

**THE EFFECTIVENESS OF CROSSWORD PUZZLE IN VOCABULARY
LEARNING AT THE EIGHTH GRADE STUDENTS
OF SMPN 1 WALENRANG**



A THESIS

*Submitted to the English Studies Program of Education States College for Islamic
Studies in Partial Fullfillment for the Degree of
S.Pd in English Teaching*

IAIN PALOPO

By,

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NIM. 08.16.3.0067**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO 2014**

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PRONOUNCEMENT

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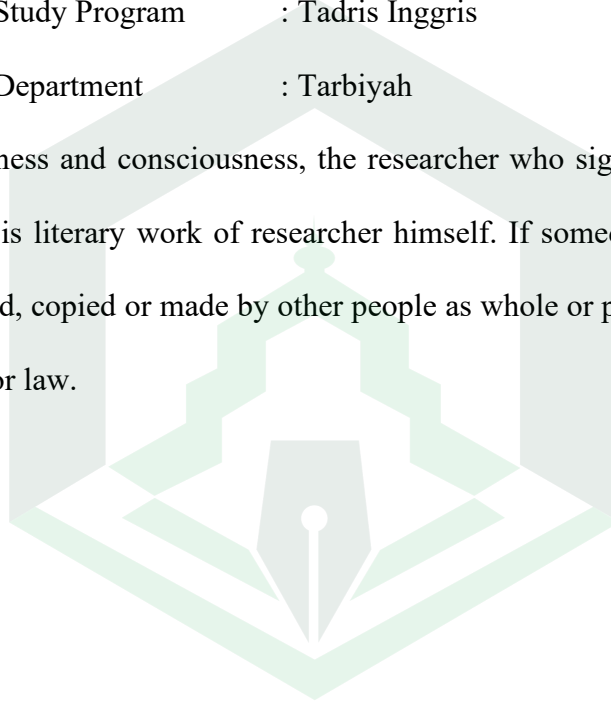
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Palopo, Maret 2014

The Writer

THESIS APPROVAL

This thesis entitled “**The Effectiveness Of Crossword Puzzle in Vocabulary Learning at The Eight Grade Students Of SMPN 1 Walenrang**” which was written by **M AZIS MARKIS**, Reg. Number **08. 16. 3 0067**, English Study Program of Tarbiyah Department of State College for Islamic Studies Palopo, and had been examined and defended in MUNAQASYAH session which was carried out on wednesday, **March 22th 2014**, coincide with **Rabiul Akhir 20th 1435 H**, it was authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

March 22th 2014 M
Palopo, _____
Rabiul Akhir 20th 1433 H

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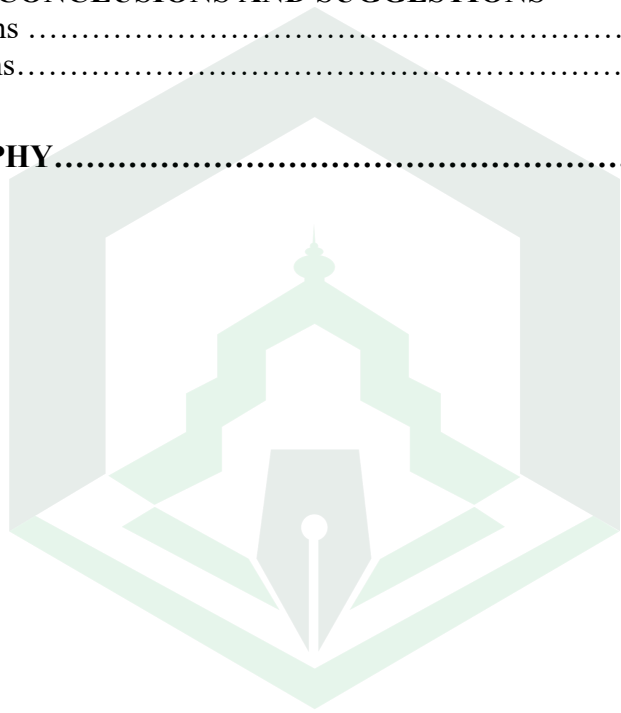
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ABSTRACT

M Azis Markis, 2014. The Effectiveness of Crossword Puzzle in Vocabulary Learning at the Eighth Grade Students' of SMPN 1 Walenrang' Thesis, English Study Program of Educational Department of State College for Islamic Studies (STAIN) Palopo. Consultants: Wahibah, S.Ag.,M.Hum. as the first consultant and Muh Irfan Hasanuddin, S., M.A. as the second consultant.

Key Words : Vocabulary, Crossword puzzle Game

This study attempts to improve students' ability in memorizing vocabulary through crossword puzzle game at the eighth grade student of SMPN 1 Walenrang. There were two research question that discussed, they were what are the effective ways of using crossword puzzle in teaching vocabulary at the eighth grade of SMPN 1 Walenrang, and how is the students' perception toward the use of crossword puzzle in learning vocabulary.

This research aims: a. to find out the effectiveness of using crossword puzzle game in vocabulary mastery and to find out the way to improve students' vocabulary by using crossword puzzle game. b. to find out the students' perception about the use of crossword puzzle in learning vocabulary.

This research was done through classroom action research, it was held for two cycles which include four steps for each namely planning, acting, observing, and reflecting. This research took place in the eighth grade students of SMPN 1 Walenrang that consisted of 15 students in the classroom. The researcher uses three kinds of instruments namely observation checklist, evaluation test, and questionnaire. The first instrument was used to know the students' active participation, the second one was used to know the students' capability in mastering English vocabulary, and the third one was used to know students' perception about using crossword puzzle game.

This result shows that, the effective ways in using crossword puzzle as media teaching vocabulary at the eighth grade students of SMPN 1 Walenrang are: a) Repeat to explain about how to play crossword puzzle game. b) Gave motivation for students to study harder in order that they could get the best result from their education. c) The clue or keyword of crossword puzzle have to be in Indonesia in order that students' did not feel confuse in guest the word in the crossword puzzle. d) Give memorizing of vocabulary by amount which adapted, for example if in the crossword puzzle there were 20 vocabularies will be filled, so give memorizing at least 30 vocabularies. The result from questionnaire about students' perception in using crossword puzzle could be categorized very interest.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is the first step in learning a language. In order to be able to communicate well in a foreign language, students as a second language learner should acquire vocabulary as the heart of general language development and conceptual learning. The study of learning and teaching vocabulary has been done by many researchers.

The teachers need to take a broader view of what vocabulary instruction entails, and take proactive charge of both explicit and incidental vocabulary development. It is important to acknowledge the incremental nature of vocabulary learning, and to understand that an effective vocabulary learning program needs to be principled, long term, and have high vocabulary learning expectations.¹

The teacher needs vocabulary strategies that can yield the greatest benefit in student learning with the least cost in planning and instructional time.² Furthermore, Nathaniel Hawthorne, the greatest tools we can give students for succeeding, not only

¹Schmitt Norbert, *Teaching Vocabulary*, [longmanhomeusa.com/.../FINAL-HIGH%20RES-Schmitt-Vocabulary%20\(online article, January 28th 2014.\)](http://longmanhomeusa.com/.../FINAL-HIGH%20RES-Schmitt-Vocabulary%20(online%20article,%20January%2028%20th%202014.))

²Mountain Lee, *Research Based Vocabulary*, [eps.schoolspecialty.com/downloads/research_papers/WW3000_research,\(online article, January 28th 2014\)](http://eps.schoolspecialty.com/downloads/research_papers/WW3000_research,(online%20article,%20January%2028%20th%202014.))

in their education but more generally in life, is a large, rich vocabulary and the skills for using those words.³

English learner from formal or non-formal education in ten years, has two important matters; First, they learn in formal education like Senior high school, Academy and University, has mastering a grammar, but they can not speaking English very well. This matter can see from score in their report or judgment. The second, they learn in nonformal education, like in course and the center of trainer, most of them are active in speaking English, but their grammar mastering still not good. So their conversation feel not good and not attractive.⁴

SMPN 1 Walenrang is one of schools that is categorized an isolated school. The distance is too far from the central city. The students' just get English lesson in their school and just about two time in a week. According to some students' they can grow their English because they do not have many times to learn English. Several students' that in the highest grade economic spend their time by taking course in the city, but it too far from their region.

The economic factor makes some of the students' can not do more to learn English, several of them spend their free time at home and some of them help their parents at garden. This matter make the students' not spirit to learn English and just do the other thing in their free time than learn English.

³Hawthorne Nathaniel, *Teaching and Developing Vocabulary*, www.eduplace.com/marketing/nc/pdf/author_pages.pdf, (online article, january 28th 2014)

⁴Pardiyono, *Pasti Bisa! Communicative Grammar for Easy Conversation*, (2004) p. III (acknowledgement).

According to the English teacher of SMPN 1 Walenrang, there was some of students' always truant the English lesson class. In addition the teacher was try many ways to make the students' enjoy the English lesson class but still not success, the students' are difficult to understand and memorize some vocabularies.

The researcher has asked the teacher about the students' capability in mastering vocabulary. The English teacher said that the students' capability in mastering vocabulary is still low. According to Patiwiri, the students' who are at the good level ranking just can memorize about 1 until 5 word per days.⁵

The researcher is intersted in doing research on vocabulary because the students' of SMPN 1 Walenrang in general have less ability to communicate due to of lack vocabularies. In words learning, we know about kinds of word or the forms of words. According to Scott Thornbury (2002), there are six kinds of words, there are word classes, word families, word formation, multi-word units, collocations and homonyms.⁶ In learning vocabulary we know the content word or class word. There are noun, adjective, verb and adverb.

Everything about English above were so important to be learnt. It means in order that every students learnt English vocabulary could understand the meaning from the vocabulary. If they could master English vocabulary well, absolutely they will understand about English well.

⁵Patiwiri, English Teacher of SMPN 1 Walenrang, "Interview" on September 16th 2013.

⁶Scott, Thornbury. *How to Teach Vocabulary*. (Pearson Education Limited). online artichle, May 5th 2013.

Based on the teacher statement, the researcher assumes that the students' have problem on mastering vocabulary. Therefore, the researcher tries to do research about the effectiveness of games method in increasing the students vocabulary. According to Masita, the students' are very attractive in games. In this matter, the researcher will use crossword puzzle because this will make students' more attractive in mastering English vocabulary.

By using games technique, than the good thing we get is to make communicative learning process. This method is also pleasant when treated because it makes teacher and students active, energetic, enjoy and more easy in learnin process. Furthermore the writer will try crossword puzzle games in this research under his thesis title “ *The Effectiveness of Crossword Puzzle in Vocabulary Learning at the Eight Grade of SMPN 1 Walenrang*”.

B. Problem Statements

Based on the problem above, the writer formulates the research question, as follows:

1. What are the effective ways of using crossword puzzle in teaching vocabualry at the eight grade of SMPN 1 Walenrang?
2. How is the students' perception toward the use of crossword puzzle in learning vocabulary.

C. Objective of the Research

Based on the problem above, the writer formulated the objective of this study:

1. To find out the effectiveness of using crossword puzzle game in vocabulary mastery and to find out the way to improve students' vocabulary by using crossword puzzle game.
2. To find out the students' perception about the use of crossword puzzle in learning vocabulary.

D. Significance of the Research

The result of this research are more important to all learners and teacher who want to increas their English vocabulary. The writer hopes this research can help the teacher to find a way or technique in teaching vocabulary. The result of this research is hoped by the writer can develop the students' vocabulary and become an effective way in teaching vocabulary.

E. Scope of the Research

Thes researcher focused on the result of the students' vocabulary mastery after treat by using crossword puzzle game at the eight grade of SMPN 1 Walenrang. The scope of this research is the effective way in improving students vocabulary mastery. The vocabulary is emphasised on noun and adjective.

CHAPTER II

REVIEW OF LITERATURE

A. *Previous Research*

Sitti Chadijah, *The Use of Crossword Puzzle in Teaching Vocabulary at the First year Students of English Department of STAIN Palopo*, stated that teaching vocabulary by using crossword puzzle is one effective and interesting way for media that can be applied in any levels and could make students enjoy in learning¹.

Asmayful Jafar, *Using Word Puzzle as Media Teaching Vocabulary at the Tenth Year of SMAN 4 Palopo*, stated that word puzzle is a good media in teaching vocabulary.² Based on the data analysis in discussion and finding the writer get the difference from score in pre-test (1479) and post test (2020) with Mean difference (MD) = 22.54. From the data, the writer got $t_{\text{test}} (t_i) = 4.35$ and $t_{\text{count}} (t_o) = 8.47$. It show that there was a significant score beetwen pre-test (before) and post-test (after) doing treatmrnt taught words puzzle.

Zainab, *Teaching Vocabulary by Using Reordering Word Game to the Eighth Years Students of SLTPN 1 Wasuponda*, described that the use of reodering words game is effective in teaching the students.³ It is proved by mean score of students'

¹Chadija Sitti, *The Use of Crossword Puzzle in Teaching Vocabulary at the First year Students of English Department of STAIN Palopo*,(thesis STAIN:Palopo,2013)

²Jafar Asmayful, *Using Word Puzzle as Media Teaching Vocabulary at the Tenth Year of SMAN 4 Palopo*,(thesis STAIN:Palopo,2011)

³Zainab, *Teaching Vocabularyby Using Reordering Word Game to the Eighth Years Students of SLTPN 1 Wasuponda*,(thesis STAIN:Palopo,2011)

post test (8, 273). Which is greater than mean score of the students' pre test (6, 46) and the tests value, that is (13, 43), which is greater than table (2.045)

Base on the researcher above, even thought there are some similiarities between the writer and the researches in terms. In this research, the researcher looking for the effective way in vocabulary learning by using crossword puzzle game, even though the other researchers above just looking for the vocabulary improvement by using games.

B. The Concept of Vocabulary

1. Definition

Vocabulary is an essential component of all uses of language, vocabulary is the main part in a sentence without words.⁴ Without having enough vocabulary, the ability to communication and convey our needs could not be established. Vocabulary is one of language elements that need to be acquired by english learners. This opinion indicates that vocabulary has the same level as phonology and grammatical and supporting the English learners to master a language skill. To mastery vocabulary productive is usually related to speaking and writing, because when someone speaks or writes, he or she produces vocabulary. While the mastery of receptive vocabulary is usually related to reading and listening.

Vocabulary or word also called a based word or a word family is defined as including the based form (e.g.: make) and it is inflection and derivatives (e.g.: makes,

⁴Wilga M. Rivers, *Teaching Foreign-Language Skills*. p.462 (online article)

made, marking, maker and markers). Since the meaning of these different forms of the word is closely related it is assumed that little extra effort is needed to learn them.

There are many concepts about vocabulary, some of them:

1. Vocabulary is the stock of words used by people or by a particular class or person.
2. Vocabulary is list or collection of the words of the language, book, author, branch of science or the like, usually in alphabetical order and defined.
3. Vocabulary is the words of a language
4. Vocabulary is word-book, glossary, dictionary or lexicon
5. Vocabulary is the sum or scope of one's expressive technique, as in the arts.

From the definition above, we can see that the vocabulary is one of the components of language, and language do not exist without words. Because without vocabulary we cannot communicate each other, so we have to learn and memorize many of vocabularies, in order that we can speak English well with another.

The teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, contrastive analysis, reading or writing, which have received considerable attention from scholars and teacher.

2. Types of vocabulary

a. Reading vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

d. Writing vocabulary

Words used in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating: for example

1) if there are a number of synonyms, a writer will have his own preference as to which of them to use.

2) he is unlikely to use technical vocabulary relating to a subject in which he has no knowledge or interest.

e. Passive vs. active vocabulary

Even if we learn a word, it takes a lot of practice and context connections for us to learn it well. A rough grouping of words we understand when we hear them encompasses our “passive” vocabulary, where as “active” vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak.⁵ In this case, we often have to come up with a word in the timeframe of milliseconds, so one has to know it well, often in combinations with other words in phrases, where it is commonly used.

3. The Importance of Vocabulary

By using words accompanied by rules of language, our ideas, feeling, emotion, thought can be expressed. Furthermore, the people can understand what they say to us. Communication cannot run well if we do not know or have a store of the vocabulary of the language.

The function of vocabulary is inseparable from the language skills. In speaking, the people need words to communicate their thought, feeling or ideas to the other people. Choosing words accurately, and impressed as well as how people react them. In listening, we need vocabulary to understand what someone says through his/her words. In reading, it is very useful to understand the passage or the meaning of the text. In writing, is also important, therefore, the writer should clearly and accurately in choosing words to express her ideas and principles to the readers.

There are four the importance of vocabulary, such as:

⁵Online, <http://en.wikipedia.org/wiki/Vocabulary>.

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person maybe judged by others based on his or her vocabulary.⁶

Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating succesfully with other people. For this reason it is important for her to quickly build up to large store of words. Research studies have shown the strong links beetwen having an extensive vocabulary and achieving school success.

4. The principles of teaching vocabulary

David Nunan indicates the main principles of teaching and learning vocabulary as follows:

- a. Focusing on the most useful vocabulary

Some words can be used in a wide variety of circumtances. Other has much more limited use. The most useful vocabulary that every English language learner needs weather they use the language for listening, speaking, reading or writing, or weather they use the language in formal and informal situations, is the most frequent 1000 words families of English.

- b. Focusing on the vocabulary in the most appropriate way

⁶*Ibid*

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. They are the four most important vocabulary learning strategies of using words part, guessing from context, using words cards, and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

c. Giving attention to the high frequency words across the four strands of a course

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encouraging learners to reflect on and take responsibility for learning

There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) Knowledge of to learn and the range of options for learning vocabulary, (2) Skill in choosing the best options, and (3) The ability to monitor and evaluate progress with those options.

5. The reason for learning vocabulary

Learning vocabulary is just same as why language is learned. This question can mostly be answered by both reasonable people and laymen.

Vocabulary as the content and function word of a language which are learned throughly that they because a part child's under. The word having meaning when heart of seen thought not produce by individual it self.⁷

6. Function Word

Function word are those that often have litle meaning in the dictionary sense but which serve important function in relating other words in the language to can be other.

Among the function words are articles, conjunctions, preposition, pronouns, substitute nouns and interjections. They also in include numeral days of the week and months of the year. Many of the words can be used in more than one way.

a. Articles

Article is word that place in front of noun and that function as determines or devides noun in a sentence. This is their tradisional term a, an and the. The correct use of these little words is extremely in English. There is a lot of difference beetwen "man" and "the man" for instance. Some should be included among the articles, since it is use before plural count nouns the way a/ an is used before singulars: "a man" "some man".⁸

⁷Mursal, *The Use of Name Card Technique in Improving Vocabulary of Third Year of Elementary School 79 Tapping*. (A Thesis, Palopo); p.8.

⁸Makmur, *"Improving Students' Vocabulary Through Jumping Words at MAN Palopo"* (Thesis STAIN, Palopo, 2008), p. 22.

“A” and “an” are used in front of singular count noun. “a” and “an” have the same meaning. “a” was used in front of words that begin with consonants: b, c, d, f, g, h, j, k, l, etc. For exadmples:

A bed	A language
A cat	A city
A book	A dog

“an” was used in front of words that begin with vocal: a, e, i and o. For examples:

An apple	An idea
An ear	An office
An apartment	An Ocean

Use “an” if a word that begin with “U” has a vowel sound: e.g. An uncle, an ugly picture. Use “a” if a word that begin with “u” has a /uw/ sound: a university, as usual event. Compare:

I have an uncle
He works in a university

In some words that begin with “h”, the “h” was not pronounced. Instead, the words began with a vowel sound and “an” is used. E.g an hour, an honor. In most word that began with “h”, that “h” is pronounced. Use “a” if the “h” is pronounced.

Compare:

I need a hour to finish my work, and
I live in house. He lives in a hotel⁹

⁹*Ibid.*, p. 23.

b. Conjunction

Conjunction is the word that have function to connect word to word, phrase to phrase or connected sentence to sentence.

Examples:

Julia and Dedi are students.

Based example above, “and” is conjunction. Because “and” connect two nouns that Julia and Dedi.

In English there are two kinds of conjunctions, they are:

1) Coordinate conjunction

The words include in coordinate conjunction are:

And	both..... and
But	not only.... but (also)
Or	either or
Nor	neither....nor... ¹⁰

2) Subordinate conjunction

Examples:

She will go to the market tomorrow if she is better

The including in subordinate conjunctions where:

In case	in order (that)
Howevare	moreover
Since	so that
Then	therefore
Though	until. ¹¹

¹⁰*Ibid.*,p. 150.

¹¹*Ibid.*, p. 152.

c. Preposition

In English grammar there are words the including preposition, they are:

Behind	below
Above	about
Down	across
Among	etc. ¹²

d. Pronoun

Examples:

Windy lost Windy's pencil when Windy was going to Windy's home.

At the sentence above, the word "Windy" repeated. So that, in order not occur repeating is used pronoun.

Pronoun devides to be some group:

1) Personal Pronoun

Personal pronoun is pronoun to indicate the first person, the second person and the third person.¹³ Personal person devides to be two groups, like:

➤ Nominative Case

The include in nominative case is:

I	You
He	She
It	We
You	They

¹²*Ibid.*, p. 107.

¹³*Ibid.*, p. 155.

Nominative case must be there before neither verb, neither verb to be non verb.

➤ Objective Case

The include in objective case are:

Me	You
Him	Her
It	Us
Your	Them

Objective case must be there after verb or after preposition.¹⁴

7. Content Word

Content word are words which refer to a thing, quality, state or action and which have meaning (lexical meaning) when the words are use alone.¹⁵

a. Noun

Noun is a word used to name a person , animal, place, thing and abstract idea.

Nouns are usually the first words which small children learn.¹⁶

In English, generally noun used as:

❖ Subject

As subject, position noun before verb, for example:

- Anisa sings

❖ Object

¹⁴*Ibid.*, p. 157.

¹⁵*Ibid.*, p. 29.

¹⁶Macfadyen heather, <http://WWW.Writingcenter.uottawa.Ca/hypergrammar/noun.html>

As object, position noun after verb or after preposition, for example:

- They go to school everyday
- He eats a cake.¹⁷

1) Concrete noun

examples:

- Room
- Girl
- The sun
- Boy¹⁸

2) Proper noun

example:

Dennis, Gary, Sarah (name person)
 Indonesia, Germany, Malaysia (countries name)
 Jakarta, Manila, Sidney (cities name)
 Erlangga University, Gajah Mada University (schools name)
 CV. Media Itinusa (name of accompany), etc.¹⁹

3) Common noun

example:

- Boy
- Woman
- Teacher
- Doctor
- Girl
- Officer
- Dramatist
- Merchant
- Traveler
- City
- Villiage
- Town
- Region
- Place²⁰

¹⁷Windy Novia *Essential English Grammar*, (Complete Edition:Wipres, 2009) p. 13.

¹⁸Makmur, *op cit.*,p. 14.

¹⁹Windy Novia, *op cit.*, p. 14.

²⁰Makmur, *op cit.*,p. 30.

4) Abstract noun

examples:

- | | |
|------------|-------------------------|
| - Freedom | - Kindness |
| - Liberty | - Childhood |
| - Thought | - Admission |
| - Sorrow | - Life |
| - Love | - Truth |
| - Death | - Beauty |
| - Goodness | - Justice ²¹ |

5) Countable noun

For examples:

- | | |
|---------|-------------|
| - Car | - Bicycle |
| - Horse | - Boy |
| - Cow | - Tie, etc. |

6) Uncountable noun

For examples:

- | | |
|----------|---------------------------|
| - Sand | - Tea |
| - Coffee | - Rain |
| - Water | - Sugar |
| - Snow | - Air, etc. ²² |

b. Adjective

There are type's uses of every adjective namely:²³

- 1) Atributive use, an adjective used with a noun is known as atributive use.

Examples:

²¹*Ibid.*,p. 31.

²²Arsyad Azhar, *Dasar-Dasar Penguasaan Bahasa Inggris*, (yogyakarta: Pustaka Pelajar:2007) p. 82.

²³Macfadyen,[http:// www. writingcentre. ottawa. Ca/hypergrammar/ adjective. html](http://www.writingcentre.ottawa.ca/hypergrammar/adjective.html)

- Beautiful girl
- Warring problem
- Lovely flower
- Clever students.²⁴

2) Predictive use, an adjective used with a verb is known as adjective use.

Examples:

- She is affraid
- He is alive
- He looked happy
- They are dead

Adjective are devide into several kinds:

➤ Adjective of quality

Such as:

- Wealthy
- Fundamental
- Elementary
- Regional
- Industrial
- Primary.

➤ Adjective of quantity

Such as:

- Little
- Whole
- Half
- Much
- Some
- Sufficient.²⁵
- No
- All
- Enough
- Any
- Great

➤ Adjective of number

Such as:

- Five
- No
- Some
- Few
- Many
- Most

²⁴Makmur, *op cit.*,p. 37.

²⁵*Ibid.*,p. 38.

- Several
- First.

➤ Demonstrative adjective

Such as:

- This
- These
- Such.
- That
- Those

➤ Distributive adjective

Such as:

- Each
- Either
- Any
- Every
- None
- Both.

➤ Interrogative adjective

Such as:

- What
- Whose.²⁶
- Which

➤ Possessive adjective

Such as:

- My
- Our
- Its
- Your
- Her
- Their.²⁷

c. Verb

The verbs is perhaps the most important part of the sentence.²⁸ The word included in the verbs are:

²⁶*Ibid.*, p. 39.

²⁷*Ibid.*,p. 49.

- To make
- To go
- To buy
- To say
- To eat
- To bring, etc.

1) Transitive verbs

Transitive verbs is verb which has need an object. Examples:

- She mad a cup of tea
- I have bought a new book

But, there some transitive verb must be used two objects, examples:

- Bring
- Give
- Send
- buy
- make
- show

2) Intransitive verbs

Intransitive verb is verb which has no object. Examples:

- The sun rise in the East
- My head is bleeding²⁹

e. Adverb

Adverb is the words which explain about verb, adjective, noun and adverb.³⁰

According to Murthy, adverb is devided into six kinds on the basis of their use:

1) Adverb of manner

Example :

- Quickly
- Bravely
- Probably
- Possible

²⁸Macfadyen Heather, <http://www.writingcentre.ottawa.ca/hypergrammar/verbs.html>

²⁹Windy Novia, *op cit.*, p. 95.

³⁰Nugroho Satrio, *Practical Complete English Grammar: TataBahasaInggrisLengkap*, (ed. I; Surabaya: Kartika)

- | | |
|-----------------|------------------------|
| - Happily | - Evidently |
| - Soundly | - Luckily |
| - Unfortunately | - sadly. ³¹ |

2) Adverb of place

Example :

- | | |
|---------|----------|
| - Here | - Up |
| - Down | - Near |
| - Below | - Above |
| - Away | - Out |
| - In | - Every |
| - Where | - Back |
| - Ward | - Within |
| - By. | |

3) Adverb of time

Example :

- | | |
|-------------|------------|
| - Now | - The |
| - Today | - Tomorrow |
| - Early | - Soon |
| - Still | - Yet |
| - Before | - Late |
| - Ago | - Lately |
| - Daily | - Already |
| - Never | - Since |
| - Formally. | |

4) Adverb of frequency

Example :

- | | |
|-------------|----------------------------|
| - Once | - Twice |
| - Often | - Never |
| - Always | - Occasionally |
| - Again | - Seldom |
| - Frequency | - Sometimes. ³² |

³¹Makmur, *op cit.*, p. 42.

5) Adverb of certainly

Example :

- | | |
|--------------|-------------|
| - Certainly | - Surely |
| - Definitely | - Obviously |

6) Adverb of degree

Such as:

- | | |
|--------------|----------|
| - Very | - Rather |
| - Fairly | - Quite |
| - Too | - Almost |
| - Hardly | - Fully |
| - Enough | - So |
| - Altogether | - No |
| - Pretty | - Any |
| - Party. | |

7) Interrogative adverb

An adverb used to ask question is known as an interrogative adverb. E.g.

Where, When, Why and How.

8. Vocabulary learning process

The result of study in the part of teaching and learning process will be related to cognitive or effective process. Concerning to this, improving the vocabulary is one of technical learning process. Ngalim in Asmur elaborates that “learning is the process that add manners and someone knowledge”.³³

³²*Ibid.*, p. 43.

³³*Ibid.*,p. 48.

The other opinion describes Sunardi in Asmur that “learning is the activity where anyone processor collects the change manners in their selves and that change manners is the active one to get the prospect of life”.³⁴

9. Method of memorizing vocabulary

Language is word united. If we want to study a language we have to memorize its vacabulary first. There are more than 50.000 list of words English include its derivation. According to anderson in Hidayath at Indonesian English dictionary which is made by John M. Echols and Hasan Shadily only consist of 12.000 vocabularies.³⁵

Based on the statement above, how do we can mastery all of the vocabulary in our brain? While English teaching in the high school right now only for hours in a weekend it does not only study vocabulary but it studies all component in English like is grammar, reading comprehension, conversation, etc.

According to Pora, there are many kinds of ways to learn vocabulary, one of is *Translation*. Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not easy to translate words and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.³⁶

³⁴*Ibid.*,p. 48.

³⁵*Ibid.*, p.8.

³⁶Sulistiani, *Teaching Vocabulary Through Realia at the Sixth Year Students of SDN 047 Baebunta*, A Thesis S1, (Palopo:STAIN Palopo, 2008), p.19.

C. Crossword Puzzle

A crossword is a word puzzle that normally takes the form of a square or a rectangular grid of white and shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.³⁷

Crossword puzzle are group of words that are arranged horizontally and vertically. They are designed this way, so that each of the words will cross at least one other word through a letter that is common to both. Today, most of the daily news papers include a crossword puzzle as well as many magazines. Puzzle are one of the best educational tools for learning new words. Those in the field of education such as professors and teacher are getting more involved in solving crossword puzzle. Ther is no question that crossword puzzle have been in education for many years. The reason most people enjoy in play crossword puzzle is because, it is considered a great exercises of you.³⁸

In this case, the researcher choosen alphabetical or saw as kind of crossword puzzle that would be applied in the research. The crossword puzzle is still the most popular word game. It lies in the ease with which it can be constructed. This game

³⁷<http://en.wikipedia/wiki/teaching+vocabulary+games+method.html>

³⁸ Cheryl J. http://cheryl-j_hub_pages.com/hub/crossword-puzzle-Educational-Tool-for-Kids-and-Adults,(online article, March 12th 2014)

can be done in individual, in pair, or in groups. The teacher gives a copy of the 'crossword puzzle' and explains the rules, such as students have to complete it as quickly as possible. For the individual game, the students who can complete it first is the winner and gets the good point from the teacher. In pair work or group, the winner is the pair or group who can complete it first.

The use of crossword puzzle game in teaching vocabulary is one of the alternative techniques to help the students to construct and improve their vocabulary mastery.³⁹

1. Terminology

The horizontal and vertical lines of white cells into which answers are written are commonly called *entries* or *answers*. The clues are usually called just that, or sometimes *definitions*. White cells are sometimes called *lights*, and the shaded cells are sometimes called *darks*, *blanks*, *blocks*, or just simply *black squares* or *shaded squares*.⁴⁰

Squares in which answers begin are usually numbered. The clues are then referred to by these numbers and a direction, for example, "4-Across" or "20-Down". At the end of the clue the total number of letters is sometimes given, depending on

³⁹ Dale (2003:301) in Aquarina and Reny, *The use of 'Crossword Puzzle' Game to teach English Vocabulary* Online, http://ninareny.blogspot.com/2009/05/use-of-crossword-puzzle-game-to-teach_15.html. (Accessed on March 12th 2014)

⁴⁰*Ibid*

the style of puzzle and country of publication. Some crosswords will also indicate the number of words in a given answer, should there be more than one.

The creating of crosswords is called *cruciver balism* among its practitioners, who are referred to as *cruciverbalists*, from the Latin for *cross* and *word*. Although the terms have existed since the mid-1970s, non-cruciverbalists rarely use them, calling crossword creators *constructors* or (especially outside the United States) *setters* or *compilers*.⁴¹

2. Major Crossword variants

In the statement above, it show about crossword definition, from the statement we know about crossword, is not about a games but also many things explained about crossword. These are common crossword variants that vary more from a regular crossword than just an unusual grid shape or unusual clues; these crossword variants may be based on different solving principles and require a different solving skill set.

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⁴¹*Ibid*

- a) Cipher crosswords
- b) Diagramless crosswords
- c) Fill-in crosswords
- d) Crossnumbers
- e) Acrostic puzzles
- f) Arrowword

D. Perception.

Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about *properties and elements of the environment* that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment. Perception includes the five senses; touch, sight, taste, smell and hear. It also includes what is known as perception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent.

E. Classroom Action Research

1. Definition of Classroom Action Research

Classroom action research is a neatnees toward study activity is like an

action which expressly show and happen in a class together.⁴² Sukidin, Basrowi and Suranto on Mc Niff (1992:1) in his book entitled “*Action Research: Principles and Practice*” considered PTK as a form of reflective research which is do by teacher that the result can use as curriculum developing tool, school developing, teach expertise developing, etc.⁴³

According to Hopkins in his book “*A Teachers Guide to Classroom Research*” (1993), action research is a form of self-reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationality and justice of: 1) their own social and educational practices, 2) their understanding of these practices, 3) the situations in which practices are carried out.

Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in with the research is actively involved in the cause for which the research is conducted. Both qualitative and quatitative methods can be used in action research (Robert C. Bogdan & Sari Knopp Bikklen, 1982).⁴⁴

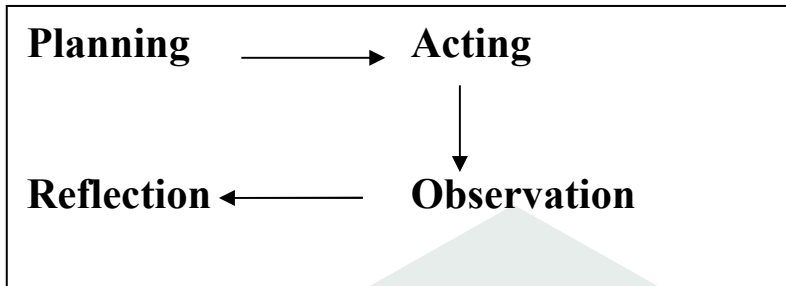
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⁴²Suharsimi Arikunto, Suhardjono, Supardi, *Penelitian Tindakan Kelas*, (Ikrar Mandiriabadi-press, 2008) p.3.

⁴³Sukidin, Basrowi, Suranto, *Manajemen Penelitian Tindakan Kelas*, (Insan Cendekia, Cet IV:2010) p. 14.

⁴⁴Gnony, Djunaidi, *Penelitian Tindakan Kelas*,(UIN-Malang Press, 2008). p.7.

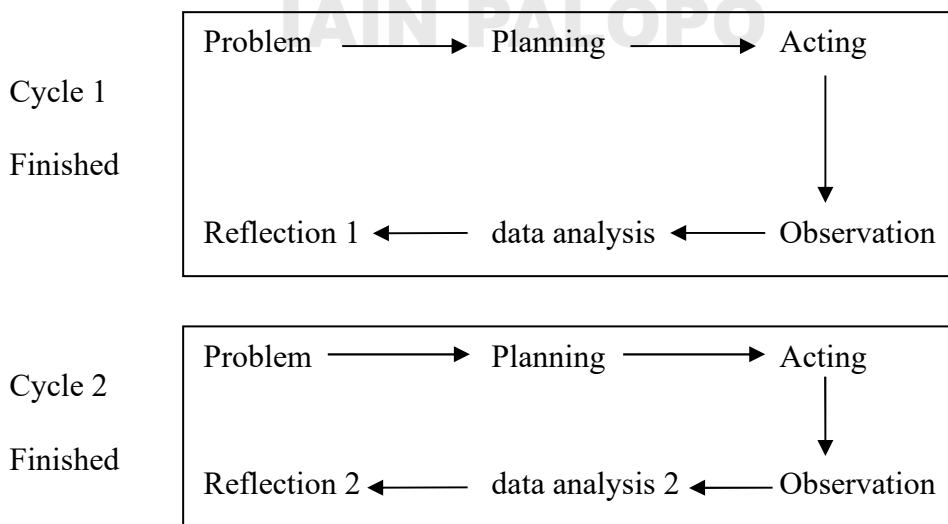
To achieve these objectives perform the PTK review process cycle, which is comprises four stages as follows:



2. Procedure of Classroom Action Research

It is the assessment process through the system cycle of various learning activities, according to Raka Joni (1988) there are five stages, namely:

- a) The development focus of the research problem
- b) Planning corrective actions
- c) Implementation of corrective action, observation and interpretation
- d) Analysis and reflection
- e) Planning follow-up (see picture 1 and 2).



In turn, with a sharper formulation of the problems that can be made diagnosis possible cause of the problem more closely, so there are opportunities to explore alternatives to the necessary remedial action. An alternative to overcome the problem which was considered the best, then translated into the corrective action is reflected by reference to criteria-criteria that the desired improvements, which have been set previously.

- f) Determination focus/ Issue research, which includes:
 - 1) Sensing a problem
 - 2) PTK problem identification
 - 3) Problem analysis
 - 4) Formulation of the problem
- g) Action Plan, which includes:
 - 1) Formulation of a solution in the form of hypothetical action
 - 2) Eligibility analysis hypothesis actions
 - 3) Preparation actions
- h) Implementation of Action and Observation-Interpretation
 - 1) Implementation actions
 - 2) Observation and interpretation
 - 3) Discussion of feedback (reviews discussion)
- i) Analysis and Reflection
 - 1) Data analysis
 - 2) Reflection

j) Follow-up Planning

- 1) Observation procedures
- 2) Some action

3. Objective of Classroom Action Research

Action research is some method which is strategies for teacher to correct education service which is must to do in learning context in classroom and improving totality of the school program. These matter can do because the aim of classroom action research are to repaired and improved studying practice in the classroom with in continue. According to Mc Niff (1992), the aim of the classroom action research are repair.⁴⁵

4. Types of Class Action Research

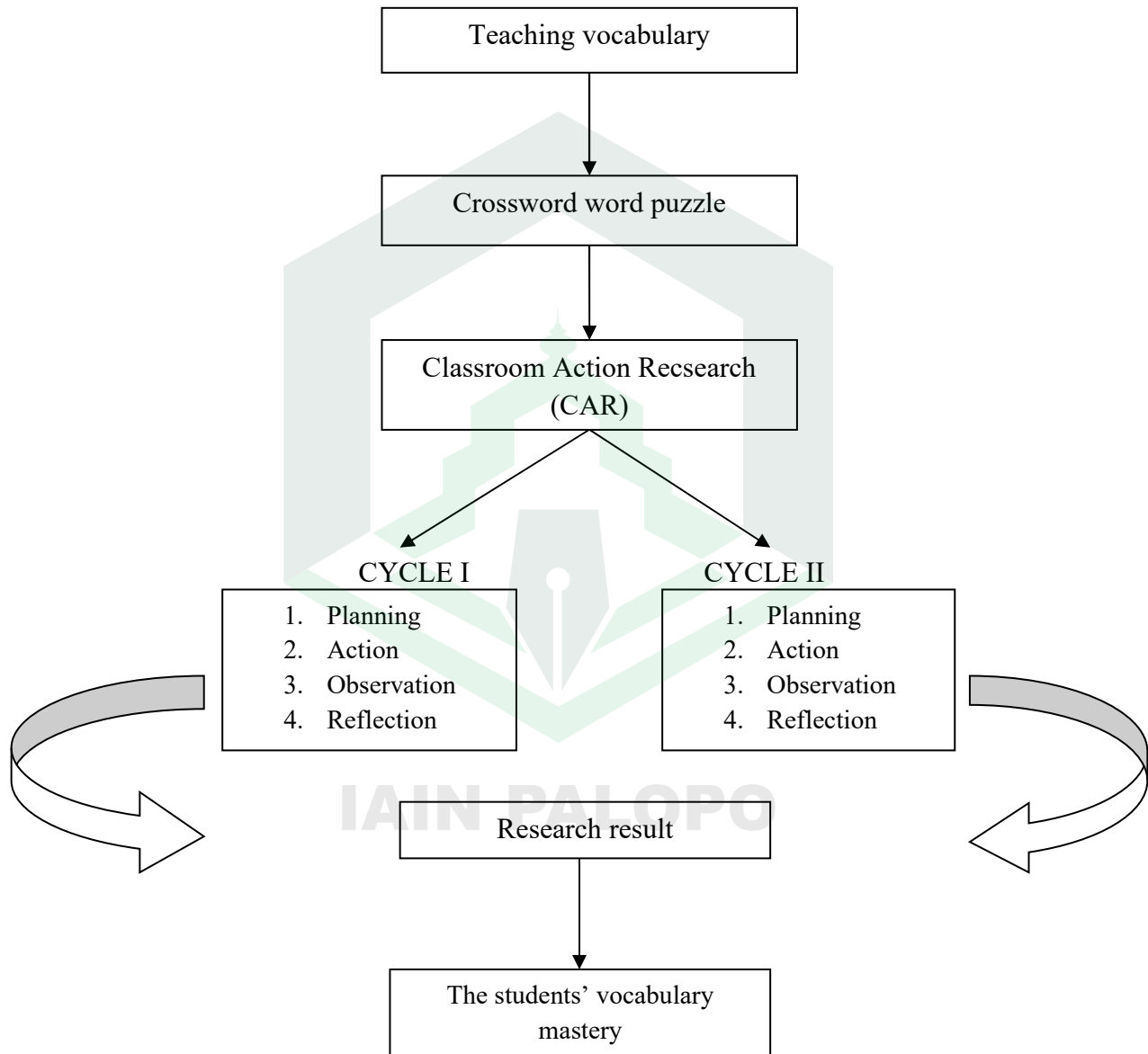
There are four types of PTK, namely: (1) PTK diagnostic, (2) PTK participants, (3) PTK empirical and (4) experimental PTK (Chein, 1990). For more details, there was presented in brief about three types of PTK.

F. Conceptual Framework

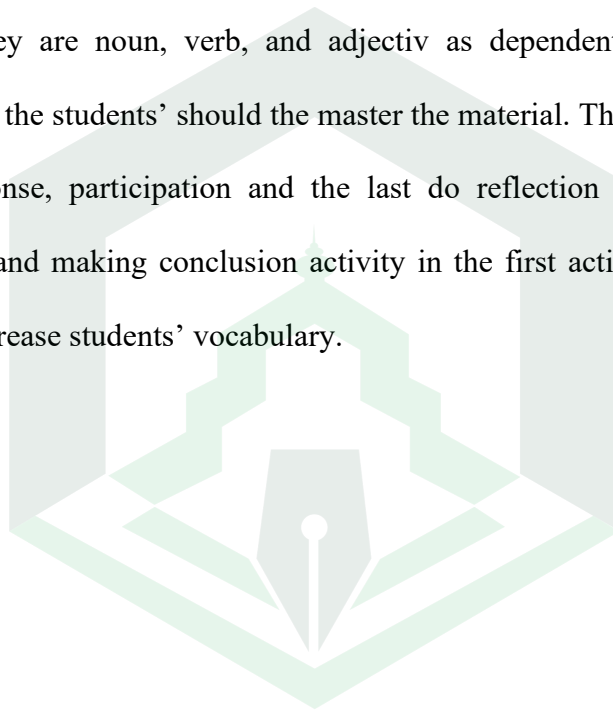
Vocabulary is an important part of language. In teaching vocabulary, there are many techniques taht can be used. In the sense of foreign language teaching and learning, presenting vocabulary by using crossword puzzle is constitute leads the students' to lern language.

⁴⁵Sukidin,Basrowi,Suranto, *op cit*, p. 37.

Based on statement above, the researcher focussed on teaching can make the students' to be easy to memorize vocabulary by using crossword puzzle game. The conceptual framework underlying in this research is given in the following diagram:



The conceptual above show the process of the research to increase the student's vocabulary in applying crossword game. The independent variable will be used in classroom action research consist of some cycles, the steps have planned to use cycle 1 and cycle 2, the teacher make planning, action and observasion and prepares teaching material, then the theacher should give the topic contains some vocabulary; they are noun, verb, and adjectiv as dependent variable in learning vocabulary and the students' should the master the material. The teacher observer the students' response, participation and the last do reflection process to analyzing, understanding and making conclusion activity in the first action cycle. As aresult a method can increase students' vocabulary.



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CHAPTER III

RESEARCH METHOD

The research followed the principal work of *Classroom Action Research* (CAR) that contains of four stages; they are: Planning, Implementation of Action, Observation, and Reflection.

This research held around two cycles. Each cycle was the series of activities which had close relation. Where, the realization of the second cycle was continued and repairing from the first cycle.

A. Research Time and Subject

This research was done based on the situation and condition. It means that this research still in planning process.

The subject of the research was the students' at the eighth grade Students' of SMPN 1 Walenrang in 2013/2014 Academic year that consist of one class and the students in the class are 28 students'.

B. Research variables and Indicators

1. Variables

Remembering that variable was one of the very important elements of research, the research will use two kinds include of variable. Those variables could be divided into two variables. Those were dependent variable and independent variable that is the variable that influence the other variable.

- a. Independent variable was the vocabulary test by using word puzzle game method, the important to increasing the students' vocabulary.
- b. Dependent variable were the students' vocabulary achievement in learning process.

2. Indicators

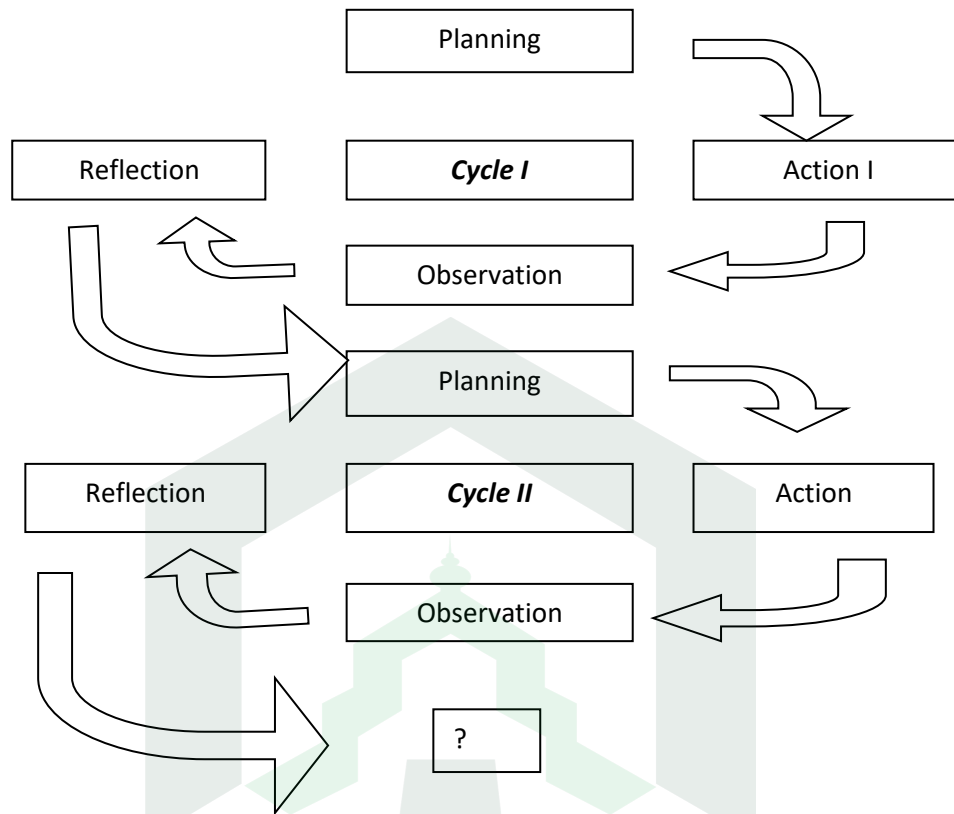
Indicator the students' in used vocabulary test by using crossword:

- a) Method used by teacher
- b) The teacher success or luck make the students' interest in learning.

C. Action procedures

This method used in this research is classroom action research method (CAR) it has stages those are: Planning, Action, Observation, Evaluation or Reflection.

This research were held around two cycles. They were first and second cycle and each cycle is the series of activity which has close relation. Where, the realization of the second cycle is continuing and repairing from the first cycle.



The cycle of Classroom Action Research (Hopkins, 1992: 52)

Cycle 1

a. Planning

- 1) In this section, the teacher prepare the material will be given to the students.
- 2) Make lesson planning based on the curriculum, and arrange material of lesson planning and it should based on the vocabulary mastering by using crossword puzzle in learning vocabulary.
- 3) Make the observation paper for observe the condition of learning process.
- 4) Arrange the test to know the increasing of the result study after they studied through crossword puzzle game.

b. Acting

- 1) The students' will gave a paper that contains list of words. Each students' got about 50 words.
- 2) The teacher gave a crossword puzzle to the students'.
- 3) Before they start to fill the crossword puzzle, the students got an explanation how to fill the crossword.
- 4) Each students filled about 20 words on the crossword puzzle.
- 5) After time for filling the crossword, teacher gave an explanation about some words, then the students filled the crossword that agree with the word explained by the teacher.

c. Observation

In this phase, the writer observed the students' response, participation, and everything which was found during the teaching and learning process. In learning vocabulary, the students should pay attention the use of game method by using crossword.

d. Reflection

The result of data that have been done continued in the analysis until the reflection after action research. The reflection was discussed as well as a guidance lecturer while the teacher and should make research planning for the next cycle. The research plan is the plan for the next cycle which repair from cycle I.

Cycle 2

In this cycle just like the first cycle, the second cycle is planned in two time meetings. The phase that was done in this cycle were not too different with the cycle before. Something that still less in the first cycle was improved in the second cycle.

D. Research Instrument

The researcher used two kinds of instrument namely:

1. Tests to asses and examine the students' vocabulary. The teacher gave test in each cycle to find out how to develop the students' vocabulary and the effectiveness of game by using crossword to develop the students' vocabulary. The test was given to the students in the last item of every cycle to measure the students' achievement in the students' vocabulary in using noun. The writer also used camera to collect students' activity in learning vocabulary.

2. Questionnaire is list of questions that distributed to fill or answer in the supervision of the researcher. Questionnaire was use to get information from sample or the random resource.¹

E. Procedure of Data Collection

The technique was a means that is used to solve problems. There are some methods of cllcting data. They are observation, interview and test. In this case the technique of data collection will be used in this research is as follows:

¹Nasution, *metode Research (Penelitian Ilmiah)*, (Jakarta: PT Bumi Aksara:2001), p. 128.

1. Observation; it aims at finding out the students' participation during the teaching and learning process.
2. Interviewing; it aims at finding out the students' responses during the teaching and learning process by interviewing students and the teacher.
3. Test; it aims at finding out the students' increasing vocabulary mastery and the effectiveness of competition game by using crossword in teaching vocabulary.
4. Discussion: Among the research as teachers with the collaborators, As a way to make reflection in each cycle.

F. Data Analysis

The data in cycle 1 and 2 are collected through the following steps:

1. Scoring students' vocabulary test
2. Calculating the mean score of students' vocabulary test by using the following formula:

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

Where:

X = The mean score

$\sum x$ = The total raw score

N = The number of students'

3. Scoring perception

To interpret the students' perception the research uses the following classification.

Table 3. the assesment of perception

Mean score	Intensities of perception
81-100	High interest
61-80	Very interest
41-60	Avarege interest
21-40	Low interest
00-20	Very low interest

(Faisal and Muliadi ,1982:200)

The researcher analyzes the research by applying percentage technique use the formula:

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

Where :

P : Percentage of the questionnaire

FQ : The frequency of items

N : Total sample

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. First Condition of the Class

Based on the first observation, the researcher found some data about student's condition when they were studying English in their class. It was about student's problem in learning English. Many students' problems were found by researcher about the lack of English student's capability, they were:

- a. Many students considered English is the foreign language for them.
- b. Naughtiness of many students when in the class was difficult to be controlled.
- c. The lack of student's attention toward English task was given by their teacher.
- d. The lack of motivation was given when starting the learning.
- e. Many students felt bored when they were studying English because the lack of method was given in learning English.
- f. The lack of vocabulary was possessed by most of the students.

2. The First Cycle

a. Planning

To do the research in the class, researcher required to carry different tools that made and developed before which have been agreed by the English teacher in the school. It is lesson plan (RPP) and also supporting tools, they were observation sheets, guidelines for interview, camera and paper test.

In the test contained 50 vocabularies. The form of the test would be given was to crossword puzzle which have been decided. The guidelines of the observation consisted of some indicators of the research achievements. It was to know whether the development appropriate practice can improve the student' ability and overcome the students' problem in memorizing vocabulary.

b. Action

The action research contained three meetings. In the first meeting, researcher explained the purpose and advantages when learning about vocabulary and then researcher also explained the other way in learning vocabulary. One of the most ways in was study vocabulary by using crossword puzzle. The Researcher also has to introduce crossword puzzle then explain how to use it. In the second and third meeting, researcher applied crossword puzzle in learning process and gave student evaluation test.

1) First meeting

In the first meeting, researcher explained about advantages when learning vocabulary and explained the ways to memorize vocabulary and also introduce to the student what and how crossword puzzle is. To explain how to use crossword puzzle, research gave one example for students that link with the crossword puzzle game. Then researcher gave opportunity to the students to memorize the vocabulary list were contained of 50 vocabulary for fifteen minutes.

But, before students were asked to memorize the vocabulary, firstly researcher read some vocabulary list and asked students to repeat it. After reading, the students

memorized them. After time for memorizing vocabulary list have been over, so students were asked to get back vocabulary list have been memorized. After that, researcher gave instruction to the students to fill crossword puzzle by vocabulary that had been memorized while listening the clue from the researcher.



Students were playing the game

2) The second meeting

In the meeting, the researcher explain again how to use crossword puzzle, and researcher gave one example for students that link with the crossword puzzle game. The researcher did it to made student's which yet understand, become understand how to play it.

3) The third meeting

In the meeting, were not too different with the second meeting. The different in the meeting the student's gave the test which contains 50 vocabulary tests to be translated to know how vocabulary mastery the student's.

c. Observation

Based on the research results have been done by researcher and collaborator in first cycle, the data obtained as follows:

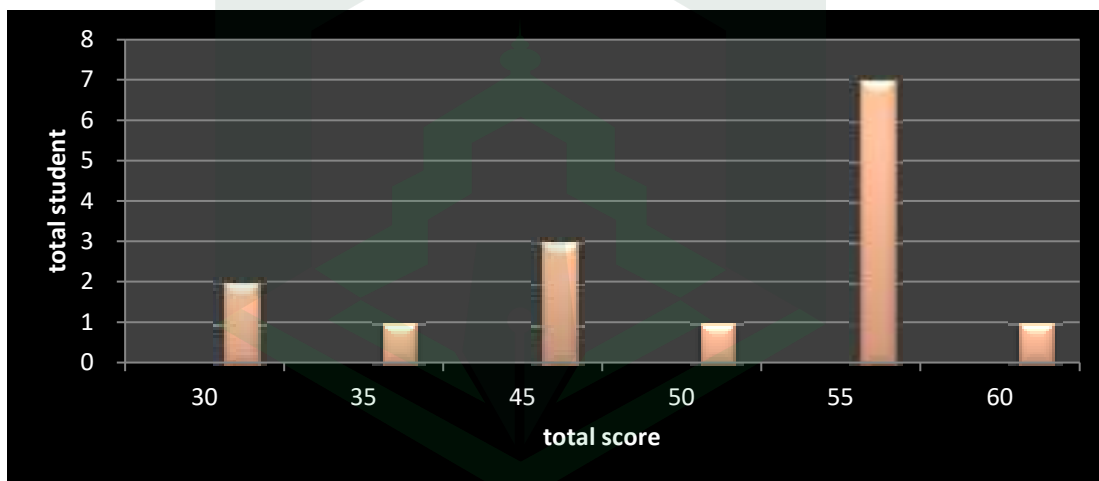
- 1) The first cycle of learning, a few students always were indiscipline.
- 2) Most of the students were still lack in mastery vocabulary, so that they felt confuse when they start the game.
- 3) From the student's vocabulary evaluation result, researcher took conclusion that their English vocabulary mastery was so low. Because score that they got is so little. The mean score was only 48.33.

Table 4.1
Score of the students' vocabulary in cycle I

No.	Code	Score
1	001	35
2	002	60
3	003	55
4	004	55
5	005	30
6	006	30
7	007	55
8	008	55
9	009	55

10	010	45
11	011	55
12	012	45
13	013	55
14	014	50
15	015	45
Account		725
Mean score		48.33

Cycle I score



Based on the table above, then we could explain that students' highest score in the first cycle is 60 score. Student who got 60 score is 1 persons. 7 students got 55 score. There is 1 students got 50 score. 3 students got 45 score, 1 students got 35 score and 2 person got lowest score, it is 30 score.

4) The result of observation of student' activities during learning and teaching process we could imagine into the table follows:

a) The first meeting

Table 4.2
Students' activities in the Class

No.	Data Code	Indicator of student activities		
		A	b	C
1	001	-	√	-
2	002	-	√	-
3	003	-	√	√
4	004	√	-	-
5	005	-	√	-
6	006	√	-	√
7	007	√	-	-
8	008	-	√	-
9	009	√	-	-
10	010	-	√	-
11	011	√	-	-
12	012	√	√	-
13	013	-	√	-
14	014	√	-	√
15	015	-	-	√
Account		7	8	4
Percentage		46%	53%	26%

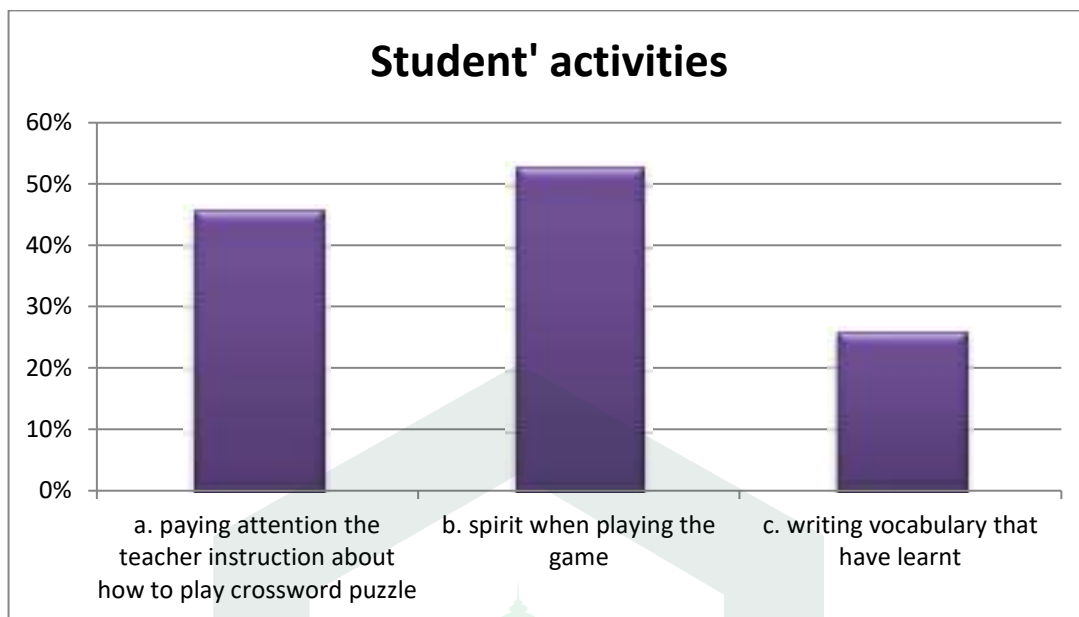
Note:

a = paying attention the teacher instruction about how to play Crossword

Puzzle

b = spirit when playing the game

c = writing vocabulary that have learnt

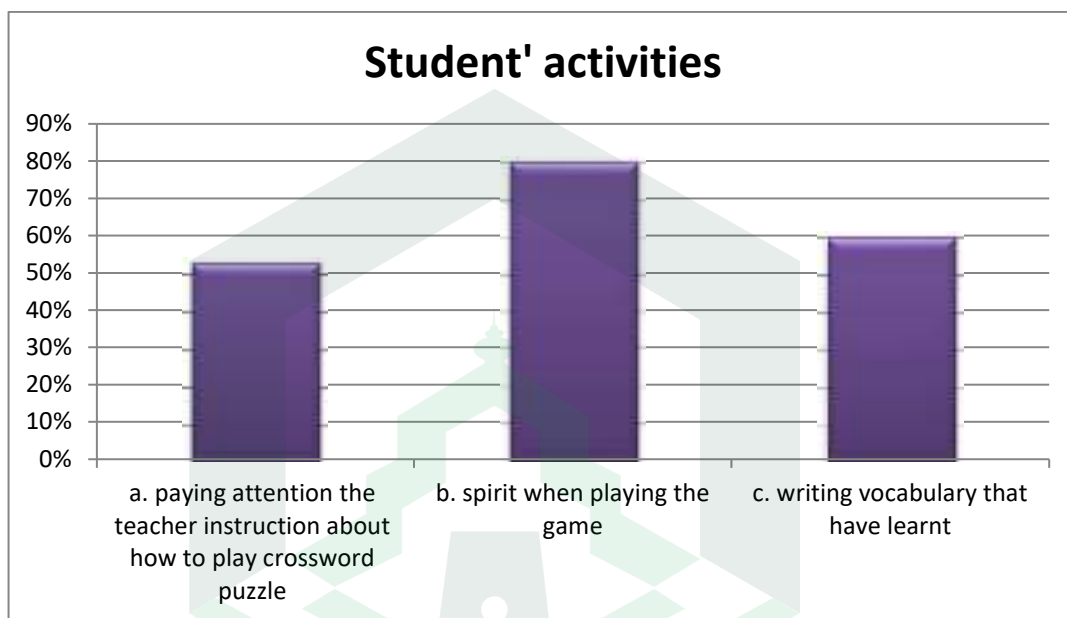


b) The second meeting

Table 4.3
Students' activities in the class

No.	Data Code	Indicator of student activities		
		a	b	C
1	001	-	√	√
2	002	√	√	√
3	003	√	-	-
4	004	-	√	-
5	005	-	√	√
6	006	-	√	√
7	007	√	-	√
8	008	√	-	-
9	009	√	√	√
10	010	-	√	-
11	011	-	√	√
12	012	√	√	√
13	013	√	√	-

14	014	-	√	√
15	015	√	√	-
account		8	12	9
percentage		53%	80%	60%

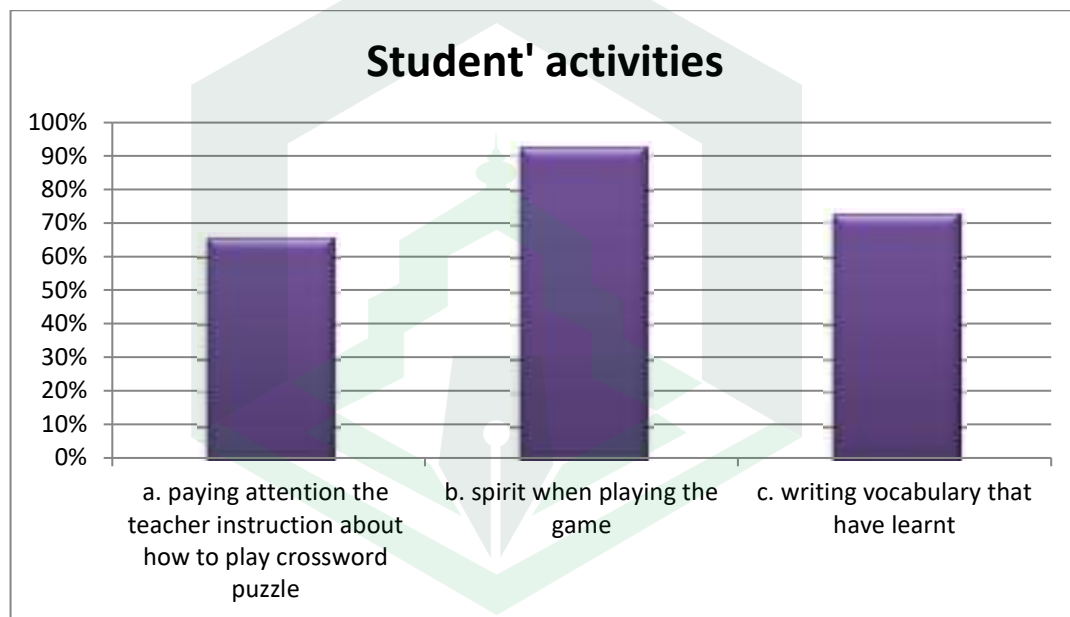


c) The third meeting

Table 4.4
Students' activities in the class

No.	Data Code	Indicator of student activities		
		a	b	C
1	001	-	√	√
2	002	√	√	√
3	003	-	√	√
4	004	√	√	-
5	005	√	√	√
6	006	-	√	√
7	007	√	√	√
8	008	√	-	√
9	009	√	√	√

10	010	√	√	√
11	011	-	√	√
12	012	√	√	-
13	013	√	√	-
14	014	-	√	√
15	015	√	√	-
account		10	14	11
percentage		66%	93%	73%



d. Reflection

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Many weaknesses were so substantial which had by students in the teaching and learning process at the first cycle that have been observed by the collaborator and researcher, they were:

- 1) Students were not discipline.
- 2) There are some students always went out of the class when they were studying. They said that studying English especially for mastering English made them

feel confused because they felt difficulty in reading n memorizing vocabulary. It also made them have no spirit to study English vocabulary and they also felt confuse how to play the game.

3) Students were noisy when researcher was explaining the game.

4) Students could not master vocabulary that given yet. Their reason is time that gave to the student to memorize vocabulary is so short.

5) There were four students still could not pronounce some vocabulary which given. They said that the words were so seldom they hear and moreover one of them just heard the word in the class.

To decrease the student' weakness and keep their study quality in the first cycle, then researcher should make a good planning in the second cycle that had been suggested by collaborator is as follow:

1) Making different design in the teaching and learning process.

2) Giving more motivation to the students so that they could be more active in learning and could realize about the important when we learn English vocabulary.

3) Giving consultation for some students could not read English vocabulary yet. It is about how to read "purple, journalist, daughter and governor".

4) Researcher gave more time for student to memorize vocabulary.

5) Researcher explained how to play the game for some student that still felt confuse with the game.

3. The second cycle

a. Planning

The researcher hoped in the cycle 2 the students would be more active in the class than before. In the second cycle, the researcher still made a research by the same steps with the first cycle. However in this step, planning that made had to different from planning in the first cycle. In this step, researcher gave memorize of vocabulary contained 30 vocabularies. Researcher also give more time to memorize vocabulary which given for them.



Researcher gives guidance to students in playing crossword puzzle.

b. Action

At the action step in the second cycle, researcher did research almost same as in the first cycle, it is repeated to recognize crossword puzzle game in learning English vocabulary. a) Researcher repeated explaining about how to play crossword puzzle game. b) Researcher gave motivation for students to study harder in order that they could get the best result from their education. c) The clue or keyword of crossword

puzzle have to be in Indonesia, in order that students' did not feel confuse in guest the word in the crossword puzzle. d) The vocabulary which was gave to the students reduced to be 30 to make them easily in memorizing vocabulary.

c. Observation

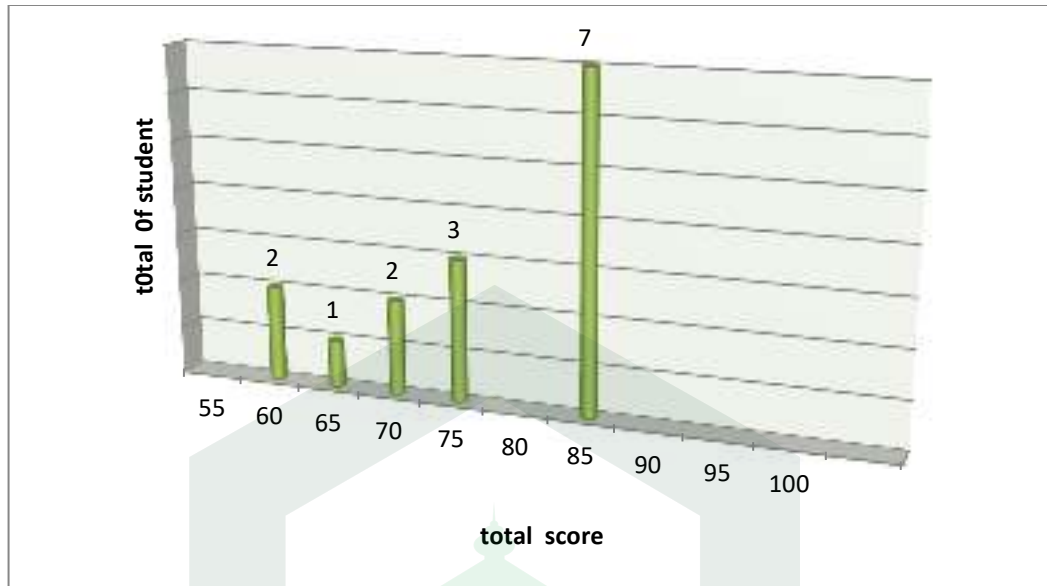
1) In the step, the difference between the first cycle and the second cycle in learning vocabulary by using crossword puzzle is so significant. Students did respond and more active in playing the game.

2) The result of evaluation also had so significant improvement. The mean score of student was 76,33.

Table 4.5
Students' score in the second Cycle

No.	Code	Score
1	001	85
2	002	70
3	003	85
4	004	85
5	005	85
6	006	60
7	007	85
8	008	75
9	009	75
10	010	70
11	011	75
12	012	60
13	013	85
14	014	85
15	015	65
Account		1145
Mean score		76.33

Cycle II score



From the table above, we could look at the student improvement in learning and teaching process at the second cycle. There are 7 students got highest score, it was 85 score. The students got 75 score was 3 men. 2 students got 70 score and also 1 student got 65 score. And only 2 students got the lowest score, it was 60 score.

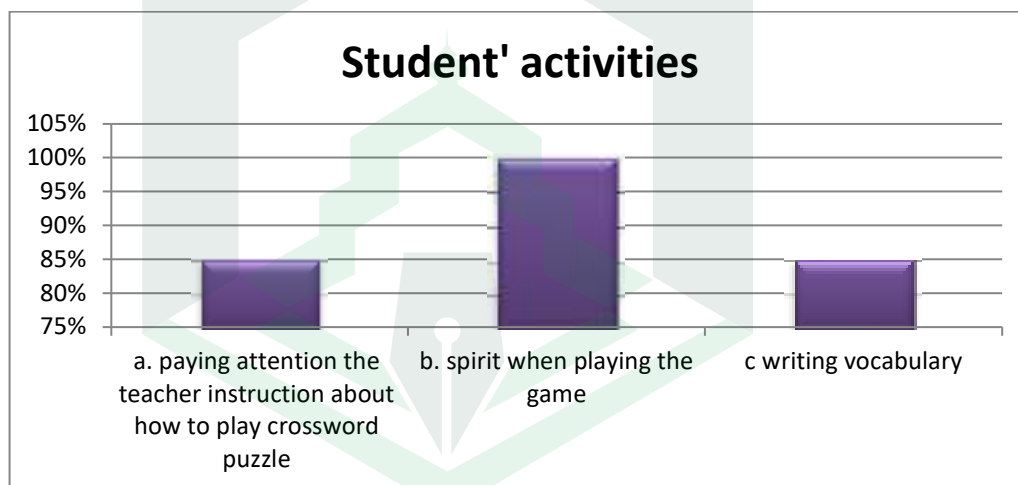
3) And the observation result of student activities in the cycle we could show at the table follows:

Table 4.6

Students' activities in the class

No.	Data Code	Indicator of student activities		
		A	b	c
1	001	√	√	√
2	002	√	√	√
3	003	-	√	√
4	004	√	√	√
5	005	√	√	-
6	006	√	√	-

7	007	√	√	√
8	008	√	√	√
9	009	√	√	√
10	010	√	√	-
11	011	√	√	√
12	012	√	√	√
13	013	√	√	√
14	014	√	√	√
15	015	-	√	√
Account		13	15	13
Percentage		85%	100%	85%



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d. Reflection

From all of activities of learning and teaching process at the second cycle, we could understand that at this step, student improvement in mastery of vocabulary and their participation in studying is so wonderful. It was proved by:

- 1) The student had spirit and strong desire to study English vocabulary after hearing the advantages in learning vocabulary that delivered by researcher.

2) All of students participated in playing crossword puzzle. It caused they had understood the function and advantage when we study English vocabulary by using crossword puzzle.

3) The improvement of student' score in vocabulary test was very good. The highest score was got by student in this cycle is 85score and the lowest score is 60.

4. Result of questionnaire research

Table 4.7
Score of questionnaire

respondent	Test										account	Result $\frac{Jb}{Js} \times 100$
	1	2	3	4	5	6	7	8	9	10		
1	1	1	1	0	1	1	1	1	0	1	8	80
2	1	1	1	1	0	1	0	0	1	0	6	60
3	1	1	0	1	1	1	0	1	1	1	8	80
4	0	1	1	1	1	0	0	0	1	0	5	50
5	1	1	0	1	1	1	1	1	1	0	8	80
6	1	1	1	0	0	1	1	1	0	1	7	70
7	1	1	1	1	0	1	1	1	0	1	8	80
8	1	1	0	1	0	1	0	1	0	1	6	60
9	1	0	1	1	1	0	1	1	1	1	8	80
10	1	1	0	1	1	1	0	1	1	0	7	70
11	0	1	1	0	1	1	1	0	1	0	6	60
12	1	1	1	1	0	1	1	1	0	1	8	80
13	1	1	0	1	1	1	0	0	1	0	6	60
14	1	1	1	0	1	1	1	0	1	1	8	80
15	1	1	1	1	1	0	1	1	0	1	8	80

Statistic test of students' perception about crossword puzzle. Data have been found through questionnaire dividing was calculated by using *statistical product and service solution* (SPSS) ver. 17 for windows with result as follows:

Data of questionnaire

N	Valid	15
	Missing	0
	Mean	71.3333
	Std. Error of Mean	2.73716
	Median	80.0000
	Mode	80.00
	Std. Deviation	10.60099
	Variance	112.381
	Range	30.00
	Minimum	50.00
	Maximum	80.00
	Sum	1070.00

Table above show that the about using crossword puzzle mean score of student' perception is 71.3333 as deviation standard 10.60099 and maximum score that reached is 80.00 and minimum score is 50.00.

Then, the score was grouped based on reaching percentage like at the table below

Table 4.8
Percentage of validation questionnaire

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
50.00	1	6.7	6.7	6.7
60.00	4	26.7	26.7	33.3
70.00	2	13.3	13.3	46.7
80.00	8	53.3	53.3	100.0
Total	15	100.0	100.0	

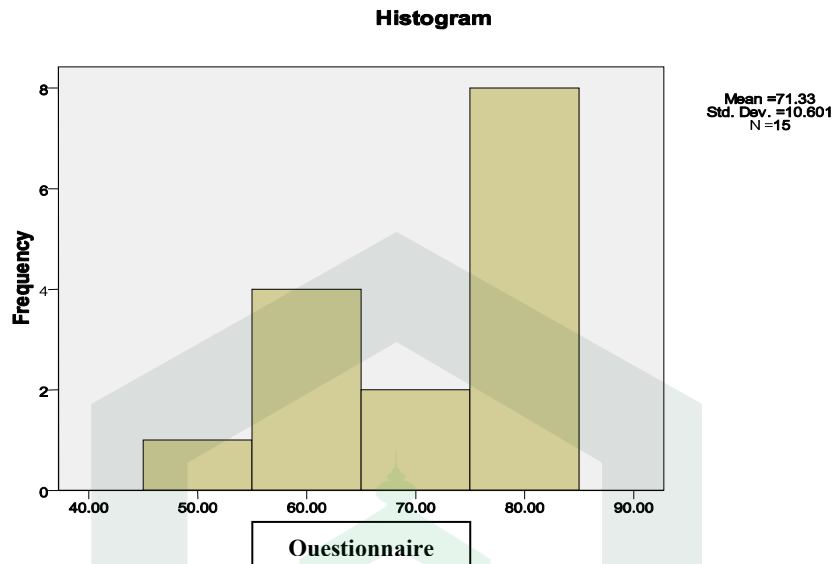
From the table above, writer have found 1 man got score 50 as percentage 6,7 %, 4 persons by score 60 as percentage 26,7 %, 2 persons got score 70 as percentage 13,3 % and 8 persons with score 80 as percentage 53,3 %.

Then the score above was interpreted at the interpretation table at Chapter III so that writer got score like the table below:

Table 4.9
Percentage of Students' Perception

Mean score	respondent	percentage	Intensities of perception
81-100	-	-	High interest
61-80	10	66,6 %	Very interest
41-60	5	33,4 %	Average interest
21-40	-	-	Low interest
00-20	-	-	Very low interest

Then, the data was showed in tree diagram as follows



Based on the table above, writer could take the conclusion that there were 5 students with percentage 33,4 %, categorized average Interest toward crossword puzzle and 10 students with percentage 66,6 % categorized Very Interest, so that writer took conclusion that student' perception about usage crossword puzzle were in Very Interest categories.

B. Discussions

Looking at finding in this chapter, researcher showed about discussion of a few data about students. This step showed the result of data analysis. It function to imagine student' progress in mastery English vocabulary by using crossword puzzle game.

1) The first cycle

Based on analysis from student evaluation at the first cycle, the highest score was got by student is 60 score and the lowest score is 30. And based on the result of the observation of student activities in the class, researcher and collaborator looked the student' weaknesses. They were: a) students were not discipline, b) the room was so noisy when researcher is explaining about the game, c) student felt confused how to play the game, d) student did not master English vocabulary, e) student had no spirit to study English vocabulary, f) the lack of the time was given for student to memorize English vocabulary, g) there were some students so naughty when learning will be started.

2) The second cycle

From the result of student vocabulary test in the second cycle, the highest score was got by student is 85score and the lowest score is 60. Researcher and collaborator also looked at progress and spirit of the student in learning English vocabulary. They were: a) spirit and the strong desire to study English vocabulary after hearing motivation, b) students were more focus in finishing the game, c) by giving more intensive explanation, students could understand by well the subject was given, d) most of the student participated in playing, e) students were more enthusiastic in memorizing vocabulary by using crossword puzzle. This fact was suitable with the theory that said that "Crossword puzzle, for example, help students learn the meaning of word as well as the relationship between word and clue, f) the evaluation result of

the student showed significant improvement if it was compared with in the first cycle, and g) student could improve their vocabulary through crossword puzzle.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

1. The effective ways of using crossword puzzle in teaching vocabulary at the eighth grade students of SMPN 1 Walenrang are: a) Repeat to explain about how to play crossword puzzle game. b) The clue or keyword of crossword puzzle have to be in Indonesia in order that students' did not feel confused in guest the word in the crossword puzzle. c) Give memorizing vocabulary by amount which adapted with crossword puzzle. d) Give motivation for students to study harder in order that they could get the best result from their education.

2. Based on the data, the writer could take questionnaire conclusion that, the students' perception about usage crossword puzzle in learning vocabulary was in very interest categories. There were 5 students with percentage 33,4 %, categorized average Interest toward crossword puzzle and 10 students with percentage 66,6 % categorized very Interest

B. Suggestions

As looking at all of student' learning activities in research process, finally researcher could give suggestion for every other researcher or teacher in order that in research or learning and teaching process they did not forget the important case like:

1) Every researcher or teacher should explain the advantage in learning English vocabulary. Because when students understand about the advantage in

learning English vocabulary, they have to be motivated and interested to learn English vocabulary.

2) Every researcher or teacher had to give more intensive explanation about the game for students when he was teaching. Because with the way, students could understand the learning that given for them.

3) Every researcher or teacher should prepare more technique in teaching English vocabulary. When researcher had more technique, so researcher would be easier to teach and interest students, because students were so fast to feel bored in studying when we only use one technique in teaching English especially in mastery vocabulary.

4) Every researcher or teacher in teaching English vocabulary by using the game, we should often changed technique of the game in order that students did not feel bored with the game that given. Changing a technique of the game in learning is a way to interest student in order that always join playing the game that given by the researcher or teacher.

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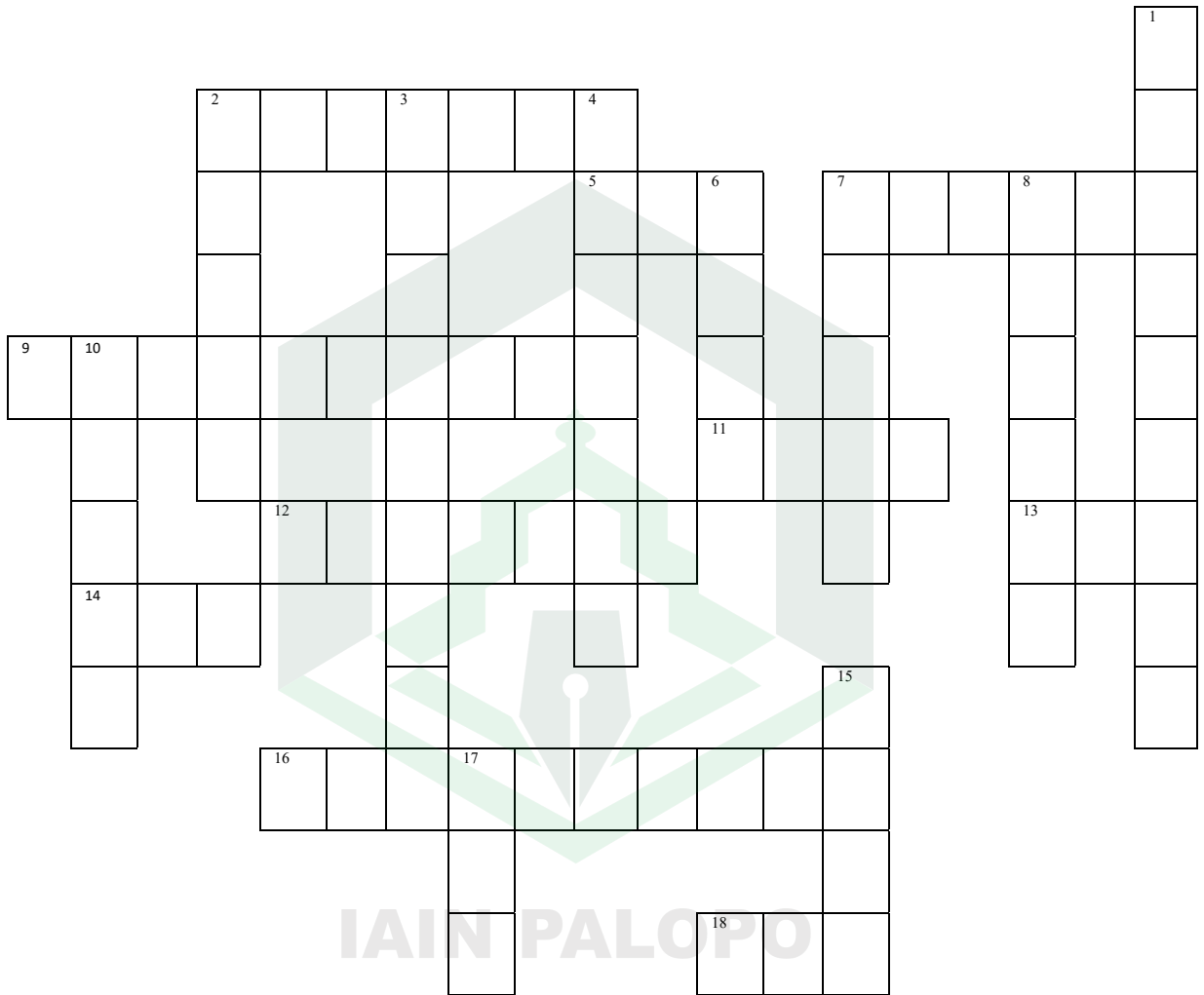
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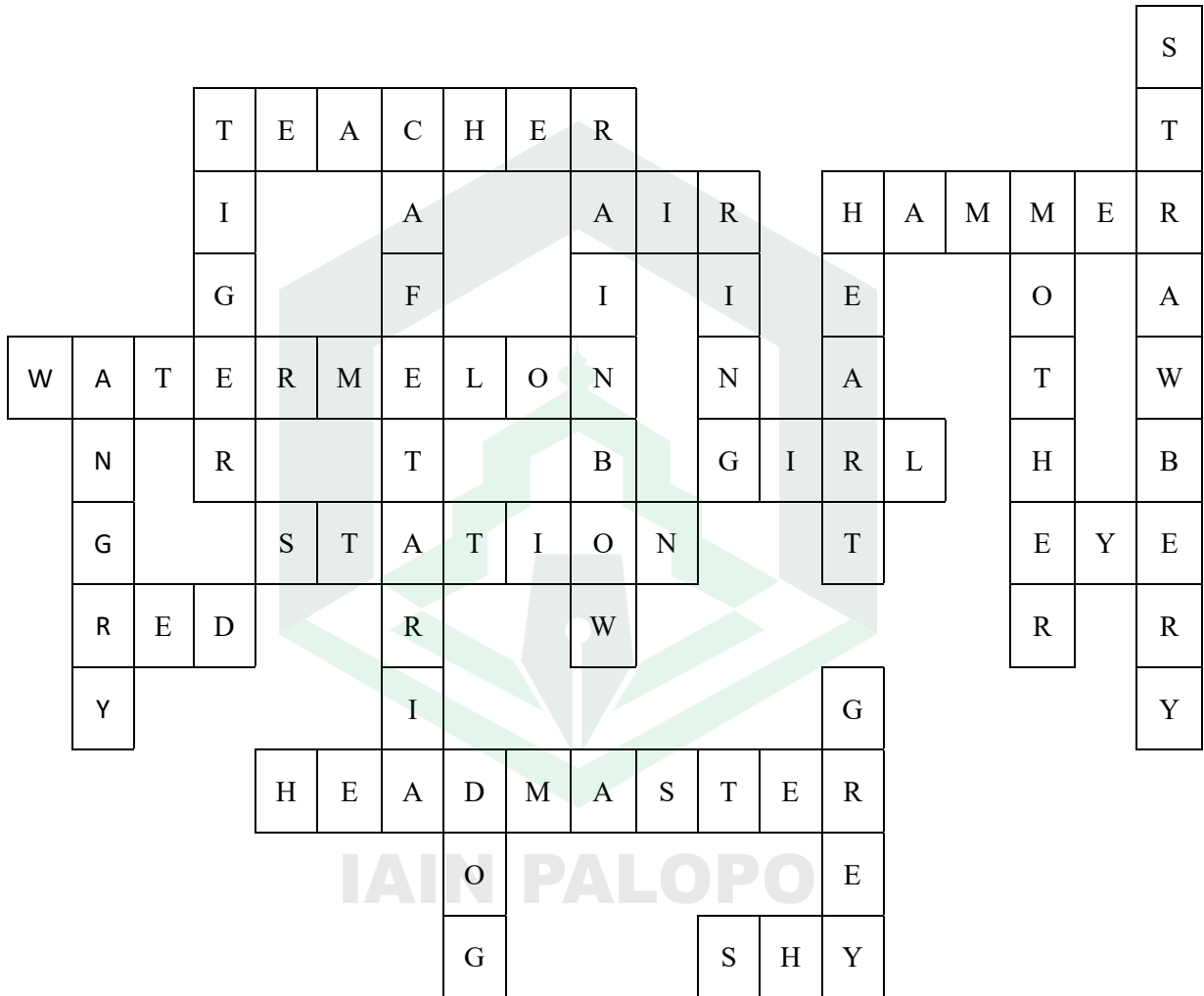
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Jawablah pernyataan berikut dengan memberi tanda check list (√) Pada kolom sesuai dengan pendapat anda di bawah ini.

No	Pernyataan	Skala	
		Ya	Tidak
1	Belajar <i>kosa kata</i> sangat menarik dan mudah bila menggunakan <i>Crossword puzzle</i> .		
2	Metode yang dipakai mahasiswa penelitian dalam mengajar sangat bagus dalam meningkatkan <i>kosa kata</i> .		
3	Belajar <i>kosa kata</i> dengan menggunakan metode <i>Crossword puzzle game</i> lebih santai dan menyenangkan.		
4	Sebaiknya penggunaan <i>Crossword puzzle</i> digunakan oleh guru mengajar setiap hari.		
5	Setelah mengikuti pelajaran <i>kosa kata</i> melalui <i>Crossword puzzle</i> , <i>kosa kata</i> saya meningkat.		
6	Saya lebih tertarik belajar <i>kosa kata</i> menggunakan <i>Crossword puzzle</i> daripada cara yang lain.		
7	Setelah belajar dengan menggunakan <i>Crossword puzzle</i> saya lebih aktif di dalam kelas.		
8	Materi pelajaran yang menggunakan <i>Crossword puzzle</i> lebih mudah dimengerti daripada cara biasa.		
9	Dengan menggunakan <i>Crossword puzzle</i> saya dapat mengetahui banyak <i>kosa kata</i> .		
10	Motivasi saya belajar <i>kosa kata</i> lebih meningkat jika pelajaran menggunakan <i>Crossword puzzle</i> .		
	Jumlah skor	1	0
	Jumlah nilai		



The fifth meeting.

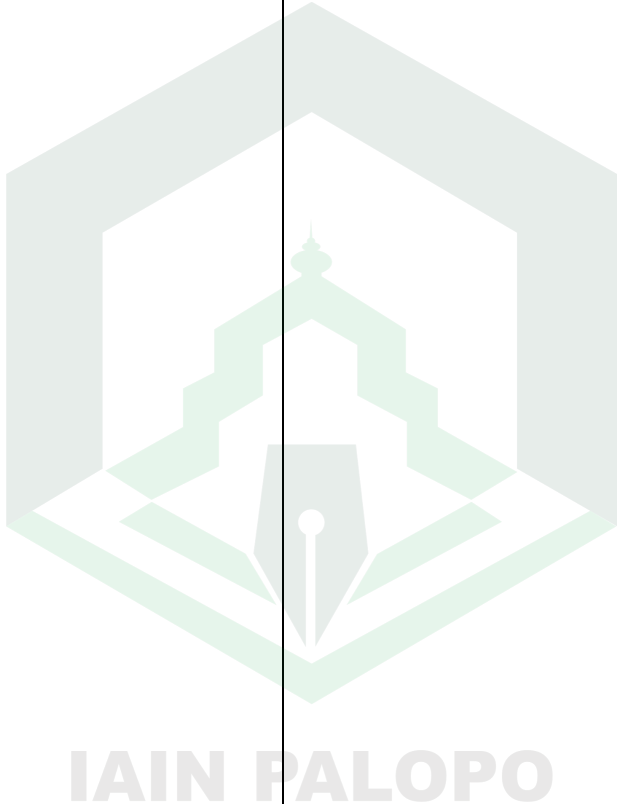


Test (first meeting).

Artikan kata-kata di bawah ini.

a. Inggris ke Indonesia.

Word (kata)	Meaning (Arti)
Boy	
Girl	
Woman	
Man	
Father	
Aple	
Papaya	
Manggo	
Banana	
Cherry	
Teacher	
Doctor	
Farmer	
Driver	
Nurse	
Fish	
Horse	
Mause	
Cat	
Dog	
Beach	
Cafetaria	
Bank	
Garden	
Home	



b. Indonesia ke Inggris

Word (kata)	Meaning (Arti)
Tas	
Cincin	
Sisir	
Pakaian	
Kipas	
Marah	
Berani	
Pintar	
Rajin	
Lucu	
Udara	
Danau	
Gunung	
Pelangi	
Bulan	
Putih	
Hitam	
Biru	
Abu-abu	
Hijau	
Kepala	
Tangan	
Mata	
Hidung	
Telinga	

No.	Aspek yang diamati	Pertemuan I			Pertemuan II		
		a	b	c	a	b	C
1.	Guru menjelaskan tentang tujuan pembelajaran kosa kata kepada siswa						
2.	Guru memberikan arahan kepada siswa terkait penggunaan Crossword Puzzle Game sebagai media pembelajaran kosa kata						
3.	Guru menjelaskan kepada siswa tentang aturan-aturan bermain crossword puzzle.						
4.	Guru mengamati perilaku siswa selama proses permainan						
5.	Guru mengakhiri permainan dengan memberikan evaluasi berupa tes tertulis						

Keterangan : a = Baik
b = Cukup
c = Kurang

IAIN PALOPO

Walenrang Februari 2014

Observer,

Lembar observasi aktifitas belajar siswa

No.	Kode Data	Indikator Aktifitas Belajar Siswa		
		a	b	C
1.				
2.				
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11.				
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25.				
26.				
27.				
28.				
	Jumlah			
	Persentase			

Keterangan:

a = Menyimak arahan guru tentang aturan-aturan memainkan Crossword Puzzle

b = Berpartisipasi dalam bermain

c = Mencatat hasil kosa kata yang telah dipelajari

Walenrang Februari 2014

Observer,

SIKLUS I
LEMBAR PENGAMATAN AKTIFITAS GURU
DALAM PROSES PEMBELAJARAN VOCABULARY DENGAN MENGGUNAKAN
CROSSWORD PUZZLE

Nama Peneliti : M AZIS MARKIS
Tanggal : 06 FEBRUARI 2014
Pertemuan Ke- : I (Pertama)

N	Aspek yang di nilai	penilaian			
		1	2	3	4
I	Persiapan (secara keseluruhan)				
II	Pelaksanaan				
	1. Membuka Kelas				
	2. Memotivasi Siswa				
	3. Menjelaskan tujuan yang akan dicapai				
	Kegiatan Inti				
	1. Menjelaskan materi tentang kosa kata dengan menggunakan Crossword Puzzle				
	2. Menjelaskan bagaimana cara pelaksanaan Crossword Puzzle game				
	3. Mengawasi siswa dalam bermain Crossword Puzzle				
	4. Member evaluasi berupa tes kosa kata				
	Penutup				
	1. Menyimpulkan materi pada akhir pelajaran				
II	Pengelolaan Waktu				
I	Tekhnik Mengajar Guru				
V	Penguasaan Kelas				

Keterangan : 1. Tidak Baik
2. Kurang Baik
3. Cukup Baik
4. Baik

Catatan:.....
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Walenrang, Februari 2014

Observer



IAIN PALOPO

Rencana Pelaksanaan Pengajaran (RPP)

Nama Sekolah : SMPN 1 Walenrang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : 8(Delapan)/ II
Waktu : 2 (Dua) Jampel

A. STANDAR KOMPETENSI

- Berkomunikasi dengan bahasa Inggris melalui pengayaan kosa kata

B. KOPETENSI DASAR

- Melafalkan dan menghafal kosa kata Bahasa Inggris meallui permainan Crossword Puzzle

C. INDIKATOR

- Melafalkan kata-kata benda dalam Bahasa Inggris melalui permainan Crossword Puzzle
- Menghafalkan kata-kata benda dalam Bahasa Inggris melalui permainan Crossword Puzzle

D. TUJUAN PEMBELAJARAN

- Siswa dapat melafalkan kata-kata benda dalam Bahasa Inggris melalui permainan Crossword Puzzle
- Siswa dapat menghafal kata-kata benda dalam Bahasa Inggris melalui permainan Crossword Puzzle

E. MATERI PEMBELAJARAN

- **Noun**
Example:

mily
➤ Grandfather
➤ Grandmother
➤ Father
➤ Mother
➤ Brother
➤ Sister

F. METODE PEMBELAJARAN

- **Cooperative Learning**

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Awal : (5 menit)
 - a. Memberi Salam

- b. Mengajukan pertanyaan tentang:
 - Keadaan siswa
 - Kesiapan mengikuti pembelajaran
 - c. Member motivasi
 - d. Menyampaikan tujuan, manfaat dan kegiatan pembelajaran
2. Kegiatan Inti : (75 menit)
- a. Menjelaskan cara bermain Crossword Puzzle
 - b. Memberikan kosa kata kepada siswa untuk dilafalkan dan dihafal
 - c. Memberikan waktu kepada siswa untuk menghafal kosa kata
 - d. Siswa memainkan permainan Crossword Puzzle
3. Kegiatan Penutup : (10 menit)
- Memberikan tes tertulis berdasarkan kosa kata yang telah dimainkan

H. SUMBER/BAHAN

- Artikel panduan pelaksanaan permainan Crossword Puzzle
- Buku-buku tentang kosa kata

I. PENILAIAN

- Tes tertulis

J. INSTRUMEN

K. PEDOMAN PENILAIAN

- Untuk tiap jawaban benar bernilai 10
- Jumlah skor maksimal $10 \times 10 = 100$
- $score = \frac{total\ correct\ answer}{total\ test\ items} \times 100$

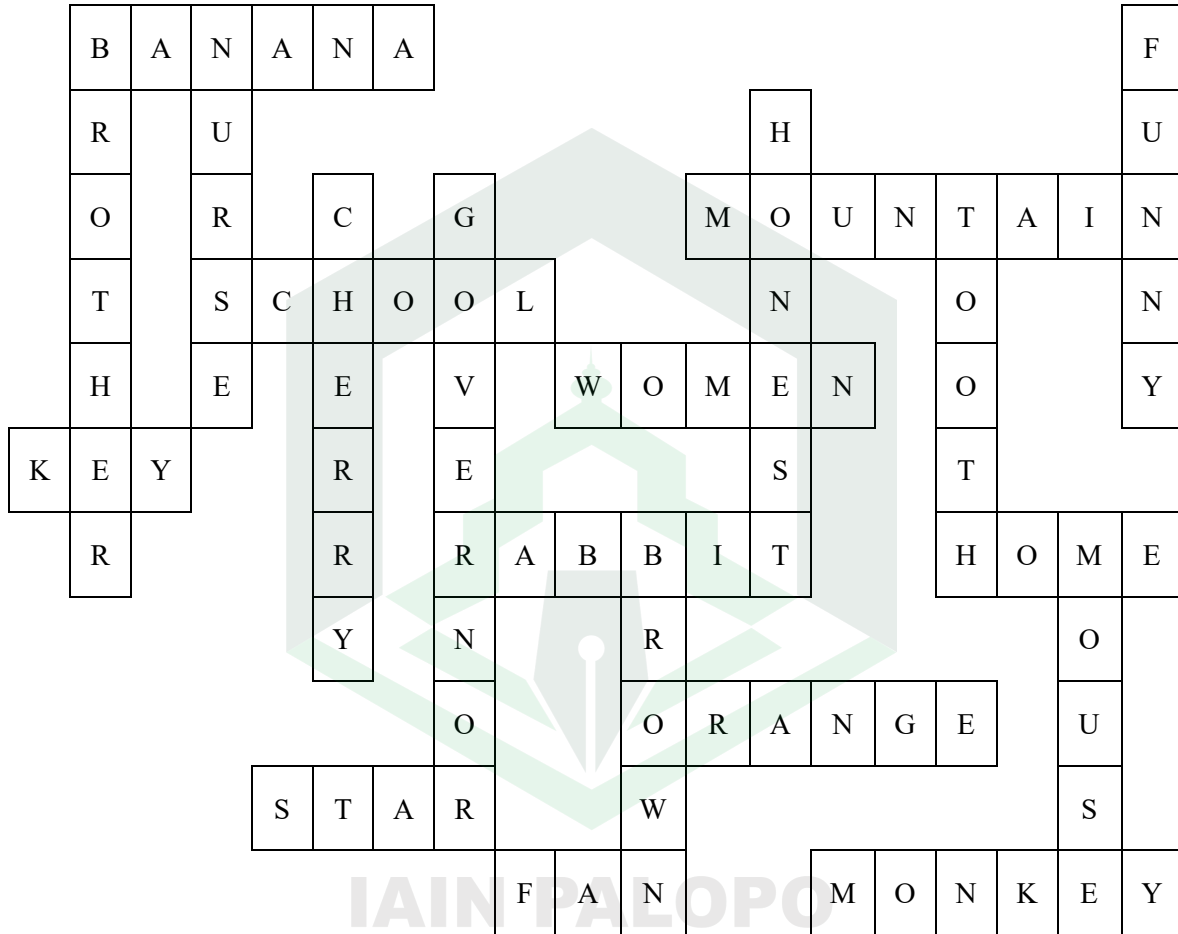
Guru Bidang Studi

Walenrang Februari 2014
Peneliti

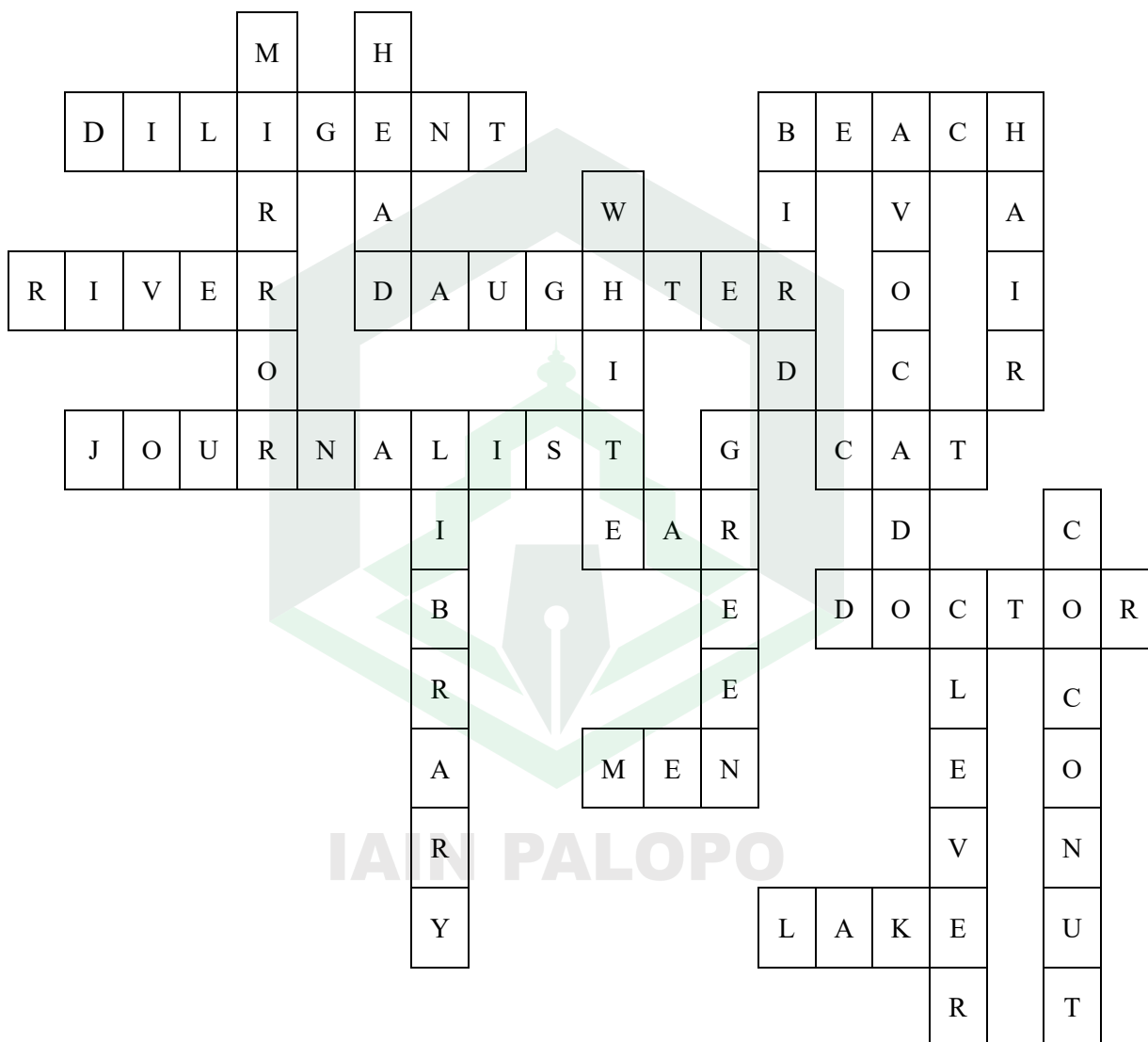
Mengetahui,
Kepala SMPN 1 Walenrang

Johasang, S.pd.

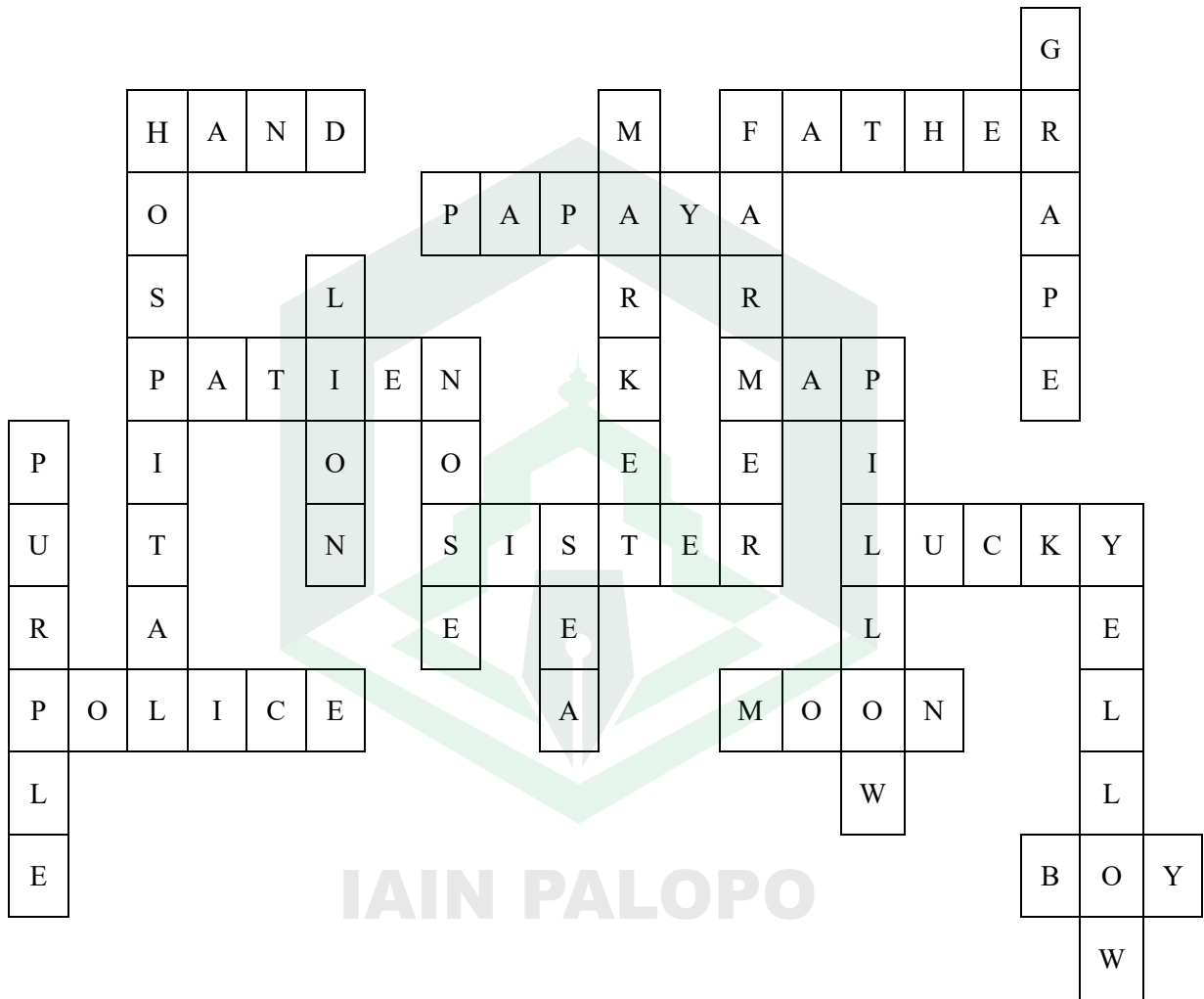
The fourth meeting.



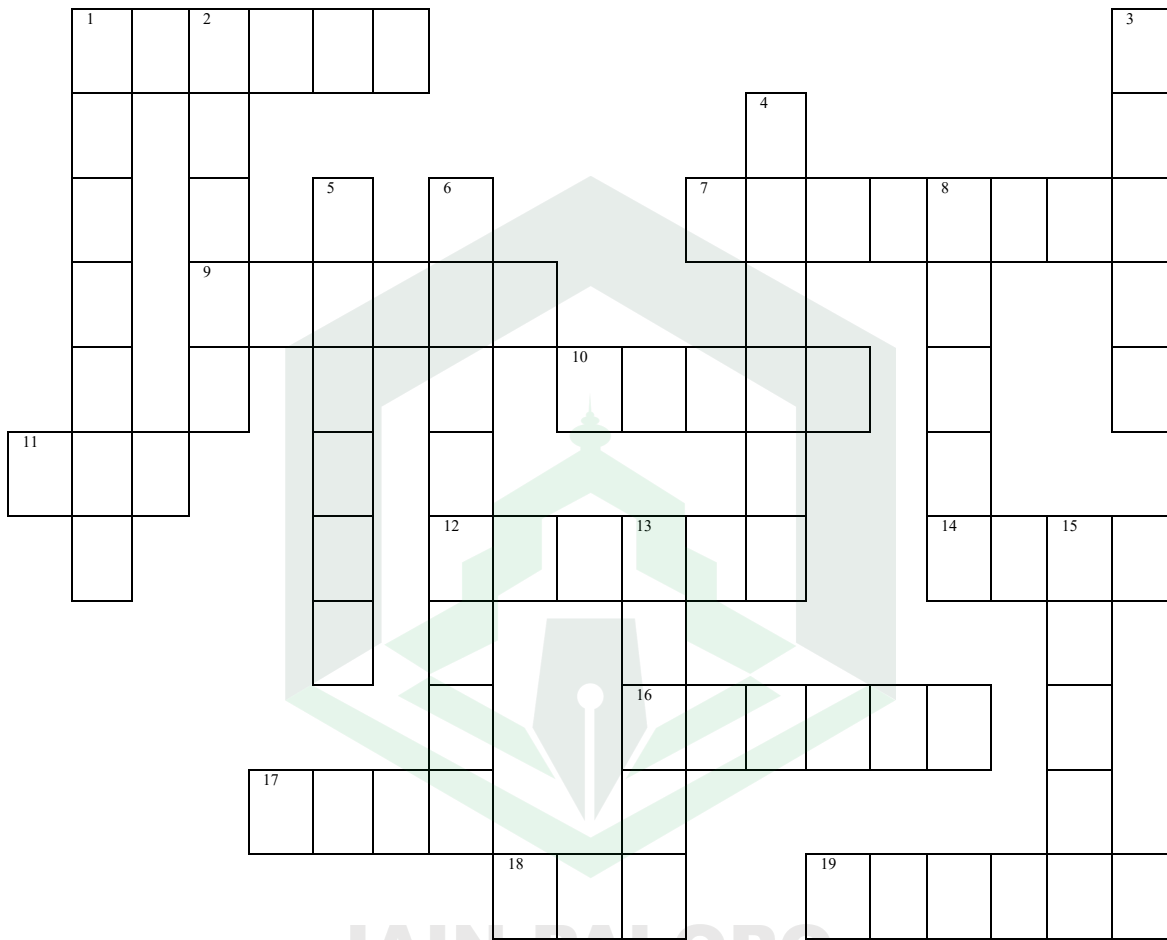
The third meeting.



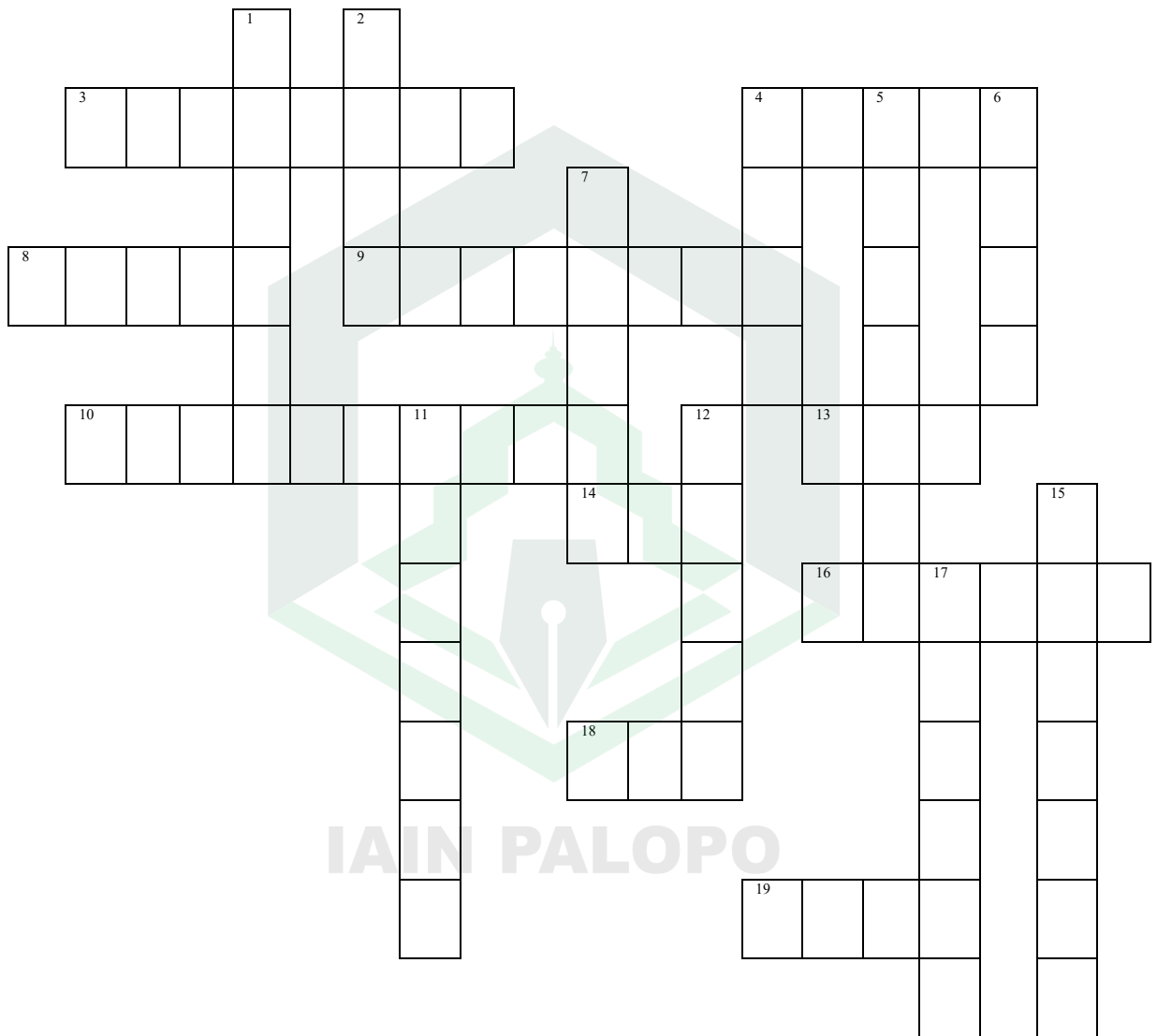
The second meeting.

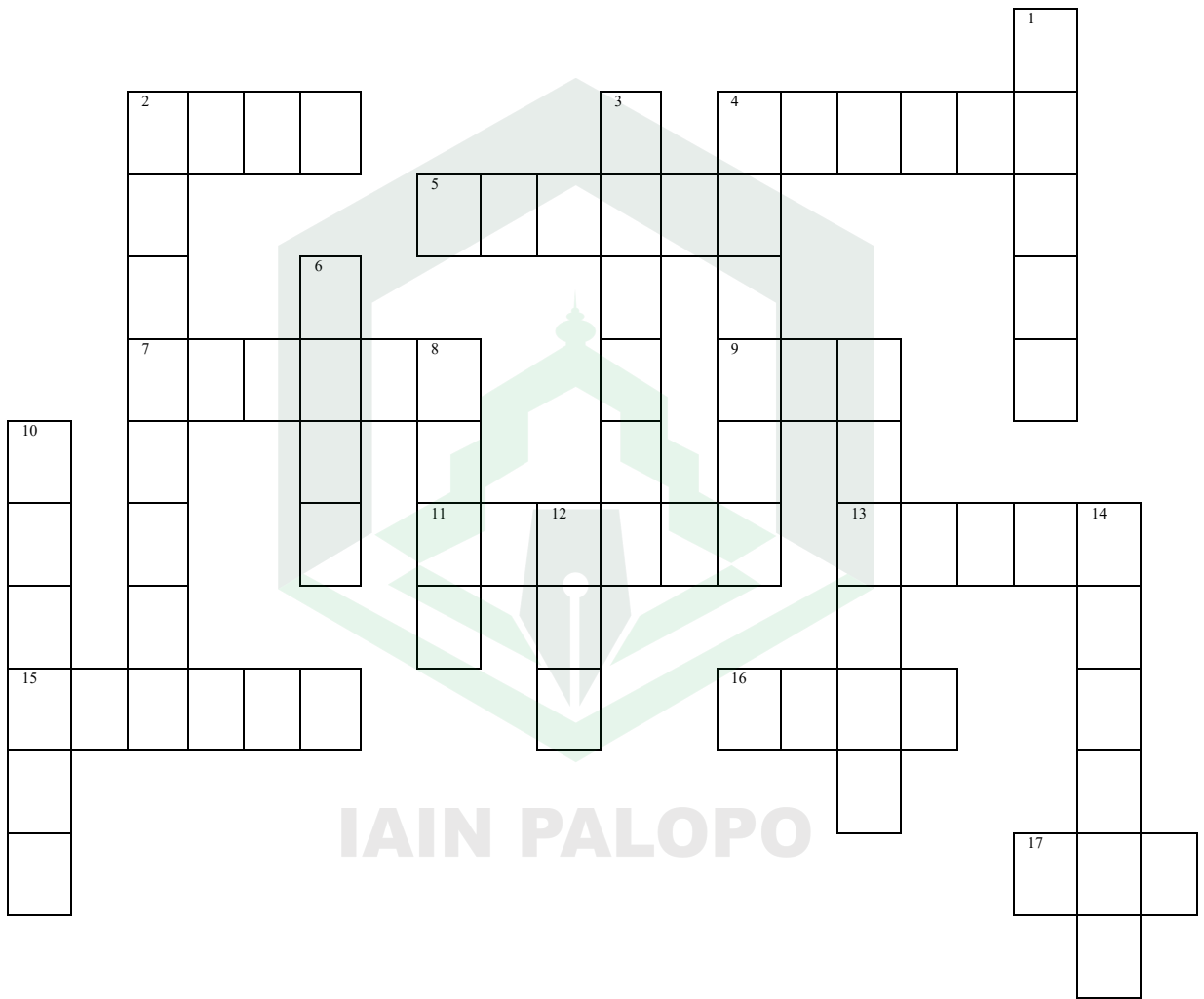


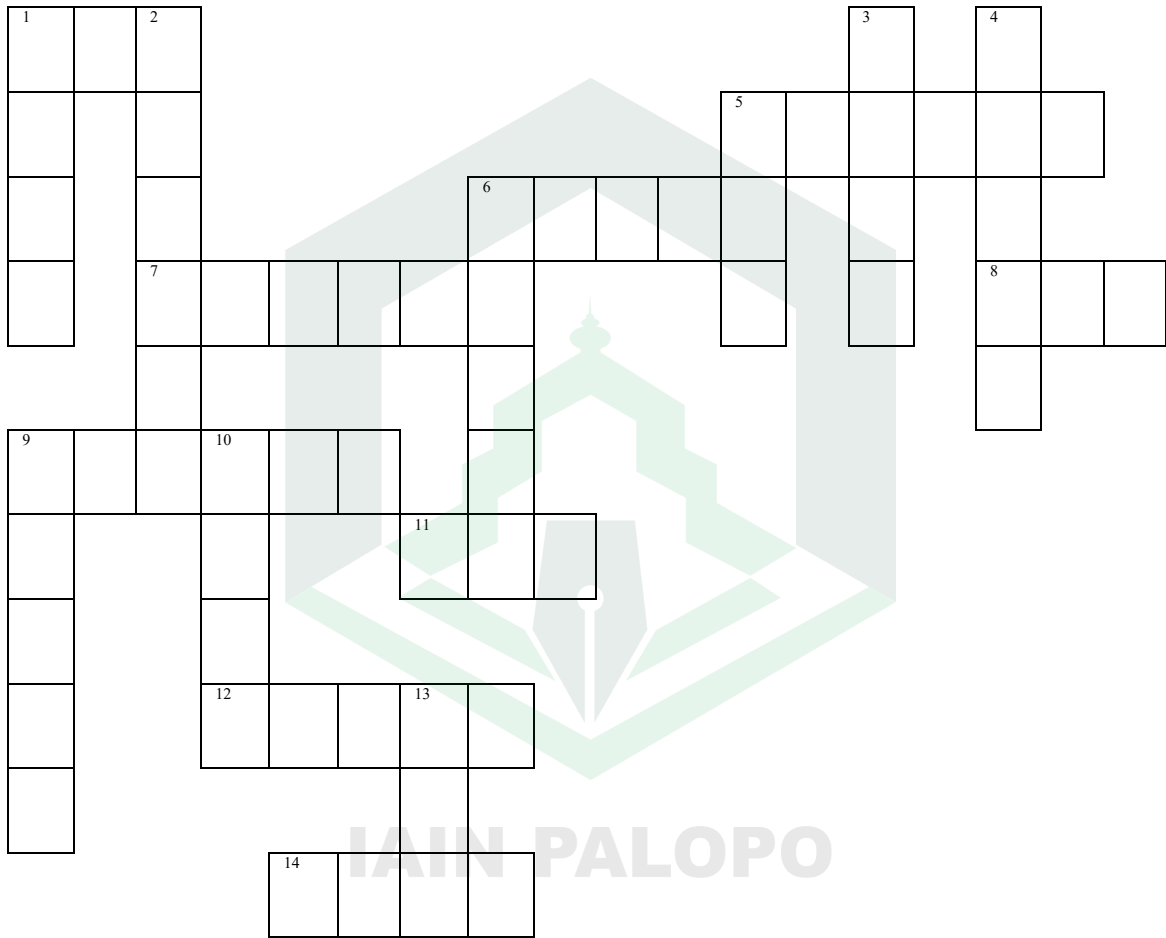
IAIN PALOPO



IAIN PALOPO







Menurun:

1. Buah yang berwarna merah, kecil, berbintik-bintik, rasanya kadang manis dan kadang juga kecut diawali huruf s dan diakhiri huruf y.
2. Badannya bercorak, memiliki taring, berkaki empat, dan kukunya tajam.
3. Sebuah tempat makan, berada dijumpai di sekola dan di kantor-kantor.
4. Berada di atas langit dan memiliki banyak warna.
6. Benda ini digunakan atau dimasukkan di jari tangan, kadang menjadi mahar pasangan pengantin.
7. Berada didalam tubuh seseorang, tanpa organ ini manusia takkan bisa hidup, berbunyi lup-dup lupdup.
8. Pasangan dari bapak/ayah.
10. Bentuk emosi yang membuat orang takut.
15. Seragam SMA, Putih.....?
17. Hewan yang berbunyi guk-guk...

Mendatar :

2. Orang yang mengajar di sekolah disebut...?
5. Sesuatu yang dihirup oleh manusia setiap hari.
7. Alat yang digunakan memukul paku.
9. kulitnya berwarna hijau belang-belang berbentuk belang seperti kepala, dagingnya berwarna merah, berbuji dan mengandung banyak air.
11. Anak perempuan yang masih belia.
12. Tempat persinggahan kendaraan untuk mengambil penumpang.
13. Bagian anggota tubuh yang digunakan untuk melihat.
14. Warna bendera Indonesia,dan putih???
16. Orang yang paling berpengaruh, atau orang yang nomor 1 di sekolah.
18. Kata dalam lirik lagu,aku.....pada semut merah.

Mendatar :

1. Makanan kesukaan monyet.
7. Selalu menjadi puncak tertinggi dan menjadi sasaran para pendaki.
9. Tempat yang didatangi pelajar untuk belajar.
10. Perempuan yang sudah dewasa.
11. Jika pintu terkunci, maka harus dibuka menggunakan...?
12. Hewan yang sangat menyukai wortel.
14. Tempat tinggal manusia pada umumnya.
16. Buah yang mengandung banyak vitamin C.
17. Bintik-bintik yang kecil dan terang di atas langit bila malam hari.
18. Alat penyejuk yang berputar.
19. Hewan yang sangat menyukai pisang.

Menurun :

1. Hubungan antara saudara yang memiliki jenis kelamin yang sama dengan bapaknya.
2. Petugas yang menjaga orang yang sakit di rumah sakit.
3. Emosi atau mimik yang membuat orang tertawa.
4. Tidak berbohong.
5. Buah yang selalu di petik di atas kue ulang tahun.
6. Pemegang kuasa di tingkat propinsi.
8. Berada di dalam mulut, berwarna putih dengan barisan yang rapih.
13. Gula merah dalam bahasa inggris, '.....sugar'
15. Musuh sekaligus makanan kucing.

Jawablah pertanyaan berikut dengan memberi tanda check list (√) Pada kolom sesuai dengan pendapat anda di bawah ini.

No	Pernyataan	Skala			
		SS	S	TS	STS
1	Belajar <i>kosa kata</i> sangat menarik dan mudah bila menggunakan <i>Crossword puzzle</i> .				
2	Metode yang dipakai mahasiswa penelitian dalam mengajar sangat bagus dalam meningkatkan <i>kosa kata</i> .				
3	Belajar <i>kosa kata</i> dengan menggunakan metode <i>Crossword puzzle game</i> lebih santai dan menyenangkan.				
4	Sebaiknya penggunaan <i>Crossword puzzle</i> digunakan oleh guru mengajar setiap hari.				
5	Setelah mengikuti pelajaran <i>kosa kata</i> melalui <i>Crossword puzzle</i> , <i>kosa kata</i> saya meningkat.				
6	Saya lebih tertarik belajar <i>kosa kata</i> menggunakan <i>Crossword puzzle</i> daripada cara yang lain.				
7	Setelah belajar dengan menggunakan <i>Crossword puzzle</i> saya lebih aktif di dalam kelas.				
8	Materi pelajaran yang menggunakan <i>Crossword puzzle</i> lebih mudah dimengerti daripada cara biasa.				
9	Dengan menggunakan <i>Crossword puzzle</i> saya dapat mengetahui banyak <i>kosa kata</i> .				
10	Motivasi saya belajar <i>kosa kata</i> lebih meningkat jika pelajaran menggunakan <i>Crossword puzzle</i> .				
	Jumlah skor	40	30	20	10
	Jumlah nilai				

Keterangan : SS : Sangat Setuju.
 S : Setuju.
 TS : Tidak Setuju.
 STS : Sangat TidakSetuju.

Mendatar :

1. Benda yang digunakan sebagai tempat alat tulis anak sekolah.
5. Profesi yang berkaitan dengan laut.
6. Warna rambut.
7. Pengendara mobil.
8. Yang terbit dipagi hari.
9. Salah satu buah yang sering di buat rujak.
11. Anggota tubuh yang digunakan untuk berjalan.
12. Busana perempuan.
14. Tempat penyimpanan uang.

Menurun:

1. Warna langit.
2. Sebidang tanah ditanami bunga atau sayur-sayuran.
3. Hewan peliharaan di dalam aquarium.
4. Hewan yang menjadi bagian dalam permainan catur.
5. Atap bumi.
6. Lawan kata dari takut.
9. Anggota tubuh yang digunakan untuk berbicara.
10. Persamaan dari kata bahagia.
13. Bagian dari keluarga.

Mendatar:

2. Indra peraba.
4. Suami dari ibu.
5. Buah yang dapat di jadikan menu sayur saat muda.
7. Menahan amarah.
9. Kertas yang bergambarkan benua, pulau-pulau atau daerah-daerah tertentu.
11. Lawan kata dari brother.
13. Lawan kata dari celaka.
15. Aparat penegak hukum yang bersenjata.
16. Berbentuk bulat, bersinar di malam hari.
17. Laki-laki yang belum dewasa.

Menurun:

1. Buah yang dapat beralkohol jika di fermentasikan.
2. Tempat perawatan orang sakit.
3. Pusat perbelanjaan.
4. Orang yang menggarap sawah.
6. Raja hutan.
8. Salah satu alat pernapasan.
10. Warna dari buah anggur.
12. Lawan kata dari darat.
14. Warna pisang ketika masak.

Mendatar:

3.pangkal pandai.
4. Salah satu tujuan tempat liburan.
8. Amazon merupakan nama dari sebuah..?
9. Perempuan yang belum dewasa.
10. Pencari informasi atau berita.
13. Hewan peliharaan yang memakan tikus.
14. Indra pendengar.
16. Profesi di bidang kesehatan.
18. Manusia yang berumur 17 tahun ke atas.
19. Toba merupakan nama dari sebuah...?

Menurun:

1. Benda yang dapat memantulkan cahaya.
2. Anggota tubuh bagian atas.
4. Hewan peliharaan dalam sangkar.
5. Buah yang sering di buat jadi jus.
6. Mahkota wanita.
7. Warna yang bermakna suci.
11. Tempat peminjaman buku.
12. Warna daun.
15. Buah yang mengandung santan.
17. Lawan kata dari bodoh.