take	floor hand	ready
listen	dictionary	weak
drink	paper	careful
write	people	smart
speak	card	angry

Nama : anugrah
kls : VIII

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think X Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly b. Boring X Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   X Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go X Listen d. Confuse
6. I …. Your story is interesting.
   a. Fast X Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   X Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump X Speaks
9. Siti can not eat the …. Because it is too salty.
   a. Door X Noodles c. Table d. Lamp
10. Beni always bring his ….. in the class.
    a. Like X Book c. Big d. Angry

II. Draw a line to the correct answer!

11.	Menghindari	Healthy
12.	Percakapan	Floor
13.	Sehat	Avoid
14.	Lantai	Agree
15.	Setuju	Conversation

III. Classify the following words into the correct word classes: Verb, Noun, and Adjective!

16. V LISTEN A CAREFUL N VEGETABLE SPEAK GO
17. FLOOR WASH READ HAND SMART
18. READY PAPER CLEAN PEOPLE CARD
19. DICTIONARY DRINK MUSCLE TIDY BIG
20. TAKE WEAK PALE ANGRY WRITE

Verb	Noun	Adjective
Listen	Vegetables	Careful
Wash	Floor hand	Ready
Read	Paper	Weak
go	Dictionary	Pale
Drink	muscle	Smart
Take	People	Angry
Write	card	Tidy
Speak		Big
		Clean

Nama: Fadil Lamanggau
kelas: VIII (8)

SOAL

PRE-TEST & POST- TEST

I. Choose the correct answer with crossing (X) a, b, c, or d!

1. The teacher asks students to …. English in the class.
   X Use b. Eat c. Run d. Sleep
2. My dress is dirty. I want to …. it.
   a. Think X Wash c. Read d. Walk
3. Your Picture is …. I like the color.
   a. Ugly X Boring X Beautiful d. Bad
4. I think Sita is …. She always got score 100.
   X Smart b. Fast c. Big d. Lazy
5. Siti can understand the lesson. Because Siti always ….. carefully to the teacher.
   a. Talk b. Go X Listen d. Confuse
6. I …. Your story is interesting.
   X Fast b. Think c. Small d. Sleep
7. The teacher asks students to …. the roles in the conversations.
   X Play b. Run c. Cook d. Wash
8. I do not understand the story, because the teacher …. very fast.
   a. Watch b. Sleep c. Jump X Speaks
9. Siti can not eat the …. Because it is too salty.
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go	write	Smart
	card	Angry

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Senior High School	: MAN Model 1 Manado	(2016-2019)

Manado,

The Researcher,

Adisty Indriyani Ngatenan