

**THE USE OF CEFR LEVELS AND NOUN TYPES
TO INTRODUCE ENGLISH VOCABULARY IN AN ACTIVITY PUZZLE
ENTITLED “MY BODY PARTS”
A FINAL REPORT**



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2024**

STATEMENT OF ORIGINALITY

I, Afiana Okta Permata Yundarta (152111813004), hereby declare that the final report I wrote does not contain parts of other people's works, except those cited in the quotation and the references, as a scientific paper should.

Surabaya, 14 June, 2024

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APPROVAL

THE USE OF CEFR LEVELS AND NOUN TYPES

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A FINAL REPORT

Presented in partial fulfillment of the requirement for the Diploma Degree in
English Language

Department of Business, Faculty of Vocational Studies

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ABSTRACT

Puzzle media is an interesting way to teach children English. Puzzle media also helps children remember things better. This report looks at the level of vocabulary based on CEFR and the types of nouns used in an activity puzzle. This report uses two tools to collect data: puzzles and observation. To find out the level and type of noun the author uses the Cambridge website for the references in his research method. The purpose of this research is to find out the level of vocabulary used in each word in the puzzle, so the author can find out the target users who are appropriate for the puzzle she made. The target users are chosen based on the level of words used in the puzzle. There are two results in this report. First, there are several levels used in this puzzle from the A1 level to the C2 level. Second, two types of nouns are most often found in this puzzle which are common nouns and concrete nouns. After completing this research, the author concludes that choosing the right word level for the target users is very important in creating effective learning media, especially for EFL students.

Keywords: CEFR level, types of nouns, puzzle.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Report

The early introduction of simple words to young learners, especially during preschool, can enhance the language development of young learners before they enter formal school (Fitria & Juwita, 2018). In terms of age, early childhood is in the age range of 0-8 years because it is a very sensitive period for humans to language (Firdaus et al., 2020). In this context, introducing simple English words to Indonesian learners who have no background in English or learners who are just starting to learn English. In general, young learners in Indonesia use English as a foreign language (EFL) (Si, 2019). As in many other countries, students must learn at least three languages. They are the mother tongue, the national language, and also the actual foreign language. English has been taught and used as a foreign language in Indonesia since 1965 (Marlina & Padang, 2017).

Introducing English to EFL learners is a perfect opportunity, especially for young learners. Moreover, using the right learning media can help in the teaching and learning process to clarify the meaning of the message and achieve the educational or learning goals (Nurrita, 2018). An interesting learning media can certainly be one of the most important factors in the successful learning process, for example, learning media with games. Games are one of the things that young learners like and are interested in, often young learners forget time while playing. In addition to supporting the growth and development of young learners, games can also be one of the learning media for young learners. Novita et al., (2023) stated

that games have been proven to help children learn a variety of skills, have positive effects on their growth, and also train their fine motor skills. Motor movements are all movements that can be performed by the whole body. On the other hand, motor development can be referred to as the development of maturity and control of body movements (Sujiono et al., 2016). The game tools used in early childhood play tend to be real and can promote children's development by helping them to recognize various things such as color, shape, size, lightweight, small and large, smooth and rough, and other things (Hayati & Putro, 2021). One of the effective and interesting playful learning media for teaching English in early childhood is puzzle (Fitria, 2023).

A puzzle is a type of jigsaw puzzle that involves putting together pieces of pictures or words. Ilhami et al., (2022) stated that puzzles are a type of game that provides greater challenges for students to improve their creativity and memory as motivation to keep trying to solve problems. Because matching puzzle pieces requires full concentration, playing puzzles can help children improve their concentration (Syukur et al., 2020). Based on cognitive task analysis, puzzle games can require a variety of cognitive abilities depending on visual perception (e.g., identifying objects, patterns, and line orientation), cognitive speed and visual scanning (e.g., sorting puzzle pieces), cognitive flexibility (e.g., shifting attention between different strategies, between different puzzle pieces, and between puzzle shapes, images, and colors) (Fissler et al., 2018).

Mustafa in Juhana (2014) stated that children in elementary or primary schools generally learn through physical activities (learning by doing). Not less

important than the content is how the author chooses the word based on the reading level of the intended audience. In this way, the author can check the right words, especially nouns, for the audience based on the CEFR level, so that the puzzle created is appropriate. Nouns are necessary for learning grammar and usage so that a child learns to identify objects, places, and people by the names used to classify them (Sudarmanto & Pamungkas, 2015). The author also chose body parts as a puzzle theme because the author believes that body parts are things that children need to know from an early age. Waugh and Brownell (2018) stated as children get older and understand themselves better, they also understand their bodies better. Then, the author made this puzzle to help young learners recognize body parts easily and more interestingly. Based on this explanation, the author understands that the success of the learning process for young learners, especially for EFL students, depends on the suitability of the content to the target user of the media used. Therefore, the author wanted to write a report entitled “The Use of CEFR Levels and Noun Types To Introduce English Vocabulary in An Activity Puzzle Entitled “My Body Parts””.

1.2. Statements of the Problems

There are two problems in this report as follows.

- a. What was the level of vocabulary that was applied in the activity puzzle “My Body Parts”?
- b. What was a type of English noun that was applied in the activity puzzle “My Body Parts”?

1.3. Objectives of the Report

The purposes of the report on the internship are in the following.

- a. To discover the vocabulary level in a puzzle as a medium for teaching EFL young learners.
- b. To discover the types of nouns in a puzzle as a medium for teaching EFL young learners.

1.4. Delimitation of the Problems

In order to keep the research more focused and not expand from the intended discussion, this final project limits the scope of the research to the level of vocabulary according to the CEFR and the type of nouns used in the words in the activity puzzle "My Body Parts".

1.5. Significance of the Report

1.5.1. For the author

This final report is beneficial for the author in:

- a. Reshaping the writing skill in constructing academic reports; and
- b. Gaining the knowledge about how to choose the vocabulary in composing the puzzle.

1.5.2. For the English Diploma Program

This final report is expected to be beneficial for the English Diploma Program in:

- a. Helping other students learn about learning media in puzzles.
- b. Showing what has been learned in the English Diploma.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Target User of The Activity Puzzle “My Body Parts”

This Activity Puzzle "My Body Parts" is for EFL (English Foreign Language) students in Indonesia to learn English. Sopya (2018) stated that during the preschool period, language skills develop rapidly, along with the need to socialize and the curiosity of children. Additionally, they are more readily able to learn a language other than their mother tongue, compared to adults (Sopya, 2018). Consequently, it is more appropriate to teach English as a foreign language as early as possible.

In Indonesia, the language proficiency level of primary school English teachers can be measured and identified through the Common European Framework of Reference (CEFR) and the Merdeka Curriculum (Pujianto et al., 2023). The Indonesian government adopted the CEFR in the Merdeka Curriculum as a measurement of students' language proficiency (Pujianto et al., 2023). The Merdeka Curriculum now uses six Learning Phases, the following table is from Pujianto et al., (2023).

No	Phases	Focus	Grades
1	Phase A	Introducing the English language and developing oral proficiency.	Grades 1-2
2	Phase B	Focusing on the English oral language but begins with the introduction of written language. Teachers' assistance is significant in developing students' oral and written English competencies.	Grades 3-4
3	Phase C	Concentrating on oral and written English competencies.	Grades 5-6
4	Phase D	Strengthening and improving students' ability to communicate effectively in oral and written English.	Grades 7-9
5	Phase E	Focusing on strengthening oral and written English competencies equivalent to Level B1 of CEFR.	Grade 10
6	Phase F		Grades 11-12

Figure 1. Learning phases in Kurikulum Merdeka (Kepala Badan Standar, Kurikulum, dan Ases men Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Figure 1 shows that based on the Merdeka Curriculum, students in Indonesia start learning English in grades 1-2 of primary school, or ideally at 7-8 years of age,

using the CEFR as a reference. The CEFR in the Merdeka Curriculum serves as an equivalent language proficiency for students. Based on Figure 1, students are expected to be at the B1 level of the CEFR when they graduate from secondary school.

No	Phases	Students	Teachers
1	Phase A		
2	Phase B	A1	A2
3	Phase C		
4	Phase D	A2	B1
5	Phase E	B1	B2
6	Phase F		

Figure 2. The comparison and equivalence of learning phases in Kurikulum Merdeka and CEFR

Figure 2. shows a table with the comparison and equivalence of learning stages and the CEFR. At the end of primary school, students are expected to reach the A1 level of the CEFR. Phase D is for students in grades 7 to 9. The expected level for Phase D is A2. Phases E and F, which are reserved for students in grades 10-12, require students to reach the expected level of B1.

2.2. Vocabulary

Vocabulary is one of the components necessary for students to function in a second language (Ghazal, 1997). The importance of vocabulary for language learners cannot be overstated. Words are the building blocks of a language because they serve as labels for objects, actions, and concepts, without which it is impossible to convey the intended meaning (Ghazal, 1997).

2.2.1. Level Vocabulary from CEFR

According to Trim (2011), The Council of Europe agreed on the Common European Framework of Reference for Languages (CEFR), also written as Gemeinsamer Europaischer Refer (GER) in German which describes the ability of language learners at six reference levels (A1-C2) in the areas of speaking, reading, listening and writing. This is a set of rules for people learning languages outside of Europe, including German speakers as well as people learning German. Trim (2011) states that since November 2001, the CEFR has been the preferred way to test language proficiency. For this reason, the CEFR, which is a worldwide agreement, must be used in the development of German teachers.

In this method, the English language learning must match the level of the learners. Such as young EFL (English foreign language) learners and also young ESL (English second language) learners, because the level of the language used will

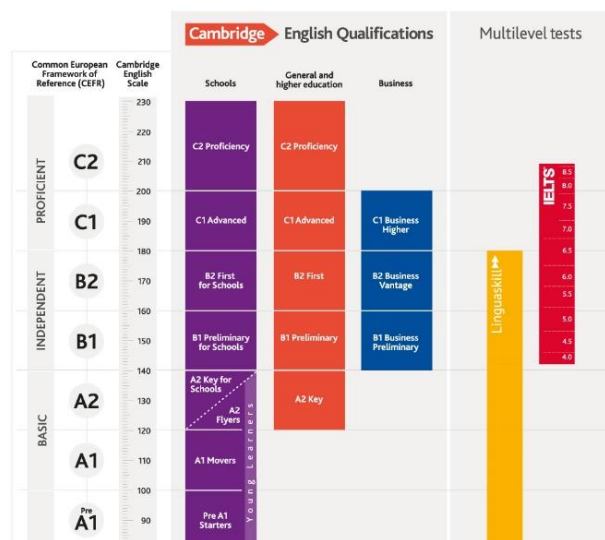


Figure 3. CEFR (Trim, 2011)

affect the methods and vocabulary used (Trim, 2011). Certainly, young ESL learners are more familiar with English vocabulary than young EFL learners. Then, it is very important to use this method as a standard for using vocabulary in learning media. According to Trim (2011) , there are three types of language proficiency requirements.

The first type is the basic user for learning English, in this level there are two levels, they are A1 and A2. Trim (2011) states that at the A1 level, students can understand and use everyday phrases and elementary words designed to fulfill the needs of a specific type of interaction. Students can greet each other and ask and answer questions about personal matters such as where someone lives, who they know, and what they own. There are examples of A1 words based on the Cambridge Dictionary website, which can be accessed at (<https://dictionary.cambridge.org.>)

Aunt	Bottle	Cloud	Doctor	Glass
------	--------	-------	--------	-------

Figure 4. Example of A1 level words

At the A2 level, students can understand basic personal and family information, shopping, local geography, and job-related sentences and phrases (Trim, 2011). At this level, students also can talk about simple things about their experiences. There are examples of A2 words based on the Cambridge Dictionary website, which can be accessed at (<https://dictionary.cambridge.org.>)

Actor	Bicycle	Crown	Drum	Earth
-------	---------	-------	------	-------

Figure 5. Example of A2 level words

The second is the independent user. At this level, there are two classifications: B1 and B2. Trim (2011) states that at the B1 level, students can understand the main

points of clear common input on everyday topics they encounter at work, school, leisure, etc. They can deal with most situations that might arise in a place where language is spoken. Students can talk about experiences, events, dreams, hopes, and aspirations (Trim, 2011). There are examples of B1 words based on the Cambridge Dictionary website, which can be accessed at (<https://dictionary.cambridge.org.>)

Art	Bank	Coconut	Desk	Elbow
-----	------	---------	------	-------

Figure 6. Example of B1 level words

At the B2 level, students can understand the main points of complex texts on both real and imagined topics, as well as technical topics related to their field (Trim, 2011). Students can talk to each other in a way that is fluent and natural, which means that they can easily talk to native speakers regularly. There are examples of B2 words based on the Cambridge Dictionary website, which can be accessed at (<https://dictionary.cambridge.org.>)

Agent	Chairman	Disaster	Emotion	Flash
-------	----------	----------	---------	-------

Figure 7. Example of B2 level words

The last two are proficient users; the two are C1 and C2. By the time students reach the C1 level, they can understand a wide range of difficult, longer texts and work out what they mean without saying it directly. Students can speak clearly and naturally, without searching for words. Students can use the language in various social, academic, and professional settings (Trim, 2011). There are examples of C1 words based on the Cambridge Dictionary website, which can be accessed at (<https://dictionary.cambridge.org.>)

Angel	Bonus	Cargo	Diplomat	Elevate
-------	-------	-------	----------	---------

Figure 8. Example of C1 level words

The last and highest level is C2. At this level students can summarize what they've heard or read from different sources, putting together arguments and stories in a way that makes sense (Trim, 2011). Students can speak freely, accurately, and quickly, and they can distinguish between subtleties of meaning even in more complicated situations. There are examples of C2 words based on the Cambridge Dictionary website, which can be accessed at (<https://dictionary.cambridge.org.>)

Arch	Balance	Contrast	Dark	Heavy
------	---------	----------	------	-------

Figure 9. Example of C2 level words

An explanation can also be seen in *Figure 2*.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact simply provided the other person talks slowly and clearly and is prepared to help.

Figure 10. Common Reference Levels: global scale from Chapter 3 of the CEFR (Trim, 2011)

2.3. Nouns

Mauludin and Ardianti (2022) stated that a noun is a word that refers to people, places, things, animals, ideas, or events.

2.3.1. Types of Nouns

These are the types of nouns based on Mauludin and Ardianti (2022).

1. Proper and common nouns

Generally, a noun is divided into proper nouns and common nouns. Proper nouns relate to specific names of people, things, and places. These nouns always begin with an uppercase. For example: Gucci, Indonesia, Pizza Hut, Eiffel (Mauludin & Ardianti, 2022). On the other hand, common nouns are regular names of nouns. They are used to refer to the general names of people, places, events, ideas, or animals; for example, actress, river, garden, teacher, eel, tower, or puppy (Mauludin & Ardianti, 2022). In sentences, common nouns are represented by the articles 'a', 'an', or 'the'. Consider the following examples based on Mauludin and Ardianti (2022).

- a) She wants to be an actress.
- b) He went to the park with his daughter.
- c) The garden is huge.
- d) When I was in high school, I wanted to be a teacher.
- e) I caught an eel when I went fishing with my grandfather.
- f) I watched the city lights from the tower.
- g) My mother adopted a puppy.

2. Concrete and abstract nouns

Concrete nouns refer to physical objects that can be perceived the senses or something that people can smell, see, or/and touch. Some examples of concrete nouns are chair, table, house, flower, boy, machine, etc (Mauludin & Ardianti, 2022). Meanwhile, abstract nouns are concepts or ideas that exist in people's minds and refer to conditions or qualities.

Some of the abstract nouns are wealth, ambition, happiness, health, kindness, etc (Mauludin & Ardianti, 2022). Below, sentences a and b contain concrete nouns while c and d contain abstract nouns according to Mauludin and Ardianti (2022).

- a) The machine is constructed in Germany.
 - b) The flower smells good.
 - c) Kindness is something that everyone should possess.
 - d) The concept is nice.
3. Countable and uncountable nouns

Countable nouns refer to nouns that are considered plural and can be divided into parts; for example, the plural tables imply that there is more than one (Mauludin and Ardianti, 2022). The suffix -s is usually added to create a plural form.

Singular	Plural
Car	Cars
Door	Doors
House	Houses

Figure 11. Regular plurals in countable nouns (Mauludin & Ardianti, 2022)

However, some countable nouns are irregular in that they do not use -s or -es to identify their plural form (Mauludin and Ardianti, 2022). Below are some examples of irregular countable nouns from Mauludin and Ardianti (2022).

Singular	Plural
Child	Children
Foot	Feet
Goose	Geese
Louse	Lice

Man	Men
Mouse	Mice
Ox	Oxen
Tooth	Teeth
Woman	Women

Figure 12. Irregular plurals in countable nouns (Mauludin & Ardianti, 2022)

In addition to irregular nouns, there are some exceptions to changing nouns from singular to plural. The suffix -es is added to some nouns ending in -o to make the noun plural. Consider the following examples from Mauludin and Ardianti (2022).

Singular	Plural
Echo	Echoes
Hero	Heroes
Potato	Potatoes
Tomato	Tomatoes

Figure 13. Plural ending -es in countable nouns ending-o (Mauludin & Ardianti, 2022)

In some cases, ending -s is added to some nouns that end in -o to form plural nouns.

Singular	Plural
Kilo	Kilos
Memo	Memos
Photo	Photos
Piano	Pianos
Studio	Studios
Tattoo	Tattoos
Zoo	Zoos

Figure 14. Plural ending -es in countable nouns ending-o (Mauludin & Ardianti, 2022)

Some nouns that end in -for -fe are transformed to -ves in the plural form. Take a look at the following examples.

Singular	Plural
Calf	Calves
Half	Halves
Knife	Knives
Loaf	Loaves
Shelf	Shelves

Thief	Thieves
Wolf	Wolves

Figure 15. Irregular plurals of nouns ending-f (Mauludin & Ardianti, 2022)

On the other hand, ending -s is simply added to nouns that end in -f. Take a look at the examples below.

Singular	Plural
Belief	Beliefs
Chief	Chiefs
Cliff	Cliffs
Roof	Roofs

Figure 16. Regular plural of nouns ending-f (Mauludin & Ardianti, 2022)

Some English words adapted from foreign languages have foreign plurals.

Singular	Plural
Analysis	Analyses
Appendix	Appendixes/Appendices
Bacterium	Bacteria
Basis	Bases
Cactus	Cacti/Cactuses
Crisis	Crises
Criterion	Criteria
Curriculum	Curricula
Datum	Data
Formula	Formulae/formulas
Hypothesis	Hypotheses
Index	Indexes
Medium	Media
Memorandum	Memoranda
Oasis	Oases
Parenthesis	Parentheses
Phenomenon	Phenomena
Stimulus	Stimuli
Thesis	Theses
Vertebra	Vertebrae

Figure 17. Irregular plurals of nouns ending-f (Mauludin & Ardianti, 2022)

Finally, some nouns have the same forms of singular and plural.

Singular	Plural
Deer	Deer
Fish	Fish

Sheep	Sheep
Species	Species

Figure 18. Irregular plurals in countable nouns 3(Mauludin & Ardianti, 2022)

Meanwhile, uncountable nouns refer to nouns that are considered 'plural' as a collective whole. For example, the word 'money' can be defined as a lot of money (Mauludin & Ardianti, 2022). However, in some cases it is possible to change from uncountable to countable. In uncountable nouns, the -s suffix is not added to express the plural meaning. Look at the following examples where the underlined words (money) have the same form according to Mauludin and Ardianti (2022).

- a) I have a lot of money.
- b) I have little money.
- c) I have a great deal of money.
- d) I have some money.

Uncountable nouns do not need an article 'a'. They usually appear with a modifier such as 'lots of' or 'some'. There are some classifications of uncountable nouns. Below are examples of uncountable nouns based on Mauludin and Ardianti (2022).

Classifications	Examples
Whole groups	Baggage, clothing, equipment, furniture, garbage, food, fruit, machinery, mail, hardware, junk, jewelry, traffic, scenery, postage, luggage, makeup, money, etc.
Solids	Butter, bread, ice, cheese, meat, silver, gold, iron, paper, glass, wood, wool, cotton, etc.
Fluids	Soup, flood, blood, gasoline, oil, tea, milk, coffee, water, ink, etc.

Gases	Smog, smoke, nitrogen, oxygen, air, steam, etc.
Particles	Corn, rice, chalk, dirt, dust, solar, hair, grass, flour, pepper, salt, sand, sugar, wheat, etc.
Abstractions	Beauty, confidence, courage, education, fun, happiness, health, sadness, help, honesty, hospitality, importance, intelligence, justice, patience, knowledge, luck, music, peace, pride, truth, wealth, advice, information, news, evidence, proof, time, space, energy, work, homework, grammar, vocabulary, etc.
Languages	Indonesian, English, Japanese, Mandarin, Chinese, Dutch, etc.
Fields of study	Mathematics, psychology, history, engineering, chemistry, literature, etc.
Recreation/Sport	Football, soccer, baseball, tennis, chess, badminton, volleyball, basketball, etc.
Natural phenomena	Fog, hail, humidity, heat, lightning, weather, dew, sleet, rain, snow, thunder, wind, light, sunshine, darkness, electricity, fire, gravity, etc.
General activities	Traveling, talking, reading, writing, driving, (and other gerunds)

Figure 19. Classification of uncountable nouns. (Mauludin & Ardianti, 2022)

Some uncountable nouns can take plural form by adding -s or -es if they mean different kinds of a particular thing. The following are examples of uncountable nouns based on Mauludin and Ardianti (2022).

- a) There is a lot of food on the table.
- b) Don is allowed to only eat certain foods because of his health.

In sentence (a), the word 'food' refers to general context. However, in sentence (b), the ending -s is added to the word 'food' since it refers to some specific types of food (Mauludin and Ardianti, 2022).

CHAPTER 3

METHODOLOGY

3.1. Location and Participant

The author conducted research at the Diploma Program of English, Faculty of Vocational Studies, Universitas Airlangga. In this case, the author observed the vocabulary level and noun types used in the puzzle. The author created the activity puzzle “My Body Part” and analyzed all the words that were appropriate and useful in the puzzle. The author wants users to learn while playing puzzles so that they can solve the puzzle. Based on the research in the preview chapter, the author knows that the target user who is appropriate in Indonesia is from the age of 7 years or grade 1 primary school children according to the independent curriculum.

3.2. Data Collection

In composing the project, the author used two instruments below:

3.2.1. Observation

The author wanted to analyze the puzzle by making observations to analyze the use of vocabulary in the puzzle entitled "My Body Parts". The author analyzes vocabulary that has a level to find out the target user that is suitable for the puzzle and also analyzes the type of noun used in each word to increase her knowledge about nouns.

To answer the first problem statement, to answer the first problem statement, the author used the Cambridge website as a reference for the CEFR level on each word. The author chose Cambridge as a reference because Cambridge uses CEFR as a level standard for each word. In addition, Cambridge also provides books and

word lists for each level that will help the author in this research. After knowing the word level of the Cambridge website source, the author also checked the wordlists from Cambridge for each level. The author used *Table 1.* to help her identify the category of vocabulary used in the puzzle.

No	Vocabulary	Definition	CEFR level	Wordlist Cambridge	Proof

Table 1. Table of the observation CEFR level

Second, for the second statement of the problem, the author focuses on noun types and then analyzes each word in the puzzle. To answer the second statement of the problem, the author also used the information listed on the Cambridge Dictionary website, which states the type of noun in the word. Then the author used the book from Mauludin and Ardianti (2022) to identify each noun utilized in the puzzle, thereby expanding the author's understanding of the various types of nouns. The author used *Table 2.* to help her identify the types of nouns used in the puzzle.

No	Vocabulary	Types of Noun					
		Proper	Common	Concrete	Abstract	Count	Uncount

Table 2. Table of the observation types of nouns

3.2.2. Activity Puzzle “My Body Parts”

The author used body parts puzzles to identify vocabulary based on CEFR levels. This product was a word-picture matching activity game that consisted of a board with clues and magnets that were the pictures. The author used magnets to make it easier so that each piece of the picture is not easily lost and remains attached

to the board. The puzzle is divided into 3 parts: lower, middle, and upper body. Each part has 9 words and the total number of words is 27. On the first page is a picture of the whole body part before the puzzle is put together. The author wanted children to recognize which body parts they are learning.

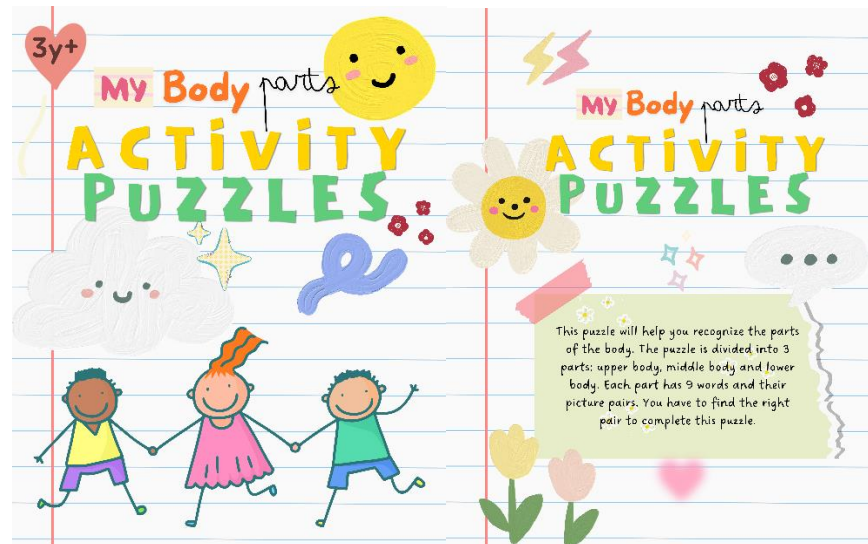
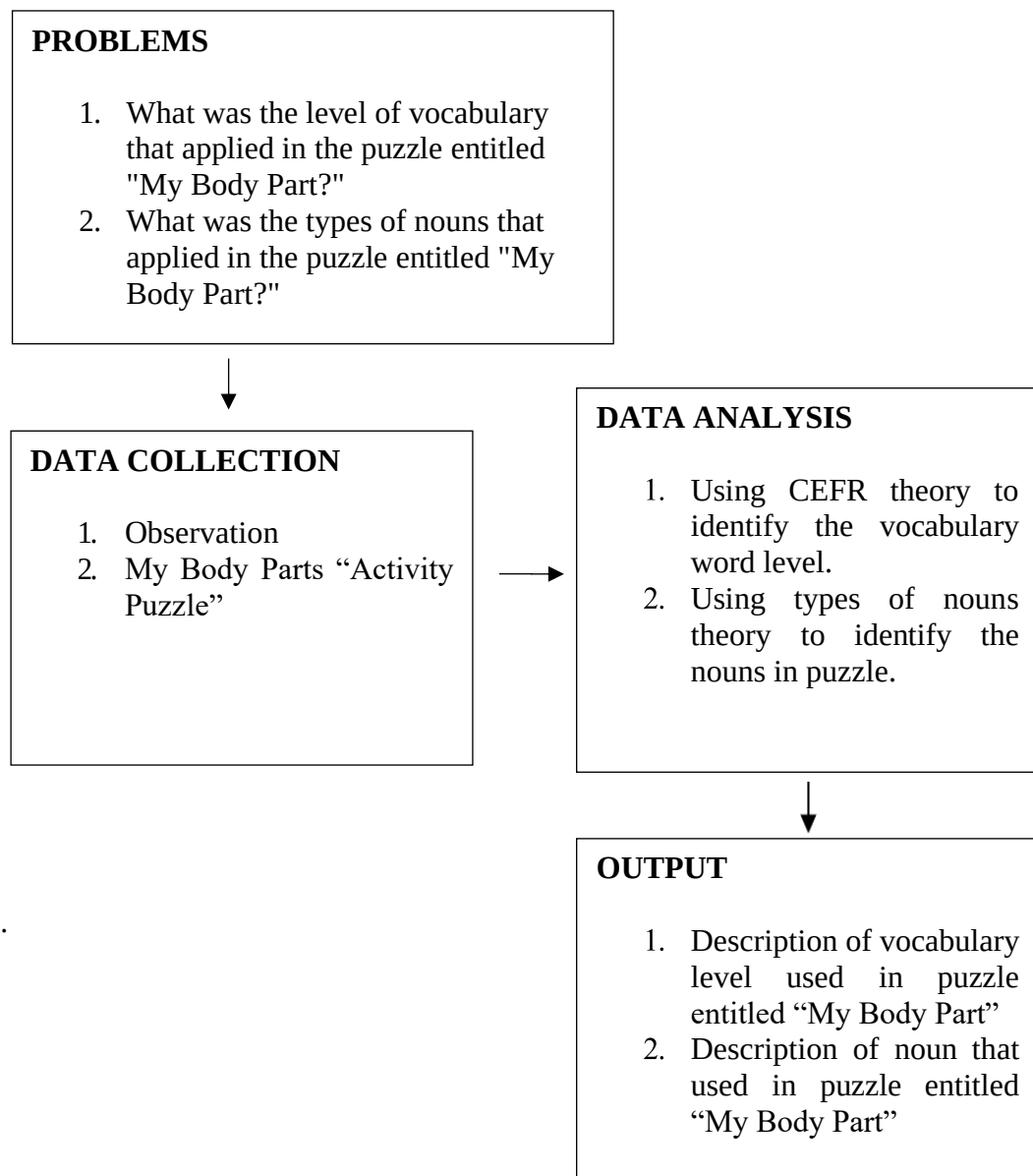


Figure 20. Display of the puzzle cover

3.3. Data Analysis

In terms of analyzing the data, for the first statement of the problem, the author used two steps to analyze. First, the author used the CEFR level based on the Cambridge Dictionary to analyze the data obtained from the puzzle. Then, with the observation data, she again checked the data in the observation table with the theories from the CEFR. For the second statement of the problem, the author used a description of each word on the Cambridge Dictionary website about the noun, also analyzed the words one by one based on the types of nouns in the puzzle, and then entered them into the observation table to answer the second problem.

3.4. Framework of the Report



CHAPTER 4

RESULTS AND DISCUSSION

4.1. Description

The author's project idea was a puzzle game as a learning medium for Indonesian young English learners from the age of 7 years or grade 1 primary school. The author realized that some words in English are complicated to understand, especially for EFL students who want to learn the vocabulary in English itself. Therefore, the author was determined to help young learners learn some words, especially body part vocabulary, through activity puzzles. The author chose words that she thought would be easy for young learners, so young learners might be familiar with these words. The author provides random words and pictures, and young learners have to find the pair of words and pictures. In this game, young learners should focus on putting together the correct answer and picture. First, young learners have to analyze any word, so they can find the right picture to match the pair. In this section, the author will explain the vocabulary used in the project according to CEFR levels and types of nouns.

4.1.1. Level of Vocabulary Used in the Puzzle Entitled “My Body Parts”

When creating the puzzle, the author made sure to use words that were appropriate for young EFL learners from the age of 7 years or grade 1 primary school, as the puzzle was designed specifically for them. Therefore, the vocabulary used had to be at an appropriate level for the target of the puzzle. The author proceeded to verify each word used in the puzzle by checking the Cambridge

Dictionary website, which can be accessed at the following link (<https://dictionary.cambridge.org>). The author went through the following steps to select the vocabulary: To begin with, the author opened the Cambridge Dictionary website. She wanted to make sure that all the words she selected for the puzzle were correct.

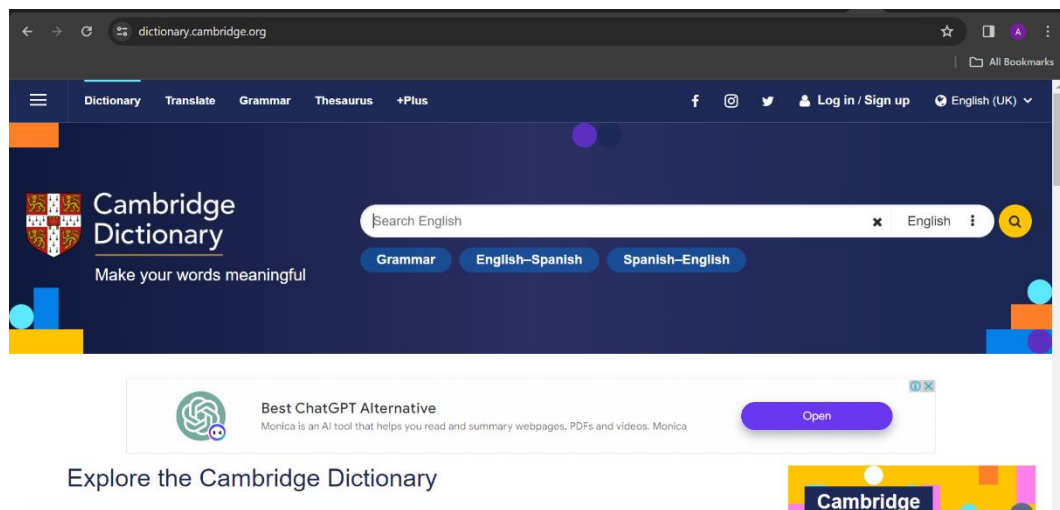


Figure 21. Display of the Cambridge Website

When the author visited the website, she noticed that Figure 21. displayed the appearance of the website. On the website, the author found some menus located in the top left corner. The logo of the Cambridge Dictionary was located in the center left of the page. Located in the center of the screen, there was a search bar that allowed the author to easily type in the specific word she was looking for.

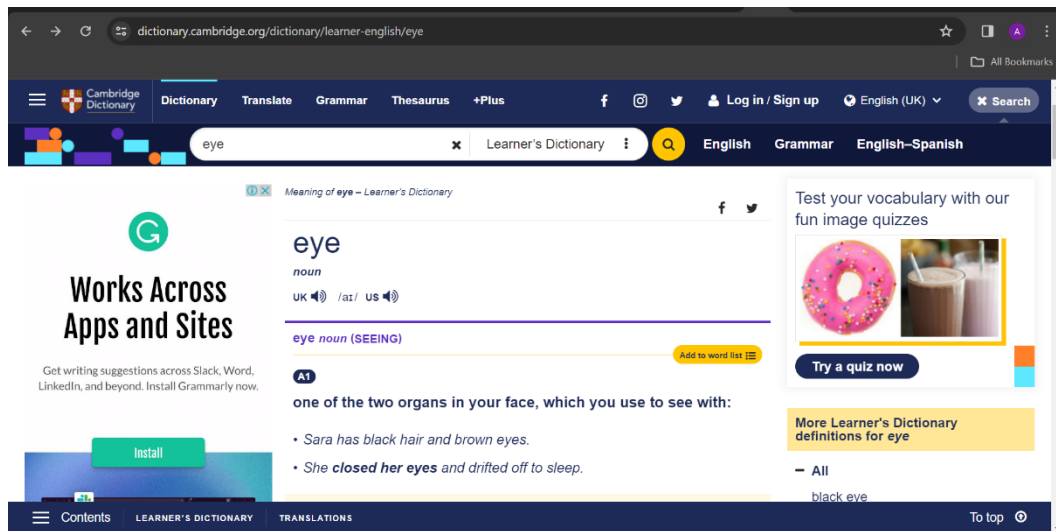


Figure 22. Display of the Explanation from Cambridge Web

Then, the author started to enter the words that she put into her puzzle. After that, some information about the word is displayed, as shown in *Figure 22*. The screen shows various information such as the phonetic transcription of the word, the level of the word according to CEFR, and also the description of the word. After obtaining the level information from the Cambridge website, the author compared it with the description from Trim (2011). The author wanted to compare the two results to make the conclusion more concrete. Below are the English vocabulary words used for teaching English based on the CEFR level through the interactive medium, puzzle.

a. Head

The first is the word head. That part of the body above the neck that has the eyes, nose, mouth, ears, and brain is called the head (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

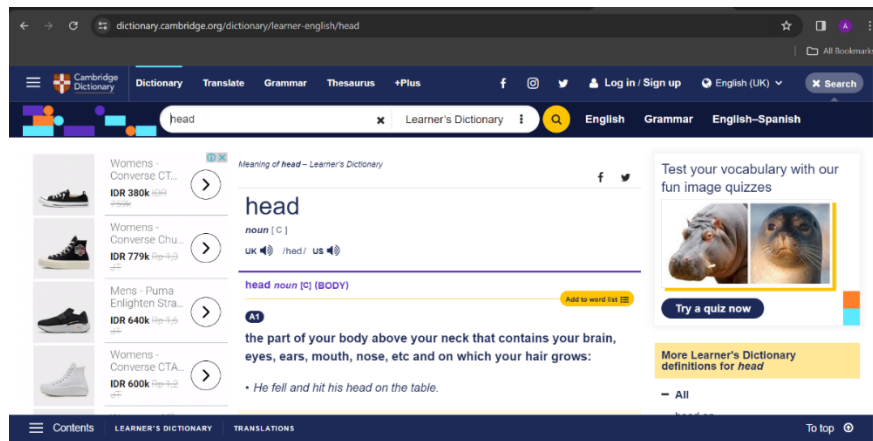


Figure 23. Display the word “head” from Cambridge Web

In Figure 23. the word “head” is categorized as A1. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “head” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

b. Ear

One of the words in the puzzle "My Body Parts" is "ear". Two organs on each side of the head help people and animals hear. The ear is either the organ itself or the skin and tissue that connects it to the head (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

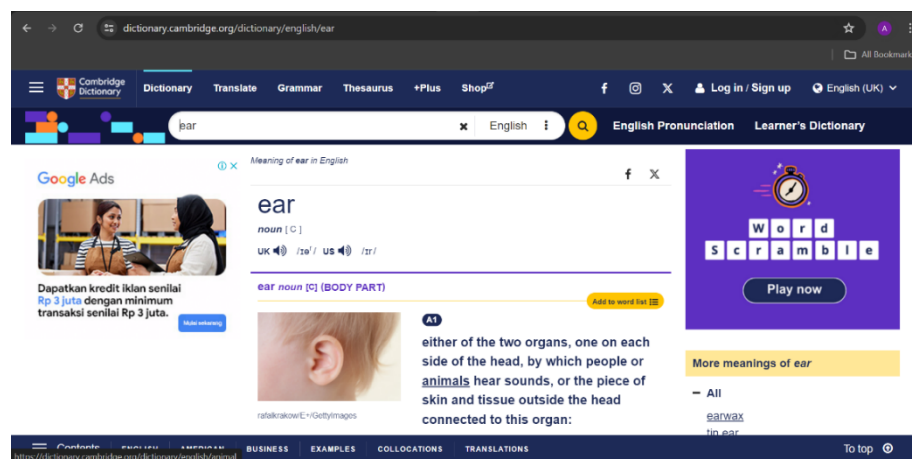


Figure 24. Display the word “ear” from Cambridge Web

The word "ear" can be seen at the A1 level in *Figure 24*. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “ear” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

c. Eye

One of the words in the puzzle "My Body Parts" is "eye." One of the two parts of your face that helps you see is the eye (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

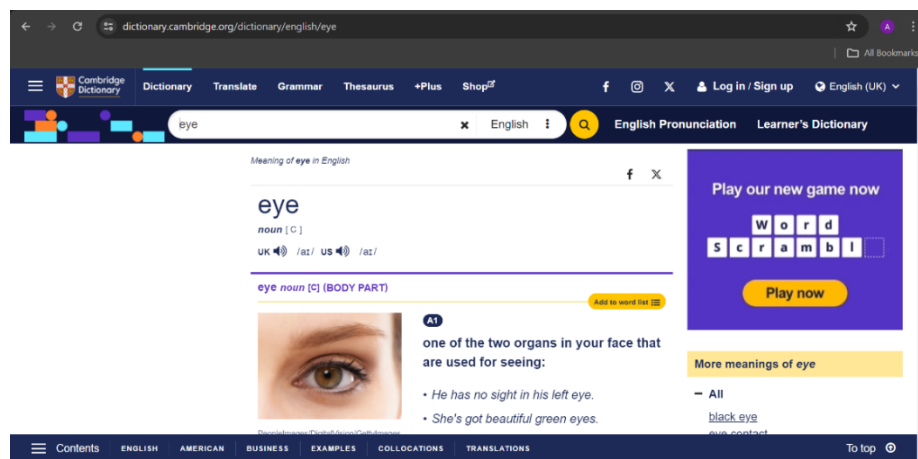


Figure 25. Display the word “eye” from Cambridge Web

In *Figure 25*, the "eye" is categorized at the A1 level. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “eye” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

d. Mouth

In the puzzle "My Body Parts," one of the words is "mouth". An animal or person's mouth is the hole in their face that has the lips and the space between

them, or the space behind the lips that has the teeth and the tongue (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

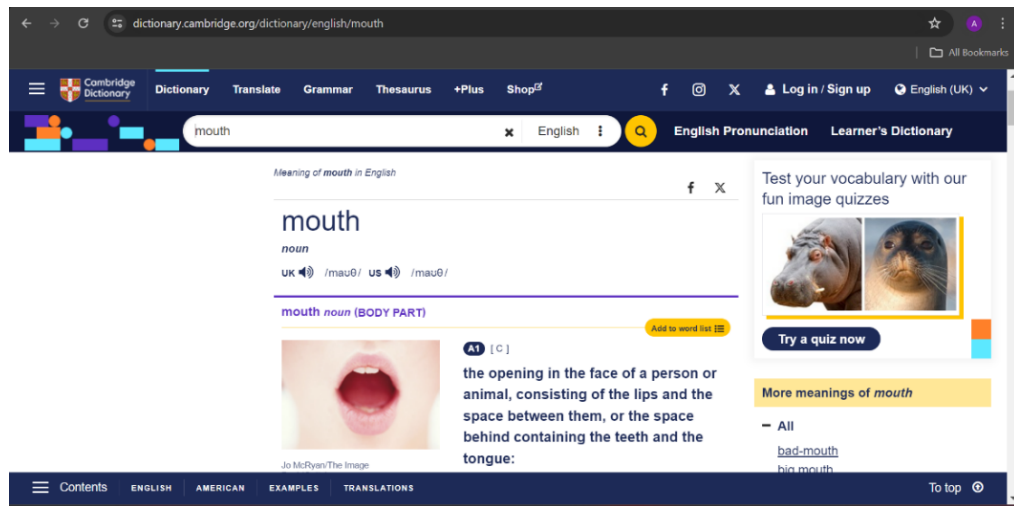


Figure 26. Display the word “mouth” from Cambridge Web

The word "mouth" can be seen at the A1 level in Figure 26. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “mouth” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

e. Nose

The nose is one of the words from the puzzle “My Body Parts”. The nose is the higher part of the face that lets you breathe and smell (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

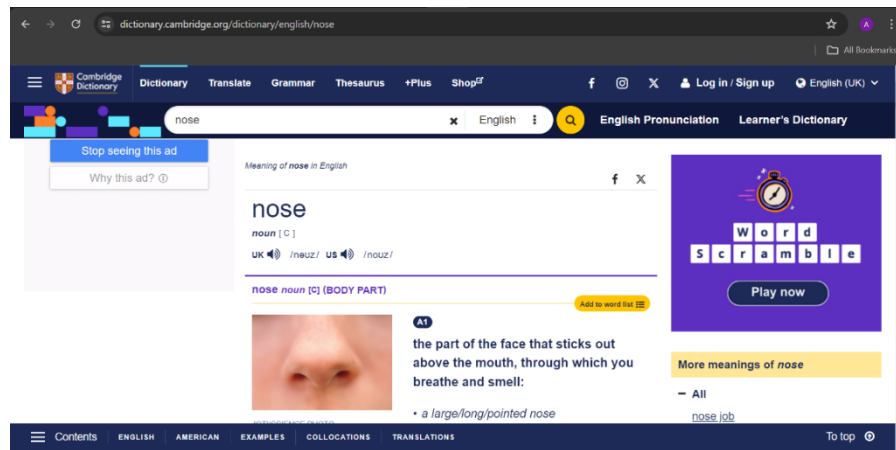


Figure 27. Display the word “nose” from Cambridge Web

In Figure 27. the word “nose” is categorized as A1 level. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “nose” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

f. Cheek

One word in the puzzle "My Body Parts" is "cheek." Your cheek is the soft part of your face below your eye and in the middle of your mouth and ear (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

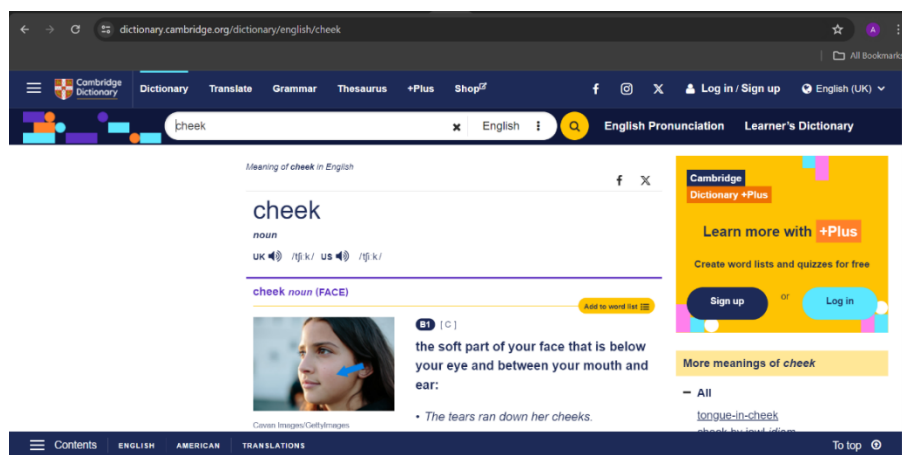


Figure 28. Display the word “cheek” from Cambridge Web

In *Figure 28*, the word “cheek” shows the B1 level. According to Trim (2011) B1 level, students can understand the main points of everyday topics they encounter in school, in their free time, and so on. They can also usually deal with the majority of situations likely to arise when traveling in a language area. The users of the B1 level need to be able to write simple connected texts on topics they are familiar with.

g. Tongue

The tongue is one of the words from the puzzle “My Body Parts”. For tasting, talking, and other things, you use your tongue, which is a big, soft piece of flesh in your lips that you can move (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

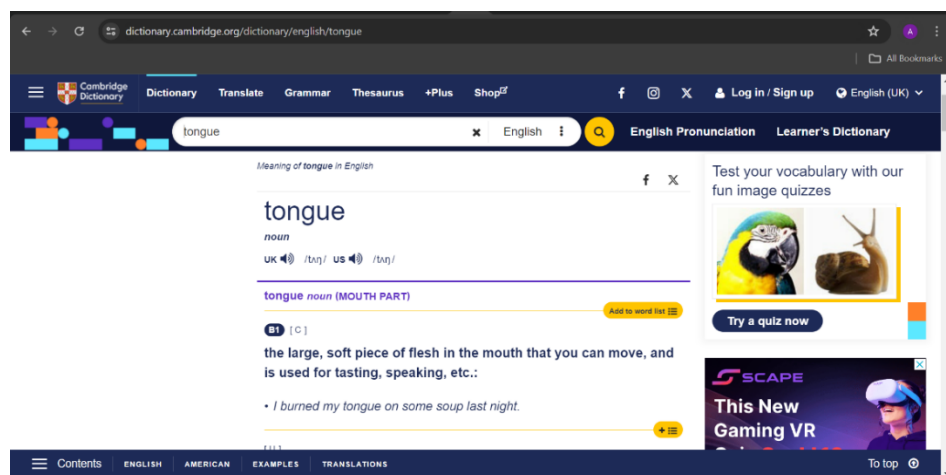


Figure 29. Display the word “tongue” from Cambridge Web

In *Figure 29*, the word “tongue” shows the B1 level. According to Trim (2011) B1 level, students can understand the main points of everyday topics they encounter in school, in their free time, and so on. They can also usually deal with the majority of situations likely to arise when traveling in a language area. The

users of the B1 level need to be able to write simple connected texts on topics they are familiar with.

h. Hair

The hair is one of the words from the puzzle “My Body Parts”. Hair is the mass of thin, thread-like structures on a person's head or any of these structures that grow from a person or animal's skin (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

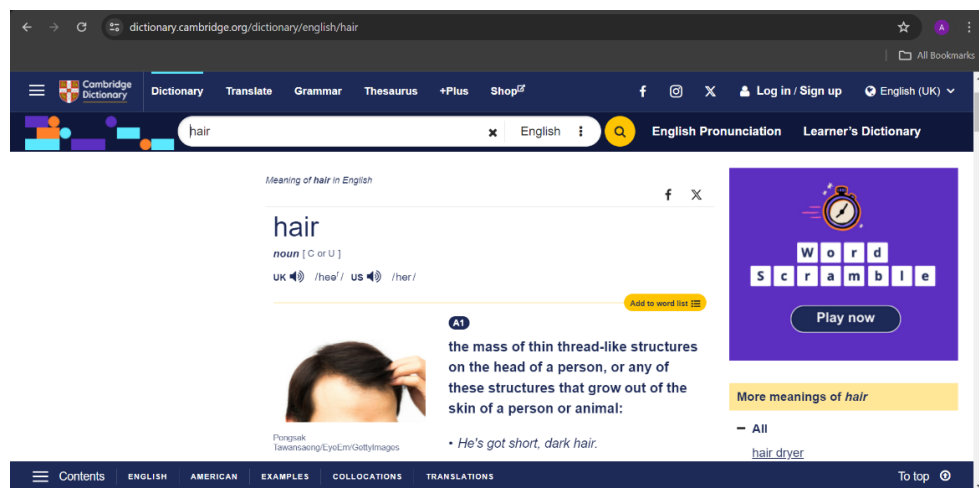


Figure 30. Display the word “hair” from Cambridge Web

The word "hair" can be seen in Figure 30. at the A1 level. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “hair” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

i. Tooth

The tooth is one of the words from the puzzle “My Body Parts”. The tooth is one of the hard, white objects in the mouth used to bite and chew food. (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

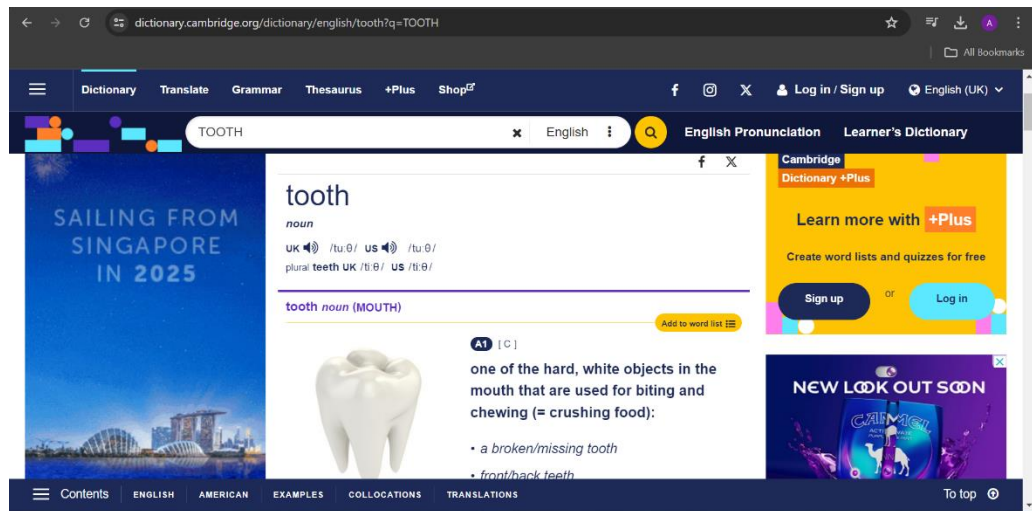


Figure 31. Display the word “tooth” from Cambridge Web

In Figure 31. the word “tooth” shows the A1 level. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “hair” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

j. Chest

The chest is one of the words from the puzzle “My Body Parts”. The top front part of the body, located between the neck and the stomach in humans and certain other animals, houses the heart and lungs (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

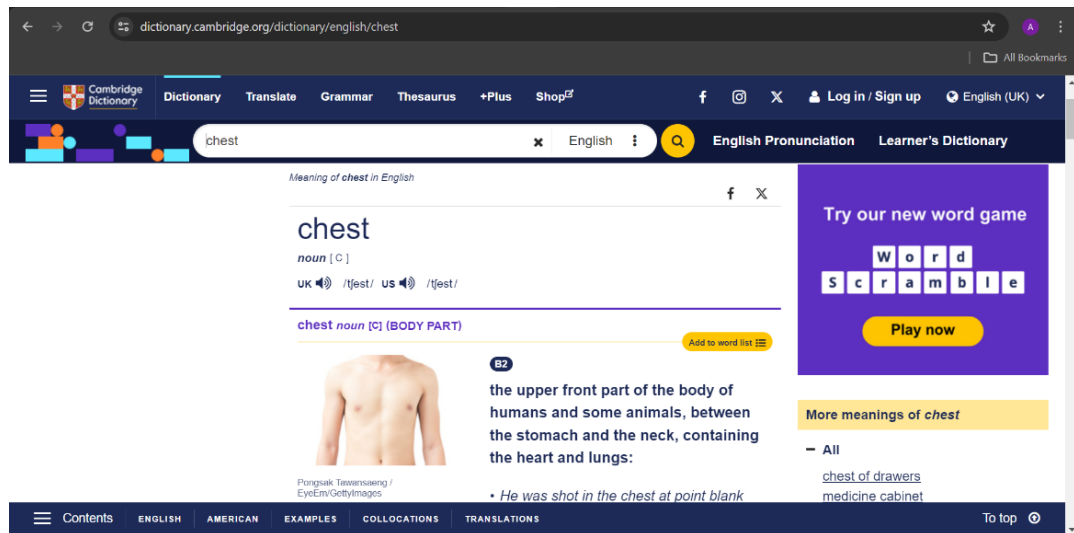


Figure 32. Display the word "chest" from Cambridge Web

In Figure 32. the word "chest" indicates level B2. According to Trim (2011), at this level, students can understand the main points of complex texts, including real and imagined subjects and technical topics related to their field of study. Students can converse with each other fluently and naturally, which means they can easily converse with native speakers regularly.

k. Shoulder

One of the words in the puzzle "My Body Parts" is "shoulder." There are two parts of the body on either side of the neck that connect the arms to the body (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

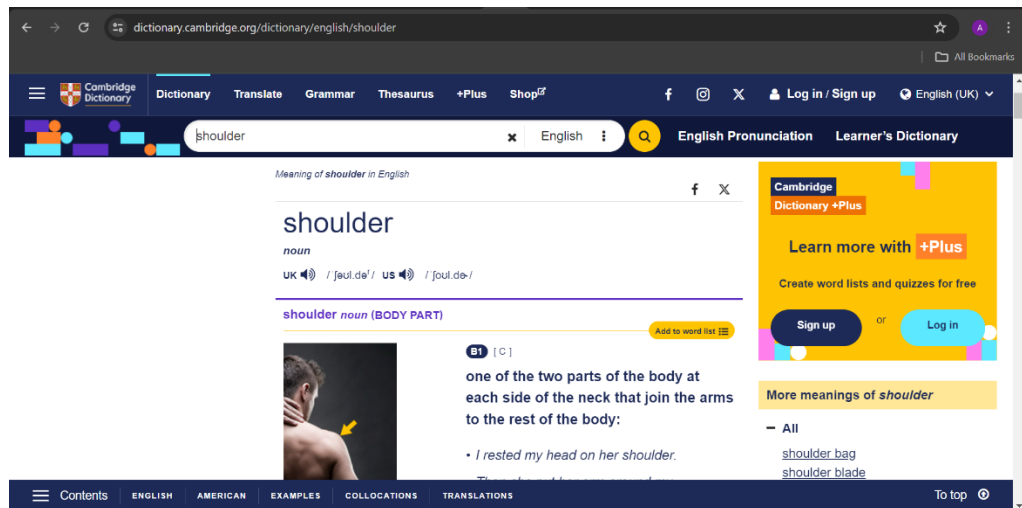


Figure 33. Display the word “shoulder” from Cambridge Web

In Figure 33. the word “shoulder” shows the B1 level. According to Trim (2011) B1 level, students can understand the main points of everyday topics they encounter in school, in their free time, and so on. They can also usually deal with the majority of situations likely to arise when traveling in a language area. The users of the B1 level need to be able to write simple connected texts on topics they are familiar with.

I. Stomach

The stomach is one of the words from the puzzle “My Body Parts”. That soft part of the human body just below the human chest is the stomach, it's where food is broken down in your body (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

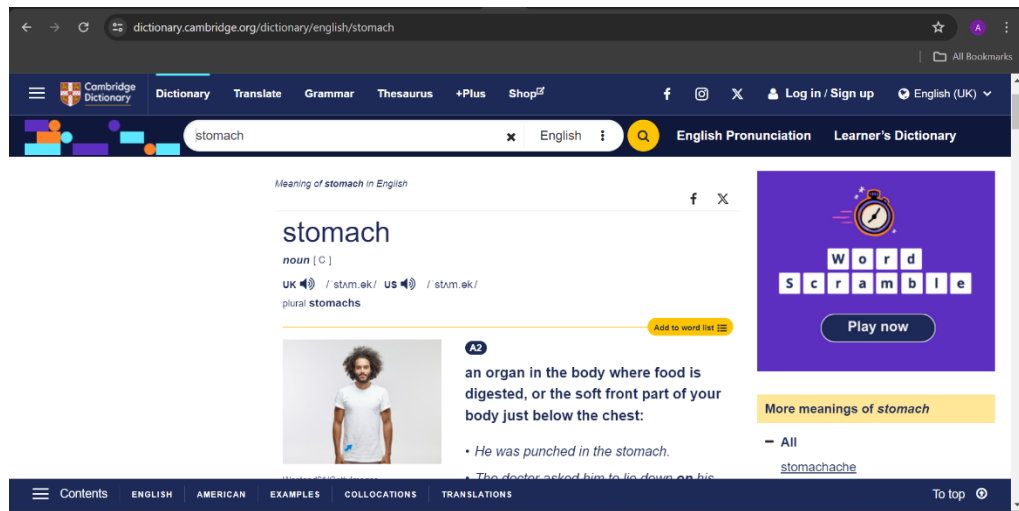


Figure 34. Display the word “stomach” from Cambridge Web

In Figure 34. the word “stomach” shows the A2 level. Trim (2011) stated someone with an A2 level proficiency typically understands sentences and commonly used expressions about topics of immediate importance, such as basic personal and family information, shopping, local geography, and employment. The users can also converse with each other fluently and naturally, which means they can easily interact with native speakers regularly.

m. Elbow

The elbow is one of the words from the puzzle “My Body Parts”. The bend in the arm, also known as the elbow, or the part of clothes that covers this area will be called the elbow (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

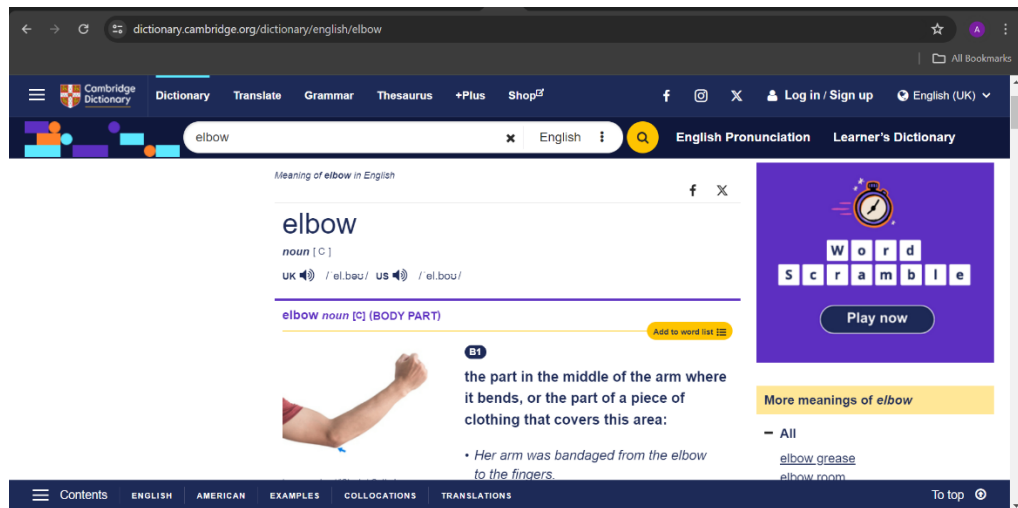


Figure 35. Display the word “elbow” from Cambridge Web

In Figure 35. the word “elbow” shows the B1 level. According to Trim (2011) B1 level, students can understand the main points of everyday topics they encounter in school, in their free time, and so on. They can also usually deal with the majority of situations likely to arise when traveling in a language area. The users of the B1 level need to be able to write simple connected texts on topics they are familiar with.

n. Neck

The neck is one of the words from the puzzle “My Body Parts”. The neck is the range of muscles that connects the head to the shoulders (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

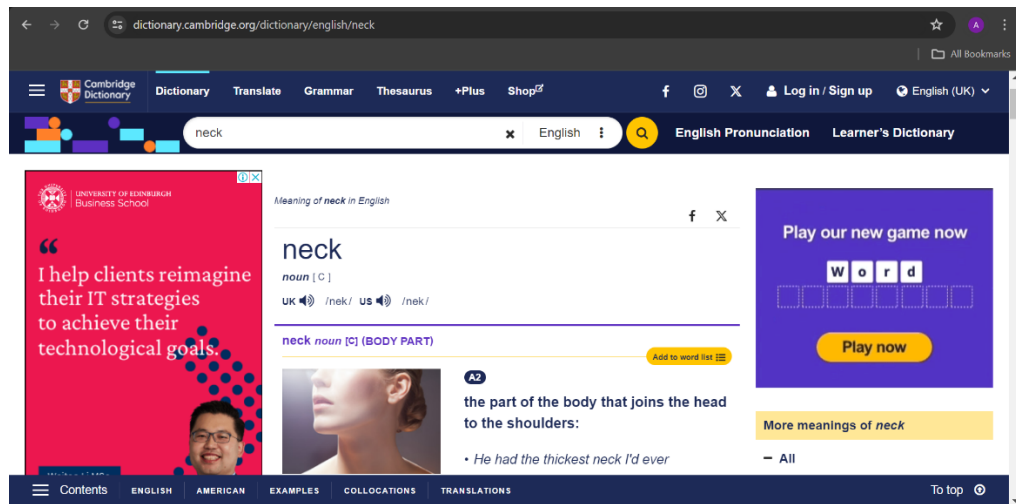


Figure 36. Display the word “neck” from Cambridge Web

In Figure 36. the word “neck” shows the A2 level. Trim (2011) stated someone with an A2 level proficiency typically understands sentences and commonly used expressions about topics of immediate importance, such as basic personal and family information, shopping, local geography, and employment. The users can also converse with each other fluently and naturally, which means they can easily interact with native speakers regularly.

o. Arm

The arm is one of the words from the puzzle “My Body Parts”. One of the two long parts of the upper body that connect to the shoulders and have the hands at the end is called an arm (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

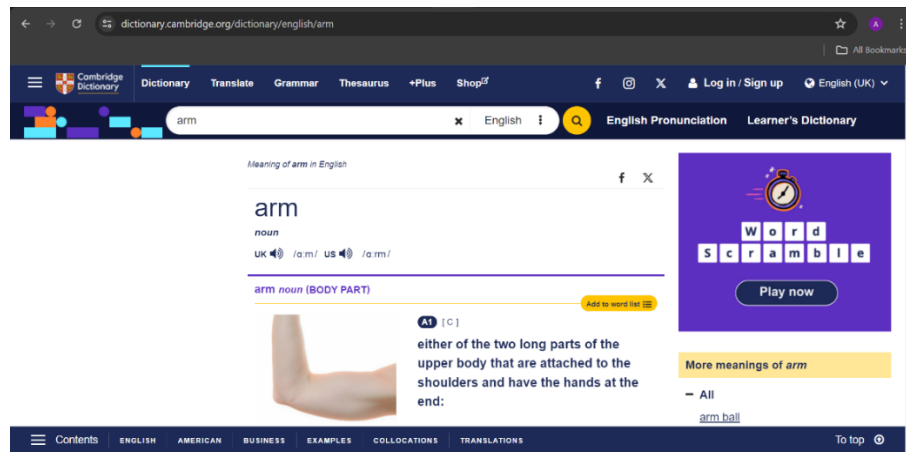


Figure 37. Display the word “arm” from Cambridge Web

In Figure 37. the “arm” is categorized at the A1 level. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “arm” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

p. Waist

The waist is one of the words from the puzzle “My Body Parts”. The area of the body above and somewhat narrower than the hips is called the waist (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

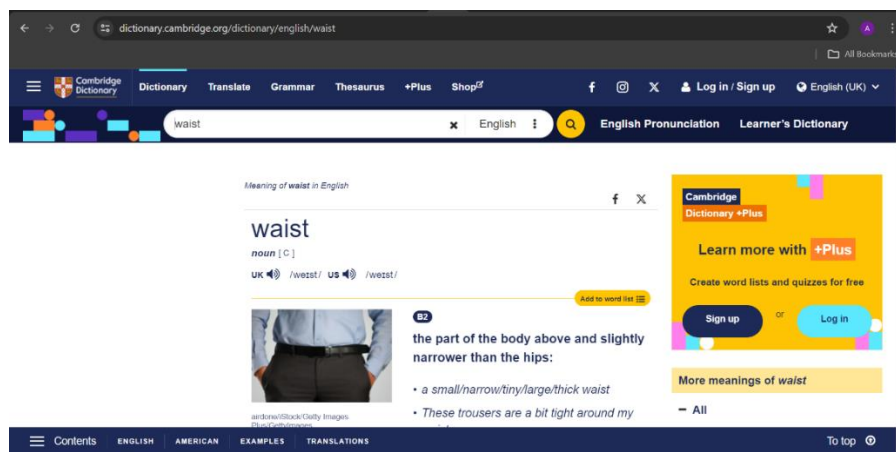


Figure 38. Display the word “waist” from Cambridge Web

In *Figure 38*, the word "waist" indicates level B2. According to Trim (2011), at this level, students can understand the main points of complex texts, including real and imagined subjects and technical topics related to their field of study. Students can converse with each other fluently and naturally, which means they can easily converse with native speakers regularly.

q. Hand

The hand is one of the words from the puzzle “My Body Parts”. The hand is the part of the body at the end of the arm that holds, moves, touches, and feels things (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

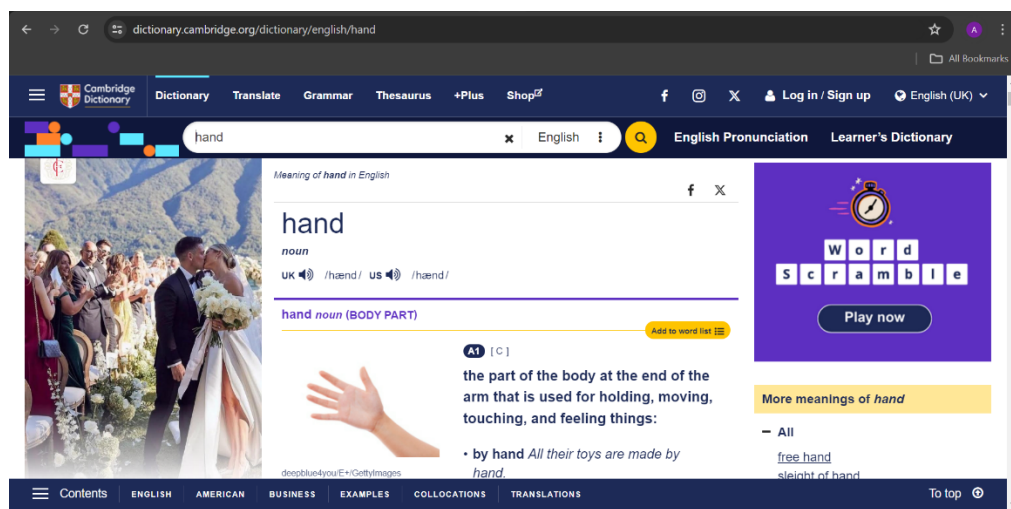


Figure 39. Display the word “hand” from Cambridge Web

In *Figure 39*, "hand" is categorized at the A1 level. A1 is the lowest level of the CEFR, the basic level for learning English. According to Trim (2011), the word “hand” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

r. Finger

One of the words in the puzzle "My Body Parts" is "finger". Any of the long, thin, separate parts of the hand that aren't the thumb is called a finger (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

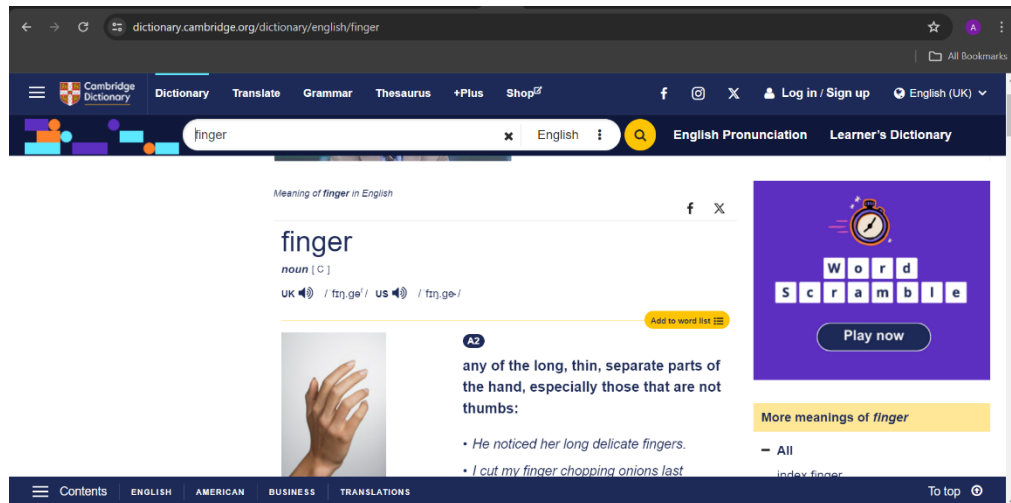


Figure 40. Display the word “finger” from Cambridge Web

In Figure 40, the word “finger” shows the A2 level. Trim (2011) stated someone with an A2 level proficiency typically understands sentences and commonly used expressions about topics of immediate importance, such as basic personal and family information, shopping, local geography, and employment. The users can also converse with each other fluently and naturally, which means they can easily interact with native speakers regularly.

s. Foot

The foot is one of the words from the puzzle “My Body Parts”. People and animals stand on their feet, which are at the bottom of their legs (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).



Figure 41. Display the word “foot” from Cambridge Web

In Figure 41. the word “foot” is categorized as A1. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “foot” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

t. Toe

The toe is one of the words from the puzzle “My Body Parts”. The toe is any of the five separate parts at the end of the foot (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

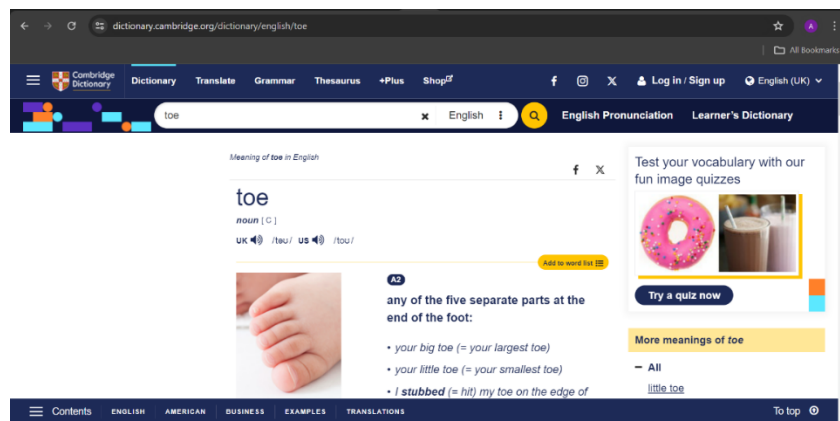


Figure 42. Display the word “toe” from Cambridge Web

In *Figure 42*, the word “toe” shows the A2 level. Trim (2011) stated someone at the A2 level proficiency can typically understand sentences and commonly used expressions about topics of immediate importance, such as basic personal and family information, shopping, local geography, and employment. Users can also converse with each other fluently and naturally, which means they can easily interact with native speakers regularly.

u. Knee

The knee is one of the words from the puzzle “My Body Parts”. The knee is the part in the middle of the leg that lets it bend (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

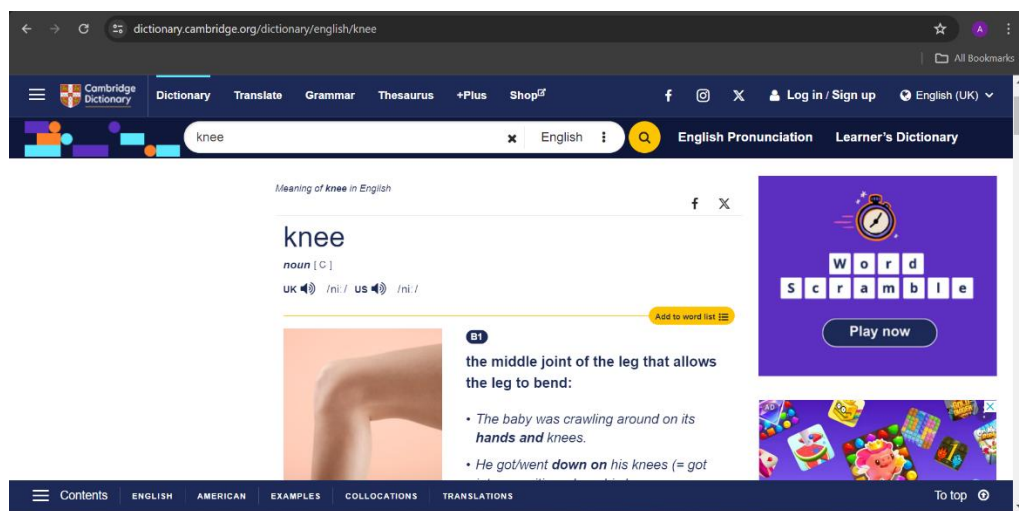


Figure 43. Display the word “knee” from Cambridge Web

In *Figure 43*, the word “knee” shows the B1 level. According to Trim (2011) B1 level, students can understand the main points of everyday topics they encounter in school, in their free time, and so on. They can also usually deal with the majority of situations likely to arise when traveling in a language area.

The users of the B1 level need to be able to write simple connected texts on topics they are familiar with.

v. Leg

The shin is one of the words from the puzzle “My Body Parts”. The leg is one of the parts of the body of a human or animal that is used for standing or walking (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

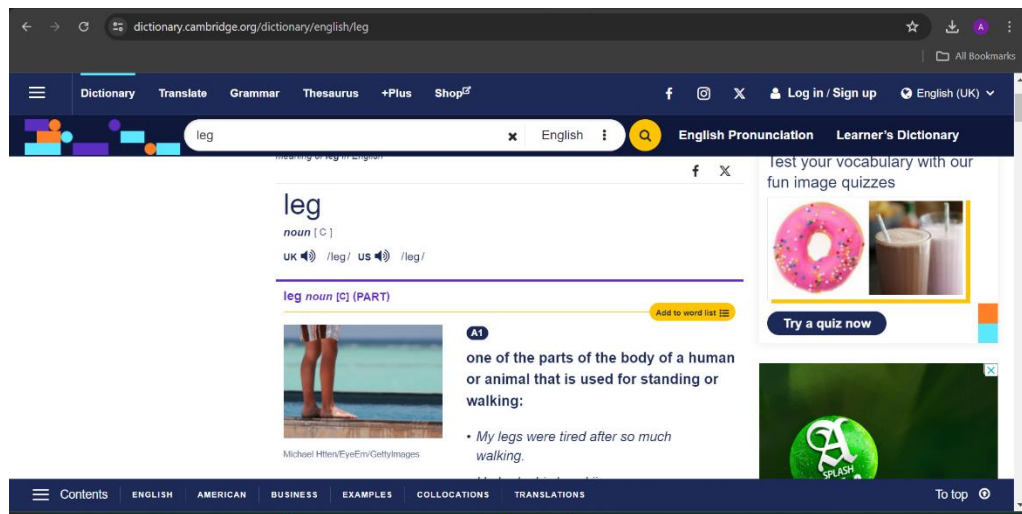


Figure 44. Display the word “leg” from Cambridge Web

In Figure 44. the word “leg” is categorized as A1. A1 is the lowest level of CEFR, the basic level for learning English. According to Trim (2011), the word “foot” can be used in everyday phrases and elementary words that are intended to fulfill the needs of a specific type of interaction.

w. Heel

The heel is one of the words from the puzzle “My Body Parts”. The heel is the back section of the foot that is rounded (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

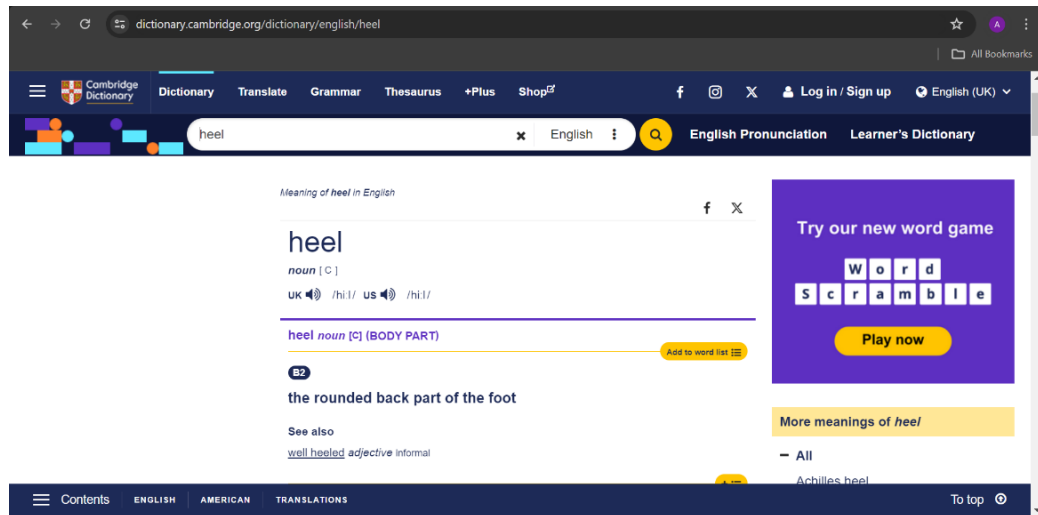


Figure 45. Display the word “heel” from Cambridge Web

In Figure 45. the word "heel" indicates level B2. According to Trim (2011), at this level, students can understand the main points of complex texts that include real and imagined topics as well as technical topics related to their field of study. Students can speak to each other fluently and naturally, which means they can easily interact with native speakers regularly.

x. Thigh

The thigh is one of the words from the puzzle “My Body Parts”. The part of a person's leg above the knee is called the thigh (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

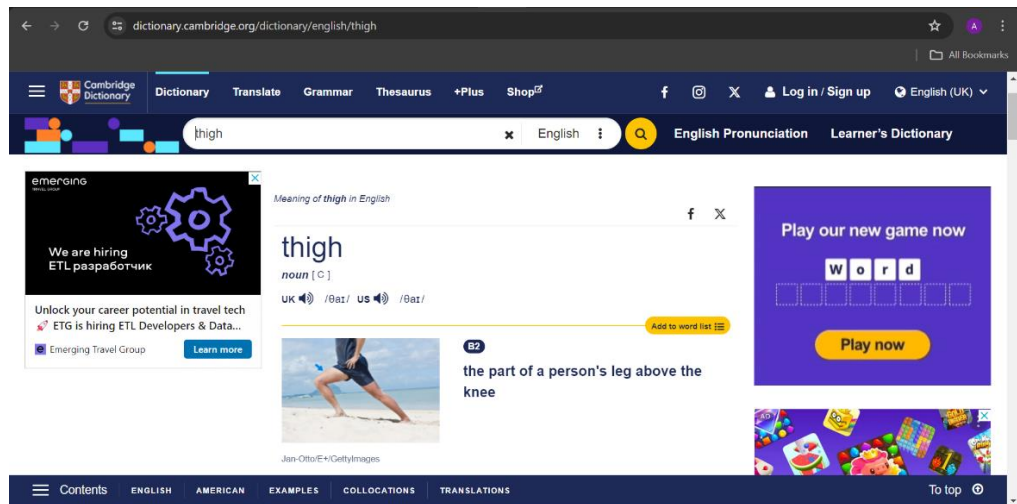


Figure 46. Display the word "thigh" from Cambridge Web

In Figure 46. the word "thigh" indicates level B2. According to Trim (2011), at this level, students can understand the main points of complex texts, including real and imagined subjects and technical topics related to their field of study. Students can converse with each other fluently and naturally, which means they can easily converse with native speakers regularly.

y. Calf

The calf is one of the words from the puzzle "My Body Parts". Between the knee and the foot, the thick, curving portion of the human leg at the rear is called the calf (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

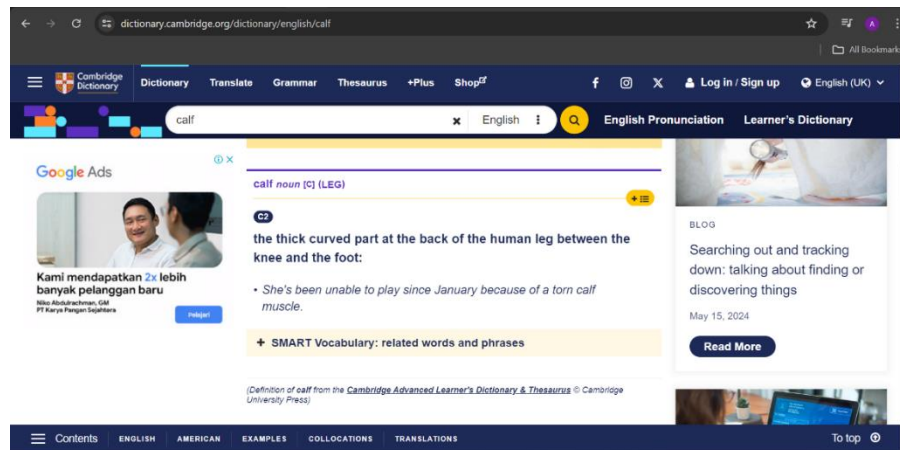


Figure 47. Display the word “calf” from Cambridge Web

In Figure 47. the word “calf” indicates the C2 level. C2 is the highest level in CEFR. At this level, users can summarize what they've heard or read from different sources, put together arguments and stories in a way that makes sense, and can also speak freely, accurately, and quickly (Trim, 2011).

z. Buttock

The buttock is one of the words from the puzzle “My Body Parts”. The buttock is on either side of a person's bottom (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).



Figure 48. Display the word “buttock” from Cambridge Web

Figure 49. shows that the word "buttock" does not appear in the CEFR level. The author then tried to cross-check again with another website, the Oxford Dictionary. The website shows the CEFR level the author is looking for.

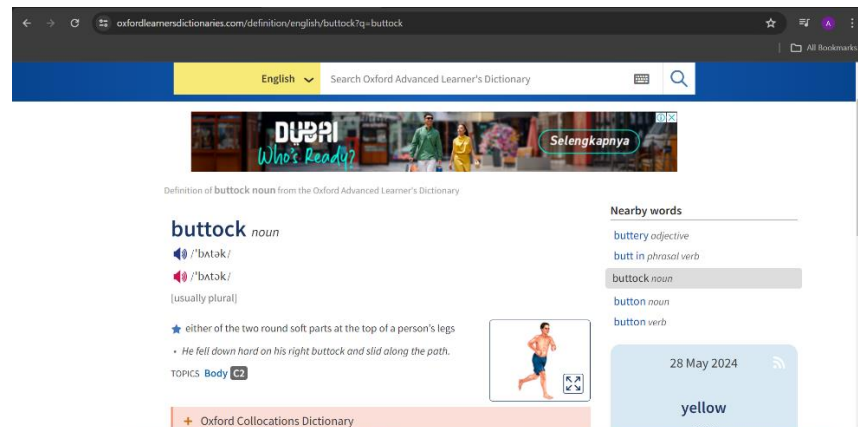


Figure 49. Display the word "buttock" from the Oxford Dictionary

Based on the screen in Figure 49. the author found the level of CEFR. Trim (2011) states that users C2-level users can summarize what they've heard or read from different sources, put together arguments and stories in a way that makes sense, and can also speak freely, accurately, and quickly.

aa. Ankle

The ankle is one of the words from the puzzle "My Body Parts". The ankle is the narrow part of the leg just above the foot, or the joint (location where two bones are connected) between the foot and the leg (Cambridge Dictionary | English Dictionary, Translations & Thesaurus, 2024).

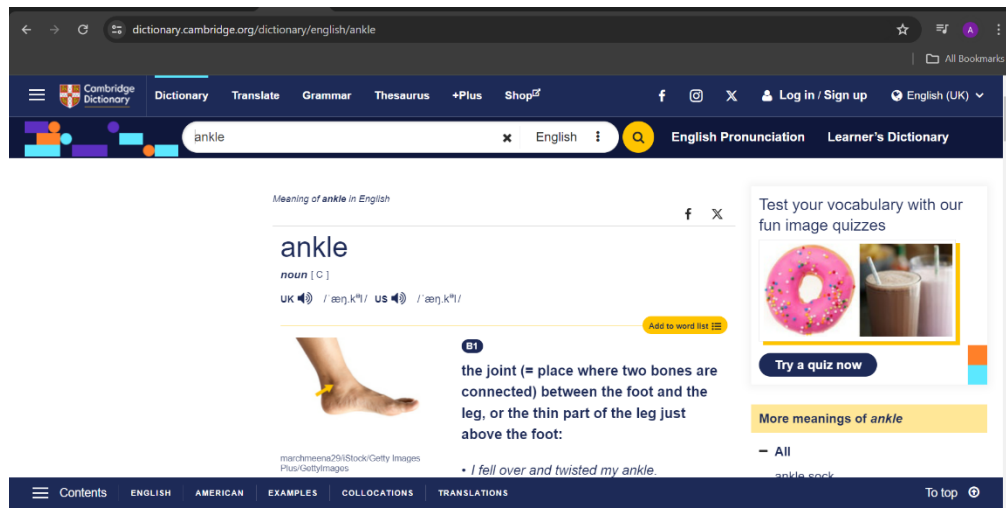


Figure 50. Display the word “ankle” from Cambridge Web

In Figure 50, the word “ankle” indicates the B1 level. According to Trim (2011) at the B1 level, students can understand the main points of everyday topics they encounter at school, in their leisure time, etc. They can also usually deal with the majority of situations likely to arise when traveling in a language area. Users of level B1 need to be able to write simple connected texts on topics they are familiar with.

4.1.2. Vocabulary Nouns Used in the Puzzle Entitled “My Body Parts”

There are many types of nouns in English and each has a function in everyday use. The author wants to check her project by knowing which nouns she used in the puzzle project. In this case, the author also gets the latest and more complete knowledge in analyzing the project and finding out the nouns used in the project. In chapter 2 the author has explained the types of nouns according to Mauludin and Ardianti (2022). They explained that there are 3 different types of nouns and each type has 2 parts. However, in this project, the author chose 27 words that she thought were suitable for the language level used by the target puzzle. The

author chooses words based on the categorized parts, consisting of 9 words for the upper body, 9 words for the middle body, and 9 words for the lower body. The words chosen by the author were some of the words that were considered familiar to children aged 2-6 years according to the target of this project.

To answer the second statement of the problem, the author also used the information listed on the Cambridge Dictionary website, which states the type of noun in the word. The description is located just below the searched word. It indicates whether the word is countable or uncountable. This allows the author to answer the third type of noun, which is countable or uncountable.

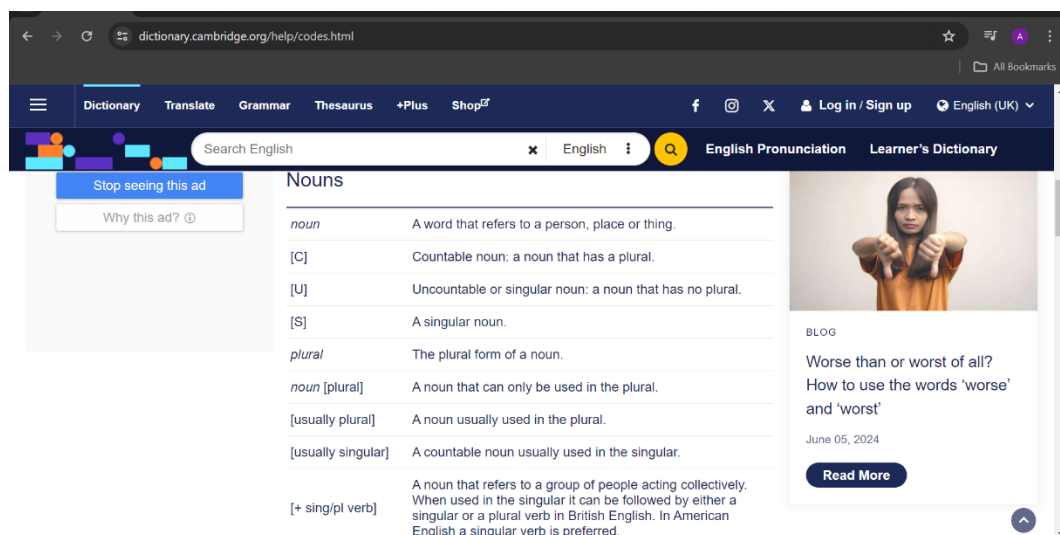
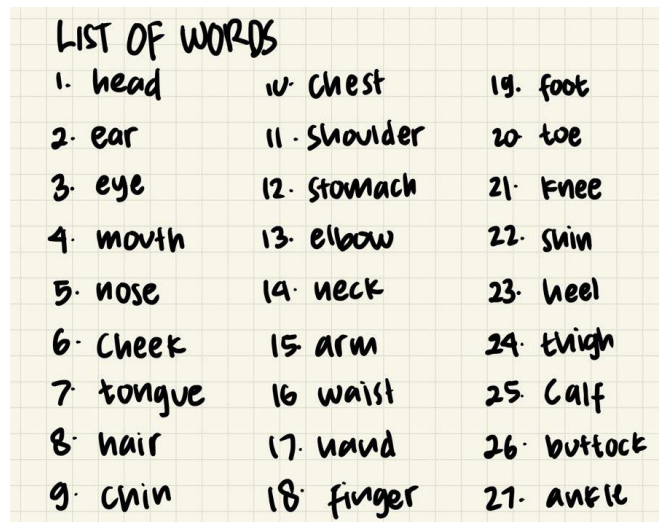


Figure 51. Display of the Explanation Nouns from Cambridge Web

Figure 51. The screen shows various information for nouns. After obtaining the information from the Cambridge website, the author compared it with the explanation given by Mauludin and Ardianti (2022). The author wanted to compare the two results to make the conclusion more concrete.



1. head	10. chest	19. foot
2. ear	11. shoulder	20. toe
3. eye	12. stomach	21. knee
4. mouth	13. elbow	22. skin
5. nose	14. neck	23. heel
6. cheek	15. arm	24. thigh
7. tongue	16. waist	25. calf
8. hair	17. hand	26. buttock
9. chin	18. finger	27. ankle

Figure 52. The author's list of words

To make it easier to analyze other types, the author made a list of the words in the puzzle in *Figure 52*. The author then used different colors for each type of noun. Next, the author analyzed the words one by one to fill in the table she created in *Table 2*. Below are the types of nouns used in the puzzle “My Body Part” as a medium to introduce English vocabulary to EFL students.

a. Proper and common nouns in the puzzle entitled “My Body Parts”

Mauludin and Ardianti (2022) stated that proper nouns are words that refer to specific names of people, places, or things that are not specific. On the other hand common nouns are generic names of nouns. This puzzle has 27 words that the author chose randomly based on body parts.

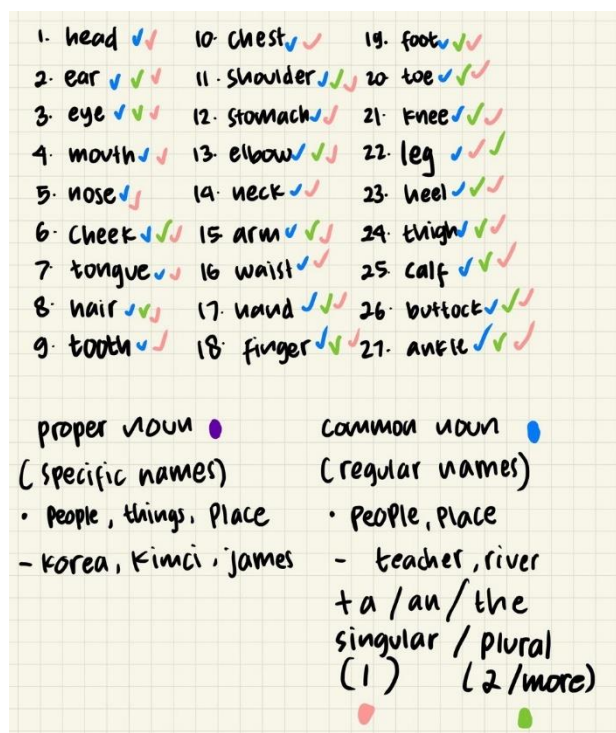


Figure 53. The author's list of proper & common nouns

In Figure 53, the author has listed all the words analyzed by noun type, and then the author has selected words that are specific or generic. The author used a blue color to mark the words she considered to be common nouns and a purple color to mark the words she considered as proper nouns. In addition, the author used pink to mark the singular form and green to mark the plural form. Finally, the author discovered that all of the words in the puzzle are common nouns because the words she chose were general rather than specific.

b. Concrete and abstract nouns in the puzzle entitled “My Body Parts”

Mauludin and Ardianti (2022) stated that concrete nouns refer to physical objects that can be perceived by the senses or something that people can smell, see, or/and touch. Meanwhile, abstract nouns are concepts or ideas that exist in people's minds and refer to conditions or qualities.



Figure 54. The author's list of concrete & abstract nouns

In Figure 54, the author has grouped the words into different noun types and has begun to choose between concrete and abstract words. The author used the color orange to mark the words she thought were concrete nouns, while the color red was used to mark the words she thought are abstract nouns. Eventually, the author discovered that the words in the puzzle are all concrete because they are something that can be touched, seen, or smelled.

c. Countable and uncountable nouns

Countable nouns are multiple nouns that can be separated into parts. For example, "plural tables" means that there is more than one table. The -s suffix is mostly used to make the word plural. On the other hand, uncountable (or noncount) nouns are referred to and are thought of as "plural" as a whole.

1. head ✓	10. chest ✓	19. foot ✓
2. ear ✓	11. shoulder ✓	20. toe ✓
3. eye ✓	12. stomach ✓	21. knee ✓
4. mouth ✓	13. elbow ✓	22. leg ✓
5. nose ✓	14. neck ✓	23. heel ✓
6. cheek ✓	15. arm ✓	24. thigh ✓
7. tongue ✓	16. waist ✓	25. calf ✓
8. hair ✓✓	17. hand ✓	26. buttock ✓
9. tooth ✓	18. finger ✓	27. ankle ✓
Countable ●		Uncountable ●

Figure 55. The author's list of countable & uncountable nouns

In Figure 55. the author has divided the words into different types of nouns and made a distinction between countable and uncountable words. The author uses green color to mark words as countable nouns, while red color is used to mark words as uncountable nouns based on the Cambridge Dictionary. Then, the author checked again with the explanation from Mauludin and Ardianti (2022). Finally, the author found that the words in the puzzle consisted of 27 words that were countable nouns and 1 word that was both a countable noun and an uncountable noun depending on the context of the sentence used.

4.2. Obstacles

In creating puzzles, the author enjoyed completing this report and project. However, the author also faced several obstacles in the process of this report.

4.2.1. Obstacles Related to the Vocabulary Levels Used to Create Puzzles

In writing this detailed final report, there were problems that the authors faced. The author had to decide which website source to use as the theory to solve

the problem in the first statement of the problem. Many reliable websites provide useful information about CEFR levels. This is important to keep in mind, as the author has seen slight differences in the numbers given when using more than one source. The author then used the Cambridge Dictionary for his report because Cambridge is based on CEFR research.

4.2.2. Obstacles Related to the Types of Nouns Used in Puzzles

In answering the second statement of the problem, the author found the obstacles. Finding the right journals and books is the biggest obstacle the author faces. In this case, she repeatedly searched the internet, but could not find the exact journals or books she was looking for. She searched the Internet for books and journals but did not find any suitable ones on types of nouns that the author found appropriate. The author only found some information about types of nouns in some articles. Finally, the author found a book, Sentence-Based Writing by Mauludin & Ardianti, which has information about types of nouns and easy-to-understand explanations.

4.3. Added Values

Besides the obstacles that the author obtained, there were several added values that she received related to the statement of the problem. Here are some of her added values:

4.3.1. Added Values Related to the Levels of Vocabulary

There are benefits to choosing the right words, namely helping the author learn more new vocabulary and also knowledge of CEFR levels. When writing a sentence, the author also becomes more creative. In addition, the author knows how

to choose the right words based on the audience's reading level. The author has read the downloaded journal, which gives them more choices of words that have the same meaning but are at different CEFR levels.

4.3.2.Added Values Related to the Types of Nouns

While answering the types of nouns in English, the author also got some benefits. The author could learn several types of nouns in English, the author found that each type of noun has more explanation for every type. In answering this problem, the author gained new knowledge about the meaning of each type itself.

4.4. Related Courses

In composing the project, the author uses some tips from the courses she had learned during her study.

4.4.1. Sentence-Based Writing

The author received some useful information that helped them understand how to construct sentences with proper grammar and punctuation. The information provided here could potentially be beneficial to the author as it pertains to enhancing their ability to construct sentences more proficiently. The outcomes that will be gained from taking this course will prove to be quite beneficial for the author as she embarks on the task of crafting his short story.

4.4.2. Paragraph-Based Writing

The course was very beneficial for the author as it provided useful advice on various aspects of writing, such as sentence structure, organization, and paraphrasing. By learning these skills, the author was able to enhance their ability to create thoughtful and coherent texts. The author found the output of the

Paragraph Based Writing course to be extremely beneficial in organizing her project.

4.4.3.Genre-Based Writing

The author thought this course was very helpful because it gave her a chance to use the things she learned during the course. She was able to use what she had learned in class in real life by working on a project. This helped her understand and get better at the topic even more. The author had learned how to use well-thought-out phrases, make lines that are clear and to the point, and organize paragraphs in a way that makes sense. The author found that taking this class made a huge difference in their ability to put together sentences, especially in the setting of their short story.

4.4.4.English Learning Management

This English learning management course covers a lot of material to give people the skills and information they need to teach English well and come up with good ways for students to learn. The main goal of this course is to give participants the tools and skills they need to make learning fun and meaningful for their students. By exploring various teaching methodologies and learning theories, participants will gain a deeper understanding of how to design and implement effective lesson plans, assess student progress, and foster a positive and inclusive learning environment. This study will also talk about things like making lesson plans, managing the classroom, and using technology to teach languages. Overall, the goal of the English learning management training is to give teachers the skills and information they need to be good English language teachers and give their students

the best learning experiences possible. This way of learning should work for both the subject being taught and the age of the students.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusion

Introducing new vocabulary to EFL students is challenging, especially with puzzle media. Choosing the right level of words also follows the vocabulary level of young learners, which is included in the author's problem statement. The purpose of this report is to identify the appropriate target user for the My Body Part Puzzle Activity project. The problem statement is the core of this whole process that needs to be answered by the author. After doing the research, the author managed to get answers related to the discussed problem statement.

Based on the previous chapter, on the first problem statement, namely the CEFR level, the author found the results of the Cambridge wordlist for beginners there are 17 words in the puzzle in the wordlist. In addition, the Cambridge website has 11 words that have level A1, four words that have level A2, six words that have level B1, four words that have level B2, and one word that has level C2. For the second problem statement, the author concluded that all the words used in the puzzles are common nouns, concrete nouns, and countable nouns.

When creating a puzzle, the creator must know the purpose of the project. The author chose EFL learners as the target users to help them recognize new vocabulary through puzzle media. The author chose a topic that is easy and familiar to young learners. After completing this final report, the author knew how to choose the right words based on the reading level. In addition, the author has also read the

downloaded journal, which gives her more knowledge about the CEFR level and the type of nouns.

However, the author also faces some obstacles in analyzing the puzzle. The author found several websites to check the CEFR level. Although the author checked them one by one, several websites showed different levels for the same word. Then the author chose Cambridge as a reference to analyze the project. The author also has difficulty finding the right source or book that helps her answer the second problem. Finally, the author found the right book that she thought was suitable and easy to understand.

In conclusion, based on the author's experience in analyzing each word, the author knows that it is important to use word levels that are appropriate for the target users, especially when the target users are EFL learners. The author concludes that the target users of this activity puzzle are young Indonesian learners who use English as a foreign language to improve their vocabulary in English and based on the Merdeka Curriculum from age 7 years. Furthermore, in the puzzle, there are 17 words in the puzzle with the Cambridge for Beginners word list, which means that with a presentation of 63% of the words, it is suitable for the target user who is an Indonesian EFL learner from the age of 7 years. Although this project has language levels up to C1 and C2, which are the highest levels in the CEFR, it does not affect their daily use of English because the purpose of this puzzle is to increase their vocabulary in English. Finally, the author concludes that the purpose of using this project is to introduce English words and increase vocabulary for Indonesian children starting from 7 years old who have no previous English background.

5.2. Suggestions

5.2.1. Suggestion for English Diploma Program

For the English Diploma Program, the author suggests creating a forum or platform to support students who have an interest in writing or speaking to develop their potential which will be more honed and useful later. In addition, these abilities are very important in today's world of work so that with a more adequate forum, students can train their abilities and interests properly.

5.2.2. Suggestion for the next researcher

To the next researcher, the author hopes this research can help them as a reference, the author advises that future researchers should prepare and manage themselves well.

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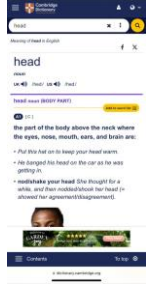
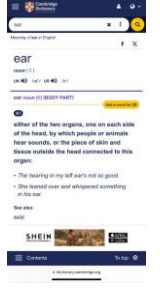
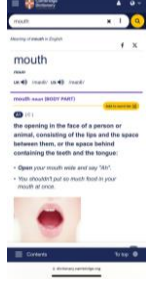
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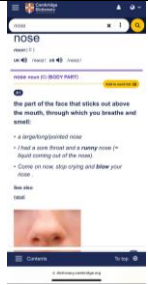
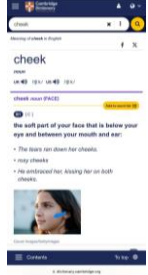
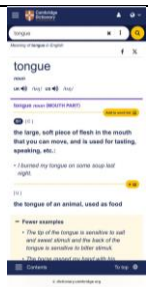
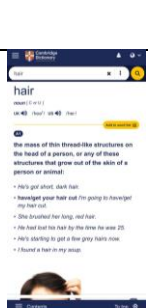
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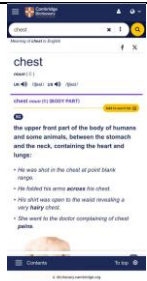
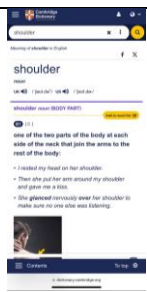
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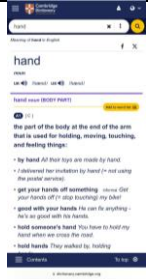
APPENDICES

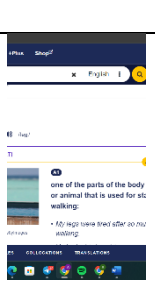
APPENDIX 1: Analysis of the CEFR level of the puzzle

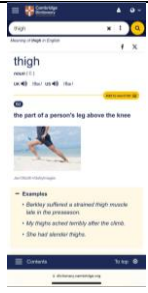
No	Vocabulary	Definition	CEFR level	Wordlist Cambridge	Proof
1.	Head	That part of the body above the neck that has the eyes, nose, mouth, ears, and brain	A1	√	
2.	Ear	Two organs on each side of the head help people and animals hear. The ear is either the organ itself or the skin and tissue that connects it to the head	A1	√	
3.	Eye	One of the two parts of your face that helps you see is the eye	A1	√	
4.	Mouth	An animal or person's mouth is the hole in their face that has the lips and the space between them, or the space	A1	√	

		behind the lips that has the teeth and the tongue			
5.	Nose	the higher part of the face that lets you breathe and smell	A1	√	
6.	Cheek	the soft part of your face below your eye and in the middle of your mouth and ear	B1	x	
7.	Tongue	For tasting, talking, and other things, you use your tongue, which is a big, soft piece of flesh in your lips that you can move	B1	x	
8.	Hair	the mass of thin, thread-like structures on a person's head or any of these structures that grow from a person or animal's skin	A1	√	

9.	Tooth	one of the hard, white objects in the mouth used to bite and chew food	A1	√	
10.	Chest	The top front part of the body, located between the neck and the stomach in humans and certain other animals, houses the heart and lungs	B2	x	
11.	Shoulder	There are two parts of the body on either side of the neck that connect the arms to the body	B1	√	
12.	Stomach	That soft part of the human body just below the human chest is the stomach, it's where food is broken down in your body	A2	√	
13.	Elbow	The bend in the arm, also known as the elbow, or the part of clothes that covers	B1	√	

		this area will be called the elbow			
14.	Neck	the range of muscles that connects the head to the shoulders	A2	√	
15.	Arm	One of the two long parts of the upper body that connect to the shoulders and have the hands at the end is called an arm	A1	√	
16.	Waist	The area of the body above and somewhat narrower than the hips is called the waist	B2	x	
17.	Hand	The part of the body at the end of the arm that holds, moves, touches, and feels things	A1	√	

18.	Finger	Any of the long, thin, separate parts of the hand that aren't the thumb	A2	√	
19.	Foot	People and animals stand on their feet, which are at the bottom of their legs	A1	√	
20.	Toe	The toe is any of the five separate parts at the end of the foot	A2	√	
21.	Knee	The part in the middle of the leg that lets it bend	B1	√	
22.	Leg	one of the parts of the body of a human or animal that is used for standing or walking	A1	√	

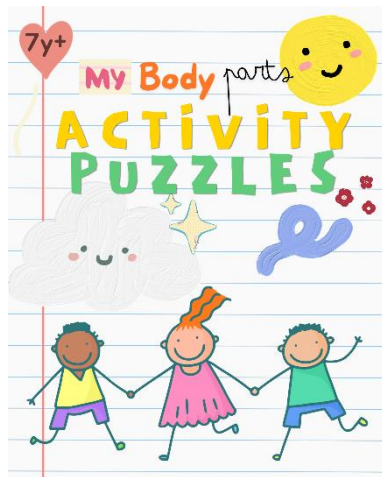
23.	Heel	The back section of the foot is rounded	B2	x	
24.	Thigh	Between the knee and the foot, the thick, curving portion of the human leg at the rear	B2	x	
25.	Calf	the thick curved part at the back of the human leg between the knee and the foot	C2	x	
26.	Buttock	On either side of a person's bottom	C2	x	
27.	Ankle	The narrow part of the leg just above the foot, or the joint (location where two bones are connected) between the foot and the leg	B1	✓	

APPENDIX 2: Analysis of the Types of Nouns of the Puzzle

No	Vocabulary	Types of Noun					
		Proper	Common	Concrete	Abstract	Count	Uncount
1.	Head	x	√	√	x	√	x
2.	Ear	x	√	√	x	√	x
3.	Eye	x	√	√	x	√	x
4.	Mouth	x	√	√	x	√	x
5.	Nose	x	√	√	x	√	x
6.	Cheek	x	√	√	x	√	x
7.	Tongue	x	√	√	x	√	x
8.	Hair	x	√	√	x	√	√
9.	Tooth	x	√	√	x	√	x
10.	Chest	x	√	√	x	√	x
11.	Shoulder	x	√	√	x	√	x
12.	Stomach	x	√	√	x	√	x
13.	Elbow	x	√	√	x	√	x
14.	Neck	x	√	√	x	√	x
15.	Arm	x	√	√	x	√	x
16.	Waist	x	√	√	x	√	x
17.	Hand	x	√	√	x	√	x
18.	Finger	x	√	√	x	√	x

19.	Foot	x	√	√	x	√	x
20.	Toe	x	√	√	x	√	x
21.	Knee	x	√	√	x	√	x
22.	Leg	x	√	√	x	√	x
23.	Heel	x	√	√	x	√	x
24.	Thigh	x	√	√	x	√	x
25.	Calf	x	√	√	x	√	x
26.	Buttock	x	√	√	x	√	x
27.	Ankle	x	√	√	x	√	x
Total		0	27	27	0	27	1

APPENDIX 3: The Design of the Activity Puzzle “My Body Parts”



Front cover



Inside cover



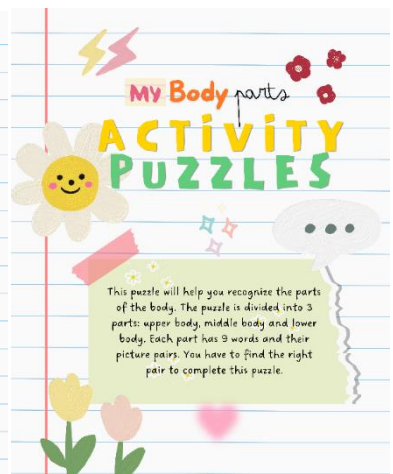
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Back cover

BIOGRAPHICAL SKETCH

The author's full name is Afiana Okta Permata Yundarta. Her friends usually call her Okta. She was born in Blitar on October 30, 2002. She was born to wonderful parents, Imam Daroini and Yunasroah. She is the third child in the family and has one brother and one sister. The author started her schooling at the age of four because she went to a preschool but directly to kindergarten. She studied at TK Al-Hidayah Purwokerto in Srengat, Blitar. After graduation, she continued her studies at MIN 7 Blitar for six years. Then she studied at SMP Negeri 1 Srengat for three years and when she finished she continued at SMA Negeri 1 Srengat. When she finished school, she decided to study at Universitas Airlangga and majored in English Business in English Diploma Program III because she wanted to study English more.