IMPROVING VIII A STUDENTS’ ACTIVE PARTICIPATION AND THEIR VOCABULARY ACHIEVEMENT BY USING CROSSWORD PUZZLES AT SMP NEGERI 5 LUMAJANG

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program, Language and Arts Education Department The Faculty of Teacher Training and Education Jember University

By:
SHOFI WARDATUR ROHMAH
100210401001

ENGLISH EDUCATION PROGRAM LANGUAGE AND ARTS EDUCATION DEPARTMENT THE FACULTY OF TEACHER TRAINING AND EDUCATION JEMBER UNIVERSITY

2015
DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, Dulhapi Lubis and Nariyah. Thank you so much for your love, prayer, support and suggestions;
2. My beloved grandpa Suja’i Warti and Sudiono Kacung, and grandma Asmani. Thank you so much for your love, prayer, and support;
3. My lovely brother, Septian Bagas Triyanto. Thank you so much for your love, prayer, and support;
4. My cousin, Muhammad Khoiron Husen. Thank you so much for your support;
5. My aunts, Ismianah, S.Pd and Yuyun Kholida S.Pd, Dra. Tatik Yuniawati, Thanks for your support.
MOTTO

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

“Stephen Sondheim”
LETTER OF STATEMENT

I certify that this research is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

I hereby grant the University of Jember the right to archive and to reproduce and communicate to the public my thesis or my project in whole or in part in the University/faculty libraries in all forms of media, now or hereafter known.

Jember, February 20th, 2015

Shofi Wardatur Rohmah

NIM. 100210401001
APPROVAL SHEET

Improving VIII A Students’ Active Participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMPN 5 Lumajang

THESIS
Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

By:
Name: Shofi Wardatur Rohmah
Identification Number: 100210401001
Class: 2010
Department: Language and Arts
Place of Birth: Lumajang
Date of Birth: 7th August 1992

Approved by:
The First Consultant

Dra. Zakiyah Tasnim, M.A
NIP. 195612141985032001

The Second Consultant

Drs. I Putu Sukmaantara, M.Ed
NIP. 1964042419900210003
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher training and Education, Jember University on:

Day      : Friday
Date     : February 20\textsuperscript{nd}, 2015
Place    : The Faculty of Teacher Training and Education

Examiner Team

The Chairperson, The Secretary,

Dra. Wiwiek Eko Bindarti, M.Pd    Drs. I Putu Sukmaantara, M.Ed.
NIP. 19561214 198503 2 00 1       NIP.19640424 1990021 0 00 3

Member I, Member II,

Dra. Zakiyah Tasnim, M.A.        Eka Wahjuningsih, S.Pd, M.Pd
NIP. 19620110 198702 2 00 1       NIP.19700612 199512 2 00 1

Acknowledged by

The Faculty of Teacher Training and Education

The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 19540501 198303 1 00 5
ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty Allah SWT. Because of His blessing and guidance, I am able to finish the thesis entitled: “Improving VIII A Students’s Active Participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMPN 5 Lumajang”.

I realized that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. Therefore, I would like to express my deepest appreciation and sincerest thanks to the following people:
1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The first and second consultants, Dra. Zakiyah Tasnim, M.A. and Drs. I Putu Sukmaantara, M.Ed for their guidance and suggestions in accomplishing this thesis;
5. The Principal, the English teacher and the eighth grade students of SMPN 5 Lumajang in the 2014/2015 academic year who helped me obtain the research data;
6. All of my friends of Kambing Kepo’s boarding house who always support and help me to finish this thesis;

Finally, I expect that this thesis will be useful not only for me but also for the readers and for the future researchers. However, I do realize that this thesis still has some weaknesses. Any constructive criticism and suggestions will be fully appreciated.

Jember, 20th February 2015

The Writer
TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iii</td>
</tr>
<tr>
<td>LETTER OF STATEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>APPROVAL SHEET</td>
<td>v</td>
</tr>
<tr>
<td>APPROVAL OF THE EXAMINATION COMMITTEE</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>THE LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>THE LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>xiii</td>
</tr>
</tbody>
</table>

CHAPTER I. INTRODUCTION

1.1 Background of the Research                                         1

1.2 Problems of the Research                                            4

1.3 Objectives of the Research                                          4
1.4 Significance of the Research ................................................................. 4

1.4.1 The English Teachers ......................................................................... 5

1.4.2 The Students ...................................................................................... 5

1.4.3 The Other Researchers ....................................................................... 5

1.5 The Limitation of the Research .............................................................. 5

CHAPTER II. REVIEW OF RELATED LITERATURE

2.1 The Definition of Vocabulary ................................................................. 6

2.2 The Classification of Vocabulary ......................................................... 6

2.2.1 Nouns ................................................................................................ 7

2.2.2 Verbs ................................................................................................ 8

2.2.3 Adjectives ......................................................................................... 9

2.2.4 Adverbs ........................................................................................... 10

2.3 The Vocabulary Achievement ............................................................... 11

2.4 The Vocabulary Materials ................................................................... 12

2.5 The Use of game in Teaching Vocabulary ........................................... 13

2.6 The Crossword Puzzles

2.6.1 The Definition of Crossword Puzzles .............................................. 14

2.6.2 The Classification of Crossword Puzzles .......................................... 15

2.7 The Strengths and The Weaknesses of Using Crossword Puzzles ....... 20

2.7.1 The Strengths of Using Crossword Puzzles .................................... 20

2.7.2 The Weaknesses of Using Crossword Puzzles ................................ 20

2.8 The Procedures of Using Crossword Puzzles in the Classroom .......... 21

2.9 The Students’ Active Participation ....................................................... 22
2.10 The Action Hypothesis .......................................................................................... 23

CHAPTER III. RESEARCH METHOD ........................................................................... 24

3.1 Research Design ..................................................................................................... 24

3.2 Area Determination Method ................................................................................. 26

3.3 Research Subject Determination Method ............................................................... 27

3.4 Data Collection Method ........................................................................................ 27

3.4.1 Observation ......................................................................................................... 28

3.4.2 Vocabulary Test ................................................................................................... 29

3.4.3 Interview ................................................................................................................ 30

3.4.4 Documentation .................................................................................................... 30

3.5 Operational Definition of the Key Terms ............................................................... 30

3.5.1 Crossword Puzzles .............................................................................................. 30

3.5.2 Vocabulary Achievement .................................................................................... 31

3.5.3 Students’ Active Participation ............................................................................. 31

3.6 The Research Procedure ........................................................................................ 31

3.6.1 The Planning of The Action ............................................................................... 31

3.6.2 The Implementation of the Action ....................................................................... 32

3.6.3 The Classroom Observation and Evaluation ....................................................... 32

3.6.4 The Data Analysis and Reflection of the Action .................................................. 34

CHAPTER IV. RESULTS AND DISCUSSION ............................................................... 70
4.1 The Result of the Action in Cycle 1 .............................................................35

4.1.1 The Implementation of the Action ..........................................................35

4.1.2 The Result of Observation in Cycle 1 ....................................................37

4.1.3 The Result of Vocabulary Test ...............................................................40

4.1.4 The Result of Reflect in Cycle 1 .............................................................41

4.2 The Result of the Action in Cycle 2 .............................................................41

4.2.1 The Implementation of the Action ..........................................................42

4.2.2 The Results of Observation in Cycle 2 ...................................................44

4.2.3 The Result of the Vocabulary Test in Cycle 2 .........................................46

4.2.4 The Result of Reflection in Cycle 2 .......................................................47

4.3 Discussion ....................................................................................................49

CHAPTER V. CONCLUSION AND SUGGESTION

5.1 Conclusion ....................................................................................................51

5.2 Suggestion .....................................................................................................52

5.2.1 The English Teacher ...............................................................................52

5.2.2 The Students .............................................................................................52

5.2.3 The Future Researchers ............................................................................52
THE LIST OF DIAGRAM, TABLES, AND GRAPH

Diagram

Figure 1. The Diagram of the Classroom Action Research..................................................25

Table

Table 1. Table 1. Regular Verbs............................................................................................8
Table 2. Table 2. Irregular Verbs..........................................................................................9
Table 3. The Students’ Vocabulary Mean Scores of Grade VIII........................................27
Table 4. The Observation Checklist....................................................................................28
Table 5. The Schedule of Action of Cycle 1.......................................................................35
Table 6. The Average Result of the Students’ Participation in Cycle 1..........................39
Table 7. The schedule of the actions in Cycle 2.................................................................41
Table 8. The Average Result of the Students’ Participation in Cycle 2.........................45
Table 9. The Improvement of the Student’s Active Participation..................................47
Table 10. The Improvement of the Students’ Vocabulary Achievement.......................47

Graph

Graph 1. The Percentage of the Students’ Active Participation.......................................48
THE LIST OF APPENDICES

1. Research Matrix........................................................................................................56
2. Supporting Data Instrument..................................................................................59
3. Lesson Plan Cycle 1 Meeting 1..............................................................................60
4. Lesson Plan Cycle 1 Meeting 2..............................................................................77
5. Vocabulary Test Cycle 1.......................................................................................93
6. Lesson Plan Cycle 2 Meeting 1.............................................................................100
7. Lesson Plan Cycle 2 Meeting 2.............................................................................113
8. Vocabulary Test Cycle 2.......................................................................................128
9. The Result of the Students’ active Participation Cycle 1.................................135
10. The Result of the Students’ active Participation Cycle 2.................................136
11. The Students’ Vocabulary Test Scores of Cycle 1..........................................138
12. The Students’ Vocabulary Test Scores of Cycle 2..........................................139
13. Documentation.....................................................................................................140
SUMMARY

Improving VIII A Students’ Active Participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMP Negeri 5 Lumajang; Shofi Wardatur Rohmah, 100210401001; 2015; 53 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research was a classroom action research focusing on the use of Crossword Puzzles to improve the eighth grade students’ vocabulary achievement. The subjects of this research were the students of class VIII-A at SMPN 5 Lumajang in the 2014/2015 academic year. Based on the preliminary study with the English teacher, the eighth grade students of that school had experienced difficulties in memorizing and understanding the vocabulary, especially at VIII-A class. This class was chosen because the students in that class had difficulties in learning vocabulary. They also had the lowest mean score of vocabulary achievement compared with the other eighth grade classes. The score was 67.45.

In this research, the researcher used Crossword Puzzles in teaching vocabulary to the students to improve the eighth grade students’ active participation and their vocabulary achievement. Crossword puzzles by using clues in the form of phrases and sentences were given to the students in this research. It was intended to help the students to enrich their vocabulary both from the words asked in the clues of Crossword Puzzles and the words used in the clues of crossword puzzles.

This research was conducted on November 13th - November 29th, 2014 in 2 Cycles. Each Cycle consisted of two meetings and a vocabulary achievement test. This Classroom Action Research was done collaboratively with the English teacher.

From the observation of the students’ active participation done during the teaching learning process of vocabulary by using Crossword Puzzles in Cycle 1, the average result of the students’ active participation was 79.73%. It means that the target percentage of the students’ active participation had been achieved. To know the consistency of the result, the observations were continued to Cycle 2. The average result of the students’ active participation increased from 79.73% in Cycle 1...
to 82.43% in Cycle 2. The results of the students’ active participation in this research proved that the use of Crossword Puzzles in teaching vocabulary could improve the students’ active participation during the teaching learning process of vocabulary.

Meanwhile, based on the product evaluation, it was found that average of the achievement test in Cycle I was 77.02%. There were 78.38% of the students could achieve the target score. Those data showed that this research fullfilled the criteria of succes of the action. However, the actions were still continued to Cycle 2 in order to see the consistency of the success achieved in Cycle 1. In cycle 2, it was found that the mean score of the students’ vocabulary achievement test by using Crossword Puzzles, improved from (77.02%) in Cycle 1 to (79.59%) in Cycle 2. It means that the targeted students’ vocabulary score requirement in this research has been achieved.

Based on the results above, Crossword Puzzles could improve the students’ active participation and their vocabulary achievement at VIII A class of SMPN 5 Lumajang.
CHAPTER 1. INTRODUCTION

This research was focused on the use of Crossword Puzzles to improve VIII A students’ active participation and their vocabulary achievement. The use of Crossword Puzzles was intended to make students more interested in joining the teaching learning process of vocabulary, in order that their vocabulary achievement can be improved.

This chapter discusses background of the research, problems of the research, objective of the research, limitation of the research, and significance of the research.

1. Background of the Research

In Indonesia English is the first foreign language which is taught formally from junior high school to the university levels. Students from junior high school up to university levels should master English as suggested by the curriculum used in those levels. They should master the four language skills in English consisting of listening, speaking, reading, and writing, and the language components including grammar, vocabulary, and pronunciation.
Based on the 2013 Curriculum of junior high school, the objectives of teaching English are as follows.

a. To develop the communication competency, both in oral and written forms to reach the level of functional literacy.

b. To raise the awareness of the nature and the importance of English to improve national competitiveness in the global community.

c. To develop the students’ comprehension about the relation between language and culture (Depdikbud, 2012:9).

Vocabulary is one of the important language components in foreign language including English. Besides, vocabulary is the important key to study English well. However, there are many students think that it is difficult to enlarge or enrich their vocabulary because the students sometimes forget the vocabulary material that have been taught by the teacher. They also seldom memorize them well. Sometimes, the students are confused when they follow the teaching learning process of English because most of them often forget the meaning of the words. Therefore, the teacher should make the class activities more interesting. One of the ways to make the students interested in the teaching learning process is by applying an appropriate teaching technique. One of them is game.

Game is one of the most effective techniques that can be applied in teaching learning English. Slattery and Jane (2000) (in Doni, 2011:14) state that game can help the learners to create context in which the language is useful and meaningful. They also argue that in increasing vocabulary, teachers should use an interesting technique such as game used in a vocabulary class to improve the students’ vocabulary achievement.

Many teachers use game to build convenient atmosphere in the classroom. It is intended to avoid boredom while the teaching learning process is going on. It can
also make the students more relaxed. Wright, et al (2006:2) state that games help and encourage many learners to sustain their interests and work. From the statement above it can be understood that game can make the students more interested in studying English including vocabulary.

There are many kinds of games which can be used in teaching vocabulary, one of them is Crossword Puzzles. Karim and Hasbullah (1986:2.36) state that an interesting technique in teaching vocabulary is Crossword Puzzles. It means that Crossword Puzzles can help the students reduce the boredom in the teaching learning process of vocabulary. The students was more interested in learning vocabulary. They feel interested in finding the correct words to fill in the squares both horizontally and vertically based on the clue given.

Some previous research findings on the use of Crossword Puzzles were conducted by some researchers. An experimental research done by Sandy (2011) found that the use of Crossword Puzzles in teaching vocabulary had a positive significant effect on the tenth year students’ vocabulary achievement. Widyasari (2010) found that the use of Crossword Puzzles in teaching vocabulary could improve the first year students of MA Al Bidayah Candi Bandungan. In addition, the improvement of vocabulary could be seen from the students’ mean score of vocabulary achievement test from 5.97 in Cycle I to 6.33 in Cycle 2. Additionally, Damai (2011) focused on a classroom action research showing that the use of Crossword Puzzles could improve students’ vocabulary achievement from 67.64% in Cycle 1 to 82.35% in Cycle 2. It means that Crossword Puzzles could improve students’ vocabulary achievement on the eighth grade students.

There are many reasons why English seems difficult for the students to understand. Based on the observation that was held at SMP Negeri 5 Lumajang on August 20th, 2014, the English teacher only used lecturing technique in teaching vocabulary
integratedly with teaching reading comprehension. It was also found that most of the students were not active in the vocabulary class. In addition, by conducting an informal interview with the English teacher of the eighth grade at SMPN 5 Lumajang on August 20\textsuperscript{th}, 2014, it was known that the students’ vocabulary achievement of grade VIII was still under the passing grade at the school, that was 75. From the information, it was revealed that VIII B had mean score of 74.98, VIII C mean score was 70.87, VIII D mean score was 70.15, and VIII E mean score is 69.75. In addition, VIII A had the lowest mean score of the vocabulary test given by the teacher among the five existing grade eighths in SMPN 5 Lumajang. That was 67.45. Furthermore, the students of VIII A had difficulties to find the meaning of the words, and memorizing the English words. To solve the problems of the students in VIII A in learning vocabulary, the researcher and the English teacher agreed to use Crossword Puzzles in teaching learning process of vocabulary because Crossword Puzzle has the following strengths. Crossword Puzzles can stimulate students’ interest in learning vocabulary, make students relaxed and free from stress in the teaching and learning process, can motivate students in learning vocabulary, can increase the students’ vocabulary, helps the students to think and study English words and memorize the words indirectly and easily (Karim and Hasbullah, 1986:2.53).

Therefore, a classroom action research entitled Improving VIII A Students’ Active Participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMPN 5 Lumajang was conducted.

1.2 Problems of the Research

Based on the background above, the problems of the research were formulated as follows.
a. Could the use of Crossword Puzzles improve VIII A students’ active participation in the teaching learning process of vocabulary at SMPN 5 Lumajang?

b. Could the use of Crossword Puzzles improve VIII A students’ vocabulary achievement at SMPN 5 Lumajang?

3. **Objectives of the Research**

Based on the research problems, the objectives of this research could be formulated as follows.

a. To improve VIII A students’ active participation in the teaching learning process of vocabulary by using Crossword Puzzles at SMPN 5 Lumajang.

b. To improve VIII A students’ vocabulary achievement at SMPN 5 Lumajang by using Crossword Puzzles.

3. **Significance of the Research**

It was expected that the finding of this research to give important contribution to the following people.

1. The English Teacher

The English teacher can use the finding of this research to enrich the use of technique in teaching English, especially in teaching vocabulary which can enhance the students’ active participation in learning vocabulary and enlarge their vocabulary by using Crossword Puzzles.
2. The Students

The result of this research is expected to motivate students to improve their English, especially in their vocabulary achievement by using Crossword Puzzles. Besides, it is hoped that the result of this research can be used as a guide for the students to enlarge their vocabulary dealing with nouns, verbs, adjectives, and adverbs more easily by using Crossword Puzzles.

3. The Future Researchers

It is expected that the result of this research could be used by future researchers as a source of information or a reference to conduct further research dealing with the use of Crossword Puzzles in the vocabulary teaching learning process by using the same or different research design with different subjects at different schools. For example, improving students’ vocabulary achievement by using Crossword Puzzle.

1.5 Limitation of the Research

It was necessary to limit the research in order to avoid the broadness of the research. In this research, the limitation of the research was stated as follows.

a. There were five classes of the eighth grade of SMPN 5 Lumajang in the 2014/2015 Academic Year. This research was conducted in class VIII A because the class has serious problem of their active participation and their vocabulary achievement compared to other classes.

b. Crossword Puzzles was applied as the technique in teaching vocabulary which consisted of large vocabularies: noun, verb, adjective, and adverb.
Crossword Puzzles were intended to improve the students’ active participation and their vocabulary achievement.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the use of Crossword Puzzles in vocabulary teaching. They are the definition and function of vocabulary, classifications of vocabulary, vocabulary achievement, vocabulary materials, games, Crossword Puzzles, the strengths and weaknesses of Crossword Puzzles in vocabulary teaching, the procedures of using Crossword Puzzles in vocabulary teaching, students’ active participation and the research action hypotheses.

2.1 The Definition and Function of Vocabulary

A set of words is called vocabulary. Hatch and Brown (1995:1) state that vocabulary refers to a list or a set of words that individual speakers of language might use. In other words, vocabulary is a set of words used in a particular language by an individual.

Napa (2002:6) notes that vocabulary is one of the components of language and no language exists without words. Further, Fardhani (1994:1) states that vocabulary is
an important aspect of language, because vocabulary or words are tools of thought. Having a good storage of words is essential for understanding and communication. Without sufficient vocabulary, one cannot communicate effectively or express his/her idea. This means that vocabulary is a tool to make phrases and sentences to express ideas, feeling, and thought to be communicated.

2.2 Classification of Vocabulary

Hatch and Brown (1995:218) state that vocabulary can be classified based on their functional categories which are called parts of speech, including nouns, verbs, adjectives, and adverbs. In addition, to these major classes, there are pronouns, prepositions, conjunctions, and interjections as some word.

This research focused on parts of speech that cover nouns, verbs, adjectives, and adverbs. The following parts will review the indicators of vocabulary used in this research, consisting of nouns, verbs, adjectives, and adverbs. Those were chosen based on the materials mostly taught for the eighth grade students of Junior High School based on 2013 Curriculum. The details about noun, verbs, adjectives, and adverbs were discussed in the following parts.

1. Nouns

A noun refers to a person, a place, or a thing (Hatch and Brown, 1995:219). Additionally, Harmer (2004:37) states that noun is a word (or a group of words) that denotes to a person, a place, a thing or an activity or a quality or an idea. Based on the ideas above, it can be concluded that noun is a word or a group of words that are used to identify a person, a place, a thing or an activity.
According to Thomson and Martinet, (1986:24), there are four kinds of nouns in English. They are as follows.

a. Common nouns

Common nouns are nouns that refer to the names of a group of similar things, such as ‘table’ or ‘book’, and not of a single person, place, or thing. For example:

1. There is a big restaurant with a dining **table**

b. Proper nouns

Proper nouns are the names of particular persons, places or objects spelled with a capital letter in the first letter. For examples:

1. My uncle lives in **France**
2. **Mrs. Smith** went to Jakarta yesterday
3. **Tom** likes an apple

c. Collective nouns

Collective nouns are nouns that describe a group of things or people as a unit. For examples:

1. **Crowd** gathered behind the goal.
2. The basketball team learns how to work in or leads a **team**.
3. His **flock** of cow is on the river.
d. Abstract nouns

Abstract nouns are nouns that refer to things that do not exist as a material object. For examples:

1. Many people held a *charity* event to help Kelud Mountain victims.
2. His *fear* defeats his *logic*.

This research was focused only on the use of common nouns, proper nouns, and abstract nouns because those materials are suitable for the eighth grade students based on the 2013 Curriculum.

2. Verbs

According to Hatch and Brown (1995:222), verbs are words that denote an action. Additionally, a verb is a word (or group of words) which is used to describe an action, experience or state (Harmer, 2004:37). So, it can be concluded that a verb is a word or a phrase that refers to an action or a state.

Thomson and Martinet (1986:105) divide verbs into two classes. They are auxiliary verbs and ordinary verbs.

a. Auxiliary Verbs

An auxiliary verb is a kind of verb that helps to form a tense or an expression. They are: to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, to dare, and used.
b. Ordinary Verbs

An ordinary verb is a verb that is not categorized as an auxiliary verb. There are two kinds of ordinary verbs.

1. Regular Verbs

Regular verbs are verbs that their simple past and past participle are formed by adding “-d” or “-ed” to the infinitive. The examples of regular verbs are as follows.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talk</td>
<td>1. Talked</td>
<td>1. Talked</td>
</tr>
<tr>
<td>2. Close</td>
<td>2. Closed</td>
<td>2. Closed</td>
</tr>
<tr>
<td>3. work</td>
<td>3. Worked</td>
<td>3. Worked</td>
</tr>
</tbody>
</table>

2. Irregular Verbs

Irregular verbs are verbs that their simple past and past participle are not added by “-d” or “-ed” to the infinitive as they do not have fixed rules. The examples of irregular verbs are as follows.
Table 2. Irregular Verbs

<table>
<thead>
<tr>
<th>Present/Infinitive</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write</td>
<td>1. Wrote</td>
<td>1. Written</td>
</tr>
<tr>
<td>2. Go</td>
<td>2. Went</td>
<td>2. Gone</td>
</tr>
</tbody>
</table>

This research was focused only on the use of ordinary verbs which covered regular verbs and irregular verbs because those materials are appropriate for the eighth grade students as the focus of materials based on the 2013 Curriculum.

3. Adjectives

According to Harmer (2004:37), an adjective is a word that gives more information about a noun or a pronoun. Additionally, adjectives are used to highlight qualities or attributes. Adjectives are words which express some features or quality of a noun or a pronoun (Crystal, 2003:211). Therefore, from those ideas it can be concluded that an adjective is a word or a phrase used to name an attribute or related to describe a noun or pronoun.

Thomson and Martinet (1986:47) classify adjectives into six types, they are as follows.
a. Demonstrative adjectives

Demonstrative adjectives describe words such as ‘this’, ‘that’, ‘those’, ‘these’, ‘that’, shows which person or thing is being referred to. For examples:

1. I know he needs this paper
2. Those boys are handsome

b. Distributive adjectives

Distributive adjectives, such as each, either, every, neithers is a type of adjective used to point out the objects which are taken independently. For examples:

1. He should bring either coffee or tea
2. Every man in that house is a policeman

c. Quantitative adjectives

Quantitative is an adjective which concerns with amount or quantity of something. The words belong to quantitative adjectives are some, any, many,etc. For examples:

1. No one is in my home
2. How many apples do you need?

d. Qualitative adjectives

The words that belong to qualitative adjectives are: clever, good, fat, heavy. For examples:

1. You are a clever student
2. My sister has a good score in her examination
e. Interrogative adjectives

Interrogative adjective is used to form questions about the nouns they modify. The words that belong to interrogative adjectives are what, who, whose. For examples:

1. *What* is your favourite colour?
2. *Whose* novel is this?

f. Possessive adjectives

Possessive is an adjective used with a noun to indicate possession or ownership. The words belong to possessive adjectives are: my, your, his, her, its, our, their. For examples:

1. *His* sister and *her* brother are classmates
2. It’s *your* pen

This research was focused only on the use of demonstrative adjectives, quantitative adjectives, qualitative adjectives, and possessive adjectives because those materials are mostly taught in the eight grade students based on the 2013 Curriculum.

4. Adverbs

Adverb is a word (or group of words) which is used to describe or to add the meaning of a verb, an adjective, another adverb or a whole sentence (Harmer, 2004:37). Thomson and Martinet (1986:47) mention that there are eight kinds of adverbs. They are as follows.
a. Adverbs of Manner

An adverb of manner tells us how something is done or happens. Most adverbs of manner end in –ly such as badly, happily, sadly, slowly, quickly, and others that include well, hard, fast, etc.

1. At the advanced age of 88, she still sang very well.
2. The brothers were badly injured in the fight.

b. Adverbs of Place

An adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence. Examples: by, down, here, near, there, up

1. We can stop here for lunch.
2. The schoolboy was knocked over by a school bus.

c. Adverbs of Time

An adverb of time tells us when something is done or happens. We use it at the beginning or at the end of a sentence. We use it as a form of emphasis when we place it at the beginning. Adverbs of time include afterwards, already, always, immediately, last month, now, soon, then, and yesterday.

1. He collapsed and died yesterday.
2. Last week, we were stuck in the lift for an hour

d. Adverbs of Frequency

An adverb of frequency tells us how often something is done or happens. They were almost fifty when they got married. Examples: always, never, twice, often.
1. He hardly **ever** say something nice to his wife.
2. I often watch TV with my mother.

e. Adverbs of Degree

An adverb of degree tells us the level or extent that something is done or happens. Examples: fairly, hardly, rather, too, very

1. Her daughter is **quite** fat for her age.
2. After all these years, she is still feeling **very** sad about her father’s death.

f. Interrogative Adverbs

These adverbs are the question words that apply to the verb in a sentence. Examples: when, where, why, how, what, who

1. **Where** is your house?
2. **What** is his name?

This research was focused only on the use of adverbs of manner, adverbs of place, adverbs of time and adverbs of frequency because those materials are mostly taught in the eight grade students based on the 2013 Curriculum.

### 2.3 The Vocabulary Achievement

Vocabulary is one of the most important English language components which is needed to learn English well. It also becomes important because we cannot understand and communicate well with other people, both in spoken and written forms by using English without having enough vocabulary. Vocabulary helps the listener and the reader understand both spoken and written message.
Achievement is something achieved or done successfully with an effort or skill (Hornby 1995:3). Meanwhile, Hughes (2003:12) affirms that achievement is related how successful students have been in achieving the objective of a course. In conclusion, vocabulary achievement is the students’ ability to use words in expressing or understanding idea.

In this research, vocabulary achievement indicates the result of the students’ vocabulary test after learning English vocabulary by using Crossword Puzzles covering nouns, verbs, adjectives, and adverbs. It was shown by the score of a vocabulary test after the students had joined the teaching learning process of vocabulary by using Crossword Puzzles in the class.

2.4 The Vocabulary Materials

Vocabulary is one of language components that is very important to study English well. Since vocabulary materials are not explicitly stated in the curriculum, teaching vocabulary needs to be integrated with teaching the language skills covering listening, writing, reading and speaking. In this research, teaching vocabulary by using Crossword Puzzles was integrated with teaching reading skill. Based on the 2013 Curriculum, there are two kinds of texts that are taught for the eighth grade students of junior high school. They are genre text and functional text.

a. Genre of text

Genre can be defined as type of literary text. According to the 2013 Curriculum, there are three kinds of text which are taught to the eighth grade students of junior high school. They include: descriptive text, recount text, and narrative text.
The type of the text that was used was recount text because it was based on 2013 Curriculum.

1. Recount text is a text which has social function to retell past events, and experiences for the purpose of informing and entertaining the reader.

2. A recount text has the following generic /schematic structure.
   a. Orientation: providing the setting (place and time) and introducing participants.
   b. Events: describing series of events that happened in the past.
   c. Re-orientation: stating personal comment of the writer to the story.

3. Language Feature of Recount Text
   a. Introducing personal participants; I, my group, etc
   b. Using chronological connections; then, first, etc
   c. Using linking verbs; was, were, saw, heard, etc
   d. Using action verbs; look, go, change, etc
   e. Using simple past tense

4. Types of Recount Text:
   a. Personal recount: retelling of an activity that the writer/speaker has been personally involved in, such as: biography, autobiography
   b. Factual recount: recording the particular of an accident, such as: report of a scientific experiment, police report, news report, historical account
c. Imaginative recount: talking on an imaginary role and giving detail of events.

Source:


The Example of Recount Text

**Going to School**

Last morning, Dinar, my roommate woke up late and she had to go to school.

When she wanted to take her motorcycle, in fact she couldn’t move it because there were some motorcycles that blocked up her motorcycle.

She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn’t do it.

Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to school.

Source:


5. The Use of Games in Teaching Vocabulary

According to Wright et al (2006:2), language learning is a hard work. It takes effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. From that statement we can conclude that teaching and learning a language especially foreign language is not easy.
Ersoz (2000:1) states that language learning is a hard task which sometimes can be frustrating. Therefore, a language teacher should use an interesting technique to increase the students’ motivation in a language learning including English. The teacher should be able to determine which technique is suitable for certain situation in order to obtain the objectives of an instruction.

The use of games in language learning is good to solve the problem in a language class because with game, the students will use the language.

Wright et al (2006:2) provide the reasons why teachers have to use games in teaching and learning a language. They are as follows.

- Games help and encourage many learners to sustain their interest and work.
- Games help the teacher to create contexts in which the language is useful and meaningful. It helps learners to experience language rather than merely study it.
- Games involve the emotions, and the meaning of the language which is thus more vividly experienced. It provides intense and meaningful practice of language.

Based on the idea, it can be concluded that games is one way to make the students interested and not easily bored when the teaching learning process in the classroom. There are number of games that can be applied in the teaching learning process of English including vocabulary. One of them is Crossword Puzzles. The following section was discussed more about Crossword Puzzles in teaching learning process of vocabulary.
5. **The Crossword Puzzles**

1. **The Definition of Crossword Puzzles**

There are many definitions of Crossword Puzzles. Hadfield (2001:4) states that Crossword Puzzles is a kind of word game asking the students to fill the required words into the squares. According to Hornby (1995:2006), Crossword Puzzle is a puzzle in which words have to be written (from numbered clues) vertically (clues down) and horizontally (clues across) in spaces on a chequered square or oblong.

From those two statements, we can conclude that Crossword Puzzles is a kind of word games in the form of puzzle in which the students have to fill in the squares horizontally and vertically by using correct words based on the clues given.

2. **The Classification of Crossword Puzzles**

According to Karim and Hasbullah (1986:2.38), there are two kinds of crossword puzzles. They are as follows.

   a. Crossword Puzzles by using clues in the form of pictures. This is a kind of Crossword Puzzles in which the students find the names of things based on the pictures. The place of the clues (picture) is around of the Crossword Puzzles.

   b. Crossword Puzzles by using clues in the form of phrases or sentences. This is a kind of Crossword Puzzles in which the students find the names of things based on the phrases or sentences. This Crossword Puzzle uses a phrase or sentences for the clues.
The followings are the examples of Crossword Puzzles.

1. Crossword Puzzles by using clues in the form of pictures.

(Taken from www.englishwsheets.com.)

Answer Key

Across

2. nurse

5. dentist

7. policeman

10. artist
11. gardener
14. tailor
16. painter
18. actor
19. vet
20. teacher

23. farmer
25. baker

**Down**

1. cashier
2. businessman
3. magician
4. singer

8. secretary
10. reporter

11. hairdresser
15. dancer
17. doctor
20. waiter

24. carpenter

1. Crossword Puzzles by using clues in the form of phrases or sentences.
<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The opposite meaning of quiet</td>
<td>2. The similar meaning of begin</td>
</tr>
<tr>
<td>5. The opposite meaning of run</td>
<td>3. The opposite meaning of smooth</td>
</tr>
<tr>
<td>6. The similar meaning of multicolored</td>
<td>4. The opposite meaning of smile</td>
</tr>
<tr>
<td>8. The opposite meaning of cold</td>
<td>7. The similar meaning of few</td>
</tr>
<tr>
<td>9. The opposite meaning of low</td>
<td>8. The similar meaning of glad</td>
</tr>
<tr>
<td>10. The similar meaning of discontinue</td>
<td>9. The opposite meaning of soft</td>
</tr>
<tr>
<td>11. The similar meaning of huge</td>
<td></td>
</tr>
</tbody>
</table>
Answer Key

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>N</td>
<td>O</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
<td>S</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>R</td>
<td></td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>F</td>
<td></td>
<td>W</td>
<td>A</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>C</td>
<td>O</td>
<td>L</td>
<td>O</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>H</td>
<td>O</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Taken from [www.learn-english-today.com](http://www.learn-english-today.com))
In this research, the researcher used the Crossword Puzzles using words or phrases as the clues because this research covered the large vocabulary (nouns, verbs, adjectives and adverbs) and it was difficult to construct Crossword Puzzles providing pictures as the clues especially since the pictures of adjectives and adverbs could be drawn while they were used as the clues for solving the Crossword Puzzles. Therefore, the researcher used the Crossword Puzzles using words or phrases as the clues.

7. The Strengths and the Weaknesses of Using Crossword Puzzles

The use of Crossword Puzzles in teaching vocabulary has several strengths and weaknesses. They are as follows.

1. The Strengths of Using Crossword Puzzles

The use of Crossword Puzzles to teach vocabulary has several strengths. According to Karim and Hasbullah (1986:2.53) the strengths of Crossword Puzzles were as follows.

a. Crossword Puzzles can stimulate students’ interest in learning vocabulary.
Crossword puzzle is a kind of game that makes the students happy in doing this activity so that it could bring students’ interest in learning vocabulary.

b. Crossword Puzzles make students relaxed and free from stress in the teaching and learning process.

Crossword Puzzles could make the students enjoy and not easily bored when the teaching learning process. it could make the students do the vocabulary exercises enthusiastically.

c. Crossword Puzzles can motivate students in learning vocabulary.

Crossword Puzzles would make students active in the teaching learning process because it will make the situation more interesting. Therefore, it brings students’ motivation in learning vocabularies.

d. Crossword Puzzles can increase the students’ vocabulary.

They would find new vocabularies more by doing Crossword Puzzles so that their vocabulary will be increased.

e. Crossword Puzzles help the students to think and study English words and memorize the words indirectly and easily.

It would easy for the students to remember the new vocabularies while they are doing Crossword Puzzles.
2. The Weaknesses of Using Crossword Puzzles

Besides the strengths, the use of Crossword Puzzles also has several weaknesses. According to Gilbert et al (2011:178), the weaknesses of using Crossword Puzzles are as follows.

a. Crossword Puzzles generally address only the cognitive domain.

The English teacher can ask the students to work together in groups. It will be better than asking the students to do the Exercise individually because it only develops their cognitive domain. By asking the students to do the Exercise of Crossword Puzzles in groups, the English teacher not only can build up the students’ cognitive domain but also their affective domain since they help each other in doing the Exercise of the Crossword Puzzles and share their knowledge about the material.

b. Crossword Puzzles require time to develop.

The English teacher can download the Crossword Puzzles from the internet or copy the Crossword Puzzles from a material book as long as they are suitable with the vocabulary teaching material. If the English teacher wants to construct the Crossword Puzzles by her/himself, the English teacher can shorten the preparation time by first choosing the simple and understandable words based on the material and continue to construct the Crossword Puzzles by using tables in a computer program (Microsoft Office Word).

c. Crossword Puzzles require equipment to reproduce.

The English teacher can type the Crossword Puzzles by using tables in the computer program (Microsoft Office Word) and save the data in the computer so it will be easy
to reproduce the Crossword Puzzles and reuse them anytime in the teaching learning
process of vocabulary.

In addition, clear explanation was given thoroughly to the students before
they start doing the Crossword Puzzle exercises. In this case, it can help the students
do the Crossword Puzzles more easily. The researcher managed the activity
intensively in order to keep the students’ enthusiasm and well regulated situation in
the classroom.

7. The Procedures of Using Crossword Puzzles in The Classroom

In order to guide the implementation of the use of Crossword Puzzles in the
classroom, Karim and Hasbullah (1986:2.51-2.52) propose the procedures of
applying Crossword Puzzles in the classroom as follows.

   a. Prepare the Crossword Puzzles based on the topic that will be discussed. The
teachers can take it from the books, internet or other sources or they can
create it by themselves.

   b. Explain how the students should fill in or complete the Crossword Puzzles.

   c. Check if all words in the clues are understood by the students.

   d. Give limited time for students to finish the Crossword Puzzles.

   e. Discuss the answer together with the class.

Based on the ideas above, the researcher adapted the procedures of
Crossword Puzzles in teaching vocabulary as follows.

1. Preparing the Crossword Puzzles based on the topic

2. Giving explanation about nouns, verbs, adjectives, and adverbs
3. Giving explanation about Crossword Puzzles and the example of Crossword Puzzles to the students
4. Distributing a reading text to the students and asking to the students to pay much attention on the underlined words.
5. Asking the students to do the Crossword Puzzles.
6. Discussing with the students about the correct answers of the Crossword Puzzles in the class.

7. The Students’ Active Participation

Setiadi (in Damai, 2011:6) states that participation is making relation with others related to thinking, feeling, and certain activity. In this research, active participation refers to the students’ action in sharing and in taking a part to make interactions in the classroom activities during the teaching learning process of vocabulary by using Crossword Puzzles. The indicators of the students’ active participation to be observed are as the following.

1. Answering the teacher’s oral questions;
2. Asking question to the teacher;
3. Discussing to understand the clues;
4. Discussing to find the word based on the clues;
5. Doing the vocabulary exercises by using Crossword Puzzles.

7. The Action Hypothesis
Based on the research problems and the review of related literature, the following action hypotheses were formulated.

a. Teaching vocabulary by using Crossword Puzzles could improve VIII A students’ active participation in vocabulary teaching learning process at SMPN 5 Lumajang.

b. Teaching vocabulary by using Crossword Puzzles could improve VIII A students’ vocabulary achievement at SMPN 5 Lumajang.
CHAPTER 3. RESEARCH METHODS

This chapter presents the research methods that were used in this research. They cover research design, area determination method, research subject determination method, operational definition of key terms, data collection methods, and research procedures.

3.1 Research Design

In this research, the researcher used a classroom action research with the aim to improve VIII A active participation in vocabulary class and their vocabulary achievement by using Crossword Puzzles. According to Arikunto (2006:91) a classroom action research is a research which is done in the classroom by doing an intentional activities. In addition, Elliot (1993:69) states that action research is a study of social situation, with a paradigm that is aimed to improve or increase the quality of certain phenomena. In conclusion, classroom action research is a research which is intended to overcome students’ problem in the class.

In conducting the classroom action research, the researcher needs to do it collaboratively with another researcher or team (Arikunto, 2006:90). Related to that statement, this research was done collaboratively with the English teacher of VIII A at SMPN 5 Lumajang.

The collaboration was conducted in four points, they are: (1) planning of the action, (2) implementation to the action, (3) observation and evaluation, and (4) data analysis and reflection of the action. Those steps were conducted in each cycle.
The design of this classroom action research is illustrated in the following diagram.
(Adapted from Lewin in Elliot, 1993:70)

Figure 1. The Diagram of the Classroom Action Research

Based on the research design above, the activities of the research used the following procedures.

1. Doing preliminary study by interviewing the English teacher of the eighth grade students of SMPN 5 Lumajang to get some information about the teaching learning process of vocabulary.
2. Finding out some documents as supporting data.
3. Finding out the class which had difficulties and the lowest score in vocabulary achievement from the English teacher.
4. Planning the actions by preparing and constructing lesson plans for the first cycle by the researcher.
5. Observing the vocabulary class by the English teacher while the researcher implemented the action in the first meeting in Cycle 1. In the second meeting of Cycle 1, the English teacher was the teacher while the researcher was be the observer.
6. Giving a vocabulary achievement test to the research subjects in the third meeting after the actions in the first cycle was done.
7. Analyzing the results of observation and the vocabulary test in the first cycle, statistically.
8. Reflecting the result of observation and the vocabulary test
The success criteria of the research could not be achieved in the first cycle, the second cycle was conducted. The first cycle could achieve the success criteria of the research, the second cycle was still conducted to know the consistent result of the actions.

3.2 Area Determination Method

The area of the research was determined by using purposive method. Fraenkel and Wallen (2009:99) state that a purposive method is a method in choosing a research area based on certain purpose or reason. The area of this research is SMP Negeri 5 Lumajang. This school is determined purposively by considering some reasons as follows.

a. Based on the interview with the English teacher which was done in the preliminary study, it was known that the students of class VIII A in SMP Negeri 5 Lumajang still had low average score in vocabulary achievement, had difficulties to find the meaning of the words, and memorized the English words.

b. The English teacher has never applied Crossword Puzzles in teaching vocabulary.

c. The researcher and the English teacher as the collaborator has known each other well. It was expected that there was a good collaboration in conducting the classroom action research.

d. The headmaster and the English teacher of SMP Negeri 5 Lumajang have given permission to the researcher to conduct the classroom action research.
3.3 Research Subject Determination Method

According to McMillan (1992:68), research subject is the person who gives some responses or answers to the researcher’s questions either in oral or in written form. The research subjects of this research were the eighth grade students of SMP Negeri 5 Lumajang, especially the students of class VIII A in the 2014/2015 academic year. Based on the information given by the teacher, this class had the lowest mean score of vocabulary test that was 67.45. In addition, from the observation it was known that the students were less active in vocabulary class. Thus, both of the students’ vocabulary achievement and the students’ active participation need to be improved.

The following table is the vocabulary mean score of grade VIII at SMP Negeri 5 Lumajang in the 2014/2015 academic year.

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>VIII A</td>
<td>67.45</td>
</tr>
<tr>
<td>2.</td>
<td>VIII B</td>
<td>74.98</td>
</tr>
<tr>
<td>3.</td>
<td>VIII C</td>
<td>70.87</td>
</tr>
<tr>
<td>4.</td>
<td>VIII D</td>
<td>70.15</td>
</tr>
<tr>
<td>5.</td>
<td>VIII E</td>
<td>69.75</td>
</tr>
</tbody>
</table>

(Source: From the English teacher of VIII A)
3.4 Data Collection Methods

The data collection methods that were used were: observation, vocabulary test, interview and documentation. Observation and vocabulary test was used to collect the primary data while interview and documentation were used to collect the supporting data. The four data collection methods were explained in the following parts.

1. Observation

In this classroom action research, observation by using observation checklist was used to collect the data about students’ active participation during the teaching learning process of vocabulary by applying Crossword Puzzles. The English teacher was the observer while the researcher is going to do the action in the first meeting. In the second meeting, the English teacher was the teacher and the researcher was the observer. The indicators observed were answering the teacher’s oral questions, asking question to the teacher, discussing to understand the clues, discussing to find the word based on the clues, doing the vocabulary exercises by using Crossword Puzzles.

The following is the observation checklist for the students’ participation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Indicators</th>
<th>Active</th>
<th>Pasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Note :

1. Answering the teacher’s oral questions; 
2. Asking question to the teacher; 
3. Discussing to understand the clues ; 
4. Discussing to find the word based on the clues; 
5. Doing the vocabulary exercises by using Crossword Puzzles; 

2. Vocabulary test 

Arikunto (2006:150) says that a test is an instrument that is used to measure skills, knowledge, and talents of individual or group. In addition, Hughes (2003:11) notes that there are four types of test, they are proficiency test, diagnostic test, achievement test, and placement test. Achievement test is used in this research with the aim of measuring the students’ vocabulary achievement after they are taught vocabulary by using Crossword Puzzles. It is based on the idea that the purpose of achievement test is to measure how successful individual students have achieved the goal of teaching and learning process (Hughes 2003:13).

Vocabulary test is administered to the students at the end of each cycle after the researcher implements the action. It is intended to measure the students’ vocabulary achievement covering nouns, verbs, adjective, and adverbs as the material. Hughes (2003:26) states that “a good test should have validity and reliability”. A test is said to be valid if it measures accurately what is intended to be measured. The validities are classified into four, they are content validity, criterion related validity, construct validity, and face validity. The validity that was used in
this test was content validity because the test was constructed based on indicators to be measured.

The test that has content validity, might also be reliable. According to Hughes (2003:34) if the test is not valid, it cannot be reliable. In line with this statement, Frankel and Wallen (2009:150) state that reliability is related to the consistency of giving the scores, how consistent they are for each individual from one set of items to another. A test is considered to be reliable if it gives consistent result.

Dealing with the way of scoring, Hughes (2003:22) states that there are two kinds of test namely objective and subjective test. Further, Hughes (2003:22) says that an objective test is a test that does not require judgment in the scoring process. Meanwhile, subjective test is a test that influences or depends on the impression and opinion of the rater. Djiwandono (1996:28) states that an objective test is more practical and easier to do in term of scoring. Based on those ideas an objective test was applied in this research in the form of multiple choice, matching and completion. Those types of test are chosen because they enable the teacher to give scores objectively.

In this research, there were 40 test items with the distribution as follows: multiple choice (15 items), matching (15 items), and in completion the Crossword Puzzles (10 items). In scoring the results, each correct answer in multiple choice is scored 2.5, in matching is scored 2.5, and in completion is scored 2.5. The time allocation for the test is 40 minutes. The researcher gave the same score in each correct answer because the total items were 40 so the maximum score was 100.

2. Interview
According to McMilan (1992: 132), interview is a form of data collection method in which questions are asked orally and the subjects’ responses are recorded. In this research, semi-structured interview was to get the information needed during the process of interview. It means that a list of questions was prepared and developed by the researcher to collect the data about the English curriculum used in the school, the schedule of English subject, the technique used in teaching learning process of vocabulary, and some problems found in the English subject especially in vocabulary class. The interview was done with the English teacher of class VIII A at SMPN 5 Lumajang on August 20th, 2014.

2. **Documentation**

According to Arikunto (2006:231), documentation is a method of collecting data about research variable in the form of notes, transcripts, news, magazines, and the like. In this research, the data cover the names of the research subjects and the students’ previous scores in vocabulary test of class VIII-A of SMP Negeri 5 Lumajang.

4. **The Operational Definition of the Key Terms**

Operational definition of the key terms in this research is needed to avoid ambiguity and misunderstanding between the researcher and the readers. The terms which are needed to be explained are the following.
1. Crossword Puzzles

Crossword Puzzles are one kind of games that were used to teach vocabulary in this research. The students have to fill the required words from numbered clues into the squares vertically and horizontally. It is adjusted with the materials that are taught in to eighth grade students of junior high school.

3.5.2 Vocabulary Achievement

Vocabulary achievement in this research was seen through the scores of a vocabulary test covering the materials of nouns, verbs, adjectives, and adverbs (large vocabulary) after being taught by using Crossword Puzzles in each cycle.

3.5.3 Students’ Active Participations

Students’ active participation in this research refers to the students’ activeness and willingness to participate while the teaching learning process of vocabulary by using Crossword Puzzles was conducted. The students’ participation could be seen from the activities in answering the teacher’s questions, asking question to the teacher, discussing to understand the clues, discussing to find the word based on the clues, doing the vocabulary exercises by using Crossword Puzzles. The students were categorized as the active students if they could fulfill four of five indicators; answering thyte teacher’s oral question; asking the question to the teacher; discussing to understand the clues; discussing to find the word based on the clues; doing the vocabulary exercises by using crossword puzzles.
5. **The Research Procedure**

As stated in the research design, classroom action research was done in cycle model. There are four stages that have to be done in each cycle: the planning of the action, the implementing of the action, the class observation and evaluation, and the data analysis and reflection of the action. The details activities in each stage were as follows.

1. **The Planning of the Action**

In this research, the planning of the actions includes some activities done before implementing the actions. They are as follows.

   1. Preparing the materials of Crossword Puzzles.
   2. Constructing the lesson plans of the first cycle. (Meeting I and meeting II)
   3. Preparing the students’ worksheet dealing with vocabulary exercises.
   4. Preparing the observation checklist containing the indicators that was observed in the teaching learning process of vocabulary by using Crossword Puzzles.
   5. Constructing the vocabulary achievement test.
   6. Constructing and evaluating the instrument.

2. **The Implementation of the Action**

The implementation of the action in this research was done during the school hours and adjusted with the schedule of the English lesson. The actions in each cycle was divided in two meetings and it was be followed by administering an achievement test.
of vocabulary in the third meeting. The researcher was conduct the research collaboratively with the English teacher. In the first meeting the researcher was implement the action and the English teacher was the observation. In the second meeting, the role of the researcher and the English teacher was exchanged.

3. The Classroom Observation and Evaluation

The observation and evaluation in this research was needed to be done. It was important to know the students’ active participation in the teaching learning process of English vocabulary by using Crossword Puzzles. The activities done in the classroom observation and evaluation were as follows.

a. The Classroom Observation

In this research, the observation was done in order to know about the students’ active participation in the teaching learning process of vocabulary by using Crossword Puzzles. An observation guide in the form of checklist was used by the English teacher during the activity in teaching vocabulary by using Crossword Puzzles. The indicators of observation are answering the teacher’s questions, asking question to the teacher, discussing to understand the clues, discussing to find the word based on the clues, doing the vocabulary exercises by using Crossword Puzzles.

The students were categorized as active students if they could perform at least four indicators of active participation.

b. The Evaluation

The evaluation was carried out to know whether the use of Crossword Puzzles as teaching technique could improve the students’ active participation and students’
vocabulary achievement in the teaching learning process. The evaluations done in this action research were process evaluation and product evaluation.

The process evaluation was done by conducting observation in every meeting in each cycle during the teaching learning process of vocabulary by using Crossword Puzzles. It was done to get the data about the students’ active participation in the teaching learning process of vocabulary. The product evaluation was done at the end of each cycle after the actions given. It was done by administering a vocabulary test. It was intended to get the data about the students’ vocabulary achievement.

The criteria that was used to evaluate the success of the actions in this research were as follows.

a. The mean score of VIII-A students of vocabulary achievement test after having vocabulary class by using Crossword Puzzles is at least 75 and it was achieved by at least 75% of VIII A students.

b. The result of the observation showed that at least 75% of VIII A students were actively involved in the teaching learning process of vocabulary by using Crossword Puzzles.

4. The Data Analysis and Reflection of the Action

Data analysis and reflection were needed to do in order to analyze the obtained data and to know about the improvement of students’ active participation and students’ vocabulary achievement after being taught by using Crossword Puzzles. The data analysis and reflection were discussed in the following part.

1. The Result Observation
The result of observation about the students’ active participation was analysed by using the following formula.

\[
\% \quad \text{Notes:}
\]

\[ E = \text{the percentage of the students’ active participation in the vocabulary teaching learning process by using Crossword Puzzles} \]

\[ n = \text{the number of the students who are categorized as active students} \]

\[ N = \text{the total number of the students} \]

(Adapted from Ali, 1993:186)

2. The Result of Vocabulary Test

The result of vocabulary test about the students’ vocabulary achievement was analysed by using the following formula.

\[
\% \quad \text{Notes:}
\]

\[ E = \text{the percentage of the students who gain score} \geq 75 \]

\[ n = \text{the number of the students who get vocabulary test score} \geq 75 \]

\[ N = \text{the total number of the students doing the test} \]

(Adapted from Ali, 1993:186)

3. Reflection
Reflection was done after knowing the result of observation analysis and vocabulary test analysis. The purpose of reflection itself was to know whether there was improvement of students’ active participation and their vocabulary achievement or not. The results of reflection were used to decide whether Cycle 2 needed to be conducted or not.
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter reports the results of the classroom action research in Cycle 1 and Cycle 2. Each Cycle consisted of the result of observations, the result of vocabulary test by using Crossword Puzzles, the result of reflections and the discussion of the research results. The result are reported in the following section.

4.1 The Results of the Action in Cycle 1

The actions of the first Cycle were conducted in two meetings. The first meeting was done on November 13th, 2014 and the second meeting was conducted on November 15th, 2014. For the vocabulary test, it was administered on November 20th, 2014. The steps in the first Cycle were the planning of the action, the implementation of the action, observation and evaluation, and data analysis and reflection of the action.

4.1.1 The Implementation of the Action

Cycle 1 had three meetings, two meetings for the actions and one meeting for the post test. The two meetings for the action were carried out based on Lesson Plans 1 and 2 which were constructed collaboratively by the researcher and the English teacher. The last meeting was for administering the vocabulary achievement test. The schedule of the action in Cycle 1 is presented in the following table.

Table 5. The Schedule of Action of Cycle 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Time</th>
<th>Teacher</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting 1</td>
<td>November 13th, 2014</td>
<td>10.00-11.30</td>
<td>The Researcher</td>
<td>The English Teacher</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------</td>
<td>-------------</td>
<td>----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>November 15th, 2014</td>
<td>07.00-08.30</td>
<td>The English Teacher</td>
<td>The Researcher</td>
</tr>
<tr>
<td>Test</td>
<td>November 20th, 2014</td>
<td>10.00-11.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The first meeting of Cycle 1 was done on the November 13th, 2014 by implementing the activities in lesson plan 1. At that time, the researcher taught large vocabularies integratedly with the teaching of reading, especially recount text entitled “My Unforgettable Party” by using Crossword Puzzles. The time allocation was 2x40 minutes for each meeting. The research subjects consisted of 37 students. Meanwhile, the English teacher of VIII A at SMP Negeri 5 Lumajang did the observation and observed the students’ participation during the teaching learning process in the classroom. At the beginning, the researcher started the activity by checking the students’ attendance list, then asked some leading questions while showing a picture related to the topic to built the students’ motivation. After the students could answer the questions, then the researcher showed a recount text to the students by using LCD proyektor. After that, the researcher gave an explanation to the students about kinds of vocabulary nouns, verbs, adjectives, and adverbs.

Then, the researcher distributed the reading text and students’ worksheet to the students. The researcher gave them a few minutes to read the text. The next activity was the researcher asked the students to classify the underlined words stated in the reading text into nouns, verbs, adjectives, and adverbs in pairs as. After that, the researcher asked the students to do exercise I. This exercise was in the form of Crossword Puzzles. Before the students started to do the exercise, the researcher
explained about what Crossword Puzzles is and how to complete it by giving some examples from the Crossword Puzzles. The students did the Crossword Puzzles on the students’ worksheet. The next activity was discussing answer together with the whole class. After giving some exercises of vocabulary to the students, the researcher guided the students to draw conclusion of the material.

The last stage of the teaching learning process in the first meeting was closure. In this stage, the researcher and the students discussed about the students’ difficulties related to the material given and the researcher guided them to draw conclusion.

The second meeting of Cycle 1 was conducted on November 15th, 2014 based on the lesson plan 2. In that meeting, the English teacher taught vocabulary by using Crossword Puzzles, while the researcher was as the observer of the students’ participation. The topic in the second meeting was Camping. The English teacher did the same procedures as the one in the first meeting. After greeting the students, the English teacher asked some leading questions based on the picture given related to the story. The English teacher reviewed the explanation about large vocabularies.

There were two exercises in the main activity, the students should complete the Crossword Puzzles by using the suitable words taken from the text, the students had to complete the Crossword Puzzles on the students’ worksheet. Then, the students had to choose the correct answer in multiple choice form. The last stage was closure. The teacher discussed about the students difficulties related to the material has been taught and guided them to draw conclusion.

4.1.2 The Result of Observations in Cycle 1
As stated previously, the classroom observation in the teaching learning process of vocabulary by using Crossword Puzzles in the first meeting was done by the English teacher, meanwhile in the second meeting it was done by the researcher. In other words, the classroom observations were conducted collaboratively between the researcher and the English teacher. The observation in Cycle 1 was conducted in two meetings. The purpose of observation here was to know the students’ participation during the vocabulary teaching learning process by using Crossword Puzzles. The instrument used to observe the students’ participation was an observation checklist. It consisted of the number column, the students’ initials name column, the meeting column with its indicators’ number, and the category column of active or passive. In this research, there were five indicators observed, namely: 1) answering the teacher’s oral questions, 2) asking questions, 3) discussing to understand the clues, 4) discussing to find the word based on the clues, and 5) doing the vocabulary exercises by using Crossword Puzzles. A student was categorized as an active student if she or he fulfilled at least four or five indicators. The observers gave a checked mark in the observation checklist while she were observing the students’ participation based on the indicators.

The calculation of the observation result in Cycle 1 were counted to find the percentage of active and passive students in the classroom.

The formula: \( E = X \times 100\% \)

**Meeting 1**

*Active*: \( X \times 100\% = 78.38\% \)  *Passive*: \( X \times 100\% = 21.62\% \)

**Meeting 2**
Active: X 100% = 81.08% Passive: X 100% = 18.91%

Based on the table (see Appendix I), in the first meeting, there were 29 active students (78.38%) and 8 passive students (21.62%) during the reading teaching learning process by using Crossword Puzzles, while in the second meeting, there were 30 active students (81.08%) and 7 passive students (18.91%) during the vocabulary teaching learning process by using Crossword Puzzles. After finding the percentage of the students’ active and passive participation in Cycle 1, the average result of the students’ participation was needed to be calculated too. It was intended to know whether the required percentage had been achieved or not. Therefore, the average result of the students’ active participation in Cycle 1 was 79.73%, while 20.26% was categorized as the passive students. It means that the students’ active participation in the vocabulary teaching learning process by using Crossword Puzzles fulfilled the requirement. To make it clear, the data are presented in the table below.
Table 6. The Average Result of the Students’ Participation in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Percentage</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meeting 1</td>
<td>78.38%</td>
<td>21.62%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Meeting 2</td>
<td>81.08%</td>
<td>18.91%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>79.73%</td>
<td>20.26%</td>
<td></td>
</tr>
</tbody>
</table>

4.1.3 The Results of Vocabulary Test

The vocabulary test was administered in the third meeting. The test was given on November 20th, 2014. The test consisted of 40 items in the form of matching (15 items), multiple choices (15 items) and completing the Crossword Puzzles (10 items). Dealing with the scoring, each correct item was scored 2.5. Thus, the total score of the test items was 100 points. Further, after finding the result of the students’ vocabulary test in cycle 1, the percentage of the students’ who got the vocabulary achievement score of 75 or more was analyzed by using the following formula:

\[ E = \frac{X}{N} \times 100\% \]

Notes:

E : The students’ vocabulary achievement

n : The number of the students whose score 75 or more in the vocabulary achievement test

N : The total number of the students joining in the vocabulary achievement test
The result of the students’ vocabulary achievement test in cycle 1 was analyzed below.

The percentage of students who got score ≥ 75

= 78.38%

The percentage of students who got score < 75

= 21.62%

Based on Table 4.3 (see appendix K), it was found that the mean score the score of the students’ vocabulary achievement test by using Crossword Puzzles was (77.02). The result of vocabulary achievement test above showed that there were 29 students (78.38%) who could achieve the standard minimum score that was ≥ 75 and 8 students (21.62%) who could not achieve the standard minimum score that was ≥75. As mentioned before, the Cycle of this research was considered to be successful if the score of the students’ vocabulary test had reached 75 or more and it was achieved by at least 75% of the total students. It means that the targeted students’ vocabulary score requirement in this research has been achieved.

4.1.4 The Result of Reflection in Cycle 1

Based on the observation as process evaluation, 29 of 37 students or 78.38% were actively involved during the vocabulary teaching learning process in meeting one. Then, 30 of 37 students or 81.08% were actively involved during the vocabulary
teaching learning process in meeting two. On the average, there were 79.73% of the students who were categorized as active students during the teaching learning process of vocabulary by using Crossword Puzzles.

Meanwhile, based on the product evaluation, it was found that mean score of the achievement test in Cycle I was 77.02. There were 78.38% of the students could achieve the target score. That was ≥75 in the vocabulary test. Those data showed that this research fullfilled the criteria of the succes of the action. However, the actions were still continued to Cycle 2 in order to see the consistency of the success achieved in Cycle 1.

4.2 The Results of the Action in Cycle 2

This cycle was conducted to see the consistency of the success achieved in Cycle 1. In implementing the actions in this Cycle, the researcher taught vocabulary integratedly with the teaching of reading, especially recount text. The text used as the material in Cycle 2 were different from the text used in the the previous Cycle. So, the vocabularies taught were different from the ones taught in the previous Cycle. The implementation of the actions was based on the Lesson plans which had the same procedures with the Lesson Plans used in the previous Cycle. The action in Cycle 2 were also carried out in two meetings. The first meeting was conducted on November 22nd, 2014 and the second meeting was conducted on November 27th, 2014. The vocabulary test of Cycle 2 was conducted on November 29th, 2014. The steps of the activities in Cycle 2 were the same as the ones in Cycle 1, namely preparation of the action, the implementation of the action, observation and evaluation, and data analysis and reflection of the action.

4.2.1 The Implementation of the Action
The implementation of the action in Cycle 2 was based on Lesson Plans 3 and 4. The topics in this Cycle were “Terrible Day” and “Window Shopping”. The procedures of the teaching learning process in Cycle 2 were the same as the ones with Cycle 1. The schedule of the actions in Cycle 2 is presented in the following table.

Table 7. The schedule of the actions in Cycle 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Time</th>
<th>Teacher</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>November 22nd, 2014</td>
<td>07.00-0830</td>
<td>Researcher</td>
<td>English Teacher</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>November 27th, 2014</td>
<td>10.00-11.30</td>
<td>English Teacher</td>
<td>Researcher</td>
</tr>
<tr>
<td>Test</td>
<td>November 29th, 2014</td>
<td>07.00-0830</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In implementing the action in the second cycle, the researcher taught vocabulary integratedly with the teaching of reading, especially the recount text by using Crossword Puzzles.

In the first meeting in Cycle 2 the teaching activity was conducted on November 22nd, 2014. The students were taught by the researcher while the English teacher observed the students’ active participation during the teaching learning process. The researcher taught vocabulary by using Crossword Puzzles in which the topic was “My Terrible Day”. In the introduction, the researcher greeted and checked the students’ attendance. After that, the researcher gave the students some leading questions by showing a picture related to the topic. Then, the teacher distributed the texts and asked the students to read it silently. This activity was addressed in order to attract them to the topic to be discussed. After that, the researcher stated the objectives of the teaching learning process. This activity was intended to get the
students’ attention and participation in the teaching and learning process of vocabulary. Then, the researcher distributed the texts and the exercises sheets to the students and asked the students to read the text silently.

Then, the students were asked to pay much attention to the text with the underlined words, and the researcher asked the students to find the words covering nouns, verbs, adjectives, and adverbs, adjective and adverb from the text. They were asked to classify each kind of vocabularies. Next activities, the students in pairs were asked to complete the Crossword Puzzles in the students’ worksheet which had been provided as exercise 1. The researcher gave the students a few minutes to do the exercise. After discussing the answer with the whole class, the researcher guided the students to draw a conclusion of the material.

The second meeting of cycle 2 was conducted on the November 27th, 2014 based on the Lesson Plan 2. In that meeting, there was an exchange between the researcher and the English teacher of VIII A at SMP Negeri 5 Lumajang. At that time, the English teacher taught vocabulary by using Crossword Puzzles, while the researcher was doing the observation of the students’ participation in the back row. The topic in the second meeting was "Window Shopping". The English teacher did the same procedures as the ones in the first meeting. After greeting the students, the English teacher asked some leading questions related to the story.

There are some exercises in the main activity. First, in exercise 1, the students had to complete the Crossword Puzzles with the suitable words taken from the underlined words in the text. In exercise 1, the students completed the Crossword Puzzles with the suitable words in the answer sheet which had been provided. Second, the students should match the words with their appropriate meaning as exercise 2. Then in exercise 3, the students had to choose the correct answer. The last
stage was closure. In this stage, the teacher discussed about the students difficulties related to the material given and guided the students to draw conclusion.

The process evaluation was done in each meeting to record the students’ active participation during the vocabulary teaching and learning process. The observation guide in the form of checklist was used to evaluate the students’ active participation. The indicators observed were answering the teacher’s oral question, asking questions, discussing to understand the clues, discussing to find the word based on the clues, and doing the vocabulary exercises by using Crossword Puzzles. A student was categorized as an active student if she or he fulfilled at least four or five indicators. The observer gave check mark in the observation checklist while she was observing the students’ participation based on the indicators. Besides process evaluation, the product evaluation was used to evaluate the students’ vocabulary achievement after being given the action, which was done on November 29th, 2014.

4.2.2 The Results of Observation in Cycle 2

As stated previously, the classroom observation in the teaching learning process of vocabulary by using Crossword Puzzles in the first meeting was done by the English teacher, meanwhile in the second meeting it was done by the researcher. In other words, the research was conducted collaboratively between the researcher and the English teacher. The observation guide was in the form of checklist. By conducting this observation, the process evaluation was carried out. The following table is the results of observation in Cycle 2.
The result of the students’ observation in Cycle 2 was analyzed below.

**Meeting 1**

*The percentage of students who passive or active*

Active students = 81.08%

Passive students = 18.91%

**Meeting 2**

Active students = 83.78%

Passive students = 16.21%

From the results of observation checklist *(see Appendix J)*, it was revealed that there were 30 students or 81.08% of 37 students who were actively involved in the first meeting and there were 31 students or 83.78% of 37 students who actively took part in the second meeting. So in general, it was found that there was improvement for students’ participation from 78.38% in Cycle 1 to 81.08% in Cycle 2 in the first meeting. Meanwhile, in meeting 2 there was improvement for students’ active participation from 81.08% in Cycle 1 to 83.78% in Cycle 2. This showed that
requirement of at least 75% of the students’ active participation in the vocabulary teaching learning process by using Crossword Puzzles had already been fulfilled. To make it clear, the data about students’ participation are presented in the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Percentage</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Active</td>
<td>Passive</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Meeting 1</td>
<td>81.08%</td>
<td>18.91%</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Meeting 2</td>
<td>83.78%</td>
<td>16.21%</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>82.43%</td>
<td>17.56%</td>
<td></td>
</tr>
</tbody>
</table>

**Table 8. The Average Result of the Students’ Participation in Cycle 2**

4.2.3 The Result of the Vocabulary Test in Cycle 2

The vocabulary test was administered in the third meeting of the 1st cycle after the action given. The test was given on November 29th, 2014. The test consisted of 40 test items in the form of matching (15 items), multiple choices (15 items) and
completion (10 items). Dealing with the scoring, each correct item was scored 2.5. Thus, the total score of the test items was 100 points. Further, after finding the result of the students’ vocabulary test in cycle 2, the percentage of the students who got the vocabulary achievement score of 75 or more was analyzed by using the following formula:

\[ E = \frac{X}{N} \times 100\% \]

Notes:

- \( E \): The percentage of the students whose score was \( >75 \) in vocabulary achievement test
- \( n \): The number of the students whose score \( >75 \) in vocabulary achievement test
- \( N \): The total number of the students who joined the vocabulary achievement

\[(Ali, \ 1993:186)\]

The percentage of students who got score \( \geq 75 \)

\[ = 81.08\% \]

The percentage of students who got score \( < 75 \)

\[ = 18.91\% \]

Based on Table 11 (See Appendix L), it was found that the mean score of the students’ vocabulary achievement test by using Crossword Puzzles, there was improvement for vocabulary achievement test from (77.02%) in Cycle 1 to (79.59%) in Cycle 2. While there were 30 students (81.08%) could achieve the standard
minimum score that was \( \geq 75 \) and 7 students (18.91\%) who could not achieve the standard minimum score that was \( \geq 75 \). It means that the targeted students’ vocabulary score requirement in this research has been achieved.

### 4.2.4 The Result of Reflection in Cycle 2

Based on the observation of process evaluation, 30 of 37 students or 81.08\% were actively involved during the vocabulary teaching learning process in the meeting one. Then 31 of 37 students or 83.78\% were actively involved during the vocabulary teaching learning process in meeting two. In general, it was found that there was improvement for students’ active participation from 78.38\% in Cycle 1 to 81.08\% in Cycle 2 in the first meeting. Meanwhile, in meeting 2 there was improvement for students’ active participation from 81.08\% in Cycle 1 to 83.78\% in Cycle 2.

Meanwhile, based on the product evaluation, the results of vocabulary achievement test in the second cycle showed that the mean score of the students’s vocabulary achievement test was 79.59. Then, there were 81.08\% of the students who could achieve the target score. That was at least 75 in the vocabulary test. It showed that Cycle 2 had already fullfilled the criteria of the success of the action.

In conclusion, the students’ vocabulary achievement and the students’s active participation in Cycle 2 compared to the ones in Cycle 1 showed consistent results. It means that the research of the two cycles successfully achieved the evaluation criteria of success of this research. Therefore, the actions were stopped because this classroom action research was successful both in improving the students’ vocabulary achievement and students’ active participation. Besides, the results in both cycles were consistent.
After doing the action of teaching vocabulary by using Crossword Puzzles in both Cycle 1 and Cycle 2, followed by administering the vocabulary test in each Cycle, the students’ active participation improved as presented in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cycle 1</td>
<td>79.73%</td>
<td>20.26%</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 2</td>
<td>82.43%</td>
<td>17.56%</td>
</tr>
</tbody>
</table>

From the data presented above, it could be seen that the averages result of the students’ active participation in Cycle 1 was 79.73% and Cycle 2 was 82.43%. This showed that the requirement of at least 75% of the students’ active participation in the vocabulary teaching learning process by using Crossword Puzzles was fulfilled. Based on the result above, it showed the consistency of the result of the students’ active participation in Cycle 2.

In addition, after doing the action of teaching vocabulary by using Crossword Puzzles in both Cycle 1 and Cycle 2, followed by administering the vocabulary test in each Cycle, the students’ vocabulary improved as presented in the following table.

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Mean score</th>
<th>The Percentage of the Students Who Got Score &gt;75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Cycle</td>
<td>67.45</td>
<td>55.87%</td>
</tr>
<tr>
<td>Cycle</td>
<td>Score</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>77.02</td>
<td>78.37 %</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>79.59</td>
<td>81.08 %</td>
</tr>
</tbody>
</table>

From the data presented above, it could be seen that the students’ mean score of vocabulary test improved, from 67.45 in the previous cycle as pre-cycle before the research was conducted to 77.02 in Cycle 1 and to 79.59 in Cycle 2. Although there was an improvement of students’ active participation and vocabulary achievement in Cycle 1, however the action was continued to the second cycle to see the consistency of the success achieved in each Cycle 1. The research results of both cycles had vocabulary score at least >75 also improved from 55.87 % in the cycle to 78.37 % in Cycle I and 81.08 % in Cycle 2.

4.3 Discussion

Based on the results of classroom observation and the test vocabulary in Cycle 1 and Cycle 2, it can be seen that the students improved their active participation in the teaching and learning process and in vocabulary achievement after being taught by using Crossword Puzzles. Although the objectives of this research were reached, the actions were still continued to the second cycle in order to know the consistency of the result in Cycle 1. The improvement of students’ active participation and their vocabulary achievement in Cycle 1 and Cycle 2 can be seen in the chart below:
The result of vocabulary test in Cycle 1 presented in the diagram 1 showed that 78.38% of the students reached the target of the research. In other words, the action given to the students in Cycle 1 was successful in which the improvement of the achievement 78.37%. The success criterion of the research was at least 75% of the students reached score 75. Then, Cycle 2 was given to know the consistency of the result achieved in Cycle 1.

The result of vocabulary test in Cycle 2 showed that 81.08% of the students reached score at least 75. It means that Cycle 2 also improved the students’ vocabulary achievement compared to the result of Cycle 1. It showed the consistency of the result in both cycles. Also, based on the observation checklist, it could be seen that the average participation of the students increased from 77.

Based on the English teacher of this school, teaching vocabulary by using Crossword Puzzles is an interesting way to the students. It was proved by the students’ enthusiasm when they learnt vocabulary by using Crossword Puzzles. The students were also enthusiastic in the vocabulary teaching and learning process by using Crossword Puzzles. They really enjoyed to use Crossword Puzzles in doing their vocabulary exercise.

In addition, the results of this research are relevant to the previous research results. For example, the one that was conducted by Ainun (2009) at SMPN 3 Lumajang, revealed that Crossword Puzzles can help students improve their vocabulary achievement. The result showed that there was a significant effect of using Crossword Puzzles on the eighth grade students’ vocabulary achievement in that school. Moreover, the degree of relative effectiveness of using Crossword Puzzles more effective than teaching vocabulary by using lecturing method and giving vocabulary exercises.
Based on the result of vocabulary achievement test and observation during the teaching learning process in Cycle 2, it was showed that the target of the result was successfully achieved. It was that the use of Crossword Puzzles could improve the students’ active participation and their vocabulary achievement during the teaching learning process.

In summary, it could be concluded that the use of Crossword Puzzles in teaching vocabulary was able to help the students to improve their active participation as well as their vocabulary achievement. In addition, Crossword Puzzles can be used as an alternative technique in teaching vocabulary by the English teacher, due to the fact that Crossword Puzzles could improve the students’ active participation and their vocabulary achievement.
CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions that will be further explained below.

5.1 Conclusion

Based on the results of data analysis and discussion in the previous chapter the following points could be concluded.

a. The use of Crossword Puzzles could improve class VIII A students’ participation in the classroom during the teaching learning process of vocabulary of class SMPN VIII A students at SMPN 5 Lumajang. The improvement was from (78.38%) in Cycle 1 to (81.08%) in Cycle 2 in the first meeting. While in the second meeting, the improvement was from (81.08%) in Cycle 1 to (83.78%) in Cycle 2. The results showed the average from 79.73% in the first meeting of Cycle 1 to 82.43% in the second meeting of Cycle 2.

b. The use of Crossword Puzzles could improve the students’ vocabulary achievement of class VIII A students at SMPN 5 Lumajang. The improvement could be seen from the improvement of the students mean score from pre cyclus score (67.45), and in Cycle 1 (77.02) to (79.59) in Cycle 2. Meanwhile the results of the improvement of the students mean score vocabulary test that from 29 students or 78.38% could get score at least 75 in
Cycle 1 to 30 students or 81.08% can get score at least 75 in Cycle 2 after using Crossword Puzzles in teaching vocabulary.

5.2 Suggestions

By considering the results of the implementation of Crossword Puzzles in teaching vocabulary that could improve the students’ active participation and their vocabulary achievement, some suggestions are proposed to the following people.

1. The English Teacher

It is suggested that the English teacher applies Crossword Puzzles as one alternative in teaching vocabulary. It is due to the fact that Crossword Puzzles can improve the students’ active participation and their vocabulary achievement.

2. The Students

The students are suggested to increase their vocabulary by using Crossword Puzzles since it can help the students to enlarge their vocabulary.

3. The Future Researcher
The future researchers are suggested to conduct another research on similar problem using different research design to develop the students’ vocabulary achievement by using Crossword Puzzles.
REFERENCES


Doni, A. 2011. *Improving the Eight Grade Students’ Vocabulary Achievement by Using Crossword Puzzles at SMP Negeri 7 Jember*.

Ersoz, A. 2000. *Six Games for the EFL/ESL Classroom.* [on line].


Appendix 1

## RESEARCH MATRIX

<table>
<thead>
<tr>
<th>Title</th>
<th>Problems</th>
<th>Variables</th>
<th>Indicators</th>
<th>Data Resources</th>
<th>Research Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving VIII A Students’ active participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMPN 5 Lumajang</td>
<td>1. Can the use of Crossword Puzzles improve VIII A students’ active participation in teaching learning process of vocabulary at SMPN 5 Lumajang?</td>
<td><strong>Independent Variable:</strong> Teaching vocabulary by using Crossword Puzzles</td>
<td>Filling the squares horizontally and vertically by using correct words based on the clues given.</td>
<td>Research Subjects: VIII A students of SMPN 5 Lumajang in the 2014/2015 academic year</td>
<td>Research Design: Classroom Action Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Dependent Variable:</strong> a. The students’ active participation in teaching learning process of vocabulary</td>
<td>1. Answering the teacher’s oral questions; 2. Asking question to the teacher; 3. Discussing the clues; 4. Discussing to find the word based on the clues; 5. Doing the vocabulary exercises by using Crossword Puzzles</td>
<td>Informant: The English teacher of VIII A students of SMPN 5 Lumajang The school document: 1. The names of the research subjects 2. The students’ vocabulary scores from the teacher</td>
<td>Classroom Action Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The students’ vocabulary achievement</td>
<td>b. The scores of the students’ vocabulary achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The use of Crossword Puzzles can improve VIII A students’ active participation in teaching learning process of vocabulary at SMPN 5 Lumajang.

2. The use of Crossword Puzzles can improve VIII A students’ vocabulary achievement at SMPN 5 Lumajang.

**Data Collection Method**
- Vocabulary test
- Observation
- Documentation
- Interview

**Data Analysis Method**
- The data obtained from the students’ vocabulary will be analyzed statistically by using the following formula:

\[ E = \frac{n}{N} \times 100\% \]
vocabulary test after being taught by using Crossword Puzzles covering noun, verb, adjective, and adverb.

Note:

- The data from the observation are analyzed statistically by using the following formula:
  
  \[ E = \frac{n}{N} \times 100\% \]

Note:

- The percentage of students whose score is \( \geq 75 \),
- The total number of students whose score is \( \geq 75 \),
- The total number of students

(Ali, 1993:189)
# SUPPORTING DATA INSTRUMENTS

## I. The Guide of Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>Interview Questions</th>
<th>Interviewee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What curriculum does this school use?</td>
<td>The school uses 2013 Curriculum</td>
</tr>
<tr>
<td>2.</td>
<td>How do you teach vocabulary to the students?</td>
<td>I usually use the students’ workbook. Sometimes, I write some vocabularies on the whiteboard and ask the students to find the meaning by using dictionary and ask them to memorize the words.</td>
</tr>
<tr>
<td>3.</td>
<td>What problems do the students face in learning vocabulary?</td>
<td>Most of the students had difficulties to find the meaning of the words and memorizing the English words.</td>
</tr>
<tr>
<td>4.</td>
<td>Have you ever applied Crossword Puzzles in teaching vocabulary?</td>
<td>No, I haven’t. Because I only use students’ workbook to teach English vocabulary and mostly vocabulary integrated with reading.</td>
</tr>
<tr>
<td>5.</td>
<td>Which class had the lowest score?</td>
<td>Among the five classes, the VIII A class had the lowest score.</td>
</tr>
<tr>
<td>6.</td>
<td>What is the standard minimum requirement score of this school</td>
<td>It is 75.</td>
</tr>
</tbody>
</table>

## II. The Guide of Documentation

<table>
<thead>
<tr>
<th>No.</th>
<th>The Data Taken</th>
<th>Data Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students’ vocabulary scores</td>
<td>Documents</td>
</tr>
<tr>
<td>2.</td>
<td>The names of the subjects</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN I

(Cycle 1, meeting 1)

School : SMPN 5 Lumajang
Subject : English
Class/Semester : VIII/I
Language Component : Vocabulary (integrated with reading)
Theme : Birthday Party
Time : 2 x 40 minutes

I. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.
KI 3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks *recount* lisan dan tulis tentang pengalaman/kegiatan, kejadian peristiwa, sangat pendek dan sederhana.

KI 4 Menangkap makna dalam teks recount lisan dan tulis sangat pendek dan sederhana.

**III. Indikator**

1.1.1 Mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.2 Menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.1 Mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab.

3.1.1 Menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1 Melengkapi kalimat dengan kata yang tepat dalam bentuk pilihan ganda.

4.1.2 Menuliskan kata yang tepat berdasarkan clue yang diberikan.

**IV. Tujuan Pembelajaran**

1.1.1.1 Siswa mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.1.2 Siswa menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.1.1 Siswa mampu mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab.

3.1.1.1 Siswa mampu menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1.1 Siswa mampu melengkapi kalimat yang diberikan oleh guru dalam bentuk pilihan ganda.

4.1.2.1 Siswa dapat menuliskan kata yang tepat berdasarkan clue yang diberikan.
V. Materi Pembelajaran (materi pembelajaran terlampir)
   1. Vocabulary yang di ambil dari Recount Text
   2. Soal-soal latihan

VI. Sumber/Media Pembelajaran
   a. Sumber
   b. Media
      - A whiteboard, board markers, banner.

VII. Metode Pembelajaran
   Pendekatan: scientific approach
   Teknik: Think Pair Share

VIII. Learning Activities

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Peserta didik merespon salam yang diucapkan oleh guru</td>
<td></td>
</tr>
</tbody>
</table>
### Pendahuluan

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran</td>
</tr>
<tr>
<td>3.</td>
<td>Guru menunjukkan sebuah gambar pesta ulang tahun untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan</td>
</tr>
<tr>
<td>4.</td>
<td>Guru memberikan leading questions berdasarkan gambar pesta ulang tahun yang diberikan</td>
</tr>
<tr>
<td>5.</td>
<td>Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik</td>
</tr>
</tbody>
</table>

### Main Activities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Mengamati</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Peserta didik membaca teks recount pendek dan sederhana yang berjudul “My Unforgettable Birthday Party”</td>
</tr>
<tr>
<td><strong>2. Menanya</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Dengan bimbingan guru, siswa dapat menanyakan tentang materi yang kurang dipahami</td>
</tr>
</tbody>
</table>

**Eksplorasi**

1. Guru memberikan tugas kepada siswa untuk mengisi Crossword Puzzles dan menjawab pertanyaan dalam bentuk pilihan ganda secara berpasangan

**Assosiasi**

1. Siswa berdiskusi menemukan kata yang tepat berdasarkan clue yang diberikan dalam Crossword Puzzles secara berpasangan.

**Mengkomunikasikan**

1. Siswa menyampaikan hasil kerja dengan penuh percaya diri.
2. Dengan bimbingan guru, siswa membahas hasil kerja dengan benar.
**Penutup**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Peserta didik dan guru menyimpulkan pembelajaran</td>
</tr>
<tr>
<td>2.</td>
<td>Peserta didik mengerjakan tes yang diberikan oleh guru</td>
</tr>
</tbody>
</table>

**XI. RUBRIK PENILAIAN**

a. Aspek Sikap

b. Rumus Perhitungan Skor

\[
\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100
\]


c. Ability

Vocabulary test

---

Lumajang, November 13th, 2014

Teacher

Researcher,

Yuyun Ida, S.Pd
NIP 19700427 199703 1 005

Shofi Wardatur Rohmah
NIM 100210401001

LEARNING MATERIALS

1. Pre-instructional Activities
Showing a picture

Leading questions
1. What do you think about this picture?
2. Have you ever attended a birthday party?
3. What were you doing in there?
4. Were you happy when you came to birthday party?

2. Main Activities
The Example of a Recount Text

My Unforgettable Birthday Party

I had a birthday party last month. The party was fun and very exciting. I invited all of my classmates to my party and I was so glad when I knew that almost all of my friends came to my birthday party.

The party began at 1 p.m. I held the party at my house. Before 1 p.m, my friends arrived. We began the party with a prayer from my parents. Then, my father gave a welcome speech to all my friends. He said thank you to everyone who came to my party. After that, he asked all of my friends to sing a happy birthday song. We all sang happily.
Next, we cut the cake and shared it around to all. My friend Endah, who had a
good voice, then sang a song for me. The song was very beautiful. After that, we
played games. We felt tired but happy. The last event was eating together. It seemed
that my friends enjoyed the party very much. At about 3 p.m, the party ended.

1. Nouns
   Noun is a word or a group of words that are used to identify a person, a place, a
   thing or an activity.
   Examples : table, door, book, whiteboard, etc.

2. Verbs
   Verb is a word or a phrase that refers to an action or a state.
   Examples : walk, teach, speak, write, etc.

3. Adjectives
   Adjective is a word or a phrase used to naming an attribute or related to describe
   a noun or pronoun.
   Examples : beautiful, handsome, clever, ugly, etc.

4. Adverbs
   Adverb is a word (or group of words) which is used to describe or to add the
   meaning of a verb, an adjective, another adverb or a whole sentence (Harmer,
   2004:37).
   Examples : yesterday, beautifully, loudly

Students’ Worksheet

Read the text carefully and pay much attention to the the underlined words!

My Unforgettable Birthday Party

I had a birthday party last month. The party was fun and very exciting. I
invited all of my classmates to my party and I was so glad when I knew that almost
all of my friends came to my birthday party.

The party began at 1 p.m. I held the party at my house. Before 1 p.m, my
friends arrived at my house. We began the party with a prayer from my parents.
Then, my father gave a welcome speech to all my friends. He said thank you to everyone who came to my party. After that, he asked all of my friends to sing a happy birthday song. We all sang happily.

Next, we cut the cake and shared it around to all. My friend Endah, who has a good voice, then sang a song for me. The song was very beautiful. After that, we played games. We felt tired but happy. The last event was eating together. It seemed that my friends enjoyed the party very much. At about 3 p.m, the party ended.


I. Exercise 1

Complete the following Crossword Puzzles with the suitable words based on the clue given by considering the underlined words in the text! Number 1 is done as the example.

⇒ Across

6. Someone who is in the same class, school or college with another

11. The opposite meaning of “took”

14. A building made for people to live

16. The opposite meaning of “before”

17. Food made from a mixture of flour, sugar, eggs, and fat

18. (Post Meridiem)
20. Asking someone to come to the party
22. A celebration of event
23. The opposite meaning of “bad”
24. The similar meaning of “talked”
27. The act of delivering a formal spoken communication to audience
28. The opposite meaning of “sadly”

➢ Down
1. Sounds produced through the mouth by a person speaking or singing
2. The similar meaning of “happy”
3. The opposite meaning of “alone”
4. One of the twelve divisions of the calendar year
5. An activity to produce the voice with a music
12. The opposite meaning of “bored”
13. Get pleasure of something
15. Creating or arousing excitement
16. The similar meaning of “nearly”
19. The similar meaning of “incident”.
21. The similar meaning of “came”
24. The opposite meaning of “happy”
25. A person who has relation with you
26. The opposite meaning of “sad”
27. The opposite meaning of “happy”
II. Exercise 2!

Choose the correct answer by crossing a, b, c, or d to complete the following sentences!
1. I invited all of my friends to come to my party. The similar meaning of the underlined word is.......  
   a. accepted           c. refused  
   b. booking            d. requested  
2. My sister will follow a...........contest to deliver her speech  
   a. debate             c. story telling  
   b. speech             d. singing  
3. The..............month in a year is December  
   a. first              c. last  
   b. second             d. third  
4. My friends arrived at my house at 1 pm, so it is in the.........  
   a. evening           c. night  
   b. afternoon          d. morning  
5. All of my friend sing a song happily. The opposite meaning of the underlined word is................  
   a. sadly              c. hardly  
   b. slowly              d. loudly  
6. She has good voice when sang a song in my Birthday Party. The opposite meaning of the underlined word is...............  
   a. beautiful          c. good  
   b. bad                 d. loud  
7. I shared the cake to my lovely mother. The similar meaning of the underlined word is............  
   a. cut                 c. delivered  
   b. divided             d. gave  
8. We cut the cake and shared it around to all. The similar meaning of the underlined word is............  
   a. almost             c. separate
9. My mother gave me beautiful shoes in my party last night. The opposite meaning of the underlined word is ............... 
   a. took  
   b. delivered  
   c. offered  
   d. requested

10. Food that is made of a mixture of flour, sugar, eggs, and fat. What is it? 
   a. cake  
   b. juice  
   c. fried rice  
   d. fried potato

11. After making a wish, I .......... the cake, and all of my friends sing a sang to me. 
   a. allotted  
   b. cleaved  
   c. cut  
   d. gave

12. My birthday party was held about 3 hours at .......... 
   a. my house  
   b. river  
   c. a car  
   d. sea

13. .......... father gave me a wonderful present 
   a. I  
   b. Him  
   c. My  
   d. Its

14. I think it is a wonderful moment in my life. The similar meaning of the underlined word is .............. 
   a. bad  
   b. funtastic  
   c. old  
   d. simple

15. The last event was eating together. The opposite meaning of underlined word is ............ 
   a. gathering  
   b. group  
   c. alone  
   d. pairs

Answer Key

I. Exercise 1 (Crossword Puzzles)
I. Exercise 2! (Multiple Choices)
1. D
2. B
3. C
4. B
5. A
6. B
7. D
8. D
9. A
10. A
11. C
12. A
13. C
14. B
15. C
# THE DISTRIBUTION OF THE TEST ITEMS (CYCLE I, LESSON PLAN I)

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Number of Test Items</th>
<th>Total</th>
</tr>
</thead>
</table>
| 1.  | Nouns      | I. Crossword Puzzles: 1, 4, 6, 14, 19, 17, 22, 25.  
               II. Multiple Choice : 2, 10 | 10    |
|     |            |                      |       |
| 2.  | Adjectives | I. Crossword Puzzles: 2, 10  
               II. Multiple Choice : 2, 12, 15, 16, 22, 24, 26 | 9     |
|     |            |                      |       |
| 3.  | Adverbs    | I. Crossword Puzzles: 3, 18, 28  
               II. Multiple Choice : 3, 4, 5,8, 12, 15 | 9     |
|     |            |                      |       |
| 4.  | Verbs      | I. Crossword Puzzles: 5, 10, 11,13, 23, 21  
               II. Multiple Choice : 1, 7, 9, 11, 13, 14 | 12    |
|     |            |                      |       |
|     |            | **Total**            | **40**|

76
LESSON PLAN

(Cycle 1, meeting 2)

School : SMPN 5 Lumajang
Subject : English
Class/Semester : VIII/I
Language Component : Vocabulary (integrated with reading)
Theme : Camping
Time : 2 x 40 minutes

IX. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

X. Kompetensi Dasar
KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.

KI 3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks *recount* lisan dan tulis tentang pengalaman/kegiatan, kejadian peristiwa, sangat pendek dan sederhana.

KI 4 Menangkap makna dalam teks recount lisan dan tulis sangat pendek dan sederhana.

XI. **Indikator**

1.1.3 Mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.4 Menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.2 Mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab

3.1.1 Menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1 Melengkapi kalimat dengan kata yang tepat dalam bentuk pilihan ganda.

4.1.2 Menuliskan kata yang tepat berdasarkan clue yang diberikan.

XII. **Tujuan Pembelajaran**

1.1.1.3 Siswa mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.1.4 Siswa menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.1.1 Siswa mampu mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab.
3.1.1.1 Siswa mampu menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1.1 Siswa mampu melengkapi kalimat yang diberikan oleh guru dalam bentuk pilihan ganda.

4.1.2.1 Siswa dapat menuliskan kata yang tepat berdasarkan clue yang diberikan.

XIII. Materi Pembelajaran (materi pembelajaran terlampir)

3. Vocabulary yang di ambil dari Recount Text
4. Soal-soal latihan

XIV. Sumber/Media Pembelajaran

c. Sumber

d. Media
   - A whiteboard, board markers, banner.

XV. Metode Pembelajaran

Pendekatan: *scientific approach*
Teknik: Think Pair Share

XVI. Learning Activities

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Peserta didik merespon salam yang</td>
<td></td>
</tr>
</tbody>
</table>
## Pendahuluan

<table>
<thead>
<tr>
<th>No.</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran</td>
</tr>
<tr>
<td>8.</td>
<td>Guru menunjukan sebuah gambar untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan</td>
</tr>
<tr>
<td>9.</td>
<td>Guru memberikan leading questions berdasarkan gambar yang diberikan</td>
</tr>
<tr>
<td>10.</td>
<td>Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik</td>
</tr>
</tbody>
</table>

## Main Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td><strong>Mengamati</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Peserta didik membaca teks recount pendek dan sederhana yang berjudul “Camping”</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Menanya</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Dengan bimbingan guru, siswa dapat menanyakan tentang materi yang kurang dipahami</td>
</tr>
</tbody>
</table>

### Eksplorasi

<table>
<thead>
<tr>
<th>No.</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Guru memberikan tugas kepada siswa untuk mengisi Crossword Puzzles dan menjawab pertanyaan dalam bentuk pilihan ganda</td>
</tr>
</tbody>
</table>

### Assosiasi

<table>
<thead>
<tr>
<th>No.</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Siswa berdiskusi menemukan kata yang tepat berdasarkan clue yang diberikan dalam Crossword Puzzles.</td>
</tr>
</tbody>
</table>

### Mengkomunikasikan

<table>
<thead>
<tr>
<th>No.</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Siswa menyampaikan hasil kerja dengan penuh percaya diri.</td>
</tr>
<tr>
<td>4.</td>
<td>Dengan bimbingan guru, siswa membahas hasil kerja dengan benar.</td>
</tr>
</tbody>
</table>
Penutup | 4. Peserta didik dan guru menyimpulkan pembelajaran  
|---|---
| 5. Peserta didik mengerjakan tes yang diberikan oleh guru  
| 6. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing. | 10’ |

XI. RUBRIK PENILAIAN

d. Aspek Sikap

e. Rumus Perhitungan Skor

\[
\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100
\]

f. Ability

Vocabulary test

Lumajang, November 15th, 2014
Teacher

Researcher,

Yuyun Ida, S.Pd
NIP 19700427 199703 1 005

Shofi Wardatur Rohmah
NIM 100210401001

LEARNING MATERIALS

3. Pre-instructional Activities

Showing a picture
Leading questions
5. What do you think about this picture?
6. Have you ever camped?
7. What are the equipments needed to go camping?
8. What did you do during camping?

4. Main Activities

Main Material

Reviewing the previous material and asking the students to identify some examples of nouns, verbs, adjectives, and adverbs stated in the recount text.

The Example of Recount Text

Camping

Last Saturday all the eighth-grade students, including me, went camping. Our camp site was far enough from school. We had to walk quite a distance to reach it.
After walking for about three hours we arrived at a large field. It was afternoon already. We soon pitched our tents. Then we had lunch and after taking a rest for a while, we did some interesting activities.

At midnight the scout leader blew his whistle loudly. The loud voice woke all of us up. We gathered around bonfire. The scout leader stood near the fire in front of us. He said that we had to pack the tents, leave the field and return to our school.

After listening to the information, we were turned to our tents. In panic, I looked for my tent. It was dark, so I entered the wrong tent. Fortunately, I saw my friend and found my tent.

In our drowsiness we packed the tents. Then, in the darkness we walked, carrying the tents and our luggage. We arrived at school at dawn. After resting for a while, the scout leader told us that the incident at midnight was only a prank to test our alertness.

Students’ Worksheet

Read the text carefully and pay much attention to the underlined words!
Camping

Last Saturday all the eight-grade students, including me, went camping. Our camp site was far enough from school. We had to walk quite a distance to reach it.

After walking for about three hours we arrived at a large field. It was afternoon already. We soon pitched our tents. Then we had lunch and after taking a rest for a while, we did some interesting activities.

At midnight the scout leader blew his whistle loudly. The loud voice woke all of us up. We gathered around bonfire. The scout leader stood near the fire in front of us. He said that we had to pack the tents, leave the field and return to our school.

After listening to the information, we were turned to our tents. In panic, I looked for my tent. It was dark, so I entered the wrong tent. Fortunately, I saw my friend and found my tent.

In our drowsiness we packed the tents. Then, in the darkness we walked, carrying the tents and our luggage. We arrived at school at dawn. After resting for a while, the scout leader told us that the incident at midnight was only a prank to test our alertness.


III. Exercise 1!

Complete the following crossword puzzles with the suitable words based on the clue given by considering the underlined words in the text! Number 25 is done as the example.
Across

2. The opposite meaning of “near”
3. The similar meaning of “just”
4. The similar meaning of “really”
6. The opposite meaning of “slow” (of voice)
8. The opposite meaning of “small”
11. A message received and understood
12. The similar meaning of “said”
14. The opposite meaning of “far”
17. A large fire which needed some food and a matches
19. The similar meaning of “surround”
18. The opposite meaning of “exited”
24. The similar meaning of “comeback”
26. A place where people go to learn in a particular skill

Down

1. The opposite meaning of “before”
5. The similar meaning of “event”
6. A people who lead a team
7. The opposite meaning of “up”
9. We had lunch at this time
10. The similar meaning of “arrived”
13. The similar meaning of “hearing”
15. The similar meaning of “be quick”
16. A day before Saturday
20. The similar meaning of “achieve”
22. The opposite meaning of “came”
23. The opposite meaning of “loudly”
25. The opposite meaning of “down”

IV. Exercises 2!

Choose the correct answer by crossing a, b, c, or d to complete the following sentences!
1. The students are.............a rest.
   a. carrying     c. sleeping
   b. giving       d. taking

2. Last Saturday, all of the students went camping. The opposite meaning of the underlined word is..........
   a. first        c. third
   b. second       d. fifth

3. The scout leader told us about the incident. The similar meaning of the underlined word is..........
   a. brought     c. said
   b. selled       d. saw

4. The scout leader stood near the fire. The opposite meaning of the underlined word is..........
   a. sat          c. told
   b. slept        d. wrote

5. We gathered around bonfire. The similar meaning of the underlined word is..........
   a. near         c. about
   b. far          d. surround

6. At midnight the scout leader blew his whistle loudly. The opposite meaning of the underlined word is..........
   a. sadly        c. softly
   b. beautifully   d. fastly

7. The number before number nine is..........
   a. one          c. five
   b. eight        d. Ten

8. I entered the wrong tent. The opposite meaning of the underlined word is..........

87
9. The meal eaten in the middle of the day is called...........
   a. breakfast       c. dinner
   b. brunch          d. lunch

10. .................. , I saw my friend and found my tent so I entered the tent.
    a. although       c. fortunately
    b. eventhough     d. so

11. An area of land that used to camping. What is it?
    a. field          c. sea
    b. river          d. tree

12. After walking for about three hours we arrived at a large field. The opposite
    meaning of the underlined word is..........
    a. before         c. not yet
    b. done           d. that

13. Our camp site was far enough from school. The opposite meaning of the
    underlined word is..........
    a. long            c. near
    b. short           d. narrow

14. The incident at midnight was only a prank to test our alertness. The similar
    meaning of the underlined word is............
    a. just           c. certain
    b. maybe          d. sure

15. It was dark, so I entered the wrong tent. The opposite meaning of the
    underlined word is..........
    a. dull            c. cloud
    b. bright          d. rain

**Answer Key**
I. Crossword Puzzles

```
  a  
2 f  a  r  
3 j  u  s  t  
4 q  u  
5 i  t  e  
6 l  O  u  
7 d  n  
8 a  r  g  e  o  c  
a  w  i  
d  n  d  
9 a  e  
10 c  
11 i  n  f  o  r  M  a  t  i  o  n  
12 t  m  
13 t  o  
14 n  e  a  r  e  
15 s  i  
r  
16 f  o  s  
17 b  o  n  f  i  R  e  o  
18 t  e  
19 o  
20 I  
21 e  n  t  e  r  e  d  
22 w  i  
23 s  Y  
24 r  e  t  
25 u  r  n  
26 s  c  h  o  o  l  
27 h  o  t  
28 w  
29 l  
30 y  
```

II. Multiple choices

1. D  11. A  
2. A  12. C  
3. C  13. C  
4. A  14. A  
5. D  15. B  
6. C  
7. B  
8. D  
9. D  
10. C  

89
THE DISTRIBUTION OF THE TEST ITEMS (CYCLE I, LESSON PLAN 2)

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Number of Test Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nouns</td>
<td>III. Crossword Puzzles: 5, 6, 9, 11, 17, 16, 26</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV. Multiple Choice : 7, 9</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Adjectives</td>
<td>III. Crossword Puzzles: 1, 2, 3, 6, 8, 14</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV. Multiple Choice : 8, 13, 14, 15</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Adverbs</td>
<td>III. Crossword Puzzles: 4, 7, 19, 23, 25</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV. Multiple Choice : 2, 5, 6, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Verbs</td>
<td>III. Crossword Puzzles: 10, 13, 12, 18, 20, 22, 24, 26</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV. Multiple Choice : 1, 3, 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
DEDICATION

I proudly dedicate this thesis to:

7. My beloved parents, Dulhapi Lubis and Nariyah. Thank you so much for your love, prayer, support and suggestions;

8. My beloved grandpa Suja’i Warti and Sudiono Kacung, and grandma Asmani. Thank you so much for your love, prayer, and support;

9. My lovely brother, Septian Bagas Triyanto. Thank you so much for your love, prayer, and support;

10. My cousin, Muhammad Khoiron Husen. Thank you so much for your support;

11. My aunts, Ismianah, S.Pd and Yuyun Kholida S,Pd, Dra. Tatik Yuniawati, Thanks for your support.

MOTTO

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

“Stephen Sondheim”
LETTER OF STATEMENT

I certify that this research is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

I hereby grant the University of Jember the right to archive and to reproduce and communicate to the public my thesis or my project in whole or in part in the University/faculty libraries in all forms of media, now or hereafter known.

Jember, February 20th, 2015

Shofi Wardatur Rohmah

NIM. 100210401001
APPROVAL SHEET

Improving VIII A Students’ Active Participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMPN 5 Lumajang

THESIS
Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

By:
Name: Shofi Wardatur Rohmah
Identification Number: 100210401001
Class: 2010
Department: Language and Arts
Place of Birth: Lumajang
Date of Birth: 7th August 1992

Approved by:
The First Consultant
Dra. Zakiyah Tasnim, M.A
NIP. 195612141985032001

The Second Consultant
Drs. I Putu Sukmaantara, M.Ed
NIP. 1964042419900210003
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher training and Education, Jember University on:

Day : Friday

Date : February 20\textsuperscript{nd}, 2015

Place : The Faculty of Teacher Training and Education

Examiner Team

The Chairperson, 

Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 19561214 198503 2 00 1

The Secretary,

Drs. I Putu Sukmaantara, M.Ed.
NIP.19640424 1990021 0 00 3

Member I, 

Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 198702 2 00 1

Member II,

Eka Wahjuningsih, S.Pd, M.Pd
NIP.19700612 199512 2 00 1

Acknowledged by

The Faculty of Teacher Training and Education

The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 19540501 198303 1 00 5
ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty Allah SWT. Because of His blessing and guidance, I am able to finish the thesis entitled: “Improving VIII A Students’s Active Participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMPN 5 Lumajang”.

I realized that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. Therefore, I would like to express my deepest appreciation and sincerest thanks to the following people:
7. The Dean of the Faculty of Teacher Training and Education;
8. The Chairperson of the Language and Arts Education Department;
9. The Chairperson of the English Education Program;
10. The first and second consultants, Dra. Zakiyah Tasnim, M.A. and Drs. I Putu Sukmaantara, M.Ed for their guidance and suggestions in accomplishing this thesis;
11. The Principal, the English teacher and the eighth grade students of SMPN 5 Lumajang in the 2014/2015 academic year who helped me obtain the research data;
12. All of my friends of Kambing Kepo’s boarding house who always support and help me to finish this thesis;

Finally, I expect that this thesis will be useful not only for me but also for the readers and for the future researchers. However, I do realize that this thesis still has some weaknesses. Any constructive criticism and suggestions will be fully appreciated.

Jember, 20th February 2015

The Writer
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Content</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iii</td>
</tr>
<tr>
<td>LETTER OF STATEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>APPROVAL SHEET</td>
<td>v</td>
</tr>
<tr>
<td>APPROVAL OF THE EXAMINATION COMMITTEE</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>THE LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>THE LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>xiii</td>
</tr>
</tbody>
</table>

CHAPTER I. INTRODUCTION

1.1 Background of the Research                                | 1     |
1.2 Problems of the Research                                   | 4     |
1.3 Objectives of the Research                                 | 4     |
1.4 Significance of the Research ................................................................. 4
  1.4.1 The English Teachers ........................................................................ 5
  1.4.2 The Students .................................................................................... 5
  1.4.3 The Other Researchers ..................................................................... 5

1.5 The Limitation of the Research ............................................................. 5

CHAPTER II. REVIEW OF RELATED LITERATURE

2.1 The Definition of Vocabulary ............................................................... 6

2.2 The Classification of Vocabulary ........................................................ 6
  2.2.1 Nouns .................................................................................................. 7
  2.2.2 Verbs .................................................................................................. 8
  2.2.3 Adjectives ............................................................................................ 9
  2.2.4 Adverbs ...............................................................................................10

2.3 The Vocabulary Achievement ............................................................... 11

2.4 The Vocabulary Materials ..................................................................... 12

2.5 The Use of game in Teaching Vocabulary ............................................ 13

2.6 The Crossword Puzzles
  2.6.1 The Definition of Crossword Puzzles ............................................... 14
  2.6.2 The Classification of Crossword Puzzles ........................................... 15

2.7 The Strengths and The Weaknesses of Using Crossword Puzzles ....... 20
  2.7.1 The Strengths of Using Crossword Puzzles ..................................... 20
  2.7.2 The Weaknesses of Using Crossword Puzzles .................................. 20

2.8 The Procedures of Using Crossword Puzzles in the Classroom .......... 21

2.9 The Students’ Active Participation ....................................................... 22
2.10 The Action Hypothesis...........................................................................................................23

CHAPTER III. RESEARCH METHOD .....................................................................................24

3.1 Research Design ...................................................................................................................24

3.2 Area Determination Method .................................................................................................26

3.3 Research Subject Determination Method ..............................................................................27

3.4 Data Collection Method .......................................................................................................27

3.4.1 Observation .......................................................................................................................28

3.4.2 Vocabulary Test ..................................................................................................................29

3.4.3 Interview ...............................................................................................................................30

3.4.4 Documentation ....................................................................................................................30

3.5 Operational Definition of the Key Terms ..............................................................................30

3.5.1 Crossword Puzzles .............................................................................................................30

3.5.2 Vocabulary Achievement ..................................................................................................31

3.5.3 Students’ Active Participation ............................................................................................31

3.6 The Research Procedure .......................................................................................................31

3.6.1 The Planning of The Action ...............................................................................................31

3.6.2 The Implementation of the Action .....................................................................................32

3.6.3 The Classroom Observation and Evaluation .....................................................................32

3.6.4 The Data Analysis and Reflection of the Action ..............................................................34

CHAPTER IV. RESULTS AND DISCUSSION ............................................................................70
4.1 The Result of the Action in Cycle 1.............................................................35

4.1.1 The Implementation of the Action ..........................................................35

4.1.2 The Result of Observation in Cycle 1......................................................37

4.1.3 The Result of Vocabulary Test.................................................................40

4.1.4 The Result of Reflect in Cycle 1...............................................................41

4.2 The Result of the Action in Cycle 2...........................................................41

4.2.1 The Implementation of the Action............................................................42

4.2.2 The Results of Observation in Cycle 2....................................................44

4.2.3 The Result of the Vocabulary Test in Cycle 2..........................................46

4.2.4 The Result of Reflection in Cycle 2.........................................................47

4.3 Discussion....................................................................................................49

CHAPTER V. CONCLUSION AND SUGGESTION

5.1 Conclusion..................................................................................................51

5.2 Suggestion..................................................................................................52

5.2.1 The English Teacher................................................................................52

5.2.2 The Students..........................................................................................52

5.2.3 The Future Researchers ........................................................................52
THE LIST OF DIAGRAM, TABLES, AND GRAPH

Diagram

Figure 1. The Diagram of the Classroom Action Research..................................................25

Table

Table 1. Table 1. Regular Verbs..............................................................................................8
Table 2. Table 2. Irregular Verbs............................................................................................9
Table 3. The Students’ Vocabulary Mean Scores of Grade VIII...........................................27
Table 4. The Observation Checklist.......................................................................................28
Table 5. The Schedule of Action of Cycle 1..........................................................................35
Table 6. The Average Result of the Students’ Participation in Cycle 1.................................39
Table 7. The schedule of the actions in Cycle 2......................................................................41
Table 8. The Average Result of the Students’ Participation in Cycle 2....................................45
Table 9. The Improvement of the Student’s Active Participation............................................47
Table 10. The Improvement of the Students’ Vocabulary Achievement..................................47

Graph

Graph 1. The Percentage of the Students' Active Participation............................................48
THE LIST OF APPENDICES

14. Research Matrix........................................................................................................56
15. Supporting Data Instrument..........................................................................................59
16. Lesson Plan Cycle 1 Meeting 1..................................................................................60
17. Lesson Plan Cycle 1 Meeting 2....................................................................................77
18. Vocabulary Test Cycle 1..............................................................................................93
19. Lesson Plan Cycle 2 Meeting 1..................................................................................100
20. Lesson Plan Cycle 2 Meeting 2....................................................................................113
21. Vocabulary Test Cycle 2..............................................................................................128
22. The Result of the Students’ active Participation Cycle 1.........................................135
23. The Result of the Students’ active Participation Cycle 2.........................................136
24. The Students’ Vocabulary Test Scores of Cycle 1......................................................138
25. The Students’ Vocabulary Test Scores of Cycle 2......................................................139
26. Documentation.............................................................................................................140
SUMMARY

Improving VIII A Students’ Active Participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMP Negeri 5 Lumajang; Shofi Wardatur Rohmah, 100210401001; 2015; 53 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research was a classroom action research focusing on the use of Crossword Puzzles to improve the eighth grade students’ vocabulary achievement. The subjects of this research were the students of class VIII-A at SMPN 5 Lumajang in the 2014/2015 academic year. Based on the preliminary study with the English teacher, the eighth grade students of that school had experienced difficulties in memorizing and understanding the vocabulary, especially at VIII-A class. This class was chosen because the students in that class had difficulties in learning vocabulary. They also had the lowest mean score of vocabulary achievement compared with the other eighth grade classes. The score was 67.45.

In this research, the researcher used Crossword Puzzles in teaching vocabulary to the students to improve the eighth grade students’ active participation and their vocabulary achievement. Crossword puzzles by using clues in the form of phrases and sentences were given to the students in this research. It was intended to help the students to enrich their vocabulary both from the words asked in the clues of Crossword Puzzles and the words used in the clues of crossword puzzles.

This research was conducted on November 13th - November 29th, 2014 in 2 Cycles. Each Cycle consisted of two meetings and a vocabulary achievement test. This Classroom Action Research was done collaboratively with the English teacher.

From the observation of the students’ active participation done during the teaching learning process of vocabulary by using Crossword Puzzles in Cycle 1, the average result of the students’ active participation was 79.73%. It means that the target percentage of the students’ active participation had been achieved. To know the consistency of the result, the observations were continued to Cycle 2. The average result of the students’ active participation increased from 79.73% in Cycle 1
to 82.43% in Cycle 2. The results of the students’ active participation in this research proved that the use of Crossword Puzzles in teaching vocabulary could improve the students’ active participation during the teaching learning process of vocabulary.

Meanwhile, based on the product evaluation, it was found that average of the achievement test in Cycle I was 77.02%. There were 78.38% of the students could achieve the target score. Those data showed that this research fulfilled the criteria of success of the action. However, the actions were still continued to Cycle 2 in order to see the consistency of the success achieved in Cycle 1. In cycle 2, it was found that the mean score of the students’ vocabulary achievement test by using Crossword Puzzles, improved from (77.02%) in Cycle 1 to (79.59%) in Cycle 2. It means that the targeted students’ vocabulary score requirement in this research has been achieved.

Based on the results above, Crossword Puzzles could improve the students’ active participation and their vocabulary achievement at VIII A class of SMPN 5 Lumajang.
CHAPTER 1. INTRODUCTION

This research was focused on the use of Crossword Puzzles to improve VIII A students’ active participation and their vocabulary achievement. The use of Crossword Puzzles was intended to make students more interested in joining the teaching learning process of vocabulary, in order that their vocabulary achievement can be improved.

This chapter discusses background of the research, problems of the research, objective of the research, limitation of the research, and significance of the research.

2. Background of the Research

In Indonesia English is the first foreign language which is taught formally from junior high school to the university levels. Students from junior high school up to university levels should master English as suggested by the curriculum used in those levels. They should master the four language skills in English consisting of listening, speaking, reading, and writing, and the language components including grammar, vocabulary, and pronunciation.
Based on the 2013 Curriculum of junior high school, the objectives of teaching English are as follows.

d. To develop the communication competency, both in oral and written forms to reach the level of functional literacy.

e. To raise the awareness of the nature and the importance of English to improve national competitiveness in the global community.

f. To develop the students’ comprehension about the relation between language and culture (Depdikbud, 2012:9).

Vocabulary is one of the important language components in foreign language including English. Besides, vocabulary is the important key to study English well. However, there are many students think that it is difficult to enlarge or enrich their vocabulary because the students sometimes forget the vocabulary material that have been taught by the teacher. They also seldom memorize them well. Sometimes, the students are confused when they follow the teaching learning process of English because most of them often forget the meaning of the words. Therefore, the teacher should make the class activities more interesting. One of the ways to make the students interested in the teaching learning process is by applying an appropriate teaching technique. One of them is game.

Game is one of the most effective techniques that can be applied in teaching learning English. Slattery and Jane (2000) (in Doni, 2011:14) state that game can help the learners to create context in which the language is useful and meaningful. They also argue that in increasing vocabulary, teachers should use an interesting technique such as game used in a vocabulary class to improve the students’ vocabulary achievement.

Many teachers use game to build convenient atmosphere in the classroom. It is intended to avoid boredom while the teaching learning process is going on. It can
also make the students more relaxed. Wright, et al (2006:2) state that games help and encourage many learners to sustain their interests and work. From the statement above it can be understood that game can make the students more interested in studying English including vocabulary.

There are many kinds of games which can be used in teaching vocabulary, one of them is Crossword Puzzles. Karim and Hasbullah (1986:2.36) state that an interesting technique in teaching vocabulary is Crossword Puzzles. It means that Crossword Puzzles can help the students reduce the boredom in the teaching learning process of vocabulary. The students were more interested in learning vocabulary. They feel interested in finding the correct words to fill in the squares both horizontally and vertically based on the clue given.

Some previous research findings on the use of Crossword Puzzles were conducted by some researchers. An experimental research done by Sandy (2011) found that the use of Crossword Puzzles in teaching vocabulary had a positive significant effect on the tenth year students’ vocabulary achievement. Widyasari (2010) found that the use of Crossword Puzzles in teaching vocabulary could improve the first year students of MA Al Bidayah Candi Bandungan. In addition, the improvement of vocabulary could be seen from the students’ mean score of vocabulary achievement test from 5.97 in Cycle I to 6.33 in Cycle 2. Additionally, Damai (2011) focused on a classroom action research showing that the use of Crossword Puzzles could improve students’ vocabulary achievement from 67.64% in Cycle 1 to 82.35% in Cycle 2. It means that Crossword Puzzles could improve students’ vocabulary achievement on the eighth grade students.

There are many reasons why English seems difficult for the students to understand. Based on the observation that was held at SMP Negeri 5 Lumajang on August 20th, 2014, the English teacher only used lecturing technique in teaching vocabulary.
integratedly with teaching reading comprehension. It was also found that most of the students were not active in the vocabulary class. In addition, by conducting an informal interview with the English teacher of the eighth grade at SMPN 5 Lumajang on August 20th, 2014, it was known that the students’ vocabulary achievement of grade VIII was still under the passing grade at the school, that was 75. From the information, it was revealed that VIII B had mean score of 74.98, VIII C mean score was 70.87, VIII D mean score was 70.15, and VIII E mean score is 69.75. In addition, VIII A had the lowest mean score of the vocabulary test given by the teacher among the five existing grade eighths in SMPN 5 Lumajang. That was 67.45. Furthermore, the students of VIII A had difficulties to find the meaning of the words, and memorizing the English words. To solve the problems of the students in VIII A in learning vocabulary, the researcher and the English teacher agreed to use Crossword Puzzles in teaching learning process of vocabulary because Crossword Puzzle has the following strengths. Crossword Puzzles can stimulate students’ interest in learning vocabulary, make students relaxed and free from stress in the teaching and learning process, can motivate students in learning vocabulary, can increase the students’ vocabulary, helps the students to think and study English words and memorize the words indirectly and easily (Karim and Hasbullah, 1986:2.53).

Therefore, a classroom action research entitled Improving VIII A Students’ Active Participation and Their Vocabulary Achievement by Using Crossword Puzzles at SMPN 5 Lumajang was conducted.

1.2 Problems of the Research

Based on the background above, the problems of the research were formulated as follows.
c. Could the use of Crossword Puzzles improve VIII A students’ active participation in the teaching learning process of vocabulary at SMPN 5 Lumajang?
d. Could the use of Crossword Puzzles improve VIII A students’ vocabulary achievement at SMPN 5 Lumajang?

4. Objectives of the Research

Based on the research problems, the objectives of this research could be formulated as follows.

c. To improve VIII A students’ active participation in the teaching learning process of vocabulary by using Crossword Puzzles at SMPN 5 Lumajang.
d. To improve VIII A students’ vocabulary achievement at SMPN 5 Lumajang by using Crossword Puzzles.

4. Significance of the Research

It was expected that the finding of this research to give important contribution to the following people.

2. The English Teacher

The English teacher can use the finding of this research to enrich the use of technique in teaching English, especially in teaching vocabulary which can enhance the students’ active participation in learning vocabulary and enlarge their vocabulary by using Crossword Puzzles.
3. The Students

The result of this research is expected to motivate students to improve their English, especially in their vocabulary achievement by using Crossword Puzzles. Besides, it is hoped that the result of this research can be used as a guide for the students to enlarge their vocabulary dealing with nouns, verbs, adjectives, and adverbs more easily by using Crossword Puzzles.

4. The Future Researchers

It is expected that the result of this research could be used by future researchers as a source of information or a reference to conduct further research dealing with the use of Crossword Puzzles in the vocabulary teaching learning process by using the same or different research design with different subjects at different schools. For example, improving students’ vocabulary achievement by using Crossword Puzzle.

1.5 Limitation of the Research

It was necessary to limit the research in order to avoid the broadness of the research. In this research, the limitation of the research was stated as follows.

c. There were five classes of the eighth grade of SMPN 5 Lumajang in the 2014/2015 Academic Year. This research was conducted in class VIII A because the class has serious problem of their active participation and their vocabulary achievement compared to other classes.
d. Crossword Puzzles was applied as the technique in teaching vocabulary which consisted of large vocabularies: noun, verb, adjective, and adverb.
Crossword Puzzles were intended to improve the students’ active participation and their vocabulary achievement.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the use of Crossword Puzzles in vocabulary teaching. They are the definition and function of vocabulary, classifications of vocabulary, vocabulary achievement, vocabulary materials, games, Crossword Puzzles, the strengths and weaknesses of Crossword Puzzles in vocabulary teaching, the procedures of using Crossword Puzzles in vocabulary teaching, students’ active participation and the research action hypotesis.

2.1 The Definition and Function of Vocabulary

A set of words is called vocabulary. Hatch and Brown (1995:1) state that vocabulary refers to a list or a set of words that individual speakers of language might use. In other words, vocabulary is a set of words used in a particular language by an individual.

Napa (2002:6) notes that vocabulary is one of the components of language and no language exists without words. Further, Fardhani (1994:1) states that vocabulary is
an important aspect of language, because vocabulary or words are tools of thought. Having a good storage of words is essential for understanding and communication. Without sufficient vocabulary, one cannot communicate effectively or express his/her idea. This means that vocabulary is a tool to make phrases and sentences to express ideas, feeling, and thought to be communicated.

2.2 Classification of Vocabulary

Hatch and Brown (1995:218) state that vocabulary can be classified based on their functional categories which are called parts of speech, including nouns, verbs, adjectives, and adverbs. In addition, to these major classes, there are pronouns, prepositions, conjunctions, and interjections as some word.

This research focused on parts of speech that cover nouns, verbs, adjectives, and adverbs. The following parts will review the indicators of vocabulary used in this research, consisting of nouns, verbs, adjectives, and adverbs. Those were chosen based on the materials mostly taught for the eighth grade students of Junior High School based on 2013 Curriculum. The details about noun, verbs, adjectives, and adverbs were discussed in the following parts.

2. Nouns

A noun refers to a person, a place, or a thing (Hatch and Brown, 1995:219). Additionally, Harmer (2004:37) states that noun is a word (or a group of words) that denotes to a person, a place, a thing or an activity or a quality or an idea. Based on the ideas above, it can be concluded that noun is a word or a group of words that are used to identify a person, a place, a thing or an activity.
According to Thomson and Martinet, (1986:24), there are four kinds of nouns in English. They are as follows.

b. Common nouns

Common nouns are nouns that refer to the names of a group of similar things, such as ‘table’ or ‘book’, and not of a single person, place, or thing. For example:

2. There is a big restaurant with a dining table

c. Proper nouns

Proper nouns are the names of particular persons, places or objects spelled with a capital letter in the first letter. For examples:

4. My uncle lives in France
5. Mrs. Smith went to Jakarta yesterday
6. Tom likes an apple

d. Collective nouns

Collective nouns are nouns that describe a group of things or people as a unit. For examples:

4. Crowd gathered behind the goal.
5. The basketball team learns how to work in or leads a team.
6. His flock of cow is on the river.
e. Abstract nouns

Abstract nouns are nouns that refer to things that do not exist as a material object. For examples:

3. Many people held a *charity* event to help Kelud Mountain victims.
4. His *fear* defeats his *logic*.

This research was focused only on the use of common nouns, proper nouns, and abstract nouns because those materials are suitable for the eighth grade students based on the 2013 Curriculum.

3. Verbs

According to Hatch and Brown (1995:222), verbs are words that denote an action. Additionally, a verb is a word (or group of words) which is used to describe an action, experience or state (Harmer, 2004:37). So, it can be concluded that a verb is a word or a phrase that refers to an action or a state.

Thomson and Martinet (1986:105) divide verbs into two classes. They are auxiliary verbs and ordinary verbs.

b. Auxiliary Verbs

An auxiliary verb is a kind of verb that helps to form a tense or an expression. They are: to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, to dare, and used.
c. Ordinary Verbs

An ordinary verb is a verb that is not categorized as an auxiliary verb. There are two kinds of ordinary verbs.

2. Regular Verbs

Regular verbs are verbs that their simple past and past participle are formed by adding “-d” or “-ed” to the infinitive. The examples of regular verbs are as follows.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
</table>

3. Irregular Verbs

Irregular verbs are verbs that their simple past and past participle are not added by “-d” or “-ed” to the infinitive as they do not have fixed rules. The examples of irregular verbs are as follows.
Table 2. Irregular Verbs

<table>
<thead>
<tr>
<th>Present/Infinitive</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Go</td>
<td>5. Went</td>
<td>5. Gone</td>
</tr>
</tbody>
</table>

This research was focused only on the use of ordinary verbs which covered regular verbs and irregular verbs because those materials are appropriate for the eighth grade students as the focus of materials based on the 2013 Curriculum.

4. Adjectives

According to Harmer (2004:37), an adjective is a word that gives more information about a noun or a pronoun. Additionally, adjectives are used to highlight qualities or attributes. Adjectives are words which express some features or quality of a noun or a pronoun (Crystal, 2003:211). Therefore, from those ideas it can be concluded that an adjective is a word or a phrase used to name an attribute or related to describe a noun or pronoun.

Thomson and Martinet (1986:47) classify adjectives into six types, they are as follows.
b. Demonstrative adjectives

Demonstrative adjectives describe words such as ‘this’, ‘that’, ‘those’, ‘these’, ‘that’, shows which person or thing is being referred to. For examples:

3. I know he needs this paper
4. Those boys are handsome

c. Distributive adjectives

Distributive adjectives, such as each, either, every, neithers is a type of adjective used to point out the objects which are taken independently. For examples:

3. He should bring either coffee or tea
4. Every man in that house is a policeman

d. Quantitative adjectives

Quantitative is an adjective which concerns with amount or quantity of something. The words belong to quantitative adjectives are some, any, many,etc. For examples:

3. No one is in my home
4. How many apples do you need?

e. Qualitative adjectives

The words that belong to qualitative adjectives are: clever, good, fat, heavy. For examples:

3. You are a clever student
4. My sister has a good score in her examination
f. Interrogative adjectives

Interrogative adjective is used to form questions about the nouns they modify. The words that belong to interrogative adjectives are what, who, whose. For examples:

3. **What** is your favourite colour?
4. **Whose** novel is this?


g. Possessive adjectives

Possessive is an adjective used with a noun to indicate possession or ownership. The words belong to possessive adjectives are: my, your, his, her, its, our, their. For examples:

3. **His** sister and **her** brother are classmates
4. It’s **your** pen

This research was focused only on the use of demonstrative adjectives, quantitative adjectives, qualitative adjectives, and possessive adjectives because those materials are mostly taught in the eight grade students based on the 2013 Curriculum.

5. **Adverbs**

Adverb is a word (or group of words) which is used to describe or to add the meaning of a verb, an adjective, another adverb or a whole sentence (Harmer, 2004:37). Thomson and Martinet (1986:47) mention that there are eight kinds of adverbs. They are as follows.
b. Adverbs of Manner

An adverb of manner tells us how something is done or happens. Most adverbs of manner end in –ly such as badly, happily, sadly, slowly, quickly, and others that include well, hard, fast, etc.

3. At the advanced age of 88, she still sang very well.
4. The brothers were badly injured in the fight.

c. Adverbs of Place

An adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence. Examples: by, down, here, near, there, up

3. We can stop here for lunch.
4. The schoolboy was knocked over by a school bus.

d. Adverbs of Time

An adverb of time tells us when something is done or happens. We use it at the beginning or at the end of a sentence. We use it as a form of emphasis when we place it at the beginning. Adverbs of time include afterwards, already, always, immediately, last month, now, soon, then, and yesterday.

3. He collapsed and died yesterday.
4. Last week, we were stuck in the lift for an hour

e. Adverbs of Frequency

An adverb of frequency tells us how often something is done or happens. They were almost fifty when they got married. Examples: always, never, twice, often.
3. He hardly ever say something nice to his wife.
4. I often watch TV with my mother.

f. Adverbs of Degree

An adverb of degree tells us the level or extent that something is done or happens. Examples: fairly, hardly, rather, too, very

3. Her daughter is quite fat for her age.
4. After all these years, she is still feeling very sad about her father’s death.

g. Interrogative Adverbs

These adverbs are the question words that apply to the verb in a sentence. Examples: when, where, why, how, what, who

3. Where is your house?
4. What is his name?

This research was focused only on the use of adverbs of manner, adverbs of place, adverbs of time and adverbs of frequency because those materials are mostly taught in the eight grade students based on the 2013 Curriculum.

2.3 The Vocabulary Achievement

Vocabulary is one of the most important English language components which is needed to learn English well. It also becomes important because we cannot understand and communicate well with other people, both in spoken and written forms by using English without having enough vocabulary. Vocabulary helps the listener and the reader understand both spoken and written message.
Achievement is something achieved or done successfully with an effort or skill (Hornby 1995:3). Meanwhile, Hughes (2003:12) affirms that achievement is related how successful students have been in achieving the objective of a course. In conclusion, vocabulary achievement is the students’ ability to use words in expressing or understanding idea.

In this research, vocabulary achievement indicates the result of the students’ vocabulary test after learning English vocabulary by using Crossword Puzzles covering nouns, verbs, adjectives, and adverbs. It was shown by the score of a vocabulary test after the students had joined the teaching learning process of vocabulary by using Crossword Puzzles in the class.

2.4 The Vocabulary Materials

Vocabulary is one of language components that is very important to study English well. Since vocabulary materials are not explicitly stated in the curriculum, teaching vocabulary needs to be integrated with teaching the language skills covering listening, writing, reading and speaking. In this research, teaching vocabulary by using Crossword Puzzles was integrated with teaching reading skill. Based on the 2013 Curriculum, there are two kinds of texts that are taught for the eighth grade students of junior high school. They are genre text and functional text.

b. Genre of text

Genre can be defined as type of literary text. According to the 2013 Curriculum, there are three kinds of text which are taught to the eighth grade students of junior high school. They include: descriptive text, recount text, and narrative text.
The type of the text that was used was recount text because it was based on 2013 Curriculum.

2. Recount text is a text which has social function to retell past events, and experiences for the purpose of informing and entertaining the reader.

4. A recount text has the following generic/schematic structure.
   a. Orientation: providing the setting (place and time) and introducing participants.
   b. Events: describing series of events that happened in the past.
   c. Re-orientation: stating personal comment of the writer to the story.

5. Language Feature of Recount Text
   f. Introducing personal participants; I, my group, etc
   g. Using chronological connections; then, first, etc
   h. Using linking verbs; was, were, saw, heard, etc
   i. Using action verbs; look, go, change, etc
   j. Using simple past tense

5. Types of Recount Text:
   a. Personal recount: retelling of an activity that the writer/speaker has been personally involved in, such as: biography, autobiography
   b. Factual recount: recording the particular of an accident, such as: report of a scientific experiment, police report, news report, historical account
c. Imaginative recount: talking on an imaginary role and giving detail of events.

Source:


The Example of Recount Text

**Going to School**

Last morning, Dinar, my roommate woke up late and she had to go to school.

When she wanted to take her motorcycle, in fact she couldn’t move it because there were some motorcycles that blocked up her motorcycle.

She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn’t do it.

Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to school.

Source:


6. **The Use of Games in Teaching Vocabulary**

According to Wright et al (2006:2), language learning is a hard work. It takes effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. From that statement we can conclude that teaching and learning a language especially foreign language is not easy.
Ersoz (2000:1) states that language learning is a hard task which sometimes can be frustrating. Therefore, a language teacher should use an interesting technique to increase the students’ motivation in a language learning including English. The teacher should be able to determine which technique is suitable for certain situation in order to obtain the objectives of an instruction.

The use of games in language learning is good to solve the problem in a language class because with game, the students will use the language.

Wright et al (2006:2) provide the reasons why teachers have to use games in teaching and learning a language. They are as follows.

d. Games help and encourage many learners to sustain their interest and work.

e. Games help the teacher to create contexts in which the language is useful and meaningful. It helps learners to experience language rather than merely study it.

f. Games involve the emotions, and the meaning of the language which is thus more vividly experienced. It provides intense and meaningful practice of language.

Based on the idea, it can be concluded that games is one way to make the students interested and not easily bored when the teaching learning process in the classroom. There are number of games that can be applied in the teaching learning process of English including vocabulary. One of them is Crossword Puzzles. The following section was discussed more about Crossword Puzzles in teaching learning process of vocabulary.
6. **The Crossword Puzzles**

1. **The Definition of Crossword Puzzles**

There are many definitions of Crossword Puzzles. Hadfield (2001:4) states that Crossword Puzzles is a kind of word game asking the students to fill the required words into the squares. According to Hornby (1995:2006), Crossword Puzzle is a puzzle in which words have to be written (from numbered clues) vertically (clues down) and horizontally (clues across) in spaces on a chequered square or oblong.

From those two statements, we can conclude that Crossword Puzzles is a kind of word games in the form of puzzle in which the students have to fill in the squares horizontally and vertically by using correct words based on the clues given.

3. **The Classification of Crossword Puzzles**

According to Karim and Hasbullah (1986:2.38), there are two kinds of crossword puzzles. They are as follows.

c. Crossword Puzzles by using clues in the form of pictures. This is a kind of Crossword Puzzles in which the students find the names of things based on the pictures. The place of the clues (picture) is around of the Crossword Puzzles.

d. Crossword Puzzles by using clues in the form of phrases or sentences. This is a kind of Crossword Puzzles in which the students find the names of things based on the phrases or sentences. This Crossword Puzzle uses a phrase or sentences for the clues.
The followings are the examples of Crossword Puzzles.

2. Crossword Puzzles by using clues in the form of pictures.

(Taken from www.englishwsheets.com)

Answer Key

Across

2. nurse
5. dentist
7. policeman
10. artist
11. gardener

14. tailor

16. painter

18. actor

19. vet

20. teacher

23. farmer

25. baker

Down

1. cashier

2. businessman

3. magician

4. singer

8. secretary

10. reporter

11. hairdresser

15. dancer

17. doctor
20. waiter

24. carpenter

2. Crossword Puzzles by using clues in the form of phrases or sentences.
<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The opposite meaning of quiet</td>
<td>2. The similar meaning of begin</td>
</tr>
<tr>
<td>5. The opposite meaning of run</td>
<td>3. The opposite meaning of smooth</td>
</tr>
<tr>
<td>6. The similar meaning of multicolored</td>
<td>4. The opposite meaning of smile</td>
</tr>
<tr>
<td>8. The opposite meaning of cold</td>
<td>7. The similar meaning of few</td>
</tr>
<tr>
<td>9. The opposite meaning of low</td>
<td>8. The similar meaning of glad</td>
</tr>
<tr>
<td>10. The similar meaning of discontinue</td>
<td>9. The opposite meaning of soft</td>
</tr>
<tr>
<td>11. The similar meaning of huge</td>
<td></td>
</tr>
</tbody>
</table>
# Answer Key

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>N</th>
<th>O</th>
<th>I</th>
<th>S</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3R</td>
<td>4F</td>
<td></td>
<td></td>
<td>5W</td>
<td>A</td>
<td>L</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>6C</td>
<td>O</td>
<td>L</td>
<td>O</td>
<td>R</td>
<td>F</td>
<td>U</td>
<td>7L</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>O</td>
<td>I</td>
<td>8H</td>
<td>O</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9H</td>
<td>I</td>
<td>G</td>
<td>H</td>
<td>W</td>
<td>T</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>H</td>
<td>N</td>
<td>10S</td>
<td>T</td>
<td>O</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>L</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>11L</td>
<td>A</td>
<td>R</td>
<td>G</td>
<td>E</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

( Taken from [www.learn-english-today.com](http://www.learn-english-today.com) )
In this research, the researcher used the Crossword Puzzles using words or phrases as the clues because this research covered the large vocabulary (nouns, verbs, adjectives and adverbs) and it was difficult to construct Crossword Puzzles providing pictures as the clues especially since the pictures of adjectives and adverbs could be drawn while they were used as the clues for solving the Crossword Puzzles. Therefore, the researcher used the Crossword Puzzles using words or phrases as the clues.

8. **The Strengths and the Weaknesses of Using Crossword Puzzles**

The use of Crossword Puzzles in teaching vocabulary has several strengths and weaknesses. They are as follows.

2. **The Strengths of Using Crossword Puzzles**

The use of Crossword Puzzles to teach vocabulary has several strengths. According to Karim and Hasbullah (1986:2.53) the strengths of Crossword Puzzles were as follows.

b. Crossword Puzzles can stimulate students’ interest in learning vocabulary.
Crossword puzzle is a kind of game that makes the students happy in doing this activity so that it could bring students’ interest in learning vocabulary.

c. Crossword Puzzles make students relaxed and free from stress in the teaching and learning process.

Crossword Puzzles could make the students enjoy and not easily bored when the teaching learning process. it could make the students do the vocabulary exercises enthusiastically.

d. Crossword Puzzles can motivate students in learning vocabulary.

Crossword Puzzles would make students active in the teaching learning process because it will make the situation more interesting. Therefore, it brings students’ motivation in learning vocabularies.

e. Crossword Puzzles can increase the students’ vocabulary.

They would find new vocabularies more by doing Crossword Puzzles so that their vocabulary will be increased.

f. Crossword Puzzles help the students to think and study English words and memorize the words indirectly and easily.

It would easy for the students to remember the new vocabularies while they are doing Crossword Puzzles.
3. The Weaknesses of Using Crossword Puzzles

Besides the strengths, the use of Crossword Puzzles also has several weaknesses. According to Gilbert et al (2011:178), the weaknesses of using Crossword Puzzles are as follows.

b. Crossword Puzzles generally address only the cognitive domain.

The English teacher can ask the students to work together in groups. It will be better than asking the students to do the Exercise individually because it only develops their cognitive domain. By asking the students to do the Exercise of Crossword Puzzles in groups, the English teacher not only can build up the students’ cognitive domain but also their affective domain since they help each other in doing the Exercise of the Crossword Puzzles and share their knowledge about the material.

c. Crossword Puzzles require time to develop.

The English teacher can download the Crossword Puzzles from the internet or copy the Crossword Puzzles from a material book as long as they are suitable with the vocabulary teaching material. If the English teacher wants to construct the Crossword Puzzles by her/himself, the English teacher can shorten the preparation time by first choosing the simple and understandable words based on the material and continue to construct the Crossword Puzzles by using tables in a computer program (Microsoft Office Word).

d. Crossword Puzzles require equipment to reproduce.

The English teacher can type the Crossword Puzzles by using tables in the computer program (Microsoft Office Word) and save the data in the computer so it will be easy
to reproduce the Crossword Puzzles and reuse them anytime in the teaching learning process of vocabulary.

In addition, clear explanation was given thoroughly to the students before they start doing the Crossword Puzzle exercises. In this case, it can help the students do the Crossword Puzzles more easily. The researcher managed the activity intensively in order to keep the students’ enthusiasm and well regulated situation in the classroom.

8. **The Procedures of Using Crossword Puzzles in The Classroom**

In order to guide the implementation of the use of Crossword Puzzles in the classroom, Karim and Hasbullah (1986:2.51-2.52) propose the procedures of applying Crossword Puzzles in the classroom as follows.

f. Prepare the Crossword Puzzles based on the topic that will be discussed. The teachers can take it from the books, internet or other sources or they can create it by themselves.

g. Explain how the students should fill in or complete the Crossword Puzzles.

h. Check if all words in the clues are understood by the students.

i. Give limited time for students to finish the Crossword Puzzles.

j. Discuss the answer together with the class.

Based on the ideas above, the researcher adapted the procedures of Crossword Puzzles in teaching vocabulary as follows.

7. Preparing the Crossword Puzzles based on the topic

8. Giving explanation about nouns, verbs, adjectives, and adverbs
9. Giving explanation about Crossword Puzzles and the example of Crossword Puzzles to the students
10. Distributing a reading text to the students and asking to the students to pay much attention on the underlined words.
11. Asking the students to do the Crossword Puzzles.
12. Discussing with the students about the correct answers of the Crossword Puzzles in the class.

8. The Students’ Active Participation

Setiadi (in Damai, 2011:6) states that participation is making relation with others related to thinking, feeling, and certain activity. In this research, active participation refers to the students’ action in sharing and in taking a part to make interactions in the classroom activities during the teaching learning process of vocabulary by using Crossword Puzzles. The indicators of the students’ active participation to be observed are as the following.

6. Answering the teacher’s oral questions;
7. Asking question to the teacher;
8. Discussing to understand the clues;
9. Discussing to find the word based on the clues;
10. Doing the vocabulary exercises by using Crossword Puzzles.

8. The Action Hypothesis

106
Based on the research problems and the review of related literature, the following action hypotheses were formulated.

c. Teaching vocabulary by using Crossword Puzzles could improve VIII A students’ active participation in vocabulary teaching learning process at SMPN 5 Lumajang.
d. Teaching vocabulary by using Crossword Puzzles could improve VIII A students’ vocabulary achievement at SMPN 5 Lumajang.
CHAPTER 3. RESEARCH METHODS

This chapter presents the research methods that were used in this research. They cover research design, area determination method, research subject determination method, operational definition of key terms, data collection methods, and research procedures.

3.1 Research Design

In this research, the researcher used a classroom action research with the aim to improve VIII A active participation in vocabulary class and their vocabulary achievement by using Crossword Puzzles. According to Arikunto (2006:91) a classroom action research is a research which is done in the classroom by doing an intentional activities. In addition, Elliot (1993:69) states that action research is a study of social situation, with a paradigm that is aimed to improve or increase the quality of certain phenomena. In conclusion, classroom action research is a research which is intended to overcome students’ problem in the class.

In conducting the classroom action research, the researcher needs to do it collaboratively with another researcher or team (Arikunto, 2006:90). Related to that statement, this research was done collaboratively with the English teacher of VIII A at SMPN 5 Lumajang.

The collaboration was conducted in four points, they are: (1) planning of the action, (2) implementation to the action, (3) observation and evaluation, and (4) data analysis and reflection of the action. Those steps were conducted in each cycle.
The design of this classroom action research is illustrated in the following diagram.
Based on the research design above, the activities of the research used the following procedures.

9. Doing preliminary study by interviewing the English teacher of the eighth grade students of SMPN 5 Lumajang to get some information about the teaching learning process of vocabulary.

10. Finding out some documents as supporting data.

11. Finding out the class which had difficulties and the lowest score in vocabulary achievement from the English teacher.

12. Planning the actions by preparing and constructing lesson plans for the first cycle by the researcher.

13. Observing the vocabulary class by the English teacher while the researcher implemented the action in the first meeting in Cycle 1. In the second meeting of Cycle 1, the English teacher was the teacher while the researcher was the observer.

14. Giving a vocabulary achievement test to the research subjects in the third meeting after the actions in the first cycle was done.

15. Analyzing the results of observation and the vocabulary test in the first cycle, statistically.

16. Reflecting the result of observation and the vocabulary test
The succes criteria of the research could not be achieved in the first cycle, the second cycle was conducted. The first cycle could achieve the success criteria of the research, the second cycle was still conducted to know the consistent result of the actions.

3.2 Area Determination Method

The area of the research was determined by using purposive method. Fraenkel and Wallen (2009:99) state that a purposive method is a method in choosing a research area based on certain purpose or reason. The area of this research is SMP Negeri 5 Lumajang. This school is determined purposively by considering some reasons as follows.

e. Based on the interview with the English teacher which was done in the preliminary study, it was known that the students of class VIII A in SMP Negeri 5 Lumajang still had low average score in vocabulary achievement, had difficulties to find the meaning of the words, and memorized the English words.

f. The English teacher has never applied Crossword Puzzles in teaching vocabulary.

g. The researcher and the English teacher as the collaborator has known each other well. It was expected that there was a good collaboration in conducting the classroom action research.

h. The headmaster and the English teacher of SMP Negeri 5 Lumajang have given permission to the researcher to conduct the classroom action research.
3.3 Research Subject Determination Method

According to McMillan (1992:68), research subject is the person who gives some responses or answers to the researcher’s questions either in oral or in written form. The research subjects of this research were the eighth grade students of SMP Negeri 5 Lumajang, especially the students of class VIII A in the 2014/2015 academic year. Based on the information given by the teacher, this class had the lowest mean score of vocabulary test that was 67.45. In addition, from the observation it was known that the students were less active in vocabulary class. Thus, both of the students’ vocabulary achievement and the students’ active participation need to be improved.

The following table is the vocabulary mean score of grade VIII at SMP Negeri 5 Lumajang in the 2014/2015 academic year.

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>VIII A</td>
<td>67.45</td>
</tr>
<tr>
<td>2.</td>
<td>VIII B</td>
<td>74.98</td>
</tr>
<tr>
<td>3.</td>
<td>VIII C</td>
<td>70.87</td>
</tr>
<tr>
<td>4.</td>
<td>VIII D</td>
<td>70.15</td>
</tr>
<tr>
<td>5.</td>
<td>VIII E</td>
<td>69.75</td>
</tr>
</tbody>
</table>

(Source : From the English teacher of VIII A)
3.4 Data Collection Methods

The data collection methods that were used were: observation, vocabulary test, interview and documentation. Observation and vocabulary test was used to collect the primary data while interview and documentation were used to collect the supporting data. The four data collection methods were explained in the following parts.

2. Observation

In this classroom action research, observation by using observation checklist was used to collect the data about students’ active participation during the teaching learning process of vocabulary by applying Crossword Puzzles. The English teacher was the observer while the researcher is going to do the action in the first meeting. In the second meeting, the English teacher was the teacher and the researcher was the observer. The indicators observed were answering the teacher’s oral questions, asking question to the teacher, discussing to understand the clues, discussing to find the word based on the clues, doing the vocabulary exercises by using Crossword Puzzles.

The following is the observation checklist for the students’ participation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Indicators</th>
<th>Active</th>
<th>Pasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>3 4 5</td>
</tr>
</tbody>
</table>
Note:

6. Answering the teacher’s oral questions;
7. Asking question to the teacher;
8. Discussing to understand the clues;
9. Discussing to find the word based on the clues;
10. Doing the vocabulary exercises by using Crossword Puzzles;

3. **Vocabulary test**

Arikunto (2006:150) says that a test is an instrument that is used to measure skills, knowledge, and talents of individual or group. In addition, Hughes (2003:11) notes that there are four types of test, they are proficiency test, diagnostic test, achievement test, and placement test. Achievement test is used in this research with the aim of measuring the students’ vocabulary achievement after they are taught vocabulary by using Crossword Puzzles. It is based on the idea that the purpose of achievement test is to measure how successful individual students have achieved the goal of teaching and learning process (Hughes 2003:13).

Vocabulary test is administered to the students at the end of each cycle after the researcher implements the action. It is intended to measure the students’ vocabulary achievement covering nouns, verbs, adjective, and adverbs as the material. Hughes (2003:26) states that “a good test should have validity and reliability”. A test is said to be valid if it measures accurately what is intended to be measured. The validities are classified into four, they are content validity, criterion related validity, construct validity, and face validity. The validity that was used in
this test was content validity because the test was constructed based on indicators to be measured.

The test that has content validity, might also be reliable. According to Hughes (2003:34) if the test is not valid, it cannot be reliable. In line with this statement, Frankel and Wallen (2009:150) state that reliability is related to the consistency of giving the scores, how consistent they are for each individual from one set of items to another. A test is considered to be reliable if it gives consistent result.

Dealing with the way of scoring, Hughes (2003:22) states that there are two kinds of test namely objective and subjective test. Further, Hughes (2003:22) says that an objective test is a test that does not require judgment in the scoring process. Meanwhile, subjective test is a test that influences or depends on the impression and opinion of the rater. Djiwandono (1996:28) states that an objective test is more practical and easier to do in term of scoring. Based on those ideas an objective test was applied in this research in the form of multiple choice, matching and completion. Those types of test are chosen because they enable the teacher to give scores objectively.

In this research, there were 40 test items with the distribution as follows: multiple choice (15 items), matching (15 items), and in completion the Crossword Puzzles (10 items). In scoring the results, each correct answer in multiple choice is scored 2.5, in matching is scored 2.5, and in completion is scored 2.5. The time allocation for the test is 40 minutes. The researcher gave the same score in each correct answer because the total items were 40 so the maximum score was 100.

3. Interview
According to McMilan (1992: 132), interview is a form of data collection method in which questions are asked orally and the subjects’ responses are recorded. In this research, semi structured interview was to get the information needed during the process of interview. It means that a list of questions was prepared and developed by the researcher to collect the data about the English curriculum used in the school, the schedule of English subject, the technique used in teaching learning process of vocabulary, and some problems found in the English subject especially in vocabulary class. The interview was done with the English teacher of class VIII A at SMPN 5 Lumajang on August 20th, 2014.

3. Documentation

According to Arikunto (2006:231), documentation is a method of collecting data about research variable in the form of notes, transcripts, news, magazines, and the like. In this research, the data cover the names of the research subjects and the students’ previous scores in vocabulary test of class VIII-A of SMP Negeri 5 Lumajang.

5. The Operational Definition of the Key Terms

Operational definition of the key terms in this research is needed to avoid ambiguity and misunderstanding between the researcher and the readers. The terms which are needed to be explained are the following.
2. **Crossword Puzzles**

Crossword Puzzles are one kind of games that were used to teach vocabulary in this research. The students have to fill the required words from numbered clues into the squares vertically and horizontally. It is adjusted with the materials that are taught in to eighth grade students of junior high school.

3.5.2 **Vocabulary Achievement**

Vocabulary achievement in this research was seen through the scores of a vocabulary test covering the materials of nouns, verbs, adjectives, and adverbs (large vocabulary) after being taught by using Crossword Puzzles in each cycle.

3.5.3 **Students’ Active Participations**

Students’ active participation in this research refers to the students’ activeness and willingness to participate while the teaching learning process of vocabulary by using Crossword Puzzles was conducted. The students’ participation could be seen from the activities in answering the teacher’s questions, asking question to the teacher, discussing to understand the clues, discussing to find the word based on the clues, doing the vocabulary exercises by using Crossword Puzzles. The students were categorized as the active students if they could fulfill four of five indicators; answering thye teacher’s oral question; asking the question to the teacher; discussing to understand the clues; discussing to find the word based on the clues; doing the vocabulary exercises by using crossword puzzles.
6. The Research Procedure

As stated in the research design, classroom action research was done in cycle model. There are four stages that have to be done in each cycle: the planning of the action, the implementing of the action, the class observation and evaluation, and the data analysis and reflection of the action. The details activities in each stage were as follows.

2. The Planing of the Action

In this research, the planning of the actions includes some activities done before implementing the actions. They are as follows.

7. Preparing the materials of Crossword Puzzles.
8. Constructing the lesson plans of the first cycle. (Meeting I and meeting II)
9. Preparing the students’ worksheet dealing with vocabulary exercises.
10. Preparing the observation checklist containing the indicators that was observed in the teaching learning process of vocabulary by using Crossword Puzzles.
11. Constructing the vocabulary achievement test.
12. Constructing and evaluating the instrument.

3. The Implementation of the Action

The implementation of the action in this research was done during the school hours and adjusted with the schedule of the English lesson. The actions in each cycle was divided in two meetings and it was be followed by administering an achievement test
of vocabulary in the third meeting. The researcher was conduct the research collaboratively with the English teacher. In the first meeting the researcher was implement the action and the English teacher was the observation. In the second meeting, the role of the researcher and the English teacher was exchanged.

4. **The Classroom Observation and Evaluation**

The observation and evaluation in this research was needed to be done. It was important to know the students’ active participation in the teaching learning process of English vocabulary by using Crossword Puzzles. The activities done in the classroom observation and evaluation were as follows.

b. **The Classroom Observation**

In this research, the observation was done in order to know about the students’ active participation in the teaching learning process of vocabulary by using Crossword Puzzles. An observation guide in the form of checklist was used by the English teacher during the activity in teaching vocabulary by using Crossword Puzzles. The indicators of observation are answering the teacher’s questions, asking question to the teacher, discussing to understand the clues, discussing to find the word based on the clues, doing the vocabulary exercises by using Crossword Puzzles.

The students were categorized as active students if they could perform at least four indicators of active participation.

c. **The Evaluation**

The evaluation was carried out to know whether the use of Crossword Puzzles as teaching technique could improve the students’ active participation and students’
vocabulary achievement in the teaching learning process. The evaluations done in this action research were process evaluation and product evaluation.

The process evaluation was done by conducting observation in every meeting in each cycle during the teaching learning process of vocabulary by using Crossword Puzzles. It was done to get the data about the students’ active participation in the teaching learning process of vocabulary. The product evaluation was done at the end of each cycle after the actions given. It was done by administering a vocabulary test. It was intended to get the data about the students’ vocabulary achievement.

The criteria that was used to evaluate the success of the actions in this research were as follows.

c. The mean score of VIII-A students of vocabulary achievement test after having vocabulary class by using Crossword Puzzles is at least 75 and it was achieved by at least 75% of VIII A students.

d. The result of the observation showed that at least 75% of VIII A students were actively involved in the teaching learning process of vocabulary by using Crossword Puzzles.

5. The Data Analysis and Reflection of the Action

Data analysis and reflection were needed to do in order to analyze the obtained data and to know about the improvement of students’ active participation and students’ vocabulary achievement after being taught by using Crossword Puzzles. The data analysis and reflection were discussed in the following part.

2. The Result Observation
The result of observation about the students’ active participation was analysed by using the following formula.

\[
\% \qquad E = \frac{n}{N} \times 100
\]

Notes:

- E = the percentage of the students’ active participation in the vocabulary teaching learning process by using Crossword Puzzles
- n = the number of the students who are categorized as active students
- N = the total number of the students

(Adapted from Ali, 1993:186)

3. The Result of Vocabulary Test

The result of vocabulary test about the students’ vocabulary achievement was analysed by using the following formula.

\[
\% \qquad E = \frac{n}{N} \times 100
\]

Notes:

- E = the percentage of the students who gain score ≥ 75
- n = the number of the students who get vocabulary test score ≥ 75
- N = the total number of the students doing the test

(Adapted from Ali, 1993:186)

3). Reflection
Reflection was done after knowing the result of observation analysis and vocabulary test analysis. The purpose of reflection itself was to know whether there was improvement of students’ active participation and their vocabulary achievement or not. The results of reflection were used to decide whether Cycle 2 needed to be conducted or not.
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter reports the results of the classroom action research in Cycle 1 and Cycle 2. Each Cycle consisted of the result of observations, the result of vocabulary test by using Crossword Puzzles, the result of reflections and the discussion of the research results. The result are reported in the following section.

4.1 The Results of the Action in Cycle 1

The actions of the first Cycle were conducted in two meetings. The first meeting was done on November 13\textsuperscript{th}, 2014 and the second meeting was conducted on November 15\textsuperscript{th}, 2014. For the vocabulary test, it was administered on November 20\textsuperscript{th}, 2014. The steps in the first Cycle were the planning of the action, the implementation of the action, observation and evaluation, and data analysis and reflection of the action.

4.1.1 The Implementation of the Action

Cycle 1 had three meetings, two meetings for the actions and one meeting for the post test. The two meetings for the action were carried out based on Lesson Plans 1 and 2 which were constructed collaboratively by the researcher and the English teacher. The last meeting was for administering the vocabulary achievement test. The schedule of the action in Cycle 1 is presented in the following table.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Time</th>
<th>Teacher</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

123
The first meeting of Cycle 1 was done on the November 13\textsuperscript{th}, 2014 by implementing the activities in lesson plan 1. At that time, the researcher taught large vocabularies integratedly with the teaching of reading, especially recount text entitled “My Unforgettable Party” by using Crossword Puzzles. The time allocation was 2x40 minutes for each meeting. The research subjects consisted of 37 students. Meanwhile, the English teacher of VIII A at SMP Negeri 5 Lumajang did the observation and observed the students’ participation during the teaching learning process in the classroom. At the beginning, the researcher started the activity by checking the students’ attendance list, then asked some leading questions while showing a picture related to the the topic to built the students’ motivation. After the students could answer the questions, then the researcher showed a recount text to the students by using LCD proyektor. After that, the researcher gave an explanation to the students about kinds of vocabulary nouns, verbs, adjectives, and adverbs.

Then, the researcher distributed the reading text and students’ worksheet to the students. The researcher gave them a few minutes to read the text. The next activity was the researcher asked the students to classify the underlined words stated in the reading text into nouns, verbs, adjectives, and adverbs in pairs as. After that, the researcher asked the students to do exercise I. This exercise was in the form of Crossword Puzzles. Before the students started to do the exercise, the researcher
explained about what Crossword Puzzles is and how to complete it by giving some examples from the Crossword Puzzles. The students did the Crossword Puzzles on the students’ worksheet. The next activity was discussing answer together with the whole class. After giving some exercises of vocabulary to the students, the researcher guided the students to draw conclusion of the material.

The last stage of the teaching learning process in the first meeting was closure. In this stage, the researcher and the students discussed about the students’ difficulties related to the material given and the researcher guided them to draw conclusion.

The second meeting of Cycle 1 was conducted on November 15th, 2014 based on the lesson plan 2. In that meeting, the English teacher taught vocabulary by using Crossword Puzzles, while the researcher was as the observer of the students’ participation. The topic in the second meeting was Camping. The English teacher did the same procedures as the one in the first meeting. After greeting the students, the English teacher asked some leading questions based on the picture given related to the story. The English teacher reviewed the explanation about large vocabularies.

There were two exercises in the main activity, the students should complete the Crossword Puzzles by using the suitable words taken from the text, the students had to complete the Crossword Puzzles on the students’ worksheet. Then, the students had to choose the correct answer in multiple choice form. The last stage was closure. The teacher discussed about the students difficulties related to the material has been taught and guided them to draw conclusion.

4.1.2 The Result of Observations in Cycle 1
As stated previously, the classroom observation in the teaching learning process of vocabulary by using Crossword Puzzles in the first meeting was done by the English teacher, meanwhile in the second meeting it was done by the researcher. In other words, the classroom observations were conducted collaboratively between the researcher and the English teacher. The observation in Cycle 1 was conducted in two meetings. The purpose of observation here was to know the students’ participation during the vocabulary teaching learning process by using Crossword Puzzles. The instrument used to observe the students’ participation was an observation checklist. It consisted of the number column, the students’ initials name column, the meeting column with its indicators’ number, and the category column of active or passive. In this research, there were five indicators observed, namely: 1) answering the teacher’s oral questions, 2) asking questions, 3) discussing to understand the clues, 4) discussing to find the word based on the clues, and 5) doing the vocabulary exercises by using Crossword Puzzles. A student was categorized as an active student if she or he fulfilled at least four or five indicators. The observers gave a checked mark in the observation checklist while she were observing the students’ participation based on the indicators.

The calculation of the observation result in Cycle 1 were counted to find the percentage of active and passive students in the classroom.

The formula: \( E = X \times 100\% \)

**Meeting 1**

*Active*: \( X \times 100\% = 78.38\% \)  *Passive*: \( X \times 100\% = 21.62\% \)

**Meeting 2**
Active: X 100% = 81.08% Passive: X 100% = 18.91%

Based on the table (see Appendix I), in the first meeting, there were 29 active students (78.38%) and 8 passive students (21.62%) during the reading teaching learning process by using Crossword Puzzles, while in the second meeting, there were 30 active students (81.08%) and 7 passive students (18.91%) during the vocabulary teaching learning process by using Crossword Puzzles. After finding the percentage of the students’ active and passive participation in Cycle 1, the average result of the students’ participation was needed to be calculated too. It was intended to know whether the required percentage had been achieved or not. Therefore, the average result of the students’ active participation in Cycle 1 was 79.73%, while 20.26% was categorized as the passive students. It means that the students’ active participation in the vocabulary teaching learning process by using Crossword Puzzles fullfilled the requirement. To make it clear, the data are presented in the table below.
Table 6. The Average Result of the Students’ Participation in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Percentage</th>
<th>Active (%)</th>
<th>Passive (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meeting 1</td>
<td>78.38%</td>
<td>21.62%</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Meeting 2</td>
<td>81.08%</td>
<td>18.91%</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>79.73%</td>
<td>20.26%</td>
<td></td>
</tr>
</tbody>
</table>

4.1.3 The Results of Vocabulary Test

The vocabulary test was administered in the third meeting. The test was given on November 20th, 2014. The test consisted of 40 items in the form of matching (15 items), multiple choices (15 items) and completing the Crossword Puzzles (10 items). Dealing with the scoring, each correct item was scored 2.5. Thus, the total score of the test items was 100 points. Further, after finding the result of the students’ vocabulary test in cycle 1, the percentage of the students’ who got the vocabulary achievement score of 75 or more was analyzed by using the following formula:

\[ E = \frac{n}{N} \times 100\% \]

Notes:

E : The students’ vocabulary achievement

n : The number of the students whose score 75 or more in the vocabulary achievement test

N : The total number of the students joining in the vocabulary achievement test
The result of the students’ vocabulary achievement test in cycle 1 was analyzed below.

*The percentage of students who got score ≥ 75*

= 78.38%

*The percentage of students who got score < 75*

= 21.62%

Based on Table 4.3 (see appendix K), it was found that the mean score the score of the students’ vocabulary achievement test by using Crossword Puzzles was (77.02). The result of vocabulary achievement test above showed that there were 29 students (78.38%) who could achieve the standard minimum score that was ≥ 75 and 8 students (21.62%) who could not achieve the standard minimum score that was ≥75. As mentioned before, the Cycle of this research was considered to be successful if the score of the students’ vocabulary test had reached 75 or more and it was achieved by at least 75% of the total students. It means that the targeted students’ vocabulary score requirement in this research has been achieved.

### 4.1.4 The Result of Reflection in Cycle 1

Based on the observation as process evaluation, 29 of 37 students or 78.38% were actively involved during the vocabulary teaching learning process in meeting one. Then, 30 of 37 students or 81.08% were actively involved during the vocabulary
teaching learning process in meeting two. On the average, there were 79.73% of the students who were categorized as active students during the teaching learning process of vocabulary by using Crossword Puzzles.

Meanwhile, based on the product evaluation, it was found that mean score of the achievement test in Cycle I was 77.02. There were 78.38 % of the students could achieve the target score. That was ≥75 in the vocabulary test. Those data showed that this research fullfilled the criteria of the succes of the action. However, the actions were still continued to Cycle 2 in order to see the consistency of the success achieved in Cycle 1.

4.2 The Results of the Action in Cycle 2

This cycle was conducted to see the consistency of the success achieved in Cycle 1. In implementing the actions in this Cycle, the researcher taught vocabulary integratedly with the teaching of reading, especially recount text. The text used as the material in Cycle 2 were different from the text used in the the previous Cycle. So, the vocabularies taught were different from the ones taught in the previous Cycle. The implementation of the actions was based on the Lesson plans which had the same procedures with the Lesson Plans used in the previous Cycle. The action in Cycle 2 were also carried out in two meetings. The first meeting was conducted on November 22\textsuperscript{nd}, 2014 and the second meeting was conducted on November 27\textsuperscript{th}, 2014. The vocabulary test of Cycle 2 was conducted on November 29\textsuperscript{th}, 2014. The steps of the activities in Cycle 2 were the same as the ones in Cycle 1, namely preparation of the action, the implementation of the action, observation and evaluation, and data analysis and reflection of the action.

4.2.1 The Implementation of the Action
The implementation of the action in Cycle 2 was based on Lesson Plans 3 and 4. The topics in this Cycle were “Terrible Day” and “Window Shopping”. The procedures of the teaching learning process in Cycle 2 were the same as the ones with Cycle 1. The schedule of the actions in Cycle 2 is presented in the following table.

### Table 7. The schedule of the actions in Cycle 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Time</th>
<th>Teacher</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>November 22&lt;sup&gt;nd&lt;/sup&gt;, 2014</td>
<td>07.00-0830</td>
<td>Researcher</td>
<td>English Teacher</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>November 27&lt;sup&gt;th&lt;/sup&gt;, 2014</td>
<td>10.00-11.30</td>
<td>English Teacher</td>
<td>Researcher</td>
</tr>
<tr>
<td>Test</td>
<td>November 29&lt;sup&gt;th&lt;/sup&gt;, 2014</td>
<td>07.00-0830</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In implementing the action in the second cycle, the researcher taught vocabulary integratedly with the teaching of reading, especially the recount text by using Crossword Puzzles.

In the first meeting in Cycle 2, the teaching activity was conducted on November 22<sup>nd</sup>, 2014. The students were taught by the researcher while the English teacher observed the students’ active participation during the teaching learning process. The researcher taught vocabulary by using Crossword Puzzles in which the topic was “My Terrible Day”. In the introduction, the researcher greeted and checked the students’ attendance. After that, the researcher gave the students some leading questions by showing a picture related to the topic. Then, the teacher distributed the texts and asked the students to read it silently. This activity was addressed in order to attract them to the topic to be discussed. After that, the researcher stated the objectives of the teaching learning process. This activity was intended to get the
students’ attention and participation in the teaching and learning process of vocabulary. Then, the researcher distributed the texts and the exercises sheets to the students and asked the students to read the text silently.

Then, the students were asked to pay much attention to the text with the underlined words, and the researcher asked the students to find the words covering nouns, verbs, adjectives, and adverbs, adjective and adverb from the text. They were asked to classify each kind of vocabularies. Next activities, the students in pairs were asked to complete the Crossword Puzzles in the students’ worksheet which had been provided as exercise 1. The researcher gave the students a few minutes to do the exercise. After discussing the answer with the whole class, the researcher guided the students to draw a conclusion of the material.

The second meeting of cycle 2 was conducted on the November 27th, 2014 based on the Lesson Plan 2. In that meeting, there was an exchange between the researcher and the English teacher of VIII A at SMP Negeri 5 Lumajang. At that time, the English teacher taught vocabulary by using Crossword Puzzles, while the researcher was doing the observation of the students’ participation in the back row. The topic in the second meeting was "Window Shopping". The English teacher did the same procedures as the ones in the first meeting. After greeting the students, the English teacher asked some leading questions related to the story.

There are some exercises in the main activity. First, in exercise 1, the students had to complete the Crossword Puzzles with the suitable words taken from the underlined words in the text. In exercise 1, the students completed the Crossword Puzzles with the suitable words in the answer sheet which had been provided. Second, the students should match the words with their appropriate meaning as exercise 2. Then in exercise 3, the students had to choose the correct answer. The last
stage was closure. In this stage, the teacher discussed about the students' difficulties related to the material given and guided the students to draw conclusion.

The process evaluation was done in each meeting to record the students’ active participation during the vocabulary teaching and learning process. The observation guide in the form of checklist was used to evaluate the students’ active participation. The indicators observed were answering the teacher’s oral question, asking questions, discussing to understand the clues, discussing to find the word based on the clues, and doing the vocabulary exercises by using Crossword Puzzles. A student was categorized as an active student if she or he fulfilled at least four or five indicators. The observer gave check mark in the observation checklist while she was observing the students’ participation based on the indicators. Besides process evaluation, the product evaluation was used to evaluate the students’ vocabulary achievement after being given the action, which was done on November 29th, 2014.

4.2.2 The Results of Observation in Cycle 2

As stated previously, the classroom observation in the teaching learning process of vocabulary by using Crossword Puzzles in the first meeting was done by the English teacher, meanwhile in the second meeting it was done by the researcher. In other words, the research was conducted collaboratively between the researcher and the English teacher. The observation guide was in the form of checklist. By conducting this observation, the process evaluation was carried out. The following table is the results of observation in Cycle 2.
The result of the students’ observation in Cycle 2 was analyzed below.

*Meeting 1*

*The percentage of students who passive or active*

Active students = 81.08%
Passive students = 18.91%

*Meeting 2*

Active students = 83.78%
Passive students = 16.21%

From the results of observation checklist (*see Appendix J*), it was revealed that there were 30 students or 81.08% of 37 students who were actively involved in the first meeting and there were 31 students or 83.78% of 37 students who actively took part in the second meeting. So in general, it was found that there was improvement for students’ participation from 78.38% in Cycle 1 to 81.08% in Cycle 2 in the first meeting. Meanwhile, in meeting 2 there was improvement for students’ active participation from 81.08% in Cycle 1 to 83.78% in Cycle 2. This showed that
requirement of at least 75% of the students’ active participation in the vocabulary teaching learning process by using Crossword Puzzles had already been fulfilled. To make it clear, the data about students’ participation are presented in the following table.

Table 8. The Average Result of the Students’ Participation in Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Percentage</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Active</td>
<td>Passive</td>
</tr>
<tr>
<td>1.</td>
<td>Meeting 1</td>
<td>81.08%</td>
<td>18.91%</td>
</tr>
<tr>
<td>2.</td>
<td>Meeting 2</td>
<td>83.78%</td>
<td>16.21%</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>82.43%</td>
<td>17.56%</td>
</tr>
</tbody>
</table>

4.2.3 The Result of the Vocabulary Test in Cycle 2

The vocabulary test was administered in the third meeting of the 1st cycle after the action given. The test was given on November 29th, 2014. The test consisted of 40 test items in the form of matching (15 items), multiple choices (15 items) and
completion (10 items). Dealing with the scoring, each correct item was scored 2.5. Thus, the total score of the test items was 100 points. Further, after finding the result of the students’ vocabulary test in cycle 2, the percentage of the students who got the vocabulary achievement score of 75 or more was analyzed by using the following formula:

\[ E = \frac{X}{N} \times 100\% \]

Notes:

- \( E \) : The percentage of the students whose score was >75 in vocabulary achievement test
- \( n \) : The number of the students whose score >75 in vocabulary achievement test
- \( N \) : The total number of the students who joined the vocabulary achievement test

(Ali, 1993:186)

The percentage of students who got score ≥ 75

= 81.08%

The percentage of students who got score < 75

= 18.91%

Based on Table 11 (See Appendix L), it was found that the mean score of the students’ vocabulary achievement test by using Crossword Puzzles, there was improvement for vocabulary achievement test from (77.02%) in Cycle 1 to (79.59%) in Cycle 2. While there were 30 students (81.08%) could achieve the standard
minimum score that was ≥ 75 and 7 students (18.91%) who could not achieve the standard minimum score that was ≥ 75. It means that the targeted students’ vocabulary score requirement in this research has been achieved.

4.2.4 The Result of Reflection in Cycle 2

Based on the observation of process evaluation, 30 of 37 students or 81.08% were actively involved during the vocabulary teaching learning process in the meeting one. Then 31 of 37 students or 83.78% were actively involved during the vocabulary teaching learning process in meeting two. In general, it was found that there was improvement for students’ active participation from 78.38% in Cycle 1 to 81.08% in Cycle 2 in the first meeting. Meanwhile, in meeting 2 there was improvement for students’ active participation from 81.08% in Cycle 1 to 83.78% in Cycle 2.

Meanwhile, based on the product evaluation, the results of vocabulary achievement test in the second cycle showed that the mean score of the students’s vocabulary achievement test was 79.59. Then, there were 81.08% of the students who could achieve the target score. That was at least 75 in the vocabulary test. It showed that Cycle 2 had already fullfilled the criteria of the success of the action.

In conclusion, the students’ vocabulary achievement and the students’s active participation in Cycle 2 compared to the ones in Cycle 1 showed consistent results. It means that the research of the two cycles successfully achieved the evaluation criteria of success of this research. Therefore, the actions were stopped because this classroom action research was successful both in improving the students’ vocabulary achievement and students’ active participation. Besides, the results in both cycles were consistent.
After doing the action of teaching vocabulary by using Crossword Puzzles in both Cycle 1 and Cycle 2, followed by administering the vocabulary test in each Cycle, the students’ active participation improved as presented in the following table.

Table 9. The Improvement of the Student’s Active Participation

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cycle 1</td>
<td>79.73%</td>
<td>20.26%</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 2</td>
<td>82.43%</td>
<td>17.56%</td>
</tr>
</tbody>
</table>

From the data presented above, it could be seen that the averages result of the students’ active participation in Cycle 1 was 79.73% and Cycle 2 was 82.43%. This showed that the requirement of at least 75% of the students’ active participation in the vocabulary teaching learning process by using Crossword Puzzles was fullfilled. Based on the result above, it showed the consistency of the result of the students’ active participation in Cycle 2.

In addition, after doing the action of teaching vocabulary by using Crossword Puzzles in both Cycle 1 and Cycle 2, followed by administering the vocabulary test in each Cycle, the students’ vocabulary improved as presented in the following table.

Table 10. The Improvement of the Students’ Vocabulary Achievement

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Mean score</th>
<th>The Precentage of the Students Who Got Score &gt;75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Cycle</td>
<td>67.45</td>
<td>55.87 %</td>
</tr>
</tbody>
</table>
From the data presented above, it could be seen that the students’ mean score of vocabulary test improved, from 67.45 in the previous cycle as pre-cycle before the research was conducted to 77.02 in Cycle 1 and to 79.59 in Cycle 2. Although there was an improvement of students’ active participation and vocabulary achievement in Cycle 1, however the action was continued to the second cycle to see the consistency of the success achieved in each Cycle 1. The research results of both cycles had vocabulary score at least >75 also improved from 55.87 % in the cycle to 78.37 % in Cycle I and 81.08 % in Cycle 2.

4.3 Discussion

Based on the results of classroom observation and the test vocabulary in Cycle 1 and Cycle 2, it can be seen that the students improved their active participation in the teaching and learning process and in vocabulary achievement after being taught by using Crossword Puzzles. Although the objectives of this research were reached, the actions were still continued to the second cycle in order to know the consistency of the result in Cycle 1. The improvement of students’ active participation and their vocabulary achievement in Cycle 1 and Cycle 2 can be seen in the chart below:
The result of vocabulary test in Cycle 1 presented in the diagram showed that 78.38% of the students reached the target of the research. In other words, the action given to the students in Cycle 1 was successful in which the improvement of the achievement 78.37%. The success criterion of the research was at least 75% of the students reached score 75. Then, Cycle 2 was given to know the consistency of the result achieved in Cycle 1.

The result of vocabulary test in Cycle 2 showed that 81.08% of the students reached score at least 75. It means that Cycle 2 also improved the students’ vocabulary achievement compared to the result of Cycle 1. It showed the consistency of the result in both cycles. Also, based on the observation checklist, it could be seen that the average participation of the students increased from 77.

Based on the English teacher of this school, teaching vocabulary by using Crossword Puzzles is an interesting way to the students. It was proved by the students’ enthusiasm when they learnt vocabulary by using Crossword Puzzles. The students were also enthusiasts in the vocabulary teaching and learning process by using Crossword Puzzles. They really enjoyed to use Crossword Puzzles in doing their vocabulary exercise.

In addition, the results of this research are relevant to the previous research results. For example, the one that was conducted by Ainun (2009) at SMPN 3 Lumajang, revealed that Crossword Puzzles can help students improve their vocabulary achievement. The result showed that there was a significant effect of using Crossword Puzzles on the eighth grade students’ vocabulary achievement in that school. Moreover, the degree of relative effectiveness of using Crossword Puzzles more effective than teaching vocabulary by using lecturing method and giving vocabulary exercises.
Based on the result of vocabulary achievement test and observation during the teaching learning process in Cycle 2, it was showed that the target of the result was successfully achieved. It was that the use of Crossword Puzzles could improve the students’ active participation and their vocabulary achievement during the teaching learning process.

In summary, it could be concluded that the use of Crossword Puzzles in teaching vocabulary was able to help the students to improve their active participation as well as their vocabulary achievement. In addition, Crossword Puzzles can be used as an alternative technique in teaching vocabulary by the English teacher, due to the fact that Crossword Puzzles could improve the students’ active participation and their vocabulary achievement.
CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions that will be further explained below.

5.1 Conclusion

Based on the results of data analysis and discussion in the previous chapter the following points could be concluded.

c. The use of Crossword Puzzles could improve class VIII A students’ participation in the classroom during the teaching learning process of vocabulary of class SMPN VIII A students at SMPN 5 Lumajang. The improvement was from (78.38%) in Cycle 1 to (81.08%) in Cycle 2 in the first meeting. While in the second meeting, the improvement was from (81.08%) in Cycle 1 to (83.78%) in Cycle 2. The results showed the average from 79.73% in the first meeting of Cycle 1 to 82.43% in the second meeting of Cycle 2.

d. The use of Crossword Puzzles could improve the students’ vocabulary achievement of class VIII A students at SMPN 5 Lumajang. The improvement could be seen from the improvement of the students mean score from pre cyclus score (67.45), and in Cycle 1 (77.02) to (79.59) in Cycle 2. Meanwhile the results of the improvement of the students mean score vocabulary test that from 29 students or 78.38% could get score at least 75 in
Cycle 1 to 30 students or 81.08% can get score at least 75 in Cycle 2 after using Crossword Puzzles in teaching vocabulary.

5.2 Suggestions

By considering the results of the implementation of Crossword Puzzles in teaching vocabulary that could improve the students’ active participation and their vocabulary achievement, some suggestions are proposed to the following people.

2. The English Teacher

It is suggested that the English teacher applies Crossword Puzzles as one alternative in teaching vocabulary. It is due to the fact that Crossword Puzzles can improve the students’ active participation and their vocabulary achievement.

3. The Students

The students are suggested to increase their vocabulary by using Crossword Puzzles since it can help the students to enlarge their vocabulary.

4. The Future Researcher
The future researchers are suggested to conduct another research on similar problem using different research design to develop the students’ vocabulary achievement by using Crossword Puzzles.
REFERENCES


Doni, A. 2011. Improving the Eight Grade Students’ Vocabulary Achievement by Using Crossword Puzzles at SMP Negeri 7 Jember.

Ersoz, A. 2000. *Six Games for the EFL/ESL Classroom*. [on line].


## RESEARCH MATRIX

<table>
<thead>
<tr>
<th>Title</th>
<th>Problems</th>
<th>Variables</th>
<th>Indicators</th>
<th>Data Resources</th>
<th>Research Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Dependent Variable:</strong> a. The students’ active participation in teaching learning process of vocabulary</td>
<td></td>
<td><strong>Informant:</strong> The English teacher of VIII A students of SMPN 5 Lumajang</td>
<td><strong>Area Determination Method</strong> Purposive method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The students’ vocabulary achievement</td>
<td></td>
<td><strong>The school document:</strong> 1. The names of the research subjects 2. The students’ vocabulary scores from the teacher</td>
<td><strong>Research Subject Determination Method</strong> Purposive method</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Data Collection Method</strong> Vocabulary test, Observation, Documentation, Interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Data Analysis Method</strong> The data obtained from the students’ vocabulary will be analyzed statistically by using the following formula: $E = \frac{n}{N} \times 100%$</td>
</tr>
</tbody>
</table>
vocabulary test after being taught by using Crossword Puzzles covering noun, verb, adjective, and adverb.

Note:
E : The percentage of students whose score ≥75
n : The total number of students whose score ≥75
N : The total number of students
(Ali, 1993:189)

• The data from the observation are analyzed statistically by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Note:
E : The percentage of students who are actively involved in the teaching learning process
n : The total number of students categorized as the active students
N : The total number of students
(Ali, 1993:189)
### Supporting Data Instruments

#### III. The Guide of Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>Interview Questions</th>
<th>Interviewee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What curriculum does this school use?</td>
<td>The school uses 2013 Curriculum</td>
</tr>
<tr>
<td>2.</td>
<td>How do you teach vocabulary to the students?</td>
<td>I usually use the students’ workbook. Sometimes, I write some vocabularies on the whiteboard and ask the students to find the meaning by using dictionary and ask them to memorize the words.</td>
</tr>
<tr>
<td>3.</td>
<td>What problems do the students face in learning vocabulary?</td>
<td>Most of the students had difficulties to find the meaning of the words and memorizing the English words.</td>
</tr>
<tr>
<td>4.</td>
<td>Have you ever applied Crossword Puzzles in teaching vocabulary?</td>
<td>No, I haven’t. Because I only use students’ workbook to teach English vocabulary and mostly vocabulary integrated with reading.</td>
</tr>
<tr>
<td>5.</td>
<td>Which class had the lowest score?</td>
<td>Among the five classes, the VIII A class had the lowest score.</td>
</tr>
<tr>
<td>6.</td>
<td>What is the standard minimum requirement score of this school</td>
<td>It is 75.</td>
</tr>
</tbody>
</table>

#### IV. The Guide of Documentation

<table>
<thead>
<tr>
<th>No.</th>
<th>The Data Taken</th>
<th>Data Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students’ vocabulary scores</td>
<td>Documents</td>
</tr>
<tr>
<td>2.</td>
<td>The names of the subjects</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN I

(Cycle 1, meeting 1)

School : SMPN 5 Lumajang

Subject : English

Class/Semester : VIII/I

Language Component : Vocabulary (integrated with reading)

Theme : Birthday Party

Time : 2 x 40 minutes

XVII. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

XVIII. Kompetensi Dasar

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.
KI 3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks *recount* lisan dan tulis tentang pengalaman/kegiatan, kejadian peristiwa, sangat pendek dan sederhana.

KI 4 Menangkap makna dalam teks recount lisan dan tulis sangat pendek dan sederhana.

**XIX. Indikator**

1.1.5 Mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.6 Menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.3 Mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab

3.1.1 Menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1 Melengkapi kalimat dengan kata yang tepat dalam bentuk pilihan ganda.

4.1.2 Menuliskan kata yang tepat berdasarkan clue yang diberikan.

**XX. Tujuan Pembelajaran**

1.1.1.5 Siswa mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.1.6 Siswa menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.1.1 Siswa mampu mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab.

3.1.1.1 Siswa mampu menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1.1 Siswa mampu melengkapi kalimat yang diberikan oleh guru dalam bentuk pilihan ganda.

4.1.2.1 Siswa dapat menuliskan kata yang tepat berdasarkan clue yang diberikan.
XXI. **Materi Pembelajaran** (materi pembelajaran terlampir)

5. Vocabulary yang di ambil dari Recount Text
6. Soal-soal latihan

XXII. **Sumber/Media Pembelajaran**

e. Sumber

f. Media
   - A whiteboard, board markers, banner.

XXIII. **Metode Pembelajaran**

Pendekatan: *scientific approach*
Teknik: Think Pair Share

XXIV. **Learning Activities**

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11. Peserta didik merespon salam yang diucapkan oleh guru</td>
<td></td>
</tr>
</tbody>
</table>
### Pendahuluan

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran</td>
</tr>
<tr>
<td>13.</td>
<td>Guru menunjukkan sebuah gambar pesta ulang tahun untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan</td>
</tr>
<tr>
<td>14.</td>
<td>Guru memberikan leading questions berdasarkan gambar pesta ulang tahun yang diberikan</td>
</tr>
<tr>
<td>15.</td>
<td>Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10'</td>
<td></td>
</tr>
</tbody>
</table>

### Main Activities

<table>
<thead>
<tr>
<th>3.</th>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Peserta didik membaca teks recount pendek dan sederhana yang berjudul “My Unforgettable Birthday Party”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.</th>
<th>Menanya</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Dengan bimbingan guru, siswa dapat menanyakan tentang materi yang kurang dipahami</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assosiasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengkomunikasikan</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
</tbody>
</table>

| 60' |   |
Penutup
7. Peserta didik dan guru menyimpulkan pembelajaran
8. Peserta didik mengerjakan tes yang diberikan oleh guru


XI. RUBRIK PENILAIAN

g. Aspek Sikap

h. Rumus Perhitungan Skor

\[
\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100
\]

i. Ability

Vocabulary test

Lumajang, November 13th, 2014

Teacher

Researcher,

Yuyun Ida, S.Pd
NIP 19700427 199703 1 005

Shofi Wardatur Rohmah
NIM 100210401001

LEARNING MATERIALS

5. Pre-instructional Activities
Showing a picture

Leading questions
9. What do you think about this picture?
10. Have you ever attended a birthday party?
11. What were you doing in there?
12. Were you happy when you came to birthday party?

6. **Main Activities**
The Example of a Recount Text

**My Unforgettable Birthday Party**

I had a birthday party last month. The party was fun and very exciting. I invited all of my classmates to my party and I was so glad when I knew that almost all of my friends came to my birthday party.

The party began at 1 p.m. I held the party at my house. Before 1 p.m, my friends arrived. We began the party with a prayer from my parents. Then, my father gave a welcome speech to all my friends. He said thank you to everyone who came to my party. After that, he asked all of my friends to sing a happy birthday song. We all sang happily.
Next, we cut the cake and shared it around to all. My friend Endah, who had a good voice, then sang a song for me. The song was very beautiful. After that, we played games. We felt tired but happy. The last event was eating together. It seemed that my friends enjoyed the party very much. At about 3 p.m, the party ended.

5. Nouns

Noun is a word or a group of words that are used to identify a person, a place, a thing or an activity.

Examples : table, door, book, whiteboard, etc.

6. Verbs

Verb is a word or a phrase that refers to an action or a state.

Examples : walk, teach, speak, write, etc.

7. Adjectives

Adjective is a word or a phrase used to naming an attribute or related to describe a noun or pronoun.

Examples : beautiful, handsome, clever, ugly, etc.

8. Adverbs

Adverb is a word (or group of words) which is used to describe or to add the meaning of a verb, an adjective, another adverb or a whole sentence (Harmer, 2004:37).

Examples : yesterday, beautifully, loudly

Students’ Worksheet

Read the text carefully and pay much attention to the underlined words!

My Unforgettable Birthday Party

I had a birthday party last month. The party was fun and very exciting. I invited all of my classmates to my party and I was so glad when I knew that almost all of my friends came to my birthday party.

The party began at 1 p.m. I held the party at my house. Before 1 p.m, my friends arrived at my house. We began the party with a prayer from my parents.
Then, my father gave a welcome speech to all my friends. He said thank you to everyone who came to my party. After that, he asked all of my friend to sing a happy birthday song. We all sang happily.

Next, we cut the cake and shared it around to all. My friend Endah, who has a good voice, then sang a song for me. The song was very beautiful. After that, we played games. We felt tired but happy. The last event was eating together. It seemed that my friends enjoyed the party very much. At about 3 p.m, the party ended.


V. Exercise 1

Complete the following Crossword Puzzles with the suitable words based on the clue given by considering the underlined words in the text! Number 1 is done as the example.

➢ Across

6. Someone who is in the same class, school or college with another

11. The opposite meaning of “took”

14. A building made for people to live

16. The opposite meaning of “before”

17. Food made from a mixture of flour, sugar, eggs, and fat

18. (Post Meridiem)
20. Asking someone to come to the party
22. A celebration of event
23. The opposite meaning of “bad”
24. The similar meaning of “talked”
27. The act of delivering a formal spoken communication to audience
28. The opposite meaning of “sadly”

➢ Down
1. Sounds produced through the mouth by a person speaking or singing
2. The similar meaning of “happy”
3. The opposite meaning of “alone”
4. One of the twelve divisions of the calendar year
5. An activity to produce the voice with a music
12. The opposite meaning of “bored”
13. Get pleasure of something
15. Creating or arousing excitement
16. The similar meaning of “nearly”
19. The similar meaning of “incident”.
21. The similar meaning of “came”
24. The opposite meaning of “happy”
25. A person who has relation with you
26. The opposite meaning of “sad”
27. The opposite meaning of “happy”
VI. Exercise 2!

Choose the correct answer by crossing a, b, c, or d to complete the following sentences!
16. I invited all of my friends to come to my party. The similar meaning of the underlined word is....... 
   c. accepted          c. refused 
   d. booking           d. requested 

17. My sister will follow a............contest to deliver her speech 
   c. debate            c. story telling 
   d. speech            d. singing 

18. The............month in a year is December 
   c. first             c. last 
   d. second            d. third 

19. My friends arrived at my house at 1 pm, so it is in the......... 
   c. evening           c. night 
   d. afternoon         d. morning 

20. All of my friend sing a song happily. The opposite meaning of the underlined word is............... 
   c. sadly              c. hardly 
   d. slowly            d. loudly 

21. She has good voice when sang a song in my Birthday Party. The opposite meaning of the underlined word is................. 
   c. beautiful          c. good 
   d. bad                d. loud 

22. I shared the cake to my lovely mother. The similar meaning of the underlined word is......... 
   c. cut                c. delivered 
   d. divided           d. gave 

23. We cut the cake and shared it around to all. The similar meaning of the underlined word is.......... 
   c. almost             c. separate
24. My mother gave me beautiful shoes in my party last night. The opposite meaning of the underlined word is ..................
   a. took
   b. offered
   c. delivered
   d. requested

25. Food that is made of a mixture of flour, sugar, eggs, and fat. What is it?
   a. cake
   b. fried rice
   c. juice
   d. fried potato

26. After making a wish, I .......... the cake, and all of my friends sing a sang to me.
   a. allotted
   b. cut
   c. cleaved
   d. gave

27. My birthday party was held about 3 hours at ..........
   a. my house
   b. a car
   c. river
   d. sea

28. .......... father gave me a wonderful present
   a. I
   b. My
   c. Him
   d. Its

29. I think it is a wonderful moment in my life. The similar meaning of the underlined word is ..........
   a. bad
   b. young
   c. old
   d. fantastic

30. The last event was eating together. The opposite meaning of underlined word is ..........
   a. gathering
   b. alone
   c. group
   d. pairs

**Answer Key**

II. Exercise 1 (Crossword Puzzles)
### II. Exercise 2! (Multiple Choices)

<table>
<thead>
<tr>
<th>2G</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6C</td>
<td>L</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>A</td>
<td>O</td>
<td>O</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td></td>
<td>G</td>
<td>T</td>
<td>E</td>
</tr>
<tr>
<td>H</td>
<td>T</td>
<td></td>
<td></td>
<td>H</td>
<td>T</td>
</tr>
<tr>
<td>16H</td>
<td>O</td>
<td>U</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13E</td>
<td>E</td>
<td>N</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19A</td>
<td>F</td>
<td>T</td>
<td></td>
<td>J</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>X</td>
<td></td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18P</td>
<td>M</td>
<td></td>
<td>C</td>
<td>K</td>
<td>E</td>
</tr>
<tr>
<td>O</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21A</td>
<td>R</td>
<td>T</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20T</td>
<td>N</td>
<td>V</td>
<td>I</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>19E</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>N</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22G</td>
<td>O</td>
<td>O</td>
<td>D</td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>24S</td>
<td>A</td>
<td>I</td>
<td>D</td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T</td>
</tr>
<tr>
<td>27S</td>
<td>P</td>
<td>E</td>
<td>E</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>D</td>
<td></td>
<td>A</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28H</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>I</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE DISTRIBUTION OF THE TEST ITEMS (CYCLE I, LESSON PLAN I)

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Number of Test Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nouns</td>
<td>V. Crossword Puzzles: 1, 4, 6, 14, 19, 17, 22, 25. VI. Multiple Choice: 2, 10</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Adjectives</td>
<td>V. Crossword Puzzles: 2, 10 VI. Multiple Choice: 2, 12, 15, 16, 22, 24, 26</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>Adverbs</td>
<td>V. Crossword Puzzles: 3, 18, 28 VI. Multiple Choice: 3, 4, 5, 8, 12, 15</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>Verbs</td>
<td>V. Crossword Puzzles: 5, 10, 11, 13, 23, 21 VI. Multiple Choice: 1, 7, 9, 11, 13, 14</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
LESSON PLAN

(Cycle 1, meeting 2)

School : SMPN 5 Lumajang
Subject : English
Class/Semester : VIII/I
Language Component: Vocabulary (integrated with reading)
Theme : Camping
Time : 2 x 40 minutes

XXV. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

XXVI. Kompetensi Dasar
KI 1  Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2  Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.

KI 3  Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan, kejadian peristiwa, sangat pendek dan sederhana.

KI 4  Menangkap makna dalam teks recount lisan dan tulis sangat pendek dan sederhana.

XXVII.  Indikator
1.1.7  Mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
1.1.8  Menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.
2.1.4  Mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab
3.1.1  Menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.
4.1.1  Melengkapi kalimat dengan kata yang tepat dalam bentuk pilihan ganda.
4.1.2  Menuliskan kata yang tepat berdasarkan clue yang diberikan.

XXVIII.  Tujuan Pembelajaran
1.1.1.7  Siswa mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
1.1.1.8  Siswa menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.
2.1.1.1  Siswa mampu mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab.
3.1.1.1 Siswa mampu menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1.1 Siswa mampu melengkapi kalimat yang diberikan oleh guru dalam bentuk pilihan ganda.

4.1.2.1 Siswa dapat menuliskan kata yang tepat berdasarkan clue yang diberikan.

**XXIX. Materi Pembelajaran** (materi pembelajaran terlampir)

1. Vocabulary yang di ambil dari Recount Text
2. Soal-soal latihan

**XXX. Sumber/Media Pembelajaran**

- Sumber

- Media
  - A whiteboard, board markers, banner.

**XXXI. Metode Pembelajaran**

Pendekatan: *scientific approach*

Teknik: Think Pair Share

**XXXII. Learning Activities**

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16. Peserta didik merespon salam yang</td>
<td></td>
</tr>
<tr>
<td>Pendahuluan</td>
<td>17. Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. Guru menunjukan sebuah gambar untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19. Guru memberikan leading questions berdasarkan gambar yang diberikan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik</td>
<td></td>
</tr>
</tbody>
</table>
|                                                                           | **10’**

| Main Activities | 4. **Mengamati**  |
|                | 7. Peserta didik membaca teks recount pendek dan sederhana yang berjudul “Camping” |
|                | 8. **Menanya**  |
|                | 4. Dengan bimbingan guru, siswa dapat menanyakan tentang materi yang kurang dipahami |

| Eksplorasi | 4. Guru memberikan tugas kepada siswa untuk mengisi Crossword Puzzles dan menjawab pertanyaan dalam bentuk pilihan ganda |
| Assosiasi | 4. Siswa berdiskusi menemukan kata yang tepat berdasarkan clue yang diberikan dalam Crossword Puzzles. |

| Mengkomunikasikan | 7. Siswa menyampaikan hasil kerja dengan penuh percaya diri. |
|                   | 8. Dengan bimbingan guru, siswa membahas hasil kerja dengan benar. |
10. Peserta didik dan guru menyimpulkan pembelajaran
11. Peserta didik mengerjakan tes yang diberikan oleh guru

XI. RUBRIK PENILAIAN

j. Aspek Sikap

k. Rumus Perhitungan Skor

\[ \text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100 \]

l. Ability

Vocabulary test

Lumajang, November 15\textsuperscript{th}, 2014

Teacher

Researcher,

Yuyun Ida. S.Pd \hspace{1cm} Shofi Wardatur Rohmah

NIP 19700427 199703 1 005 \hspace{1cm} NIM 100210401001

LEARNING MATERIALS

7. Pre-instructional Activities
Leading questions
13. What do you think about this picture?
14. Have you ever camped?
15. What are the equipments needed to go camping?
16. What did you do during camping?

8. Main Activities

Main Material

*Reviewing the previous material and asking the students to identify some examples of nouns, verbs, adjectives, and adverbs stated in the recount text.*

The Example of Recount Text

*Camping*

Last Saturday all the eighth-grade students, including me, went camping. Our camp site was far enough from school. We had to walk quite a distance to reach it.
After walking for about three hours we arrived at a large field. It was afternoon already. We soon pitched our tents. Then we had lunch and after taking a rest for a while, we did some interesting activities.

At midnight the scout leader blew his whistle loudly. The loud voice woke all of us up. We gathered around bonfire. The scout leader stood near the fire in front of us. He said that we had to pack the tents, leave the field and return to our school.

After listening to the information, we were turned to our tents. In panic, I looked for my tent. It was dark, so I entered the wrong tent. Fortunately, I saw my friend and found my tent.

In our drowsiness we packed the tents. Then, in the darkness we walked, carrying the tents and our luggage. We arrived at school at dawn. After resting for a while, the scout leader told us that the incident at midnight was only a prank to test our alertness.

Students’ Worksheet

Read the text carefully and pay much attention to the underlined words!
Camping

Last Saturday all the eight-grade students, including me, went camping. Our camp site was far enough from school. We had to walk quite a distance to reach it.

After walking for about three hours we arrived at a large field. It was afternoon already. We soon pitched our tents. Then we had lunch and after taking a rest for a while, we did some interesting activities.

At midnight the scout leader blew his whistle loudly. The loud voice woke all of us up. We gathered around bonfire. The scout leader stood near the fire in front of us. He said that we had to pack the tents, leave the field and return to our school.

After listening to the information, we were turned to our tents. In panic, I looked for my tent. It was dark, so I entered the wrong tent. Fortunately, I saw my friend and found my tent.

In our drowsiness we packed the tents. Then, in the darkness we walked, carrying the tents and our luggage. We arrived at school at dawn. After resting for a while, the scout leader told us that the incident at midnight was only a prank to test our alertness.


VII. Exercise 1!
Complete the following crossword puzzles with the suitable words based on the clue given by considering the underlined words in the text! Number 25 is done as the example.
Across
2. The opposite meaning of “near”
3. The similar meaning of “just”
4. The similar meaning of “really”
6. The opposite meaning of “slow” (of voice)
8. The opposite meaning of “small”
11. A message received and understood
12. The similar meaning of “said”
14. The opposite meaning of “far”
17. A large fire which needed some food and a matches
19. The similar meaning of “surround”
18. The opposite meaning of “exited”
24. The similar meaning of “comeback”
26. A place where people go to learn in a particular skill

Down
1. The opposite meaning of “before”
5. The similar meaning of “event”
6. A people who lead a team
7. The opposite meaning of “up”
9. We had lunch at this time
10. The similar meaning of “arrived”
13. The similar meaning of “hearing”
15. The similar meaning of “be quick”
16. A day before Saturday
20. The similar meaning of “achieve”
22. The opposite meaning of “came”
23. The opposite meaning of “loudly”
25. The opposite meaning of “down”

VIII. Exercises 2!

Choose the correct answer by crossing a, b, c, or d to complete the following sentences!
16. The students are.............a rest.
   c. carrying       c. sleeping
   d. giving         d. taking

17. Last Saturday, all of the students went camping. The opposite meaning of the underlined word is..........
   c. first         c. third
   d. second        d. fifth

18. The scout leader told us about the incident. The similar meaning of the underlined word is..........
   c. brought      c. said
   d. sold         d. saw

19. The scout leader stood near the fire. The opposite meaning of the underlined word is..........
   c. sat           c. told
   d. slept         d. wrote

20. We gathered around bonfire. The similar meaning of the underlined word is..........
   c. near          c. about
   d. far           d. surround

21. At midnight the scout leader blew his whistle loudly. The opposite meaning of the underlined word is..........
   c. sadly         c. softly
   d. beautifully   d. fastly

22. The number before number nine is..........
   c. one           c. five
   d. eight         d. Ten

23. I entered the wrong tent. The opposite meaning of the underlined word is..........

87
c. false  c. problem 
  d. mistake  d. right 
24. The meal eaten in the middle of the day is called .......... 
  c. breakfast  c. dinner 
  d. brunch  d. lunch 
25. ............... I saw my friend and found my tent so I entered the tent. 
  c. although  c. fortunately 
  d. eventhough  d. so 
26. An area of land that used to camping. What is it? 
  c. field  c. sea 
  d. river  d. tree 
27. After walking for about three hours we arrived at a large field. The opposite meaning of the underlined word is .......... 
  c. before  c. not yet 
  d. done  d. that 
28. Our camp site was far enough from school. The opposite meaning of the underlined word is .......... 
  c. long  c. near 
  d. short  d. narrow 
29. The incident at midnight was only a prank to test our alertness. The similar meaning of the underlined word is .......... 
  c. just  c. certain 
  d. maybe  d. sure 
30. It was dark, so I entered the wrong tent. The opposite meaning of the underlined word is .......... 
  c. dull  c. cloud 
  d. bright  d. rain 

Answer Key
III. Crossword Puzzles

<table>
<thead>
<tr>
<th></th>
<th>1a</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2f</td>
<td>a r</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3j</td>
<td>u s t</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4q</td>
<td>u t e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5i</td>
<td>e d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6l</td>
<td>O u</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7d</td>
<td></td>
<td></td>
<td></td>
<td>n</td>
</tr>
<tr>
<td>8l</td>
<td>a r g e o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9a</td>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11i</td>
<td>n f o r M a t i o n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td></td>
<td>m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14n</td>
<td></td>
<td>e a r e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15s</td>
<td></td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16f</td>
<td>o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17b</td>
<td>o n f i R e o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20r</td>
<td>o u n D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21e</td>
<td>n A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22w</td>
<td></td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23s</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24r</td>
<td>e t</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25u</td>
<td>r n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26s</td>
<td>c h o o l n p g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td></td>
<td>o t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. Multiple choices

16. D 26. A
17. A 27. C
18. C 28. C
19. A 29. A
20. D 30. B
21. C
22. B
23. D
24. D
25. C
# THE DISTRIBUTION OF THE TEST ITEMS (CYCLE I, LESSON PLAN 2)

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Number of Test Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nouns</td>
<td>VII. Crossword Puzzles: 5, 6, 9, 11, 17, 16, 26</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VIII. Multiple Choice: 7, 9</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Adjectives</td>
<td>VII. Crossword Puzzles: 1, 2, 3, 6, 8, 14</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VIII. Multiple Choice: 8, 13, 14, 15</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Adverbs</td>
<td>VII. Crossword Puzzles: 4, 7, 19, 23, 25</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VIII. Multiple Choice: 2, 5, 6, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Verbs</td>
<td>VII. Crossword Puzzles: 10, 13, 12, 18, 20, 22, 24,</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VIII. Multiple Choice: 1, 3, 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
VOCABULARY TEST (CYCLE I)

Subject : English

Class/Semester : VIII/1

Language Focus : Vocabulary

Time : 40 Minutes

I. Match the words below with their appropriate meaning by writing a, b, c, d, e, f, g, h, i, j, k, l, m, n, or o on the spaces provided. Number 1 is done as the example.

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Last month ( p )</td>
<td>a) meninggalkan</td>
</tr>
<tr>
<td>2.</td>
<td>Invited ( … )</td>
<td>b) bercerita</td>
</tr>
<tr>
<td>3.</td>
<td>Classmates ( … )</td>
<td>c) segera</td>
</tr>
<tr>
<td>4.</td>
<td>Together ( … )</td>
<td>d) luas</td>
</tr>
<tr>
<td>5.</td>
<td>Gave ( … )</td>
<td>e) api unggun</td>
</tr>
<tr>
<td>6.</td>
<td>Leave ( … )</td>
<td>f) peluit</td>
</tr>
<tr>
<td>7.</td>
<td>Told ( … )</td>
<td>g) jauh</td>
</tr>
<tr>
<td>8.</td>
<td>Glad ( … )</td>
<td>h) mengelilingi</td>
</tr>
<tr>
<td>9.</td>
<td>Large ( … )</td>
<td>i) memberi</td>
</tr>
<tr>
<td>10.</td>
<td>Bonfire ( … )</td>
<td>j) teman sekelas</td>
</tr>
<tr>
<td>11.</td>
<td>Tent ( … )</td>
<td>k) tenda</td>
</tr>
<tr>
<td>12.</td>
<td>Whitsle ( … )</td>
<td>l) mengundang</td>
</tr>
<tr>
<td>13.</td>
<td>Far ( … )</td>
<td>m) menyenangkan</td>
</tr>
<tr>
<td>14.</td>
<td>Fun ( … )</td>
<td>n) bersama-sama</td>
</tr>
</tbody>
</table>
15. Soon ( … )
16. Around

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Soon</td>
<td>( … )</td>
<td>o) senang, bahagia</td>
</tr>
<tr>
<td>16.</td>
<td>Around</td>
<td></td>
<td>p) bulan lalu</td>
</tr>
</tbody>
</table>

II. Choose the best answer by crossing a, b, c or d to complete the following sentences. Number 1 is done as the example.

1. I get some **presents** at my birthday party. The similar meaning of the underlined word is............
   a. problem
   b. mistake
   c. gift
   d. comment

2. I always prepare ..........cards to invite my friends.
   a. flash
   b. golden
   c. invitation
   d. ticket

3. I was so **happy** in my Birthday Party. The opposite meaning of the underlined word is............
   a. confused
   b. enjoy
   c. regret
   d. sad

4. I think you have beautiful ..........so that you are the winner of this singing competition
   a. voice
   b. make up
   c. action
   d. fashion

5. I came to your birthday party **last week**. The similar meaning of the underlined word is ..........
   a. a day ago
   b. a month ago
   c. a week ago
d. a minute ago

6. My family and I were living in the house for a long time. The underlined word means that........
   a. a place to play
   b. a place to live
   c. a place to sing
   d. a place to work

7. We all sing happily in her birthday party. The opposite meaning of the underlined word is ......
   a. slowly
   b. loudly
   c. sadly
   d. shrilly

8. She came to my house with her friend. The similar meaning of the underlined word is ..... 
   a. arrived
   b. gave
   c. played
   d. went

9. I ................. the cake into two parts.
   a. cut
   b. cleave
   c. split
   d. chop

10. We cut the cake and shared it around to all. The similar meaning of the underlined word is.........
    a. surround
    b. separate
    c. far
    d. near

11. We have a...........to lead our team.
    a. referee
    b. teacher
    c. leader
    d. friend
12. The location is near my school. The opposite meaning of the underlined word is.....
   a. far               c. short
   b. long              d. llow

13. There is no lighting in the camping area, it is so........
   a. dark               c. shine
   b. bright             d. dusk

14. We need a large area to pitch our tent. The opposite meaning of the underlined word is.....
   a. big               c. small
   b. long              d. short

15. We have to join the opening ceremony. The similar meaning of the underlined word is.....
   a. follow            c. absent
   b. leave             d. take

16. My birthday party was so fun. The opposite meaning of the underlined word is.....
   a. bored            d. disappointed
   b. exciting          e. confusing

III. Complete the following crossword puzzles with the suitable words.
     Number 1 is done as the example.

   ➢ Across
   1. A thing that a leader needs to give a command to the students
   5. The similar meaning of “found”
   6. The opposite meaning of “saw”

ii
10. The opposite meaning of “happily”

**Down**

2. A place to held a ceremony
3. A number before number four
4. The opposite meaning of “came”
7. The opposite meaning of “dark”
8. The opposite meaning of “happy”
9. The similar meaning of “around”
11. Sweet food made from a mixture of flour, eggs, butter.
Matching
1. P
2. L
3. J
4. N
5. I
6. A
7. B
8. O
9. D
10. E
11. K
12. F
13. G
14. M
15. C
16. H

I. Multiple choice
1. C
2. C
3. D
4. A
5. A
6. B
7. C
8. A
9. A
10. A
11. C
12. A
13. A
14. C
15. A
16. A

II. Completing Crossword Puzzle

```
9  A
10. A
11. C
12. A
13. A
14. C
15. A
16. A

II. Completing Crossword Puzzle

```

```
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
| T |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
| W |   |   |   |   |   |   |   |   |   |   |   |   |
|   | i |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   | s | T | l | e |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   | r |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   | e |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   | e |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   | o |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
| u | n |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
| s |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   |   |   |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
| d |   |   | e |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
|   |   |   |   | e |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
| L |   |   | d |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
| e | h |   | d |   |   |   |   |   |   |   |   |   |
+---+---+---+---+---+---+---+---+---+---+---+---+
```

```

II. Completing Crossword Puzzle

```

### THE DISTRIBUTION OF THE TEST ITEMS IN THE VOCABULARY TEST (CYCLE I)

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Number of Test Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nouns</td>
<td>IX. Matching 3, 10, 11, 12</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X. Multiple Choice 24, 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>XI. Crossword Puzzles 2, 3, 11</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Adjectives</td>
<td>I. Matching 8, 9, 13, 14</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II. Multiple Choice 3, 12, 13, 14, 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>III. Crossword Puzzles 7, 8, 9</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Adverbs</td>
<td>I. Matching 4, 15, 16</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II. Multiple Choice 5, 6, 7, 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>III. Crossword Puzzles 9, 10</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Verbs</td>
<td>I. Matching 2, 5, 6, 7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II. Multiple Choice 8, 9, 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>III. Crossword Puzzles 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
LESSON PLAN II

(Cycle 2, meeting 1)

School : SMPN 5 Lumajang

Subject : English

Class/Semester : VIII/I

Language Component : Vocabulary (integrated with reading)

Theme : Terrible Day

Time : 2 x 40 minutes

XXXIII. Kompetensi Inti

KI 1  Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2  Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3  Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4  Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

XXXIV. Kompetensi Dasar

KI 1  Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2  Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.
KI 3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan, kejadian peristiwa, sangat pendek dan sederhana.

KI 4 Menangkap makna dalam teks recount lisan dan tulis sangat pendek dan sederhana.

XXXV. Indikator

1.1.9 Mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.10 Menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.5 Mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab

3.1.1 Menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1 Melengkapi kalimat dengan kata yang tepat dalam bentuk pilihan ganda.

4.1.2 Menuliskan kata yang tepat berdasarkan clue yang diberikan.

XXXVI. Tujuan Pembelajaran

1.1.1.9 Siswa mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.1.10 Siswa menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.1.1 Siswa mampu mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab.

3.1.1.1 Siswa mampu menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.
4.1.1.1 Siswa mampu melengkapi kalimat yang diberikan oleh guru dalam bentuk pilihan ganda.

4.1.2.1 Siswa dapat menuliskan kata yang tepat berdasarkan clue yang diberikan dengan Crossword Puzzles.

XXXVII. Materi Pembelajaran (materi pembelajaran terlampir)

9. Vocabulary yang diambil dari Recount Text
10. Soal-soal latihan

XXXVIII. Sumber/Media Pembelajaran

i. Sumber

j. Media
   - A whiteboard, board markers, banner.

XXXIX. Metode Pembelajaran

Pendekatan : scientific approach
Teknik : Think Pair Share

XL. Learning Activities

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Peserta didik merespon salam yang diucapkan oleh guru</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Peserta didik berdoa secara bersama-sama</td>
<td></td>
</tr>
</tbody>
</table>
### Pendahuluan

sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran

23. Guru menunjukkan sebuah gambar “Terrible Day” untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan

24. Guru memberikan leading question berdasarkan gambar “Terrible Day”

25. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik

<table>
<thead>
<tr>
<th>Main Activities</th>
<th>5. Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Peserta didik membaca teks recount pendek dan sederhana yang berjudul “Terrible Day”</td>
<td></td>
</tr>
</tbody>
</table>

**10. Menanya**

5. Dengan bimbingan guru, siswa dapat menanyakan tentang materi yang kurang dipahami

<table>
<thead>
<tr>
<th>Eksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Guru memberikan tugas kepada siswa untuk mengisi Crossword Puzzles dan menjawab pertanyaan dalam bentuk pilihan ganda secara berpasangan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assosiasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Siswa berdiskusi menemukan kata yang tepat berdasarkan clue yang diberikan dalam Crossword Puzzles secara berpasangan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengkomunikasikan</th>
</tr>
</thead>
</table>

10. Dengan bimbingan guru, siswa membahas hasil kerja dengan benar. |
Penutup

13. Peserta didik dan guru menyimpulkan pembelajaran
14. Peserta didik mengerjakan tes yang diberikan oleh guru
15. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing.

XI. RUBRIK PENILAIAN

m. Aspek Sikap

Rumus Perhitungan Skor

Nilai Akhir = Skor yang diperoleh X 100
Skor maksimal

n. Ability

Vocabulary test

Lumajang, November 22th, 2014

Teacher

Researcher,

Yuyun Ida, S.Pd
NIP 19700427 199703 1 005

Shofi Wardatur Rohmah
NIM 100210401001

LEARNING MATERIALS

9. Pre-instructional Activities

Leading questions

17. Have you ever had a terrible day?
18. When do yo had that?
2. Main Activities

Main Material

Reviewing the previous material and asking the students to identify some examples of nouns, verbs, adjectives, and adverbs stated in the recount text.

The Example of a Recount Text

Terrible Day

Last Sunday was a terrible day. My cousin and I were playing football in front of a house together to spend our time.

First, it was really fun until I kicked the ball too strong, so the ball leaded into a window and I broke the window. When we want to run away, suddenly, we all heard a loud voice.

After that, the owner of the house came from the fence of the house, he shouted on us. We were very afraid but we don’t know what to do.

Then, one of my cousins told us to run, we all ran, and suddenly we heard a bark sound. Then we knew, that the owner of the house let his dog chase us. And we were struggling to run fast as we can. But, I fell down so the dog managed to catch me and bite my leg. It was really painful. Then the dog ran back to the house. My cousin took me to the doctor and told my parents.

Finally, the doctor said that I was exposed to rabies. Then I was hospitalized for one week.


Students’ Worksheet!

Read the text carefully and pay much attention to the underlined words!
Last Sunday was a terrible day. My cousin and I were playing football in front of a house together to spend our time.

First, it was really fun until I kicked the ball too strongly, so the ball led into a window and I broke the window. When we want to run away, suddenly, we all heard a loud voice.

After that, the owner of the house came from the fence of the house, he shouted on us. We were very afraid but we don’t know what to do.

Then, one of my cousins told us to run, we all ran, and suddenly we heard a bark sound. Then we knew, that the owner of the house let his dog chase us. And we were struggling to run fast as we can. But, I fell down so the dog managed to catch me and bite my leg. It was really painful. Then the dog ran back to the house. My cousin took me to the doctor and told my parents.

Finally, the doctor said that I was exposed to rabies. Then I was hospitalized for one week.

I. Exercise 1

Complete the following Crossword Puzzles with the suitable words based on the clue given by considering the underlined words in the text! Number 1 is done as the example.

➢ Across

4. The opposite meaning of “weak”
5. A child of your uncle or aunt
7. The similar meaning of “scared”
8. Game played by two teams of 11 players
10. The similar meaning of “listened”
11. A period of seven days, from Monday until Sunday
12. Causing great fear, harm, or unhappiness
15. A person who treats a patient
19. Hitting something with your foot
22. Organized something to solve a problem
23. The similar meaning of “next”
24. The opposite meaning of “slow”
25. The similar meaning of “truly”
26. The opposite meaning of “afraid”

➢ Down
1. Being in the hospital for care or treatment
2. The similar meaning of “said”
3. An animal for guarding, hunting, or as a pet
6. The opposite meaning of “bored”
9. The opposite meaning of “alone”
13. The ordinal number of one
14. Separated or damaged into pieces
16. The first number before number two
17. The opposite meaning of “before”
18. Disease of dogs
20. Understood about something
21. The similar meaning of “hurt”
II. Exercise 2!

Match the words below with their appropriate meaning by writing a, b, c, d, e, or f on the spaces provided. Number 1 is done as the example.

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chase</td>
<td>(..b...)</td>
</tr>
<tr>
<td>2.</td>
<td>Suddenly</td>
<td>(.......</td>
</tr>
<tr>
<td>3.</td>
<td>Fence</td>
<td>(.......</td>
</tr>
<tr>
<td>4.</td>
<td>Finally</td>
<td>(.......</td>
</tr>
<tr>
<td>5.</td>
<td>Shouted</td>
<td>(.......</td>
</tr>
</tbody>
</table>
III. Exercise 3!
Choose the correct answer by crossing a, b, c, or d to complete the following sentences!

1. Round equipment that is used to play football, what is it?
   a. ball      c. uniform
   b. shoe      d. whitsle

2. Suddenly we heard a bark sound. What is the similar meaning of the underlined word............
   a. listened c. told
   b. Said     d. wrote

3. We were very afraid but we don’t know what to do. What is the opposite meaning of the underlined word.............
   a. fear      c. strong
   b. brave     d. weak

4. My cousin and I listened to a loud voice of the dog bark. What is the opposite meaning of the underlined word............
   a. bad      c. soft
   b. hard     d. strong

5. Then, I was hospitalized for one week. What is the similar meaning of the underlined word.............
   a. next      c. first
   b. before    d. so
Answer Key!

1. B
2. A
3. E
4. C
5.F
6.D

III. 1. A
2.A
3.B
4.C
5.A
## THE DISTRIBUTION OF THE TEST ITEMS (CYCLE 2, LESSON PLAN 1)

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Number of Test Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nouns</td>
<td>XII. Crossword Puzzles: 3, 5, 8, 11, 15, 16, 18</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>XIII. Matching: 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>XIV. Multiple Choice: 1</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Adjectives</td>
<td>IX. Crossword Puzzles: 4, 6, 7, 12, 21, 24, 26</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X. Matching: -</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>XI. Multiple Choice: 3, 4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Adverbs</td>
<td>IX. Crossword Puzzles: 9, 17, 23, 25</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X. Matching: 2, 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>XI. Multiple Choice: 2, 4</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Verbs</td>
<td>IX. Crossword Puzzles: 2, 10, 14, 19, 20, 22</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X. Matching: 5, 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>XI. Multiple Choice: 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>35</td>
</tr>
</tbody>
</table>
LESSON PLAN
(Cycle 2, meeting 2)

School : SMPN 5 Lumajang
Subject : English
Class/Semester : VII/I
Language Component : Vocabulary (integrated with reading)
Theme : Window Shopping
Time : 2 x 40 minutes

XLI. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

XLII. Kompetensi Dasar
KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.

KI 3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan, kejadian peristiwa, sangat pendek dan sederhana.

KI 4 Menangkap makna dalam teks recount lisan dan tulis sangat pendek dan sederhana.

XLIII. Indikator

1.1.11 Mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.12 Menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.6 Mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab

3.1.1 Menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1 Melengkapi kalimat dengan kata yang tepat dalam bentuk pilihan ganda.

4.1.2 Menuliskan kata yang tepat berdasarkan clue yang diberikan.

XLIV. Tujuan Pembelajaran

1.1.1.11 Siswa mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.1.12 Siswa menunjukkan sikap semangat dan serius dalam melaksanakan setiap kegiatan yang ada dalam pembelajaran Bahasa Inggris.

2.1.1.1 Siswa mampu mengerjakan latihan-latihan soal secara berpasangan dengan penuh tanggung jawab.
3.1.1.1 Siswa mampu menemukan arti kata dengan menjodohkan artinya yang sudah disediakan.

4.1.1.1 Siswa mampu melengkapi kalimat yang diberikan oleh guru dalam bentuk pilihan ganda.

4.1.2.1 Siswa dapat menuliskan kata yang tepat berdasarkan clue yang diberikan.

XLV. **Materi Pembelajaran** (materi pembelajaran terlampir)

11. Vocabulary yang diambil dari Recount Text

12. Soal-soal latihan

XLVI. **Sumber/Media Pembelajaran**

k. Sumber

l. Media
   - A whiteboard, board markers, banner.

XLVII. **Metode Pembelajaran**

Pendekatan: *scientific approach*
Teknik: Think Pair Share

XLVIII. **Learning Activities**

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26. Peserta didik merespon salam yang</td>
<td></td>
</tr>
</tbody>
</table>
| Pendahuluan | diucapkan oleh guru  
27. Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran  
28. Guru menunjukan sebuah gambar untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan  
29. Guru memberikan leading questions berdasarkan gambar yang diberikan  
30. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik | 10’ |
| --- | --- |
| **Main Activities** | **6. Mengamati**  
11. Peserta didik membaca teks recount pendek dan sederhana yang berjudul “Window Shopping”  
**12. Menanya**  
6. Dengan bimbingan guru, siswa dapat menanyakan tentang materi yang kurang dipahami  
**Eksplorasi**  
6. Guru memberikan tugas kepada siswa untuk mengisi Crossword Puzzles dan menjawab pertanyaan dalam bentuk pilihan ganda  
**Assosiasi**  
6. Siswa berdiskusi menemukan kata yang tepat berdasarkan clue yang diberikan dalam Crossword Puzzles. | 60’ |
| **Mengkomunikasikan** | **11. Siswa menyampaikan hasil kerja dengan penuh percaya diri.**  
**12. Dengan bimbingan guru, siswa pembahas hasil kerja dengan benar.** |
| Penutup | 16. Peserta didik dan guru menyimpulkan pembelajaran  
17. Peserta didik mengerjakan tes yang diberikan oleh guru  
18. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing. | 10’ |

XLIX. Rubrik Penilaian

XI. RUBRIK PENILAIAN

o. Aspek Sikap

p. Rumus Perhitungan Skor
   - Nilai Akhir = \( \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100 \)

q. Ability
   - Vocabulary test

Lumajang, November 27\(^{th}\), 2014

Teacher
Researcher,

Yuvun Ida, S.,Pd
NIP 19700427 199703 1 005

Shofi Wardatur Rohmah
NIM 100210401001

LEARNING MATERIALS

10. Pre-instructional Activities
11. Main Activities

Main Material

Reviewing the previous material and asking the students to identify some examples of nouns, verbs, adjectives, and adverbs stated in the recount text.

The Example of Recount Text

Window Shopping

On Saturday night Sally went out to window shopping. She wanted to buy a pair of shoes as her old ones were worn out.

Not long after her walk, she stopped outside a shoe store and looked at it at the window. For sometime, she gazed at a pair of fur-lined high boots on display. They were not yet priced, so Sally decided to ask how much they cost. As the price was reasonable, Sally decided to try the pair on.

The attendant asked Sally to put them on, she kept looking at Sally’s stockings. Sally was wearing a pair of stockings made of fine white lace. The attendant said that they were the stockings that her mother gave her. She wore them when she was young.

After finding what she wanted, she went home.
Students’ Worksheet

Read the text carefully and pay much attention to the underlined words!

Window Shopping

On Saturday night Sally went out to window shopping. She wanted to buy a pair of shoes as her old ones were worn out.

Not long after her walk, she stopped outside a shoe store and looked it at the window. For sometime, she gazed at a pair of fur-lined high boots on display. They were not yet priced, so Sally decided to ask how much they cost. As the price was reasonable, Sally decided to try the pair on.

The attendant asked Sally to put them on, she kept looking at Sally’s stockings. Sally was wearing a pair of stockings made of fine white lace. The attendant said that they were the stockings that her mother gave her. She wore them when she was young.

After finding what she wanted, she went home.


IV. Exercise 1

Complete the following Crossword Puzzles with the suitable words based on the clue given by considering the underlined words in the text! Number 1 is done as the example.

➢ **Across**

1. Adult female human being
4. The similar meaning of “shop”
6. A day before Sunday
10. Two things of the same kind
11. A place where you live with your family
12. The similar meaning of “told”
13. The opposite meaning of “took”
14. The opposite meaning of “up”
16. The opposite meaning of “old”
17. The opposite meaning of “before”
18. The similar meaning of “saved”
20. The opposite meaning of “in”
21. The similar meaning of “well”
22. The colour of snow
23. The opposite meaning of “young”

➢ **Down**

1. The similar meaning of “used”
2. The similar meaning of “then”
3. The opposite meaning of “started”
5. The similar meaning of “cost”
7. Person whose job is to serve people in public place
8. The similar meaning of “carried”
9. The similar meaning of “fair (of price)”
11. The opposite meaning of “low”
15. The opposite meaning of “short”
19. The similar meaning of “saw”
21. Popular style of clothes, hair, etc
V. Exercise 2!

Match the words below with their appropriate meaning by writing a, b, c, d, e, or f on the spaces provided. Number 1 is done as the example.

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Walk</td>
<td>g. masih</td>
</tr>
<tr>
<td>2.</td>
<td>Sometime</td>
<td>h. bejalan</td>
</tr>
<tr>
<td>3.</td>
<td>Yet</td>
<td>i. ketika</td>
</tr>
<tr>
<td>4.</td>
<td>When</td>
<td>j. menatap</td>
</tr>
<tr>
<td>5.</td>
<td>Gazed</td>
<td>k. harga</td>
</tr>
<tr>
<td>6.</td>
<td>Cost</td>
<td>l. kadang-kadang</td>
</tr>
</tbody>
</table>

I. Exercise 3!

Choose the correct answer by crossing a, b, c, or d to complete the following sentences!

1. Amount of money that you have to pay for something. What is it?
   - a. discount
   - b. price
   - c. shopping
   - d. stocking

2. She wanted to buy a pair of shoes as her old ones were worn out. What is the similar meaning of the underlined word?
   - a. desired
   - b. have
   - c. made
   - d. took

3. Not long after her walk, she stopped outside a shoe store. What is the similar meaning of the underlined word?
   - a. before
   - b. beside
   - c. next
   - d. yet
4. She wore them when she was young. What is the opposite meaning of the underlined word?
   a. adult               c. old
   b. ripe                d. male

5. The price was reasonable, so Sally decided to try the pair on. What is the similar meaning of the underlined word?
   a. impossible          c. suitable
   b. adorable            d. acceptable

Key Answer!
II.  
1. B  
2. F  
3. A  
4. C  
5. D  
6. E  

III. 1. B  
2. A  
3. C  
4. C  
5. C
# THE DISTRIBUTION OF THE TEST ITEMS (CYCLE 2, LESSON PLAN 1)

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Number of Test Items</th>
<th>Total</th>
</tr>
</thead>
</table>
| 1.  | Nouns      | XV. Crossword Puzzles: 4, 5, 6, 7, 10, 11, 14, 21  
XVI. Matching : 6  
XVII. Multiple Choice : 1 | 11 |
| 2.  | Adjectives | XII. Crossword Puzzles: 9, 11, 15, 16, 21, 22, 23  
XIII. Matching : -  
XIV. Multiple Choice : 4, 5 | 9 |
| 3.  | Adverbs    | XII. Crossword Puzzles: 2, 17, 20  
XIII. Matching : 2, 3, 4  
XIV. Multiple Choice : 3 | 7 |
| 4.  | Verbs      | XII. Crossword Puzzles: 1, 3, 8, 12, 13, 18, 19,  
XIII. Matching : 5  
XIV. Multiple Choice : 2 | 10 |
|     |            | **Total**            | 35    |
IV. Match the words below with their appropriate meaning by writing a, b, c, d, e, f, g, h, i, j, k, l, m, n, or o on the spaces provided. Number 1 is done as the example.

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Spend</td>
<td>q) benar-benar</td>
</tr>
<tr>
<td>2.</td>
<td>Sometime</td>
<td>r) menangkap</td>
</tr>
<tr>
<td>3.</td>
<td>White</td>
<td>s) orang tua</td>
</tr>
<tr>
<td>4.</td>
<td>Suddenly</td>
<td>t) kadang-kadang</td>
</tr>
<tr>
<td>5.</td>
<td>Finally</td>
<td>u) pemilik</td>
</tr>
<tr>
<td>6.</td>
<td>Really</td>
<td>v) berteriak</td>
</tr>
<tr>
<td>7.</td>
<td>What</td>
<td>w) layak, pantas</td>
</tr>
<tr>
<td>8.</td>
<td>Decided</td>
<td>x) menatap</td>
</tr>
<tr>
<td>9.</td>
<td>Terrible</td>
<td>y) akhirnya</td>
</tr>
<tr>
<td>10.</td>
<td>Painful</td>
<td>z) memutuskan</td>
</tr>
<tr>
<td>11.</td>
<td>Reasonable</td>
<td>aa) apakah</td>
</tr>
<tr>
<td>12.</td>
<td>Catch</td>
<td>bb) buruk sekali</td>
</tr>
<tr>
<td>13.</td>
<td>Gazed</td>
<td>cc) putih</td>
</tr>
<tr>
<td>14.</td>
<td>Parents</td>
<td>dd) tiba-tiba</td>
</tr>
</tbody>
</table>
Choose the best answer by crossing a, b, c or d to complete the following sentences.

1. What is the colour of snow?
   a. black       c. white
   b. red         d. yellow

2. Popular style of clothes, hair, etc. What is it?
   a. discount    c. hobby
   b. fashion     d. habitual

3. Amount of money that you have to pay for something. What is it?
   c. discount    c. shopping
   d. price       d. stocking

4. After finding what she wanted, she went home. What is the similar meaning of the underlined word?
   a. before      c. next
   b. between     d. yet

5. She gazed at a pair of fur-lined high boots on display. What is the similar meaning of the underlined word?
   a. long        c. small
   b. short       d. tall

6. Sally was wearing a pair of stockings made of fine white lace. What is the similar meaning of the underlined word?
a. bad
b. good
c. beautiful
d. amazing

7. She kept looking at Sally’s stockings made of fine white lace. What is the similar meaning of the underlined word?
   a. gave
   b. look
   c. continued
   d. took

8. Wall that is made of wood or metal. What is it?
   a. picture
   b. window
   c. doormat
   d. fence

9. She wanted to buy a pair of shoes as her old ones were worn out. What is the similar meaning of the underlined word?
   a. couple
   b. two
   c. twin
   d. same

10. Sally went out window shopping with her friends. What is the opposite meaning of the underlined word?
    a. came
    b. leave
    c. departured
    d. took

11. Sally was wearing a pair of stockings made of fine white lace. What is the similar meaning of the underlined word?
    a. opening
    b. using
    c. closing
    d. sticking

12. What is the ordinal number of one?
    a. first
    b. second
    c. third
    d. fourth

13. We were struggling to ran as fast as we can. What is the opposite meaning of the underlined word?
    a. quickly
    b. hard
    c. slowly
    d. softly

14. We were very afraid but we don’t know what to do. What is the opposite meaning of the underlined word?
    a. afraid
a. brave          c. fear
b. weak          d. arogant

15. It was really painful. What is the similar meaning of the underlined word?
   a. honestly          c. trully
   b. responbility      d. rarely

VI. Complete the following Crossword Puzzles with the suitable words.
    Number 1 is done as the example.

 ➢ Across
1. Game that is played by two teams of 11 players
3. The similar meaning of “looked”
5. The similar meaning of “screamed”
6. The opposite meaning of “long”
7. Round equipment that is used to playing football
8. The opposite meaning of “strong”

 ➢ Down
1. The similar meaning of “afraid”
2. The opposite meaning of “alone”
3. The similar meaning of “voice”
4. The similar meaning of “price”
6. The opposite meaning of “stopped”

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>b</th>
<th>A</th>
<th>L</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 | o | O | t | b | A | l | t | 3 | 4
Key Answer!

I. Matching
1. P
2. D
3. M
4. N
5. I
6. A
7. K
8. J
9. L
10. O
11. G
12. B
13. H
14. C
15. E
16. F

II. Multiple Choice
1. C
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>t</td>
<td>o</td>
<td>O</td>
<td>t</td>
<td>b</td>
<td>A</td>
<td>l</td>
<td>l</td>
<td>t</td>
<td>o</td>
<td>O</td>
<td>t</td>
</tr>
<tr>
<td>2</td>
<td>e</td>
<td>o</td>
<td>e</td>
<td>o</td>
<td>e</td>
<td>o</td>
<td>e</td>
<td>o</td>
<td>e</td>
<td>o</td>
<td>e</td>
<td>o</td>
</tr>
<tr>
<td>3</td>
<td>s</td>
<td>a</td>
<td>w</td>
<td>g</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>4</td>
<td>O</td>
<td>r</td>
<td>e</td>
<td>o</td>
<td>O</td>
<td>r</td>
<td>e</td>
<td>o</td>
<td>O</td>
<td>r</td>
<td>e</td>
<td>o</td>
</tr>
<tr>
<td>5</td>
<td>U</td>
<td>t</td>
<td>s</td>
<td>U</td>
<td>t</td>
<td>s</td>
<td>U</td>
<td>t</td>
<td>s</td>
<td>U</td>
<td>t</td>
<td>s</td>
</tr>
<tr>
<td>6</td>
<td>N</td>
<td>s</td>
<td>h</td>
<td>o</td>
<td>U</td>
<td>t</td>
<td>e</td>
<td>d</td>
<td>N</td>
<td>s</td>
<td>h</td>
<td>o</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td>e</td>
<td>t</td>
<td>D</td>
<td>e</td>
<td>t</td>
<td>D</td>
<td>e</td>
<td>t</td>
<td>D</td>
<td>e</td>
<td>t</td>
</tr>
<tr>
<td>8</td>
<td>w</td>
<td>e</td>
<td>a</td>
<td>K</td>
<td>w</td>
<td>e</td>
<td>a</td>
<td>K</td>
<td>w</td>
<td>e</td>
<td>a</td>
<td>K</td>
</tr>
<tr>
<td>9</td>
<td>b</td>
<td>a</td>
<td>L</td>
<td>b</td>
<td>a</td>
<td>L</td>
<td>b</td>
<td>a</td>
<td>L</td>
<td>b</td>
<td>a</td>
<td>L</td>
</tr>
<tr>
<td>10</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
<td>r</td>
</tr>
<tr>
<td>11</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
<td>t</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# THE DISTRIBUTION OF THE TEST ITEMS (CYCLE 2, LESSON PLAN 1)

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary</th>
<th>Number of Test Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nouns</td>
<td>XVIII. Crossword Puzzles: 3, 4, 7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>XIX. Matching: 14, 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>XX. Multiple Choice: 2, 3, 8, 9, 12</td>
<td></td>
</tr>
</tbody>
</table>

| 2.  | Adjectives | XV. Crossword Puzzles: 1, 6, 8 | 11    |
|     |            | XVI. Matching: 3, 9, 10, 11 |       |
|     |            | XVII. Multiple Choice: 1, 5, 6, 14 |   |

| 3.  | Adverbs    | XV. Crossword Puzzles: 2 | 9     |
|     |            | XVI. Matching: 2, 4, 5, 6, 7 |       |
|     |            | XVII. Multiple Choice: 4, 13, 15 |       |

| 4.  | Verbs      | XV. Crossword Puzzles: 3, 5, 6 | 10    |
|     |            | XVI. Matching: 8, 12, 13, 16 |       |
|     |            | XVII. Multiple Choice: 7, 10, 11 |   |

| Total | 40 |


The results of the observations are presented in the following table (Appendix I)

**The Result of The Students’ Participation Observation in Cycle 1**

<table>
<thead>
<tr>
<th>Number of Subjects</th>
<th>Meeting 1</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Meeting 2</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Active</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Passive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>√</td>
<td>-</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>37</td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>√</td>
<td></td>
<td>√</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>29</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>78.38</td>
<td>21.62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## The students’s Participation in Cycle 2

<table>
<thead>
<tr>
<th>Number of Subjects</th>
<th>Meeting 1</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Meeting 2</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Active</td>
<td>Passive</td>
<td>Active</td>
<td>Passive</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>30</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>31</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>32</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>33</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>34</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>35</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>36</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>37</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>19</td>
<td>28</td>
<td>32</td>
<td>36</td>
<td>37</td>
<td>20</td>
<td>29</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>81.08</td>
<td>18.91</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>83.78</td>
<td>16.21</td>
</tr>
</tbody>
</table>
# The Results of the Students’ Vocabulary Test in Cycle 1 (Appendix K)

<table>
<thead>
<tr>
<th>No</th>
<th>Subjects</th>
<th>Score</th>
<th>Achieved</th>
<th>not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achmad Hamzah</td>
<td>80</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Adinda Fibrianti M</td>
<td>60</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Adisti Putri P</td>
<td>80</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Afifah Sahira B</td>
<td>75</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Rusnan A</td>
<td>70</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Andicko Prasatya</td>
<td>87.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Anis Agustina</td>
<td>75</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ardiansyah Putra P</td>
<td>85</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Aulya Muharomah</td>
<td>87.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dimas Wahyu H</td>
<td>85</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Dinda Laila R</td>
<td>70</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>Diska Fuji R</td>
<td>62.5</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>13</td>
<td>Dwi Intan Fatimatus</td>
<td>77.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Eka Alvin</td>
<td>87.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Fahiruosi</td>
<td>85</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Heni Wahyuni</td>
<td>77.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Insany Salsa Bila</td>
<td>75</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Intan Khoirun N</td>
<td>62.5</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>19</td>
<td>Jodi Angger W</td>
<td>87.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Lutfi Anindhiya</td>
<td>80</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>M. Abdul Mahsan A</td>
<td>77.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>M. Farizal Rohman</td>
<td>77.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>M. Syahdilla P</td>
<td>82.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Maulana Malik I</td>
<td>75</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Mella Handini T</td>
<td>65</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>26</td>
<td>Muhammad Agil Y</td>
<td>77.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Muhammad Nurulloh</td>
<td>80</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Nabilah Zulfa</td>
<td>65</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>29</td>
<td>Nur Ikhsan A</td>
<td>80</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Putri Ayu N</td>
<td>85</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Ria Novita Sari</td>
<td>80</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Saiful Anam</td>
<td>75</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Sara auliyah S</td>
<td>80</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Syaiful Rizal</td>
<td>82.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Tsurayya Alafia Z</td>
<td>87.5</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Windah Atika Putri</td>
<td>70</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Veryansyah Maulana</td>
<td>60</td>
<td>-</td>
<td>√</td>
</tr>
</tbody>
</table>

| Total | 2850 | 29 | 8 |
## The Results of the Students’ Vocabulary Test in Cycle 2 (Appendix L)

<table>
<thead>
<tr>
<th>No</th>
<th>Subjects</th>
<th>Score</th>
<th>Achieved</th>
<th>Not achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achmad Hamzah</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Adinda Fibrianti M</td>
<td>60</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Adisti Putri P</td>
<td>75</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Afifah Sahira B</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Rusnan A</td>
<td>70</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Andicko Prasatya</td>
<td>87.5</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Anis Agustina</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ardiansyah Putra P</td>
<td>85</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Aulya Muharomah</td>
<td>90</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dimas Wahyu H</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Dinda Laila R</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Diska Fuji R</td>
<td>62.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Dwi Intan Fatimatus</td>
<td>75</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Eka Alvin</td>
<td>92.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Fahrurozi</td>
<td>87.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Heni Wahyuni</td>
<td>77.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Insany Salsa Bila</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Intan Khoirun N</td>
<td>65</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Jodi Angger W</td>
<td>85</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>Lutfi Anindhiya</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>M. Abdul Mahsan A</td>
<td>77.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>M. Farizal Rohman</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>M. Syahdilla P</td>
<td>82.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Maulana Malik I</td>
<td>77.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Mella Handini T</td>
<td>65</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Muhammad Agil Y</td>
<td>77.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Muhammad Nurulloh</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Nabilah Zulfa</td>
<td>65</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Nur Ikhsan A</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Putri Ayu N</td>
<td>82.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Ria Novita Sari</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Saiful Anam</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Sara auliyah S</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Syaiful Rizal</td>
<td>85</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Tsurayya Alifia Z</td>
<td>87.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Windah Atika Putri</td>
<td>75</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>37</td>
<td>Veryansyah Maulana</td>
<td>67.5</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>2945</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>
The Results of the Students’ Vocabulary Test in Cycle 2 (Appendix L)

<table>
<thead>
<tr>
<th>No</th>
<th>Subjects</th>
<th>Score</th>
<th>Achieved</th>
<th>Not achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achmad Hamzah</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Adinda Fibrianti M</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Adisti Putri P</td>
<td>75</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Afifah Sahira B</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Rusnan A</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Andicko Prasatya</td>
<td>87.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Anis Agustina</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ardiansyah Putra P</td>
<td>85</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Aulya Muharomah</td>
<td>90</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dimas Wahyu H</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Dinda Laila R</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Diska Fuji R</td>
<td>62.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Dwi Intan Fatimatus</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Eka Alvin</td>
<td>92.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Fahrurrozi</td>
<td>87.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Heni Wahyuni</td>
<td>77.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Insany Salsa Bila</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Intan Khoirun N</td>
<td>65</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>Jodi Angger W</td>
<td>85</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Lutfi Anindhiya</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>M. Abdul Mahsan A</td>
<td>77.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>M. Farizal Rohman</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>M. Syahdilla P</td>
<td>82.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Maulana Malik I</td>
<td>77.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Mella Handini T</td>
<td>65</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>Muhammad Agil Y</td>
<td>77.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Muhammad Nurulloh</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Nabilah Zulfa</td>
<td>65</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>Nur Ikhsan A</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Putri Ayu N</td>
<td>82.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Ria Novita Sari</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Saiful Anam</td>
<td>75</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Sara auliyah S</td>
<td>80</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Syaiful Rizal</td>
<td>85</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Tsurayya Alifia Z</td>
<td>87.5</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Windah Atika Putri</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Veryansyah Maulana</td>
<td>67.5</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Total: 2945 30 7
## Nilai Pengetahuan

<table>
<thead>
<tr>
<th>No</th>
<th>N. Harian</th>
<th>Nama</th>
<th>Nilai Pengetahuan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1651</td>
<td>Achmad Hamzah</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>1759</td>
<td>Adinda Fibranti M</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>1653</td>
<td>Adisti Putri P</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>1688</td>
<td>Afifah Sahira B</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>1724</td>
<td>Ahmad Rusnan A</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>1762</td>
<td>Andicko Prasatya</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>1692</td>
<td>Anis Agustina</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>1798</td>
<td>Ardiansyah Putra P</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>1799</td>
<td>Aulya Muharomah</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>1801</td>
<td>Dimas Wahyu H</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>1802</td>
<td>Dinda Laila R</td>
<td>62</td>
</tr>
<tr>
<td>12</td>
<td>1733</td>
<td>Diska Fuji R</td>
<td>51</td>
</tr>
<tr>
<td>13</td>
<td>1803</td>
<td>Dwi Intan Fatimatus</td>
<td>62</td>
</tr>
<tr>
<td>14</td>
<td>1838</td>
<td>Eka Alvin</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>1769</td>
<td>Fahrurozi</td>
<td>62</td>
</tr>
</tbody>
</table>

## Nilai Keterampilan

<table>
<thead>
<tr>
<th>No</th>
<th>N. Harian</th>
<th>Nilai Keterampilan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Praktik</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1651</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1759</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1653</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1688</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1724</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1762</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1692</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1798</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1799</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1801</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1802</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1733</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>1803</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>1838</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1769</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>16</td>
<td>1699</td>
<td>Heni Wahyuni</td>
</tr>
<tr>
<td>17</td>
<td>1810</td>
<td>Insany Salsa Bila</td>
</tr>
<tr>
<td>18</td>
<td>1739</td>
<td>Intan Khoirun N</td>
</tr>
<tr>
<td>19</td>
<td>1740</td>
<td>Jodi Angger W</td>
</tr>
<tr>
<td>20</td>
<td>1814</td>
<td>Lutfi Anindhiya</td>
</tr>
<tr>
<td>21</td>
<td>1742</td>
<td>M. Abdul Mahsan A</td>
</tr>
<tr>
<td>22</td>
<td>1702</td>
<td>M. Farizal Rohman</td>
</tr>
<tr>
<td>23</td>
<td>1816</td>
<td>M. Syahdilla P</td>
</tr>
<tr>
<td>24</td>
<td>1671</td>
<td>Maulana Malik I</td>
</tr>
<tr>
<td>25</td>
<td>1777</td>
<td>Mella Handini T</td>
</tr>
<tr>
<td>26</td>
<td>1708</td>
<td>Muhammad Agil Y</td>
</tr>
<tr>
<td>27</td>
<td>1749</td>
<td>Muhammad Nurulloh</td>
</tr>
<tr>
<td>28</td>
<td>1780</td>
<td>Nabilah Zulfa</td>
</tr>
<tr>
<td>29</td>
<td>1783</td>
<td>Nur Ikhsan A</td>
</tr>
<tr>
<td>30</td>
<td>1823</td>
<td>Putri Ayu N</td>
</tr>
<tr>
<td>31</td>
<td>1753</td>
<td>Ria Novita Sari</td>
</tr>
<tr>
<td>32</td>
<td>1683</td>
<td>Saiful Anam</td>
</tr>
<tr>
<td>33</td>
<td>1789</td>
<td>Sara Auliyah S</td>
</tr>
<tr>
<td>34</td>
<td>1826</td>
<td>Syaiful Rizal</td>
</tr>
<tr>
<td>35</td>
<td>1719</td>
<td>Tsurayya Alifia Z</td>
</tr>
<tr>
<td>36</td>
<td>1758</td>
<td>Windah Atika Putri</td>
</tr>
<tr>
<td>37</td>
<td>1794</td>
<td>Veryansyah Maulana</td>
</tr>
</tbody>
</table>
The researcher taught vocabulary by using Crossword Puzzles in Cycle 1
The researcher as the English teacher, and the English teacher as observer in Cycle 1

The activity in the classroom
The student filling the Crossword Puzzles
The Researcher with the Students’s and the English Teacher VIII A in SMPN 5 Lumajang