

THE EFFECTIVENESS OF CROSSWORD PUZZLE TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT AS PRE-WRITING ACTIVITY

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Abstract

The research paper entitled “ **The Effectiveness of Crossword Puzzle to Improve Students' Skill in Writing Descriptive as Pre-Writing Activity**” is intended to fulfill one of the requirements to the English Education Study Program of FKIP UNIBBA for taking *Sarjana Pendidikan* degree. There are two purposes of this research paper, those are to find out whether or not crossword puzzle is effective to improve students' skill in writing descriptive text and to know students' responses toward crossword puzzle in teaching writing descriptive text. The writer chose the eighth grade of SMP Negeri 8 Cidaun as the population of this study. The number of sample was 24 students for the experimental group and 24 students for the control group. The result of the pre-test showed that the t-test value was 0.921, where t-table at $p=0.05$ with $Df = N1+N2-2= 46$ at the level of significance 0.05 for two tailed was 2.021. Then it could be observed that the t-test was lower than t-table $\rightarrow 0.921 < 2.021$. It means that there was no significant difference between experimental and control group before the treatments were given. The result of post-test showed that the t-test value was 4.231, where t-table at $p=0.05$ with the $Df = N1 + N2 - 2 = 24 + 24 - 2 = 46$ at $p=0.05$ of two tailed, the critical value of t was 2.021. As the value of t-observe was bigger than of the t-table $\rightarrow 4.231 > 2.021$, the Null Hypothesis (H_0) is rejected and the Alternative Hypotheses (H_a) is accepted, stating that there was significant difference in the result between crossword puzzle and conventional method in teaching writing descriptive text. It means that applying crossword puzzle in teaching writing descriptive text to the eighth grade of SMP Negeri 8 Cidaun is effective. Then, the questionnaire was given only to the experimental group. It was calculated and converted into percentage to find out how the students' responses toward the use of crossword puzzle. The result of the questionnaire showed that almost all of students liked crossword puzzle that applied in teaching writing descriptive text, it can help them to find new vocabulary in writing descriptive text, they did not get any obstacles in writing descriptive text using crossword puzzle, and it can improve their skill in writing descriptive text. It means that almost all of students gave the positive responses toward the use of crossword puzzle to improve their skills in writing descriptive text to the eighth grade of SMP Negeri 8 Cidaun.

Key Words: Descriptive Text, Crossword Puzzle and writing.

Abstrak

skripsi ini berjudul “Keefektifan Teka Teki Silang untuk Meningkatkan Kemampuan Siswa dalam Menulis Teks Deskripsi sebagai Kegiatan Pra-

Menulis". Penelitian ini disusun untuk memenuhi salah satu syarat kepada Program Studi Pendidikan Bahasa Inggris FKIP UNIBBA untuk mendapatkan gelar sarjana pendidikan. Dua tujuan dalam penelitian ini, yaitu untuk mengetahui ada atau tidaknya keefektifan teka teki silang untuk meningkatkan kemampuan siswa dalam menulis teks deskripsi, dan untuk mengetahui respon siswa terhadap penggunaan teka teki silang dalam mengajar teks deskripsi. Peneliti memilih kelas delapan siswa SMP Negeri 8 Cidaun sebagai populasi dalam penelitian ini. Jumlah sampel yaitu 24 siswa untuk grup eksperimen dan 24 siswa untuk grup kontrol. Hasil pre-tes menunjukkan bahwa nilai t -tes adalah 0.921, dimana t -table pada $p=0.05$ dengan $Df=N1+N2-2=46$. Pada level 0.05 yaitu 2.021. Itu diobservasi mengobservasi bahwa t -tes lebih rendah daripada t -table $\rightarrow 0.921 < 2.021$. Itu bahwa tidak ada perbedaan yang signifikan antara grup eksperimen dan grup kontrol sebelum diberikan perlakuan. Hasil post-tes menunjukkan bahwa nilai tes yaitu 4.231 dimana t -table pada $p=0.05$ dengan $Df=N1+N2-2=46$ pada $p=0.05$ dengan nilai kritis yaitu 2.021. Nilai t - yang diobservasi lebih besar dibanding nilai t -table $\rightarrow 4.231 > 2.021$. Null Hypothesis ditolak dan Alternative Hypothesis diterima, menyatakan bahwa ada perbedaan yang signifikan antara teka teki silang dengan metode konvensional dalam mengajar teks deskripsi. Itu artinya bahwa penerapan teka teki silang dalam mengajar teks deskripsi pada kelas delapan siswa SMP Negeri 8 Cidaun efektif. Kemudian questionnaire diberikan hanya kepada grup eksperimen, hasilnya dikalkulasikan dan dikonversikan kedalam persentasi untuk menemukan respon siswa terhadap penggunaan teka teki silang. Hasil menunjukkan bahwa hampir semua siswa menyukai penggunaan teka teki silang yang diterapkan dalam mengajar teks deskripsi, itu juga dapat membantu mereka menemukan kosa kata baru dalam menulis teks deskripsi, mereka juga tidak mengalami hambatan dalam menulis teks deskripsi menggunakan teka teki silang, teka teki silang dapat meningkatkan kemampuan mereka dalam menulis teks deskripsi. Itu artinya bahwa hampir semua siswa memberikan respon positif terhadap penggunaan teka teki silang untuk meningkatkan kemampuan mereka dalam menulis teks deskripsi di SMP Negeri 8 Cidaun..

Kata Kunci: Menulis, Teks Deskripsi, dan Teka Teki Silang.

Background

Language is a tool for communication. It is used by people to communicate with other people in daily life. Therefore, language is essential for life. Without language it will be difficult for people to convey idea to other. Beside that, language is one of the main distinguishing features of humans and other living things in the world (Tarigan, 2009 : 5). English is one of international languages. Many people learn English for many purposes, such as for economic purposes, education, tourism etc. Based on Hutchison (2004 : 195), mastering English is not about pleasure or prestige of knowing the language, but it is the key to the international communication and also for technology and commerce in era of globalization. Therefore, people should master English well.

English is taught to develop students's competence in communicating. The competence of communication is competence to understand or produce a spoken and written text that is realized at four skills, they are listening, speaking, reading and writing. The four skill are used to respond problems in the society.

Writing is one of skills in English. The student must be able to express their idea on the written text, to use correct grammar, punctuation, vocabulary and so on.

Writing has similarity with speaking. They express ideas or opinions. Writing is an idea on the written text, while speaking is an idea on spoken text.

According to Heaton (1998:135) writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical but also in of conceptual and judgemental element. In this research the writer focuses on writing skill because many students find difficulty when they have to write in English.

Based on the writer's experience as a teacher of SMP Negeri 8 Cidaun, many students were not interested in writing descriptive text because it seemed difficult for them. They found some problems in writing descriptive text, such as lack of vocabulary, ideas and motivation. So, the writing skill at SMP Negeri 8 Cidaun should be improved.

According to the explanation above, it is important for teacher to find out the solution to solve the writing problems and to develop the students' skill in writing descriptive text. In this study, the researcher tries to use crossword puzzle as a teaching technique to solve this problem. Teaching technique is a way that someone does to implement a method specifically (Heriawan, 2012:165).

Webster (2004:5) in Muetiah (2014:19) stated that crossword puzzle is arrangement of numbered squares to be filled in with words, a letter to each square so that a letter appearing in a word placed horizontally is usually also part of word placed vertically: the clues can be devinitions. Crossword puzzle can be used as a technique in teaching vocabulary to the Junior High School students. It is helping the students to develop and enrich their stock of vocabulary so it makes the students easier to write descriptive text in English. The teaching writing descriptive text by using crossword puzzle helps the teacher to achieve the goals in studying English especially in writing descriptive text and it makes the students easier to arrange sentences become a good paragraph especially for the eighth grade students of SMP Negeri 8 Cidaun. So the title in this research is "The Effectiveness of Crossword Puzzle to Improve Students' Skill in Writing Descriptive Text as Pre-Writing Activity".

Literary Review

Writing

Writing is a communication activity in the form of delivering messages in writing to other parties (Suparno, 2008:1.29). Writing is a complex skill progressing from the level of copying familiar words and phrases to develop an awareness of text structures, genres, the process of drafting and editing and writing for an audience (Pinter, 2006:74). According to Sakolik (in Linse, 2005:98) writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to reads.

Writing is a means of communication similar to speaking. Communication is not only achieved through speaking but it can also through writing. In writing, a writer can commmunication with the reader. He or she willll express his or her ideas in the written form. As Tarigan (2009:2) state that writing is a language skill that is used in indirect communication. It can be said that the students can communiacate their ideas, thoughts and feeling to the other through written form by putting them on the paper.

According to Sharon (2012:30) writing is a process that involves at least five distinct steps, there are: pre-writing, drafting, revising, editing, and publishing.

According to Marsa (2009:52) in general paragraph writing can be distinguished based on their purpose into four parts, they are exposition, argumentative, narrative and descriptive.

Descriptive Text

Descriptive text is a kind of text to describe something, someone or place (Mukarto, 2007:140). Descriptive text is a text that describes the features of someone, something or a certain place.

A descriptive text is considered as the simple easiest writing form compared to narrative, recount or procedures, particularly for the beginning writers (Ellis, et al., 1989). Descriptive text is the text that described about person, animal, thing or certain place with the complete explanation, so that the reader seems can see it by him self. Descriptive text has some rules, the following can explained about them.

Descriptive writing has generic structures. Based on Mukarto (2007:141) it is arrangement in writing descriptive writing that article they write in accordance with the existing rules in descriptive text." The generic structure there are: identification, contains the identification of terms the general describe of someone or things of the topic. And description, contains of the explained, described of things and someone that more detail from the identification that has general describe.

Descriptive text has some language features. According to Irigiliati, et. al., (2009:65) in Muetiah (2014:18) states the language features of descriptive text, those are: focusing on specific participants, using simple present tense, using adjective and adverbs

Crossword Puzzle

Crossword puzzle is one example of media that can be applied by the teacher in teaching descriptive text. Webster (2004:5) in Muetiah (2014:19) stated that crossword puzzle is arrangement of numbered squares to be filled in with words, a letter to each square, so that a letter appearing in a word placed horizontally is usually also part of word placed vertically: the clues can be definition.

Crossword puzzle can be an alternative solution for teaching writing. According to Muetiah (2014:19), there are some advantages of crossword puzzle. Firstly, crossword puzzle is regarded flexible to be applied in teaching any levels of English language competence. Crossword puzzle can be given to a great range of students, young and adult, with different levels of language mastery: from beginner to intermediate and advanced language learner. Secondly, crossword puzzle is adaptable. It can be adjust to any teaching topics, such as: person, animals and things. Thirdly, it can be given at any point of time during a lesson.

Research Methodology

Research design

In this research the writer conduct a quasi-experimental as the research method. There are two groups assign in the study, those are experimental group and control group. The experimental group is given a treatment, meanwhile the control group does not receive a treatment of contemporary formulation.

Variables

This research contains two variables, there are independent variables and dependents variable. The dependents variables is out come variable, the one we are predicting, or the effect. The independent variables is the predictor or the cause. The independents variables in this research is crossword puzzle and the dependent variables is writing skill.

Population and Sample

Population is the all member of the research subject. The subject of the research is the eighth grade of SMP Negeri 8 Cidaun consisting of two classes, there are VIII A and VIII B, having 24 students each. So, the population is $24 + 24 = 48$ students.

Sample is part of the population being investigated. The sample of this research is taken from the population. The writer takes all population as sample. The total sample in this research 48 students. The VIII A as experimental group and the VIII B as control group.

Research procedures

Research procedures is done in some stages. The first stages is providing the instrument of the research which are written test and questionnaire. The written test consists of pre-test and post-test. Pre-test is given to both experimental and control group. The second stage is trying out the pre-test before the treatment to know the students' writing skill in experimental and control group. After that the writer analyzes the pre-test score to determine whether the skill of both are equals. Then the writer design lesson plan and materials of teaching writing descriptive text.

Research instrument

The writing test

1. Pre-Test

A pre-test is given to the control and experimental groups at the beginning of the experiment before students of experimental group receive the treatment. The implementation of pre-test in two groups is intended to know the homogeneity of the students' writing skill in descriptive and to get the balancing quality of the two groups researched.

2. Post-Test

A post-test is conducted to find out the result between experimental group with the treatment in order to know how far the students' achievement in writing descriptive text after the students in the experimental group are taught by using crossword puzzle. A post-test is in written form.

Questionnaire

Questionnaire is used to for finding out the students' response toward crossword puzzle that is applied for teaching writing descriptive text. Questionnaire is given only to the experimental group because that group receives the treatment.

The Data Analysis

The data collected through pre-test and post-test is analyzed using t-test, independent t-test is used to compare the means from two different groups. According to Hatch and Lazarson (1991:272) t-test is mean to compare two means, the comparison of term is proof whether then hypothesis is rejected or accepted. It is very widely used. The formula that used in the quasi-experimental research for independent sample is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

where:

- \bar{X}_1 : The mean of the score of the experimental group
 - \bar{X}_2 : The mean of the score of control group
 - $\sum \bar{X}_1^2$: The sum of squares of the experimental group
 - $\sum \bar{X}_2^2$: The sum of squares of the experimental group
 - $(\sum \bar{X}_1)^2$: The square of the sum of the squares of the experimental group
 - $(\sum \bar{X}_2)^2$: The square of the sum of the square of the control group
 - N1 : The number of scores of the experimental group
 - N2 : The number of scores of the control group
- (Arikunto, 2006: 315)

Findings and Discussion

The Pre-Test

Pre-test was conducted to analyze student's score. It was conducted for 80 minutes. The pre-test was held on Tuesday, 6th August 2019. The subject of this research was taken from the eight grade of SMP Negeri 8 Cidaun.

The students wrote a descriptive text. The topic is person and the title is *My Sister*. During the pre-test, some of the students seriously did the test. But almost of the students looked confused. The table below is the data scores which is collected by the researcher to know students' basic skill in writing descriptive text.

Table 1
The Pre Tests Scores

NO	Experiment Group			Control Group		
	Students	X1	X1 ²	Students	X2	X2 ²
1	Student 1	50	2500	Student 1	53	2809
2	Student 2	75	5625	Student 2	65	4225
3	Student 3	73	5329	Student 3	50	2500
4	Student 4	53	2809	Student 4	75	5625
5	Student 5	63	3969	Student 5	57	3249
6	Student 6	70	4900	Student 6	70	4900
7	Student 7	52	2704	Student 7	55	3025
8	Student 8	75	5625	Student 8	78	6084
9	Student 9	65	4225	Student 9	50	2500
10	Student 10	57	3249	Student 10	62	3844
11	Student 11	62	3844	Student 11	50	2500
12	Student 12	80	6400	Student 12	74	5476
13	Student 13	73	5329	Student 13	80	6400
14	Student 14	50	2500	Student 14	53	2809
15	Student 15	77	5929	Student 15	70	4900
16	Student 16	60	3600	Student 16	52	2704
17	Student 17	65	4225	Student 17	55	3025
18	Student 18	74	5476	Student 18	65	4225
19	Student 19	68	4624	Student 19	60	3600
20	Student 20	64	4096	Student 20	58	3364
21	Student 21	56	3136	Student 21	60	3600
22	Student 22	66	4356	Student 22	75	5625
23	Student 23	60	3600	Student 23	72	5184
24	Student 24	70	4900	Student 24	60	3600
	X1	1558	102950	X2	1499	95773
	\bar{X}_1	64.91		\bar{X}_2	62.45	

After getting the data, the writer calculated the students' pre test scores of both groups by using t-test formula.

$$\begin{array}{lll} \overline{X1} = 64.91 & \sum X2^2 = 95773 & N1 = 24 \\ \overline{X2} = 62.45 & (\sum X1)^2 = 1558^2 = 2427364 & N2 = 24 \\ \sum X1^2 = 102950 & (\sum X2)^2 = 1499^2 = 2247001 & Df = 46 \end{array}$$

The result of calculation on formula, the researcher obtains the t-test value is 0.921, where t-table at p = 0.921 with Df = N1+N2-2= 24+24-2= 46 at the level of significance 0.921 for two tailed is 2.021. It can be observed that the t-test is lower than the t-table (0.921<2.021), it means that there is no significance difference between experimental and control group before the treatments were given.

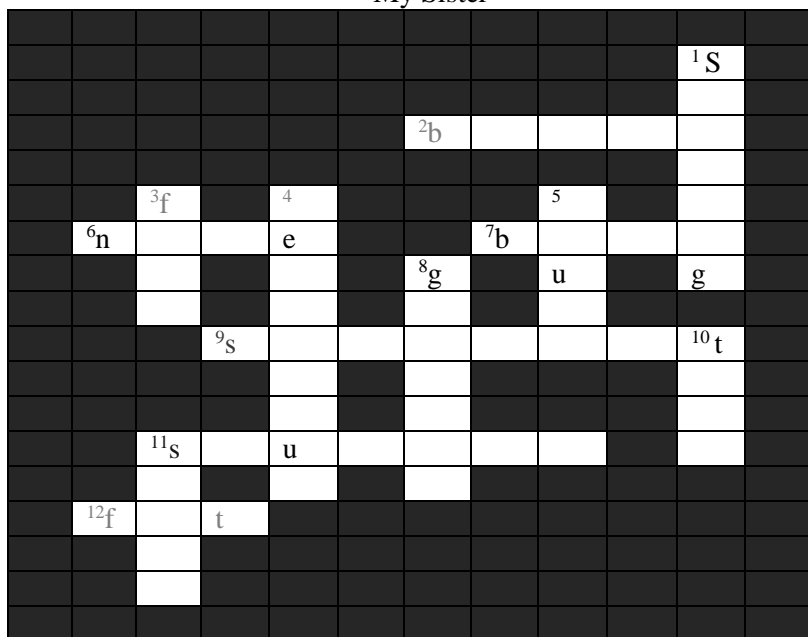
Based on the result of data analysis of the pre-test, there is no significant difference between experimental and control group. It can be seen from the mean of the score of both groups before the treatments were given to the experimental group. The mean score of both groups were not very different (64.91 and 62.45). It means that both of groups had same level of English proficiency especially in writing the descriptive text. Therefore the researcher can give the treatments for the experimental group to find out whether crossword puzzle is effective or not in teaching writing descriptive text.

The Treatments

There are four meetings to conduct the treatments in the experimental group, those are:

The first meeting was held on Wednesday, 7th August 2019. In the first meeting the teacher explained about the definition, generic structure and language feature of descriptive text. Then, the teacher gave the copies of crossword puzzle with the topic was person. And the title was *My Sister*. After that the teacher divided the students into six groups, and each group consist of four students. Then the teacher explain the procedures of doing crossword puzzle. Then the teacher asks the students to fill in the blank grid of crossword puzzle. After the students finished fill crossword puzzle then the teacher discussed the characteristic of the object from the crossword puzzle. Then the students wrote more sentences from the words in crossword puzzle. The teacher encourage the students to write how to write well. The following is the crossword puzzle that used in the first meeting.

My Sister



Across :	Down :
2. Kind of eye color	1. I have lots of favourite songs because I like....
6. Hi, my...is Anna	3. The color of skin
7. She was...on May 12 th 1995	4. She is so nice and...
9. The antonym of curly	5. The antonym of old
11. The teacher teaches a.....	8. Lens to protect the eyes
12. The antonym of thin	10. His height is 180cm, he is...
	11. The antonym of stupid

The second meeting was held on Thursday, 8th August 2019. Learning steps in the second meeting is as the same as with the first meeting. But the topic in the second meeting is animal and the title is *The Elephant*. And the students divided into twelve group, and each group consist of two students.

The third meeting was held on Friday, 9th August 2019. Learning steps in the third meeting is as the same as with the previous meeting. But the topic in the third meeting was thing, and the title is *My Teddy Bear*.

The last meeting was held on Tuesday, 13rd August 2019. Learning steps in the last meeting is the same with the previous meeting. But the topic was place and the title was *My House*.and in the last meeting the students did not divided into group. Therefore, they did the exercise one by one.

The Post Test

The post test was conducted on Wednesday, 14th August 2019 after the students got some treatments to improve their writing skill. It was conducted to measure the students' skill in writing descriptive text after the treatment by using crossword puzzle. The instrument of post test is as the same as the instrument of pre test.

The students wrote the descriptive text in the post test. The title is *My Sister*. Students should describe about my sister. In during the post test, all of the students seriously did the test. Almost all of students were enthusiastic to get good score.

The table below is the data scores which collected by the researcher to know students' skill in writing descriptive text.

Table 2
The Post Test Scores

NO	Experimental Group			Control Group		
	Students	X1	X1 ²	Students	X2	X2 ²
1	Student 1	65	4225	Student 1	60	3600
2	Student 2	90	8100	Student 2	70	4900
3	Student 3	80	6400	Student 3	50	2500
4	Student 4	70	4900	Student 4	80	6400
5	Student 5	75	5625	Student 5	57	3249
6	Student 6	80	6400	Student 6	73	5329
7	Student 7	65	4225	Student 7	55	3025
8	Student 8	83	6889	Student 8	80	6400
9	Student 9	78	6084	Student 9	50	2500
10	Student 10	65	4225	Student 10	62	3844
11	Student 11	75	5625	Student 11	50	2500
12	Student 12	90	8100	Student 12	74	5476
13	Student 13	78	6084	Student 13	82	6724
14	Student 14	73	5329	Student 14	58	3364

NO	Experimental Group			Control Group		
	Students	X1	X1 ²	Students	X2	X2 ²
15	Student 15	85	7225	Student 15	70	4900
16	Student 16	70	4900	Student 16	52	2704
17	Student 17	80	6400	Student 17	55	3025
18	Student 18	78	6084	Student 18	68	4624
19	Student 19	75	5625	Student 19	63	3969
20	Student 20	70	4900	Student 20	65	4225
21	Student 21	65	4225	Student 21	60	3600
22	Student 22	72	5184	Student 22	75	5625
23	Student 23	65	4225	Student 23	75	5625
24	Student 24	80	6400	Student 24	60	3600
	X1	1807	137379	X2	1544	101708
	\bar{X}_1	75.29		\bar{X}_2	64.33	

The researcher calculated the data of post test of both groups and the result is

$$\begin{array}{lll} \bar{X}_1 = 75.29 & \sum X1^2 = 137379 & (\sum X1)^2 = 1807^2 = 3265249 \\ \bar{X}_2 = 64.33 & \sum X2^2 = 101708 & (\sum X2)^2 = 1544^2 = 2383936 \\ Df = 46 & N1 = 24 & N2 = 24 \end{array}$$

Then each the value enter into the formula, and the result of the t-test value is 4.231. With the Df = N1+N2-2= 46 at p=0.05 of two tailed, the critical value of t is 2.021. as the value of t is bigger than that of the t-table $\rightarrow 4.231 > 2.021$, the Null Hypothesis (Ho) is rejected, and the Alternative Hypothesis (Ha) is accepted stating that there is significant difference in the result between crossword puzzle and the conventional method in teaching writing descriptive text. This means that crossword puzzle as a means of teaching writing descriptive to the eight grade of SMP Negeri 8 Cidaun has significantly better result than conventional method. Therefore, crossword puzzle can improve students' skill in writing descriptive text. This also means that this method is effective.

Based on the result of the data analysis of post-test there is significant difference between experimental and control group after the treatment. It can be seen from the mean score that the experimental score is bigger (75.29) than the control group (64.33). It means, the treatments by using crossword puzzle is effective.

The Questionnaire

The result of the questionnaire showed that almost all of students liked crossword puzzle that applied in teaching writing descriptive text, it can help them to find new vocabulary in writing descriptive text, they did not get any obstacles in writing descriptive text using crossword puzzle, and it can improve their skill in writing descriptive text. In other words, the students gave positive responses toward the use of crossword puzzle in improving students' skill in writing descriptive text. It means that almost all of students gave the positive responses toward the use of crossword puzzle to improve their skills in writing descriptive text to the eighth grade of SMP Negeri 8 Cidaun.

Discussion

The purpose of this research to investigate improving students' skill in writing descriptive text, and to know students responses toward crossword puzzle in teaching

writing descriptive text. After the treatment was given, the result of research showed that the score of experimental group increased. It can be seen from the mean of experimental group was 75.29 and control group was 64.33. The t-test of both groups was at 4.231. the degree of freedom (df) was 46 and the table of critical -t that is got from 46 df at p 0.05 level of significance was 2.021. It means that the Null Hypothesis (Ho) is rejected stating that there is significant difference in the result between the crossword puzzle and the conventional method in teaching writing descriptive text. Moreover the Alternative Hypothesis (Ha) is accepted. It means that the applying crossword puzzle in teaching writing descriptive text to the eighth grade of SMP Negeri 8 Cidaun is effective.

Moreover, students responses toward crossword puzzle showed that almost all of students liked crossword puzzle that was applied in teaching writing descriptive text, it can help them to find new vocabulary in writing descriptive text, they did not get any obstacles in writing descriptive text using crossword puzzle, and it can improve their skill in writing descriptive text. It means that almost all of students gave the positive responses toward the use of crossword puzzle to improve their skills in writing descriptive text to the eighth grade of SMP Negeri 8 Cidaun.

Conclusion

The aim of this research are to find out whether or not the applying crossword puzzle is effective to improve students' skill in writing descriptive text and what the students responses toward the use of the crossword puzzle . In this research, the data collected through test and questionnaire. The test consist of pre-test and post-test. It was given to the experimental and control group. Before the students did the post-test they were got the treatments. The treatments are given only to the experimental group. While the questionnaires was given to the experimental group.

Based on the data that has been collected and analyzed, the result of the reasearch showed that the students who studied by using crossword puzzle got a higher score than the students who studied by using conventional method. It was proven from the t-test is higher than t-table ($4.231 > 2.021$) it means that applying crossword puzzle in teaching writing descriptive to the Junior High School at SMP Negeri 8 Cidaun is effective.

The result of the questionnaire showed that almost all of students liked crossword puzzle that applied in teaching writing descriptive text, it can help them to find new vocabulary in writing descriptive text, they did not get any obstacles in writing descriptive text using crossword puzzle, and it can improve their skill in writing descriptive text. In other words, the students gave positive responses toward the use of crossword puzzle in improving students' skill in writing descriptive text. It means that almost all of students gave the positive responses toward the use of crossword puzzle to improve their skills in writing descriptive text to the eighth grade of SMP Negeri 8 Cidaun.

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