

**STUDENT'S INTEREST TOWARD CROSSWORD
PUZZLE GAME IN LEARNING ENGLISH
AT SMP NEGERI 3 LAMASI**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of State College
for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd
Degree in English Education**

By

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

This Thesis entitled “**Student’s Interest toward Crossword Puzzle Game in Learning English at SMPN 3 Lamasi**” which is written by PURNAWANTO, REG. NUM. 08.16.3.0130, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Wednesday, May 22nd 2013, it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, MAY 22nd 2013
12 RAJAB 1434 H

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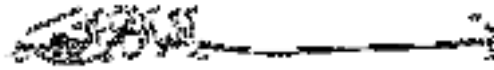
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In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet MUHAMMAD SAW., safety and peace be upon him. Alhamdulillah the writer expresses his gratitude to the almighty God (ALLAH) that has been given his guidance, inspiration and good health. So that, the writer could finish the thesis on the title “Student’s interest toward crossword puzzle game in learning english at SMPN 3 Lamasi”.

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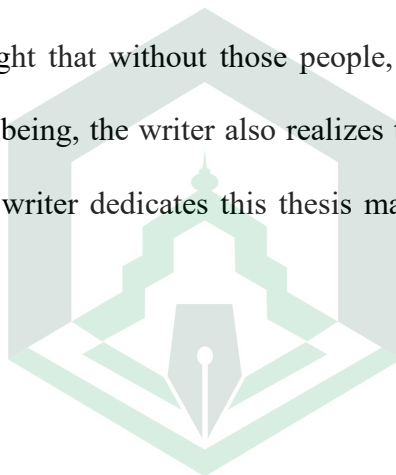
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6 The writer's special thanks to his beloved parents (Lusen) and (Lere) and my sister (Risa), my elder brother (Haeruddin and Rusly), and all of my family, for their loving, praying, support, and sacrifices. When the writer was studying at the English Program of Tarbiyah Department of STAIN Palopo.

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8 All of the writers' friends who have helped and given motivation that this thesis finished although in a simple form.

The writer thought that without those people, this thesis would never been finished, and as human being, the writer also realizes that this thesis is still far from perfection. Finally, the writer dedicates this thesis may ALLAH SWT, bless them. Amin.



IAIN PALOPO

Palopo, May 18th 2013

The Writer

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ABSTRACT

Purnawanto, 2013. "Student's Interest toward Crossword Puzzle Game in Learning English at SMPN 3 Lamasi." Thesis, English Study Program Educational Department in the State College for Islamic Studies (STAIN) Palopo. Consultants: Dr. Masruddin S.,M.Hum., and Amalia Yahya, S.E., M.Hum.

Key Words :Student's Interest, Crossword Puzzle Game, Noun.

This thesis is about Student's Interest toward Crossword Puzzle Game in Learning English at SMPN 3 Lamasi. The objective of this research is to find out Student's interest by Crossword Puzzle Game in Learning English at SMPN 3 Lamasi.

This thesis applied on descriptive research method. The writer used random sampling technique. The instrument collects data of the research by questionnaire is consisted of some questions or related to the students' interest towards crossword puzzle game as media in English classroom. Then the writer analyzed data is utilized in this research is quantitative. The data is gotten will have a quantitative characteristic and point out quality or something situation. The kind of this data will be changed and analyzed by use of Percentage Formula. So getting data to be determined by the interest of game's method as a media on processes teaching and learning on vocabulary by crossword puzzle game at SMPN 3 Lamasi

Based on the findings from the questionnaire, in general, it can be seen that Crossword Puzzle Game show the positive to the learning and teaching English process at SMPN 3 Lamasi. The students believe that the use of Crossword Puzzle Game give significant contribution for their motivation because the result of this research show that using crossword puzzle game in learning English at SMPN 3 Lamasi has the percentage rate at 99,1% of analysis data. The students' interest towards the use of Crossword Puzzle Game is very positive. In learning process an English Teacher should be more creative in giving an appropriate method and strategy to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to be fun. One of ways is by using media of game.

CAPTER I

INTRODUCTION

A. Background

Learning a foreign language is a hard work, the effort required at all times and shall be maintained for a long period of time. Learning a language is a difficult task which can sometimes be frustrating. Constant effort required to understand, produce and manipulate the target language as a foreign language, especially English language that have been present for decades in the world of education in Indonesia, ranging from primary school level to the level of high school or in college, not only formal education but the English language has been long present also in non-formal education like english courses.

Based on the reality in Indonesia that thousands of people who want to know or master of English use two ways namely formal and non-formal education. One factor which led to lack of success in learning English was a factor in presenting method by a teacher or educator, where, methods this day just running around on the method of monotonous like a lecturing method. It is also required to understand the condition, character, and the needs of students as well as teaching creative proses, so that the material taught in assimilated and easily to understand without spending a lot of time. The process of learning English especially in the process of learning

vocabulary through games is one way or effective and attractive method which can be applied in any classroom.

There is a common perception that all of learning should be serious and respectful in nature, and that if someone is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn the language and enjoy yourself at the same time. One of the best ways to do this is through games¹.

In an effort to supplement lesson plans in the classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as students benefit in many ways. These benefits range from cognitive aspects of language learning to be more cooperative group dynamics. The game has proven to have advantages and effectiveness in learning vocabulary in a variety of ways. First, the game brings relaxation and fun for the students, helping them learn and retain new words more easily. Second, games usually involve friendly competition and participant-learners remain interested. This creates motivation for English learners to engage and actively participate in learning activities. Third, vocabulary games bring real world context in to the classroom, and enhance students' English language communicative flexible manner².

¹M. Martha Lengeling and Casey Malarcher 'Forum' Vol. 35 No 4, October - December 1997 Page 42. Online. <http://www.teflgames.com/why.html>. (Acces on Desember 04 2012)

² <http://www.teflgames.com/why.html>. (Accessed on Desember 05 2012)

Based on curriculum of SMPN 3 Lamasi specially the seventh grade, in basic competence about vocabulary show that teaching vocabulary just giving the words to translate, and the fact that learning process make the students bored.

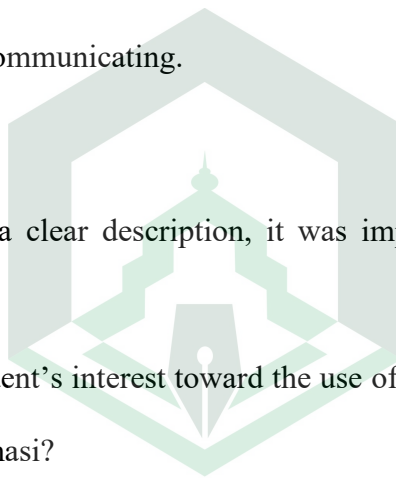
This fact may be important to look for alternative solutions. For that reason, the writer want to conduct a research under the titled "Students' Interest toward Crosswords Puzzle Game in learning English at SMPN 3 Lamasi"

In another paper that was be one of the considerations for English language teachers to make their lessons interesting. This study aims to prove one important method that was rarely used by English teachers. Alternative solution method was a "game" because it was through language games English students not only enjoy the game but also fills a relaxing, fun, then, student motivation develops step by step to achieve a tendency of communicating.

B. Problem Statement

In order to get a clear description, it was important to determine problem statement, as follows:

How is the Student's interest toward the use of Crossword Puzzle in learning English at SMPN 3 Lamasi?



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C. Objective of the Research

This research is aimed to find out the students' interest in learning English vocabulary through Crosswords Puzzle game at SMPN 3 Lamasi.

D. Significances of the Research

1. This research is expected to be useful for both teachers and students in increasing student's vocabulary after being applied game.

2. This research is expected to be valuable references to change students in order to increase the students' vocabulary in learning English.

E. Scope of the Research

Game as media in teaching and learning English to increase the students' interest at SMPN 3 Lamasi. This research is focused on the students' interest towards the use of Crossword Puzzle Game and focused on learning vocabulary for seventh year students at SMPN 3 Lamasi. But in this case to teach vocabulary the writer just choose vocabulary especially noun (animals and fruits)



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CAPTER II

REVIEW OF LITERATURE

A. Previous of Studies

In writing this thesis, the researcher find some researcher which closely related to this research, those researches are:

Ghada Sari observed a research the title “using games for teaching vocabulary” She concluded that learning vocabulary through games is one effective and interesting way that can be applied in any classroom, in his research he suggested that games are used not only for fun but more, importantly for useful presenting, practice and review of vocabulary learner’s communicative competence¹.

Hairum, in his thessis under the title: The interest of Student in learnig Vocabulary Through Open Area at SDN 364 Labokke Puti. Stated that in compliance with the questioneir wich was given to the students, it was found that the student mostly agree with ten statements available in the questioneir. It means that the attitude of the students toward Open Area Program was Positive. The result of data analysis and the findings in the aplicatipon of his researce indicated that there was a significant student’ vocabulary through open area program and the student’s interest toward open area program is positive².

¹ Ghada Sari Prepared “Using Games For Teaching Vocabulary “The internet Available Online, accessed on 15th May 2012.

² Hairum “The Interest of Student in Learning Vocabulary Through Open Area at SDN 364 Labokke Puty, , a Thessis s.I., (Palopo: STAIN Palopo 2009). p. 47

all these researches have similarities and differences.

The similarities were using games for teaching the students' vocabularies. And differences were all researcher using different games in their research. In this research the researcher using Crossword Puzzle game for teaching vocabularies and knowing the student's interest in learning by games specially crossword puzzle game, it can stimulate students to practice new words directly, by using Crosswords Puzzle Game because more fun and interesting for students.

B. Some Pertinent Ideas

1. Interest

Terminologically, the world interest refers to the positive response or attitude toward something the people like, enjoy, and appreciate which make them having a desire to do. Attempts to define interest are numerous, and a great variety of definitions have been developed, here are only a few of them.

As Dechant's note that interest are positive of attraction toward objects or events. Interest is a set of attending, the tendency to give selective attention to something. Interest arises thorough the interaction of basic needs and the means used to satisfied them.³

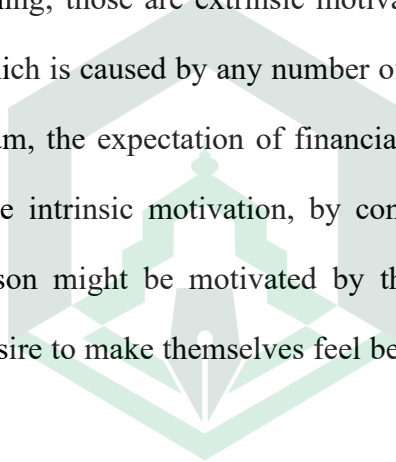
Many experts set about the concept of interest. Interest is consciousness of someone, interest must be seen consciously. Interest is a mentally condition of someone that produce a response to particularly situation and object that give pleasures as satisfaction. Good states that the interest is a subjective attitude concern

³Dechant, *Learner Interest*, Canada: Longman, 1982 p.90.

on condition involving a perception or idea in attention and combination of intellectual and feeling consciousness. Interest also refers to the kind of things we are appreciating and enjoy.⁴

Nasution states that interest is something very necessary for someone in doing better activities. As a psychological aspect, interest can influence not only the behavior of someone, but more than that motivate someone to do activities and affect to attention for him/her self tied at one particular activity. It can be stated that interest has very strong influence on someone to change the behavior leaving for behind with his profession or hobby of becoming matter take of fancy as the profession.⁵

According to Harmer, there are two factors affect students' motivation as well as their interest in learning; those are extrinsic motivation and intrinsic motivation. Extrinsic motivation which is caused by any number of outside factors, for examples the need to pass an exam, the expectation of financial reward, or the possibility of future travel, etc. While intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better, in this case correspond to student's factor.⁶



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⁴Good, *Attitude and Interest*, Canada: Longman, 1995, p.295.

⁵ Setia, *perilaku dan ketertarikan*, Yogyakarta: Pustaka Setia, 2006. p.31

⁶ Harmer, Jeremy, *The Practice of English Language Teaching*, London : Longman Group, 1991, p.90.

Oxford advanced learner's dictionary define that interest is to make somebody give their attention to something or be concerned about something⁷. Reading interest is the result of personal instruction between the individual and the reading material. There are important moments in the development of an individual when a certain book text value and appeal.

Anas stated that a good English Teaching program must create a desire to read and help the individual to find pleasure moment in the reaction of reading.⁸ In this case the teacher has an important role to guide the learners because reading for and achievement in reading or also dependent upon the learners' motivation readiness, and poor reading or reading future may be caused by lack of interest. To achieve in reading, the learners must want to learn. Teacher must know how to get the readers interested in reading and they must also be concerned with type and readability of reading materials that will encourage extensive readings and that will raise the learner's general level of reading interest.

2. Vocabulary

a. Concept of vocabulary

Vocabulary as one of emlemnts of language is important to study. Without having enough vocabulary, the ability to communicate and confex our needs could not be estsbilished. Acording to Wilga M.Rivers: “ it would be imposible to learn a language without vocabulary or words. Vocabulary is a main part in a sentence, and

⁷ Oxford Learner's Pocket Dictionary, New Edition, 1995 p.402

⁸ Anas. *Students Interest*. Gramedia: Jakarta, 2008, p.30

there fore required to be mastered. We can not organize our idea in a sentence without words.⁹

b. Defenition of vocabulary

1) According to Webster's Ninth Collegiate Dictionary, Vocabulary are:

- a) A list or collection of words and phrase usually alphabetically arranged and explained or defined.
- b) A sum or stock of words employed by a language group individual or work or in a field of knowledge.
- c) A list or collection of terms or codes available for use.

2) There are some experts who give definition of vocabulary, Evelyn Hatch and Cheryl Brown define vocabulary as a list or set of words for a particular language or a list or set of word that individual speaker of language might use. Furthermore Webster Dictionary noted that, vocabulary is "A list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc."

3) While according to Roget, vocabulary is An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb.

4) All the word of Language.

5) Specialized expression indigenous to a particular fields, subject, trade or subculture.¹⁰

⁹ Wilga.M.Rivers, *Teacing foreign language skill*, (second ed : london The university of chicago press), 1981, p.462

In English dictionary, John M. Echols and Hassan Shadily stated that vocabulary means that all of the words in the world which registered.¹¹

c. Kinds of vocabulary

There are two kinds of vocabulary, namely:

- 1) Active vocabulary, the word we can customarily use in speaking.
- 2) Reserve vocabulary, the words we know but we rarely use them in ordinary speech. We use them in writing a letter, when we have time to consider or when we are searching for a synonym.

Harmer classifies active vocabulary refers towards which students would recognize when they meet them but they will probably not to be produced.

d. Types of Vocabulary

There are four types of vocabulary, those are :

- 1) Active speaking of vocabulary is words that the speakers are to use in speaking.
- 2) Passive listening vocabulary, words that the listener recognizes but cannot necessarily produce when speaking.
- 3) Passive reading vocabulary refers to words that a reader recognizes would not necessarily be able to produce.
- 4) Active writing vocabulary, words that a writer is able to use in writing.¹²

¹⁰<http://05128800.blogspot.com/2011/06/definition-of-vocabulary.html>. (Accessed on September 13 2012)

¹¹Jhon M. Echols & Hassan Shadily, *Kamus Inggris-Indonesia*, (Jakarta;PT. Gramedia Pustaka Utama, 1997), p. 631

e. The important of learning vocabulary

Learning a language means learning the words of the language because words are the vital organ in a language. Through vocabularies we can express feeling and meaning. Harmer said that if you want to describe how you feel at this moment you have to be able to find a word which reflects the complexity of your feeling. Goodman and Moran states that vocabulary is basic part of reading comprehension. It means that we are going to have trouble to understand the text if we don't know most words in the text.

Vocabulary is very important things because it can be seen of the use of some creativeness, a language user's knowledge of words and the system of techniques or symbols serving of the means of expression. A vocabulary usually grows and evolves with age, and serves as useful and fundamental means of communication and acquiring knowledge.

Mastering vocabulary is important for the student who learns English as a foreign language, that is why every body who learns English or a certain language should know the words. The mastering vocabulary can support them speaking and communicating people writing and translating at all.

f. How to learn vocabulary

Learning vocabulary is very important part of learning a language. The teacher should know which words are important to learn because many words are not useful to the student.

¹²Kenji Kitao and S. Kathleen Kitao, *Testing Vocabulary*. Online: <http://www.mifi.gov/partnershipforreading/publishings/readingfirstvocab.html>. 2000. (Accessed on September 10 2012)

Some technique in improving student's vocabulary, namely:

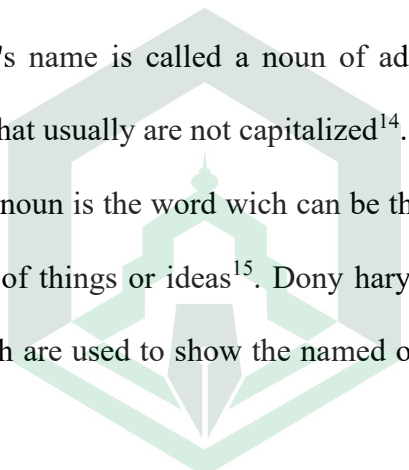
- 1) Showing some picture (cartoon picture, comic)
- 2) Creating some word
- 3) Singing a song¹³

3. *Noun*

a. Definition and form of noun

A noun is the name of a person, place, thing, or idea. Whatever exists, we assume, can be named, and that name is a noun. A proper noun, which names a specific person, place, or thing (Carlos, Queen Marguerite, Middle East, Jerusalem, Malaysia, Presbyterianism, God, Spanish, Buddhism, the Republican Party), is almost always capitalized. A proper noun used as an addressed person's name is called a noun of address. Common nouns name everything else, things that usually are not capitalized¹⁴.

Pora state that “ noun is the word wich can be the named of people, the name of place, and the name of things or ideas¹⁵. Dony haryanto and Rudi haryanto stste that “ noun is word wich are used to show the named of people, places, or the name of things”¹⁶



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¹³Muhammad syahrullah, *Devoloping The English Vocabulary Of The Second Years Students Of MTS Batusitanduk Through English Songs*, a Thessis s.I., (Palopo: STAIN Palopo 2007). p. 14

¹⁴<http://grammar.ccc.commnet.edu/grammar/nouns.htm>. (Accessed on December13 2012)

¹⁵Sadariyahwati, *Teacing Vocabulary Through Audio Lingual Method to Seventh Years Student of MTS. SA Datok Sulaeman*, a Thessis s.I., (Palopo : STAIN Palopo 2011)

¹⁶Dony haryanto and Rudi haryanto, *English Grammer : for General Aplication*, (Surabaya: Gita Media press, 2003),p.28

b. Kinds of noun

There are seven types of nouns in the English language. A noun is defined as the name of a person, place or thing. For this process of naming, we must make use of many different noun types in order to abide by the rules of English grammar. There are 10 different types of nouns in the English language that we use to convey the meaning of a name:

1) Common Nouns

2) Common nouns refer to a general class of person, place or thing.

For example: boy, forest and rock--these words refer to a category of noun, rather than to the special title of a specific noun.

3) Proper Nouns

Proper nouns are names that refer specifically to the identity of certain special nouns. Proper nouns include the names of people (Jonathan), geographical names (Australia), brand names (Kleenex), institutional names (Bank of America) as well as titles of film, literature and artwork (Deer Hunter). Proper nouns are always capitalized.

4) Collective Nouns

A collective noun refers to a group or collection of nouns with one word. Consider for example the first word in each of the following phrases: flock of geese, pack of cigarettes, crowd of people, and bundle of sticks.

5) Abstract Nouns

Abstract nouns refer to concepts that we objectify in thought and speech but have no material form. Examples of abstract nouns include hope, desire, fear and

anguish. These nouns are unique, for we may treat them as objects in a sentence, yet they do not exist as objects in the physical realm, as do other nouns.

6) Compound Nouns

Compound nouns are nouns that consist of two or more words combined. Some compound nouns are hyphenated (jack-in-the-box); others consist of separate words (board of trustees); and some compound nouns are two or more words combined without a hyphen (manslaughter).

7) Count Nouns

Count nouns are nouns that may be counted in numbers; for example, two eggs, three trucks, four birds. To express plurality, we may add an "s" to the end of the word; in some cases we must add "es": bushes, rushes, brushes.

8) Mass Nouns

Mass nouns, also called non-count nouns, are nouns that may not be counted, such as milk, water and sunlight. These nouns may be quantified by certain constants (jar of milk, rays of sunlight), but we may not number them in the standard plural fashion (three milks, two sunlights)¹⁷.

9) Forms of noun

Nouns can be in the subjective, possessive, and objective case. The word *case* defines the role of the noun in the sentence. Is it a subject, an object, or does it show possession?

a) The English professor [subject] is tall.

¹⁷http://www.ehow.com/list_6520007_seven-kinds-nouns.html. (Accessed on Decembe 13 2012)

- b) He chose the English professor [object].
- c) The English professor's [possessive] car is green.

Nouns in the subject and object role are identical in form; nouns that show the possessive, however, take a different form. Usually an apostrophe is added followed by the letter *s* (except for plurals, which take the plural "-s" ending first, and then add the apostrophe). See the section on Possessives for help with possessive forms. There is also a table outlining the cases of nouns and pronouns.

Almost all nouns change form when they become plural, usually with the simple addition of an *-s* or *-es*. Unfortunately, it's not always that easy, and a separate section on Plurals offers advice on the formation of plural noun forms¹⁸

10) Function of noun

a) noun functioning as an adjective

- The water pump is broken.

The word water is a noun, but in this application it functions as an adjective that describes the kind of pump.

b) Noun function in gasanadverb.

- I walked home.

The word home is a noun, but in this application it functions as an adverb that defines where walked.

¹⁸<http://grammar.ccc.commnet.edu/grammar/nouns.htm>. (Acces on 132012)

Noun description:

class : proper noun, or common noun

number : singular, or plural

gender : feminine, or masculine, or neuter

case : nominative, or objective, or possessive

syntax : grammatical relationship of the noun to other words in the sentence¹⁹.

4. Crossword Puzzle Game as a Learning Media.

Learning can be done anywhere and at any time and not always contact with by the concrete things, both in concept and in fact. Learning in reality often come into contact with things that are complex, and are behind the virtual reality.

Therefore the media has a significant role in explaining things that are abstract and show things that are hidden. Learning often occurs in obscurity or complexity of teaching materials that can be helped by a media as an intermediary.

Sometimes the role of the media may represent a lack of teachers in delivering or communicating subject matter to teachers. But sometimes the media does not fully to support the role of teaching process because it is not use consistent with the purpose of teaching. Therefore the aim of teaching should be used as a basis or reference for using the media. If it is ignored then the media is no longer a teaching tool but as an obstacle to the achievement of objectives, effectively and efficiently. Media are important in the teaching process but can not shift the role of the teacher in the classroom, because the media is only a tool to facilitate teachers in

¹⁹<http://www.iscribe.org/english/noun.html>. (Acces on December 13 2012)

the teaching function. Currently there are still many problems that arise in the learning activities at school. Learners less interested in the subject, students tend to be passive participants in the learning process, learners get bored to learn and so on. That is caused the learning process in generally does not use the media, teachers usually use the lecturing method so that only teacher alone is active, whereas the learner is passive before time is up, learning media today are very diverse kind in the market. Educators can easily to get it. However, given the cost of the media get not learning a little, so that the schools are disadvantaged category, may not have been able to take advantage of the media.

So that, teachers are required to create a more creative and find media that is cheaper category. But on the other hand, many teachers believe that learning media is not very important in the learning process. They think that learning media is a matter of wasting time and energy at all. Therefore, they think that is important for teachers to teach and explain the class correctly. That's the opinion of teachers who do not want to bother setting up learning media.²⁰

The Teacher to teach more creatively so as not boring. Therefore, Teachers are demanded of new methods and techniques in teaching. Actually, if we can think creatively, anything that we find around and can be used as a medium of learning and do not have to be expensive. Teachers can use games as a me

diator tool of learning for example, today we discussed about a mediator tool of learning namely Crossword puzzle game. Words of Crossword Puzzle Game

²⁰ <http://erlinna.wordpress.com/2011/05/20/teka-teki-sebagai-mediapembelajaran/> (Accessed on may 6 2013)

probably not more stranger to us for remembering all the history of the cross word puzzle game on described above.

Crossword puzzle is a game and a way of the game to fill the empty spaces shaped box with the letters to form a word that fits instruction. Besides filling a crossword puzzle game or commonly called the TTS is really very excite, besides it also useful to remember popular vocabulary, but it is also useful for our knowledge of a general nature in a relaxed way. Fill in a crossword puzzle game makes us think to look for answers. And if it does not find the answer then hit the curious feelings and find ways to solve it. Usually people do crossword puzzles on relaxed state and crossword puzzle game to fix spare time.

The characteristics of crossword puzzle game that relax and more dominant to the similarities and differences in words, so it is very appropriate, for example that is used as a means of students to exercise in the class, that is given by a teacher who is not only a monotonous to the questions. Crossword puzzle game will be created the learning of the media by the learners, talk about the characteristics of the game is easy and fun, it is expected to make easier the learning process. Beside that, the characteristics of learners who are generally happy to be invited to play. The method of Crossword puzzle game as a learning media the first, teachers demonstrate the Crossword puzzle game for learners in the classroom, and then tell about the way of the game. Before the Teachers demonstrate about the game, Teachers make Crossword puzzle game appropriate the materials to be taught. for example, we can take the example of history lessons in the senior high school and sub chapters to be

discussed the kingdoms in Indonesia. After the materials are prepared, the teachers make a brief question and answer. such as kinds of synonyms, antonyms, or acronyms, and so forth. Then the teacher makes the empty spaces or boxes to fill in the appropriate letters it is consist of horizontal space and decreases.²¹

a. Crossword Puzzles Game

In Indonesian language, Crossword Puzzles are Teka-teki silang (TTS). TTS provides a number of questions, questions or words / phrases as keys to fill a series of empty boxes are designed in such a way.

General description of the Crossword Puzzle game is a game with rectangular tempelate consisting of colores squares in black and white, and two features lanes (collection box shaped one row and multiple columns) and decreased (collection box one column and multiple rows).²²

Puzzles can also be interpreted as a game where we had to fill the empty spaces shaped white box with the letters that form a word based on clues or questions posed. Instructions are usually divided into categories depending on the position of the horizontal and down words that must be filled, as expressed by Collins, Crossword Puzzle is a puzzle in roomates words corresponding to numbered clues are to be found and written in to squares in the puzzle. Crossword puzzle is a puzzle where the words are found by matching the appropriate number and instructions written into the boxes.

²¹ *Ibid.p*

²²Munir Rinaldi, <http://www.cse.ohio.html>. (Accessed on March 11 2013)

Another opinion about Crossword Puzzle or Puzzle Cross or abbreviated a TTS is a game where we had to fill the empty spaces (white square) with the letters that form a word based on the instructions given. Usual instructions for all the categories of landscape and decreases depending on the position of words that must be filled.²³

According to Zaini et al, states that the puzzle can be used as an excellent learning and fun without losing the essence of the ongoing learning, even learning may involve active participation of students from the beginning.

Measures Crossword Puzzle Game by Silberman, among others:²⁴

- 1) The first step is to devote ideas (brainstorming) some terms or key names related to the lesson you have completed studies
- 2) Prepare a simple crossword puzzle, which included items as you can.
- 3) Make examples of cross items, use among a variety of the following:
 - a) Short Definition ("test used to determine reliability")
 - b) In accordance with item category ("type gas")
 - c) Sample ("phrase a pleasant peace" is an example for this)
 - d) The opposite ("opponents of democracy")
 - e) Share the puzzle to students in groups or individual
 - f) Enter the word that correspondent with long box provided that an ongoing basis until all the boxes filled

²³http://id.wikipedia.org/wiki/Teka-teki_cross. (Accessed on March 11 2013)

²⁴ *Ibid.*

- g) Rules charging these words relate to the number of characters in the charging equation of words into a puzzle box
- h) Fill in the puzzle horizontally or decrease
- i) Set a time limit.
- j) Give gifts to individuals or groups whose work most quickly and correctly.

b. Puzzle Games

Puzzle Games to Enhance Student Understanding general, puzzle games will provide good benefits for students, as well as the functions of various media outside of school for students as additives certainly not knowledge that they can be in school. Therefore, teachers must have knowledge and understanding of the media enough, include below: ²⁵

- a. The media is a of communication for a more effective learning.
- b. The function of the media is appropriate
- c. to be achieved
- d. the ins and outs of the process of education
- e. The relationship between the methods of learning and education
- f. The value and the benefits of teaching
- g. The selection and use of appropriate media

Indonesian puzzles interpreted as guesses. Guess is a problem or "enigma" is provided as entertainment, which is usually written, or performed. Many guesses rooted in mathematical and logistical problems seriously (see the packing problem

²⁵Syukron Sahara, *Penggunaan media Games*, <http://syukronsahara.blogspot.com/2011/05/penggunaan-media-games-puzzle.html>. (Accessed on March 21 2013)

and guess the tour). Others, such as chess problems, taken from the game board. Others again are made only as a test or temptation brain. Lessons guess officially called enigmatologi.²⁶

Puzzle games is a form of game that challenges students' creativity and retention due to the emergence of a deeper motivation to always try to solve the problem, but still enjoyable because it could in repeatedly. The challenge in this game will always provide addictive effect to try, and keep trying until successful.

Play can provide opportunities for Student to think and act imaginatively and fanciful closely associated with the development of Student's creativity. The independence of student will give more student the ability to develop his thoughts get the pleasure and triumph of form of the game. Ambition to win the game will give a Student the optimization of motion and effort, so it will be a fair competition and a variety of Students.

Based on the standards set forth above, then the learning process is done between learners with educators should have to abandon the medias and conventional models so as to achieve the learning objectives effectively and efficiently.

According Adenan stated that "puzzles and games are material to motivate themselves in a real and a powerful allure. Puzzles and games to motivate yourself because it offers a challenge that can be generally implemented successfully ". Meanwhile, according to Hadfield , puzzles are questions or problems that are difficult to understand or answer ". Tarigan states that 'in general and the students

²⁶<http://www.wikipedia.org.html>. (Acces on December 13 2012)

love the games or they can understand and practice how to use word, puzzle, Crosswords puzzles, anagrams and palindron.²⁷

Here are a few types of puzzles that can be used to improve the ability to understand the vocabulary:

1) Spelling puzzle, the puzzle consisting of pictures and letters to random matchmaking be correct vocabulary.

2) Jigsaw puzzle, the puzzle in the form of a few questions to answer and then the answer is taken from the first letters to be assembled into a word that is the answer to the last question.

3) The thing puzzle, the puzzle in the form of descriptions of sentences related to pictures of objects to be paired.

4) The letter (s) readiness puzzle, the puzzle in the form of pictures along with letters of the name of the picture, but the letter was not yet complete.

5) Crosswords puzzle, the puzzle in the form of questions to be answered by entering the answers into the boxes provided both horizontally and vertically.

Some of the benefits of playing puzzle for Students, among others:²⁸

6) Improve Cognitive Skills, Cognitive skills (cognitive skills) associated with the ability to learn and solve problems. Puzzle is a game that appeals to toddlers because toddlers basically like drawing shapes and colors.

²⁷Syukron Sahara, *Op.Cit*

²⁸<http://duniaanakcerdas.com/puzzle-2.html>.(Accessed on March 11 2013)

By playing puzzle Student will try to solve the puzzle. In the early stages known puzzle, they may try to put together a picture puzzle by way of trying to install the puzzle parts without instructions. With a little guidance and example, the Student can develop cognitive skills by trying to adjust the shape, color adjust, or logic. Examples of business forms such as children adjust convex shape to be paired with a concave shape. Examples of such student's efforts to adjust the color red is paired with red. Examples of student business logic, for example the drawing wheel or foot position is always under.

7) Improving fine motor skills, fine motor skills (fine motors skills) related to the student's ability to use small muscles of the hands and especially fingers. Infants, especially student younger than three years old (toddlers) recommended getting lots of practice fine motor skills. By playing puzzle without realizing the student will learn to actively use her fingers. Puzzle can be arranged so that the image forming parts of the puzzle must be prepared carefully. Notice how the student holding the puzzle will be different from the way he holds a doll or a ball. Hold and put the puzzle may only use two or three fingers, while holding a doll or can be tucked the ball in the armpit (without involving the fingers) or using all five fingers and palms as well.²⁹

8) Improve Social Skills, social skills related to the ability to interact with others. Puzzles can be played individually. But the puzzle can also be played as a

²⁹ *Ibid.p*

group. The game is done by the student in the group will enhance the Student's social interactions. In the group of students will respect each other, help each other and talk to each other. If the student is a puzzle at home parent can accompany the child to discuss completing the puzzles, but parents should provide guidance to the student only and is not actively involved in helping students make up puzzle.

a) Train the eyes and hand coordination. Keeping student learn matching puzzle pieces and arrange them into a single image. This is an important step toward the development of reading skills.

b) Train of logic, help train child logic. For example, the human picture puzzle. Students are trained to conclude where the head, hands, and feet corresponding logic.

c) Exercising patience. Play puzzle requires persistence, patience and take time to think in the challenge.

d) Expanding knowledge. Students will learn a lot of things, colors, shapes, numbers, letters. The knowledge gained from this method usually memorable for children than a memorized. Students can learn basic concepts, animals, environment, fruits, alphabet and others. Of course with the help of mom and dad.

c. Devention of Game

1) According to Hadfield defines that, a game is an activity with rules, a goal an and an element of fun. From this definition we can see that games enable students to achieve a goal with a recreational activity.³⁰

³⁰Jil Hadfield, *Elementary Communication Games* (New York: Practice Hall, 1984), p. 4

2) McCallum and George say that games automatically stimulate the students interest and properly introduced game can be one of the highest motivating techniques. And one significant difference between language games and other activities that they introduce an element of competition into the lesson.³¹

3) In the simple point, Syamsuddin stated that this item (games) is more relax than others items. It is because the games usually doing in funny condition. Some times the deliver of games make competition, such as guessing a puzzle, make an action to make the participants more relax.³² Therefore, English game is the form of play, which has a role in studying English, and condition is more relax then other way of studying.

d. Definitions of Learning According to experts

Learning by Aaron Quinn Sartain is A change in behavior as a result of experience. Sugandi, Learning is a form of growth or change in one's self that is expressed in the ways of the new act, thanks to the experience and practice. Another study is an understanding of business processes of a person to obtain a new behavior changes as a whole, as a result of his own experience in the interaction with the environment.

According to Slameto, In the process of teaching and learning (PBM) will be interaction between learners and educators. Learners or students is one of the human component that occupies a central position in the teaching-learning process.

³¹P. McCallum and P. George, *101 Games*, (London: Oxford University Press, 1980), p. 9

³²Syamsuddin, *Boarding School as an Effective Method in Improving English Speaking Ability*, (Makassar: UMI, 1996), p. 19.

Slameto, being an educator is one of the components human in the teaching learning process, which had a role in the formation of the business potential of human resources in the field of development.³³

Slameto, In carrying out learning activities certainly a lot of factors that affect the success or failure of teaching and learning activities. Factors that affect learning can be divided into two categories, namely internal factors and external factors. Internal factors are factors that exist within the individual that is being studied, whereas external factors are factors that are beyond the individual. The Internal factors include, among others: physical factors (health and disability factors), psychological factors (intelligensi, concerns, interests, talents, motives, maturity, and readiness), and fatigue (physical and mental fatigue).

Being included among other factors extent of family (parents how to educate, relationships within the family, the house, the family economic situation, understanding parents, and cultural background) school factors (teaching methods, curriculum, teacher and student relationships, school discipline, teaching tools, pelajaran above standard size, condition of buildings, teaching methods, and chores), and community factors (student activities in society, mass media, friends hanging out, and shape people's lives). Learning is a fundamental process of development of human life. By learning, people do change - individual qualitative change that behavior develops.

In Sugandi's book, states that learning the translation of the word "instruction" it means that self-instruction (from internal) and external instructions

³³<http://www.sarjanaku.com/2012/11/pengertian-pembelajaran-menurutpara.html>.(Accessed on May 6 2013)

(from external). External learning, among others, came from teachers who called teaching. In external learning the principles of learning by itself would be a learning principles.³⁴

e. The Definition of Media

Literally, the word of media means "mediator" or "agent". Association for education and communication technology (AECT) defines media as everything that we need for a transferring process of information while Education association (NEA) defines media as a thing that can be manipulated, seen, listened, read or discussed with its instruments which are used effectively in learning and teaching process, it can influence the effectiveness instructional program.³⁵

From the definition above, we can conclude that media is a tool to transfer message and also can stimulate one's mind, feeling and audience wishes (students) so it can encourage learning process on the students themselves. Using the media creatively is going to enable audience (students) to study well and can improve their performance which is suitable with learning objective.

f. The Urgency of Using Media

At first, teaching and learning process itself is a communication process. The activity of teaching and learning in the class is a communication world where the teacher or lecturer and students or collegian share each other to unite or combine idea

³⁴*Ibid.*

³⁵Asnawir & Basyiruddin Usman, "*media pembelajaran*" (Jakarta; Rajagrafindo persada, 2002), p.47

and mind. In the communication itself, deviation frequently comes up so that is why the communication is not effective and efficient. Some of them are caused by verbalism preference, the state of students' preparation and the lack of mood and interest, etc.

One of the effort to overcome the state is using the media integrally in the teaching process, because its function in the activity, besides as information, behavior stimulator and others, media is also intended to improve the balance in receiving information. In the certain thing, media functions to arrange the progress steps and also give the feedback.³⁶

5. The History Of Crossword Puzzle Game

Crosswords puzzle or crossword puzzle is a type of word play the most popular and widespread in the world. Crossword puzzles first appeared in England in the 19th century. Techniques of the game is quite easy, by looking for certain basic words of any given problem. Then matched by the number of columns that correspond to other words, either horizontally or vertically in columns.

Crossword puzzles usually printed in books puzzles, newspapers, and magazines. At the time of its emergence, in the United States, the puzzles become an adult hobby. Crossword puzzle invented by Arthur Wynne, a journalist from Liverpool. Then he publish in the New York World.

A crossword puzzle or a game called TTS is useful in honing one's language skills. In fact, recently discovered that crosswords can often prevent or delay

³⁶ *Ibid, p.*

dementia. Because the crossword puzzle will keep the brain active so that brain cells would be maintained. Crosswords like an exercise for the brain to keep it healthy and strong.

In addition to spare time, TTS is also used as a medium of learning, both for children and adults. One is a person's ability to process and train in a particular language. For example, in learning and maturing English vocabulary. In this way, learning methods will be more exciting, especially done with friends in a small game. You will not get bored doing, because like playing³⁷.

6. *Learning strategies of Crossword Puzzle*

Learning strategies Crossword Puzzle is a puzzle game which is used as a learning strategy fun, without losing the essence of the ongoing study.

Learning strategies crossword puzzle, involving the active participation of students from the learning activity begins. Learners are invited to participate in all of the learning process, not only mentally but also physically involved. With this the students will experience a more pleasant atmosphere so that the learning can be maximized.

In addition, the crossword puzzle is to review the learning strategy (review) material that has been delivered. The review is useful to facilitate learners to recall what material has been delivered. Thus, students are able to achieve the learning objectives either cognitive, affective and psychomotor.

³⁷Mariasuci http://www.indonesiatera.com/index.php?option=com_content&view=article&id=271:asyik-belajar-bahasa-inggris-dengan-crosswords-puzzle&catid=1:info&Itemid=2. (Accessed on Mey 4 2013)

Learning steps crossword puzzle, include:

- a) Jot down key words, terms or names associated with the material you have provided.
- b) Make lattice can be filled with words that have been (as in crossword puzzles).
- c) Make the questions whose answers are words that have been made or can also just make statements lead to these words.
 - 1) Share this puzzle to students, any individual or group.
 - 2) Limit time spell.
 - 3) Giving gifts to groups or individuals who do most quickly and correctly.

According Variningtyas Sepzyana, crossword puzzle that learning strategies have advantages and disadvantages in teaching and learning. The advantage of this strategy can be used to measure the level of knowledge of learners and involve the participation of students directly. The disadvantage, which can cause a bit of trouble for students who are less and less of the level of ability will interest and participation in the subject

Deficiencies in learning strategy crossword puzzle, it can still be overcome or minimized. For students deficient in ability level, students are required to study at home before learning process. So before getting the material explanation of the teacher, the learner has had a picture or have mastered the subject matter.³⁸

³⁸http://www.referensi_makalah.com/2013/01/strategi-pembelajaran-crossword-puzzle.html. (Accessed on March 26 2013)

7. The use of game for teaching vocabularies

One of effective way for teaching vocabularies in students learning process is by using games, games have always been recognized as important tools that can dramatically change the atmosphere of the class, and they can conceivably be used in English foreign language class, making vocabulary and grammar learning more interesting.³⁹ It can make students be more fun during learning process, Game is activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn.

Games can be media that will give many advantages for teacher and students either, the useful of games are attracting the student to learn English because it is fun. Some advantages of using games in the classroom are:

- a. Games help students to make and sustain the effort learning.
- b. Vocabulary games bring real word context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- c. Games usually involve friendly competition and keeping the students interest in learning the language.
- d. Games can help them (students) learn and hang on to new words more easily.

There are many criteria games as educational media for teaching English:

³⁹Jativard A Lipour, *Teaching Vocabulary in EFL Classroom: A Tired – out technique*, Faculty of Foreign Language, University of Isahan, Dasvaze Shiraz Square, P.1

- 1) A game must be more than just fun.
- 2) A game should involve "friendly" competition.
- 3) A game should keep all of the students involved and interested.
- 4) A game should encourage students to focus on the use of language rather than on the language itself.
- 5) A game should give students a chance to learn, practice, or review specific language material.

The important thing in teaching English vocabulary is how to make English learning fun for student.⁴⁰ When teacher using in learning process the students more enjoy for studying and between students with teacher and the other students will be more interactive, because they can participate during playing games.

8. Advantages of Games

There a lot of reason to put forward by educational expert for using games in the foreign or second language in the classroom. Let consider the point of view of Carrier which determine the advantages of using games as follows :

- a. Games can variety to the range of learning situation.
- b. Games can be used to change the pace of lesson and to maintain motivation.
- c. Games can be used to punctuate long formal teaching units and renew student's energy before returning to more formal learning.

⁴⁰Muhammad agus salim el-bahri, at <http://www.scribd.com/doc/teaching-english-vocabulary-using-games>, an article internet available online. (Accessed on April 21 2012)

- d. Games can give a practice of specific language points without students being aware of it.
- e. Games encourage student's participation and can remove the inhibitions of those who feel intimidated by formal classroom situation.
- f. Games can increase teacher structure, conversation, and to reduce the domination of the classroom by teacher.
- g. Games can act as a testing mechanism in the sense that they will expose their weakness and need for remedial work.⁴¹

Therefore, according to Byrne, games can give students a high motivation in learning English.⁴² Learning through games has some guidelines that teacher should pay attention on them. The guidelines are as follows:

- 1) Select appropriate games. The games should put player under pressure to communicate, but is should not be very extent beyond their linguistic level that can make them frustrating.
- 2) The teacher must explain the game carefully. Each game is managed based on the rules, which the players must follows them.
- 3) Provide adequate rehearsal. This will be important for the students who play game for the first time.

⁴¹Carrier, *Games and Activities for the Language Learner*, (London: Helson, 1980), p. 6

⁴² Donn Byrne, *Teaching Oral English* (New York: Logman, 1986), p. 105-106

4) Monitor the students' performance. That is go round and listen in as for other group activities. The player should feel to consult their teacher, but do not interfere the game while it is in progress.

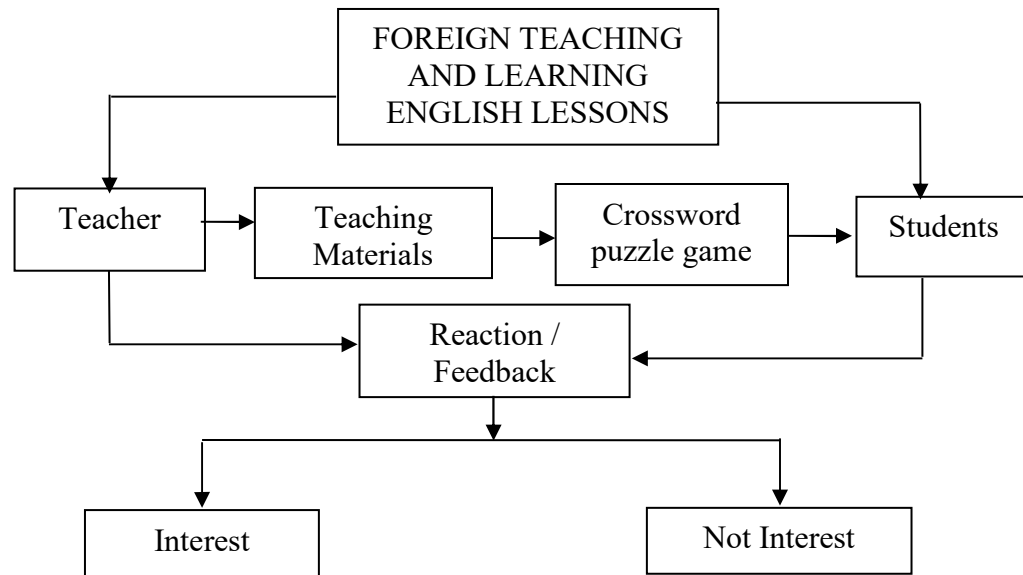
5) Provide feedback. The teacher can tell students how well they have done if it is appropriate.

6) Keep a record for students (players).

Based on the guidelines above, the teacher can select the appropriate games to the students according to the situation and need of the class.

C. Theoretical Framework

In learning, the teacher always present the lesson seriously. It make the student feel bored and difficult to study. Student are motivated to study when they feel fun, relax, happy in language learning. It can be get by using Crossword Puzzle Game. Crossword Puzzle is game that make Student enjoy their lesson. The student never feel bored and difficult even though they study English. The student feel easy in the language learning. Crossword puzzle game make classroom will fun and interest to study. Based on the statement above, the research on the Student's interest toward crossword puzzle game in learning English.

Charts 1. Theoretical Framework

IAIN PALOPO

CAPTER III

METHODOLOGY OF THE RESEARCH

In this part, the researcher presents research method consists of research design, time and location of the research, population and sample, instruments of the research, techniques of collecting data, technique of analysing data.

A. Research Design

The design of this study was Descriptive Qualitative. The research approach used in this study was a qualitative approach to the description method, by describing the situation based on the Students response in Questionnaire.

B. Time and Location

1. Time of the Research

This research was be done in even semester on April 11th – 21th 2013.

2. Location of the Research

This research was be conducted at SMPN 3 Lamasi.

C. Population and Sample

1. Population

The population of this research was be 175 students of the sventh grade year students of SMPN 3 Lamasi in the 2012/2013 academic year. They are divided into 6 classes.

2. Sample

The researcher was using random sampling in choosing the sample. The researcher will choose 5 students from each class. So, there was be 30 students as sample of this research.

D. Instruments of the Research

The instruments that was be used in collecting data in this descriptive research was **Questionnaire**. The questionnaire was consisted of some statement questions related to the students' interest towards crossword puzzle game as media in English classroom.

E. Techniques of Collecting Data

After teaching two times by using the Crossword Puzzle, the Resercher was distibute the Questionnaire:

1. The researcher was explaining about the questionnaire
2. The researcher was distributing the questionnaire.
3. The students was have 30 minutes to answer the questionnaire
4. The researcher was collecting questionnaire

F. Technique of Analyzing Data

Technique of Data Analysis that was utilized in this research was quantitative, the data was gotten and would have a quantitative characterristic and point out quality or something situation. The kind of this data was be changed and

analyzed by use of Percentage Formula. So getting data to be determined by the interest of game's method as a media on processes teaching and learning on vocabulary by crossword puzzle game at SMPN 3 Lamasi.

Data processing that got this quantitative form was taken from questioner, was utilize mathematics percentage formula and using the Likert Scale on questioner.

Likert scale was a scale that can be used to measure the attitudes, opinions, and perceptions of a person or group of people about a symptom or educational phenomenon. Likert scale statements that there were two forms of positive statements that serve to measure positive attitudes, and negative statements that serve to measure the negative attitude object.

Score positive statements starting from 1 for strongly disagree (STS), 2 to disagree (TS), 3 for undecided (R), 4 for agree (s), and 5 for strongly agree (SS). Score of negative statements starting from 1 for strongly agree (SS), 2 for disagree (S), 3 for undecided (R), 4 to disagree (TS), and 5 to strongly disagree (STS). Some researchers removed the option "Undecided" in the research instrument to facilitate the researchers looked at the attitudes of students actually fill in the appropriate questionnaire respondents¹, as follows:

¹<http://berbagireferensi.blogspot.com/2011/03/bentuk-skala-pengukuran-dalam.html>(Accessed on may 10 2013)

Table 01
The Statement Form Of Data Collection

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Doubt	3	Doubt	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

The formula applied for data analyzing was :

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

Formula 1. The formula of rate percentage sample score

Where:

P = Percentage

Fq = Number of frequency

N = Total Sample²

² Nana Sudjana, *Pengantar Statistik*, (Jakarta: Bumi Aksara, 1993), p.40

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter covers two sections. The first section deals with findings of the research and the second deals with discussion. The finding of the research reveals the description of the result data analysis. Then, discussion section explains the implication of findings of the research.

A. Findings

In collecting data, the writer used questionnaire. In the questionnaire, there were some statements related to interest's students toward Crossword Puzzle Game in learning English at SMPN 3 Lamasi. The results of questionnaire analysis which have been distributed to the students were as follows:

1. Analysis of Questionere for each item.

Table 2, Item 1

Pembelajaran kosa kata dengan menggunakan Crossword Puzzle Game (TTS) sangat menyenangkan?

Classification	Frequency	Percentage
Strongly agree	20	66,6%
Agree	9	30%
Doubt	1	3,33
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100 %

The table above shows that most of the students enjoy Crossword Puzzle Game in learning English. It is supported by the data that 20 students (66,6 %) chose strongly agree and 9 students (30%) chose agree only 1 students (33,3%) chose Doubt. It means that the students like to be taught by Crossword Puzzle Game.

Table 3, Item 2

Pembelajaran Crossword Puzzle Game lebih meningkatkan kreatifitas dalam belajar ?

Classification	Frequency	Percentage
Strongly agree	16	53,33%
Agree	11	37%
Doubt	3	10,00%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Generally, the students were agreeing that Crossword Puzzle Game in learning English can increase the creativity in learning. They thought that when they were taught through Crossword Puzzle Game, they felt that their creativity was growing up. It can be seen from the data that there were 16 students (53.33 %) chose strongly agree and 11 students (37%) chose agree. Then only 3 students (10,00%)

chose doubt. This means that the creativity has positive relationship toward Crossword Puzzle Game in learning English.

Table 4, Item 3

Kemampuan anda dalam menerima materi pembelajaran menjadi lebih mudah dengan adanya Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	12	40,00%
Agree	12	40%
Doubt	6	20,00%
Disagree	0	0%
Strongly disagree	0	0%
Total	0	100%

Most of the students believe that Crossword Puzzle Game can make them easier in accepting the material during the learning process. It can be seen that there were 12 students (40,00 %) chose strongly agree and there were 12 students (40,00%) chose agree. On the other hands, only 6 students (20,00 %) chose doubt. This indicates that from 30 students, 24 students (80%) believe that they were easier in accepting the English Material toward Crossword Puzzle Game.

Table 5, Item 4

Dengan adanya penggunaan Crossword Puzzle Game dalam pembelajaran pendidikan bahasa Inggris, anda akan lebih aktif menerima pelajaran?

Classification	Frequency	Percentage
Strongly agree	19	63,33%
Agree	9	30%
Doubt	1	3,33%
Disagree	1	3%
Strongly disagree	0	0%
Total	30	100%

Based on the students' opinion, it can be said that the student were more active in learning English activity as a result toward Crossword Puzzle Game. It was supported by the data that there were 19 students (63,33 %) chose strongly agree and there were 9 students (30%) chose agree. On the other hands, there were only 1 students (3,33%) chose disagree and 1(3%). Therefore, it can be said that from 30 students, 28 students (93.33 %) believe that when the teacher used Crossword Puzzle Game, they were more active.

Table 6, Item 5

Anda merasa termotivasi untuk memperhatikan materi pelajaran setelah menggunakan media Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	13	43,33%
Agree	11	37%
Doubt	6	20,00%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Based on the students' opinion, it can be said that the student were more active in English activity as a result toward Crossword Puzzle Game .Based on the table above, it can be said that the students were more motivated in learning since the use of Crossword Puzzle as method in learning. It can be proven through the collected data that there were 13 students (43,33 %) chose strongly agree and there were 11 students (37%) chose agree. In contrast, only 6 students (20,00%) chose doubt. This indicates that from 30 students as respondents, 24 students (80 %) believe that they were motivated when the teacher taught them by Crossword Puzzle Game as a method.

Table 7, Item 6

Anda merasa lebih mudah paham dalam menerima materi pelajaran dengan adanya penggunaan Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	15	50,00%
Agree	11	37%
Doubt	4	13,33%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Most of the students believe that they were easier in understanding the material toward Crossword Puzzle Game in learning English. It is supported by the data of questionnaire, there were 15 students (50,00 %) chose strongly agree and 11 students (37%) chose agree. On the other hands, there were only 4 students (13,33%) chose doubt.

Table 8, Item 7

Anda merasa tidak bosan terhadap pembelajaran Crossword Puzzle Game dalam proses belajar mengajar pendidikan bahasa inggris?

Classification	Frequency	Percentage
Strongly agree	21	70,00%
Agree	6	20%
Doubt	3	10,00%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Based on the table above, it can be concluded that the students felt not bored when they were taught by Crossword Puzzle Game as a method. It can be proven through the result of questionnaire that there were 21 students (70,00 %) chose strongly agree and 6 students (20%) chose agree. Then, there were 3 students

(10,00%) chose doubt option. The point that can be said in this case is that the students enjoy toward Crossword Puzzle Game especially in learning English.

Table 9, Item 8

Anda lebih memperhatikan materi pelajaran yang disampaikan dengan menggunakan Crossword Puzzle Game.

Classification	Frequency	Percentage
Strongly agree	9	30,00%
Agree	11	37%
Doubt	4	13,33%
Disagree	1	3%
Strongly disagree	5	17%
Total	30	100%

Based on the table above, it can be seen that when the students were taught by Crossword Puzzle Game, they were more focused on the material in learning. They were more interested in learning by Crossword Puzzle Game. It can be proven by the result of the questionnaire that there were 9 students (30,00 %) chose strongly agree and 11 students (37%) chose agree. This means that from 20 students (66,6%) chose that they were more focused on material of English toward Crossword Puzzle Game.

Table 10, Item 9

Pemanfaatan Crossword Puzzle Game terhadap nilai hasil belajar akan menjadi lebih baik?

Classification	Frequency	Percentage
Strongly agree	16	53,33%
Agree	4	13%
Doubt	3	10,00%
Disagree	2	7%
Strongly disagree	5	17%
Total	30	100%

Most of the students believe that Crossword Puzzle Game was stile significantly influenced toward the result of student in English lesson. It can be seen from the data from the questionnaire that there were 16 students (53,33%) chose strongly agree and there were 4 students (13%) chose agree . In contrast, there were only 2 students (7%) chose disagree and 5 students (17 %) chose strongly disagree. This indicates that from the 30 students, there were 20 (66,66 %) students chose the point that Crossword Puzzle Game has strongly positive influences towards the result of students in learning.

Table 11, Item 10

Anda lebih mudah memahami pelajaran bahasa inggris dengan adanya Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	21	70,00%
Agree	6	20%
Doubt	2	7,00%
Disagree	1	3%
Strongly disagree	0	0%
Total	30	100%

It is proven by the data of questionnaire that the students got the positive influences of the Crossword Puzzle Game in English class, especially about the students' understanding towards the material. They believe that they could understand well the material when the teacher taught them by Crossword Puzzle Game. It can be seen from the data that 21 students (70,00 %) chose strongly agree and there were 6 students (20%) chose agree. On the other hand, there were only 1 students (3%) chose strongly disagree and 2 students chose doubt.

Table 12, Item 11

Anda akan lebih tidak giat belajar setelah menerima materi pelajaran dengan penggunaan Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	0	0,00%
Agree	3	10%
Doubt	2	7,00%
Disagree	7	23%
Strongly disagree	18	60%
Total	30	100%

Based on the table above, it can be seen that most of the students disagree with the statement that they didn't study harder after learning toward Crossword Puzzle Game. It can be proven through the result of the questionnaire that 7 students (23%) chose disagree and there were 18 students (60%) chose strongly disagree. In reality, they believe that they study harder after they have taught by Crossword Puzzle Game.

Table 13, Item 12

Penggunaan Crossword Puzzle Game dalam pembelajaran tidak meningkatkan kreatifitas dalam belajar ?

Classification	Frequency	Percentage
Strongly agree	2	7,00%
Agree	1	3%
Doubt	4	13,00%
Disagree	12	40%
Strongly disagree	11	37%
Total	30	100%

Generally, the students were disagreeing that by Crossword Puzzle Game in learning, it cannot increase the creativity in learning. They thought that when they were taught toward Crossword Puzzle Game, they felt that their creativity was growing up. It can be proven by the data of questionnaire that there were 12 students (40%) chose disagree and 11 students (37 %) chose strongly disagree. Then there were only 1 students (3%) chose agree and 2 students (7, 00) chose strongly agree.

Table 14, Item 13

Crossword Puzzle Game sangat tidak mempengaruhi cara belajar anda dalam pelajaran bahasa inggris?

Classification	Frequency	Percentage
Strongly agree	1	3,00%
Agree	6	20%
Doubt	4	13,33%
Disagree	8	27%
Strongly disagree	11	37
Total	30	100%

Most of the students believe that the use of Crossword Puzzle Game still can give positive influence towards their way of study, especially in learning English. It can be proven by the data that there were 8 students (27 %) chose disagree and there were 11 students (37 %) chose strongly disagree. In contrast only 6 students (6.25%) chose agree and 1 student (3,00) chose strongly agree

Table 15, Item 14

Penggunaan Crossword Puzzle Game tidak menambah nilai dalam dalam mengerjakan soal bahasa Inggris ?

Classification	Frequency	Percentage
Strongly agree	7	23,33%
Agree	0	0%
Doubt	5	16,66%
Disagree	3	10%
Strongly disagree	15	50%
Total	30	100%

Based on the students' opinion, it can be said that the student still believe that as a result of Crossword Puzzle Game is the contribution of it toward the ability in doing the evaluation of English lesson. Based on the table, it is stated that there were 3 students (10 %) chose disagree and there were 15 students (50 %) chose strongly disagree. On the other hand, there were only 7 strongly agree students (23,3%) chose agree and 5 students (16,66) chose doubt. This means that from 30 students, 18 students (60 %) believe that the Crossword Puzzle Game can increase their way in learning English.

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Table 16, Item 15

Anda tidak tertarik belajar bahasa inggris dengan menggunakan Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	4	13,33%
Agree	3	10%
Doubt	3	10,00%
Disagree	8	27%
Strongly disagree	12	40%
Total	30	100%

Based on the students' opinion, it can be said that the student were more interested in English classroom as a result of Crossword Puzzle Game in the classroom . It can be seen from the table above that there were 8 students (27 %) chose disagree and there were 12 students (40 %) chose strongly disagree. In contrast, there were only 3 students (10%) chose agree. This means that from the 30 students, 30 students (100%) thought that they are interested toward Crossword Puzzle in learning.

Table 17, Item 16

Anda bosan belajar bahasa inggris dengan menggunakan Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	2	6,66%
Agree	5	17%
Doubt	3	10,00%
Disagree	5	17%
Strongly disagree	15	50%
Total	30	100%

Most of the students believe that they were not bored toward Crossword Puzzle Game in English Classroom. It was supported by the data of questionnaire that there were 5 students (17 %) chose disagree and there were 15 students (50 %) chose strongly disagree. This means that 22 students (73,33 %) believes that they really enjoy toward Crossword Puzzle Game in learning.

Table 18, Item 17

Anda sulit menangkap pelajaran yang diberikan melalui Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	3	10%
Agree	4	13%
Doubt	3	10,00%
Disagree	11	37%
Strongly disagree	9	30%
Total	30	100%

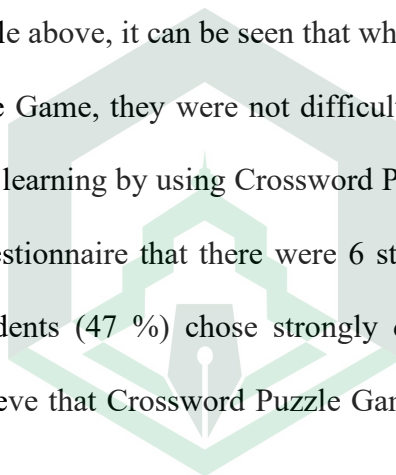
Based on the table above, it can be concluded that the students felt not difficult when they were taught by Crossword Puzzle Game in learning. It can be proven through the result of questionnaire that there were 11 students (37 %) chose disagree and there were 9 students (30 %) chose strongly disagree. Then, there were only two 4 students (13%) chose agree and 3 student (10%) chose strongly disagreeing.

Table 19, Item 18

Belajar bahasa Inggris akan menjadi sulit jika melalui Crossword Puzzle Game?

Classification	Frequency	Percentage
Strongly agree	4	13,00%
Agree	3	10%
Doubt	3	10,00%
Disagree	6	20%
Strongly disagree	14	47%
Total	30	100%

Based on the table above, it can be seen that when the students were taught by using Crossword Puzzle Game, they were not difficult related to the material. They were more interested in learning by using Crossword Puzzle Game. It can be proven by the result of the questionnaire that there were 6 students (20 %) chose disagree and there were 14 students (47 %) chose strongly disagree. This means that 20 students (66,66 %) believe that Crossword Puzzle Game has positive effect towards the material of English.



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Table 20, Item 19

Anda merasa tidak termotivasi untuk memperhatikan materi pelajaran setelah menggunakan Crossword puzzle Game dalam pembelajaran bahasa Inggris?

Classification	Frequency	Percentage
Strongly agree	1	3,00%
Agree	5	3%
Doubt	1	17,00%
Disagree	8	27%
Strongly disagree	15	50%
Total	30	100%

Most of the students believe that the use of Crossword Puzzle Game was very significantly influenced toward the motivation of student in English lesson. It can be seen from the data from the questionnaire that there were 8 students (27 %) chose disagree and there were 15 students (50 %) chose strongly disagree. Then only 5 students (3%) chose agree and 1 students (3,00) chose strongly agree.

Table 21, Item 20

Anda kurang memahami materi pelajaran setelah menggunakan Crossword Puzzle Game pada pelajaran bahasa inggris?

Classification	Frequency	Percentage
Strongly agree	1	3,00%
Agree	5	3%
Doubt	1	16,66%
Disagree	8	27%
Strongly disagree	15	50
Total	30	100%

It is proven by the data of questionnaire that the students got the positive influences of Crossword Puzzle Game in learning English, especially about the students' understanding towards the material. They believe that they could understand well the material when the teacher taught them by Crossword Puzzle Game method. It can be seen from the data that there were 8 students (27 %) chose disagree and there were 15 students (50 %) chose strongly disagree. This indicates that (23 %) students can understand the material about English through Crossword Puzzle Game.

After the data has been served, so, in order to there was a match conclude the results of the study, as the next step needs to be an analysis of the data presented. To analyze data about student interest toward crossword puzzle game in learning English at SMP 3 Lamasi. Especially at the positive statement above consist of 10 items and negative statements also 10 items, the Writer use a percentage formula. Therefore first in the search percentage of "A (5)" at the positive statements and response "E (5)" on the negative statement above were the ideal respons. While interpreting the results of these calculations to set the standard by Rating Scale:

- a. 81%-100% very positive
- b. 61% - 80% positive
- c. 41% - 60% Doubt
- d. 21% - 40% Negative
- e. 0% - 20% Very negative

Analysis of data on the students' interest in learning Crossword Puzzle Game the writer had been presented in the presentation of data. It can be seen that the ideal

value of percentage are 53.992% respons "A(5)" (Positive Statement) and the ideal percentage of negative statements "(E)" but produced the positive respon were 451% as for the calculation was as follows:

Positive Statement

$$P = \frac{\text{Total percentage of frequency score "A(5)"}}{\text{Total of question items}}$$

$$P = \frac{66,67+55,53+40,00+63,33+43,33+50,00+70,00+30,00+53,33+70,00}{10}$$

$$P = \frac{540}{10} = 54\%$$

Negative Statement

$$P = \frac{\text{Total percentage of frequency score "E(5)"}}{\text{Total of questions items}}$$

$$P = \frac{60+37+37+50+40+50+30+47+50+50}{10}$$

$$P = \frac{451}{10} = 45,1\%$$

$$P = 54\% + 45,1\%$$

$$P = 99,1\%$$

Based on the result by formula above, it can be seen that the students have very positive response toward the statements. Therefore, it can be said that the

students have a very high interest (99,1%). The students' interest towards the use of Crossword Puzzle Game was very positive.

B. Discussion

Based on the findings from the questionnaire, in general, it can be seen that Crossword Puzzle Game show the positive effect towards the learning and teaching English process at SMPN 3 Lamasi. The students' response were very positive, furthermore, almost all of the students believe that the use of Crossword Puzzle Game give significant contribution for their motivation and successful in learning English. This indicates that the student has a very positive interest towards the Crossword Puzzle Game as media in English classrooms.

Therefore, this research proves that the students' interest was be raised up when the teacher use Game method namely Crossword Puzzle Gam in teaching English at SMPN 3 Lamasi. Then, it can be said that Crossword Puzzle had a big role in creating a good atmosphere in learning process.

In the positive statement most of the students choose strongly agree. The students' responses towards the positive responses were 99,1 percent in rate.

On the other hand, in the negative statement, most of the students choose strongly disagree but produced the positive respons of students. This indicates the students believe that the use of Crossword Puzzle Game as method has significant contribution towards the successful of English classroom.

. In this case, the use of Crossword Puzzle Game has already helpful for the teacher at SMAP 3 Lamasi as an effort to create a good atmosphere in English classroom. In addition, the teacher has already done their job successfully since the use of appropriate Crossword Puzzle Game in learning process.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Base on the result of data analysis and discussion of the result in the previous chapter, the writer concludes that:

The result of this research show that using crossword puzzle game in learning English at SMPN 3 Lamasi had the presentage rate at 99,1% of analysis data.

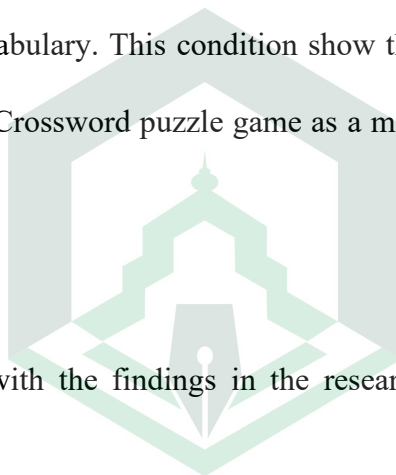
Responding Students was very positive. Further more, almost of students suggestion that using crossword Puzzle game was giving significant contribution including those are attractiveness and motivation them in learning english specially for increasing their vocabulary. This condition show that the student's interest were very positive for using Crossword puzzle game as a media in learning English in the class room.

B. Suggestions

In compliance with the findings in the research, the writer suggests some ideas as follows:

1. Teacher

The Teacher at SMPN 3 Lamasi should conduct strategy and method wich can upgrade student's interest in learning process specially in teaching and learning



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vocabularies and also the teacher should make the classroom situation to be satisfying and attractive. One of way is by using game.

2. Students

In learning and memorizing some vocabularies the students should use the suitable method with their characters and they can use the other ways when they are want to be relaxed and satisfy to learn and memorizing some words for example by using games, one of the game is Crossword Puzzle game, they are not only playing for fun but also learning.



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