CHAPTER I

INTRODUCTION

This chapter presented the background of the study, problems of the study, objective of the study, hypotheses of the study, variable of the study,scope and limitation of the study, assumption of the study, significance of the study, operational definition of key terms, frame of discussion.

A. Background of the Study

Language is an important tool and a very useful thing for human being to communicate with other people. By using language, people are able to talk and understand each other. Language also plays an important role in improving students' intelligence and social. Language helps students gain success in every subject at school. By learning language, students are expected to be acquainted with themselves, others, theirs cultures.

In Indonesia, English is one of the foreign languages that must be learn in school from the level of elementary until the level of university. As the other languages, English has certain skills which are needed to be learned. The skills are listening, speaking, reading, and writing. These four achievements are related to each other. That is important point to communicate in English well.

Writing is one of skills which is very important in English competence. Writing is as a process to get product that is influenced by some elements such as vocabularies, grammar organization, spelling and punctuation. In

English writing, students have to know and understand those elements. Students are expected to be able to express the meaning in the form of written text like short functional text or form of narrative, procedural, descriptive, report and recount.

There are four basic skills in English. They are: Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other language) are dependent on Listening (Jonatan, 2009:39). Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated that it seems at first and involves more than just pronouncing words. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thought in a structured way (https://rahelcynthia.wordpress.com/2013/06/28/four-skill-in-the-english-language/.com (14-06-2015)).

Writing is one of the language skills that will never be left in education. According to Oxford Advance Learner's Dictionary that writing is the activity or occupation of writing e.g. books, stories or articles (Hornby, 1995:

1383). Based on that definition, the writer concludes that writing is an activity and process of arranging the words or sentences to some paragraphs or text.

Writing is commonly a difficult activity for most people, both in mother tongue and in foreign language. It can be seen by problems which are caused by writing under three heading - psychological, linguistics and cognitive – although these inevitably overlap to some extent (Byrne, 1984:3). In addition, writing is not only master grammar and vocabularies, but also part of classes and kinds of text. So, they can make simple sentences to be a paragraph.

Crossword is a puzzle consisting of a gird of squares and blank into which words crossing vertically and horizontally are written according to clues: 'she settled down to do the crossword' (http://www.oxforddictionaries.com/definition/english/crossword.com (14-06-2015)).

By looking at the importance of writing, the writer would like to do a research about the effect of using a game to learn writing. And crossword puzzle game with picture clue is one of unique technique in teaching English writing for students. This game is unique because the crossword puzzle game can help the students to find new words by arrange the letters which there are in column of crossword correctly until formed a word. Crossword puzzle game is a game with the form a quadrangle consisting of column black and white and also completed by two lanes that is across (a collection of box shaped one line and some column) and down (a collection of box one column and few lines). It usually uses some clues.

In the the eleventh grade of high school, the basic competence that should be achieved in the writing English subject is that students have the ability to develop and produce many kinds of written form according to what they have learnt. Many students especially the eleventh grade students have difficulties in writing descriptive text. The difficulties faced by the students are mostly in organizing a story based on the generic structure of descriptive text and writing the text in the right grammar based on the language feature of descriptive text.

This research expects to the study give one alternative way to solve the problem faced by the eleventh grade students in writing descriptive text. The writer chosen MA Hidayatul Insan Palangka Raya as setting of the research because the writer wants to prove the teaching and learning method since the students of MA Hidayatul Insan Palangka Raya still have problems in writing English especially in descriptive text. To make them interested and motivated in learning, the writer suggests the English teacher should use media in their teaching and learning process. Using appropriate media in teaching and learning process, it is will expect that the students' learning achievement increase.

Based on the background which is explained above, the writer was interested in conducting a research on the effectiveness of using crossword puzzle game with picture in teaching writing for her thesis.

Several problems about students' writing mastery such as difficulties in understanding the meaning of words, difficulties in writing correctly, the

students could not writing sentence correctly, and the students could not write and understand the paragraph well. Based on the result of the observation the teacher said thathe never used the crossword puzzle media in teaching-learning English in MA Hidayatul Insan Palangka Raya.

There are two reasons the writer choose the topic of the study as follow:

1. To make students interested and motivated in learning because most of English teachers less in using media in their teaching and learning process. As we know that using media, especially crossword puzzle with picture in teaching and learning process can be more interesting, more persuasive, more incredible, and focusing audience attention.

2. The use of using crossword puzzle with picture can help the students to write easily and interesting.

From the background above, the writer is interestedin investigating a research entitles: **"The Effectiveness of Using Crossword Puzzle Game with Picture in Teaching Writing atThe Eleventh Grade Students of MA Hidayatul Insan Palangka Raya."**

B. Problem of the Study

Based on the background of the study above, the writer states the problem of the study:

Does teaching using crossword puzzle game with picture give effect in teaching writing at the eleventh grade students of MA Hidayatul Insan Palangka Raya?

C. Objective of the study

Based on the statement of the problems above, the writer's purposesare:

The objective of the study is to measure the effectiveness of teaching writing of using crossword puzzle game with picture at the eleventh grade students of MA Hidayatul InsanPalangka Raya.

D. Hypotheses of the study

The hypotheses are dividing into two categories; they are alternative hypothesis and null hypothesis (Mackey and M. Gass, 2005:100).

1. Alternative hypothesis (H_a)

   Teaching using crossword puzzle game with picture give effect on the student's writing scores at the eleventh grade students at MA Hidayatul Insan Palangka Raya.

2. Null hypothesis (H_o)

   Teaching using crossword puzzle game with picturedoes not give effect on the student's writing scores at the eleventh grade students at MA Hidayatul Insan Palangka Raya.

E. Variable of the Study

A variable is construct or a characteristic that can take on different values or scores. The most important classification of variables is on the basis of their use within the research under consideration, when they are classified as independent variables and dependent variables. Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variables, which is the outcome. In Experiment study, the treatment is the independent variable and the outcome is the dependent variable (Donal, 2010:37).

The Variables of this research are:

1. Independent Variable: Crossword puzzle game with picture (X)
2. Dependent variable: Teaching Writing (Y)

F. Scope and Limitation of the study

The study is to measure the effect of teaching writing descriptive text using crossword puzzle game with picture. The study was conducted at the eleventh grade students of MA Hidayatul Insan Palangka Raya.The number of population is 73 students and the number of sample is 48 students. It was consist of class XI IPA is 24 students as experiment group and class XI Bahasa is 24 students as control group.

G. Assumption of the study

1. Crossword puzzle game with picture is effective to improve the students writing descriptive text.

2. The student's writing score of descriptive text will improve by using crossword.

H. Significances of the Study

This study is significant for two reasons; theoretically and practically.

1. Theoretically

Theoritically, as the support for the theory which state in teaching strategies, references for the other writer who are interested in investigating the teaching vocabulary using crossword puzzle game with picture.

2. Practically

The writer expects to give contribution to the English teacher about the important of media in supporting teaching process especially Writing goals. For the students by learning writing using media will provide motivation so that student can learn easily and increase their ability in English writing.

I. **Operational Definition of Key Terms**

There are some key terms in this study which are clarified in order to avoid misunderstanding about the terms:

1. The Effect

    It means "*influence*". According to the Oxford dictionary, it is change caused by something; result. The effect in this research is whether using crossword puzzle game with picture clue on students' writing ability is success if the score of the experimental group that given treatment is higher than control group and it is failed if the score of control group is same or higher than experiment group (Oxford Dictionary, 2000 : 138).

2. The crossword puzzle game with picture

    Crossword puzzle game is a group of blank squares in which the blank in thepattern are to be filled with words reading across and down, the words being found from the clue. In this study, the crossword puzzle game with picture clue was used as media in teaching writing. The way is, the students was given crossword puzzle game with some pictures as clue and then the students was asked for to fill column of crossword based on the pictures that have been provided.

3. Teaching media

    Teaching media is everything that teacher can use in teaching and learning activity to get what the teacher wants to transfer and gives to

the students. In this study teaching media is crossword puzzle game with picture clue.

4. Writing

   Writing is a series of related text-making activities; generating, arranging, and developing ideas in sentences; drafting, shaping, reading the text, editing, and revising (Yanni R. & Smith. W, 1983 : 3).

J. Frame of Discussion

The framework of the discussion of this study as follow:

Chapter I   : Introduction that consistedof the background of the study, problems of the study, objective of the study, hypotheses of the study, variable of the study, scope and limitation of the study, assumption of the study, significance of the study, operational definition of key terms, frame of discussion.

Chapter II   : Reviewof the previous study, writing skill, nature of writing, the elements of writing, the important of writing, the teaching of writing at senior high school level, descriptive text, the definition of descriptive text, media, the nature of media, crossword puzzle game with picture clue, teaching writing descriptive text by using puzzle.

Chapter III   : The writer described about research method that is used in conducting the research. It was purposed to answer the problem of the study. This chapter consisted of research design and approach, population and sample, instruments of the study,

instrument validity, instrument reliability, data collection procedures, and data analysis procedures.

Chapter IV : The writer presented the data which had been collected from the research. The data were obtained from the students' scores in writing descriptive text in the experiment group who are taught using crossword puzzle game with picture and the data obtained of the students' scores in descriptive text in control group who are taught without using crossword puzzle game with picture.

Chapter V: In this chapter, discusses about conclusion and some suggestions based on the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about the previous study, writing skill, nature of writing, the elements of writing, the important of writing, the teaching of writing at senior high school level, descriptive text, the definition of descriptive text, media, the nature of media, crossword puzzle game with picture clue, teaching writing descriptive text by using puzzle.

A. **Previous Study**

There is some previous study that discussed. The first is thesis bySurtiyem. The result of this study indicated that the teacher has done some efforts to increase the ability of grade VII-C students of SMPN 2 Karau Kuala in their vocabulary. The teacher used crossword puzzle to increase the students' vocabulary. The vocabulary mastery of grade VII-C students of SMPN 2 Karau Kuala has increased after the teacher implemented crossword puzzle. The increase of the vocabulary mastery is shown in percentage of the students' rating. In pretest no one got rating 4. In cycle 1 it increased to 16.0% of students who got rating 4 and cycle 2 there were 52.0% students who got rating 4.Although not all of them got rating 4, the classroom action research was considered optimal because there is a great improvement in the percentage of students who got rating 4 (Surtiyem, 2010 : 9).

The second is the thesis by Zunita Widyasari, 2009/2010. The finding of the research on MA Al Bidayah Candi Bandungan shows that: The teaching learning process by using crossword puzzle gives the positive effect in

improving the student's vocabulary and the student's motivation in learning vocabulary. This is shown by the students' enthusiasm in doing crossword puzzle and most of the students more understand what theteacher said in cycle II than in cycle I. Moreover, the student's achievement of vocabulary has improved by using crossword puzzle in teaching learning process. When we compare between pre test and post test, we will know that the students' score in post test is greater than pre test. Furthermore the result of *t-test* calculation in cycle I is 5, 97 and in cycle II is 6, 33. *T-table* with *n* = 26 is 2, 06. If *t-table* is same or greater than *t-test* calculation, so the null hypothesis (*Ho*) is rejected. *Ho* is rejected, therefore there is significance difference between pre test and post test *mean*(Widyasari, 2010 : 9).

The third is conducted by Marini Sahela, 2015. The finding of the research on MTs An-Nur Palangka Raya shows that: Based on the result of data analysis from vocabulary scores which gained by students before and after conducting treatment, there were significantly different ($t_{observed}$ = 3.069>t_{table} = 2.660 at 5% level of significance. This indicated that teaching vocabulary mastery by using crossword puzzle gives significant effect toward the students' vocabulary. It implicated, if the students were taught vocabulary mastery by using crossword puzzle therefore, the students' vocabulary score would be higher than without using crossword puzzle. On the contrary, if the students were taught vocabulary mastery without using crossword puzzle, the students' score of vocabulary would be lower than the use of crossword puzzle. It can be proved by the difference of Pre-test and Post-test score (Sahela, 2015 : 9).

Different from those previous studies, which only deal with the effectiveness of using crossword puzzle and the writer wants to measure the effectiveness of using crossword puzzle game with picture clue media in teachingwriting at the eleventh grade studentsof MA Hidayatul Insan Palangka Raya.

B. **Writing Skill**

1. **Nature of Writing**

Writing known as written language that has complexity to compose by every learner and one of the variant of language skill has to be developing in order to increase language skill of learner. We can define writing as the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort. Not all languages established writing system; there are large numbers of individuals who cannot use the system (Yule, 2010:212).

The usual things associated with writing are word choice, use of appropriate grammar (such as subject verb agreement, tense, and article use), syntax (word order), mechanics (e.g. punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose, as well as a recursive process of discovering meaning (Gebhard, 2000: 221.)

According to Fauziati (Fauziati, 2002: 151) writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.

2. The Elements of Writing

There are a few of elements of writing. They are:

a. Paragraph

A paragraph is a group of sentences that develops one main idea (Oshima and Hogue, 2007:38). Paragraphs are the basic building blocks of texts. Well-organized paragraphs not only help readers understand the argument; they also help writers to structure their ideas effectively (Bailey, 2003:41). There are three main elements of paragraph. They are:

1) The Topic Sentence

The topic sentence is the most important sentence in a paragraph. It has two parts: topic and controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic (Oshima and Hogue, 2007: 39).

According to Oshima and Hogue that quoted by Nirwanto, (Nirwanto, and 2013: 8) in understanding the topic sentence, there are three important points to be considered:

a) A topic sentence is a topic sentence; it contains a subject, a verb, and (usually) a complement.

b) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.

c) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.

2) The Supporting Sentence

Supporting sentences explain the topic by giving more information about it (Oshima and Hogue, 2007: 44).More about supporting sentences, Boardman and Frydenberg said in Nirwanto (Nirwanto, 2013: 18) there are two types of supporting sentences: the major supporting sentence that the main details that they tell us about the topic sentence and the minor supporting sentences that tell us more about the major supporting sentences.

3) The Concluding Sentence

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea. (Oshima and Hogue, 2007: 47)

b. Essay

According to Oshima and Hogue (Oshima and Hogue, 2007: 147) essay is classify to three main parts. They are an introductory paragraph, a body paragraph and a concluding paragraph.

1) The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. It has two functions, the first is to attract the readers' interest and the second is to introduce the topic of an essay.

The introductory paragraph consists of two parts: several general statements and a thesis statement. The general statements give the reader background information about the topic of the essay. The thesis statement is the most important sentence and it is normally the last sentence in an introductory paragraph. It has three purposes, first, states the specific topic of the essay. Second, list the subtopics of the main topic. Third, may mention the method of organization (Oshima and Hogue, 2007: 150).

2) The Body of Paragraph

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement (Oshima and Hogue, 2007: 152).

3) The Concluding Paragraph

The concluding paragraph is the last paragraph of an essay. The concluding paragraph has three purposes, first, signals the end of the essay. Second, reminds the reader of the writer's points. Third, leaves the reader with the writer's final thoughts on the topic (Oshima and Hogue, 2007: 153).

Frydenberg in Nirwanto said that there are three ways to conclude paragraphs into three parts; a summary of the points made in the body paragraph, a restatement of the thesis statement, or a final comment on the topic (Nirwanto, 2013:73).

c. Unity

According to Oshima and Hogue (Oshima and Hogue, 2007: 67) when a paragraph has unity, all the supporting sentences discuss only one idea. From beginning to the end, each sentence is directly related to the topic. In some languages, it is acceptable to wander way from the topic; to make little strips to ideas that are somewhat, but not directly, related to the main topic. In English, doing so is not acceptable because it breaks the unity of paragraph.

d. Coherence

Another important component of paragraph is coherency. According to Swenzyin said that coherency is the "glue" of writing (Nirwanto, 2013:27).

There are several ways to achieve coherency. The first two ways involve repeating key nouns and using pronouns that refer back to key nouns. The third way is to use transitions signals to show how one idea is related to the next. The fourth way deals with repeating key words and phrases. The fifth way is to use parallel structure (Nirwanto, 2013:73).

3. **Theoretical Background of Indicators to be Measured in Writing Skill**

According to Djiwandono (Djiwandono, 1996: 128-129) there are some elements that must be taught of in the writing achievement. They are:

a. **Content**

It indicates that the ability of the students to identify and formulate the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students are able to decide and formulate main idea and supporting main idea into the paragraph are measured in term of content.

b. **Organization**

The students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

c. Vocabulary

It calls this term of measuring vocabulary. The vocabulary used in writing should be suitable with the content and meaning of sentence being expressed.

d. Grammar

The sentences constructed and word assembled in paragraph writing should be under stable and unambiguous. Besides that, it should fulfill the grammatical requirement. Therefore, this matter belongs to the terms of grammar

e. Spelling

That clearly reviews that the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken into consideration in measuring writing skill.

4. The Important of Writing

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students cause their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly.

Writing is one way of communication. If we look for a new job, employers, public officials or even member of the family to protest unfair treatment or to say "thanks" for help. By improving the writing skill, the purpose of communication in written will be easier.

So writing is an important thing for someone to give the reader some information and also to entertain the reader. If someone writes well, their writing is easy to understand by the readers then the reader will enjoy their writing. The reader will be curious the content of the writing then they will continue to read more. The reader also may get the messages of the writing from the author or writer

5. The Process of Writing

The process of writing is the way actually goes about the task of writing. According to Kane, writing in its broad sense as distinct from simply putting words on paper has three steps. The first step, "thinking", involves choosing a subject, exploring ways of developing it, and devising strategies of organizing and style. The second step, "doing", is usually called "drafting"; and the third, "doing again", is "revising" (Kane, 2000: 17).

Oshima and Hogue (Oshima and Hogue, 2013: 15) stated that the process of writing has roughly four steps. In the first step is prewriting or creating an idea. In the second step is organizing the idea. The next step is writing rough draft. And the final step is polishing, editing, and making revisions.

In this study, the writing process stages include prewriting (including choosing subject and ways to developing it), whilst writing (including drafting), and post writing (including polishing, revising, and editing). The three stages are presented below.

1. Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect the ideas to explain the topic. There are a number of techniques to explore ideas about a topic and different ways to approach your writing.

a) Brainstorming

Brainstorming is one of techniques to generate ideas and to get information needed in writing. Smalley explained that brainstorming is a way to associate ideas and stimulate thinking (Smalley, Ruetten, and Kozyrev, 2001: 4). One way to brainstorm is to begin with a word or phrase and let the ideas flow for a set time. Galko (Galko, 2001: 20) explains that the main principle behind brainstorming is to let the ideas flow without judging them. The goal is to take away the barriers that keep people from thinking creatively (Berne, 2009: 45).

b) Free Writing

Free writing simply means getting ideas on paper as fast as you can. The trick is to let feelings and ideas pour forth (Kane, 2000: 25).The goal of free writing is in the process, not the

product(Elbow, 1998: 13).When free writing, writer let the sentences flow freely without thinking about whether the ideas are appropriate or the grammar is perfect (Galko, 2001: 21). Take out several sheets of blank paper, give yourself at least ten to fifteen minutes, and begin writing whatever comes to mind on your subject. Don't worry about spelling, punctuation, or even complete sentences (Wyrick, 2000: 6).The purpose is to free up mind to let it make association and connection. So when free writing, do not interrupt the flow of the ideas.

c) **Interviewing**

Another way to find a direction for your paper is through interviewing. Ask a classmate or friend to discuss your subject with you. Let your thoughts range over your subject as your friend asks you questions that arise naturally in the conversation (Wyrick, 2000: 6).

This idea is useful for longer pieces of writing (Brown and Hood, 1993: 9). Formulating the questions help writer to be clear about how the conceive of subject and what writer hope, it will get from the materials and other sources of information (Crème and Lea, 2003: 22)

d) **Mapping**

Mapping is also called Clustering or webbing. According to Gebhard (Gebhard, 2000: 226) in Clustering, a key word placed in

the center of a page, then, jot down all the free associations. Here, the writers' associations are clustered together and stem off the central word. When the ideas are mapped, writer makes a visual diagram about a topic. Often the topic is circled in the center of a page. Mapping helps to generate new ideas and relate them to one another (Galko, 2001: 24).

e) Listing

Listing is a prewriting technique in which a writer list down on a paper as many thoughts as he has and as quickly as he can (Oshima and Hogue, 2007: 16).Try jotting down all the ideas pop into your head about the topic (Wyrick, 2000: 7). The ideas or thoughts related to topic that comes out from the mind of the writer are listed and they become the basic source of information for the writing.

In this study, mapping technique was chosen to generate ideas. Writer wanted to prove that semantic mapping can be an effective technique to generate ideas in descriptive text.

2. Whilst Writing

The second stage is whilst writing, which includes drafting and revising. After having generated idea, write the first draft needed. The drafting stage is where writer really begin writing. The most important thing here is to get words to paper. It is not time to worry about

spelling, grammar, punctuation or the best wording (Brown and Hood, 1993: 14).

There are many ways to begin drafting a paper into paragraphs, one way is to translate the main points of outline into topic sentences, and then to develop each topic sentence into paragraph or making draft paragraph by paragraph, beginning with a topic sentence and then supporting it (Galko, 2001: 52).

The draft of a paragraph needs the following characteristics; 1) it has a topic sentence that makes a clear main point, 2) it has primary and secondary support that shows, explains, or proves the main point, 3) it has ideas arranged in a logical order, 4) it has a concluding sentence that make an observation about the main point, 5) it follow standard paragraph form (Anker, 2010: 89).

The next step after drafting is revising. Revising is process of rethinking and changing what is written (Oshima and Hogue, 2007: 11). In revising, students rethink and rewrite the first draft forming the second draft. Sometimes ideas are added and sometimes are omitted. There are two quite different things when revising. It's tempting to try to do them both at the same time, but it is quicker in the long run to do them one by one. The first thing is to find the problems. The second thing is to fix them (Grenville, 2001: 137).

3. Post Writing

The third stage is the post writing (including editing, writing the final draft, and publishing). In this step, you polish what you have written. Polishing is most successful if you do in two steps. First, attack the big issues of content and organizing. Then work on the smaller issues of grammar, punctuation, and mechanics (editing) (Oshima and Hogue, 2007: 11).

6. Writing Assessment

Sabarun (Herlina, 2012: 28) stated that, aassessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.

1. Process Assessment

Process approaches, in contrast to product approaches to writing, process approaches emphasize the act of writing itself, the means by which the text is created more than the text itself. A view of writing as a process that evolves through several stages as the writer discovers and molds meaning and adapts to the potential audience.

2. Product Assessment

Product approaches are defined by their emphasis on the end result of the writing process and essay, a letter, and so on. The underlying assumption of product approaches is that the actual writing is the last step in the process of writing. Product approaches reflect

traditional, teacher-centered approaches to teaching in general. Specifically in the traditional composition class, the teacher assigns a writing task. Whether exercises or a composition, knowing what responses she or he expects: the students do the exercises or write the composition and the teacher evaluates the result.

7. Scoring Method

Table 2.1 The Scoring Rubric for the Measurement of Writing Test

Components	Score	Level	Criteria
Content	27-30	Very Good to Excellent	Very good in mastering the problem; the content is very solid; complete and comprehensive; very appropriate with the problem and title.
	22-26	Fair to Good	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	17-21	Poor to Average	The problem mastery is limited; the content is not adequate enough; less complete.
	13-16	Very Poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	18-20	Very Good to Excellent	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive).
	14-17	Fair to Good	Less harmonious; the main ideas are not organized well; less developed; logical order but less comprehensive.
	10-13	Poor to Average	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
	7-9	Very Poor	Does not communicative; no organized; there is not enough material to evaluate.
Grammar	22-25	Very Good to Excellent	Very effective in using simple and complex sentences; less errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	18-21	Fair to Good	Effective in using simple sentences; some difficulties in using complex sentences; some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.

	11-17	Poor to Average	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	5-10	Very Poor	Almost not mastering the grammar; full errors in grammar; cannot be understood; not enough material to evaluate.
Vocabulary	18-20	Very Good to Excellent	Repertory of words is wide; the chosen and use of exact and effective words; mastery in word form and formation.
	14-17	Fair to Good	Repertory of words is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	10-13	Poor to Average	Repertory of words are limited; most errors in choosing words; the meaning is hazy and obscured.
	7-9	Very Poor	Repertory of words are very limited until can not communicate the meaning; less informative to evaluate.
Punctuation	5	Very Good to Excellent	Comprehended to the punctuation; less error in spelling, punctuation, the use of capital letter, arrange of paragraph.
	4	Fair to Good	Occasional error in applying the rule, but not hazy the main content and meaning.
	3	Poor to Average	Most error in applying the rule of the spelling and writing; difficult to read the writing; main content and meaning are hazy.
	2	Very Poor	Does not master the rule of the spelling and writing; full error in spelling, punctuation, the use of capital letter, arrange of paragraph, difficult to read the writing; not enough information to evaluate.

(Djiwandono, 2008: 62).

C. The Teaching of Writing at Senior High School Level

Berne stated in Herlina, teaching writing at senior high school is integrated. The teachers not only teach writing but also teach listening, speaking or reading. Integration of skills is a very important practice in the teaching of any language. No skill can be taught in isolation and

segregation. There exists a deep, profound and inseparable connection between language use and the context in which it is entrenched and embedded. A kind of connectedness exists in the way use the primary skills of language, identified as listening, speaking, reading and writing. The teacher faced with a set of predetermined and prearranged curriculum and prescribed textbooks, what most of them do, is to place additional and extra emphasis on a specific skill designated for a specific class, while helping learners freely to use all the skills necessary for successfully carrying out a classroom activity. Even if the class is supposed to focus on one specific skill at a time, teachers and learners do the inevitable, namely, follow an integrated approach. By designing and using micro strategies that integrate language skills, the teacher will be assisting learners to engage in classroom activities that involve a meaningful and simultaneous engagement with language in use. A discussion with examples from text can be initiated and participants can individually work on them (Herlina, 2012: 30).

D. Descriptive Text

1. The Definition of Descriptive Text

Descriptive paragraph is a text that describes something. The aim of descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being. It tells how something looks, feels, smell, tastes, and sounds (Oshima and Hogue, 2007: 61). The present tense is mostly used in

descriptive texts. The past tense is also used to describe an object that does not exist anymore (Priyana, Irjayanti and Renitasari, 2008: 123).

2. **The Generic Structure of Descriptive Text**

There are two generic structures of descriptive paragraph. The first is identification; identification is the part where writers of descriptive text identify phenomenon to be describe. And the second is description; description part describes parts, qualities, and characteristics (Dodi, Sugeng and Effendi, 2008: 117).

3. **The Language Features of Descriptive Text**

There are some language features of descriptive paragraph (Dodi, Sugeng and Effendi, 2008: 117).

a) Focus on specific participant.

b) Using simple sentence in the form of simple present tense.

c) Using detailed noun phrases, a noun word that added into adjective.

4. **The Model of Descriptive Text**

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the *City of Light*.	**Identification**
Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favorite place to visit.	**Description**

(Dodi, Sugeng and Effendi, 2008:126).

E. Media

1. The nature of Media

Media is a means of communication and source of information. Derived from the Latin word meaning "between," the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning (Helnich and Molenda, 2001: 9).

Media is a tool using by someone to help *him/her* easy to describing something for other people. According to literal meaning, media is mediator. Teaching media means a tool that is used in teaching. The use of teaching media in learning activity will help the effectiveness in learning process and transferring the lesson. Beside raised the students' motivation and interest, teaching media also helps the students to raise their comprehension.

2. The Function of Media

In teaching learning process, media is a tool to help the teacher and the students to increase their learning activities. By using media, the teacher can create a conducive situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching.

There are some reasons why teaching media could increase students' learning process. The first reason is about the advantage of media in learning process, such as:

a. Teaching process more interesting. So, the students' motivation could be increased.

b. The materials clearly in meaning. So, students can understand and master the purpose of teaching better.

c. The teaching method more varieties, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.

d. Students do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc.

The second reasons is about how the level of student thinking. Level of human thinking is follow the developments of human begin from the concrete to the abstract, from the simple thinking to the complex. By teaching media make the abstract thing to be concrete and make the complex thing to be simple.

3. The Use of Media

According to Kemp and Dayton, stated the positive impact of media:

a. The delivery of lesson more full pledge.

b. Learning can be more interesting.

c. Learning becomes more interactive.

d. Learning time can be shortened.

e. The quality of learning outcomes can be improved.

f. Learning can be given when and where desired or necessary.

g. The students' positive attitude can be improved.

h. The learner's role may change to be more positive.

F. Crossword puzzle game with picture

1. Definition of crossword puzzles

Crossword puzzles is a word puzzles that normally takes the form of a square or rectangular grid of white and shaded squares, the goal is to fill the white squares with letters forming words or phrases by solving clues which lead to the answers, in a language which is written left to right, the answer words and phrases are placed in the grid left to right and from top to bottom. These shaded squares are used to separate the words or phrases, squares in which answers begin are usually numbered, the clues are then referred to by these numbers and with direction (http://en.wikipedia.org/w/index.php?title=crossword&action=edit.com (14-06-2015)).

According to the American Heritage Dictionary of the English Language (2009) crossword is defined as a puzzle which contains an arranged number of squares. The goal is that the white squares to be filled with letters both horizontally and vertically (across and down) in relation to numbered clues (the definitions). It is defined in Collins English Dictionary (2003) as a puzzle in which a list of numbered clues are supposed to be solved by words and then to be written into corresponding squares (blanks) in a grid to form a vertical and horizontal pattern. Crossword is the famous word for short (www. the free dictionary.com/crossword puzzle (14-10-2015)).

2. Kinds of crossword puzzle

In teaching writing by using crossword puzzle, there are some kinds of crossword puzzle which can be done the students (Seal, B. (1991: 20), they are:

a. Oral crossword.

The oral crossword is the crossword which is the clue is given orally by the teacher, and the students just get the blank crossword. Only give the students the puzzle with no clues what so ever. Give the clues orally. In a foreign language class, this can be an excellent listening activity. Tell students to fill in what they can and then repeat the clues once more at the end.

b. Picture crossword.

Picture crossword is the crossword which is the clue consist of picture. Only give the students the puzzle with no clues. For each clue, hold up a picture. This works especially well with a unit that involves a lot of new vocabulary.

c. Object crossword.

The object crossword is the crossword in which the clue is written on the object. Only give students the blank puzzle with no clues. Place the items around the room, each labeled with their clue number. Have students rotated around the room to different stations, allow them to pick up the objects as they complete the puzzle. This tactile version of the puzzle is great for those students w/ho are hands-on learners.

3. **The nature of crossword puzzle game with picture**

Crossword puzzle game with pictureas media is good in teaching English. By using crossword puzzle game with picture will make the students interest in learning English.

Crossword puzzles usually consist of cheered diagrams (normally rectangular) in which the solver has to write words guessed from clues. The words are separated by black squares or by thick bars between squares. Crosswords are now usually designed so that they look the same when they are turned upside down. But many early crosswords lacked this kind of pattern or were designed symmetrically, so that the left side as the mirror-image of the right side (Mollica, 2007: 16). It using picture as its clue to help students to answer the questions of crossword.

4. **The use of crossword puzzle game with picture clue**

There are some benefits of using crossword as media in teaching for students:

a. Enhance vocabulary

b. Stimulate problem solving skills

c. Strengthen word recall and memory

d. Improve focus and attention

According to Warthon (Wharton, 2015: 47) "crossword puzzles are useful for learning and reinforcing vocabulary and, in addition provide a means for helping students to improve their communication strategies".

The crossword puzzle is the most popular and the most versatile in language teaching/learning. It is the most useful and multifaceted tool to teach, learn, recall as well as expand one's knowledge of vocabulary. Like the search-a word, the crossword puzzle is very useful in language teaching/ learning, for it complements the students' learning styles: kinesthetic, auditory or visual (Mollica, 2007: 20):

- The kinesthetic learner needs to write down words to determine if they "feel" right.
- The auditory learner may mouth the words silently while reading.
- The visual learner recognizes words by their configurations

5. **Advantages and Disadvantages of Crossword Puzzle**

There are three main advantages of using crossword puzzle in teaching writing descriptive text for the Junior High School students. The first advantage is that crossword puzzle helps students to solve lack of vocabularies problem. By using crossword puzzle, the students will be introduced with new vocabularies that are related with descriptive text. The second advantage of crossword puzzle is that it helps teacher to encourage students' motivation to study. By answering the puzzle, the students will find an interest activity. This interest of learning activity certainly can motivate the students in learning. Correspondingly, crossword puzzle also motivates students because it facilitates students in writing. The third advantage of crossword puzzle is that crossword puzzle also motivates students' ideas in describing a thing. By using the clues and

vocabularies from crossword puzzle, students can get ideas to make descriptive text. Moreover, by using crossword puzzle the students also get guidelines to write in right spelling. If students can solve the crossword well, they also can write in right spelling for specific vocabularies.

However, the use of crossword puzzle in teaching writing descriptive text many has disadvantages. Crossword puzzle that is used in teaching writing process may not be found in internet, book or other sources. The teacher has to create their own crossword puzzle. Another disadvantage of crossword puzzle is that not all the characteristics of the things can be provided in crossword puzzle because in creating crossword puzzle the teacher has to adjust one word with other words. To overcome the first disadvantage, the teacher needs to search more information about the kinds of crossword puzzle in internet or puzzle books. The teacher can find another model of crossword puzzle. In addition, to overcome the second disadvantages, the teacher has to be aware the requirement in creating crossword puzzle. She has to make a list of main word and supporting words as contents in crossword puzzle (Muetiah and Leni, 2014: 175).

G. Teaching Writing Descriptive text by Using Puzzle

1. Preparation

Teacher has to prepare everything that is related to the process of teaching learning before coming into classroom. The first preparation that has to be done by the teacher is to organize the suitable materials based on

syllabus and a familiar topic that is interest for students. The teacher needs find lesson materials and examples of descriptive text.

The second preparation is to find appropriate media. The media that teacher needs are picture of object and crossword puzzle. The function of pictures is to explore students' knowledge about descriptive text. By showing the pictures, the students are asked to describe the characteristics of the object. Beside picture of object, the teacher needs a crossword puzzle that has a specific content. It means that the content in this crossword puzzle has to be related with descriptive text that will be written by the students. The crossword puzzles content is about the characteristics or condition of things that will be described. From the content, the students will get vocabularies about the characteristics of an object. The characteristics of the object will be used in writing description text. Accordingly, the teacher has to create her own crossword puzzle. In creating crossword puzzle, there are two requirements that have to be followed by the teacher. The first one is that the teacher has to decide the main and supporting vocabularies that will be used in puzzle. The second one is the teacher creates the form of crossword puzzle based on the list of vocabularies that have been created before. If one puzzle can not cover all those vocabularies, the teacher can created another crossword puzzle.

The last preparation is to formulate the lesson plan. The teacher prepares lesson plan as guidance in teaching learning process. By using lesson plan, the teacher will decide the steps that will be done in classroom

activity. In formulating lesson plan, the teacher also determinates duration of each activity to manage the time of learning process effectively (Muetiah and Leni, 2014: 172).

2. Teaching Procedures

Teaching procedures are divided into three parts. They are Pre-Teaching, Whilst-Teaching and Post-Teaching.

a. Pre-Teaching

In pre-teaching activity, the teacher does brainstorming activities that can activate students' background knowledge about descriptive text. The activity that will be done in thus part are asking some questions about the class condition and giving brief explanation about descriptive text.

e. Whilst-Teaching

In whilst-teaching activity, the students are thought about writing and trained to use skill that has been learned. Moreover, the students are guided to participate in discussing the topic. The teacher lets the students to think and act creatively. Whilst-teaching activity is divided into three parts:

1. Exploration activity

In exploration activity, the teacher builds students' knowledge about descriptive text. At the first, the teacher shows the pictures of person, animal or thing to the students. The teacher asks students to describe the picture orally by giving some questions.

After discussing about the picture, the teacher explains about the concept of descriptive text. She explained about what the descriptive text is, social function, generic structure, and language features of descriptive text. Before coming to the next step, teacher gives the example of descriptive text to students.

2. Elaboration activity

In this part, the teacher used crossword puzzle as an alternative medium. Before showing crossword puzzle to students, the teacher shows a picture about a person that will described in the crossword puzzle. After showing the picture, the teacher asks the students to find out the characteristics of that person. The next activity is that the teacher shows the big size of crossword puzzle about person in front of the class. The size of this big crossword puzzle is about 79x109 cm. the teacher shows the big size of crossword puzzle in order all the students can look at it clearly in the discussion activity.

The teacher explains about the crossword puzzle and what students have to do. After explaining about crossword puzzles, the teacher distributes the copies of crossword puzzle that will be filled by students. The students then fill in the blank grid of crossword puzzle. The crossword puzzle above has contents about things that will be described by students. The students have to fill the blank box by read the clues. From the clues that are shown, the students try to

find the answers. After the students write the answer, then the teacher and students will discuss about the answer together.

After discussing about the answers from this crossword puzzle, the teacher and the students discuss about the characteristic thing that will be described. The teacher guides the students to mention characteristics of things one by one. After the students mention the characteristics, the teacher writes these characteristics in white board.

3. Confirmation activity

In confirmation activity the teacher ask the students to write descriptive paragraph based on person's characteristics in crossword puzzle above. For identification part, the students create paragraph by their own creativities. They can decide the name of person, they describe and use the characteristics from the crossword puzzle.

f. Post-Teaching

After the students finish their descriptive text, the teacher asks the difficulties which may be faced by the students. By asking their difficulties, the teacher will know about the students' problems in writing and the teacher can solve it for the next teaching learning activity. The teacher also asks about the students' feeling in writing descriptive text by using crossword puzzle. In post-teaching activities, the teacher evaluates the descriptive text that is written by students. She can evaluate the students' writing based on writing's rubric. The last

activity in post-activity is concluding the teaching and learning process of the day. The teacher guides the students to conclude the definitions of descriptive text, social function, language feature and its generic structured (Muetiah and Leni, 2014: 175).

CHAPTER III

RESEARCH METHODOLOGY

In this part, the writer described about research method that is used in conducting the research. It was purposed to answer the problem of the study. This chapter consisted of research design and approach, population and sample, instruments of the study, instrument validity, instrument reliability, data collection procedures, and data analysis procedures.

A. Research Design

In this study, the writer used the quantitative approach. According to Dornyei, "Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical method (Dornyei, 2010: 24).It is the study which measures the effectiveness of using crossword puzzle game with picture in teaching writing.

In this study, the writer also used quasi-experimental design. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and considers these factors in their interpretation. Although true experiments are preferred, quasi-

experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible. The use of this design, basically, because of the problem of the study in which, the writer want to find the answer may be answered using quasi-experimental design (Ary, 2000: 316).

In a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study. In such a case, one uses groups already organized into classes or other preexisting intact groups. The nonrandomized control group, pretest–posttest design is one of the most widely used quasi-experimental designs in educational research (Ary, 2000: 316). So the writer uses the nonrandomized control group pre-test post-test design with a kind of treatment.

There were two groups in this model, control group and experiment group. Both of groups are given pre-test to measure the score of the students before the treatment is given (Y1 and Y2). The treatment is given for experiment group only (X). Post-test is given for both of groups to measure the score of the students after the treatment is given (Y1 and Y2). The scheme of this model is:

Table 3.1 Nonrandomized Control Group, Pretest–Posttest

Design

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

E = Experiment Group

C = Control Group

In this study, the writer took the eleventh grade students of MA Hidayatul Insan Palangka Raya in the 2016/2017 academic year as the subjects of the study. The writer taught the students directly and the subjects are divided into two groups, experiment and control groups. Crossword puzzle game with picturewas used for experiment group only. The material which was used for both of groups was same.

B. Population and Sample

1. Population

The larger group about which the generalization is made is called a *population*. A population is defined as all members of any well-defined class of people, events, or objects (Ary, 2000: 148).

The populations of the study were all of the eleventh grade students at MA Hidayatul Insan Palangkaraya in the 2016/2017 academic year. The numbers of populations were about 73 students. It was classified into three classes.

Table 3.2 The Numbers of the Eleventh Grade Students of MA Hidayatul Insan Palangkaraya

No.	Classes	The Numbers of Students
1.	XI-IPA	24
2.	XI-Bahasa	24
3.	XI-IPS	25
Total		73

2. Sample

The small group that is observed is called a *sample*. A sample is a portion of a population(Ary, 2000: 148).To take the sample, the writer used *cluster sampling* because it was unit chosen and not an individual but, rather, a group of individuals. In this study, the writer took XI-IPA and XI-Bahasa classes. The reasons why the writer took XI-IPA and XI-Bahasa classes as the sample of the study because those classes have represented the average English achievement of the whole of population.

The writer determined the two classes into two groups. They were XI-IPA as experimental group and XI-Bahasa as control group. Experimental group consisted of 24 students and control group consist of 24 students as the sample.

Table 3.3 The Numbers of Sample

No.	Classes	Groups	Numbers of students
1.	XI-IPA	Experiment	24
2.	XI-Bahasa	Control	24
Total			48

C. Instruments of Study

The data were very important in the study. They are needed to support and prove the study itself. The writer can be helped by them in order to find the aims of the study. They are to measure the effectiveness of using crossword puzzle game with picture in teaching writing atthe eleventh grade students of MA Hidayatul Insan Palangka Raya. In this study, the writer uses a test to collect the data because the students' writing score can be known by using test.

1. Test

A test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Tests are almost always identifiable time periods in a curriculum when learners muster all their faculties to over peak performance, knowing that their responses are being measured and evaluated. Tests can be useful devices among other procedures and tasks designed to assess students (Brown, 2001: 402). Brown (Brown, 2001: 384)states a test, in plain word, is a method of measuring a person's ability or knowledge in a given domain. A test may be defined as an activity whose main purpose is to convey (usually to the tester) how well the tested knows or can do something (Penny, 1996: 33).

In the study, the writer assigns the students to write descriptive text based on the story of descriptive text in crossword puzzle with picture shown. The test did twice; they were pretest and posttest in experimental

group and control group. The results of writing test that assigned by the writer for experimental and control group showed that the students who were taught using the crossword puzzle with picture got higher score than students who were taught without using crossword puzzle with picture.

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 5% and lower at 1% significance level or 2.01 <2.015> 2.68. It meant Ha was accepted and Ho was rejected. In addition, the result of t test calculation using SPSS 22 found that the crossword puzzle with picture gave significance effect on the students' English scores. It proved by the value df $t_{observed}$ was greater than t_{table} both at 1% and 5% the level of significance or 2.01 <2.015> 2.68. (See Chapter IV)

2. Documentation

The writer collected some documents from the place of study. The documentation is used to collect the data. Using the document would help the writer to describe the situation of school. The data that would be collect in this research are:

a. Photo of teaching learning process in the class.

b. The students' writing scores.

c. Lesson Plan, and

d. Syllabus

D. Instrument Validity

Donal Ary (Ary, 2001: 224) state validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity is defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derive from the instrument (Ary, 2001: 225). Three types of validation are important in the role as a classroom teacher: content validity, face validity, and construct validity (Brown, 2001: 388).

1. Content Validity

Related to content validity, Sudijono (Sudijono, 2007: 164) states:

Validitas isi dari suatu tes hasil belajar adalah validitas yang diperoleh setelah dilakukan penganalisaan, penelusuran atau pengujian terhadap isi yang terkandung dalam tes hasil belajar tersebut. (Content validity of a learning result testis the validity that is gained after doing the analysis, investigation or examination of the content that is contained in the learning result test.)

Meanwhile, Djiwandono (Djiwandono, 1996: 92)states:
Validitas isi menuntut adanya kesesuaian isi antara kemampuan yang ingin diukur dan tes yang digunakan untuk mengukurnya. (Content validity demands a content suitability between a skill being measured and a used test to measure.)

Table 3.4 Signification of Content Validity

Indicator of the study	Type of test	Total question
Students are able to write a text in form of descriptive text	Performance test	One question

2.   Face Validity

Face validity is almost always perceive in terms of content: if the test samples the actual content of what the learner has achieve or expects to achieve, then face validity will be perceived. Ary et al (Ary, 2001: 228)state face validity is a term sometimes use in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure.

For face validity of the test items as follow:

1)   The test used written test in essay test instruction.

2)   The evaluation by essay test based on scoring system.

3)   Kind of the essay test was writing descriptive text.

4)   The Language of items used English

5)   The essay test was suitable with syllabus of English writing for eleventh grade students at MA Hidayatul Insan Palangka Raya.

3. Construct Validity

Dornyei (Dornyei, 2001: 51) states construct validity showed how the test results conformed to a theory of which the target construct was a part.

Meanwhile Djiwandono (Djiwandono, 1996: 96) states:

Pembuktian adanya validitas konstruk pada dasarnya merupakan usaha untuk menunjukkan bahwa skor yang dihasilkan suatu tes benar-benar mencerminkan konstruk yang sama dengan kemampuan yang dijadikan sasaran pengukurannya. (The construct validity is to show the finding score that reflect the same construct with the target skill of its measuring.)

Table 3.5 Syllabus of Writing Descriptive Text

Basic Competence	material	Indicator	Evaluation	
			type	form
To express the meaning of a short functional written text and a simple essay in the forms of narrative, descriptive, and news item texts in the context of daily.	Written text in they form of descriptive text	Students are able to write a text in form of descriptive text	written	subjective test

In this study, the writer used inter-rater method (test of validity). Inter-rater are two raters who score the students' writing to get the score compositions as possible.

E. Instrument Reliability

Reliability indicated how consistently a test measures whatever it does measure (Ary, 2001: 224). Reliability is concerned with the effect of such random errors of measurement on the consistency of scores. But some errors involved in measurement are predictable or systematic (Ary, 2001: 238).Reliability procedures are concerned with determining the degree of inconsistency in scores caused by random error (Ary, 2001: 239).

In rather reliability, there were inter-rater reliability and intra-rater reliability. A simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting correlation is called the inter-rater (Ary, 2001: 256). It indicated accuracy in scoring compositions of two different raters. Meanwhile, intra-rater reliability indicated accuracy in scoring compositions of a rater in correcting the students' test scores twice.

In this study, the writer used inter-rater to correct the student's answers. The researcher (Bikrotun Mu'awanah) as rater 1 and Neny Suheniwati, S.Pd. I. as rater 2 because in the application of this method, each test participant's work is judged by more than one observer, at least two observers.

The scoring rubric for the measurement (Djiwandono, 2008: 62) as follow:

Table 3.6. Scoring Rubric of Writing

Components	Score	Level	Criteria
Content	27-30	Very Good to Excellent	Very good in mastering the problem; the content is very solid; complete and comprehensive; very appropriate with the problem and title.
	22-26	Fair to Good	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	17-21	Poor to Average	The problem mastery is limited; the content is not adequate enough; less complete.
	13-16	Very Poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	18-20	Very Good to Excellent	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive).
	14-17	Fair to Good	Less harmonious; the main ideas are not organized well; less developed; logical order but less comprehensive.
	10-13	Poor to Average	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
	7-9	Very Poor	Does not communicative; no organized; there is not enough material to evaluate.
Grammar	22-25	Very Good to Excellent	Very effective in using simple and complex sentences; less errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	18-21	Fair to Good	Effective in using simple sentences; some difficulties in using complex sentences; some

			errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	11-17	Poor to Average	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	5-10	Very Poor	Almost not mastering the grammar; full errors in grammar; cannot be understood; not enough material to evaluate.
Vocabulary	18-20	Very Good to Excellent	Repertory of words is wide; the chosen and use of exact and effective words; mastery in word form and formation.
	14-17	Fair to Good	Repertory of words is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	10-13	Poor to Average	Repertory of words are limited; most errors in choosing words; the meaning is hazy and obscured.
	7-9	Very Poor	Repertory of words are very limited until can not communicate the meaning; less informative to evaluate.
Punctuation	5	Very Good to Excellent	Comprehended to the punctuation; less error in spelling, punctuation, the use of capital letter, arrange of paragraph.
	4	Fair to Good	Occasional error in applying the rule, but not hazy the main content and meaning.
	3	Poor to Average	Most error in applying the rule of the spelling and writing; difficult to read the writing; main content and meaning are hazy.
	2	Very Poor	Does not master the rule of the spelling and writing; full error in spelling, punctuation, the use of capital letter, arrange of paragraph, difficult to read the writing; not enough information to evaluate.

F. Data Collection Procedures

In this study, the writer used some procedures to collect the data. The procedures consisted of some steps as follows:

1. The writer observed the school by headmasters' permission.

2. The writer asked the class with the English teacher who taught English in the class that become the class of research:

   a. The number of the class.

   b. The number of students.

3. The writer determined the class into experimental group and control group.

4. The writer gave pre test to the experimental group and control group.

5. The writer taught the experimental group using crossword puzzle with game.

6. The writer taught the control group without using crossword puzzle with game.

7. The writer gave post test to the experimental group and control group.

8. The writer gave scores to the data from experimental group and the control group.

9. The writer started to analyze the obtain data from the pre test and post test using t test.

10. The writer interpreted the data analysis result.

11. The writer concluded the activity of the study whether the crossword puzzle with game gave effect to the students' scores in writing descriptive text or not, based on the obtain data.

G. Data Analysis Procedures

The writer did some procedures in the data analysis. They were:

1. The writer collected the obtain scores.

2. The writer arranged the obtain scores into the distribution of frequency of scores table.

3. The writer calculated the mean, median, modus, standard deviation, and standard error of variable X1 from the experimental group.

4. The writer calculated the mean, median, modus, standard deviation, and standard error of variable X2 from the control group.

5. The writer calculated the standard error for the difference mean between variable X1 and X2.

6. The writer used t_{test} to answer the problem of the study, whether there was difference on students' scores in writing descriptive text between using crossword puzzle game with pictureand without using crossword puzzle game with picture, with th

$$t_o = \frac{Mx_1 - Mx_2}{SE_{mx_1} - mx_2}$$

Where:

$Mx_1 - Mx_2$: Differentiation of Two Means.

$SEmx_1 - mx_2$: The Standard Error of the Difference between Two Means.

With the criteria:

If $t_{test} > t_{table}$ = Ha is accepted and Ho is rejected.

If $t_{test} < t_{table}$ = Ha is rejected and Ho is accepted.

The writer used the level of significance at 1% and 5%. If the result of t_{test} is higher than t_{table}, Ha is accepted but if the result of t_{test} is lower than t_{table}, Ho is accepted.

7. The writer used SPSS 22 after using t_{test} to answer the problem of the study, whether there was difference on students' scores in writing descriptive text between using crossword puzzle game with pictureand without using crossword puzzle game with picture.

8. The writer calculated the degree of freedom with formula (Sudijono, 2000: 330):

$$df = (N1 + N2 - 2)$$

Where:

df   : Degree of Freedom

N1 and N2 : Number of Cases

9. The writer determined the level of significant of $t_{observed}$ by comparing the $t_{observed}$ with the t_{table}.

10. The writer interpreted the result of the data analysis.

11. The writer discussed to clarify the research findings. The results of the analysis data are shown in Chapter IV.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research. The data were obtained from the students' scores in writing descriptive text in the experiment group who is taught using crossword puzzle game with picture and the data obtained of the students' scores in descriptive text in control group who taught without using crossword puzzle game with picture.

A. Research Findings

1. The Result of Pre Test and Post Test in Experimental Group and Control Group

In this section, it would be described the obtained data of improvement the students' writing scores after and before taught by using crossword puzzle game with picture. The presented data consisted of Mean, Median, Modus, Standard Deviation, Standard Error, and the figure.

a. Distribution of Pre Test Scores in Experimental Group

The test scores of experimental group were presented in the following table.

Table 4.1.The Description of Pre Test Scores of the Data Achieved by the Students in Experiment Group

Students' Code	Total Score
E01	64
E02	70
E03	55
E04	58
E05	50

E06	55
E07	43
E08	58
E09	40
E10	55
E11	60
E12	56
E13	40
E14	64
E15	73
E16	60
E17	60
E18	55
E19	50
E20	58
E21	40
E22	56
E23	50
E24	58

Table 4.2 Frequency Distribution of Pre test Scores for Experimental Group

No	Score (X)	Frequency (F)	FX
1.	73	1	73
2.	70	1	70
3.	64	2	128
4.	60	3	180
5.	58	4	232
6.	56	2	112
7.	55	4	220
8.	50	3	150
9.	43	1	43
10.	40	3	120
TOTAL		F= 24	FX= 1328

The distribution of students' pretest scores of experiment group can also be seen in the following figure.
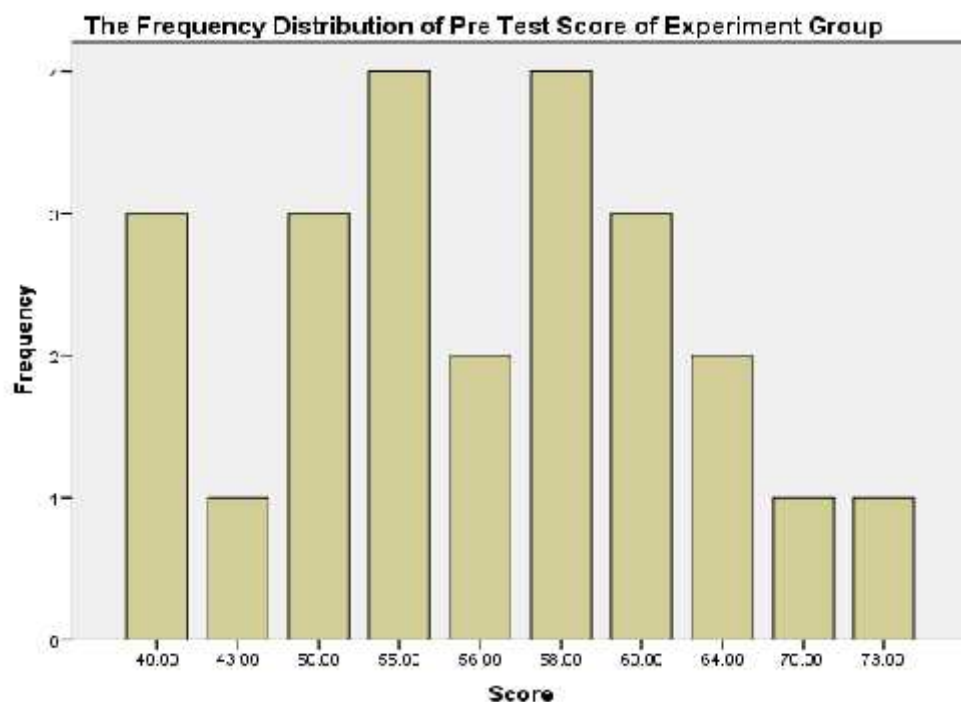
Figure 4.1 Histogram of Frequency Distribution of Pre Test Scores of Experiment Group

The figure 4.1 showed the pre test scores of students of experiment group. It can be seen that there were three students who got score 40. There was a student who got score 43. There were three students who got score 50. There were four students who got score 55. There were two students who got score 56. There were four students who got score 58. There were three students who got score 60. There were two students who got score 64. There was a students who got score 70. And there was a students who got score 73.

The next step, the writer tabulated the score into the table for the calculation of mean as follows:

Table 4.3 The Table for Calculating Mean of Pre Test Scores for Experimental Group

No	Score (X)	Frequency (F)	FX	Fkb	Fka
1.	73	1	73	40	19
2.	70	1	70	39	20
3.	64	2	128	38	22
4.	60	3	180	36	25
5.	58	4	232	33	29
6.	56	2	112	29	31
7.	55	4	220	27	35
8.	50	3	150	23	38
9.	43	1	43	20	37
10.	40	3	120	19	40
TOTAL		F = 24	FX=1328		

a. **Mean**

$$M = \frac{\sum F}{N}$$

$$M = \frac{1}{2}$$

$$M = 55.3333$$

   The calculation above showed of mean was 55.3333

  The last step, the writer tabulated the scores of pre test of experimental group into the table for the calculation of standard deviation and the standard error as follows:

Table 4.4.   The Table for Calculating Standard Deviation and Standard Error of Pre Test Scores of Experimental group.

Score (X)	Frequency (F)	FX	x	x^2	Fx^2
73	1	73	49.29	2429.50	2429.50
70	1	70	46.29	2142.76	2142.76
64	2	128	40.29	1623.28	3246.56
60	3	180	36.29	1316.96	3950.88
58	4	232	34.29	1175.80	4703.2
56	2	112	32.29	1042.64	2085.28
55	4	220	31.29	979.064	3916.256
50	3	150	26.29	691.164	2073.492
43	1	43	19.29	372.104	372.104
40	3	120	16.29	265.364	796.092
TOTAL	**F=24**	**FX= 1328**			**Fx^2= 25716.12**

The table above used for calculate standard deviation and standard error by calculate standard deviation first. The process of calculation used formula below:

a. **Standard Deviation**

$$SD_1 = \sqrt{\frac{\Sigma F^2}{N}}$$

$$SD_1 = \sqrt{\frac{2\quad.1}{2}}$$

$$SD_1 = \sqrt{1071.505}$$

$$SD_1 = 32.73385$$

b. **Standard Error**

$$S_{m1} = \frac{S_1}{\sqrt{N_1 - 1}}$$

$$SE_{m1} = \frac{32.73385}{\sqrt{2}}$$

$$SE_{m1} = \frac{32.73385}{4.8}$$

$$SE_{m1} = 6.820$$

The result of calculation showed the standard deviations of pre test scores of experimental group was 32.73385 and the standard error of pre test scores of experimental group was 6.820.

Table 4.5.The Table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Pre Test Scores in Experiment Group Using SPSS 22 Programs

Statistics

N	Valid	24
	Missing	0
Mean		55.3333
Std. Error of Mean		1.76281
Median		56
Mode		55
Std. Deviation		8.63595
Variance		74.58
Range		33
Minimum		40
Maximum		73
Sum		1328

The table showed the mean was 55.3333. The standard deviation was 8.63595 and the standard error was 1.76281.

b. Distribution of Pre Test Scores in Control Group

The pre test scores of the control group were presented in the following table.

Table 4.6.The Description of Pre Test Scores of the Data Achieved by the Students in Control Group

Students' Code	Total Score
C01	56
C02	50
C03	46
C04	62

C05	70
C06	60
C07	51
C08	55
C09	46
C10	60
C11	56
C12	62
C13	73
C14	44
C15	46
C16	55
C17	56
C18	55
C19	60
C20	50
C21	55
C22	56
C23	60
C24	70

Table 4.7 Frequency Distribution of PreTest Scoresfor Control Group

No	Score (X)	Frequency (F)	FX
1.	44	1	44
2.	46	3	138
3.	50	2	100
4.	51	1	51
5.	55	4	220
6.	56	4	224
7.	60	4	240
8.	62	2	124
9.	70	2	140
10.	73	1	73
TOTAL		F= 24	FX= 1354

The distribution of students' pretest scores of control group can also be seen in the following figure.

The Frequency Distribution of Pre test Score of Control Group
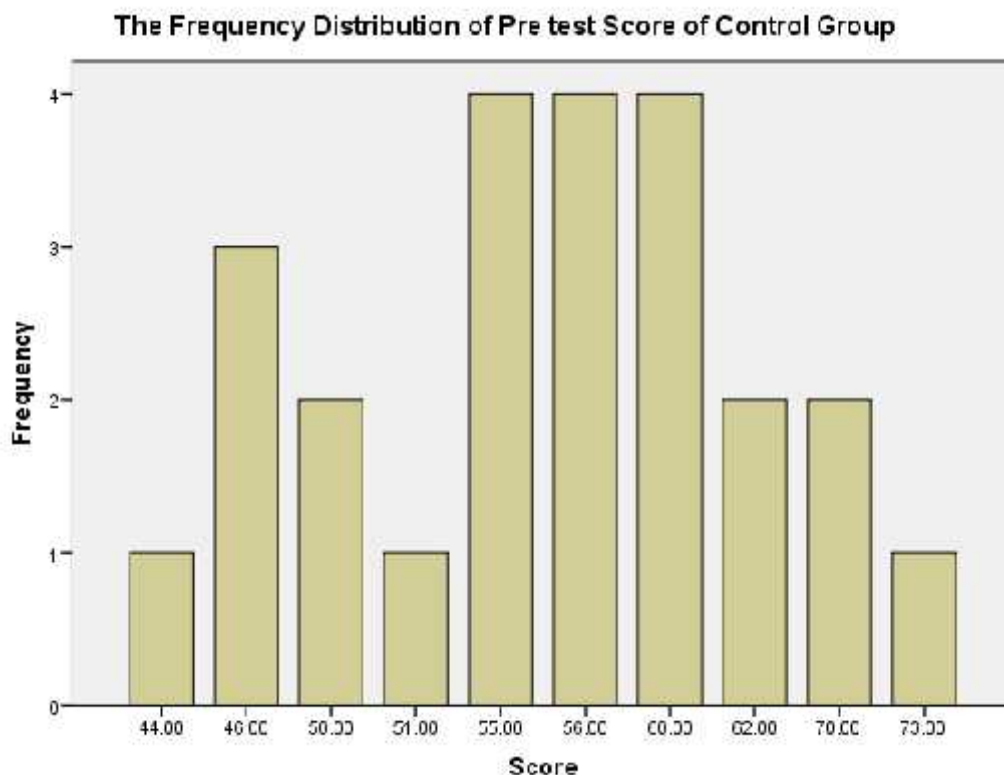
Figure 4.2 Histogram of Frequency Distribution of Pre Test Scores of Control Group

The figure 4.2 showed the pre test scores of students of control group. It can be seen that there was a student who got score 44. There were three students who got score 46. There were two students who got score 50. There was a student who got score 51. There were four students who got score 55. There were four students who got score 56. There were four students who got score 60. There were two students who got score 62. There were two students who got score 70. And there was a student who got 73.

Table 4.8.The Table for Calculating Mean of PreTest Scores for Control Group

No	Score (X)	Frequency (F)	FX	Fkb	Fka
1.	44	1	44	24	3
2.	46	3	138	23	6
3.	50	2	100	20	8
4.	51	1	51	19	7
5.	55	4	220	18	11
6.	56	4	224	14	15
7.	60	4	240	10	19
8.	62	2	124	6	21
9.	70	2	140	4	23
10.	73	1	73	2	24
TOTAL		F = 24	FX=1354		

a. **Mean**

$$M = \frac{\Sigma F}{N}$$

$$M = \frac{13}{2}$$

$$M = 56.4167$$

The calculation above showed of mean was 56.4167.

The last step, the writer tabulated the scores of pre test of control group into the table for the calculation of standard deviation and the standard error as follows:

Table 4.9. The Table for Calculating Standard Deviation and Standard Error of PreTest Scores of Control Group.

Score (X)	Frequency (F)	FX	X	x^2	Fx^2
44	1	44	-20.375	415.14	415.14
46	3	138	-22.375	500.64	1501.92
50	2	100	-26.375	695.64	1391.28
51	1	51	-27.375	749.39	749.39
55	4	220	-31.375	984.39	3937.56
56	4	224	-32.375	1048.14	4192.56
60	4	240	-36.375	1323.14	5292.56
62	2	124	-38.375	1472.64	2945.28
70	2	140	-46.375	2150.64	4301.28
73	1	73	-49.375	2437.89	2437.89
TOTAL	F=24	FX= 1354			Fx^2=27164.86

The table above used for calculate standard deviation and standard error by calculate standard deviation first. The process of calculation used formula below:

a. **Standard Deviation**

$$SD_1 = \sqrt{\frac{\Sigma F^2}{N}}$$

$$SD_1 = \sqrt{\frac{2\quad.8}{2}}$$

$SD_1 = \sqrt{1131.87}$
$SD_1 = 33.64327570258283$
$SD_1 = 33.64$

b. **Standard Error**

$$S_{m1} = \frac{S_1}{\sqrt{N_1 - 1}}$$

$$SE_{m1} = \frac{3.6}{\sqrt{2 - 1}}$$

$$SE_{m1} = \frac{3.6}{\sqrt{2}}$$

$$SE_{m1} = \frac{3.6}{4.8}$$

$$SE_{m1} = 7.01$$

The result of calculation showed the standard deviations of pre test scores of control group was 33.64and the standard error of pre test scores of control group was 7.01.

Table 4.10. The Table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Pre Test Scores in Control Group Using SPSS 22 Program

Statistics

N	Valid	24
	Missing	0
Mean		56.4167
Std. Error of Mean		1.56839
Median		56
Mode		55
Std. Deviation		7.68350
Variance		59.036
Range		29
Minimum		44
Maximum		73
Sum		1354

The table showed the result of mean calculation was 56.4167. The result of standard deviation was 7.68350 and the result of standard error of mean calculation was 1.56839.

c. Distribution of Post Test Scores in Experimental Group

The student's score could be distributed by the following table in order to analyze the student's skill after conducting the treatment. The post test scores of the control group were presented in the following table.

Table 4.11.The Description of Post Test Scores of the Data Achieved by the Students in Experiment Group

Students' Code	Total Score
C01	60
C02	75
C03	50
C04	64
C05	80
C06	75
C07	65
C08	75
C09	65
C10	75
C11	60
C12	64
C13	80
C14	47
C15	72
C16	65
C17	70
C18	72
C19	62
C20	72
C21	60
C22	70
C23	62
C24	80

Table 4.12. Frequency Distribution of Post Test Scores for Experiment Group

No	Score (X)	Frequency (F)	FX
1.	80	3	240
2.	75	4	300
3.	72	3	216
4.	70	2	68
5.	65	3	195
6.	64	2	128
7.	62	2	124
8.	60	3	180
9.	50	1	50
10.	47	1	47
TOTAL		F= 24	FX= 1548

The distribution of students' posttest scores of experiment group can also be seen in the following figure.
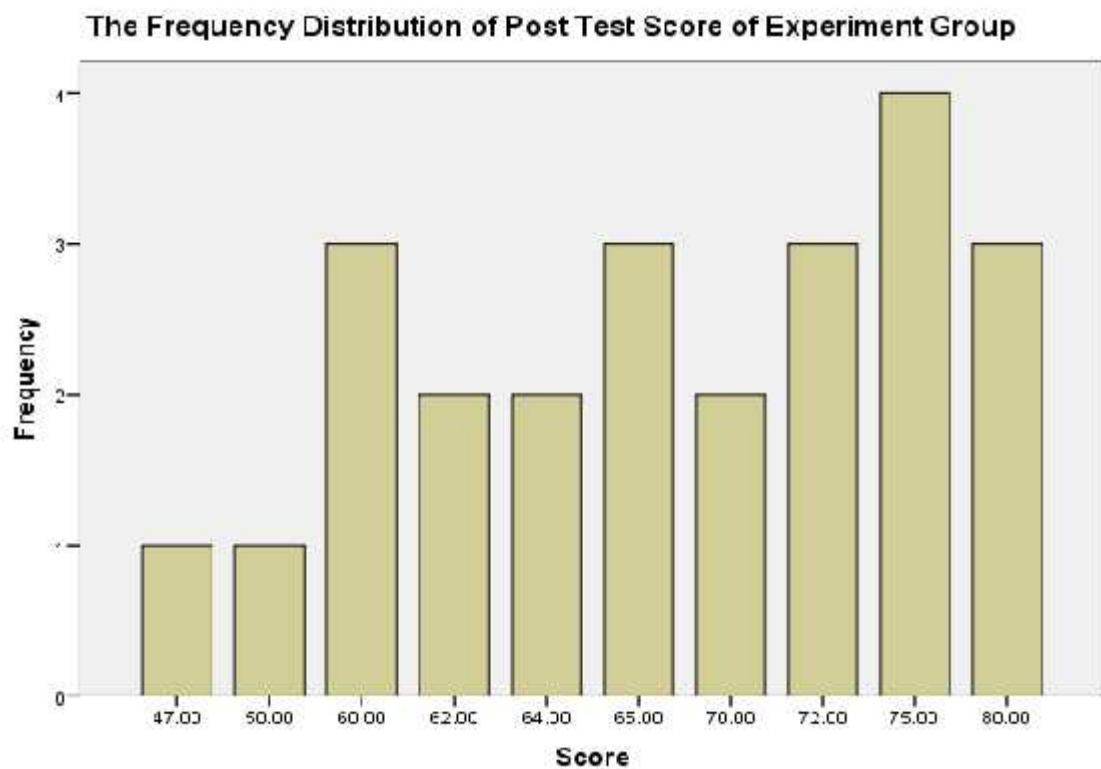
Figure 4.3. Histogram of Frequency Distribution of Post Test Scores of Experiment Group

The figure 4.14 showed the post test scores of students of experiment group. It can be seen that there was a student who got score 47. There was a student who got 50. There were three students who got 60. There were two students who got 62. There were two students who got 64. There were three students who got 65. There were two students who got 70. There were three students who got 72. There were four students who got 75. And there were three students who got 80.

Table 4.13.The Table for Calculating Mean of Post Test Scores for Experiment Group

No	Score (X)	Frequency (F)	FX	Fka	Fkb
1.	80	3	240	24	4
2.	75	4	300	21	8
3.	72	3	216	17	11
4.	70	2	68	14	13
5.	65	3	195	12	16
6.	64	2	128	9	18
7.	62	2	124	7	20
8.	60	3	180	5	22
9.	50	1	50	2	23
10.	47	1	47	1	24
TOTAL		F = 24	FX=1548		

a. **Mean**

$$M = \frac{\sum F}{N}$$

$$M = \frac{1}{2}$$

$$M = 64.5$$

The calculation above showed of mean was 64.5

The last step, the writer tabulated the scores of post test of experimental group into the table for the calculation of standard deviation and the standard error as follows:

Table 4.14. The Table for Calculating Standard Deviation and Standard Error of Post Test Scores of Experimental group.

Score (X)	Frequency (F)	FX	x	x^2	Fx^2
80	3	240	53.125	2822.266	8466.798
75	4	300	48.125	2316.016	9264.064
72	3	216	45.125	2036.266	6108.798
70	2	68	43.125	1859.766	3719.532
65	3	195	38.125	1453.516	4360.548
64	2	128	37.125	1378.266	2756.532
62	2	124	35.125	1233.766	2467.532
60	3	180	33.125	1097.266	3291.798
50	1	50	23.125	534.7656	534.7656
47	1	47	20.125	405.0156	405.0156
TOTAL	**F=24**	**FX= 1548**			**Fx²= 41375.38**

The table above used for calculate standard deviation and standard error by calculate standard deviation first. The process of calculation used formula below:

a. **Standard Deviation**

$$SD_1 = \sqrt{\frac{\Sigma F^2}{N}}$$

$$SD_1 = \sqrt{\frac{4\ .3}{2}}$$

$$SD_1 = \sqrt{1723.974}$$

$$SD_1 = 41.521$$

b. **Standard Error**

$$S_{m1} = \frac{S_1}{\sqrt{N_1 - 1}}$$

$$SE_{m1} = \frac{41.521}{\sqrt{2}}$$

$$SE_{m1} = \frac{41.521}{4.8}$$

$$SE_{m1} = 8.650$$

The result of calculation showed the standard deviations of post test scores of experimental group was 41.521and the standard error of post test scores of experimental group was8.650.

Table 4.15.The Table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Post Test Scores in Experiment Group Using SPSS 22 Program

Statistics

N	Valid	24
	Missing	0
Mean		67.5
Std. Error of Mean		1.78865
Median		67
Mode		75
Std. Deviation		8.76257
Variance		76.783
Range		33
Minimum		47
Maximum		80
Sum		1620

The table showed the result of mean calculation was 67.5. The result of standard deviation was 8.76257 and the result of standard error of mean calculation was 1.78865.

c. Distribution of Post Test Scores of Control Group

The post test scores of the control group were presented in the following table.

Table 4.16.The Description of Post Test Scores of the Data Achieved by the Students in Control Group

Students' code	Total Score
E01	70
E02	63
E03	60
E04	64
E05	50
E06	62
E07	46
E08	63
E09	46
E10	65
E11	70
E12	65
E13	50
E14	64
E15	80
E16	62
E17	72
E18	72
E19	50
E20	72
E21	63

E22	64
E23	65
E24	60

Table 4.17 Frequency Distribution of Post Test Scores for Control Group

No	Score (X)	Frequency (F)	FX
1.	80	1	80
2.	72	3	144
3.	70	2	140
4.	65	3	195
5.	64	3	192
6.	63	3	189
7.	62	2	124
8.	60	2	120
9.	50	3	150
10.	46	2	92
TOTAL		F= 24	FX= 1426

The distribution of students' posttest scores of controlgroup can also be seen in the following figure.

The Frequency of Post Test Score of Control Group
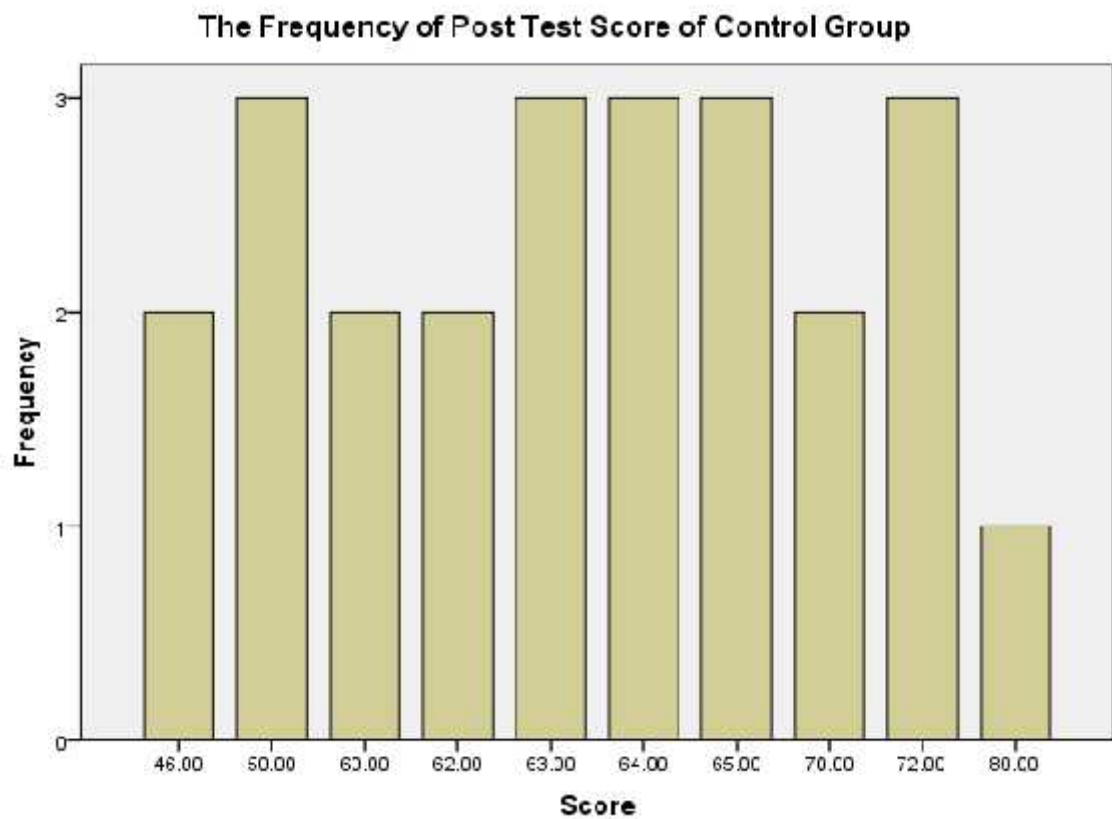
Figure 4.4 Histogram of Frequency Distribution of Post Test Scores of Control Group

The figure 4.4 showed the post test scores of students of experiment group. It can be seen that there were two students who got 46. There were three students who got 50. There were two students who got 60. There were two students who got 62. There were three students who got 63. There were three students who got 64. There were three students who got 65. There were two students who got 70. There were three students who got 72. And there was a student who got 80.

Based on the table summarizing of pre test and post test of experiment shown that

Table 4.18 TheTable for Calculating Mean of Post Test Scores for Control Group

No	Score (X)	Frequency (F)	FX	Fka	Fkb
1.	80	1	80	24	1
2.	72	3	144	23	4
3.	70	2	140	20	6
4.	65	3	195	18	9
5.	64	3	192	15	12
6.	63	3	189	12	15
7.	62	2	124	9	17
8.	60	2	120	7	19
9.	50	3	150	5	22
10.	46	2	92	2	24
TOTAL		F = 24	FX=1426		

1. **Mean**

$$M = \frac{\Sigma F}{N}$$

$$M = \frac{1}{2}$$

$$M = 59.417$$

The calculation above showed of mean was 59.417

The last step, the writer tabulated the scores of post test of control group into the table for the calculation of standard deviation and the standard error as follows:

Table 4.19. The Table for Calculating Standard Deviation and Standard Error of Post Test Scores of Control Group.

Score (X)	Frequency (F)	FX	X	x^2	Fx^2
80	1	80	53.66667	2880.111	2880.111
72	3	144	45.66667	2085.445	6256.335
70	2	140	43.66667	1906.778	3813.556
65	3	195	38.66667	1495.111	4485.333
64	3	192	37.66667	1418.778	4256.334
63	3	189	36.66667	1344.445	4033.335
62	2	124	35.66667	1272.111	2544.222
60	2	120	33.66667	1133.445	2266.89
50	3	150	23.66667	560.1113	1680.3339
46	2	92	19.66667	386.7779	773.5558
TOTAL	F=24	FX= 1426			Fx^2=32990.01

The table above used for calculate standard deviation and standard error by calculate standard deviation first. The process of calculation used formula below:

a. **Standard Deviation**

$$SD_1 = \sqrt{\frac{\Sigma F^2}{N}}$$

$$SD_1 = \sqrt{\frac{32990.01}{2}}$$

$$SD_1 = \sqrt{1374.58375}$$

$$SD_1 = 37.07538$$

b. **Standard Error**

$$S_{m1} = \frac{S_1}{\sqrt{N_1 - 1}}$$

$$SE_{m1} = \frac{3.0}{\sqrt{2}}$$

$$SE_{m1} = \frac{3.0}{4.8}$$

SE_{m1} $= 7.724$

The result of calculation showed the standard deviations of post test scores of control group was 37.07538 and the standard error of post test scores of control group was 7.724.

Table 4.20. The Table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Post Test Scores in Control Group Using SPSS 22 Program

Statistics

N	Valid	24
	Missing	0
Mean		62.42
Std. Error of Mean		1.77637
Median		63.5
Mode		50
Std. Deviation		8.70241
Variance		75.732
Range		34
Minimum		46
Maximum		80
Sum		1498

Table 4. 21 A Table Summarizing The Result of Pre Test and Post Test of Experiment Group and Control Group

Experiment Group				Control Group			
Students' Code	Pre Test	Post Test	Raise	Students' Code	Pre Test	Post Test	Raise
E01	64	60	-4	C01	56	70	-14
E02	70	75	-5	C02	50	63	-13
E03	55	50	5	C03	46	60	-14
E04	58	64	-6	C04	62	64	-2
E05	50	80	-30	C05	70	50	20
E06	55	75	-20	C06	60	62	-2
E07	43	65	-22	C07	51	46	5
E08	58	75	-17	C08	55	63	-8
E09	40	65	-25	C09	46	46	0
E10	55	75	-20	C10	60	65	-5
E11	60	60	0	C11	56	70	-14
E12	56	64	-8	C12	62	65	-3
E13	40	80	-40	C13	73	50	23
E14	64	47	17	C14	44	64	-20
E15	73	72	1	C15	46	80	-34
E16	60	65	-5	C16	55	62	-7
E17	60	70	-10	C17	56	72	-16
E18	55	72	-17	C18	55	72	-17
E19	50	62	-12	C19	60	50	10
E20	58	72	-14	C20	50	72	-22
E21	40	60	-20	C21	55	63	-8
E22	56	70	-14	C22	56	64	-8
E23	50	62	-12	C23	60	65	-5
E24	58	80	-22	C24	70	60	10

From the table it can seen the progress students got from pre test to post test. In experiment group some students got significant raise and insignificant descrease. The result showed that the crossword puzzle game with picture gave effect on the students' writing scores for the eleventh grade students' writing scores at MA Hidayatul Insan Palangkaraya.

a. Normality Test

In calculating the normal distribution, *Kolmogorov-Smirnov* with level of sig. = 0.05 was used. The hypotheses used were:

H_0 =The scores of the experimental and the control class are normally distributed.

H_1 =The scores of the experimental and the control class are not normally distributed.

The result of normality distribution test is presented in the following table:

Table 4.22. The Result of Normality Distribution Test on the Post-Test Scores of the Experiment and Control Group

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post test scores	.113	24	.200	.941	24	.172
	.189	24	.026	.921	24	.061

a. Lilliefors Significance Correction

One-Sample Kolmogorov-Smirnov Test

		Post test scores
N		48
Normal Parameters[a,b]	Mean	64.9583
	Std. Deviation	9.01289
Most Extreme Differences	Absolute	.145
	Positive	.123
	Negative	-.145
Test Statistic		.145
Asymp. Sig. (2-tailed)		.013[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, it can be seen that the P value (Sig.) of post-test scores of the experimental and the control class are.013which are higher than the level of significance (0.05). Thus, it can be concluded that the null hypothesis is accepted and the data were normally distributed.

A. The Homogeneity of Variance Test

In testing the homogeneity of the scores test on SPSS 22 for windows was employed. Firstly, the hypothesis was stated as follows:

H_0: the variances of experimental and control group are homogeneous.

After that, the homogeneity variance was computed. The next steps compared the result of homogeneity test with the level of significance at 0.05.

Table 4.23 below shows the result of homogeneity test.

Table 4.23. Test of Homogeneity of Variance Result on the Post-test Scores

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.305	1	46	.583

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	310.083	1	310.083	4.066	.050
Within Groups	3507.833	46	76.257		
Total	3817.917	47			

The significance value of test shown in the table is 0.583. Since the significance value is higher than the level of significance (0.05). Therefore, the null hypothesis of the post-test score can be accepted in which the variances of post-test scores in both classes are homogeneous.

e. **The T-test Computation**

The writer chose the level of significance in 5%, it mean that the level of significance of the refusal null hypothesis in 5%. The writer decided the level of significance at 5% due to the hypothesis type stated on non-directional (two-tailed test).It meant that the hypothesis cannot directly the prediction of alternative hypothesis. To test the hypothesis of the study, the writer used t-test statistical calculation. First, the writer calculated the standard deviation and the standard error of X_1 and X_2. It was found the standard deviation and the

standard error of post test of X_1 and X_2 at the previous data presentation. It could be seen in this following table:

Table 4.24 The Standard Deviation and Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
X^1	8.76257	1.78865
X^2	8.70241	1.77637

Where:

X_1 = Experimental Group

X_2 = Control Group

The table showed the result of the standard deviation calculation of X_1 was 8.76257and the result of the standard error mean calculation was 1.78865. The result of the standard deviation calculation of X_2 was 8.70241and the result of the standard error calculation was 1.77637.

The next step, the writer calculated the standard error of the differences mean between X_1 and X_2 as follows:

Standard Error of the Difference Mean scores between Variable I and Variable II:

$$SE_{M1} - SE_{M2} = \sqrt{SEm1^2 + SEm2^2}$$

$$SE_{M1} - SE_{M2} = \sqrt{1.78865^2 + 1.77637^2}$$

$$SE_{M1} - SE_{M2} = \sqrt{3.199269 + 3.15549}$$

$$SE_{M1} - SE_{M2} = \sqrt{6.354759}$$

$$SE_{M1} - SE_{M2} = 2.520865 = 2.521$$

The calculation above showed the standard error of the differences mean between X_1 and X_2 was 2.521. Then, it was inserted the t_o formula to get the value of $t_{observed}$ as follows:

$$t_o = \frac{M1 - M2}{SI\ 1 - SI\ 2}$$

$$t_o = \frac{6.5 - 6.4}{2.5}$$

$$t_o = \frac{5.0}{2.5}$$

$$t_o = 4.015$$

With the criteria:

If t_{test} ($t_{observed}$) $\geq t_{table}$, Ha is accepted and Ho is rejected.

If t_{test} ($t_{observed}$) $< t_{table}$, Ha is rejected and Ho is accepted.

Then, the writer interpreted the result of t_{test} previously; the writer accounted the degree of freedom (df) with the formula:

$$Df = (N_1 + N_2) - 2$$

$$= (24 + 24) - 2 = 46$$

t_{table} at df 38 at 5% the level of significant = 2.01

The writer chose the level of significance in 5%; it means that the level of significance of the refusal null hypothesis in 5%. The writer decided the level of significance at 5% due to the hypothesis typed stated on non-directional (two-tailed test). It meant that the hypothesis cannot direct the prediction of alternative hypothesis.

The calculation above showed the result of t_{test} calculation as in the table follows:

Table 4.25 The Result of t_{test}

Variable	$t_{observed}$	t_{table}		Df/db
		5%	1%	
X_1-X_2	4.015	2.01	2.68	46

Where:

X1	= Experimental Group
X2	= Control Group
$t_{observed}$	= The Calculated Value
t_{table}	= The Distribution of t value
Df/db	= Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at the level of significance in 5% or 1% that was 2.01 <4.015> 2.68. It meant Ha was accepted and Ho was rejected.

It could be interpreted based on the result of calculation that Ha stating that crossword puzzle game with pictureincreases the students' writing scores was accepted and Ho stating that crossword puzzle game with picturedoes not increase the students' writing scores was rejected. It meant that teaching writing using crossword puzzle game with picture increases the eleventh grade students' writing scores at MA Hidayatul Insan Palangka Raya.

The writer also applied SPSS 22 program to calculated t_{test} in testing hypothesis of the study. The result of t_{test} using SPSS 22 was used to support

the manual calculation of the t_{test}. The result of the t_{test} using SPSS 22

program could be seen as follows:

Table 4.26. The Result of Result of Independent T-test Computation on the
Post-Test Scores of the Experiment and Control Group

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	X1	24	67.50	8.763	1.789
	X2	24	62.42	8.702	1.776

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differenc	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	e	Difference	Lower	Upper
Post test score	Equal variances assumed	.305	.583	2.017	46	.050	5.083	2.521	.009	10.158
	Equal variances not assumed			2.017	45.998	.050	5.083	2.521	.009	10.158

The table showed the result of t_{test} calculation using SPSS 22 program.

Since the result of posttest between experimental and control group had difference

scores of variance, it found that the result of $t_{observed}$ was, the result of mean

difference between experimental and control group was7.155.

To examine the truth or the false of null hypothesis stating that students

taught using crossword puzzle game with picture do not increase the writing score

than those taught without crossword puzzle game with picture, the result of t_{test}

was interpreted on the result of degree of freedom to get the t_{table}. The result of degree of freedom (df) was 46, it found from the total number of the students in both group minus 2. The following table was the result of $t_{observed}$ and t_{table} from 46df at 5% and 1% the level of significance.

Table 4.27   The Result of $t_{observed}$ and t_{table}/t_{test}

Variable	$t_{observed}$	t_{table}		Df/db
		5%	1%	
X_1-X_2	4.015	2.01	2.68	46

The interpretation of the result of t_{test} using SPSS 22 Program, it was found the $t_{observed}$ was greater than the t_{table} at 1% and 5% the level significance or 2.01 <4.015> 2.68. It could be interpreted based on the result of calculation that Ha stating that crossword puzzle game with pictureincreases the students' writing scores was accepted and Ho stating that crossword puzzle game with picture does not increase the students' writing scores was rejected. It meant that teaching writing using crossword puzzle game with picture increases the eleventh grade students' writing scores at MA Hidayatul Insan Palangka Raya.

B. Discussion

In teaching learning process,the writer takes two groups as the participant of the study, the first group where implemented the crossword puzzle game with picture and the second group as control group who are taught by using conventional method which is used by the teacher using the book and explain it in accordance with the existing topics in the text book.

Crossword puzzle game with picture can make a good interaction between teacher and students. From the result of analysis, it can be seen from the score of students how the use of media giving positive effects for students wrting. It meant media has important role in teaching learning process.Through the use of crossword puzzle game with picture in each activity, there was an improvement of the students' motivations in learning. It could be seen from the students' interest in teaching- learning process which was higher. They also paid more to the teacher's explanation. The students' motivation in learning English influenced their participation in the class. The classroom situation became active and interactive because they enjoyed and they were motivated in teaching and learning process.

The result of the data analysis showed that the crossword puzzle game with picturegave effect on the students' writing scores for the eleventh grade students' writing scores at MA Hidayatul Insan Palangka Raya. There scores covered 5 components.They are:

a. CONTENT
1. Table of Experiment Group

Content	Rater 1	Rater 2	Jumlah	%
13-18	8	8	8	33,33
19-24	16	16	16	66,66
25-30	0	0	0	0
	24	24	100%	

2. Table of Contol Group

Content	Rater 1	Rater 2	Jumlah	%
13-18	16	13	14,5	60,41
19-24	8	11	9,5	39,58
25-30	0	0	0	0
	24	24	100%	

- In aspect of content experiment got score 13 – 18 = 33.330%, and 19–24 = 66,66% while control group got 13–18 = 60,41% and 19–24 = 39,58%

b. ORGANIZATION

1. Table of Experiment Group

Organization	Rater 1	Rater 2	Jumlah	%
10-15	10	14	12	0,5
16-20	14	10	12	0,5
21-25	0	0	0	0
26-30	0	0	0	0
	24	24	100%	

2. Table of Contol Group

Organization	Rater 1	Rater 2	Jumlah	%
9-14	12	12	12	0,5
15-20	12	12	12	0,5
21-26	0	0	0	0
27-30	0	0	0	0
	24	24	100%	

- In aspect of organization experiment got score 10–15 = 0,5% and 16-20 = 0,5% while control group got 9–14 = 0,5% and 15–20 = 0,5%

c. GRAMMAR

1. Table of Experiment Group

Grammar	Rater 1	Rater 2	Jumlah	%
9-14	20	17	18,5	77,08
15-20	4	7	5,5	22,91
21-26	0	0	0	0
27-30	0	0	0	0
	24	24	100%	

2. Table of Contol Group

Grammar	Rater 1	Rater 2	Jumlah	%
9-14	20	21	20,5	85,41
15-20	4	3	3,5	14,58
21-26	0	0	0	0
27-30	0	0	0	0
	24	24	100%	

- In aspect of grammar experiment got score 9–14 = 77,08% and 15–20 =

  22,91% while control group got 9–14 = 85,41% and 15–20 = 14,58%

d. VOCABULARY

1. Table of Experiment Group

Vocabulary	Rater 1	Rater 2	Jumlah	%
08-13	21	23	22	91,66
16-20	3	1	2	08,33
21-25	0	0	0	0
26-30	0	0	0	0
	24	24	100%	

2. Table of Contol Group

Vocabulary	Rater 1	Rater 2	Jumlah	%
10-15	16	22	19	79,16
16-20	8	2	5	20,83
21-25	0	0	0	0
26-30	0	0	0	0
	24	24	100%	

- In aspect of vocabulary experiment got score 08 -13= 91,66% and 16-20=

  08,33% while control group got 10-15= 79,16% and 16-20= 20,83%

2. PUNCTUATION

1. Table of Experiment Group

Punctuation	Rater 1	Rater 2	Jumlah	%
3	8	7	7,5	31,25
4	7	8	7,5	31,25
5	9	9	9	3,75
	24	24	100%	

2. Table of Contol Group

Punctuation	Rater 1	Rater 2	Jumlah	%
3	13	13	13	54,16
4	10	10	10	41,66
5	1	1	1	0,41
	24	24	100%	

- In aspect of punctuation experiment got score 3= 31,25%, 4= 31,25% and 5 = 3,75% while control group got 3= 54,16%, 4= 41,66% and 5 = 0,41%.

The students who were taught using the crossword puzzle game with picturegot higher scores than students who were taught without using the crossword puzzle game with picture. It was proved by the mean scores of the students who were taught using the crossword puzzle game with picturewas 67.5and the students who were taught without using the crossword puzzle game with picturewas 62.42. Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 5% and at 1% the level of significance or 2.01 <4.015> 2.68. It meant that Ha was accepted and Ho was rejected.

In addition, the result of t_{test} calculation using SPSS 22 found that the crossword puzzle game with picture also gave effect on the students' writing scores. It proved by the value $dft_{observed}$ was greater than t_{table} both at 1% and 5%the level of significance or 2.01<4.015>2.68.

The finding of the study interpreted that the alternative hypothesis state that teaching using crossword puzzle game with picture give effect on the student's writing scores at the eleventh grade students at MA Hidayatul Insan

Palangka Rayawas accepted and the null hypothesis state that teaching using crossword puzzle game with picture does not give effect on the student's writing scores at the eleventh grade students at MA Hidayatul Insan Palangka Raya. Crossword puzzle helps students to solve lack of vocabularies problem. By using crossword puzzle, the students will be introduced with new vocabularies that are related with descriptive text. Crossword puzzle helps teacher to encourage students' motivation to study. By answering the puzzle, the students will find an interest activity. This interest of learning activity certainly can motivate the students in learning. Correspondingly, crossword puzzle also motivates students because it facilitates students in writing. Crossword puzzle also motivates students' ideas in describing a thing. By using the clues and vocabularies from crossword puzzle, students can get ideas to make descriptive text. Moreover, by using crossword puzzle the students also get guidelines to write in right spelling. If students can solve the crossword well, they also can write in right spelling for specific vocabularies.

These findings are suitable with the theories as stated in chapter II page 35 and 36.

From the description above, it can be concluding that crossword is one of game which useful to students, because the game can add the students' knowledge especially in English writing. Based on statistical calculation interpreted that the alternative hypothesis state that teaching using crossword puzzle game with picture give effect on the student's writing scores at the eleventh grade students at MA Hidayatul Insan Palangka Raya was accepted.

CHAPTER V

CLOSING

In this chapter, discusses about conclusion and some suggestions based on the result of the study, as the following:

A. **Conclusion**

Based on the problem of the study stated that, does teaching using crossword puzzle game with picture give effect in teaching writing at the eleventh grade students of MA Hidayatul Insan Palangka Raya?

The writer gave the result of data analysis from the students' gained score of writing descriptive text test from experiment group, which was taught using crossword puzzle game with picture and the gained score of control group, which was taught without using crossword puzzle game with picture were significantly different ($t_{observed}$= 4.015>t_{table}= 2.01 (5%) and 2.68 (5%)) and SPSS 22 = ($t_{observed}$ = 4.015>2.01 (5%) and 2.68 (5%)) at 1% and 5% the level of significance.

This indicated that the alternative hypothesis stating that teaching using crossword puzzle game with picture give effect on the student's writing scores at the eleventh grade students at MA Hidayatul Insan Palangka Raya was accepted and the null hypothesis stating that teaching using crossword puzzle game with picture does not give effect on the student's writing scores at the eleventh grade students at MA Hidayatul Insan Palangka Raya was rejected. It meant that if the students were taught English by using crossword puzzle game with picture, the students' English scores would be higher than taught English without using crossword puzzle game with picture. It can be proved by the difference between

pre test and post test. The interpretation above answer the problem of study that crossword puzzle game with picture gave effect of the students' writing scores in descriptive text at the eleventh grade students of MA Hidayatul Insan Palangka Raya.

B. Suggestions

Based on the findings of this study, the writer would like to propose the suggestions for the students, the teachers and the researchers.

1. For the students

The crossword puzzle game with picture used in the education to help the students to improve their ability. Therefore, the writer recommended to the students for using crossword puzzle game with picture to learn English especially writing as much as possible. By learning using crossword puzzle game with picture will provide motivation and support so that students can learn easily and increase their ability in English writing skill.

2. For the teachers

The MA Hidayatul Insan Palangka Raya English teacher could use crossword puzzle game with picture as an alternative media to teach writing skill at SMA/MA level to improve the students understanding and ideas. Because it as tools to help the teachers to give a visual experience to the learners in order to support, make clear, and ease the complex concept and abstract concept to the simple concept, concrete concept, and easy to understand. So, the writer recommended the teachers to use a crossword puzzle game with picture to make the teaching learning process more alive

and meaningful, so that can help students to improve their writing ability especially and their English ability generally.

The English teacher should consider some aspects in implementing the technique. They are: first, the teacher should set the time as effective as possible. Second, the teacher should deliver the explanations or instructions using clear voice and clear explanations or instructions to get the students understand with the main purpose of the learning activity. Third, the teacher should provide the students with list of vocabulary or ask them to always bring dictionary since they still have poor vocabulary.

3. For the other researchers

In this thesis, the writer realized that there were still many weaknesses that could be seen. The other researchers can improve this study with better design and different object in order to support the result findings. The other researcher also can use this research as the reference for conducting their research. Non contextualized crossword puzzle was used in experiment group, it is worth for the next researchers to use contextualized crossword puzzle.

REFERENCES

A.S. Hornby, *Oxford Advance Learner's Dictionary of Current English*, Oxford: Oxford University Press, 1995.

Anker, Susan, *Real Writing with Reading*, Boston: Bedford/ St. Martin's, 2010.

Ary, Donal, (et…all), *Introduction To Research In Education Ceight,* Canada: Wadsworth Engage Learning, 2010.

Bailey, Stegen, *Academic Writing – a Practical Guide for Students*, New York: Nelson Thornes Ltd., 2003.

Berne, Jennifer, *The Writing- Rich High School Classroom*, New York: The Guliford Press, 2009.

Brown, Kristine and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of Student of English*, Australia: Cambridge University Press, 1993.

Byrne, Donn, *Teaching Writing Skills*, England: Longman, 1984.

Crème, Phyllis and Mary R. Lea, *Writing at University,* Philadelphia: Open University Press, 2003.

Djiwandono, M. Soenardi, *Tes Bahas adalam Pengajaran*, Bandung: Penerbit ITB, 1996.

Dodi, Ahmad, (et... all),*Developing English Competencies; for Senior High School Grade X*, Jakarta: Departemen Pendidikan nasional, 2008.

Dornyei, Zoltan, *Research Method in Applied Linguistics Quantitative, Qualitative A Mixed Methodologies.*

Elbow, Peter, *Writing With Power: Techniques for Mastering the Writing Process*, New York: Oxford University Press, 1998.

Fauziati, Endang, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyyah University Press, 2002.

Francine D. Galko, *Better Writing Right Now! Using Words to Your Advantage*, New York: Learning Express, 2001.

Gould. E. D., Yanni R. & Smith. W., *The Act of Writing,* New York: Random House, 1983.

Grenville, Kate, *Writing from Start to Finish; A Six-Step Guide*, Australia: Allen and Unwin, 2001.

H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy (Second Edition).*

Helnich, Robert and Michael Molenda, *Instructional Technology and Media for Learning,* Columbus: Upper Saddle River.

Herlina, *The Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the Tenth Year of SMA Muhammadiyah 1 Tumbang Samba katingan Tengah*, Unpublished Thesis. Palangka Raya: State Islamic College of Palangka Raya, 2012.

Jery G. Gebhard, *Teaching English as Foreign or Second Language*, United States of America: The universityof Michigan Press, 2000.

Mackey, Alison and Susan M. Gass, *Second Language Research methodology and Design,* Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey, London, 2005.

Mollica, Antony, Crossword Puzzle and Second Language Teaching, (American association of teachers of italian, 2007.

Muetiah, Annisa and Marlina Leni, *Teaching Writing Descriptive Text Using Crossword Puzzle for Second grade of Junior High School Students,* English Departement FBS Universitas Negeri Malang, March 2014.

Nation I.S.P. and Newton Jonatan, *Teaching ESL/EFL Listening and Speaking,* New York: Routledge, Taylor and Francis, 2009.

Nirwanto, Rahmadi, *Paragraph and Essay,* Yogyakarta: Kanwa Publisher, 2013.

Oshima, A., and Hogue A., *Introduction to Academic Writing Third Edition*, New York: Pearson Education Inc., 2007.

Penny Ur, *a Course in Language Teaching Practice and Theory*, Cambridge: CambridgeUniversity Press, 1996.

Priyana, Joko,(et…all), *Interlanguage: English for High School Students X,* Jakarta: Departemen Pendidikan Nasional, 2008.

Regina L. Smalley, (et... all), *Refining Composition Skills Rhetoric and Grammar*, Boston: Heinle & Heinle Publisher, 2001.

Sahela, Marini, *The Effect of Crossword Puzzle Media on Vocabulary Mastery of The Eighth Year Students of MTs An-Nur Palangka Raya*, *Thesis, Palangka Raya*: IAIN, 2015.

Seal, B., *Vocabulary Learning and Teaching. In M.Celce-Murcia (Ed), Teaching English as a second or Foreign Language*, Boston MA: New Bury House. Heinle and Heinle Publishers), 1991.

Sudijono, Anas*, Pengantar Evaluasi Pendidikan*, Jakarta: P.T. Raja Grafindo Persada, 2007.

Surtiyem, *Using Crossword Puzzles to Increase The Vocabulary Mastery of Grade VII-C Students of SMPN 2 Karau Kuala*, *Thesis,* UNPAR, 2010.

Thomas S. Kane, *Essential Guide to Writing*, New York: Berkleys Books, 2000.

Weigle, Sara Cushing, Assessing Writing, Cambridge: Cambridge University Press, 2001.

Wharton, Glenn, *Crossword Puzzle: One Way to Improve Communication Strategies English Forum.vol.32 No.1.*

Widyasari, Zunita, *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)*, *Thesis,* Salatiga: STAIN, 2010.

Yule, George, *The Study of Language*, New York: Cambridge University Press, 4th Edition, 2010.