IMPROVING THE VIII-D GRADE STUDENTS' VOCABULARY ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING CROSSWORD PUZZLES AND DICTIONARY AT SMP NEGERI 2 RAMBIPUJI JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language & Arts Department,
the Faculty of Teacher Training and Education,
Jember University

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2014

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents Sutrisno Hadi and Bekti Andarini, thank you so much for the loves and spirits every time. You are giving your best to take care of me. This thesis is proudly dedicated to you for your everlasting love;*
2. *My beloved sister Dheabietta Zhyabanna Trisna thank you for to always support me. You always make me smile when I was down.*

MOTTO

The nice thing about doing a crossword puzzle is, you know there is a solution.

-Stephen Sondhiem-

*) Shondheim, S. 2014. *Quotes about Crossword Puzzles.* http://www.goodreads.com/quotes/tag/crossword-puzzles [10 January 2014]

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, Januari 2014

The writer

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SUMMARY

Improving the VIII-D Grade Students' Vocabulary Achievement and Their Active Participation by Using Crossword Puzzles and Dictionary at SMP Negeri 2 Rambipuji Jember in the 2013/2014 Academic Year; Meyrizha Nanda Puspita Trisna; 080210491057; 2014; 140 pages; English Education Program; Language and Arts Education Department; The Faculty of Teacher Training and Education; Jember University.

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Key words : Crossword Puzzles, Dictionary, Vocabulary Achievement, Students' Active Participation

Based on the preliminary study held on 4th April 2013, it has been found that most of class VIII students of SMP Negeri 2 Rambipuji Jember especially class VIII-D faced some difficulties in mastering English, especially in mastering vocabulary. It was proven by their English score that only 15 students (41.66%) of 36 students of class VIII-D got ≥70 and the mean score was 60.17%. They also had low motivation in learning English and only few of them were enthusiastic in the teaching learning process.

The classroom action research with Cycle model was applied in this research to improve class VIII-D students' vocabulary achievement and their active participation in the teaching learning of vocabulary. This research was done collaboratively with the English teacher of class VIII-D of SMP Negeri 2 Rambipuji Jember. The class VIII-D consisted of 36 students. The observation and test methods very used to collect the data and then the data was analyzed quantitatively.

The action was implemented in two cycles that each cycle was done in three meetings. The results of the classroom observation showed that 66.66% in meeting I of 36 students and 68.05% in meeting II of 36 students were actively involved in the teaching learning process. It showed that there was an improvement of the students' participation from meeting I to meeting II but it had not meet the target of success

that was 75%. The result of the vocabulary test in Cycle 1 did not meet the target of success yet that was only 63.88% out of 36 students who got score ≥ 70.

There were some factors that influenced the results of the observation and the vocabulary test in Cycle 1, (1) It was the first time for the students to use crossword puzzles in the teaching learning of vocabulary, (2) The students were less guided when completing the crossword puzzles, (3) The teacher often used English in explaining the materials and giving the instruction to the students, (4) The students still have difficulties in spelling the words to fill in the boxes, (5) The students had not enough time to complete the crossword puzzles, (6) There were some students who did not bring dictionaries. It made them difficult to find the meaning of the words quickly and (7) Since not all students were appointed to answer, some students did not pay attention to the lesson.

Based on the conditions above, it was necessary to conduct Cycle 2 to solve the problems found in Cycle 1. The process and product evaluation in Cycle 2 showed an improvement. The observation of the students' participation revealed that them were 80.55% in meeting I and 86.11% in meeting II of 36 students who actively involved in the teaching learning process. So, the results of the observation both in meeting I and meeting II had achieved the goal of this research. In the product evaluation, the percentage of the students who got score ≥ 70 in the vocabulary test was 83.33%. Based on those results, it could be concluded that the action in Cycle 2 was successful because that results of process and product evaluation achieved the objectives of the research.

Finally, it could be summarized that the use of crossword puzzles and dictionary was able improve the students' vocabulary achievement and their active participation in teaching learning process of vocabulary at SMP Negeri 2 Rambipuji Jember in the 2013/2014 academic year.