



## **Improving Students' Reading Descriptive Text Through Word Search Puzzle Technique At The Grade VIII SMP N 4 Padangsidimpuan**

Siti Lengga Sari Harahap

[Sitilengga.01psp@gmail.com](mailto:Sitilengga.01psp@gmail.com)

Universitas Muhammadiyah Tapanuli Selatan

Padangsidimpuan

*Revised: 10 Juni 2025 ; Accepted 28 Juni 2025; Publish: 30 Juni 2025*

### **Abstrak**

Tujuan penelitian ini adalah untuk mengetahui: 1) Bagaimana peningkatan kemampuan membaca teks deskriptif siswa melalui teknik teka-teki pencarian kata di kelas VIII SMP N 4 Padangsidimpuan. 2) Apa respon siswa menggunakan teknik word search puzzle terhadap peningkatan kemampuan membaca teks deskriptif pada kelas VIII SMP N 4 Padangsidimpuan. Penelitian ini menggunakan metode Classroom Action Research (CAR). Subjek penelitian ini adalah siswa kelas VIII-1 SMP N 4 Padangsidimpuan yang berjumlah 33 siswa, terdiri dari 17 siswa laki-laki dan 16 siswa perempuan. Teknik pengumpul data ini dengan memberikan Tes, Angket dan Observasi. Pada pre-test rata-rata nilai belajar tanpa penerapan teknik word search puzzle adalah 39,09. Selanjutnya peneliti menghitung persentase skor membaca teks deskriptif siswa untuk mengetahui siswa mana yang akan lulus KKM. Pada siklus I terlihat persentase yang lulus KKM sebesar 48,48%. Artinya siswa yang lulus KKM dengan rata-rata (75) hanya 16 orang dan siswa yang mendapat nilai di bawah KKM sebanyak 17 orang. Artinya siswa belum berhasil pada siklus I. Selanjutnya, hasil rata-rata pada siklus II adalah 77,57 dan terlihat bahwa membaca teks deskriptif siswa meningkat sebesar 84,84%. Kemudian persentase siswa yang tuntas KKM pada siklus II sebesar 84,84%. Target keberhasilan penelitian tindakan adalah 75% hal ini menunjukkan bahwa dari 28 siswa yang lulus KKM, terdapat 5 siswa yang berada di bawah KKM. Penelitian ini telah memenuhi kriteria skor penelitian yaitu Sangat Baik. Berdasarkan penjelasan di atas dapat disimpulkan bahwa persentase siswa yang tuntas KKM mengalami peningkatan dari 48,48% menjadi 84,84% pada siklus II dan respon siswa yang menggunakan teknik puzzle pencarian kata 75% menunjukkan respon "Positif". Oleh karena itu hasil belajar siswa dan pembelajaran menggunakan teknik word search puzzle berhasil meningkatkan membaca teks deskriptif siswa di kelas VIII SMP N 4 Padangsidimpuan.

***Kata Kunci: Teks Deskriptif, Meningkatkan Membaca, Teknik Word Search Puzzle***

### **ABSTRACT**

The purpose of the research is to know: 1) how was improving students' reading descriptive text through word search puzzle technique at the grade VIII SMP N 4 Padangsidimpuan. 2) What was the students' response using word search puzzle technique to improving students' reading descriptive text at the grade VIII SMP N 4 Padangsidimpuan.

This research uses the Classroom Action Research (CAR) method. The subjects of this research were 33 students in class VIII-1 of SMP N 4 Padangsidimpuan, consisting of 17 male students and 16 female students. Data collection techniques by providing test, questionnaire, and observation.

In the pre-test the average learning score without applying the word search puzzle technique was 39.09. Next, the researcher calculated the percentage of students' reading descriptive text scores

to find out which students passed the KKM. In cycle I, the percentage who passed the KKM was 48.48%. This means that only 16 students passed the KKM (75) and 17 students scored below the KKM. This means that students have not succeeded in cycle I. Furthermore, the average result in cycle II is 77.57 and it can be seen that students' reading of descriptive texts has increased by 84.84%. Then the percentage of students who completed the KKM in cycle II was 84.84%. The target for success in action research is 75%. This shows that of the 28 students who passed the KKM, there were 5 students who were below the KKM. Has met the action research criteria namely Very Good. Based on the explanation above, it can be concluded that the percentage of students who completed the KKM increased from 48.48% to 84.84% in cycle II and the response of students who used the word search puzzle technique was 75% showing a "Positive" response. Therefore, student learning outcomes and learning using the word search puzzle technique succeeded in improving students' reading of descriptive texts in class VIII SMP N 4 Padangsidimpuan.

**Keywords:** *Descriptive Text, Improving Reading, Word Search Puzzle Technique*

## INTRODUCTION

Reading is one of the most important language skills to teach English students. Celce-Murcia in Zuhra (2015) stated that *"reading has become one of the main curricular concerned in second and foreign language programs"*. Reading is become one of the main topics of language programs in most countries in the world including Indonesia because reading is one of the English language skills.

Reading is a way to obtain information from something written to obtain information and to improve knowledge. By reading, it had been easier for students to interpret language and makes students able to find every text message. Then Nurhamidah, et al., (2018) stated, *"reading is giving meaning and obtaining meaning from printed or written material"*.

Reading is not as easy as people think, because reading donees not only require reading a series of sentence, but also to understand the content and purpose of the text. In addition, reading is also very important in the secondary school curriculum. Meanwhile, according to the Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi (Kemendikbud-Ristek), this Merdeka Curriculum is paired with literacy to increase students' interest and ability to read. With these efforts, it is hoped that students' interest in reading in schools will increase over time. In accordance with BSKAP Decree No. 8 of 2022, in learning outcomes there are four important elements that must be achieved in learning Indonesian, namely reading. The reading element itself aims for students to understand information in the form of ideas, thoughts, views, directions or messages from descriptive, narrative, poetry, explanatory and expository texts from visual and audiovisual texts to find explicit and implied meanings. One of the reading texts for junior high school students is descriptive text on the reading aspect. The aim of the Competency Standards and Basics of Middle School is to be able to understand descriptive text both spoken and written.

Descriptive text is text that provides a detailed description of an object, place, or event. Descriptive text is also a type of text that describes something in detail. Descriptive text aims to provide information about people, objects or places. Researcher only focuses on describing a place. It informs the specifics so the reader can visualize the place. So, later when students read descriptive text only places are described so that students focus on reading and understanding the contents of the text.

Based on the research got that pre-test it appears that students were not able to fully achieve the KKM score; students were not very active in class, meaning they were passive during the teaching and learning process in class, especially in learning to read English descriptive texts. There were students who don't know how to answer questions, and there were also those who don't care about descriptive text material. Students did not played an active role in the learning process, even when asked to read students show their own attitude or are

embarrassed, there were students who read until the end without knowing the meaning and purpose of the text they were reading. Based on the problems found by researcher, the reason students got low grades and did not read enough descriptive text was because students could not answer the questions completely, this happens because students have low abilities in understanding reading texts and understanding the questions asked. Common difficulties in reading include not understanding letters, analyzing data structures, and recognizing words in sentences.

It can be concluded that most of the problems of class VIII students at SMP N 4 Padangsidempuan experience difficulty in reading descriptive texts due to limited vocabulary knowledge, difficulty in remembering information after reading, difficulty understanding the content of the text and responding to the text well, as well as a lack of sources or teaching materials that support improvement ability to reading descriptive text. The teacher's task was to created and determined techniques that can be used to teach and improve students' ability to read descriptive text. Therefore, a technique is needed that can improve students' ability to read descriptive text. One technique that had been used to solve this problem is the word search puzzle technique.

The word search puzzle technique is a technique with instructions where students have to look for certain words in a box of random letters arranged in a two-dimensional arrangement or better knew as a matrix. The words can be arranged horizontally, vertically or diagonally and can be written upside down or not. In this technique, researcher will construct word search puzzles that contain words or phrases that are relevant to the research objectives. Then, students will search for and mark the words in a word search puzzle. The used of word search puzzle techniques had been carried out in groups so that students work together and the learning processed is more interesting and fun. In this way, lessons are easier for students to digest and are directly involved in learning activities.

The explanation of this technique used in the research processed to achieve the following indicators of improving reading descriptive texts, 1) vocabulary knowledge, 2) Identifying general/generic text structures, 3) Identifying factual information, 4) Identifying references, 5) Identifying language features, and 6) Identifying social functions (Mardiani & Erni 2021). (Mardiani & Erni as cited in Kuswidyastutik (2013) said that a person's understanding can be measured by answered questions related to this matter or not and the difficulty can be seen from the mistakes they made when working on the questions.

It was hoped that the word search puzzle technique could have the potential to improving students' reading of descriptive texts in grade VIII at SMP N 4 Padangsidempuan. As well as helped teachers improve students' reading of descriptive texts in English. Therefore, this technique was also expected to helped students understand the content of reading texts well when taking tests. Through the word search puzzle technique by applying games students can learn in a fun and interactive way making the learning processed more innovative and interesting.

Researcher was interested in this title because there were several problems students have when reading descriptive texts. So, a word search puzzle technique is need which is expect to improving students's reading descriptive texts at the grade VIII SMP N 4 Padangsidempuan. By conducting this research, it was hoped that it could contributed to the development of learning techniques and methods that were more interested and enjoyable for teachers and students in obtaining better reading of descriptive texts.

## **RESEARCH METHODOLOGY**

The type of research used in this research is Classroom Action Research (CAR). The CAR model that used as a reference in this research used Kurt Lewin's in Rezzi (2020) model which consists of four components, namely: 1) Planning, 2) Action, 3) Observation, 4)

Reflection. What teachers need to solve in their own classes was through self-reflection with the aim of improving their performance as teachers, so that student learning outcomes improving students' reading descriptive text at the grade VIII SMP N 4 Padangsidimpuan.

The subjects of this research were 33 students in class VIII-1 of SMP N 4 Padangsidimpuan, consisting of 17 male students and 16 female students. The object of this research was the used of problem-based learning as an effort to improve students' reading of descriptive texts through the word search puzzle technique.

This research was collaborative and reflective classroom action research which aims to made continuous improvements in learning practices. This classroom action research was carried out in cycles. If the success indicators for cycle I have not been achieved then it will continue to the next cycle. Each cycle consists of four stages, namely planning, action, observation, reflection. This research design was structured using a cycle like the scheme below:

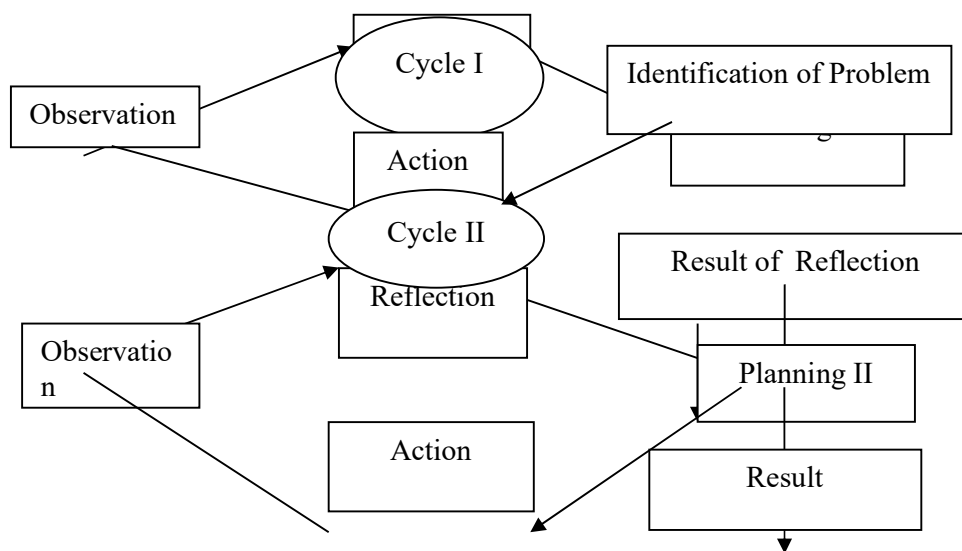


Figure 1. Scheme of Classroom Action Implementation

The research collected the data by using essay test, observation, and questionnaire to find out direct class activities done in the class during the processed of teaching reading descriptive text.

Researcher collected data using essay tests to found out directed class activities that carried out in class during the reading taught processed. After that, the researcher taught and gets information about what is involved in class activities.

This observation aims to seen how students read as a subject that the researcher taught by implementing a taught and learning cycle based on a genre approach and seeing students' ability to reading descriptive texts.

The analysis used in this research was descriptive data analysis of student learning outcomes carried out from observations. All data collected is analyzed using statistics. Descriptive analysis is used to describe variables, for example mean, median, mode, and histogram. The aim of this descriptive research is to describe descriptively a systematic, factual and accurate picture of the facts, characteristics and relationships between the phenomena being investigated. The analysis is cyclical. The results of the analysis in the first cycle were

reflected in the reflection of the second cycle which is carried out in accordance with the first plan.

It must be analyzed with a formula. In this research the researcher used the Mean Score Formulation. According to Sudijono in Rezzi (2020 : 34) as follows:

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

Where:

X = Mean of the students score

$\sum X$  = The total score

N = The total number of student

After analysis the data the result of collected data, it was needed to classify the criteria of score according to Muhibbin Syah in Rezzi (2020 : 35).

After that, to see the percentage of the students in reading descriptive text by considered 6 indicator, the researcher used the formula purpose as follows:

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

Where:

P = Percentage of their students reading skills in narrative text base on theatriring quality

F = Frequency of the students

N = Number of the students

## RESULT OF THE RESEARCH

This research was classroom action research (CAR). This type of research was chosen because it has several features that are easy for learning teachers to carry out, do not interfere with the teacher's working hours and the on going processed, apart from that, while teaching, research can be carried out at the same time and do not require comparisons.

English lessons taught by Mr. Zulfahmi. The researcher was permitted by the principal of SMP N 4 Padangsidimpuan to conduct research on the title being researched. However, before the researcher entered the class, the researcher had to get permission from the class representative. Then research was carried out on students regarding descriptive text material.

The purpose of pre-observation was to find out how students' activities were during the English learning processed before using the word search puzzle technique. In this step, researcher and teachers collaborate to hold discussions about everything that is needed in the teaching and learning processed. When researcher conducted pre-observation students at SMP N 4 Padangsidimpuan this was intended to find out information about behavior, attitudes, performance, activities and even obstacles during the teaching and learning processed in reading descriptive texts.

The situation in class is as follows: they were not very active in class, meaning they were passive during the teaching and learning processed in class, especially in reading English. Some students did not know how to answered questions, and some don't care about descriptive text material.

Based on the student problems above, it can be concluded that the researcher wants to improve students' understanding in reading English descriptive texts and made their teaching and learning processed more fun, comfortable, exciting and interesting by using the word search puzzle technique.

Planning was the first step to conducting research. Researcher who acts as teachers created lesson plans and select materials based on the annual program determined by the English teacher and also based on Competency Standards and Basic Competencies. Before conducting research, the researcher prepared the following research instruments: a) Lesson Plan created a learning plan and design steps in took action. To control the teaching and

learning processed, the researcher used lesson plans as a guided for classroom research activities. b) Material in the first cycle the researcher used the theme “Taj Mahal” <https://www.islamicity.com/culture/Taj/default.htm> c) Teaching Aids the researcher prepared some instruments, such as: Test and Instructions Technique Word Search Puzzle. d) Observation sheets were prepared to determine the conditions of the learning processed when taking tests using the word search puzzle technique. e) Questionnaires gave to students in cycle II after students finished took the test using the word search puzzle technique.

The first research was carried out on Tuesday 14 May 2024. At the first meeting the researcher opened the lesson by introducing himself and checking the student attendance list. At the first meeting there were 33 students in the class. The researcher tells the students about the topic that day, and then the researcher asked the students about the topic. Some made noise, some tried to answered, but some remained silent. Then the teacher provides an explanation of descriptive text.

Almost the students looked confused and didn't understand because it was English and the teacher explained the general structure of the text. He also explains the tense used in descriptive text. After giving an explanation, he asked them to jointly identify the general structure of the text, and finally he closed the meeting. The researcher explained and re-read the descriptive text. Because the researcher already knew the quality of the students in the pre-test, the researcher knew which important things need to be explained further.

Next, the researcher provided instructions using the word search puzzle technique in several groups to made them more active and students better understood the material given. Researcher divided groups consisting of 4-5 per group. After finding their group, students put together a word search puzzle based on these clues. In this processed students exchange ideas, helped each other find answered in the text. Students read the text, and discuss the text, and then the researcher observes the students' activity with an observation sheet. After the researcher finished presenting answered and corrected them together. Finally to end the study the researcher closed the activity by recited hamdallah and said good bye.

In the first cycle, the researcher observed the teaching and learning processed by monitoring students' activities and attention during the action. Observations were carried out when teaching descriptive text using the word search puzzle technique, observations focused on students' reading descriptive text. As a result of this action, the researcher saw that students were not ready to study descriptive text. Almost all students seemed confused when taking the test. Some of them asked their friends for the answered.

The researcher also observed students' activeness in asking questions, answered questions, and providing feedback. In this action, some of them just remained silent in the classroom and some students answered questions from the researcher.

In cycle I, the results of the reflection that the researcher found were that students still had commotion in class because there were many students in the group, causing students to be unable to master the material during learning. Researcher need to change group members from 4-5 people per group in cycle I to 3-4 people per group. This was because many students were not focused when doing group assignments. In tests with these questions, there were still many students who are not able to answer as expected. Then researcher need to reduce the number of paragraphs in descriptive text, this was because students did not understand the meaning and language being tested so students tend to be lazy about reading when solving questions. Therefore, students must be more active in asking researcher as teachers when they do not understand the lesson.

Based on the description above, the researcher can conclude that after analyzing the results of actions in cycle I, students' reading of descriptive texts was low. This was shown by the average in cycle I. The researcher also calculated the minimum standard score (KKM) of 75. From this figure, the number of students who completed was 16 students out of 33 students.

There were 17 students out of 33 students who failed. In cycle I, students obtained a proficiency level percentage of 48.48%.

At the stage of implementing this action the researcher carried out the learning processed in accordance with the plan that had been prepared at the planning stage of cycle I. The initial activity as usual for researcher during learning begins with greetings. The researcher prepared students' psychology to participate in the learning processed by asking about news and checking books and learning resources. The same as cycle I, only in the next learning test about "The National Monument" needs to address students' motivation in understanding the text.

The researcher explained the title of the text and re-reads the descriptive text. Because the researcher already knows the quality of the students in cycle I, the researcher knows what important things need to be explained further. In cycle I, students felt sick and bored when they saw descriptive text consisting of 4 long paragraphs and sentences and very short student answers on the answer paper as if they were not taking an essay test. Meanwhile, in cycle II the descriptive text only consisted of 3 paragraphs and short sentences. Students only need to focus on the instructions given and the word search puzzle technique is only applied to make learning more enjoyable.

Next, in cycle II the researcher divided into groups consisting of 3-4 people per group. Because in cycle I the students mostly told stories and made a lot of noise. To reduce noise when doing assignments, researcher reduced the number of students per group so they could focus more on finding answers and not make noise with other friends. After the researcher assigned new groups, students put together a word search puzzle based on the clues.

The difference is that in this process students exchange ideas and divided their work into groups, helped each other find answers in the text. There were students who read the text, there were students who read instructions and there were students who look for answers in word search puzzles with the aim of having students work together and discuss the text. The researcher observed the students' activities using an observation sheet.

At the cycle II meeting on May 15 2024, researcher observed the teaching and learning processed by monitoring students' activities and attention during the action. In this cycle, researcher also provided a different theme regarding descriptive texts, namely National Monuments. The test also consists of the same five questions as cycle I.

In observation sheet of student's activity cycle 2, it was explained as follows: Students seriously follow the researcher's instructions for reading activities. This means that most students seem serious about the tasks gave by the interaction. This was proof that when researcher asked questions, they can answer question; most students look more enthusiastic when participating in the learning processed. Most students are active during the teaching and learning processed in class. This means that student enthusiasm can be seen from the increasing number of student who listen, asked questions, and respond to the explanations gave and then students completed their assignments.

This was proven when researcher give assignments and they completed the assignments. This means that most of them understand the question. And finally, most of one group asked the other group if they encountered any difficulties. That's proof when they don't knew and find answered about the text. They asked researcher and friends. This means that in cycle II, researcher and students had a good feedback response.

Actually, there was a significant increased in phase II actions from the observations made by researcher. This means that the performance of researcher in cycle II was better than in cycle I. Student activity in cycle II increased compared to cycle I. This showed that the application of student reading descriptive text in descriptive texts using the word search puzzle technique can foster student enthusiasm so that student activity increased and results learning increased

Based on actions and observations in cycle II the advantages of the learning processed are that students are very enthusiastic in reading descriptive texts because in learning activities the researcher is maximal in guided the learning processed. Seeing the students' ability to read descriptive text and also read instructions from the word search puzzle technique in the learning processed carried out in cycle II, students have experienced the maximum point.

The researcher reflected that the word search puzzle technique really worked well in cycle II. This can be seen from the tests in cycle II, there were five students who did not get the KKM because 3 of them were not present. Thus, it can be said that the word search puzzle technique can improve students' reading of descriptive texts in class VIII students at SMP N 4 Padangsidimpuan.

The researcher believes that based on the RPP, students' reading in descriptive text in cycle II is more active in obtaining information or understanding about reading in descriptive text. It can be concluded that students are increasingly interested in learning because 75% of students' responses using the word search puzzle technique were positive.

Based on the explanation above, finally the researcher and collaborator decided to completed cycle II, because the researcher had succeed in achieving the target in this research. In other words, researcher have just gained hope in teaching students' reading descriptive text through the word search puzzle technique in class VIII of SMP N 4 Padangsidimpuan. This means that researcher only included students who received the KKM in general more than 80% of students received the KKM.

Questionnaires were given to students after tests and observation sheets were carried out in cycle II. The researcher obtained the results of student responses using a word search puzzle technique where there were 19 student responses who chose Yes, 8 student responses who chose sometimes and 3 student responses who chose No. In using the word search puzzle technique, student responses include; can understand reading descriptive text, can increase students' interest and motivation in learning, learning becomes more interesting, interaction and collaboration in group assignments, and it is easier to work on the questions given.

Based on the results of the student responses above, the student responses using the word search puzzle technique with the number of students choosing Yes were 19 students, so it is said that 75% of the student responses using the word search puzzle technique were Positive Responses.

No	Category	Pre-Test	KKM (75)	Test Result			
				Cycle I	KKM (75)	Cycle II	KKM (75)
1	Average	39.09	T	68.93	T	77.57	T
2	Percent	18.18%		48.48%		84.84%	

Table 1.Improving Students' Reading Descriptive Text Through Word Search Puzzle TechniqueAt The Grade VIII SMP N 4 Padangsidimpuan

Based on the tabel above, it could be concluded that the researcher could interpreted the result after applicated of classroom action researched from cycle I until cycle II, it could be seen from the posttest I, and posttest II.

Based on the result of the research above, this research investigates improving students' reading descriptive texts through the word search puzzle technique in class VIII of SMP N 4 Padangsidimpuan. Based on the average value and percentage from the pre-test to the cycle II, it can be seen that before applying the word search puzzle technique the researcher described the result data from the Pre-Test. In the pre-test, the average learning score without applying the word search puzzle technique was 39.09.



Next, the researcher calculated the percentage of students' reading scores to find out which students passed the KKM. In the pre-cycle, it can be seen that the percentage who passed the KKM was 48.48%. This means that there were only 16 students who passed the KKM (75) and there were 17 students who scored below the KKM. This means that students were not successful in the cycle I.

Furthermore, the average result for cycle II was 77.57 and it was seen that students' reading had increased by 84.84%. Then the percentage of students who completed the KKM in cycle II was 84.84%. The target for success in action research is 75%. This showed that of the 28 students who passed the KKM, there were 5 students who were below the KKM. Meet the criteria for action research namely "Very Good".

The results of student responses using the word search puzzle technique in the form of a questionnaire were 75% with Positive Responses. There were 19 student responses who chose Yes, 8 student responses who chose sometimes and 3 student responses who chose No.

Based on the explanations above, it can be concluded that the percentage of students completing the KKM has increased from 48.48% to 84.84% in cycle II and the students' responses using the word search puzzle technique 75 % indicated a Positive response. Therefore, student learning outcomes and learning using the word search puzzle technique succeed in improving students' reading descriptive texts at the grade VIII SMP N 4 Padangsidempuan.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

1. The results of the data description showed that the students' reading score without using the word search puzzle technique in class VIII SMP N 4 Padangsidempuan is 18.18%, which can be said to be sufficient criteria. When students don't use the word search puzzle technique, they did not participated in reading in class, discussing, and also feel bored reading the text.

Next, the researcher calculated the percentage of students' reading scores to find out which students passed the KKM. In the pre-cycle, it can be seen that the percentage who passed the KKM was 48.48%. This means that there were only 16 students who passed the KKM (75) and there were 17 students who scored below the KKM. This means that students were not successful in the cycle I.

Furthermore, the average result for cycle II was 77.57 and it was seen that students' reading descriptive text had increased by 84.84%. Then the percentage of students who completed the KKM in cycle II was 84.84%. The target for success in action research is 75%. This showed that of the 28 students who passed the KKM, there were 5 students who were below the KKM. Has met the criteria for action research namely Vey good.

2. The researcher obtained the results of student responses using a word search puzzle technique where there were 19 student responses who chose Yes, 8 student responses who chose sometimes and 3 student responses who chose No The results of the data description showed that the student's score in improving students' reading descriptive text using the word search puzzle technique is 75% which can be said to be a good criterion.

When using the word search puzzle technique, students understand better, were more active and interested in learning to read descriptive text, especially on the topic of a place. This can be seen from the results of student responses through questionnaires. So that students were enthusiastic in reading descriptive texts in two cycles and student responses during discussions. The were several advantages and disadvantages in learning this technique, include; the advantages of teaching this

puzzle technique were that it helped in developing word recognition, learning context clues, helped in learning spelling, was fun and made students more proficient in remembering words. The disadvantages this technique were that a lot of time was wasted in working in it.

### **Suggestions**

This research has proven that the word search puzzle technique can improve students' reading of descriptive text in class VIII SMP N 4 Padangsidempuan, so the following are recommended:

1. School principals should provide motivation for teachers in both the field of learning and the used of learning media in the classroom so that it supports the teaching processed and enjoyable learning activities in the classroom.
2. English teachers must teach English, especially in reading descriptive text, using word search puzzle techniques so that students can be active and enjoy reading material based on the context of the reading. It was also hoped that they will master the development of information technology as learning medium as a form of teacher professionalism, so that students can more easily master each material presented. So when students read a text, they don't feel bored in English class.
3. Students can improve their achievement in reading descriptive text by using word search puzzle techniques in active English classes and enjoying the teaching and learning processed. Answered questions well and precisely, don't be embarrassed to discuss and speak English in front of the class.
4. The researcher suggests to other researcher that the results of this research can be used as an additional reference for further research. It can be seen that using the word search puzzle technique can improve students' reading descriptive text and motivate and delight them to learn before they join the class.
5. The other researcher of UMTS Padangsidempuan at the English Department could see this research as an addition or development of other research on reading in descriptive texts.

Finally, the researcher realized that this research still had some weakness and mistook. Therefore, the researcher would like to accepted any constructive to made this research better.

### **REFERENCES**

- Asrifan, A., Nadira, N., & Haedar, H. 2018. "*Improving Students' Reading Comprehension of Descriptive Text through Collaborative Murder*". Journal of Advanced English Studies, 1(2), 21-31. Retrieved December 20, 2021 from <http://jurnal.ugi.ac.id/index.php/Perspective/article/viewFile/1666/1029>.
- Basri. 2023. "*Melalui Pembelajaran Berdiferensiasi Dapat Meningkatkan Hasil Belajar Siswa Pada Materi Surat Resmi Kelas VII B Smp Negeri 2 Tapalang*". <https://www.academia.edu/resource/work/115024820>.
- Clontz, S. 2018. "*Puzzle Types*". Diakses dari <http://clontz.org/puzzles/types/>. Pada tanggal 20 Februari 2024, Jam 20.00 WIB.
- Faizeh, Lisematul & Hanif Maulaniam Sholah. 2020. "*Improving Students' Reading Ability of Descriptive Text by using Small Group Discussion*". Ink Journal, Vol 2 No 1 March 2020, pp. 1-20.

- Garwan, S., & Jusnita, N. 2020. "Peningkatan Penguasaan Kosa Kata Bahasa Inggris melalui Metode Permainan Word Search Game di Siswa Kelas VIII SMPN 4 Kota Ternate". *Edukasi*, 18(1), 186-192.
- Girsang & Khairunnisa. 2020. "*The improving students' reading descriptive text Comprehension Ability through context clues strategy of VII grade students' at SMP negeri 1 sidamanik*". *Bilingual, Jurnal Pendidikan Bahasa Inggris* Vol. 2 No. 1 2020.
- <https://www.islamicity.com/culture/Taj/default.htm>
- Kim, S. 2018. "*Apa itu Teka-teki*". Diakses dari [http://cs.wellesley.edu/~cs215/Lectures/L17-IntroGamesJigsawPuzzle/Scottkim-What\\_is\\_a\\_Puzzle.pdf](http://cs.wellesley.edu/~cs215/Lectures/L17-IntroGamesJigsawPuzzle/Scottkim-What_is_a_Puzzle.pdf). pada tanggal 20 Februari 2024, Jam 21.00 WIB.
- Kurniawan, D. 2018. "*Taughters' Technique in Taughting Reading Comprehension at SMAN 1 Kota Sungai Penuh in Academic Year 2017/2018. Jurnal Taughters' Technique*". Retrieved November 25, 2021 from [hups nepository.unja.ac.id/3941/1/%28Article%29%20Taughtern%20taughtiques%20in%20taughting%20reading%20comprehesnion%20at%20SMAN%201%20Kota%20Sungai%20Penuhpdf](https://hups.nepository.unja.ac.id/3941/1/%28Article%29%20Taughtern%20taughtiques%20in%20taughting%20reading%20comprehesnion%20at%20SMAN%201%20Kota%20Sungai%20Penuhpdf).
- Lubis, Rezzi Angriani. 2020. "*Improving Students' Reading Comprehension In Legend By Using Made A Match At The Grade Viii Of Smp Negeri 1 Panyabungan*". Script. Universitas Muhammadiyah Tapanuli Selatan.
- Mailawati. 2019. "*Pengaruh Penggunaan Media word Search Puzzle terhadap Minat Belajar Pendidkan Kewarganegaraan kelas VIII di SMPN Muhammdiyah 49 Medan Tahun Pelajaran 2017/2018*". Skripsi Universitas Muhammadiyah Sumatra Utara.
- Mardiani S., Jismulatif, Erni. 2021. "*Indonesian High School Students' Difficulties in Understanding English Text*". ISSN Cetak: 2580 – 8435. <http://dx.donei.org/10.33578/pjr.v5i4.8359>. Accessed on June/, 2023.
- Marliani, S. Jismalant, & Erni. 2021. "*Indonesian High School Students' Difficulties In Understanding English Text*". *PAJAR Journal (Education and Taughting*, 5(4),985-993. DOI: 10.33578/pjr.v5i4.8359.
- Maylani, Q, Hamer, W., & Handayani, I. 2021. "*The influence of word search puzzle on students' vocabulary mastery at seventh grade of 10 junior high school serang (smp negeri 10 kota setung)*". *Proceeding AISELT (Annual International Seminar on English Language Taughting)* 6(1), 217-223.
- Megawati, Dian Ratih. 2019. "The Effect Of Word Search Puzzle Game In Teaching Vocabulary To The Sixth Grade Students Of Sdn Kolpajung II". *The Bitte Journal*, January 2019.
- Mualimah & Usmaedi. 2018. "*Pengaruh Kebiasaan Membaca Terhadap Prestasi Belajar Bahasa Indonesia Siswa Kelas V Sdn Kubanglaban*". *Jurnal Pendidikan Sekolah Dasar* 4(1):43 DOI:10.30870/jpsd.v4i1.2459.

- Muliani, Wa Ode Sry, dkk. 2019. "*Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 2 Raha*". Jurnal Bastra (bahasa dan sastra). Vol. 4, No.3.
- Nurhalifah, N. Lestari dan S.M. Yusuf. 2020. "*Efektifitas Media Pembelajaran Word Search Puzzle dalam Meningkatkan Daya Ingat Siswa pada Materi Ekosistem Kelas VII Di SMP Muhammadiyah Kupang Tahun Ajaran 2018/2019*". Jurnal Biosains dan Edukasi. Vol. 2 (1), 1-4.
- Nurhamidah, Siti, Syahid Muammar Pulungan, and Eka Sustri Harida. 2018. "*The Analysis of Taughters' Strategy in Taughting Reading Comprehension at SMAN 2 Padangbolak at State Institu for Islamic Studies.*" Tazkir 04 (2): 299-312.
- Noviyanti, Werdiningsih & Nurkamilalkat . 2023. "*Vocabulary Mastery on Novice Learners: Exploring the Used of Word Search Puzzle*". English Journal of Education and Literature ISSN 2963-6744.
- Pamungkas, P. W. G. dan M. A. Ghofur. 2021. "*Pengembangan media pembelajaran word search puzzle berbasis android pada mata pelajaran ekonomi kelas x pada saat pandemi covid-19*". Edukatif: Jurnal Ilmu Pendidikan. 3(6):4363-4373.
- Putri, Ardianti, & Ermawati. 2022. "*Model Scramble untuk meningkatkan kemampuan membaca pemahaman siswa*". Jurnal Educatio ISSN: 2459-9522 (Print), 2548-6756 (Online) Vol. 8, No. 3, 2022, pp. 1192-1199.
- Qori Fatima, W., Khairunisa, L., Chandra Printna, D., Prihatminingtyas, B., & ART Tribhuwana Tunggadewi Malang, U. 2019. "*Pembelajaran Bahasa Inggris Melalui Media Game Pada Panti Asuhan di Desa Ngajum*". Seminar Nasional Sistem Informasi.
- Rani, Gusti. 2022. "*Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Hasil Belajar Sosiologi Siswa Kelas Xi Ips 2 Sja Negeri 5 Palopo*". Universitas Megaresky 2021/2022.
- Ritonga, Mona Aulia. 2019. "*The Effect of SQ3R Model (Survey, Question, Read, Recite, Review) in Students' Writing Mastery of Procedure Text at the Grade X SMA Negeri 1 Angkola Selatan*". Skripsi. Universitas Muhammadiyah Tapanuli Selatan.
- Septiana, V. W. 2017. "*Pendekatan Contextual Taughting Learning (CTL) untuk Meningkatkan Kemampuan Membaca Pemahaman Pada Siswa Sekolah Dasar*". Menara Ima XI(75), 155-161. <https://jurnal.umsb.ac.id/index.php/menarailmu/article/view/159>.
- Siregar, Sri Rahmadhani, and Nursahara Donengoran. 2020. "*Students Ability in Writing Descriptive Text.*" English Education: English Journal for Taughting and Learning 08 (01): 88-90. <https://scholar.google.com/scholar?oi=bibs&cluster=17461154325444838052&btnl=1&hl=id>.
- Tiaswari, Diah Ceci. 2020. "*Pengaruh Kegiatan Gerakan Literasi Sekolah Terhadap Kemampuan Membaca Pemahaman Siswa Kelas Viii Smp Negeri 1 Lumbir Kabupaten*".

*Banyumas Tahun Pelajaran 2019-2020*". Skripsi. Program Studi Pendidikan Bahasa Dan Sastra Indonesia Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Purwokerto 2020.

- Um, Ambiyatul. 2018. "*The Influence Of Using Word Search Puzzle Game Towards Students' Vocabulary Mastery At The First Semester Of The Eight Grade Of SMP N 1 Ambarawapringestu 2017/2018*". Skripsi, Universitas Lampung, 2018.
- Wardani, L., Basri, H., and Waris, A. 2014. "Improving *The Ability in Writing Descriptive Text Through Guidedd-Questions Technique*." E-Journal of English Language Taughting Society 9ELTS 2, no. 1 (2014): 1-13. <http://jurnal.untad.ac.id>.
- Zuhra. 2015. "*Senior High School Students' Difficulties In Reading Comprehension*". English Education Journal Vol 6, No. 3 (2015) :12. <https://jurnal.usk.ac.id/EEJ/article/view/2584/2438>