

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF CROSSWORD PUZZLES
TECHNIQUE TO IMPROVE VOCABULARY MASTERY AT
THE STATE AMONG THE SEVENTH JUNIOR HIGH
SCHOOL OF 1 BANJAR BARU IN ACADEMIC YEAR
2017/2018**

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STATE ISLAMIC INSTITUTE OF METRO

1439 H / 2018 M

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THE STATE AMONG THE SEVENTH JUNIOR HIGH
SCHOOL 1 BANJAR BARU IN ACADEMIC YEAR 2017/2018**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE IMPLEMENTATION OF CROSSWORD PUZZLES TECHNIQUE TO IMPROVE VOCABULARY MASTERY AT THE STATE AMONG THE SEVENTH JUNIOR HIGH SCHOOL OF 1 BANJAR BARU IN ACADEMIC YEAR 2017/2018

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ABSTRACT

THE IMPLEMENTATION OF CROSSWORD PUZZLES TECHNIQUE TO IMPROVE VOCABULARY MASTERY AT THE STATE AMONG THE SEVENTH JUNIOR HIGH SCHOOL 1 BANJAR BARU IN ACADEMIC YEAR 2017/2018

By:

ELYA MAWARNI

The objectives of this classroom action research are to find out how could crossword puzzle technique increase the students' mastery on vocabulary in learning English and how far did the increasing of the students' mastery on vocabulary through crossword puzzle technique.

The classroom action research was conducted by 2 cycles. There were four steps in each cycle; they are planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatments, and one post-test. The subjects of this action research the seventh graders of SMP N 1 Banjar Baru Tulang Bawang, Lampung of the Academic Years of 2017/2018.

After the data have been analyzed, it is found that the average score of pre-test is 51.36 and the average of test of cycle 1 is 61.81 its means that the average score increased 10. Based on the minimum criteria in SMP N 1 Banjar Baru were 70, so the researcher did cycle 2. And in cycle 2 the average score is 76.81 and the average its means that average score increased 6. So, in cycles 2 was succeeded in improving students vocabulary mastery.

The using of crossword puzzle, as a technique also increases the students' activities in the class. They can be easier to understand the vocabulary mastery. This case is review from the observation result in the class. The average of students' activities in cycle 1 is less than 50%. Then, the increasing in cycle 2 was more than 50%. From the analysis above it cleared that the crossword puzzle can improve students' vocabulary mastery especially in the seventh graders of SMP N 1 Banjar Baru.

Key words : Crossword Puzzle, Vocabulary, Classroom Action Research

**PENGGUNAAN TEHNIK TEKA TEKI SILANG UNTUK
MENINGKATKAN KOSA KATA SISWA KELAS TUJUH DI SMP
NEGERI 1 BANJAR BARU TAHUN PELAJARAN 2017/2018 (Penelitian
Tindakan Kelas)
ABSTRAK**

Oleh:

ELYA MAWARNI

Tujuan dari penelitian tindakan kelas ini adalah untuk mencari bagaimana teka-teki silang dapat meningkatkan kemampuan kosa kata siswa menggunakan kata benda dalam pembelajaran bahasa inggris dan seberapa jauh teka-teki silang dapat meningkatkan kemampuan siswa.

Penelitian tindakan kelas ini di lakukan dalam 2 siklus. Ada 4 tahap dalam setiap siklus yaitu perencanaan, tindakan, observasi, dan refleksi. Peneliti memberikan pre test sebelum tindakan, 2 kali tindakan, dan post test. Penelitian ini diadakan di SMP 1 Banjar Baru Tulang Bawang, Lampung Tahun Pelajaran 2017/2018.

Setelah data di analisis, di peroleh rata-rata pre test dengan nilai 51,36 dan rata-rata test siklus 1 adalah 61,81 Hal ini berarti ada peningkatan nilai sebesar 10. Namun berdasarkan KKM di SMP N 1 Banjar Baru adalah 70, maka peneliti mengadakan siklus yang ke 2. Di siklus kedua di peroleh rata-rata dengan nilai 76.81. Ini berarti terjadi peningkatan nilai sebesar 6.

Penggunaan crossword puzzle sebagai tehnik dapat meningkatkan keaktifan siswa di dalam kelas. Mereka dapat lebih mudah memahami kosakata. Hal ini dapat dilihat dari hasil observasi di kelas, rata-rata aktivitas siswa di siklus 1 kurang dari 50%. Kemudian terjadi peningkatan di siklus 2 menjadi lebih dari 50%. Dari analisis di atas telah jelas bahwa kartun dengan terjemahan dapat meningkatkan penguasaan kosakata siswa kelas khususnya kelas tujuh SMP N 1 Banjar Baru.

Kata kunci : Crossworrd Puzzle, kosa kata, penlitian tindakan kelas

STATEMENT OF RESEARCH ORIGINALITY

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Metro, Jan , 2018
The researcher,



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Metro, Jan 2018
Penulis



The image shows a green rectangular stamp with the text "NETERAI TEMPEL" at the top, a small emblem on the right, and the number "945973399" in the center. Below the stamp is a handwritten signature in black ink. Underneath the signature, the name "ELYA MAWARNI" and the student ID "St. ID 13107127" are printed in black.

ELYA MAWARNI
St. ID 13107127

MOTTO

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ

“Thee (alone) we worship; Thee (alone) we ask for help.”

Q.S Al-Fatihah: 5

“Wise men speak because they have something to say; Fools because they have to say something.”

Plato

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

My beloved father Diso and my beloved mother Tutik Haryanti, who always pray me, give me support and guidance to be success in my study. I love you and you are my spirit in my life. My beloved brother Yusron and grandmother Lami that do not ever leave me because I need your support and thanks for your care.

My beloved family in Merpati Putih (Indonesian Martial Art) who always give support and love. And also my beloved friends (Puput Novianti, Indah Sevita, Eksanti, Indah Prismawati, Novi Teryzzeta, Eka mariana, Aan Suhendri, Aan Suhendra, Emilia and soon)

My Alamamater IAIN Metro. The place where I got much knowledge and good experience.

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As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the researcher that she could accomplish this proposal. Peace is upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

This proposal entitles "The Use of Crossword Puzzles Technique to improve Vocabulary Mastery at the state among seventh grade of SMP NEGERI 01 BANJAR BARU". The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd.) in English Department.

There were many helpful individuals involved in accomplishing this proposal that writer could not mention one by one. The deepest gratitude would be addressed to my parents who always give me everlasting love and pray. The greatest gratitude would be addressed to both of advisor, Dr. Mahrus As'ad, M.Ag. and Trisna Dinillah Harya M.Pd. May Allah SWT give them His better reward for their supporting and guiding during the proposal writing process.

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Metro, January 2018

The Researcher



ELYA MAWARNI
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CHAPTER I

INTRODUCTION

A. Background of study

English is a must especially in our country. English became an international language that is almost used by many countries as the first, the second or the foreign language. Moreover, it has been declared as a formal language on international communication for a long time ago.

In teaching-learning of English language, one of components or sub skills that must be taught is vocabulary. Vocabulary is central and important to language learner. Language is a means of human communication. People need language to communicate and interact with one another. With language, we can express our ideas, opinion, discussion and transferring information to the other people and others. English is an international language used all over the world. In Indonesia, English is considered as the first foreign language and as a compulsory subject which is learned from elementary up to university. Learning English is not as easy as learning Indonesian language, because it has different structure, pronunciation, and others. It feels hard to students because they have to master four skills such as; listening, speaking, reading and writing. These skills become basic component in mastering language communication. It is impossible that one masters one of them without mastering vocabulary.

Vocabulary is one of aspects in English. Vocabulary is very important for studying English. Without vocabulary will be difficult to convey what he or she

wants to say. Vocabulary is needed to improve the four English skill; listening, reading, speaking, and writing. Vocabulary plays very important role for the study in their field of study.

In the researcher observation at junior High School 1 Banjar Baru, the researcher find that most problems that students still have low mastery in vocabulary. Sometimes the students do not understand what the teacher say. Moreover, the students still difficult to communicate using English, because the students feel afraid with the new language. The researcher needs to implement a method that can make students interested in learning.

Vocabulary is not easy to learn without a proper way of how to build it up. English teacher has important role to stimulate students to enrich their vocabulary. The teacher must know the condition of the students. Technique has an important role in teaching learning process. Game is one of the technique that can make the students' feel enjoy in learning. Beside that, the students can enjoy and have new vocabulary with the play game.

There are so many games which can used in teaching learning process, such as scrabble, crossword puzzle, etc. By using crossword puzzles, the students get new vocabularies and improve their vocabulary. Crossword puzzles can use the students brain to recall the new words. Moreover, the students can sharing with their friends to finish the crossword puzzles.

A pra-survey conducted by the seventh graders of SMP N 1 Banjar Baru November 22nd, 2016 most of students have low vocabulary. In this below is the result data of students score in English Learning archievement.

Table 1

The Criteria of English Learning Result

No	Score	Explanation	Frequency	Percentages
1.	≥ 70	Complete	9	40,91%
2.	< 70	Incomplete	13	59,09%
	Total		22	100%

Based the data and table above, the total of students that belong to the failed category higher than the total of students passed category. There were 13 students who include in failed category (59.09%), and there were 9 students who include passed category with percentage of category (40.91%) .

Based on the pre-survey result above, the students have problem in learning activity, especially in vocabulary mastery. If students find new words or difficult word that the students did not know yet, the teacher just asked the students to check the word up in the dictionary. This way did not help and solve the students' problem in learning English especially in vocabulary mastery. Therefore, there must be such kind of great effort to improve vocabulary mastery.

Considering that situation, the research give a solution to improve students vocabulary mastery for the seventh grade students of SMP N 1 Banjar Baru. The solution is by using crossword puzzle. Crossword puzzle offers challenge that will motivate the students to try to fulfill the puzzle. The students will feel fun, relaxed and enjoyable, and they will memorize the vocabulary.

Based on the above explanation, the researcher assumes that crossword puzzle can help the students in mastering vocabulary. Therefore, the researcher will conduct the research entitled “The Implementation of Crossword Puzzles Technique to Improve Students’ Vocabulary at the State junior High School 1 Banjar Baru” in the Academic Year 2017/2018”

B. Problem Identification

In the case of the background of the study, the researcher identifies the problem, as follow:

1. The students have difficulties in vocabulary learning.
2. The students still have low in vocabulary mastery.
3. The students have lack vocabulary.
4. The students feel less interesting.
5. The students still do not know the meaning of words that used in the sentence or text.

C. Problem Limitation

Based on the problem identification above, the researcher just focuses on the students’ still have low in vocabulary mastery. Therefore, the researcher limits the problem on using Crossword Puzzle Technique to Improve Vocabulary Mastery at the Seventh Grade of SMP N 1 Banjar Baru in Academic Year 2017/2018

D. Problem Formulations

Based on the background of the study and problem identification above, the Researcher formulates the problem in this research is “Can

the implementation of Crossword Puzzles technique improve students' vocabulary mastery and their learning activities at SMP Negeri 1 Banjar Baru in the Academic Year 2017/2018?"

E. Objective of the Study

Generally, the objective of this research is to know the crossword puzzle can improve the student vocabulary mastery and theory of learning activities by using crossword puzzles at the seventh graders at the Junior High school 01 Banjar Baru.

F. Benefits of the Study

The results of this classroom action research are expected:

1. For the Teachers:

As an information to English teacher by giving the game of Crossword Puzzles can improve students vocabulary mastery.

2. For the Students:

As an motivation for the students in learning vocabulary.

3. For the Head Master

This research can be used as information to improve learning English in the future.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Definition of Vocabulary Mastery.

1. Definition of Vocabulary.

Vocabulary is one of the language elements, which should be learned if the learners want to master a language. The first thing in English learning is having vocabulary because it is one element that can support the four skills; speaking, listening, reading and writing. Without having enough vocabularies, communication will end up and make the students do not understand to continue their sentence or idea.

Meanwhile, Caroline states that language consists of word, vocabulary is the collection of words that an individual known.¹ It means that vocabulary is a list of words which have to learn by people to express their feeling and ideas. If we want to learn language especially English, we have to study vocabulary first because vocabulary is the first step or beginnings when we learn language.

Furthermore, according to John vocabulary is an inventory of individual words, with their associated meaning.² In other words vocabulary is the basic element of language which will make the language meaningful.

¹ Caroline, T Linse, *Practical English Language Teaching, Young Learner*, (New York: McGraw-Hill Companies, 2005), p. 121

² John Read, *Assesing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p. 16

From the definition above, it can be conclude that vocabulary mastery is a complete skill to understand the stock of words and their meanings of language. Without having proportional English vocabulary, students will get some difficulties in using English.

2. Definition of Vocabulary Mastery.

The vocabulary is a set of words that are basic building blocks used in the generation and understanding of sentences.³According to Lerh, Osborn, & Hiebert, 2004 vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate effectively using oral using oral and print language, we must be able to flexibly use words that we recognize and understand.⁴

In the others words, vocabulary is a basic of language and it is very important to be mastered. We cannot speak well and understand written materials if we do not master it. Everyone cannot master a language if he/she does not learn vocabulary and expression of word has meaningful way in communication, like Scmitt stated, one of necessary skill of language is vocabulary. If we do not understand it, we cannot speak well.

³Joseph Mukoroli, *Effective Vocabulary Teaching Strategies For The English For Academic Purpose Esl Classroom*, (Brattleboro University Press, 2007). p.6

⁴Susan Hanson and Jennifer F.M Padua, *Teaching Vocabulary Explicitly*, (Pacific Resources for Education and Learning, 2011), p.5

By lacking words, the interaction in other language cannot be done no matter how successfully the sound of the foreign language is mastered.⁵

From the statement above, it can be said that vocabulary is important to learn. The students should learn the English words to acquire more vocabularies in English so they will be able to use English. It can also express our mind, make sentence, speak, and knowledge from the context. So, by mastering vocabularies, the students will be easy to learn the foreign language.

3. The Importance of Vocabulary Mastery.

Why is vocabulary very important? When students do not understand at least 90% of the words in a text, they do not adequately understand what they read. According to Hirsch & Seditia, Vocabulary is very important, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins sums up the importance of vocabulary Learning. (Dellar H, and Walking D, innovations, LTP) “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”⁶

From the definition above, realizing that the knowledge of vocabulary is very important, vocabulary is a body of words that make

⁵Norbert Schmitt and Michael Mc Cartney, *Vocabulary in Language Teaching*, (Cambridge; University Press, 2000), p. 5.

⁶Scott Thornbury, *How To Teach Vocabulary*, (Oxford University Press, 2002) p.13

up a language, and without vocabulary nothing can be conveyed. If someone can master vocabulary well, he or she will be easy to say with words.

4. The Kinds of Vocabularies

There are some words in a sentence and those collections of words include to the vocabulary because the words are a list or collections of words arranged in alphabetical order. According to Miller, there are two kinds of words such as: Lexical or content word and grammatical or function word.⁷

a. Content word

There are some kinds of content words, such as:

1) Noun

According to Charles, noun is the name of person, place or thing.⁸

a) Person

Person like man, woman, community, baby, people, police, soldier, nurse, the twin, etc are nouns.

b) Place

Place may refer to all kinds of places, including common name, such as city, Island, earth, month, river, office, house, sea, planet, etc, and proper name such as Soul, Japan, Sumatra, Australia, New

⁷Jim Miller, *An Introduction to English Syntax*, (Edinburgh : Edinburgh University Press Ltd, 2002), p. 35

⁸Charles Carpenter Fries, *The Structure of English, An Introduction to Construction of English Sentences*, (London: Longman, 1952), p. 67

York, England, Everest, Red Sea, Atlantic, Venus, Hilton Hotel, etc.

c) Thing

Thing includes something that substantively exist whether it is solid or liquid such as sugar, animal, water, tree, food, car etc. Many kinds of gases such as air, smoke, steam, etc. Furthermore something which substantively doesn't exist but it is conceptually understood and has a particular quality such as ideology, religion, dream, behavior, concept, feeling, expectation, sound, truth, appearance, news, profession, etc.

2) Verb

Verb is a word that show name of action by people. For example think, come, go, etc.

a) Action verb

Action verb tells what someone or something physically or mentally does or do. An action verb is transitive if it has an object.

b) Linking verb

A linking verb is a verb used to link a noun that functions as a subject with another noun or adjective which located in the predicate of the sentence. In some cases, linking verb helps to make a statement.

3) Adjective

Adjective is a word that modifies a noun or a pronoun. (To modify is to limit or point out or describe: *the pinkribbonthat* pen; *another* chance;).⁹

The examples:

- a) Ita has whiteskin.
- b) She is a beautiful student in this class.

4) Adverb

Adverb is a word that explain how the job is done, where is the place, when the events are happened. The examples:

- a) Today we are very busy.
- b) He runs quickly.

b. Function Word

Function word or grammatical word is the word that have little lexical meaning or have ambiguous meaning, but it serve to express grammatical relationship with other word within a sentence, or specify the attitude or mood of the speaker. Each function word either gives some grammatical information on other word in a sentence or clause, and cannot be isolated from other word. There are some kinds of function words as follows:

⁹Philip Gucker, *Essential English Grammar*, (New York: Dover Publications, 1966), P. 21

1) Preposition

Preposition is a word that show relationship between noun, pronoun and other words at the sentence. The example: She go to the hospital before I come home.

2) Pronoun

A pronoun can replace a noun or another pronoun. The examples:

a) This is my car.

b) She is my Mother.

3) Auxiliary verb

Auxiliary verb used with other verbs for helping to express of meaning, especially has grammatical functions.

The kinds of auxiliary verbs as follows:

a) To be : (being, been, am, is, are, was, and were)

To do : (does and did)

Have : (has and had)

b) Modal auxiliary (can, shall, will, may, must, ought to, could, should, would, might, had to)

4) Conjunction

Conjunction is word that used to join word and word, expression and expression, sentence and sentence, etc. The example: I like my pillow but I prefer my doll.

5) Determiner

Determiner is a word that give detail to nouns. McCarthy states that determiner includes: the, a, an, some, any, that, this etc.¹⁰

From the explanation above, the researcher concludes that there are many kinds of words such as: noun, verb, adverb, adjective, preposition etc. The words are important to be classified because the function in the sentence is different. The English learner must understand the classification of words in order they can make a good sentence.

5. The Problems of Vocabulary Mastery.

According to Butcher, there are several kinds of language proficiency of language learners such as : beginners, intermediate and advance. Beginner level students' will begin by amassing a receptive vocabulary ,whereas their productive vocabulary class will be limited to non-verbal responses. The intermediate level students' language will begin with one, to word responses and progress to simple phrase and sentence replies. To maintain conversation they will need approximately 2,000 words. The students at the advanced level have navigated through and bayondinterlanguage use, clearly coordinate bilingual capable producing multiple sentence responses and anganging in connected discourse. But only on topics of concrete nature. Advanced level ELLs are considered fluent speakers of English but their productive English

¹⁰Andrew Carstairs-McCarthy, *An Introduction to English Morphology Words and Their Structure*, (Edinburgh: Edinburgh University Press Ltd, 2002), p. 37

vocabulary consist of 2,000 to 7,000 words compared to fluent English speakers who possess 10,000 to 100,000 words. Yosida in Butcher stated that after seven months of nursery school, the preschool child had productive English vocabulary of about 260 to 300 words and receptive vocabulary of about 1000 words.¹¹

From the statement above the researcher concludes that vocabulary capacity junior high school are 1,000 words and for senior high school vocabulary capacity are 2,000 words.

Penny Ur mentions seven categories about the teaching problem that perhaps will be faced when we teach vocabulary, there are:¹²

- a. Discipline: There is difficult to control discipline problem in the class. To solve this problem, the students should have motivation to make themselves keep their willingness of learning language and the teacher have to force the students to be discipline.
- b. Correcting written assignment: Some of the students feel over confident with their language knowledge, when they correct written assignment they sometimes they correcting the answer that actually right. This activity sometimes becomes a burden for students.
- c. Interest: To keep away the students' boredom, the teacher has to find interest topics and activities. For example, today the class will go to learn about public place, the teacher can make over

¹¹John S Butcher and Maria G. Ramirez, *Vocabulary Development for English Language Learners*, (University of Las Vegas) p.2-4

¹²Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 2003), pp. 60-62.

the classroom become a market, a museum, a beach or any kind of public place and if it possible the teacher can bring any kind of property to make it real.

- d. Effective learning for all: Not all the students have same knowledge, the teacher should be aware of this. To make the language learning effective, the task should be not too easy or not too difficult for them.
- e. Material: The teacher should prepare suitable material before the language learning process to make the aims of the process run well and achieved.

B. Crossword puzzles Technique

1. Definition of Crossword Puzzle Technique

The crossword puzzle first published on December 21st, 1913 in the New York World. The creator Arthur Wynne, the crossword puzzle been one of the most popular type of puzzles for children and adult.¹³ Moreover, Crossword Puzzle is a Puzzle with sets of squares to be filled in with words/numbers, one letter/number to each square, synonyms or definitions of words are given with numbers corresponding to numbers in the squares.¹⁴

In addition, Games are very enjoyable for students in learning foreign language. In this study, the game that is used is Crossword puzzles, because it is popular enough in Indonesia. Crossword puzzle is

¹³ Steve Sugar, *Primary Games*, (The Jossey-Bass Educational series, 2002) p.165

¹⁴ Harry Dhand, *Techniques of Teaching*, (S.B Nangia, 2008) p.55

a kind of word game that require the player to accurately fill in all the blank squares with letter that from words.¹⁵Crossword puzzle have had a loyal following in this country, as well as all over the world. Enthusiasts await the receipt of their weekly, or monthly crosswords in newspaper, magazines, and specialized crossword book.¹⁶

From those definition above, that crossword puzzle is a popular fun game to practice for the children and adults, and to reinforce vocabulary which words have to be written horizontally and vertically based on their clues so that each word crosses at least one other words at common letter, and the clues can be words, pictures, definitions or sentences.

2. The Purpose of Crossword Puzzle.

There are some purpose of Crossword puzzle are:¹⁷

- a) To reinforce course terminology of content.
- b) To promote critical thinking and problem solving.
- c) To promote team cooperation and sharing.
- d) Brings teamwork to an activity.
- e) letting children work together and adding a friendly competitive dimension to a simple crossword puzzles allow students to think in a different way than usual and to feel the excitement of competition.

¹⁵Wiwat orawiwatnakul ,*Games are very enjoyable for students in learning foreign language*, (Educational Psychology 2013) 417

¹⁶Dani luciano, *Jazz Crossword Puzzle* (Diane Publishing Co)p.1

¹⁷Steve Sugar, *Primary Games*, (The Jossey-Bass Rducational series, 2002) p.164-165

Based on the quotations above, the student feel fun to learn english with crossword puzzle and make the students build teamwork with sharing each other to fell enjoy learning together.

3. The Principle of Crossword puzzle Technique.

Crosswords can be used in place of worksheets to review concepts and vocabulary and to get students used to looking up what they don't know. This game can also accustom students to contributing to team efforts. Each player receives a game sheet (a grid with numbers matching the clue numbers) and a clue sheet and then works both individually and with the other players on his team. Each team must solve as many items on the game sheet as it can within the prescribed time. This game is also great as a takehome assignment, and completed game sheets can be kept as test study guides.¹⁸

In the previous explanation above, the principle of the crossword puzzle this game generates excitement for and brings teamwork to an activity often used only in the form of a seatwork worksheet. It brings new life to what could be a tedious task for some students. Letting children work together and adding a friendly competitive dimension to a simple crossword puzzle allows students to think in a different way than usual and to feel the excitement of competition.

4. Benefit of Crossword puzzles

The benefit of crossword puzzle are :

¹⁸Steve Sugar, *Primary Games*, (The Jossey-Bass Rducational series, 2002) p 163

- a) To the students, crossword puzzles spell fun, and to the teacher it means a motivational set for students to learn.
- b) It can be used as a tool not only for fun but also for evolution, group work, learning vocabulary, learning centres and extra activities.¹⁹
- c) Hand out this game a few days before a test on the materials they covered for the students can use the clue sheet and finished crossword as a study guide. This is a fun way to get students into productive study habits.²⁰

According to Lomas Crossword puzzles can improve the social and academic skills of students. This is attributed to the attention and concentration required for solving the puzzle, which leads to the exercise of the mind and ultimately the development of the intellect. According to Bello cruz using Crossword puzzles in an academic context permits the students to²¹ :

- a. Acquire habits of collective decision making.
- b. Improve interpersonal relationship and develop coexistence habits.
- c. Acquire a high degree of interest
- d. Achieve durability in learning.
- e. Develop continuity of thought.
- f. Increase understanding and, therefore, develop the vocabulary.

¹⁹.Harry Dhand, *Techniques of Teaching*, (S.B Nangia, 2008)p. 55

²⁰Steve Sugar, *Primary Games*, (The Jossey-Bass Educational series, 2002) p 166

²¹Carlos, Bell, *designing and solving crossword puzzles*(development in Business simulation and Experiential Learning,2012) vol. 39. P.213

Further, MC Keachie suggest someadvantages in the use of games like crossword puzzle solving because students play an active role, make decisions, solve problems, and react to the results of their own decisions.

C. The Use of Crossword Puzzle Technique to Improve Vocabulary Mastery.

1. The Procedure of Crossword Puzzle Technique.

Crossword puzzle can be used in place of worksheets to review concepts and vocabulary and to get students used to looking up what they don't know. This game can also accustom students to contributing to team efforts.²² The technique of crossword puzzles is a good way to teach and enrich vocabulary because the definitions or synonyms of the words are right there to provide reinforcement. Puzzles can be made out of the words which have been convered in the class.²³

Based on the Harry Dhand Book's crossword puzzle can also be used to encourage the use of a dictionary or thesaurus or to learn terminology used in particular subject.

In order to the solve a crossword puzzle, a student must be able to identify, analyze, and understand the terms being used in a particular context. This process can involve learning vocabulary, terminology, or jargon, and differentiating among similar words or phrases. Klepper suggest a multi-proscess it is more effective than using a single

²²Steve Sugar, *Primary Games*, (The Jossey-Bass Rducational series, 2002)p. 163

²³Harry Dhand, *Techniques of Teaching*,(S.B Nangia, 2008)p.55

approach. Further, individuals differ in the ways they respond to stimuli as those impulses impact the retention and processing of information. Whisen and Dunphy promote the use of crossword puzzles as a vehicle to increase the speed of learning terms in introductory courses. Comprehending vocabulary requires active engagement with related ideas before achieving full understanding. Lewis and crossword puzzles help students to master basic terminology by Kronholz.²⁴

Students must be able to know and understand terminology of particular subject in order to solve a related crossword puzzle. In the process of completing a puzzle, student can experience or exercise one or more of the following:²⁵

- a. Acquiring new vocabulary or terminology
- b. Making differentiations between similar words
- c. Correctly spelling terms
- d. Practicing dictionary-search and/or pronunciation skills
- e. Making inferences
- f. Evaluating choices
- g. Developing logical thinking
- h. Drawing conclusions
- i. An appeal to their individual learning styles

²⁴Jaramillo, Losada, & Fekula, *Designing and Solving Crossword Puzzles* (Developments in Business Simulation and Experiential Learning) vol.39, 2012 p.214

²⁵Ibid. P 214

1. The Steps of Crossword Puzzle Technique

How to play the crossword puzzle to the students ;

- a) Play crossword individually or in teams.
- b) Play in class or as a take-home exercise.
- c) Play in a fixed time period-the team with the highest number of correct answer wins.
- d) Play to completion-the first team to complete the puzzle.
- e) Break a puzzle into two segments, and then have trade clues with their opponents. Team A receives a puzzle sheet with only “across” solutions; Team B receive a puzzle sheet with only “Down” solutions. Team prepare a clue for each solution and then share these clues on alternate turns-Team A offers to a clue tp “ 1 Across” and then Team B offers to a clue “1 Down” and so on. This process is repeated until all clues are shared between the two teams.
- f) Play Crosswords as an ongoing exercise in tandem with current study module.²⁶

Beside being great fun, crosswords are an excellent way build vocabulary, the the step of crossword puzzle are :

- a. Thegoal is use the ACROSS andDOWN clues to complete the empty squares.

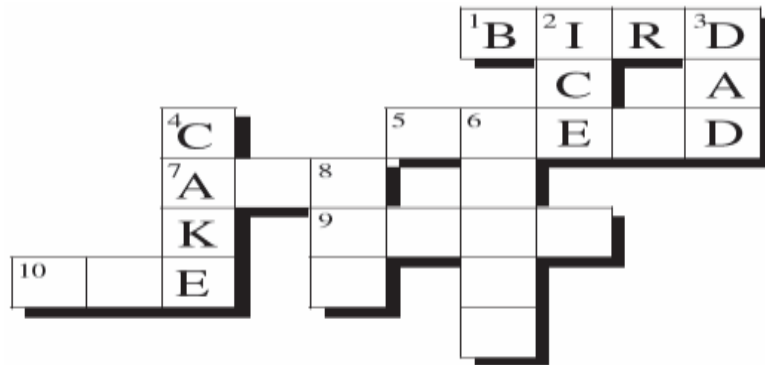
²⁶Steve Sugar, *Primary Games*, (The Jossey-Bass Rducational series, 2002) p.166

- b. The first square of each entry contains a number. This number corresponds to the number in the ACROSS or DOWN clue lists.
- c. Use the partially completed squares to assist in solving other clues.

Practice Puzzle

In the practicing puzzle shown on right , you are given a partially completed crossword puzzle. Then answer to 1 ACROSS has already been completed. “BIRD” is answer to the clue , “An animal that flies.” Numbers 2, 3 and 4 DOWN have also been answered and entered into the puzzle.

Answer the remaining clues to complete the puzzle²⁷



ACROSS

- 1. An animal that flies.

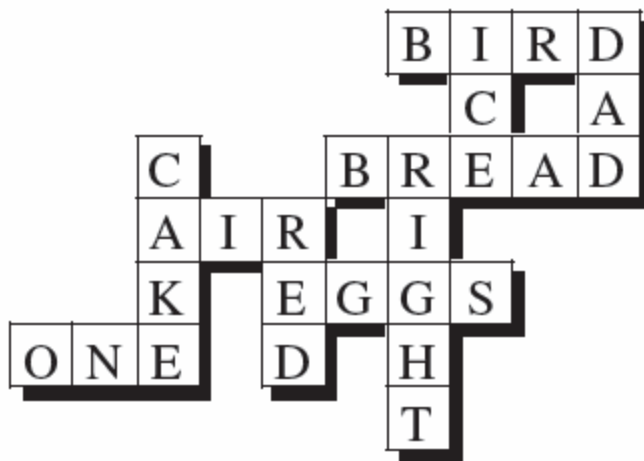
²⁷Noah Ealy and Michael Ealy, *Fun Beginning Puzzles for Kids*, (BNG Publishing 2008) p.48-49

5. You make a sandwich with two pieces of this.
7. You breathe with.
9. Chickens lay these.
10. The number before two.

DOWN

2. Frozen water.
3. Another word for father.
4. You serve it at birthday parties.
6. The opposite of left.
8. Tomatoes are this color

For the answer above are :



2. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the action hypotheses “The use of Crossword Puzzles Technique can improve the students’ vocabulary mastery and learning activities at the seventh graders of Junior High School 01 Banjar Baru”.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

This research is Classroom Action Research (CAR) and the research was conducted at SMP Negeri 1 Banjar Baru. Located on Unit 5, Banjar Baru, Tulang Bawang. Total of the students from the seven up to nine graders were 300. However, the Researcher chose the seventh graders c class with the total students because their vocabulary mastery had low. It is based on the result of the pre survey score of students at the seventh graders at SMP N 1 Banjar Baru.

B. Subject of the Research

The students of this research 22 students of class VII 3 of SMP Negeri 1 Banjar Baru. The researcher chose this class because most of the students have low score in English lesson especially in vocabulary. They also less interested in English learning.

C. Research Procedure

1. The Concept of Classroom Action Research

This research is Classroom Action Research (CAR). McNiff states that action research is about practitioners creating new ideas about how to improve practice, and putting those ideas forward as their personal theories of practice.²⁸ While according to James, action research is a form of applied

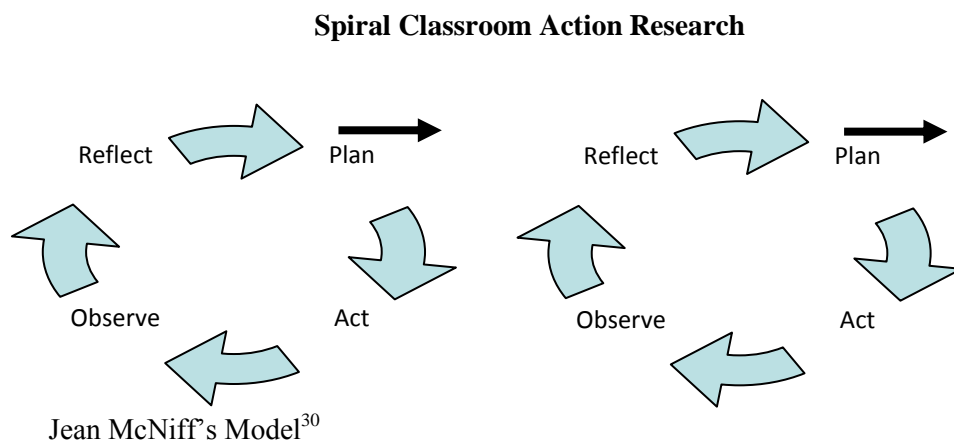
²⁸ Jean. McNiff, Jack Whitehead, *All you need to Know About Action Research*, (London: Sage Publications, 2006), p. 5

research common in education when practitioners are involved in efforts to improve their work.²⁹ It means that action research is a practical way of the research on your practice in order to increase or to repair something.

Action research deals with a social practice and it involves the direct interaction of teacher and group of the students, it is portrayed as a cyclical spiral process involving steps of planning, action, observing, and reflecting. It is normal for a project to go through two or more cycles in a interactive process, the improvements of the research can be seen from a series of cycles, each incorporating lesson from previous cycles.

The research is conducted based on the pre-test and post-test. In this classroom action research, the researcher would like to hold the research in two cycles. There are four steps in cycle; they are planning, acting, observing, and reflecting. If the cycle has failed, the cycle would be repaired in the second cycle and so on. Here are steps of classroom action research design:

Figure 1



²⁹ James Schreiber and Kimberly Asner-Self, *Educational Research*, (USA: Wiley, 2011), p.19.

³⁰Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York:RoutledgeFalmer, 2002), p. 41.

From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

2. Action Plan

Classroom Action Research (CAR) Cycles are:

a. Cycle I

1) Planning

Planning is the first step in every activity, A plan is developed for taking action and or for gathering information and data in order to observe or capture the experience or monitor the practice.

Without planning, the researcher's activity will not focus. The planning will be reference in doing action. Here are the steps that the researcher did in planning:

- a) The researcher identified the problem causes and finds the problem solving.
- b) The researcher made a lesson plan.
- c) The researcher prepared the material, approach and technique of teaching.
- d) The researcher prepared the source of learning
- e) The researcher prepared format to observe.
- f) The researcher prepared the instrument of evaluation.

2) Acting

Doing action is the second step in activity. The researcher implement the plan or changes a practice and collects data. Data may be

collected from a variety of sources. Without the action the planning just imagination that never can be real.

After finishing the planning, the learning process had done in the seventh grade of SMP Negeri 1 Banjar Baru. It described about teaching procedures of the research. There were the steps that the researcher did in the action:

- a) The researcher applied the lesson plan.
- b) The researcher explained the teacher' role and the students' role in teaching learning by crossword puzzle.
- c) The researcher collaborated with the teacher in teaching vocabulary by crossword puzzle.
- d) In the last researcher took the pre-test to the students. It have to done for one meeting.

3) *Observing*

Observing is activity when researcher synthesizes and analyzes the data. Key issues related to the problem are identified. The observation is done in teaching learning process.

Based on the observation, the researcher could determine whether there is anything that the Researcher has to be improved soon in order that the action can achieve the aim of researcher wants. In this step, the researcher observed the process of teaching learning by using form of observation.

4) *Reflecting*

In reflecting, the researcher analysed and discusses result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decided that the next cycle focused on the weakness in previous cycle.

b. *Cycle II*

1) *Planning*

- a) The researcher identified the problem and found the problem from the first cycle
- b) The researcher prepared a lesson plan
- c) The researcher prepared the material, method and strategy of teaching
- d) The researcher prepared the source of learning
- e) The researcher prepared format to observed
- f) The researcher prepared the instrument of evaluation.

2) *Acting*

This stage designed on the basis of result of planning of cycle II.

3) *Observing*

In this step, the researcher observing the process of teaching learning by using format of observation to collect the data in action plan II.

4) *Reflecting*

In this step, the researcher compared the score of pre-test and post test. The researcher reviewing and reflecting on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

Classroom Action Research is applied in this study. It is regarded important for the researcher to improve students' vocabulary of VII grade students at SMP Negeri 1 Banjar Baruby using Crossword Puzzle. By applying this game, it was expected to solve student's problems in teaching learning process of improving vocabulary.

The classroom action research design applied in this study is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMP 1 Banjar Baru as an observer and collaborator. The researcher plays a role as an English teacher who teaches vocabulary to the student's, while the real English teacher's role is as an observer who observes the action of the study while teaching learning activities happens in the classroom. Also acts as a collaborator when helps the research in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but she also took actions by making lesson plan and giving assessment. Then, she also collected and analyzed data.

D. Data Collecting Technique

In collecting the data, the researcher used the following technique:

1. Test

In this research the researcher uses test as data collection method to measure dependent of variables. The type of this test is written test that consist of 10 questions in multiple choice. The score of each number of the questions is 10. So, If the students can answer all of the question correctly, they will get 100 score. Then, if the students answer the question incorrectly they will get 0 score. The time of the test is 20 minutes.

The test consists of pre-test and post-test. The material in pre-test and post-test are different but have same difficulties.

a) Pre test

The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b) Post-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the improving of students' by crossword puzzle.

2. Observation

Observation is kind of data collection method by observing directly to the object that examination. In the observation, the Researcher makes some notes and check-list to recheck the data. It means to know about the location sketch of SMP Negeri 1 Banjar Baru, the building of SMP Negeri 1 Banjar Baru, and the process of students' learning activities in the classroom.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The researcher use documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

E. Data Analysis Method

1. The Analysis of Learning Result Data

After setting the data from the result of pre-test and post-test the Researcher will analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improving or not for the students vocabulary use after the students was given treatment. In this research, the Researcher used very simple statistical formula for comparing the result of pre test and post test. To know the increase of the average score. The result of individual subject was put in

the table. The Researcher analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using:³¹

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

Note:

x	=	Mean (Average score)
Σ	=	Sum of
X	=	Raw score
N	=	Total of Students

Formula percentage

$$p = \frac{F}{N} 100\%$$

Furthermore, to know the result the researcher will compare between pre test and post test. Then, the result is matched by minimum standard at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

³¹Donald Ary, et, als *Introduction to Research in Education* ,Eight edition. USA: Wadsword. 2010p.108

F. The Indicator of Success

The indicator of the successful takes from the process and the result of the action research. The research will be successful if 80% of students get 70 and 70% active in learning process and did not need to continue the next cycle. In addition, there was improving in study activities and learning result in the learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Brief History of SMP Negeri 1 Banjar Baru

SMP Negeri 1 Banjar Baru was located at jalan lintas timur, PancakarsaPurnajaya, TulangBawang. This school was established in 1982.

Since was established, this school has been led by the following principals:

- | | |
|---------------------|---------------|
| a. Sadikun | (1982-1988) |
| b. IdrisMansyur | (1990-1998) |
| c. Sudarsono | (1998-2004) |
| d. ThormahAlamsyah | (2004 - 2007) |
| e. AgusNugroho S,Pd | (2007-2010) |
| f. Yanto S,Pd | (2010-2013) |
| g. Sri Retnaningsih | (2013-now) |

2. List of Teachers and StaffsinSMP N 1 Banjar Baru

Total of teachers and staffs in SMP Negeri 1 Banjar Baruare 22that can be identified as follows:

Table2**List of Teachers and Staff at**

SMP Negeri 1 Banjar Baru

No.	Name	Las	Position
1.	Sri Retnaningsih S.Pd.Bio	S1	Headmaster
2.	Hj. Rohani Sijabat, S.Pd	S1	English Teacher
3.	Iskak, A.Ma.Pd	S1	Mathematics Teacher
4.	Nurul Komar, S.Pd	S1	Pancasila and Civic Education Teacher
5.	Nirwana, S.Pd	S1	Indonesian Language Teacher
6.	I Made Sutarja, S.Ag	S1	Hindu Religion Teacher
7.	Kadiran, S.Pd	S1	Indonesian Language Teacher
8.	KetutSariya, SE	S1	Social Science Teacher
9.	Bibit Winarti, S.Pd	S1	Indonesian Language Teacher
10.	I Wayan Parta, S.Pd.	S1	Science Teacher
11.	Puji Ningsih, S.Pd	S1	Social Science Teacher
12.	HenroAdio, S.Pd	S1	Mathematics Teacher
13.	Tony Kuntoro, S.Pd	PGA	Indonesian Languange Teacher
14.	Tri Suryanti, S.,Pd.H	PGA	English Teacher

15.	I Gede windia	PGA	Social ScienceTeacher.
16.	EkoSunaryo, SE	PGA	Social Science Teacher
17.	Pargita	SMA	Sport teacher
18	Muslihatiningsih, S.Pd		Pancasila and Civic Education Teacher
19	Mely, S.Pd		Lampungese Language Teacher
20	Yeni rusnita, A.Md		Lampungese Language Teacher
21	Suliyah, A.Md		Computer Teacher
22	Sholikin,S.Pd.I		Religion Teacher
23	Hendra Yulizal Amin, S.Pd		English Teacher

Source: The Documentation of SMP Negeri 1 BanjarBaru

3. Total of the Students at SMP Negeri 1 Banjar Baru

Table 3

Total of Students at SMP Negeri 1 Banjar Baru

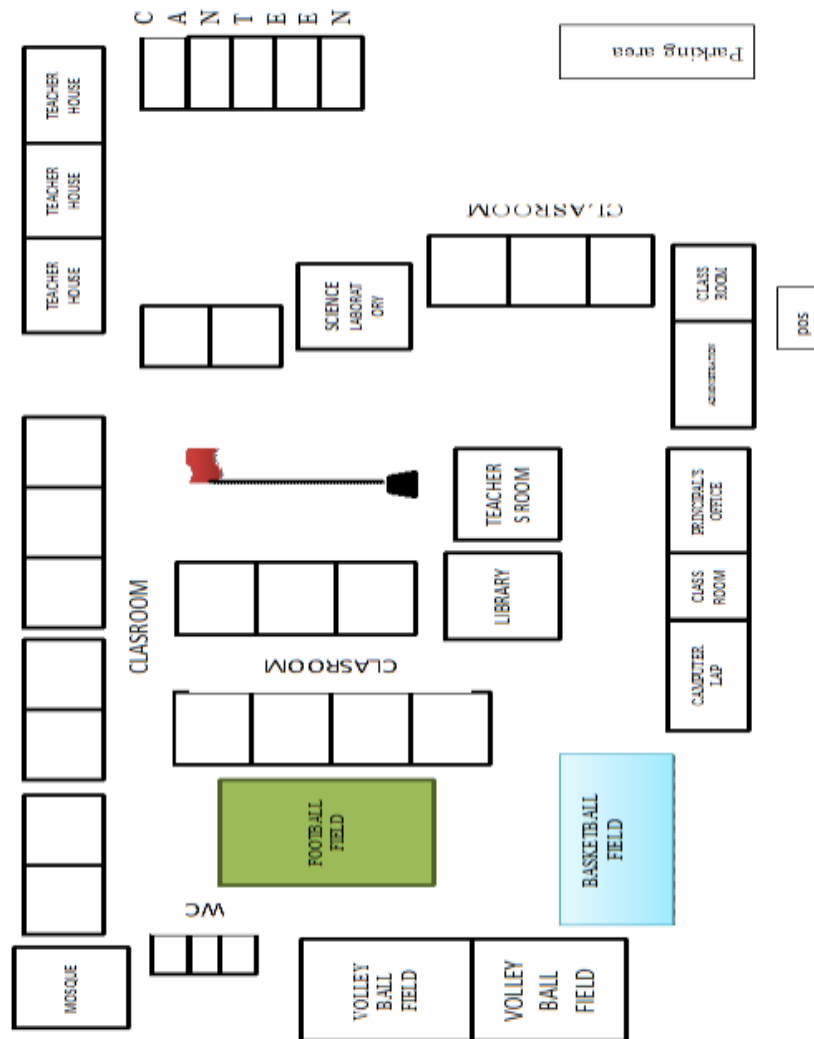
No.	Class	Gender		Total
		Male	Female	
1.	Class VII	85	95	180
2.	Class VIII	66	83	149
3.	Class IX	67	88	155
	Total	212	266	478

Source: Documentation of SMP Negeri 1 BanjarBaru

4. Location Sketch of SMP N 1 Banjar Baru

Figure 2

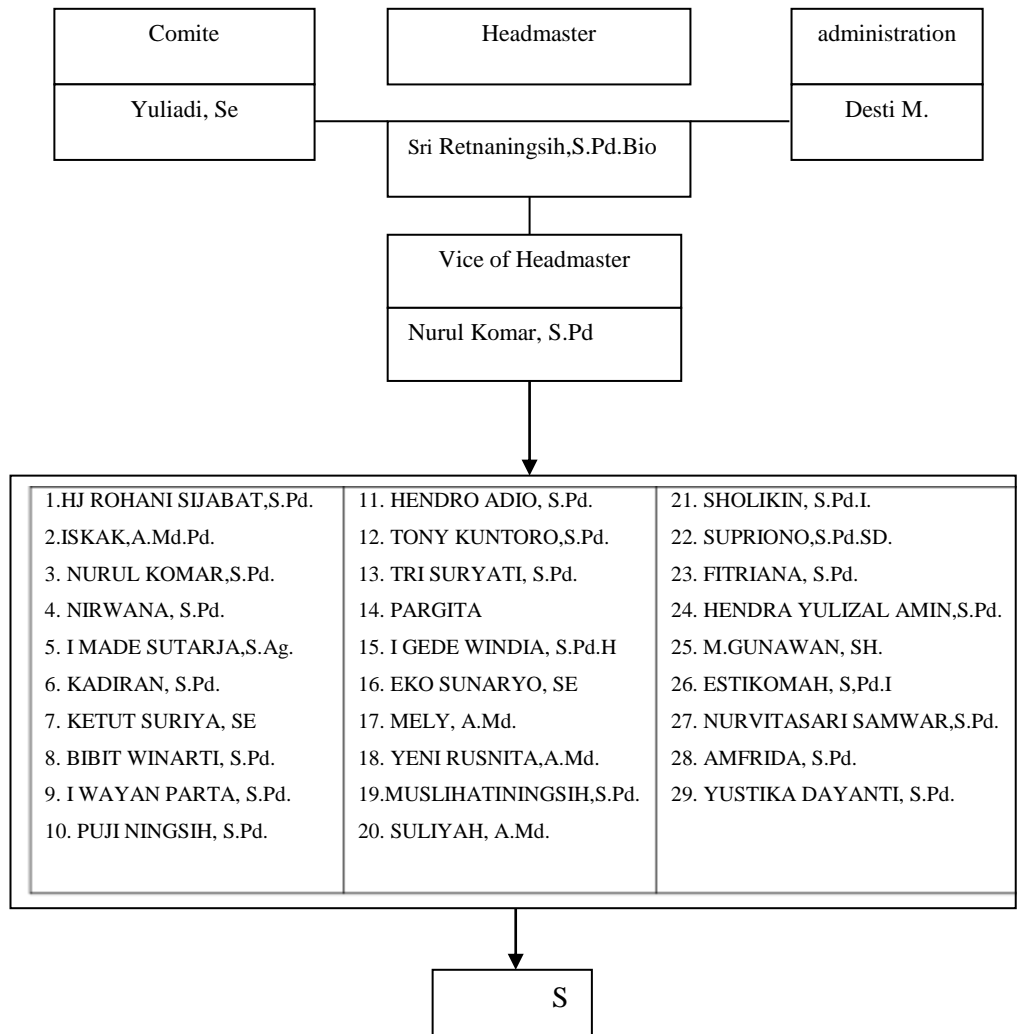
Location Sketch of SMP N 1 Banjar Baru



5. The School Organization

Figure 3

The Structure Organization of SMP N 1 Banjar Baru



B. Description of Result Finding

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It was

aimed to know how far the students' vocabulary mastery before they were given the treatment. The students' result of vocabulary mastery was gained through test which consisted of pre test and post-test in the beginning research and in the end of each cycle while the students' activities were gained from observation during the learning process.

In this research before the process of cycle I, the research conducted the pre-test on Tuesday, November 21th 2017. The researcher gave a pre-test for the students to see how far the students' vocabulary mastery before the treatment was given. In pre-test activity, the researcher gave multiple choices test. Then, the result of pre-test can be seen on the table below:

Table 4

The Students' Score of Pre-test

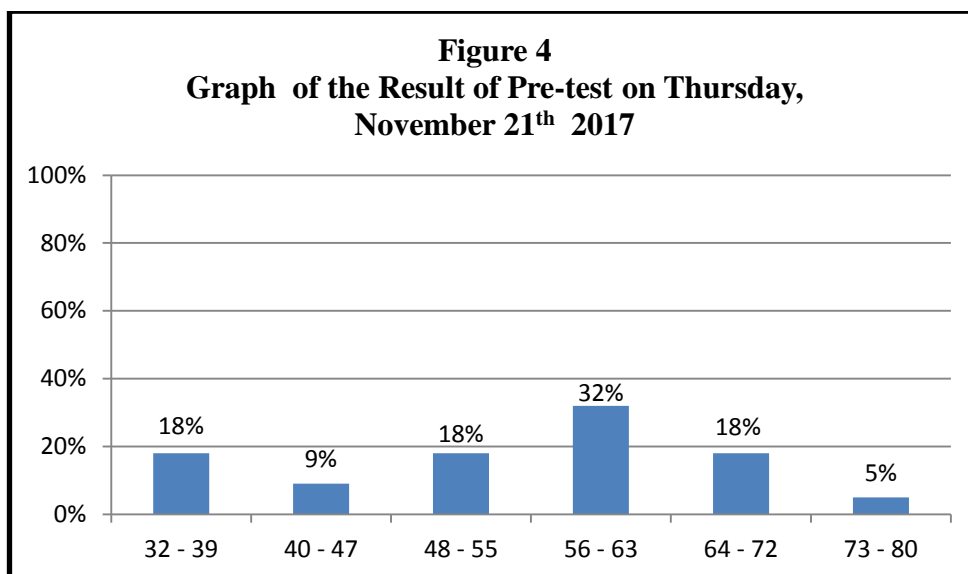
No.	Students' Code	Score
1.	AND P	30
2.	I NY	40
3.	IPT	50
4.	KTT	40
5.	KM AR	30
6.	KM PI	50
7.	KM PD	60
8.	NKR	70
9.	NWG	60
10.	NWGM	70
11.	NKSY	80

12.	PEA	70
13.	PF	30
14.	PM	60
15.	SHA	60
16.	WFS	50
17.	WHI	30
18.	WNA	40
19.	WRSH	70
20.	WRAI	30
21.	WYN SH	60
22.	WSK	50
Total		1.130
Lowest Score		30
Highest Score		80
Average		51.36

Table 5

Frequency of Students' Score at Post-test Cycle I

Students' Score	Frequency	Percentage (%)	Category
32 – 39	4	18%	Low
40 – 47	2	9%	Low
48 – 55	4	18%	Low
56 – 63	7	32%	Low
64 – 72	4	18%	Average
73 – 80	1	5%	Average
Total	22	100%	



Based on the result of the students' pre-test, just 4 (5%) students passed the minimum standard criteria that were 70. In pre-test, the researcher found the students' problem such as they still difficult to memorize vocabulary and confused about the meaning of words. The problem could be seen by the students' score in pre-test. There were 18 students who got score less than 70. It showed that the result of students' vocabulary mastery was still low. That is the reason, why the researcher using crossword puzzles technique improve students vocabulary mastery at SMP Negeri 1 Banjar Baru..

C. Description of the Research

1. Cycle I

a. Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was

list of vocabulary (adjective, noun, and verb). Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

Acting was the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is, as follows:

Table 6

The Schedule of Action in Cycle I

Meeting	Day/Date	Time
1 st	Thursday, November 23 rd 2017	09.00 - 10.30 a.m
2 nd	Tuesday, November 28 th 2017	07.30 – 08.30 a.m

1) The First Meeting

The first meeting was done on Thursday, November 23rd 2017 at 09.00 - 10.30a.m. At the beginning of teaching learning process, the researcher greeted students by saying “Good morning” and all of students answered by saying “Good morning miss” friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some questions, for example “What do you know about vocabulary?”. Some students

could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is vocabulary in English first before she explained about the material.

The researcher divided the students into several groups, each group consists 5 students. Each group was formed in a circle so that everyone had visual contact with each other. The researcher guided the students how to answer crossword puzzle first. Then, if the student understood about crossword puzzle the researcher let each group answer with their group. After that if they have done, the teacher and the students discussed together to know which one the group got better score.

After 2 x 30 minutes, the bell rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

2) The Second Meeting

The second meeting was done on Tuesday, November 28th 2017 Thursday 07.30 – 08.30 a.m. the researcher gave post-test cycle I with the similar task on pre-test before. The kinds of the test were multiple choices. The students did it seriously. It seemed that the students' score will be increased. In the post-test 1 only 12 students who got good score, but the result of the students' test

was better than the students' test before giving treatment. The score of post-test cycle I can be seen on the table below:

Table 7

The Students' Score of Post-test Cycle I

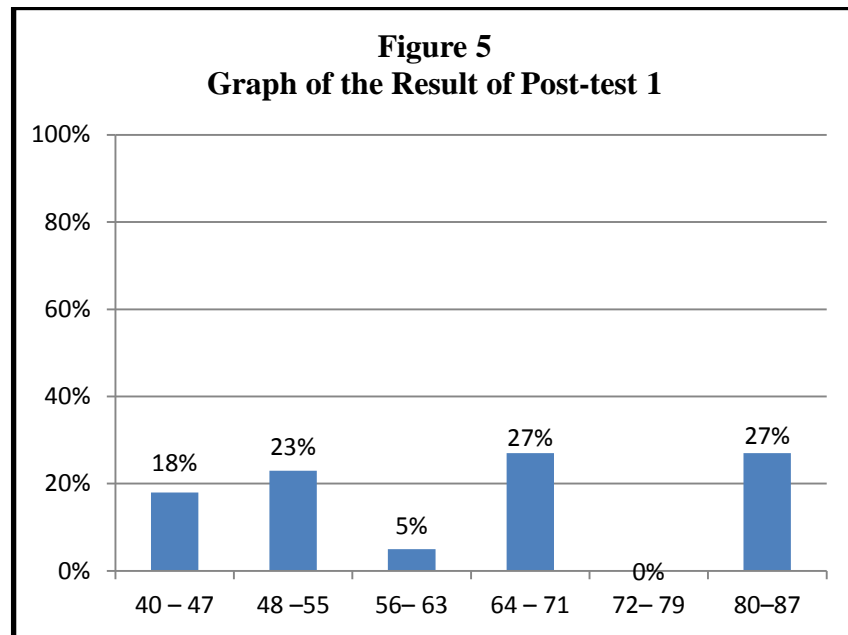
No.	Students' Code	Score
1.	AND P	50
2.	I NY	40
3.	IPT	70
4.	KTT	50
5.	KM AR	40
6.	KM PI	70
7.	KM PD	60
8.	NKR	50
9.	NWG	70
10.	NWGM	80
11.	NKSY	80
12.	PEA	80
13.	PF	40
14.	PM	70
15.	SHA	80
16.	WFS	40
17.	WHI	50
18.	WNA	80
19.	WRSH	70
20.	WRAI	50

21.	WYN SH	70
22.	WSK	80
Total		1.360
Lowest Score		40
Highest Score		80
Average		61.81

Table 8

Frequency of Students' Score at Post-test Cycle I

Students' Score	Frequency	Percentage (%)	Category
40 – 47	4	18%	Low
48 –55	5	23%	Low
56– 63	1	5%	Average
64 – 71	6	27%	Average
72– 79	0	0 %	High
80–87	6	27 %	High
Total	22	100%	



Based on the data above, it can be seen that just 12 (55%) students passed in the post-test. It was more be higher than the students' score in pre-test. The minimum standard criteria were 70. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 22.28% and the average score at post-test in cycle I was 61.81%. It was not fulfill the minimum standard criteria at least 80% students must got ≥ 70 . Therefore, the researcher had to do Cycle II.

c. Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 9

The Result of Students' Activities in Cycle I

No	Student's Name	The aspects that is observed			
		Give an attention to the teacher's explanation	Enthusiastically join the learning process	able to understand the material	Responding the teacher question
1	AND P				✓
2	I NY		✓	✓	
3	IPT	✓	✓		✓
4	KTT			✓	
5	KM AR				
6	KM PI	✓	✓	✓	
7	KM PD	✓	✓		
8	NKR			✓	✓
9	NWG		✓		
10	NWGM	✓			✓
11	NKSY	✓	✓	✓	✓
12	PEA				✓
13	PF				✓
14	PM	✓	✓	✓	
15	SHA	✓			
16	WFS		✓		
17	WHI			✓	
18	WNA	✓	✓		
19	WRSH	✓	✓	✓	✓
20	WRAI			✓	✓
21	WYN SH	✓		✓	

22	WSK	✓	✓		
Total		15	11	10	9

Note:

- **The students' activities that are observed are:**
 1. Give an attention to the teacher's explanation
 2. Enthusiastically join the learning process
 3. Able to understand the material
 4. Responding the teacher's question

Table 10

Frequency of Students' Activities in Cycle I

No	Students' Activity	Frequency	Percentage
1	Give an attention to the teachers explanation	15	68%
2	Enthusiastically join the learning process	11	50%
3	able to understand the material	10	45%
4	responding the teacher question	9	40%

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in that the students did 68% of giving attention in learning process, 50% the students enthusiast, 45% understand the

material and then 40% responding the question. It can be seen that more than 50% from all class was active in the learning process.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students got difficulty to memorize vocabulary. The reflection in cycle I was still found in the deficiencies that is occurred in cycle I. As for the deficiencies in this first cycle, there are: when explaining the material, the researcher got less attention to students so that the students were noisy, students are less active in the group, some students got failure in test of cycle I. The reflection result can be inferred that:

- 1) The researcher should be more assertive and pay more attention in order that the students can pay attention to the teacher when explaining the material.
- 2) The researcher should more in around to monitor one by one in the group.
- 3) The researcher should give more attention to students who are less responsive

2. Cycle II

Because the action was not success, in order that in the stage need to be held the cycle II again to repair the weakness in the cycle I. The steps of the cycle II are, as follow:

a. Planning

In the planning of cycle II, the researcher and collaborator discussed about some problems that found in cycle I. Therefore, in this step the researcher would prepare the lesson plan, and material that would be used in teaching learning process. The material was list of vocabulary (noun, verb, adjective). Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 11

The Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Thursday, November 23 rd 2017	09.00-10.30 a.m
2 nd	Tuesday, December 30 th 2017	08.30 – 09.30a.m

1) The First Meeting

The first meeting was done on Tuesday, Thursday, November 23rd 2017 at 09.00-10.30 a.m at the beginning of the class, the

researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle II was focused on the weakness of cycle I. The researcher divided the students into several groups, each group consist 5 students. The researcher guided the students how to answer crossword puzzle first. Then, if the students understand about crossword puzzle the researcher let each group to answer with their group. After that if they have done, the teacher and the student discussed together to know which one the group got better score. The students looked very enthusiastic. In the second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 30 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about vocabulary.

2) The Second Meeting

The second meeting was done on Tuesday, December 30th 2017 at 08.30–09.30 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle II with the similar task on post-test cycle I before. The score of post-test cycle II can be seen on the table below:

Table 12

The Students' Score at Post-test Cycle II

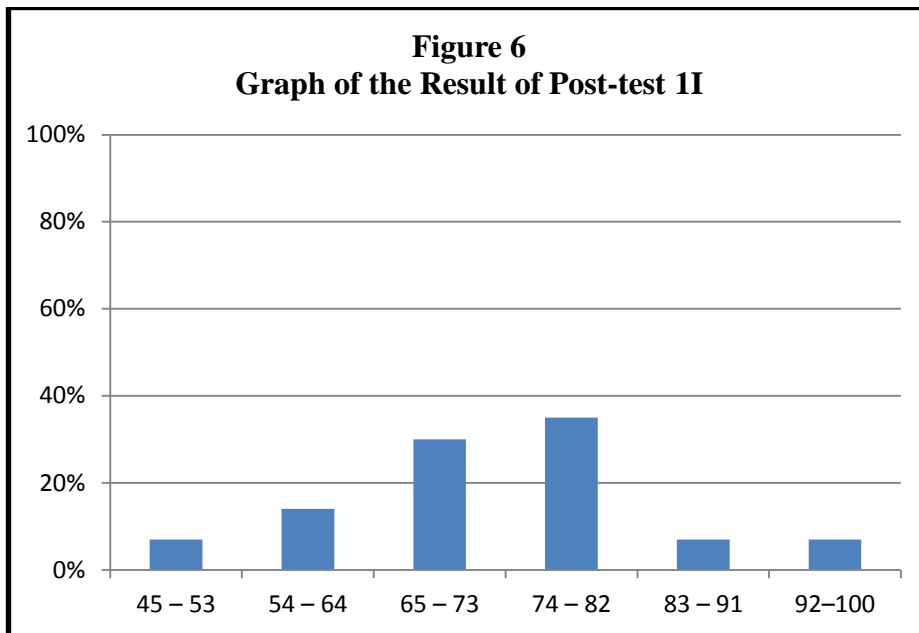
No.	Students' Code	Score
1.	AND P	80
2.	I NY	70
3.	IPT	80
4.	KTT	70
5.	KM AR	80
6.	KM PI	50
7.	KM PD	80
8.	NKR	80
9.	NWG	70
10.	NWGM	70
11.	NKSY	100
12.	PEA	90
13.	PF	70
14.	PM	80
15.	SHA	80
16.	WFS	90
17.	WHI	50
18.	WNA	60
19.	WRSH	90

20.	WRAI	70
21.	WYN SH	80
22.	WSK	100
Total		1.690
Lowest Score		50
Highest Score		100
Average		76.81

Table 13

Frequency of Students' Score at Post-test Cycle II

Students' Score	Frequency	Percentage (%)	Category
45 – 53	2	9%	Low
54 – 64	1	6%	Low
65 – 73	6	27%	Average
74 – 82	8	36%	Average
83 – 91	3	13%	High
92–100	2	9%	High
Total	22	100%	



Referring to the data above, it showed the result of post-test cycle II fulfill the minimum standard criteria in which there were of 20 students got score ≥ 70 and only 2 students who was not success yet. The average score of post-test cycle II was 76.81. It means that they were successful.

c. Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 14**The Result of Students' Activities in Cycle II**

No	Student's Name	The aspects that is observed			
		Give an attention to the teacher's explanation	Enthusiastically join the learning process	Able to understand the material	Responding the teacher question
1	AND P	✓	✓	✓	✓
2	I NY	✓		✓	✓
3	IPT	✓	✓	✓	✓
4	KTT	✓	✓		
5	KM AR	✓	✓	✓	✓
6	KM PI	✓	✓		✓
7	KM PD	✓	✓	✓	✓
8	NKR	✓	✓	✓	
9	NWG	✓	✓	✓	✓
10	NWGM	✓	✓	✓	✓
11	NKSY	✓	✓		✓
12	PEA	✓	✓	✓	
13	PF	✓	✓	✓	✓
14	PM	✓		✓	✓
15	SHA	✓	✓		✓
16	WFS	✓	✓	✓	✓
17	WHI		✓	✓	✓
18	WNA			✓	✓
19	WRSH	✓	✓		✓
20	WRAI	✓	✓	✓	✓
21	WYN SH	✓	✓	✓	✓
22	WSK	✓	✓	✓	

Total	20	19	17	18
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Note :

- Give the thick sign (\surd) to the student's activity
- The students' activities that are observed are:
 1. Give an attention to the teacher's explanation
 2. Enthusiastically join the learning process
 3. Able to understand the material
 4. Responding the teacher's question

Table 15

Frequency of Students' Activities in Cycle II

No	Students' Activity	Frequency	Percentage
1	Give an attention to the teachers explanation	20	90%
2	Enthusiastically join the learning process	19	86%
3	Able to understand the material	17	77%
4	Responding the teacher question	18	81%

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

Based on the result, it can be seen that the most of the students have not difficulty to memorize vocabulary. It happened because they enjoyed in teaching learning process. It makes the students easy to memorize vocabulary. In this meeting, the students have serious in doing the exercise, so most of the students got good score.

In the second cycle, the students were also active to do the assignment and exercise than before. They also felt confident to answer the question. It means that learning in class was an effective method to increased students' vocabulary mastery. The students who got score more than 70 were 19 (86%) out of 22 students. The research did not continue to the next cycle because the students' average was 78.19.

D. Discussion

1. The Result of Pre-Test

To see the students' vocabulary mastery before implementing the treatment, the researcher conducted the pre-test. It carried out on, thursday nov21st, 2017.

Based on the result of the students' pre-test, just 4 (18%) students passed the minimum standard criteria that were 70. In pre-test, the researcher found the students' problem such as they still difficult to memorize vocabulary. The problem could be seen by the students' score in pre-test. There were 18 students who got score less than 70. It showed that

the result of students' vocabulary mastery was still low. So, it needs increasement by using an effective technique of teaching.

2. The Result of Post-Test Cycle I

Based on the result of post-test cycle I, it can be seen that just 12 students passed in the post-test. It was more be higher than the students' score in pre-test. The minimum standard criteria were 70. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 51.36 and the average score at post-test in cycle I was 61.81. It was not fulfill the minimum standard criteria at least 80% students must got ≥ 70 . It can be seen that most of the student failed in achieving material. So, it needs increasing by using an effective technique.

Table 16

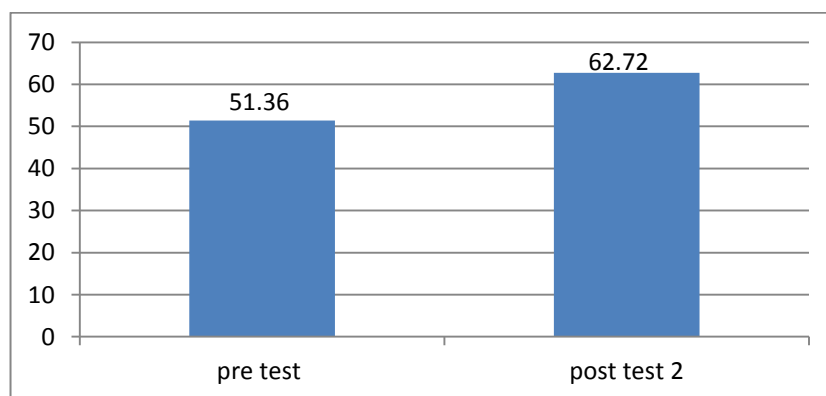
The Result of Students' Score at Pre-test and Post-test Cycle I

No	Students' Code	Score of Pre-test	Score of Post-test Cycle I	Explanation
1.	AND P	30	50	Increased
2.	I NY	40	40	Constant
3.	IPT	50	70	Increased
4.	KTT	40	50	Increased
5.	KM AR	30	40	Increased
6.	KM PI	50	70	Increased
7.	KM PD	60	60	Constant

8.	NKR	70	50	Decreased
9.	NWG	60	70	Increased
10.	NWGM	70	80	Increased
11.	NKSY	80	80	Constant
12.	PEA	70	80	Increased
13.	PF	30	40	Increased
14.	PM	60	70	Increased
15.	SHA	60	80	Increased
16.	WFS	50	40	Decreased
17.	WHI	30	50	Increased
18.	WNA	40	80	Increased
19.	WRSH	70	70	Constant
20.	WRAI	30	50	Increased
21.	WYN SH	60	70	Increased
22.	WSK	50	80	Increased
Total Score		1.130	1.360	Increased
Average		51.36	61.81	Increased

Figure 7

Graph of the Average of the Students' Score on Pre-test and Post-test I



Source: the result of pre-test and post-test I

3. The Result of Post-Test CycleII

The result of post-test cycle II, it showed the result of post-test cycle II fulfill the minimum standard criteria in which there were of 19students got score ≥ 70 and only 3 students who was success yet. The average score of post-test cycle II was 76.81. It means that they were successful.

Table 17

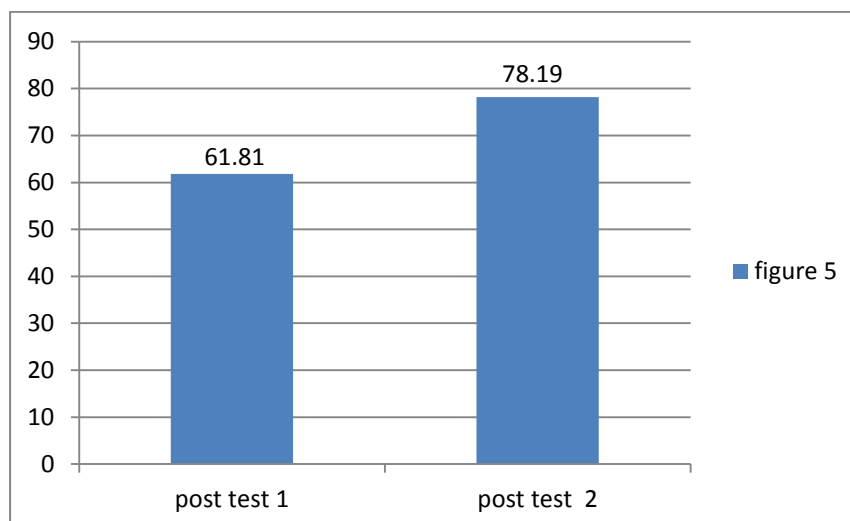
The Result of Students' Score at Post-test 1 and Post-test 2

No	Students' Code	Score of Post-test Cycle I	Score of Post-test Cycle II	Explanation
1.	AND P	50	80	Increased
2.	I NY	40	70	Increased
3.	IPT	70	80	Increased
4.	KTT	50	70	Increased
5.	KM AR	40	80	Increased
6.	KM PI	70	50	Decreased
7.	KM PD	60	80	Increased
8.	NKR	50	80	Increased
9.	NWG	70	70	Constant
10.	NWGM	80	70	Decreased
11.	NKSY	80	100	Increased
12.	PEA	80	90	Increased
13.	PF	40	70	Increased
14.	PM	70	80	Increased

15.	SHA	80	80	Constant
16.	WFS	40	90	Increased
17.	WHI	50	50	Constant
18.	WNA	80	60	Decreased
19.	WRSH	70	90	Increased
20.	WRAI	50	70	Increased
21.	WYN SH	70	80	Increased
22.	WSK	80	100	Increased
Total Score		1.360	1.690	Increased
Average		61.81	76.81	Increased

Figure 8

Graph of the Average of the Students' Score on Post-test 1 and Post-test 2



Source: the result of post-test 1 and post-test 2.

4. The Comparison of Pre test, Post-test 1, Post-test 2

Based on the observation and reflection in this cycle the researcher and collaborator surely assumed that by using Community

Language Learning Method gave many useful for the students to increase their vocabulary mastery. It was supported by the result of students' score at pre-test, post-test 1 and post-test 2. The comparison of students' score was shown on the table as follows:

Table 18
Comparison of Students' Score at Pre-test,
Post-test 1 and Post-test 2

No	Students' Code	Score of Pre-test	Score of Post-test 1	Score of Post-test 2	Explanati on
1.	AND P	30	50	80	Increased
2.	I NY	40	40	70	Increased
3.	IPT	50	70	80	Increased
4.	KTT	40	50	70	Increased
5.	KM AR	30	40	80	Increased
6.	KM PI	50	70	50	Increased
7.	KM PD	60	60	80	Increased
8.	NKR	70	50	80	Increased
9.	NWG	60	70	70	Increased
10.	NWGM	70	80	70	Increased
11.	NKSY	80	80	100	Increased
12.	PEA	70	80	90	Increased
13.	PF	30	40	70	Increased
14.	PM	60	70	80	Increased
15.	SHA	60	80	80	Increased
16.	WFS	50	40	90	Increased

17.	WHI	30	50	50	Constant
18.	WNA	40	80	60	Constant
19.	WRSH	70	70	90	Increased
20.	WRAI	30	50	70	Increased
21.	WYN SH	60	70	80	Increased
22.	WSK	50	80	100	Increased
Total Score		1.130	1.360	1.690	Increased
Average		51.36	61.81	76.81	Increased

Moreover, the comparison of students' score can be seen on the graph below.

Figure 9

**Graph of Comparison of Average Score at Pre-test,
Post-test 1 and Post-test 2**



E. Interpretation

After the researcher analyzed of the result of post-test cycle I and post-test cycle II there was comparison between of them. There was increasing score of the students' vocabulary mastery. There was increasing score from

post-test cycle I to post-test cycle II. It can be seen from the graph of average score. The students' average score in post-test cycle I was 51.36 and average score in post-test cycle II was 76.81. It means that the students could achieve the target of this research that was 70.

Moreover, referring to the data of students' activities result in cycle I and cycle II, there was increasing in students' activities during teaching learning process. By applying Crossword Puzzle Technique the students feel more enjoy in learning process. Therefore the students' activities were also increased because the target of this research was 80 % of students have got score at least 70 in vocabulary and 80% of students became more active in the class. So it can be concluded that the research was successful.

Crossword Puzzle Technique can apply in the classroom in order to make the students more active in learning process. This Technique can increase the students' vocabulary mastery. So the teacher can use this Technique in teaching vocabulary.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of Using Crossword Puzzle Technique in teaching vocabulary, the researcher would like to give the conclusion as follows:

1. Crossword Puzzle Technique as an alternative technique can improve the students' vocabulary mastery at the seventh grade of SMP Negeri 1 Banjar Baru. It can be seen from the result of the pre-test, post-test 1 and post-test 2. In the pre-test, the average score of the students' vocabulary mastery was 51,36 while in the post-test 1 was 61,81 and in the post-test 2 was 76,81.
2. The students activity in learning process is also increased. The students were interested, active, enthusiastic and enjoy during teaching learning activity. Through Crossword Puzzle Technique, the students were easier to memorize new vocabulary. It can be seen from the observation data of students' activities of each cycle. Based on the data, the researcher concluded that by using Crossword Puzzle Technique the students' vocabulary mastery and the students' learning activity at the seventh grades of SMP N 1 Banjar Baru was increased.

B. Suggestion

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

1. For the Students

The students must be more active in learning process in order to they can understand the material and increase their result especially in vocabulary mastery.

2. For the English Teacher

The English teacher can apply Crossword Puzzle Technique as a method that effective to increase and to motivate the students in learning vocabulary.

3. For the Headmaster

The head master should take a positive side of this method when the technique is applied in the class because of learning Crossword Puzzle can make the students more attractive in the class.

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DOCUMENTATION









CURRICULUM VITAE

The name of the writer is Elya Mawarni. she was born in Unit 5, Tulang Bawang, on Oktober 9, 1994. She is the first child out of two children of Diso and Tutik haryanti.

She was enrolled her study in Kindergarten at TK Darma Wanita in 1999 and graduated in 2001. She continued her study at State Primary School 1 PKP Jaya in 2001 and graduated in 2007. She continued her study at State Junior High School 1 Banjar Baru in 2007 and graduated in 2010. She continued her study at Senior High School 1 Pagar Dewa in 2010 and graduated in 2013. In the same year of 2013, she was registered as a S-1 student of English Education Program of the State Institute for Islamic Studies of Metro.