

**THE EFFECT OF CROSSWORD PUZZLE GAMES IN READING AND  
WRITING ABILITY TOWARD DYSLEXIA AND DYSGRAPHIA  
STUDENTS IN ELEMENTARY SCHOOL**

**THESIS**

**Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of  
English Department Faculty of Arts and Humanities State Islamic University of Sunan  
Ampel Surabaya**



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**2018**

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The undersigned,

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Declares that the thesis under the title *The Effect of Crossword Puzzle Games in Reading and Writing ability toward Dyslexia and Dysgraphia Students in Elementary School* is my original scientific work which has been conducted as a partial fulfillment of the requirements for the Bachelor degree and submitted to the English Department, Arts and Humanities Faculty of Sunan Ampel State Islamic University. Additionally, it does not incorporate any other text from the previous experts except the quotations and theories itself. If the thesis later is found as a plagiarism work, the writer is truthfully responsible with any kind of suitable rules and consequences.

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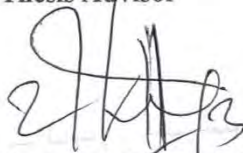


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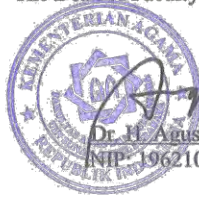
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**EXAMINERS' APPROVAL SHEET**

This thesis has been approved and accepted by the Board of Examiners, English Department, Faculty of Arts and Humanities, The State Islamic University of Sunan Ampel Surabaya, on July 18, 2018.

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control group. The researcher attempts to help the students with learning disability such dyslexia and dysgraphia through crossword game implication toward experimental group while the control group received conventional teaching from their teacher. The researcher found the different changing from both of group after getting treatment. The fluctuation score of students' reading and writing can be seen from pretest and posttest from each group. In the experimental, the improvement progress reached is 16.7%. In contrary, the control group shows the reduction 2.5%. On the other words, the experimental group is getting improvement progress than control group.

The researcher used t-test to know the significant improvement of dyslexia and dysgraphia student. T-test was also used the comparison between experimental group which was taught by crossword game and control group which was taught by conventional teaching. Two kinds of t-test above called Paired t-test and Independent t-test. The paired t-test result shows that  $H_0$  is rejected and  $H_1$  is received because Sig. tailed > Sig. level ( $\alpha$ ). *Table 5.2* displayed the number Sig. tailed was 0.104, it means **greater** than 0.05, It can be concluded that Crossword Games gave significant different, the researcher concludes that crossword games applied in learning activity will be effective to improve reading and writing skill. Then, the result of independent t-test shows that the number of (t) was -0.061, ( $-0.061 < 0.05$ ), it is lower than significant level. **It accepted  $H_0$  and rejected  $H_1$  (because (t) test <  $\alpha$ )**. It explained there is no significant difference between experimental group (taught by crossword game) and control group (taught by conventional teaching). However, the researcher decides that crossword game











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