



**THE EFFECT OF USING CROSSWORD PUZZLES ON THE EIGHTH  
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT MTS  
KEBUNREJO BANYUWANGI**

**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:**

**RINI ARISTA**

**100210401071**

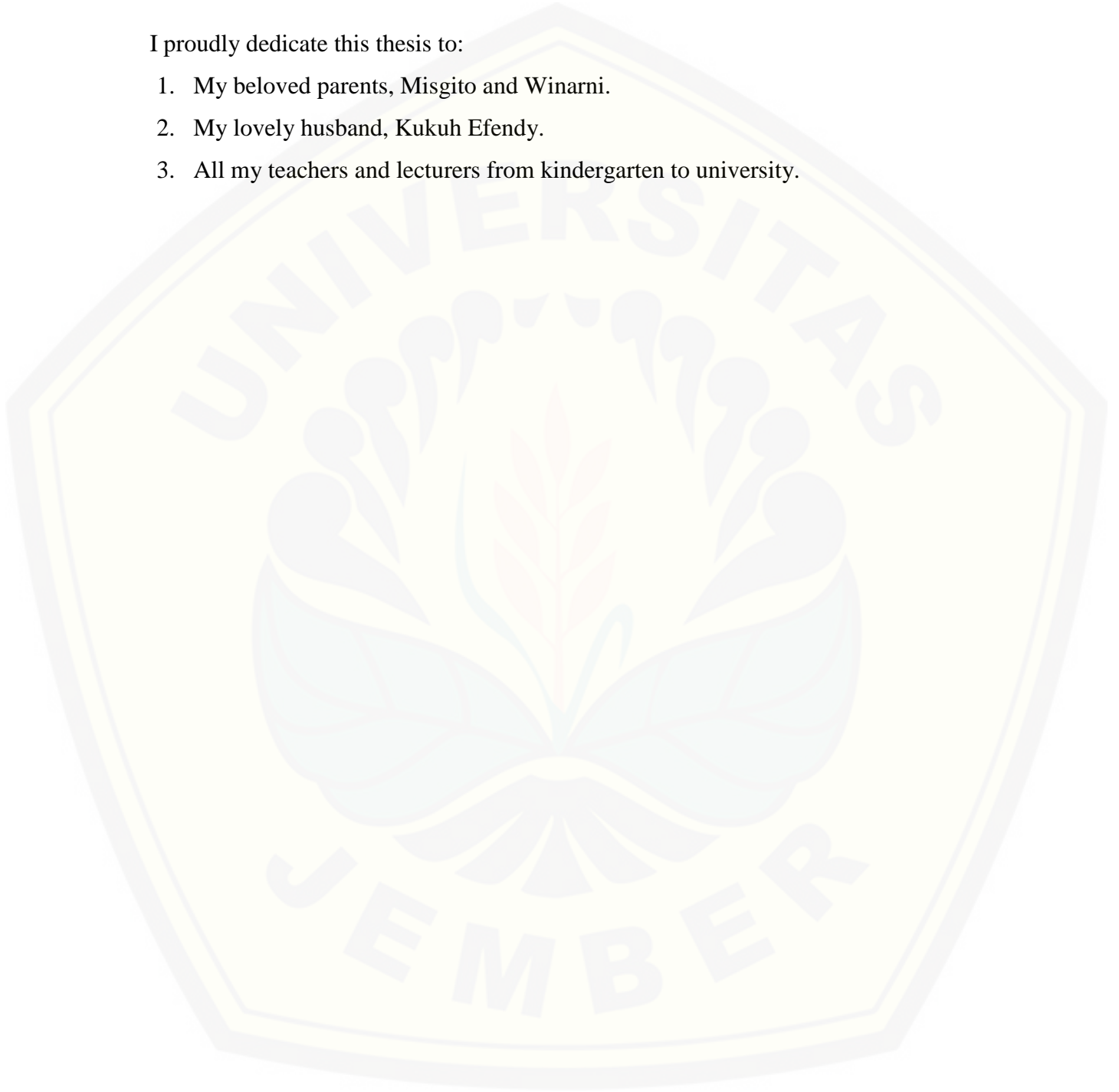
**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2015**

**DEDICATION**

I proudly dedicate this thesis to:

1. My beloved parents, Misgito and Winarni.
2. My lovely husband, Kukuh Efendy.
3. All my teachers and lecturers from kindergarten to university.



**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, March 12<sup>th</sup>, 2015

Rini Arista

NIM. 100210401071

**CONSULTANT'S APPROVAL**

**THE EFFECT OF USING CROSSWORD PUZZLES ON THE EIGHTH  
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT MTS  
KEBUNREJO BANYUWANGI**

**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

Name : Rini Arista  
Identification Number : 100210401071  
Level : 2010  
Place and Date of Birth : Banyuwangi, December 22<sup>nd</sup>, 1991  
Department : Language and Arts Education  
Study Program : English Language Education

Approved by:

The First Consultant

The Second Consultant

Dra. Made Adi Andayani T.M.Ed  
NIP. 19630323 198902 2 00 1

Dra. Siti Sundari, M.A.  
NIP. 19581216 19880 22 00 1

**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 : April 24<sup>th</sup>, 2015

Place : The Faculty of Teacher Training and Education

**Examiner Team**

The Chairperson,

The Secretary,

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

Dra. Siti Sundari, M.A.  
NIP. 19581216 198802 2 00 1

Member I,

Member II,

Dra. Made Adi Andayani T,M.Ed  
NIP. 19630323 198902 2 00 1

Dra. Wiwiek Eko Bindarti, M.Pd  
NIP. 19561214 198503 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 : “The Effect of Using Crossword Puzzles on the Eighth Grade Students’ Vocabulary Achievement at MTs Kebunrejo Banyuwangi”.

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. Made Adi Andayani T,M.Ed. and Dra. Siti Sundari, M.A for their guidance and suggestions in accomplishing this thesis;
5. The Principal, the English teacher and the eighth grade students of MTs Kebunrejo Banyuwangi in the 2014/2015 academic year who helped me obtain the research data;
6. All of my beloved friends in “Li-Lo”, who always support and help me to finish this thesis;
7. My friends, Jazilatul Ifah, Luluk Mukarromah, Hesta Hamzih, Wias Marita, and Ikrimah Nur Hanifa. Thank you for always being supportive to me.

Jember, March 12<sup>th</sup>, 2015

The Writer

**TABLE OF CONTENTS**

	<b>Pages</b>
<b>TITLE PAGE .....</b>	<b>i</b>
<b>DEDICATION.....</b>	<b>ii</b>
<b>MOTTO .....</b>	<b>iii</b>
<b>LETTER OF STATEMENT.....</b>	<b>iv</b>
<b>APPROVAL SHEET .....</b>	<b>v</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>THE LIST OF TABLES.....</b>	<b>xi</b>
<b>THE LIST OF APPENDICES.....</b>	<b>xii</b>
<b>SUMMARY .....</b>	<b>xiii</b>
<b>CHAPTER I. INTRODUCTION</b>	
<b>1.1 Background of the Research .....</b>	<b>1</b>
<b>1.2 Problems Formulation .....</b>	<b>4</b>
<b>1.3 Objectives of the Research .....</b>	<b>4</b>
<b>1.4 Significance of the Research.....</b>	<b>5</b>
1.4.1 The English Teachers.....	5
1.4.2 The Students.....	5
1.4.3 The Other Researchers .....	5
<b>CHAPTER II. REVIEW OF RELATED LITERATURE</b>	
<b>2.1 The Definition of Vocabulary and the Importance of Vocabulary .....</b>	<b>6</b>
<b>2.2 The Classification of Vocabulary.....</b>	<b>7</b>
2.2.1. Nouns .....	7
2.2.2 Verbs .....	8
2.2.3 Adjectives .....	9

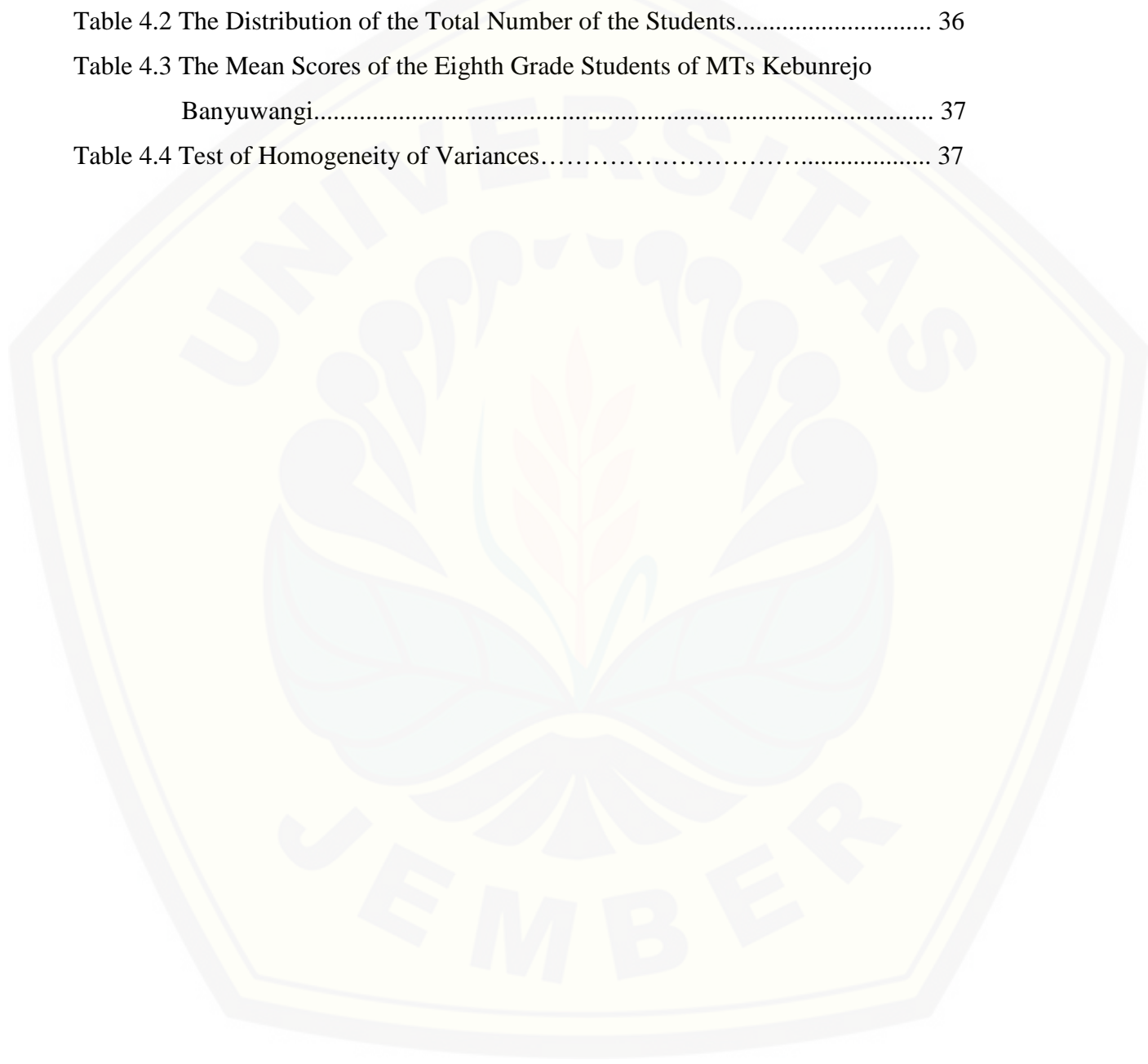


2.2.4 Adverbs .....	10
<b>2.3 Vocabulary Achievement .....</b>	<b>10</b>
<b>2.4 Techniques in Teaching Vocabulary .....</b>	<b>11</b>
<b>2.5 The Use of Game and Kinds of Game in Teaching Vocabulary .....</b>	<b>12</b>
<b>2.6 Crossword Puzzle</b>	
2.6.1 The Definitions of Crossword Puzzle .....	13
2.6.2 The Classification of Crossword Puzzle .....	14
2.6.3 The Procedures of Using Crossword Puzzle in Vocabulary Teaching ....	16
2.6.4 The Advantages and Disadvantages of Using Crossword Puzzle.....	18
2.6.5 The Effect of Using Crossword puzzle on Vocabulary Achievement .....	19
<b>2.7 Recount Text .....</b>	<b>20</b>
<b>2.8 The Alternative Hypothesis of the Research .....</b>	<b>20</b>
<b>CHAPTER III. RESEARCH METHOD</b>	
<b>3.1 Research Design .....</b>	<b>21</b>
<b>3.2 Area Determination Method .....</b>	<b>23</b>
<b>3.3 Respondent Determenation Method.....</b>	<b>24</b>
<b>3.4 Data Collection Methods .....</b>	<b>25</b>
3.4.1 Vocabulary Test .....	25
3.4.2 Interview .....	30
3.4.3 Documentation .....	31
<b>3.5 Data Analysis Method.....</b>	<b>31</b>
<b>3.6 Operational Definitions of the Terms</b>	
3.6.1 Crossword Puzzle .....	32
3.6.2 Vocabulary Achievement.....	33
<b>CHAPTER IV. RESULT AND DISCUSSION</b>	
<b>4.1 The Description of the Treatment .....</b>	<b>34</b>
<b>4.2 The Result of Supporting Data .....</b>	<b>35</b>
4.2.1 The Result of Interview.....	35
4.2.2 The Result of Documentation .....	35

<b>4.3 The Result of Homogeneity Test</b> .....	36
<b>4.4 The Result of Try Out Test</b> .....	38
4.4.1 The Analysis of the Test Validity .....	38
4.4.2 The Analysis of Difficulty Index .....	38
4.4.3 The Analysis of Reliability Coefficient .....	39
<b>4.5 The Result of Primary Data</b> .....	41
4.5.1 The Result of Post Test .....	41
4.5.2 The Analysis of Post Test Scores.....	41
<b>4.6 The Hypothesis Verification</b> .....	44
<b>4.7 DRE (Degree of Relative Effectiveness)</b> .....	44
<b>4.8 Discussion</b> .....	45
<b>CHAPTER V. CONCLUSION AND SUGGESTIONS</b>	
<b>5.1 Conclusion</b> .....	48
<b>5.2 Suggestions</b> .....	48
5.2.1 The English Teacher .....	48
5.2.2 The Students.....	49
5.2.3 The Future Researchers.....	49
<b>REFERENCES</b> .....	50
<b>APPENDICES</b> .....	53

**THE LIST OF TABLES**

Table 2.1 Regular Verbs.....	8
Table 2.2 Irregular Verbs.....	9
Table 3.1 The Distribution of the Test Items.....	26
Table 3.2 The Distribution of the Test Items for Post Test.....	30
Table 4.1 The Schedule of the Research Activities.....	34
Table 4.2 The Distribution of the Total Number of the Students.....	36
Table 4.3 The Mean Scores of the Eighth Grade Students of MTs Kebunrejo Banyuwangi.....	37
Table 4.4 Test of Homogeneity of Variances.....	37



**THE LIST OF APPENDICES**

A. Research Matrix .....	53
B. Supporting Data Instrument .....	55
C. The Result of Interview with the English Teacher .....	56
D. The Names of the Research Respondents	
D1. The Names of the Respondents of the Experimental Group .....	58
D2. The Names of the Respondents of the Control Group .....	59
E. Homogeneity Test .....	61
F. The Homogeneity Test Scores .....	67
G. Try Out Test .....	69
H. The Result of Try Out Test Analysis	
H1. The Analysis of the Odd Numbers of the Try Out Test Items .....	80
H2. The Analysis of the Even Numbers of the Try Out Test Items .....	82
I. The Result of Difficulty Index Analysis .....	84
J. The Calculation of Odd and Even Number of Try Out Test .....	87
K. Lesson Plan for the Experimental Group Meeting 1 .....	89
L. Lesson Plan for the Control Group Meeting 1 .....	101
M. Lesson Plan for the Experimental Group Meeting 2 .....	113
N. Lesson Plan for the Control Group Meeting 2 .....	126
O. Post Test .....	138
P. Post Test Scores .....	148
Q. Permission Letter of Conducting Research from the Faculty of Teacher Training and Education Jember University .....	150
R. Statement Letter for Accomplishing the Research from the Principal of MTs Kebunrejo Banyuwangi .....	151

## SUMMARY

**The Effect of Using Crossword Puzzles on the Eighth Grade Students' Vocabulary Achievement at MTs kebunrejo Banyuwangi;** Rini Arista, 100210401071; 2015; 52 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of the language components that is essential to be mastered by the students. It is very important for the students to learn vocabulary in order to support the four language skills. It means that it is impossible to learn a language without vocabulary because the language itself consists of vocabulary. Therefore, the students should have enough vocabulary if they want to master a language. In order to make the students more interested in learning vocabulary, the teacher should use an appropriate and interesting technique in the teaching learning process. Since, an interesting teaching technique will make the students more enthusiastic in following the teaching learning process so that the students will get better vocabulary achievement.

One of the techniques that can be used by the teacher to make the students more interested in learning vocabulary is by using games. Games are highly motivating because they are amusing and interesting. By using a game, the students can involve into many activities which are useful for the teaching learning process. There are many kinds of game which can be used in teaching vocabulary and one of them is Crossword Puzzle. It shows that Crossword Puzzle is one kind of game that can be used in teaching and learning vocabulary. By using Crossword Puzzles, the students will be more interested and feel more relax in learning the vocabulary. In addition, if the students feel more interested and more relax in learning vocabulary, they will be easier to understand the words they are learning so that it will affect their vocabulary achievement.

This research was a quasi experimental research. The objective of this research was to know whether or not there was a significant effect of using



Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi in the 2014/2015 academic year. The area of this research was MTs Kebunrejo Banyuwangi. This school was chosen purposively because the use of Crossword Puzzles had never been applied in teaching learning process in this school. The population of this research was the eighth grade students of MTs Kebunrejo Banyuwangi in the 2014/2015 academic year. The research respondents of this research were chosen by using cluster random sampling by lottery since the population was homogeneous based on the result of homogeneity test. The total number of the respondents was 83 students which consisted of 38 students of VIII D as the experimental group taught vocabulary using Crossword Puzzles, while the control group consisted of 46 students of class VIII E taught vocabulary by using Question-Answer technique.

The data of this research were collected from the students' scores of vocabulary test, interview, and documentation. The vocabulary achievement was collected from the vocabulary post test score. Then, the scores were analyzed statistically by using t-test formula to find the significant difference between the experimental and the control group. The result of t-test formula analysis showed that the value of t-test was higher than that of t-table ( $3.582 > 1.989$ ). It means that there was a statistical difference between the experimental and the control groups. It indicated that there was a significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi in the 2014/2015 academic year.



## CHAPTER 1 INTRODUCTION

This chapter describes the background of the research, problem formulation, objective of the research, and the significance of the research.

### 1.1 Background of the Research

Language has an important role in education. By using a language, the process of the teaching learning process will run well. In educational institutions from the elementary level until university level, the students learn some languages. One of the languages that is learnt by the students is English. As we know, English is an International language, it is very useful for the students to communicate with other people from other countries. Not only in communication, but English is also used in many aspects of life such as, technology, culture, and arts. Furthermore, if the students can master English, they will have more chance to get jobs in the future.

Based on the reasons above, Indonesian government has decided English as a subject that is taught to the students of elementary school, high school, and university level. There are three objectives of teaching English subject in junior high school.

“(1) to develop communicative competence in both spoken and written forms to achieve functional literacy level, (2) to create awareness about the nature and the importance of English to increase national competitiveness in global society, and (3) to develop students’ understanding about the linkage between language and culture” (BSNP, 2006:278).

Based on the objectives mentioned above, the students are expected to master English well. There are four language skills that should be mastered by the students, namely listening, speaking, reading, and writing, and the language components, such as grammar, vocabulary, and pronunciation. To support the

language skills, it is very important for the students to learn vocabulary, since it will help the students learn English easily.

Vocabulary is the knowledge of meanings of words (Hiebert and Kamil: 2005:3). It means that learning a vocabulary is also learning about its meaning. Without understanding the meaning of words, the students will be difficult to use the language. They will not be able to understand about the language in the spoken or written form.

As what have been stated above, vocabulary is very important in learning English. According to Wilkins (1972), in Thornbury (2007:13), without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. This view was supported by Dellar and Hocking (2000), in Thornbury (2007:13):

“If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”

It means that, it is impossible to learn a language without vocabulary because the language itself consists of vocabulary. Vocabulary is really important in communication. Without vocabulary, we cannot express our ideas and difficult to understand the meaning of the messages or utterances. Even though vocabulary is not the main goal of the learning process, it is important to support the language skills. In other words, when we learn the English skills, such as reading, speaking, writing, and listening, we also need to learn about words.

Many students still have some difficulties in learning vocabulary. This situation can be caused by many factors. One of them is the way of the teacher to teach the vocabulary. In teaching the vocabulary, the teacher asks the students to read the texts or books, and then find the difficult vocabulary. After that, the students are asked to memorize the vocabulary that has been taught by the teacher, while, many students still difficult to memorize the words. In this situation, the students often feel bored to follow the teaching learning process. Sometimes, the students find difficulties in understanding the teacher's instruction. It makes the result of the teaching learning process not able to be achieved well.

Before conducting the research, a preliminary study was done by interviewing the English teacher of MTs Kebunrejo Banyuwangi on August 25<sup>th</sup> 2014. Based on the result of interview, the teacher said that vocabulary was taught integrated with the other language skills, covering listening, speaking, reading, and writing. She also said that the students still have some difficulties in learning vocabulary. Those difficulties make the students difficult to enlarge their vocabulary. In teaching vocabulary, the teacher asks the students to find the difficult words. After finding the difficult words, the students are asked to memorize the words. The students, particularly make mistakes that are obviously related to confusion of the form of one word with the forms of other words (Hatch and Brown 1995:378). The students also often feel bored to follow the teaching learning process. Based on the condition above, the researcher suggested the English teacher to make the classroom more interesting by using some more attractive techniques to teach the vocabulary.

One of the techniques that can be used by the teacher to solve those problems is by using a game. Ersoz (2000:1) states that games are highly motivating because they are amusing and interesting. By using a game, the students can involve into many activities which are useful for the teaching learning process. There are lots of games that can be used in the teaching learning process, especially in teaching vocabulary. Useful games are those that encourage learners to recall words and, preferably, at speed (Thornbury, 2007:102). According to Gilbert et al. (2011:178) there are many kinds of game which can be used in teaching vocabulary and one of them is Crossword Puzzles. Furthermore, Karim and Hasbullah (1986:2.36) state that with Crossword Puzzles, students are trained to think and look for the relationship with their knowledge to fill in the Crossword Puzzles. Those statements affirm that Crossword Puzzle is one kind of game that can be used in teaching and learning vocabulary. By using Crossword Puzzles, the students will be more interested in learning the vocabulary. They feel interested in finding the correct words to fill in the squares both horizontally and vertically based on the clues given. Besides, the students also can learn many new

vocabularies from the clues of the Crossword Puzzles and the words asked in the clues of the Crossword Puzzles.

Some previous research findings on the use of Crossword Puzzles were conducted by some researchers. A research that was conducted by Sandy (2011) proved that there was a significant effect of using Crossword Puzzles on the tenth year students' vocabulary achievement of SMAN Tempeh Lumajang with the degree of relative effectiveness 4,8 %. It means that teaching vocabulary by using Crossword Puzzles is more effective than teaching vocabulary without using the Crossword Puzzles. Another research that was conducted by Rahmawati (2004) proved that there was a significant effect of using Crossword Puzzles on the tenth year students' vocabulary achievement at SLTPN 6 Jember with the degree of relative effectiveness 6.16 %. From the results of the previous researches above, it can be concluded that there was a significant effect of using Crossword Puzzles on the students' vocabulary achievement. In other words, we can say that Crossword Puzzles were effective for teaching vocabulary to the students.

Based on the reasons above, the writer conducted a research entitled the effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement in MTs Kebunrejo Banyuwangi.

### **1.2 Problem Formulation**

Based on the background above, the research problem was formulated as the following:

Is there any significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi in the 2014/2015 academic year?

### **1.3 Objective of the Research**

Based on the background that has been explained above, the objective of the research was to know whether or not there is a significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi in the 2014/2015 academic year.



#### **1.4 Significance of the Research**

The results of the research are expected to be useful for the following people.

##### **1.4.1 For the English Teacher**

The results of this research are expected to be useful for the English teacher as information and consideration to enrich the media in teaching vocabulary to make the students more interested in learning vocabulary, especially by using Crossword Puzzles.

##### **1.4.2 For the Students**

The results of this research are expected to give the students motivation and have more attractive learning by using the Crossword Puzzles, in order that they can get better vocabulary achievement, especially in comprehending words, sentences, and paragraphs.

##### **1.4.3 For the Future Researchers**

The results of this experimental research are expected to be useful for the future researchers as a reference to conduct a further research with the different research design with different levels of students and different schools.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about the theories related to the Crossword Puzzles and vocabulary. They are the definitions and the importance of vocabulary, the classifications of vocabulary, the students' vocabulary achievement, techniques in teaching vocabulary, games, the definitions of Crossword Puzzles, kinds of Crossword Puzzles, the procedures of using Crossword Puzzles in teaching vocabulary, the advantages and disadvantages of using Crossword Puzzles in teaching vocabulary, the effect of using Crossword Puzzles on the students' vocabulary achievement, the definition of recount text, and the hypothesis of the research.

#### **2.1 The Definitions and the Importance of Vocabulary**

There are some definitions of vocabularies. (Hiebert and Kamil, 2005:3) define vocabulary as the knowledge of meanings of words. Besides, Hatch and Brown (1995:1) also define the term "vocabulary" as a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. It means that vocabulary is a tool that is used by the people for communicating with others.

Vocabulary is one of the most important aspects in learning a language, especially English. Thornbury (2002:13) explains that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If the language learners spend most of their time studying grammar, their English will not improve very much. They will get more improvement if they learn more about words and expressions. It shows that vocabulary is the basic knowledge that has to be mastered in learning a language. Vocabulary is a tool that is used to express ideas, feelings, and thoughts. If there is no sufficient knowledge of mastering vocabulary, it will be



difficult for someone to express his ideas easily or even difficult in communicating with others.

## 2.2 Classification of Vocabulary

Hatch and Brown (1995:218) state that terms used to classify words based on their functional categories called parts of speech, which include nouns, verbs, adjectives, and adverbs that are called large vocabulary. In addition, to these major classes, there are pronouns, prepositions, conjunctions, and interjections that are called small vocabulary.

This research focused on discussing about the parts of speech that include nouns, verbs, adjectives, and adverbs. These large vocabularies are chosen based on the material given to the eighth grade students of Junior High School and the 2006 Institutional Based Curriculum (KTSP). Those parts of speech were discussed briefly in the following parts.

### 2.2.1 Nouns

According to Hatch and Brown (1995:219), a noun refers to a person, place, or thing. Further, Harmer (2001:37) defines a noun as a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. There are four kinds of nouns in English (Thomson and martinet, 1986:16). They are as follows.

1. Common nouns, for examples : dog, man, table, etc.
2. Proper nouns, for examples : France, Madrid, Mrs. Smith, Tom, etc.
3. Abstract nouns, for examples : beauty, charity, courage, fear, joy, etc.
4. Collective nouns, for examples : crowd, flock, group, swarm, team, etc.

(Thomson and Martinet, 1986:16)

This research focused on common nouns and proper nouns. These kinds of nouns were chosen because they have been used as the teaching material of vocabulary and they were also suitable to be used as the teaching material of

vocabulary by using Crossword Puzzles for the eighth grade students at MTs Kebunrejo Banyuwangi.

### 2.2.2 Verbs

According to Hatch and Brown (1995:222), verbs are words that denote actions. Moreover, Harmer (2001:37) mentions that a verb is a word (or group of words) which is used to describe an action, an experience or a state. There are two kinds of verbs (Thomson and Martinet, 1986: 73) they are:

#### 1. Auxiliary verbs

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

#### 2. Ordinary verbs

There are two kinds of ordinary verbs, they are:

a) Regular verbs : in the simple past and the past participle are both by adding -d or -ed to the infinitive, for examples:

Table 2.1 Regular Verbs

<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>
Dance	Danced	Danced
Play	Played	Played
Walk	Walked	Walked

b) Irregular verb : in irregular past tense and past participle are not added by -d or -ed. However, it has no fixed rule, for examples:

Table 2.2 Irregular Verbs

<u>Present/infinitive</u>	<u>Past</u>	<u>Past participle</u>
Know	Knew	Known
Forget	Forgot	Forgotten

In this research, the researcher used ordinary verbs which cover regular and irregular verbs. Those kinds of verbs were chosen because the verbs were suitable to be used as the teaching material of vocabulary by using Crossword Puzzles for the eighth grade students at MTs Kebunrejo Banyuwangi.

### 2.2.3 Adjectives

According to Hatch and Brown (1995:228), adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. Furthermore, Thomson and Martinet (1986:22) classify adjectives into six kinds as the following:

1. Demonstrative adjectives, for examples : this, that, these, those
2. Distributive adjectives, for examples : each, every, either, and neither
3. Quantitative adjectives, for examples : some, any, no, little, many, much, one, and twenty
4. Interrogative adjectives, for examples : which, what, those
5. Possessive adjectives, for examples : my, your, his, her, its, Our, their
6. Adjective of quality, for examples : clever, dry, fat, golden, heavy, square

Thomson and Martinet (1986:22)

This research focused on distributive adjectives, quantitative adjectives, interrogative adjectives, and adjectives of quality. The researcher chose those

kinds of adjectives since these adjectives were mostly used by the teacher to teach the eighth grade students at MTs kebunrejo Banyuwangi.

#### 2.2.4 Adverbs

According to Hatch and Brown (1995:230) adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns. Thomson and Martinet (1986:32) mention eight kinds of adverbs as the following:

- |                  |                                               |
|------------------|-----------------------------------------------|
| 1. Manner        | : bravely, fast, happily, hard, quickly, etc. |
| 2. Place         | : by, down, here, near, there, etc.           |
| 3. Time          | : now, soon, still, then, today, etc.         |
| 4. Frequency     | : always, never, often, etc.                  |
| 5. Sentence      | : certainly, definitely, luckily, etc.        |
| 6. Degree        | : fairly, hardly, rather, very, etc.          |
| 7. Interrogative | : when, where, why.                           |
| 8. Relative      | : when, where, why.                           |

Thomson and Martinet (1986:32)

This research focused on adverbs of manner, adverbs of place, adverbs of time, adverbs of frequency, adverbs of degree, and adverbs of interrogative. Those kinds of verbs were chosen because they were appropriate for the eighth grade students at MTs Kebunrejo Banyuwangi.

### 2.3 Vocabulary Achievement

Vocabulary is a key aspect of language learning since it is a fundamental element of a language. Vocabulary acquisition always exists in the whole process of Second Language Acquisition, for example in learning English. Learning vocabulary is also regarded as necessary for understanding the grammatical structures of a language. That is why, vocabulary is very important for the students. It will also help the students in understanding English in spoken and written forms. Since vocabulary is really important, the teacher should help the students to acquire it. They should create some interesting techniques to improve the students' vocabulary achievement.



Achievement is the emphasis of what has been learned by the students on recent school learning (McMillan, 1992:117). In other words, achievement is the result that students have achieved on what have been learned that can be seen from their scores from the tests given. According to Hughes (2003:13) achievement tests are directly related to language courses, their purpose is to establish how successful individual students, groups of students, or the courses themselves have been achieving objectives.

In this research, vocabulary achievement dealt with the students' ability in achieving the collection of words recognized after learning vocabulary that was indicated by the scores of the vocabulary test. The students' vocabulary achievement was measured by the vocabulary test covering the uses of nouns, verbs, adjectives, and adverbs in the sentences.

#### **2.4 Techniques in Teaching Vocabulary**

In learning a foreign language, vocabulary is considered to be the most important part that has to be learnt, since vocabulary is the basic for learning any languages. Without having enough vocabulary, the students will be difficult in mastering the foreign language, especially English. They will be difficult in reading, writing, or speaking by using that language. In learning vocabulary, the students do not only learn or memorize the forms of the words, but also learn about the word meanings. Without mastering vocabulary, it is difficult to master the target language.

Therefore, the teacher should use an appropriate teaching technique in order to make the students learn the vocabulary more effectively and meaningfully. It will make the students easy to understand the material and enjoy the teaching learning process, so that the learning outcome will be obtained optimally.

There are several techniques that can be used by the teacher to teach vocabulary. According to Wilson (2009:1-3) there are ten ways to teach vocabulary, such as: Word Walls, Content Rich Words, Context, Repeated Reading, Word Book/Personal Dictionary, Graphic Organizers, Prediction, Sketching, Compare, and

Games. One of those techniques in teaching vocabulary that was used in this research is games. Furthermore according to (Mubaslat, 2012:3) games and especially educational games are one of the techniques and procedures that the teacher may use in teaching a foreign language. Therefore the researcher used Crossword Puzzles game to teach vocabulary to the students.

### **2.5 The Use of Game and Kinds of Game in Teaching Vocabulary**

Teaching English to young learners is not easy, because English is not their mother tongue. The vocabulary in English is new for them. Sometimes, in learning new vocabularies, some of the students feel bored because they feel that it is hard for them. Because of that reason, the teachers should raise the students' interest in learning vocabulary so that the students will be easier in mastering English. The teachers should make the classroom more interesting by using some more attractive techniques to teach the vocabulary.

In this research, the researcher used game as a technique to teach vocabulary to the students. By implementing games, the students will experiment some various fun activities. Hadfield (1984:4) states that a game is an activity with rules, a goal, and element of fun. Similarly, (Wright *et al.* 2006:1) state that a game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games can be used at any stage of a class to give the students amusement after doing other classroom activities and are especially useful at the end of along day to send students away feeling cheerful about their English class.

Gilbert *et al.* (2011:178) state that word games are entertaining and are very useful in increasing vocabulary. Further, Lee (2014:15) states that memorizing new vocabulary words can be boring for many students, but learning them through word games can make the task fun for both students and teachers. According to Poirier (2014:1) there are four effective word games in teaching vocabulary to the students. They are as follows:



- a. “Vocabulary Memory Game. This is a kind of game that is played by using a set of cards. There are some cards which contain of the definition of words that have to be matched with the words cards.
- b. Crossword Puzzles. This is a kind of game which there are some questions that must be answered by putting the suitable answers into the overlapped squares either horizontally or vertically.
- c. Word search. This is a kind of game which there are some definitions of the words asked as the clues and they provide the random letters that have to be arranged orderly to answer the words asked in the clues.
- d. Game Show. This is a kind of game that requires the students to work in groups and they must answer some questions related with vocabulary which given by the teacher by ringing a buzzer as fast as possible”.

(Poirier, 2014:1)

In this research, the researcher focused on the use of Crossword Puzzles to teach vocabulary to the students. Since there were some research findings that proved that using Crossword Puzzles could improve the students’ vocabulary achievement. Furthermore, it could help the students easier in learning vocabulary because they learned the vocabulary in a fun way.

## **2.6 Crossword Puzzles**

### **2.6.1 The Definitions of Crossword Puzzles**

According to Cheryl (2012:1) Crossword Puzzles are a group of words that are arranged horizontally and vertically. Further, Spivey and Loraine (2010:1) define Crossword Puzzles as one kind of puzzle games that require players to use a clue to figure out a specific word and write each letter in the corresponding squares that overlap with other words in the puzzle. In other words, it can be said that Crossword Puzzles is an arrangement of numbered squares to be filled in with words, a letter to each square so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically.

Crossword Puzzle is one kind of game which can be applied to teach vocabulary. This is in line with Spivey and Loraine (2010:1) who state that Crossword Puzzles can be helpful for developing and learning vocabulary. Therefore,

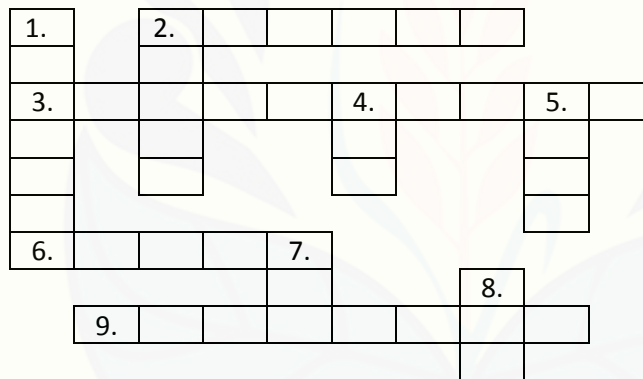
the researcher decided to use the Crossword Puzzles as a game to teach vocabulary to the students in this research.

### 2.6.2 The Classification of Crossword Puzzles

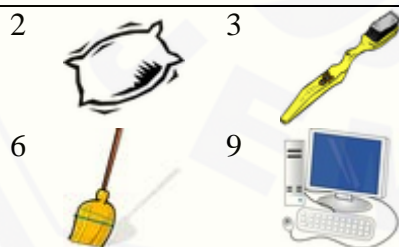
According to Karim and Hasbullah (1986:2.34), there are two types of Crossword Puzzles, as follows.

- a. The first is Crossword Puzzles which use clues in the form of pictures. This is a kind of Crossword Puzzles that ask the students to find the answer based on the picture. Then, put the answer in the suitable squares. The example of Crossword Puzzles which use the clues in the form of pictures taken from [www.thetripclip.com](http://www.thetripclip.com) is as the following:

#### Household Items



#### Across



#### Down







1. Preparing the crossword puzzles based on the topic that will be discussed. The teacher can take it from the books, internet, or other sources or they can create it by themselves.
2. Explaining how to fill in the crossword puzzles to the students.
3. Checking whether all the words used in the clues are understood by the students by asking or guiding the students.
4. Asking the students to fill in crossword puzzles.
5. Discussing together with the students about the correct answers of the crossword puzzle.
6. Collecting the students' work.

*(Karim and Hasbullah, 1986:2.51-2.52)*

Based on the explanations above, the researcher adapted the procedure of implementing the Crossword Puzzles in teaching vocabulary, especially to the experimental group as follows.

1. Preparing the Crossword Puzzles which are suitable with the topic that will be discussed. The teacher can take it from the books, internet, or other sources or they can create the Crossword Puzzles by themselves.
2. Asking the students to make groups of four.
3. Distributing the Crossword Puzzles which contain some words related to noun, verb, adjective, and adverb to the students.
4. Giving the explanation about the way how to fill in the Crossword Puzzles.
5. Asking the students whether all the words in the clues are understood or not. If the students do not understand the words, the teacher explains all the words clearly.
6. Asking the students to fill the Crossword Puzzles and give limited time for the students to finish it.
7. Discussing the answers together with the whole class.



#### **2.6.4 The Advantages and Disadvantages of Crossword Puzzles in Vocabulary Teaching**

Vocabulary is one of the most important things in learning English. In learning vocabulary, we are not only learning about the form of the words but also learning about the word meanings. Thus, we can understand the words well and can use the words appropriately to produce sentences or communicate with others. Besides, the use of Crossword Puzzles in teaching vocabulary has several advantages and disadvantages. Each of them is explained in the following parts briefly.

According to Karim and Hasbullah (1986:2.34-2.36), the advantages of Crossword Puzzles are as follows:

1. The Crossword Puzzles can stimulate the students' interest in learning vocabulary. By using game, the students will feel more enjoyable in learning the vocabulary.
2. The Crossword Puzzles make the students relax and not feeling stress in the teaching learning process. The Crossword Puzzles will make the students more active and enthusiastic in learning vocabulary because the situation of the teaching learning process is relaxed and interesting.
3. The Crossword Puzzles make the students learn new words and memorize those words easily. The students will be easier in memorizing the words because they will get some experiences while doing the games. They learn new vocabularies while they are playing the game.
4. The Crossword Puzzles can increase the students' vocabulary. The students will find some new vocabularies from the answers or clues of the Crossword Puzzles. Automatically, the students' vocabularies will increase.
5. The Crossword Puzzles help the students to think and use their knowledge to fill the Crossword Puzzles. By doing the Crossword Puzzles the students are trained to think and find the correlations between their knowledge and the clues to fill the Crossword Puzzles.

Based on the explanation above, the Crossword Puzzles are suitable for teaching vocabulary. It helps the students easier in learning vocabulary. Besides, it also has some disadvantages in the teaching learning process, according to Karim and Hasbullah (1986:2.35-2.36), the disadvantages of using Crossword Puzzles are as follows:

1. Sometimes Crossword Puzzles makes the students confused because they are not familiar with the words.
2. Crossword Puzzles will not be effective if the teacher does not give the clear instruction or clues.
3. Sometimes, the teachers also find some difficulties in making the Crossword Puzzles by themselves.

From the disadvantages of using the Crossword Puzzles above, the teacher can solve it by giving explanations about the words used in the Crossword Puzzles and giving clear instruction to the students before giving the Crossword Puzzles. If the teacher is difficult to make the Crossword Puzzles, they can take it from the textbooks or internet.

### **2.6.5 The Effect of Using Crossword Puzzles on Vocabulary Achievement**

Language emerges first as words (Thornbury, 2007:1). Without understanding any words, the students will be difficult to learn a language. If the students learn more words, it will help them to build their language skill and help them in communication. Unfortunately, in the teaching vocabulary the teacher usually teaches the students by asking the students to read the text then memorizing the difficult words. It may cause boredom and the students are difficult to enrich their vocabulary. Therefore, the teacher should make the classroom more interesting by using some more attractive techniques to teach the vocabulary.

One of the techniques that can be used to make the teaching learning process more interesting is by using Crossword Puzzle. It is very useful to teach new vocabulary to the students. The use of Crossword Puzzles in teaching vocabulary will

make a better atmosphere in the classroom because it can bring relaxation and fun for the students so that they will learn and keep the vocabulary easier. By using the Crossword Puzzles, the students are learning in a relax situation and free from tensions in the teaching learning process (Karim and Hasbullah, 1986:2.34).

### **2.7 Recount Text**

A recount is a piece of text that retells past events, usually in the order in which they occurred (Anderson and Anderson, 1998:24). It means that a recount text is a type of text that deals with past experiences. The function of recount text is to retell some events that happened in the past. It also functions to entertain the readers.

The generic structures of recount text are orientation, series of events, and reorientation. In the orientation, the writer introduces the characters that involved in the story and the setting of the story, where it takes place and when it happens. The second part of the recount text is the series of events which tells the reader about the chronological events that happen in the story. The last part is reorientation which tells the closure of the events.

In this research, the researcher gave four recount texts to teach vocabulary. Two recount texts were used as the example to explain recount texts, the other two texts were given for the exercises for the students. The use of recount text in this research was based on the 2006 curriculum used in MTs Kebunrejo Banyuwangi in which recount text was learned and taught in the first semester for the eighth grade students.

### **2.8 The Alternative Hypothesis of the Research**

Based on the explanation above, the hypothesis of this research is formulated as follows “There is a significant effect of using Crossword Puzzles on the eighth grade students’ vocabulary achievement at MTs Kebunrejo Banyuwangi.

## CHAPTER 3 RESEARCH METHOD

This chapter presents the research methods applied in this research. They include the research design, area determination method, respondent determination method, data collection methods, data analysis method, and operational definitions of the terms. Each of them will be explained in the following parts.

### 3.1 Research Design

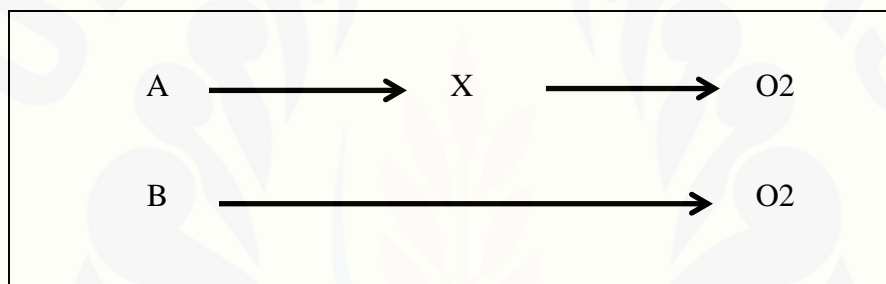
Research design is a strategy to arrange the setting of a research to get valid data that match with variable and the objective of the research (Arikunto, 2006:44). The design that was used in this research was an experimental research design. Creswell (2012:295), states that in an experimental research, a researcher tests an idea or procedure to determine whether or not it gives a significant effect to the dependent variable. It means that the experimental design was appropriate to be used in this research because the purpose of this research was to know whether there is a significant effect of using crossword puzzle on the students' vocabulary achievement. Further, Mc. Millan (1992:13) states that in the experimental research the researchers have control over one or more factors in the study. It shows that the researcher can manipulate a factor and then see what will happen to the responses of subjects as a result. The purpose of manipulating a factor is to investigate its causal relationship with another factor. In this research, the researcher learned about the causal relationship between the use of crossword puzzle in teaching vocabulary and the students' vocabulary achievement.

The research design that was used in this research was a quasi-experimental design using Post-test only control group design. This research



design used two classes. The first class was treated as the experimental group and the second class was treated as the control group. The two classes were selected by using lottery. In this research, the experimental group was given a treatment that was taught vocabulary by using crossword puzzle, while the control group was not taught vocabulary by using crossword puzzle. After that, the two groups were given the vocabulary post-test. From the results of the post-test, the researcher analyzed the mean deviation from both groups to know the significant difference of the vocabulary achievement between the experimental group and the control groups.

The design of this research was illustrated in the following diagram.



Note:

A : Experimental group

B : Control group

X : Treatment

O2 : Post-test

(Creswell, 2012:310)

The procedures of the research were as follows:

1. Administering homogeneity test to all classes of the eighth grade students in MTs Kebunrejo Banyuwangi in order to know the homogeneity of the population. Analyzing the scores of homogeneity test by using ANOVA (Analysis of Variance). From the result of the



homogeneity test, it was found that the population or all the classes of the eighth grade students was homogeneous.

2. Taking two classes by using lottery and they were determined to be the experimental group and the control group.
3. Giving the treatments to the experimental group by teaching vocabulary by using crossword puzzle and the control group was not taught vocabulary by using crossword puzzle, but it was taught vocabulary by using Question and Answer technique.
4. Administering the vocabulary try out test to establish validity, reliability, and difficulty index of teacher-made test and analyzing the results. The try out test was given to the other class that did not belong to the experimental group or the control group. Besides, the try out test was administered to know whether the time allocation was appropriate or not and whether the instruction was clear or not.
5. Giving the vocabulary post-test to both groups/classes to know the result of the treatments given, or to know the students' vocabulary achievement after the treatment given.
6. Analyzing the deviation of post-test by using t-test formula of 5% significance level to know the mean score of the two groups, whether the mean difference was significant or not.
7. Finding the Degree of Relative Effectiveness since the result of t-test was significant.
8. Drawing a conclusion from the results of the data analysis to answer the research problem.

### **3.2 Area Determination Method**

Area determination method is one of the methods that is important to determine before doing the research. Purposive sampling takes the subject based

on a certain purpose (Arikunto, 2006:139). The research area of this research was MTs Kebunrejo Banyuwangi.

This area was determined purposively by considering some reasons. The first reason was that crossword puzzle had never been used by the teacher in teaching vocabulary in this school. The second reason was the research about the use of crossword puzzle had never been conducted in this school. The third reason was the researcher got permission from both the school principal and the English teacher to conduct this experimental research in this school.

### **3.3 Respondent Determination Method**

Population is the whole subjects in the research (Arikunto, 2006:130). Furthermore, Fraenkel and Wallen (2009:105) say that population refers to all the members of a particular group, it is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of a study. The population of this research was the eighth grade students of MTs Kebunrejo Banyuwangi that consisted of six classes; they are VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F.

Fraenkel and Wallen (2009:90) say that sample refers to any part of a population of individuals on whom information is obtained. To define the sample of the research, the researcher used cluster random sampling technique. A cluster random sample is one obtained by using groups as the sampling unit rather than individuals (Fraenkel and Wallen, 2009:95). In this research, the researcher took two classes from the population as the samples. The samples were determined after administering the homogeneity test. The homogeneity test was administered to six classes of the eighth grade students of MTs Kebunrejo Banyuwangi (as the population). After that, the results of the homogeneity test were analyzed by using Analysis of Variance (ANOVA). Since, the result of the homogeneity test showed that those six classes were

homogeneous, the researcher took two classes randomly by using lottery to determine the experimental group and the control group.

### **3.4 Data Collection Methods**

There were two kinds of data in this research. They were primary data and supporting data. The primary data were taken from the students' vocabulary test scores. Meanwhile, the supporting data were taken from the result of interview with the English teacher and documentation.

The data collection methods are explained in the following parts.

#### **3.4.1 Vocabulary Test**

Test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task (McMillan, 1992:114). In this research, the vocabulary test was an instrument used to get the primary data about the students' vocabulary achievement. The test was focused to measure the students' vocabulary achievement of the parts of speech that include nouns, verbs, adjectives, and adverbs.

The researcher used three kinds of test in this research. They were homogeneity test, try out test, and post-test. Regarding to the one who will construct the test, test is classified into two kinds. They are standardized test and teacher-made test (Arikunto, 2006:223). In this research, the test that was used was teacher-made test.

The teacher-made test in this research was an objective test in the form of multiple choice items. According to Heaton (1990:25), objective tests usually have only one correct answer (or, at least, a limited number of correct answers), they can be scored mechanically. The optimum number of the alternatives options are recommended for each multiple choice item is five in most public test, but four options are recommended for more classroom tests because it is often very difficult to construct items with five or more options (Heaton,

1990:28). Based on that reason, the researcher constructed the multiple choice test with four options in each test item. According to (Cooper, 1999:319) there are some advantages of using multiple choice type, they are: it can assess learning at all levels of complexity, it can be highly reliable and objective, it tests fairly large knowledge in short of time, and it is easy to score. Therefore, multiple choice was used in the test.

The test items were made by considering the curriculum for the eighth grade students in MTs Kebunrejo Banyuwangi. After constructing the vocabulary test items, the researcher consulted them with the consultants and the English teacher to know whether the test items were correct or not.

#### a. Homogeneity Test

Homogeneity test was given to see the equality of the whole population. The population of this research was all the eighth grade students of MTs Kebunrejo Banyuwangi in the 2014/2015 academic year. It was intended to find two classes as the research samples.

The homogeneity test was given to the population before the treatment was given. The number of the test items was 20 items in the form of multiple choices. The time that was allocated for the test was 30 minutes.

Table 3.1 The Distribution of the Test Items

No.	Aspects to be Evaluated	Number of Items	Total Number of Items
1.	Nouns	1,2,3,4,5,	5
2.	Verbs	6,7,8,9,10	5
3.	Adjectives	11,12,13,14,15	5
4.	Adverbs	16,17,18,19,20	5

After conducting the homogeneity test, the researcher analyzed the results of the test by using ANOVA. The result of the homogeneity test showed that those six classes were homogeneous. Therefore, two classes were taken at



random by using lottery. Then, one class was determined to be experimental group and the other one was determined to be control group.

b. Try Out Test

Before conducting the vocabulary post-test, the researcher conducted a try out test to know whether the test was appropriate for the respondents or not. Djiwandono (1996:18) says that the objectives of administering try out test are to know about the test validity, reliability, and the difficulty index of the test. Beside those three items, the try out test was also intended to know about the time allocation and whether the instruction of the test was clear or not. Based on the information from the try out test, the researcher could make some corrections for the test items or for the time allocation of the test.

According to Hughes (2003:26), a test is said to be valid if it measures accurately what it is intended to measure. The test should represent the sample of the language skills or structures that will be measured. In this research, content validity was needed to establish in order to know whether the test items were appropriate or not for the eighth grade students of MTs Kebunrejo Banyuwangi. To get the test validity, the test was constructed based on the material stated on the school's curriculum.

A good test must be reliable. A reliable instrument is one that gives consistent results (Fraenkel and Wallen, 2009:111). For example, if a researcher administers a test to the same students with the same ability in different time, the result of the test will be consistent or the score is almost similar. It shows that the test is reliable. The more similar the scores would have been, the more reliable the test is said to be (Hughes, 2003:36). The researcher used the Spearman-Brown Formula (Split Half Even Odd Technique) to know whether or not the test was reliable. The procedures in determining the reliability of the test using Spearman-Brown formula were as follows:

1. giving scores to each item,
2. splitting the scores into two parts according to odd-even numbers,



3. giving the sign (X) for the odd numbers and (Y) for the even numbers,
4. analyzing the correlation between X and Y by using Product Moment formula:

$$r_{xy} = r_{hh} = r_{\frac{11}{12}} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

notes:

$r_{xy}$  : reliability coefficient

$\sum XY$  : the total number of odd and even items

$\sum X$  : the number of odd items

$\sum Y$  : the number of even items

N : the number of the respondents (the experimental group and the control group)

(Sudijono, 1996:219)

5. estimating the reliability index of the whole test by using Spearman-Brown formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

notes:

$r_{11}$  : reliability coefficient for the whole test items

$r_{xy}$  : reliability coefficient for the half of the test items

6. giving interpretation to  $r_{11}$ . According to Saukah *et.al* (1997:210), a teacher made-test for classroom purposes is considered adequate if it has a reliability coefficient of 0.50.

According to Arikunto (2006:140), a good test items should be neither too easy nor too difficult. If the test items are too easy, the students will not stimulate in raising their efforts in answering the test items that will be given. However, if the test items are too difficult, it will make the students depressed in answering the test items. Therefore, the difficulty index of the test should be

known so that the test can be made in the average level of difficulty. The result of the try out was analyzed by using the degree of the test items difficulties. The formula is as follows:

$$P = \frac{JJB}{JPT} \times 100\%$$

notes:

JJB : total number of the students who answer the test items correctly

JPT : total number of the students who participate in the test

P : the difficulty index

The criteria of difficulty index:

0.00-0.19 : difficult

0.20-0.80 : sufficient/fair

0.81-1.00 : easy

(Djiwandono, 1996:141)

The try out test in this research was in the form of multiple choices. The total number of the test items was 46 items. The time allocation that was given to the students was 70 minutes. The researcher gave the vocabulary try out test to another class which had the closest mean score with the Experimental group and control group.

#### c. Post-test

The post-test was the vocabulary post-test that was given to both, the Experimental group and the control group after the treatment is given. The purpose of conducting the post-test was to know whether or not there was a significant difference of the vocabulary achievement between the experimental and the control groups.

The post-test that was used was objective test in the form of multiple choices with four options. The total number of the test items was 40 items. It consisted of nouns (10 items), verbs (10 items), adjectives (10 items), and

adverbs (10 items). After constructing the test items, the researcher consulted it to the Consultants and the English teacher.

The following is the table of the test item distribution.

Table 3.2 The Distribution of the Test Items for the Vocabulary Post Test

No.	Aspects to be Evaluated	Number of Items	Total Number of Items
1.	Nouns	1,5,9,13,17,21,25,29,33,37	10
2.	Verbs	2, 6,10,14,18,22,26,30,34,38	10
3.	Adjectives	3,7,11,15,19,23,27,31,35,39	10
4.	Adverbs	4,8,12,16,20,24,28,32,36,40	10

To score the students' vocabulary test results, the researcher used the following formula:

Score = the number of correct answer x 2,5

### 3.4.2 Interview

McMillan (1992:132) states that interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. Interview is a dialogue conducted by the interviewer to get information from the interviewee (Arikunto, 2006:155). The interview was done with the English teacher of the eighth grade students of MTs Kebunrejo Banyuwangi to get the supporting data about the teaching techniques and the media used to teach English, especially vocabulary to the students.

According to Arikunto (2006:155), there are two kinds of interview, structured interview and unstructured interview. In this research, the researcher used structured interview. It means that a list of questions was used as the interview guide during the process of interview. The interview guide is enclosed on Appendix B.

### 3.4.3 Documentation

Documentation was used to find out the supporting data in the written form. Arikunto (2006: 158) says that in doing the documentation, the researcher investigates the written materials, such as books, magazines, documents, regulations, meeting notes, etc. In this research, the school document was used to get the supporting data about the number and the names of the respondents of the eighth grade students in MTs Kebunrejo Banyuwangi (the experimental group and the control group).

### 3.5 Data Analysis Method

Data analysis method is a way to analyze the data of vocabulary test and the results was analyzed by using t-test formula. The result was used to know whether or not there was an effect of using crossword puzzle on vocabulary achievement of the eighth grade students at MTs Kebunrejo Banyuwangi.

The result of data analysis was consulted to the t-table of 5% level (confidence interval 95%) and the degree of freedom or  $Df = N_x + N_y - 2$  to know whether or not the results had a significant difference. If the result of t-test is the same or greater than that of t-table, the null hypothesis will be rejected and the alternative hypothesis will be accepted. It means that the result of the research shows there is a significant effect of using crossword puzzle on the students' vocabulary achievement.

The formula of t-test was as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

where:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \quad \text{and} \quad \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

notes:

- $t$  : the value of  $t$   
 $Mx$  : mean score of the experimental group  
 $My$  : mean score of the control group  
 $x$  : individual score deviation of the experimental group  
 $y$  : individual score deviation of the control group  
 $Nx$  : the number of respondents in the experimental group  
 $Ny$  : the number of respondents in the control group

(Arikunto, 2006:311)

If the result of the analysis shows that there is a significant difference, the data would be analysed by using Degree of Relative Effectiveness (DRE). The formula of DRE is:

$$DRE = \frac{Ma - Mb}{Mb} \times 100\%$$

notes:

- DRE : Degree of Relative Effectiveness  
 $Ma$  : Mean of the experimental group  
 $Mb$  : Mean of the control group

(Masyhud, 2008:61)

### 3.6 Operational Definitions of the Terms

The operational definitions of the terms were intended to avoid misunderstanding of the concepts used in this research, they were operationally defined as follows:

#### 3.6.1 Crossword Puzzle

A Crossword puzzle in this research was a game that was used to teach vocabulary to the students of MTs Kebunrejo Banyuwangi. It was an



arrangement of numbered squares to be filled with words, a letter to each square. The Crossword Puzzles in this research were printed in banner and the size were 1 x 1.5 meters, so the students can see the banners clearly. These Crossword Puzzles were interesting since the Crossword Puzzles in the banner were colorful. By using crossword puzzles, the students were trained to think and find the relationship with their knowledge to fill in the Crossword Puzzles. These kinds of game could make the students more enjoyable in learning the vocabulary.

### **3.6.2 Vocabulary Achievement**

In this research, vocabulary achievement referred to the students' ability to get more vocabularies from the crossword puzzle. It was shown by the students' scores of the vocabulary test after they learn vocabulary through crossword puzzles. Vocabulary in this research was an English vocabulary.

**CHAPTER 4**  
**RESEARCH RESULT AND DISCUSSION**

This chapter presents the description of the treatment, the result of the supporting data, the result of homogeneity test, the analysis of try out test, the result of primary data, the hypothesis verification, the degree of relative effectiveness, and the discussion. Further discussion about the results of this research is presented below.

**4.1 The Descriptions of the Treatment**

In this research, there were two classes that were chosen as the respondents. They were the experimental group (VIII D) and the control group (VIII E). As stated in Chapter III that the experimental group got the treatment that was it was taught vocabulary by using Crossword Puzzles, while the control group got no treatment or it was taught vocabulary without using Crossword Puzzles. The teaching learning process was conducted in two meetings for each group during this research. The schedule of administering the research treatment can be seen in the following table.

Table 4.1 The Schedule of the Research Activities

No.	Activities	Dates
1.	Interviewing the English teacher	August 25 <sup>th</sup> , 2014
2.	Taking the documentation	November 15 <sup>th</sup> , 2014
3.	Administering the homogeneity test	November 17 <sup>th</sup> -19 <sup>th</sup> , 2014
4.	Analyzing the results of homogeneity test	November 20 <sup>th</sup> , 2014
5.	Teaching the experimental group	November 24 <sup>th</sup> , 27 <sup>th</sup> , 2014
6.	Teaching the control group	November 26 <sup>th</sup> , 27 <sup>th</sup> , 2014
7.	Administering try out test	December 2 <sup>nd</sup> , 2014
8.	Analyzing the results of the try out test	December 2 <sup>nd</sup> , 2014

9.	Administering the vocabulary post-test	December 4 <sup>th</sup> , 2014
10.	Analyzing the results of the vocabulary post-test	December 5 <sup>th</sup> , 2014

## 4.2 The Results of Supporting Data

The supporting data of this research were obtained from the interview with the English teacher and documentation.

### 4.2.1 The Result of Interview

As a part of the preliminary study, the interview was conducted with the English teacher of the eighth grade students of Mts Kebunrejo Banyuwangi on August 25<sup>th</sup>, 2014. The English teacher informed that she taught English 5x40 minutes in a week for each class of the eighth grade students. She taught English twice in a week. The curriculum that is applied for the eighth grade students in Mts kebunrejo Banyuwangi is the 2006 Institutional Based Curriculum. The English teacher used some books in teaching English to the students, such as worksheet (LKS), “English on Sky” published by Erlangga, and “Flying Start” published by Esis.

From the interview, it was known that she taught vocabulary to the students by asking the students to find the difficult words and then memorizing the words. Further, she confirmed that she never used Crossword Puzzles as the media in teaching vocabulary because it needs time to conduct or to make the Crossword Puzzles.

### 4.2.2 The Result of Documentation

The documentation in this research was used to get the supporting data about the number and the names of the research respondents. The total number of the eighth grade students of Mts Kebunrejo Banyuwangi was 236 which consisted of six classes. The distribution of the students can be seen in the following table.

Table 4.2 The Distribution of the Total Number of the Students

No.	Class	Male	Female	Total
1.	VIII A	34	-	34
2.	VIII B	37	-	37
3.	VIII C	36	-	36
4.	VIII D	38	-	38
5.	VIII E	-	46	46
6.	VIII F	-	45	45
	<b>Total</b>	145	91	236

*Source: MTs Kebunrejo Banyuwangi Document*

The total number of the research respondents was 236 students. The number of the respondents of the experimental group was 38 students, while the number of the respondents of the control group was 46 students.

### 4.3 The Results of Homogeneity Test

The homogeneity test was conducted on November 17<sup>th</sup>-19<sup>th</sup>, 2014. The homogeneity test was done to know whether the six classes were homogeneous or not.

The population of the research were the eighth grade students of MTs Kebunrejo Banuwangi in the 2014/2015 academic year consisting of six classes (VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F). The results of homogeneity test were analyzed by using ANOVA formula as presented below:

Table 4.3 The Mean Scores of the Eighth Grade Students of MTs Kebunrejo  
Banyuwangi

**Descriptives**

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
VIII A	34	80.1471	7.12287	1.22156	77.6618	82.6323	60.00	95.00
VIII B	37	82.2973	6.62430	1.08903	80.0886	84.5059	70.00	95.00
VIII C	36	84.1667	6.60087	1.10014	81.9333	86.4001	70.00	95.00
VIII D	38	84.2105	6.20879	1.00720	82.1697	86.2513	70.00	95.00
VIII E	46	83.4783	7.13906	1.05260	81.3582	85.5983	65.00	95.00
VIII F	45	80.5556	6.92675	1.03258	78.4745	82.6366	70.00	95.00
Total	236	82.4788	6.91126	.44988	81.5925	83.3651	60.00	95.00

From the table above it could be seen the mean scores of the six classes. The mean score of class VIII A was 80.14, the mean score of class VIII b was 82.29, the mean score of class VIII C was 84.16, the mean score of class VIII D was 84.21, the mean score of class VIII E was 83.47, and the mean score of class VIII F was 80.55.

Table 4.4 Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.281	5	230	.923

According to Table 4.4 above, the significance level of the ANOVA test was 0.923 which was greater than 0.05. It means that the eighth grade students of MTs



Kebunrejo Banyuwangi was homogeneous. Therefore, the researcher chose the experimental and the control groups randomly by using lottery. The two classes were VIII D as the experimental group and VIII E as the control group.

#### **4.4 The Results of Try Out Test**

The Try Out test was conducted on December 2<sup>nd</sup>, 2014. The test was given to one class which was not included as the control and experimental groups. From the result of the Homogeneity test, the scores of the eighth grade students in MTs Kebunrejo Banyuwangi were homogeneous. Therefore, the researcher chose the class for the Try Out test randomly by using lottery. The result was class VIII F which consisted of 45 students as the class for the try out test.

The analysis of the Try Out test results was important to find the validity, difficulty index, reliability, and time allocation of the test items. The results of the Try Out test are presented below.

##### **4.4.1 The Analysis of the Test Validity**

Regarding to the validity of the test, this research used content validity because the test material had been arranged based on the material stated in the 2006 Institutional Based Curriculum, the syllabus used for teaching English, and the indicators of vocabulary to be measured. Based on this reason, the test could be said that the test fulfilled the requirement of content validity.

##### **4.4.2 The Analysis of Difficulty Index**

The try out test was conducted on December 2<sup>nd</sup>, 2014. The class for conducting the try out test was class VIII F which neither belonged to the experimental nor the control groups. It consisted of 45 students.

The try out test had 46 test items. The difficulty index for each test item could be found by counting the number of the students who answered the questions correctly. According to Djiwandono (1996:141), the difficulty index (P) for each item

was found by counting the number of the students who answered the questions correctly (JJB) and divided with the number of students who answered the questions (JPT) and multiplied by 100%. He also states that the difficulty index of the test item is divided into: difficult (0.00 – 0.19), sufficient/fair (0.20 -0.80), and easy (0.81 - 1.00).

After doing the try out test, the researcher analyzed the difficulty index of the test items. From the result of the analysis, it was known that 2 items (number 9 and 41) were categorized easy items, 1 item (number 12) was categorized as a difficult item, and the rest of the test items were categorized as sufficient items. Since the researcher used 40 test items for the vocabulary post test, the researcher did not need to revise the test items. The researcher could use the test items which were categorized as sufficient items. The researcher used number 1 up to 40 and replaced number 9 with 45 and number 12 with 44.

Dealing with the time allocation, it was found that the time allocation for the try out test was appropriate because the students were able to do all of the test items within the available time. In addition, the instruction was understandable because the students did the test based on the instruction and they did not ask the researcher to explain about the instruction.

#### 4.4.3 The Analysis of Reliability Coefficient

In determining the value of reliability coefficient, the researcher used Sperman-Brown Formula (Split half Even Odd Technique). From the result of the try out test, the reliability coefficient could be calculated as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{45.9838 - (675)(654)}{\sqrt{\{(45 .10217) - (675)^2\} \{(45 .9560) - (654)^2\}}}$$

$$r_{xy} = \frac{442710 - 441450}{\sqrt{\{(459765) - (455625)\}\{(430200) - (427716)\}}}$$

$$r_{xy} = \frac{1260}{\sqrt{\{4140\}\{2484\}}}$$

$$r_{xy} = \frac{1260}{\sqrt{10283760}}$$

$$r_{xy} = \frac{1260}{3206.8302} = 0.39$$

notes:

$r_{xy}$  : reliability coefficient

$\sum XY$  : the number of odd and even items

$\sum X$  : the number of odd items

$\sum Y$  : the number of even items

$N$  : the number of the respondents

From the calculation, it was found that the reliability coefficient of a half test was 0.39. In order to find the reliability of the whole test, the following calculation was done.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2(0.39)}{1 + 0.39}$$

$$r_{11} = \frac{0.78}{1.39} = 0.56$$

notes:

$r_{11}$  : reliability coefficient for the whole test items

$r_{xy}$  : reliability coefficient for the half of the test items

According to Saukah *et.al* (1997:210), a teacher made-test is considered adequate if it has a reliability coefficient of 0.50. It showed that the test items were reliable as well because the reliability coefficient of the test items was 0.56 which was higher than 0.50. From the result of the try out test analysis, there were three test items which were indicated as not fair. There were 43 test items that were categorized as fair. Therefore, the test items still could be used for the vocabulary post test since the number of the test items in the vocabulary post test was 40 items.

#### 4.5 The Result of Primary Data

The primary data were gained from the students' Vocabulary achievement in the form of the vocabulary post test scores.

##### 4.5.1 The Results of Post Test

The vocabulary post test was done to both groups of the experimental group and the control group. The vocabulary test was administered on December 4<sup>th</sup>, 2014 after the groups were taught twice by using different treatments. The scores of the vocabulary post test were used to investigate the significant difference between the experimental group and the control group. The vocabulary post test consisted of 40 test items in the form of multiple choices.

##### 4.5.2 The Analysis of the Vocabulary Post Test Scores

The results of the vocabulary post test were analyzed statistically by using the independent sample t-test formula to know whether the mean difference between the experimental and the control groups was significant or not.

1. The mean score of the experimental group

$$M_x = \frac{\Sigma x}{Nx} = \frac{3340}{38} = 87.89$$

2. The mean score of the control group

$$M_y = \frac{\Sigma y}{N_y} = \frac{3822.5}{46} = 83.09$$

3. The individual score deviation square of  $M_x$

$$\begin{aligned} \sum x^2 &= \sum X^2 - \frac{(\Sigma X)^2}{N_x} \\ &= 294837.5 - \frac{(3340)^2}{38} \\ &= 294837.5 - \frac{11155600}{38} \\ &= 294837.5 - 293568.45 \\ &= 1269.05 \end{aligned}$$

4. The individual score deviation square of  $M_y$

$$\begin{aligned} \sum y^2 &= \sum Y^2 - \frac{(\Sigma Y)^2}{N_y} \\ &= 319556.3 - \frac{(3822.5)^2}{46} \\ &= 319556.3 - \frac{14611506.25}{46} \\ &= 319556.3 - 317641.4 \\ &= 1914.9 \end{aligned}$$

5. The calculation of t-test of students' reading comprehension achievement

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{87.89 - 83.09}{\sqrt{\left[\frac{1269.05 + 1914.9}{38 + 46 - 2}\right] \left[\frac{1}{38} + \frac{1}{46}\right]}}$$



$$t = \frac{4.8}{\sqrt{\left[\frac{3183.95}{82}\right][0.026 + 0.021]}}$$

$$t = \frac{4.8}{\sqrt{[38.82][0.047]}}$$

$$t = \frac{4.8}{\sqrt{1.82}}$$

$$t = \frac{4.8}{1.34} = 3.582$$

notes:

$t$  : the value of  $t$

$M_x$  : the mean score of the experimental group

$M_y$  : the mean score of the control group

$x$  : individual score deviation of the experimental group

$y$  : individual score deviation of the control group

$N_x$  : the number of respondents in the experimental group

$N_y$  : the number of respondents in the control group

(Arikunto, 2006:311)

#### 6. The calculation of the degree of freedom

$$\begin{aligned} Df &= (N_x + N_y - 2) \\ &= (38 + 46 - 2) \\ &= 82 \end{aligned}$$

From the calculation above, it was found that the value of  $t$  was 3.582. Then, it was consulted to the t-table of 5% of the significance level and  $Df=82$ . The value of t-table of 5% with  $Df=81$  was 1.989. The value of t-test was higher than the value of t-table ( $3.582 > 1.989$ ). It means that there was a significant mean difference between the experimental group and the control group.

#### 4.6 The Hypothesis Verification

Based on the result of t-test formula of the scores of the vocabulary post test, it was known that the value of t-test was 3.582. Meanwhile, the value of t-test with the significance level of 5% and the degree of freedom 82 was 1.989. It means that the value of t-computation was higher than the value of t-table ( $3.582 > 1.989$ ). It means that the null hypothesis ( $H_0$ ) which says: "there is no significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi" was rejected. On the contrary, the alternative hypothesis ( $H_a$ ) which says: "there is a significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi" was accepted. From the explanation above, it could be stated that there was a significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi.

#### 4.7 DRE (Degree of Relative Effectiveness)

DRE was analyzed because the researcher wanted to know how far the effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi. The degree of relative effectiveness was obtained from this following formula:

$$\begin{aligned} DRE &= \frac{Ma - Mb}{Mb} \times 100\% \\ &= \frac{87.89 - 83.09}{83.09} \times 100\% \end{aligned}$$

$$\begin{aligned} &= \frac{4.8}{83.09} \times 100\% \\ &= 5.77\% \end{aligned}$$

notes:

DRE : Degree of Relative Effectiveness

Ma : Mean of the experimental group

Mb : Mean of the control group

(Masyhud, 2008:61)

Based on the calculation above, the result of DRE was 5.77%. It means that the degree of relative effectiveness of using Crossword Puzzles in teaching vocabulary was 5.77% more effective than teaching vocabulary without using Crossword Puzzles.

#### 4.8 Discussion

From the result of this research it was known that Crossword Puzzle is one of the effective ways to teach English vocabulary to the students. The result of this research showed that the experimental group which was taught by using Crossword Puzzles got better vocabulary scores than the control group which was not taught vocabulary by using Crossword Puzzles. It could be seen from the mean score of the vocabulary post test which showed that the experimental group got higher mean score than the control group (87.89>83.09). Moreover, the result of the data analysis of the vocabulary post test showed that the value of the t-test was 3.58 and it was higher than 1.98. It means that there was a significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi.

The result of this research was in line with the experts' opinions. Karim and Hasbullah (1986:2.34) state that Crossword Puzzles can be used in the vocabulary teaching learning process to make the students more interested and motivated to learn

English and the students may feel more relax in following the lesson. Furthermore, Karim and Hasbullah (1986:2.34) also state that by using Crossword Puzzles the students are trained to think unconsciously and relate the words with their knowledge to fill in the Crossword Puzzles. Therefore, the students feel more relaxed in following the teaching learning process. In the other words, it could be said that Crossword Puzzles helped the students easier in learning English because the students practiced to think and memorize the words indirectly which could make the students get better vocabulary achievement.

In addition, the result of this research was also in line with some previous research results about Crossword Puzzles. A research that was conducted by Rahmawati (2004) proved that there was a significant effect of using Crossword Puzzles on the tenth year students' vocabulary achievement at SLTPN 6 Jember with the degree of relative effectiveness 6.16 %. It means that teaching vocabulary by using Crossword Puzzles is more effective than teaching vocabulary without using the Crossword Puzzles. Another research that was conducted by Mariyati (2001) found that the use of Crossword Puzzles could improve the reading comprehension achievement of the first year students at SLTP 2 Balung in the 1999/2000 academic year. It was shown by the increase 4.15 point from the first cycle implementation of the action (the mean score was 65.21) to the second cycle implementation (the mean score was 69.39). It means that there was an increase of the point from the first implementation to the second implementation. It showed that the use of Crossword Puzzles was useful for teaching vocabulary because it increased the students' vocabulary achievement.

The explanations above proved that using Crossword Puzzles were effective for teaching vocabulary. In other words, although the research about Crossword Puzzles had been done to some different respondents, the results of those researches were almost similar, that was the Crossword Puzzles were effective to teach vocabulary and could improve the students' vocabulary achievement. In addition, although some different research designs that had been applied were different, for

example the experimental research and the classroom action research, the results of those researches were positive.

The treatments of this research were done in two meetings. They were done in two meetings in order to ensure whether there were any effect of using Crossword Puzzles or not. In the first meeting, the students were taught how to fill in the Crossword Puzzles based on the text given. Then, the students were asked to do the exercises in the form of Crossword Puzzles. In doing the exercises, the students still had some difficulties in filling the Crossword Puzzles because it was the first time the Crossword Puzzles applied in the teaching learning process in that school. In the second meeting, the researcher also asked the students to do the exercises like in the first meeting but different material. In this meeting the students could finish the Crossword Puzzles by themselves and enjoyed in doing the Crossword Puzzles. It could be concluded that Crossword Puzzles could increase the students' vocabulary achievement because it was interesting and less intimidating for the students.

From the explanations above, it could be stated that the use of Crossword Puzzles had a significant effect on the students' vocabulary achievement at MTs Kebunrejo Banyuwangi.



## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

This chapter presents the research conclusion and suggestions for the English teacher, the students, and the future researchers.

#### **5.1 Conclusion**

Based on the results of the data analysis, hypothesis verification, and discussion in chapter IV, it could be concluded that there was a significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi in the 2014/2015 academic year. It was shown from the result of the t-test (3.582) which was higher than the t-table (1.989). Then, the degree of relative effectiveness (DRE) of this research was 5.77%. It means that the experimental group which was taught vocabulary by using Crossword Puzzles got 5.77% higher vocabulary achievement than the control group which was taught vocabulary without using the Crossword Puzzles.

#### **5.2 Suggestions**

Since the results of this research showed that there was a significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi, the researcher proposed some suggestions to the following people:

##### **5.2.1 The English Teacher**

It is suggested to the English teacher to apply the Crossword Puzzles in teaching vocabulary because it provides interesting clues and makes the students interested in following the lesson.

### 5.2.2 The Students

The students are suggested to be actively involved in the teaching learning process and practice their vocabulary by using the Crossword Puzzles in order to increase their English vocabulary

### 5.2.3 The Future Researchers

The future researchers are suggested to use the research result as a reference and information to conduct a further research about the use of Crossword Puzzles in teaching English vocabulary, with different levels of students, different research design, or different materials (kinds of the texts). For example Classroom Action Research for Senior High School using descriptive text as the materials.

**REFERENCES**

- Anderson, M., and Anderson, K. 1998. *Text Types in English*. South Yarra: MacMillan Education Australia Pty Ltd.
- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Cheryl, J. 2012. *Educational Tool for Kids and Adults*. [on line]. <http://cheryl-j.hubpages.com/hub/Crossword-Puzzles-Educational-Tool-for-Kids-and-Adults>. [Retrieved on January 13<sup>th</sup>, 2014].
- Cooper, J. M. 1999. *Classroom Teaching Skills*. Boston: Houghton Mifflin Company.
- Creswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Depdiknas. 2006. *Standar Kompetensi dan Kompetensi Dasar Mata pelajaran Bahasa Inggris SMP dan MTs*. Jakarta: Depdiknas.
- Djiwandono, M,S. 1996. *Tes Bahasa Dalam Pengajaran*. Bandung: Penerbit ITB.
- Ersoz, A. 2000. *Six Games for the EFL/ESL Classroom*. [on line]. <http://iteslj.org/Lessons/Ersoz-Games.html>. [Retrieved on January 3<sup>th</sup>, 2014].
- Fraenkel, J. R, and Wallen, N. E. 2009. *How to Design and Evaluate Research in Education* (7<sup>th</sup> Ed). New York: McGraw-Hill Companies Inc.
- Gilbert, G. G, Sawyer, G. R, and Mcneil, B. E. 2011. *Health Education: Creating Strategies for School and Community Health*. London: Jones and Bartlett Publishers
- Hadfield, J. 1984. *Elementary Communication Games*. (1<sup>st</sup> Ed). Hong Kong: George G. Harrap and Co. Ltd.
- Hatch, E. & Brown, C.1995. *Vocabulary, Semantic, and Language Education*. New York: Cambridge University Press.
- Heaton, J. B. 1991. *Writing English Language Tests*. London: Longman Group Limited.

- Hiebert, E. H. & Kamil, M.L. 2005. *Teaching and Learning Vocabulary*. London: Lawrence Erlbaum Associates, Inc.
- Hughes, A. 2003. *Testing for Language Teachers*. Second Edition. New York: Cambridge University press.
- Karim, M. & Hasbullah, F. A. 1986. *Language Teaching Media*. Jakarta: Universitas Terbuka.
- Lee, F. 2014. *The Disadvantages of Using Language Games in Teaching Vocabulary*. [on line]. [http://www.ehow.com/info\\_8458570\\_disadvantages-language-games-teaching-vocabulary.html](http://www.ehow.com/info_8458570_disadvantages-language-games-teaching-vocabulary.html). [Retrieved on December 18<sup>th</sup>, 2013].
- Mariyati, M. 2001. *The use of Crossword Puzzle to Improve Reading Comprehension Achievement of the Students at SLTP 2 Balung in the Academic Year 1999/2000*. Jember: Jember University (Unpublished S1 Thesis)
- Masyhud, M. S. 2010. *Metode Penelitian Pendidikan*. Jember: Lembaga Pengembangan Manajemen dan Profesi Kependidikan.
- McMillan. 1992. *Educational Research: Fundamentals for Customers*. New York: Harper Collin Publisher.
- Mubaslat, M. M. 2012. *The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage*. Taken from: <http://files.eric.ed.gov/fulltext/ED529467.pdf>. Retrieved on: February, 15<sup>th</sup> 2015
- Oktaviana, Y. 2012. *"The Effect of Using Word Cards on the Seventh Grade Students' Vocabulary Achievement of SMPN 5 Tanggul Jember"*. Unpublished Thesis. Jember: S1 Degree of Jember University.
- Poirer, A. 2014. *Games to Teach Vocabulary Words*. [on line]. [http://www.ehow.com/info\\_7933144\\_games-teach-vocabulary-words.html](http://www.ehow.com/info_7933144_games-teach-vocabulary-words.html). [Retrieved on January 1<sup>st</sup>, 2014 ].
- Rahmawati, D. 2003. *The Effect of Using Crossword Puzzle on Vocabulary Achievement of the Second Year Students of SLTPN 6 Jember in the 2002/2003 Academic Year*. Jember: Jember University (Unpublished S1 Thesis)

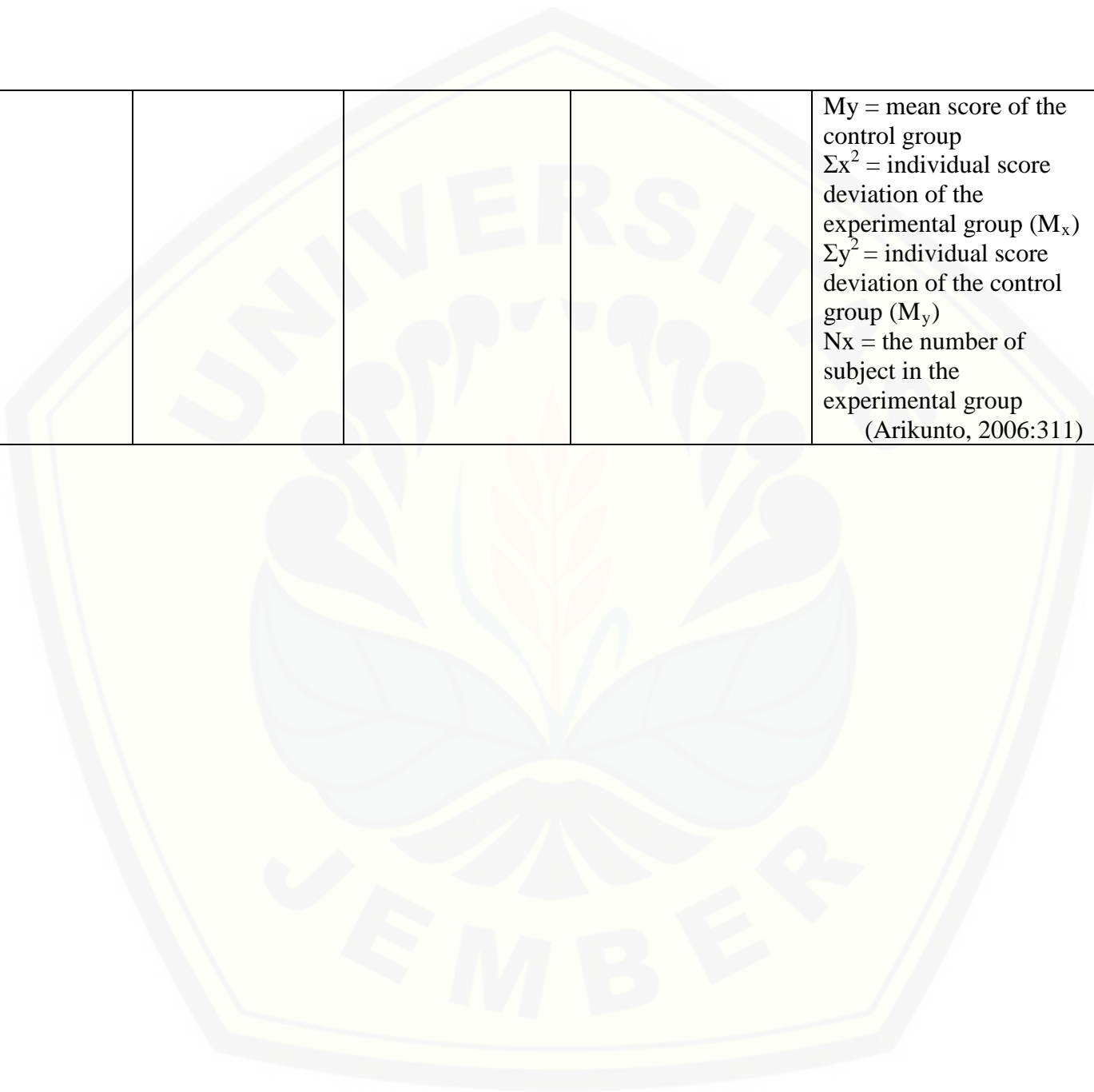
- Sandy, T.A. 2011. *“The Effect of using Crossword puzzle on the Tenth Year Students’ Vocabulary Achievement at SMAN Tempeh Lumajang”*. Unpublished Thesis. Jember: S1 Degree of Jember University.
- Saukah, A., S. S., Pranata, Fachrurrazy and G.N., Sulisty. 1997. *Evaluasi Hasil Pengajaran Bahasa Inggris*. Jakarta: Universitas Terbuka.
- Spivey, L. B and Loraine, S. S. 2010. *Puzzles – Toys or Teaching Tools?*. [online]. [www.superduperinc.com](http://www.superduperinc.com). [Retrieved on February 13<sup>th</sup>, 2014].
- Sudijono, A. 1996. *Pengantar Evaluasi Pendidikan*. Edisi Pertama. Jakarta: PT. RajaGrafindo Persada.
- Thomson, A. J. & Martinet, A. V. 1986. *A Practical English Grammar*. Fourth Edition. New York: Oxford University Press.
- Thornburry, S. 2002. *How to teach Vocabulary*. London: Longman Group, Ltd.
- Universitas Jember. 2011. *Pedoman Penulisan Karya Ilmiah*. Jember: Badan Penerbit Universitas Jember.
- Wilson, k. 2009. *Top Ten Ways to Teach Vocabulary*. Available at <http://ww.trcab.com/resources/top-ten-ways-to-teach-vocabulary/> Retrieved on February 15<sup>th</sup>, 2014
- Wright, A., Betteridge, D., and Buckby, M. 2006. *Games for Language Learning*. Cambridge: Cambridge University Press.



RESEARCH MATRIX

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of using Crossword Puzzles on the Eighth Grade students' Vocabulary Achievement at MTs Kebunrejo Banyuwangi	Is there any significant effect of using Crossword Puzzles on the Eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi?	Independent Variable : The use of Crossword Puzzles in teaching vocabulary  Dependent Variable : The students' vocabulary achievement	<ul style="list-style-type: none"> <li>The students filling in the Crossword Puzzles based on the clues in the form of phrases or sentences given by the teacher.</li> </ul> <p>(Karim and Hasbullah, 1986:2.34)</p> <p>the scores of the students vocabulary achievement test covering :</p> <ul style="list-style-type: none"> <li>Nouns</li> <li>Verbs</li> <li>Adverbs</li> <li>Adjectives</li> </ul>	<p>Population; : The eighth grade students of MTs Kebunrejo Banyuwangi in the 2014/2015 academic year</p> <p>Informant: The English Teacher</p> <p>Document :</p> <ul style="list-style-type: none"> <li>The names of the respondents (the experimental group and the control group) from the English teacher</li> <li>The scores of the experimental group and the control group</li> </ul>	<ol style="list-style-type: none"> <li>Research Design Randomized posttest-only control group design(Fraenkel and Wallen, 2009:267)</li> <li>Area Determination Method: Purposive Method</li> <li>Respondent Determination Method: Cluster Random Sampling</li> <li>Data Collection Methods:                             <ol style="list-style-type: none"> <li>Primary data: Vocabulary test</li> <li>Supporting data: Interview Documentation</li> </ol> </li> <li>Data Analysis Method: <math>t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}</math></li> </ol> <p>Note: Mx = mean score of the experimental group</p>	There is a significant effect of using Crossword Puzzles on the eighth grade students' vocabulary achievement at MTs Kebunrejo Banyuwangi

					<p>My = mean score of the control group  <math>\Sigma x^2</math> = individual score deviation of the experimental group (<math>M_x</math>)  <math>\Sigma y^2</math> = individual score deviation of the control group (<math>M_y</math>)                  Nx = the number of subject in the experimental group                  (Arikunto, 2006:311)</p>	
--	--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



**Supporting Data Instrument**

**Interview Guide**

No.	The List of Interview question	Data Resources
1.	What curriculum do you use in teaching English?	The English Teacher
2.	How often do you teach English in a week?	
3.	What books do you use in teaching English?	
4.	Do you teach vocabulary integratedly with the other language skills? If yes, what are they?	
5.	Have you ever taught vocabulary using crossword puzzle?	
6.	What techniques do you use in teaching vocabulary?	
7.	How are the students' abilities in mastering vocabulary?	
8.	What are the students' difficulties in learning vocabulary?	
9.	How do you assign the students to enlarge their vocabulary?	
10.	How do you help the students if they have some difficulties in learning vocabulary?	

**Documentation Guide**

No.	The Data Taken	Data Resources
1.	The total number of the respondents and the names of the respondents	Documents
2.	The schedule of the English subject	

**The Result of Interview with the English Teacher of MTs  
Kebunrejo Banyuwangi**

No.	The Questions	Data Sources
1.	What curriculum do you use in teaching English?	The 2006 Institutional Curriculum for Junior High School.
2.	How often do you teach English in a week?	5 hours in a week
3.	What books do you use in teaching English?	LKS, Quadra, Erlangga, and Intan Pariwara.
4.	Do you teach vocabulary integratedly with the other language skills? If yes, what are they?	Yes, I do. I teach vocabulary integratedly with the other language skills. Actually vocabulary can be integrated with all of the language skills, but mostly I teach it integrated with reading skill and writing skill.
5.	Have you ever taught vocabulary using crossword puzzle?	No, I have not.
6.	What techniques do you use in teaching vocabulary?	Question-answer and lecturing technique. Sometimes I also use pictures as media to teach vocabulary.
7.	How are the students' abilities in mastering vocabulary?	The students' ability in mastering vocabulary is still low.
8.	What are the students'	The students find some difficulties

	difficulties in learning vocabulary?	in memorizing the words, writing the words correctly, and finding the meaning of the words.
9.	How do you assign the students to enlarge their vocabulary?	I ask the students to find the difficult words, then finding the meaning of the words. Sometimes I also give some words to the students and ask some students to memorize it. After that, I ask them to perform it in front of the class.
10.	How do you help the students if they have some difficulties in learning vocabulary?	I ask the students to find the meaning of the difficult words in the dictionary or discuss it with the other students. If they still find some difficulties, they can ask me. Then, I will help the students by giving the translation of those difficult words.



The Names of Research Respondents of VIII D of MTs Kebunrejo Banyuwangi as  
The Experimental Group

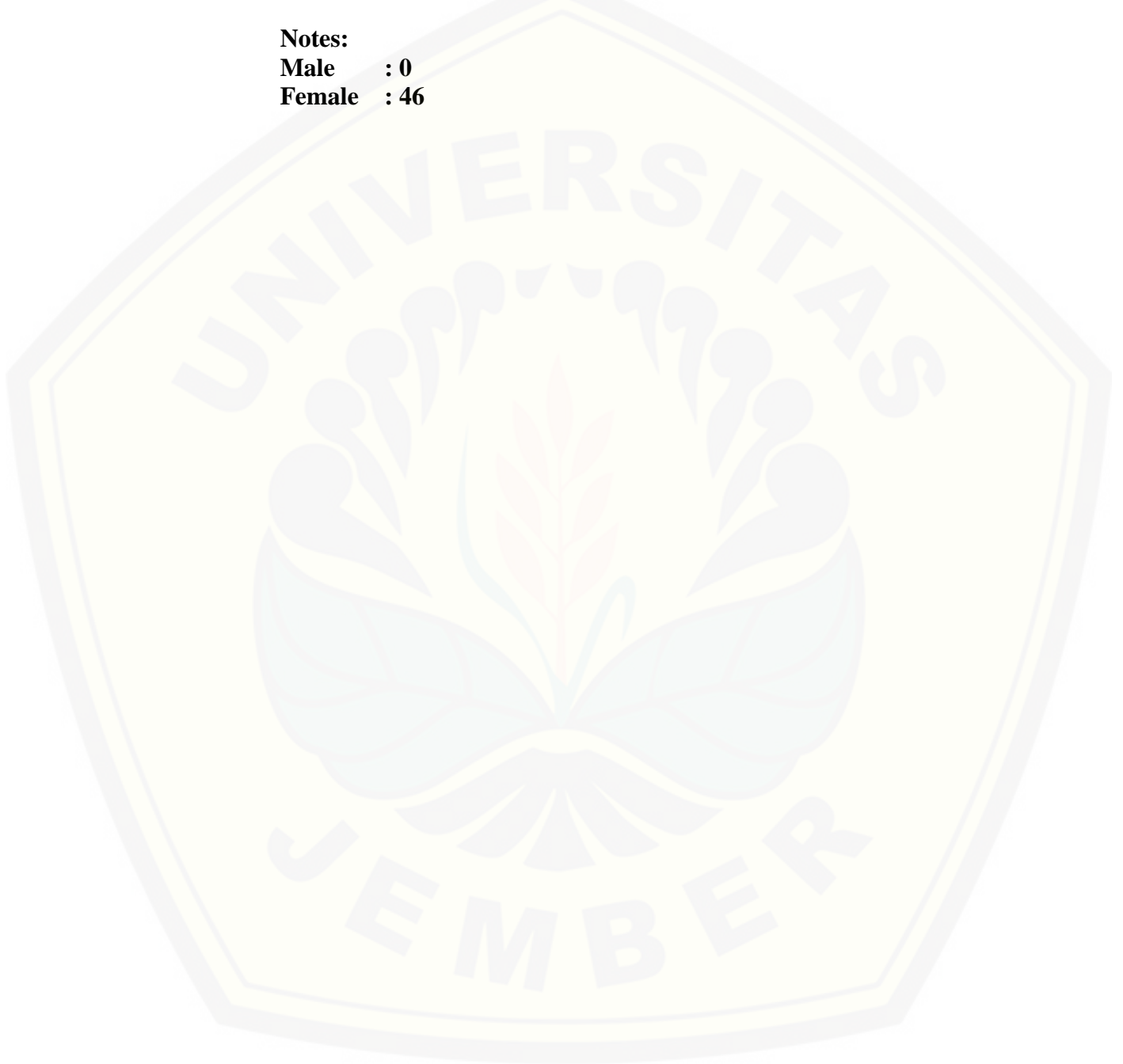
No	Name of Research Respondents
1	Achmad Ustman Milady
2	Ahmad Kelvin Hariyanto
3	Ahmad Ubaidilah
4	Aji Suatmaji
5	Alfan Maulana
6	Alfu Alfi Hamdani Zein
7	Andi Refanda
8	Angga Subakti
9	Atok Nur Fazri
10	Bayu Apriyanto
11	Dany Azhari
12	Dimas Prasetyo
13	Erik Ramadhan
14	Fahrur Rozi
15	Febian Hima Satara
16	Gading Bengawan
17	Hafid Kurniawan
18	Helmi Mubarrok
19	Jimpo Sansoko
20	M. Fahrurrozi
21	M. Nihri Salsabil
22	Misbahul Huda
23	Moh. Arifin Aprianto
24	Moh. Fahrur Rozi
25	Moh. Rizki Afandi
26	Mohamad Aripin
27	Mohamad Saiful
28	Mohamad Yusron Rosyadi
29	Mohammad Abdurrohman
30	Mohammad Fais Rosadi
31	Mohammad Romadhon
32	Muhammad Ahwi Luthan
33	Muhammad Al Fikri
34	Muhammad Bagus Nur Firmansyah
35	Muhammad Harun Abdul Mufit
36	Nafizul Hilmi Fahrezy
37	Nanang Dwi Kurniawan
38	Ngasiq Muhammad Alwi

Notes:    **Male**                : **38**  
              **Female**                : **0**

The Names of Research Respondents of VIII E of MTs Kebunrejo Banyuwangi as  
The Control Group

No	Name of Research Respondents
1	Ade Liani Maimunah
2	Ainin Nikmaturrohmah
3	Alfin Nisa' Sefta Albert Varsya
4	Anisatul Istikhomah
5	Ayu Viandari
6	Az Zahra Rany Hardina
7	Cindy Valentina
8	Dewi Pramita
9	Dian Lestari
10	Dina Safitri
11	Dini Lestari
12	Fatimatul Mayasaro
13	Fita Farida
14	Fitria Wulandari
15	Gita Winanti
16	Hanik Inayatur Rohmah
17	Ila Roudlotul Jannah
18	Ima Destiana Nengsih
19	Indana Mila Rahmika
20	Intan Arinil Izza
21	Khotimatul Husna
22	Laila Firdaus
23	Linda Lutfiah
24	Luluk Mujayana
25	Mega Indra Ayu
26	Miftahul Jannah
27	Nadifatul Jannah
28	Nadya Aina Fadhilah
29	Noviatul Ulum
30	Novita Zariah
31	Nur Laela
32	Nurronia
33	Nurul Hidayah
34	Putri Wulan Febriyanti
35	Qurrotul A'yuni
36	Rahma Dani Putri Nur Safitri
37	Rena Mawarty
38	Reni Puspita Sari
39	Sinta Umatul Khoirina Safitri
40	Siti Jamilah
41	Siti Lutfiana Sari

42	Ulfi Yuliani
43	Umi Latifah
44	Vivi Banowati
45	Vusnah Awanisah
46	Yulia Putri Pratama Hakim

**Notes:****Male : 0****Female : 46**

**HOMOGENITY TEST**

Subject : English

Level : The Eighth Grade Students

Time : 30 minutes

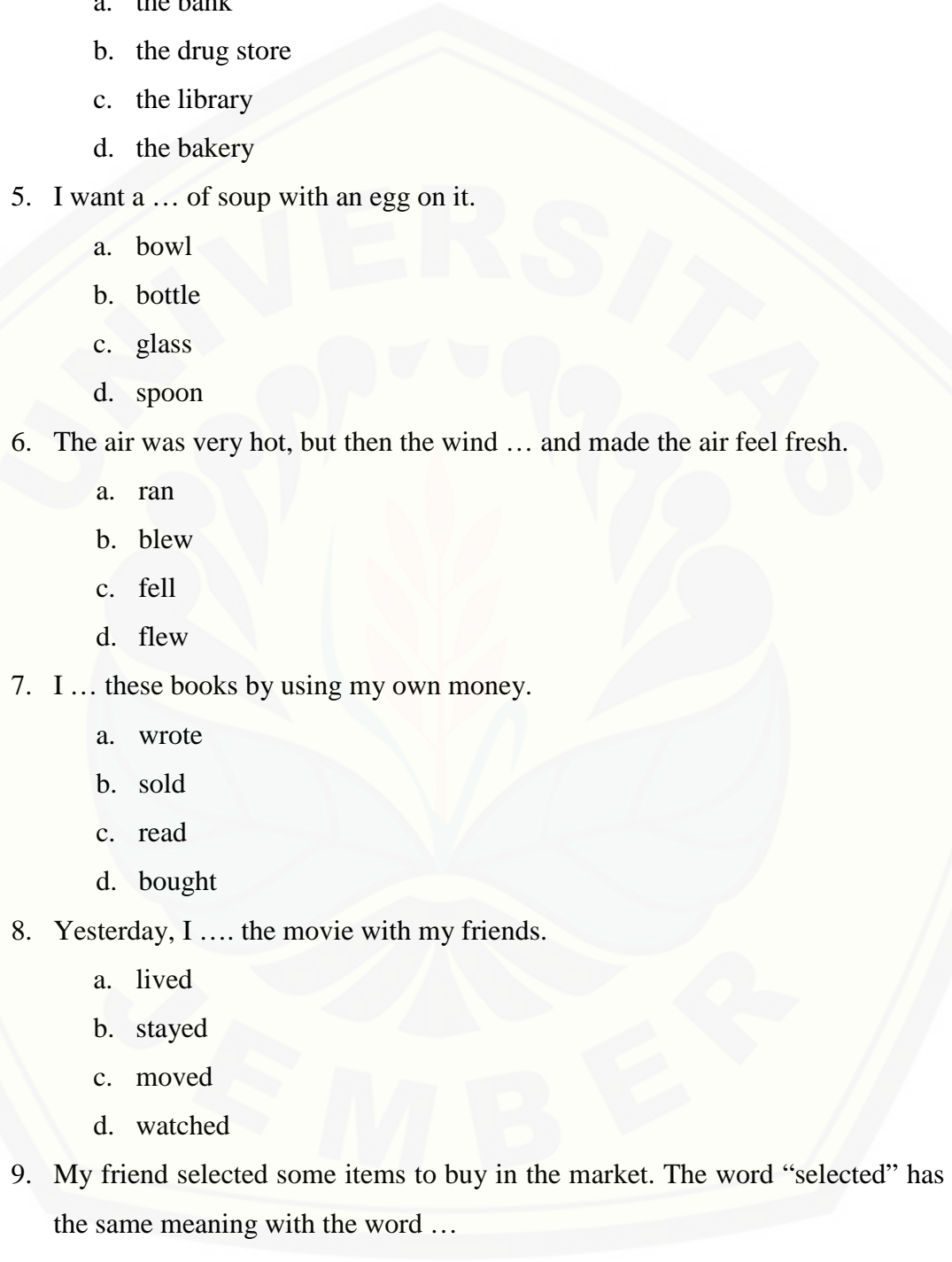
**Choose the correct answer by crossing a, b, c, or d on the answer sheet provided!**

1. What picture it is?
- a. a knife
  - b. a spoon
  - c. a key
  - d. a fork



2. It is a picture of a ...
- a. sweater
  - b. jacket
  - c. t-shirt
  - d. skirt

3. I am looking for my .... I need it to take a photo.
- a. watch
  - b. camera
  - c. calculator
  - d. jewelry

- 
4. I go to ... to buy some medicine.
- the bank
  - the drug store
  - the library
  - the bakery
5. I want a ... of soup with an egg on it.
- bowl
  - bottle
  - glass
  - spoon
6. The air was very hot, but then the wind ... and made the air feel fresh.
- ran
  - blew
  - fell
  - flew
7. I ... these books by using my own money.
- wrote
  - sold
  - read
  - bought
8. Yesterday, I .... the movie with my friends.
- lived
  - stayed
  - moved
  - watched
9. My friend selected some items to buy in the market. The word "selected" has the same meaning with the word ...
- threw
  - put



- c. chose
- d. gave

10. The weather was very hot, I needed to .... a glass of fresh water.

- a. eat
- b. drink
- c. inhale
- d. sniff

11. My father is thin, but my mom is...

- a. fat
- b. long
- c. tall
- d. short

12. My dress is clean because I have washed it this morning. What is the antonym of “clean”?

- a. empty
- b. true
- c. dirty
- d. push

13. Dina speaks fastly, I can't understand her. What is the antonym of “fast”?

- a. lazy
- b. smart
- c. slow
- d. quick

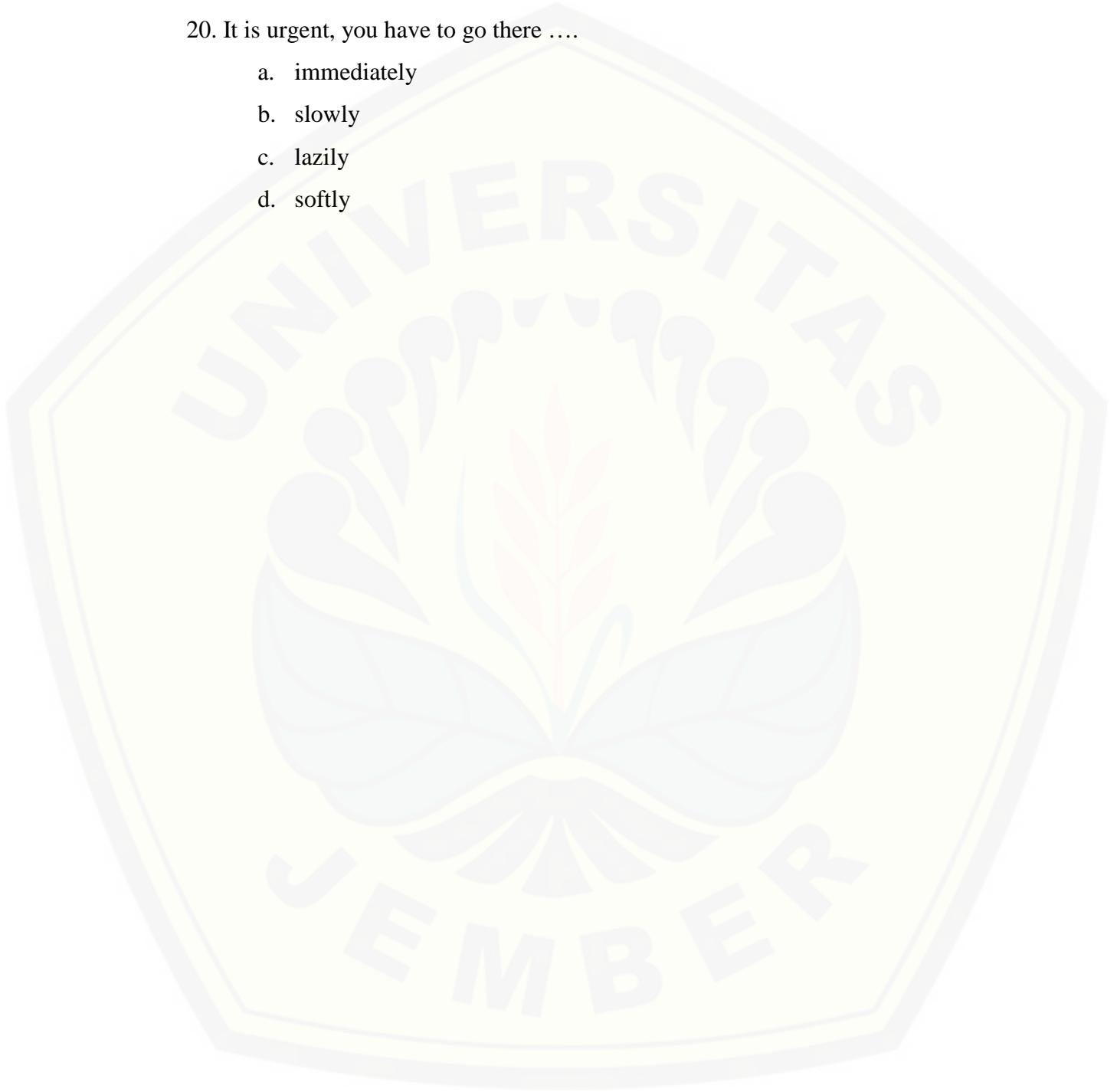
14. Most of his answers in the test were false, so he got a bad score. What is the antonym of “false”?

- a. true
- b. rises
- c. wrong
- d. gentle

15. She liked sweet taste. She wanted a cup of coffee with ... sugar.
- little
  - much
  - few
  - no
16. He always tells the truth. He .... tells a lie.
- never
  - often
  - always
  - regularly
17. I lost my purse at the bus station, fortunately I could find it again. The synonym of the word “fortunately” is ...
- luckily
  - sadly
  - hardly
  - nearly
18. Doni washed his hands .... eating, so that he didn't get a stomachache.
- after
  - now
  - before
  - yet
19. She is a smart student, she ... gets a good score.
- never
  - seldom
  - ever
  - often

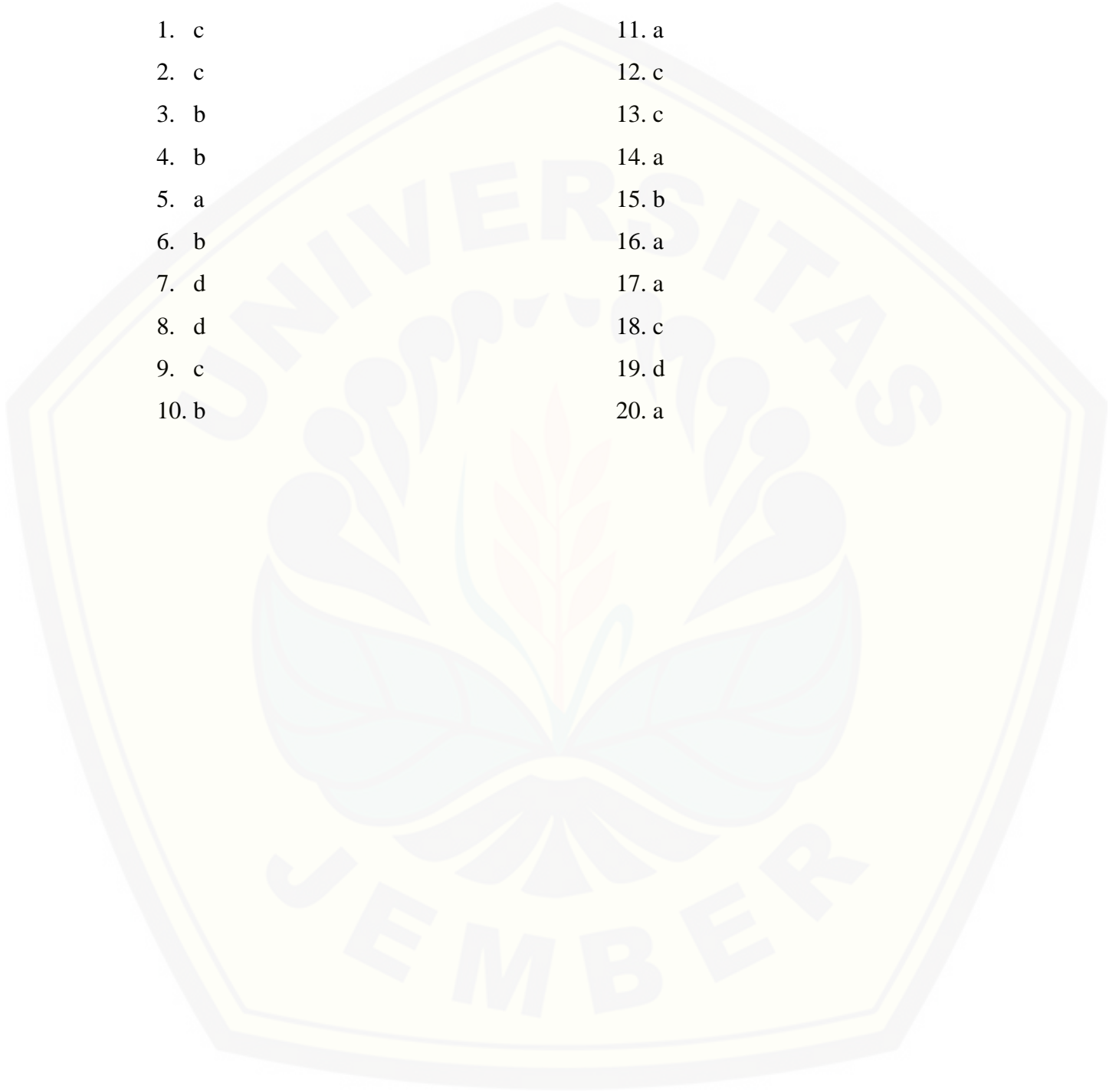
20. It is urgent, you have to go there ....

- a. immediately
- b. slowly
- c. lazily
- d. softly



**Answer Key for Homogeneity Test**

- |       |       |
|-------|-------|
| 1. c  | 11. a |
| 2. c  | 12. c |
| 3. b  | 13. c |
| 4. b  | 14. a |
| 5. a  | 15. b |
| 6. b  | 16. a |
| 7. d  | 17. a |
| 8. d  | 18. c |
| 9. c  | 19. d |
| 10. b | 20. a |



<b>The Homogeneity Scores</b>						
<b>N0.</b>	<b>VIII A</b>	<b>VIII B</b>	<b>VIII C</b>	<b>VIII D</b>	<b>VIII E</b>	<b>VIII F</b>
1	80	80	85	80	85	85
2	85	75	70	80	80	70
3	75	85	85	90	95	85
4	80	90	90	85	75	75
5	90	75	95	80	85	75
6	80	90	80	80	90	90
7	75	75	85	95	85	75
8	85	95	75	85	65	75
9	90	90	80	95	85	70
10	80	85	90	90	75	75
11	85	80	95	80	95	75
12	95	90	85	80	95	80
13	70	80	80	80	70	80
14	85	75	75	95	85	80
15	80	80	85	85	95	90
16	80	80	80	90	85	85
17	85	75	85	85	80	75
18	90	80	95	95	90	85
19	75	85	80	85	75	75
20	80	90	90	95	90	85
21	80	85	80	85	75	90
22	85	70	75	70	80	80
23	70	80	80	85	85	75
24	75	85	95	80	90	80
25	80	80	80	90	85	75



26	80	75	85	75	80	90
27	85	95	80	80	85	85
28	75	75	80	85	85	85
29	85	95	90	75	85	75
30	80	85	90	85	90	90
31	70	75	75	90	85	85
32	60	80	90	80	80	80
33	85	80	85	75	85	80
34	70	75	80	80	75	75
35		80	85	80	90	90
36		85	95	85	75	95
37		90		85	80	80
38				85	85	75
39					85	95
40					95	85
41					80	70
42					90	70
43					70	70
44					75	85
45					85	80
46					85	
<b>Sum</b>	<b>2725</b>	<b>3045</b>	<b>3030</b>	<b>3200</b>	<b>3840</b>	<b>3625</b>
<b>Mean</b>	<b>80.14</b>	<b>82.29</b>	<b>84.16</b>	<b>84.21</b>	<b>83.47</b>	<b>80.55</b>

**TRY OUT TEST****Subject : English****Class : The eighth grade students****Time : 70 minutes**

**Choose the correct answer by crossing a, b, c, or d on the answer sheet provided!**

1. There were many .... coming to Bali for recreation, they came from local and foreign countries.
  - a. sellers
  - b. players
  - c. dancers
  - d. tourists
2. My friends went to the beach for .... if there is a big wave.
  - a. sinking
  - b. surfing
  - c. swimming
  - d. sailing
3. The wave in Sanur beach was small, the opposite of “small” is ...
  - a. big
  - b. tiny
  - c. thin
  - d. little
4. The beach guard saved the boy ... from the big wave.
  - a. bravely
  - b. bravery
  - c. brightly
  - d. briefly



5. It is a picture of a ...
- terrace
  - foyer
  - garage
  - pool
6. Two days ago, I went to GWK to enjoy the Pendet show, one of the traditional dances in Bali. Many people liked it because the girls ... very beautifully.
- painted
  - walked
  - played
  - danced
7. I need my father's help to finish this task because the task is difficult for me. The word that has the closest meaning with the word "difficult" is...
- easy
  - hard
  - simple
  - strong
8. I go to the beach every Wednesday, Friday and Sunday. It can be said that I go to the beach .... a week.
- two times
  - four times
  - five times
  - three times



9. The part of the house in the picture is called a

...

- a. terrace
- b. kitchen
- c. garage
- d. pool

10. The sculptors in this village could .... the stone became an artistic sculpture.

- a. carve
- b. carry
- c. crack
- d. cut

11. My mother had a lot of work to do. It means that she was a ... woman.

- a. relax
- b. busy
- c. jobless
- d. lazy

12. My teacher asked me to speak ... to my parents to respect them.

- a. busily
- b. politely
- c. angrily
- d. hastily

13. It is a place outside the house that is full of plants. It shows the tropical design of the house. It is the...
- porch
  - foyer
  - garage
  - vegetation
14. My aunt .... delicious meal in the kitchen.
- cooked
  - rubbed
  - cleaned
  - smeared
15. I wore thick jacket, because the weather was very ...
- hot
  - warm
  - cold
  - sultry
16. She picked up all the bits of broken glass .... , so it will not hurt herself.
- wrongly
  - carefully
  - carelessly
  - quickly
17. A place to save the vehicles in a house is the ...
- garage
  - living room
  - ceiling
  - yard



18. Rina's bedroom was so dirty. Her mother reminded her to ... the bedroom before leaving.
- mess
  - damage
  - ruin
  - clean
19. My mother was sad because my brother was ill. The antonym of "sad" is...
- tragic
  - happy
  - terrible
  - afraid
20. The living room was .... designed. Everybody liked it.
- badly
  - blindly
  - prettily
  - rashly
21. Vicky went to a place which provides many rooms that people can rent the rooms for taking a rest when they are traveling to the other town. This place is called a...
- hotel
  - restaurant
  - bank
  - hospital
22. The clothes were still full of foams, she had to .... it once again.
- take
  - rinse
  - throw
  - put

23. We saw an old building beside the bank near the river. The opposite of “old” is ....
- young
  - mature
  - small
  - ripe
24. We had to drive for about 5 hours to move from Gilimanuk to Kuta beach. It was really a long distance. The underlined words have the same meaning with the word ....
- near
  - close
  - far
  - short
25. Last night my family and I had dinner together in the ....
- living room
  - laundry room
  - bedroom
  - dining room
26. The wind ... smoothly, it made me feel chilly.
- blew
  - ran
  - fell
  - burs
27. Yesterday was ..... , because the sun was shining brightly.
- cloudy
  - sunny
  - snowy
  - rainy

28. It rained .... , so it caused flood to the whole village.
- rarely
  - heavily
  - smoothly
  - brightly
29. My mother saved the food in the ....
- porch
  - garden
  - pantry
  - garage
30. I felt tired, so I .... in the bedroom.
- ate
  - slept
  - sang
  - drank
31. The sea bank around here was shallow. The opposite meaning of “shallow” is...
- long
  - deep
  - far
  - narrow
32. He could finish all the questions in the test .... . He got a perfect score.
- lazily
  - correctly
  - wrongly
  - bravely

33. My sister washed her clothes in the .... yesterday.
- dining room
  - living room
  - bedroom
  - laundry room
34. Last Sunday, my brother .... in the pool with his friends.
- slept
  - drove
  - swam
  - ate
35. The water in the pool was clear. The synonym of “clear” is...
- pure
  - soiled
  - dirty
  - muddy
36. He spoke .... , so everyone in this room could hear his voice clearly.
- loudly
  - softly
  - quickly
  - carefully
37. The boys were surfing on the ....
- rocks
  - waves
  - sands
  - corals

38. Thomas ..... his dirty clothes in the laundry room this morning.
- washed
  - sewed
  - bought
  - sold
39. The 5 star hotel service was good. The synonym of “good” is...
- bad
  - poor
  - fine
  - foul
40. The man walked .... , because the baby was sleeping.
- happily
  - quietly
  - sadly
  - curiously

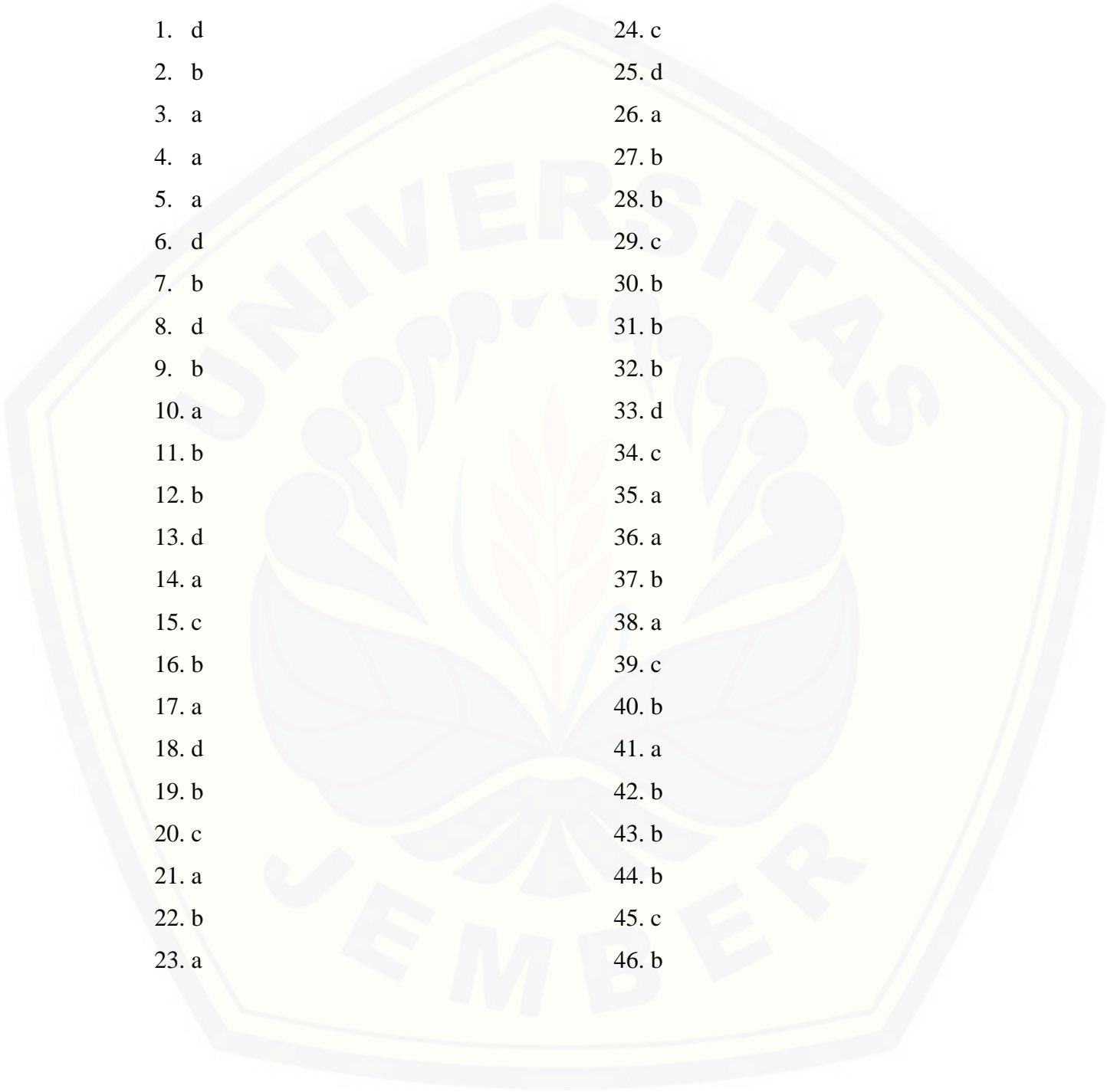


41. What picture is it?
- beach
  - mountain
  - river
  - lake
42. The grasses were already thick, I had to ... it.
- water
  - cut
  - fertilize



- d. plant
43. Rino was a diligent student. The opposite of “diligent” is ...
- a. smart
  - b. lazy
  - c. moody
  - d. clever
- 44..... is your favorite place to visit in Bali?
- a. Why
  - b. Where
  - c. When
  - d. Who
45. My family went to Bromo, one of the most beautiful .... in Java island.
- a. seas
  - b. lakes
  - c. mountains
  - d. hills
46. The ship .... from one island to the other islands.
- a. jumped
  - b. sailed
  - c. walked
  - d. stayed

**Answer Key for Try Out Test**

- 
1. d  
2. b  
3. a  
4. a  
5. a  
6. d  
7. b  
8. d  
9. b  
10. a  
11. b  
12. b  
13. d  
14. a  
15. c  
16. b  
17. a  
18. d  
19. b  
20. c  
21. a  
22. b  
23. a  
24. c  
25. d  
26. a  
27. b  
28. b  
29. c  
30. b  
31. b  
32. b  
33. d  
34. c  
35. a  
36. a  
37. b  
38. a  
39. c  
40. b  
41. a  
42. b  
43. b  
44. b  
45. c  
46. b

The Result of the Try out Analysis for Odd Number

No.	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45
1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
2	1	0	1	1	1	1	0	1	0	0	0	0	1	1	1	0	1	1	0	1	1	1	1
3	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1
4	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0	1	1	1	0
5	1	1	1	1	1	0	1	1	0	1	0	1	0	0	0	1	1	1	1	0	1	0	0
6	1	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1
7	0	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	0
8	1	0	1	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1
9	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1
10	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	0
11	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0
12	1	1	0	1	1	0	1	1	0	1	0	0	0	0	1	1	1	0	0	0	1	1	1
13	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	0	0	0	0	1	1	1
14	1	1	1	0	1	0	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1
15	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	0	0
16	1	1	1	0	1	0	0	1	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1
17	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	1	0
18	1	1	1	1	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1
19	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	0	1	0	0	0	1	1	0
20	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1
21	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1
22	1	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	1	1	0	1	1	0	0
23	1	0	0	0	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1
24	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1
25	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0
26	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
27	1	1	1	1	1	1	0	1	0	0	0	0	1	1	1	0	1	1	0	1	1	1	1
28	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0
29	1	1	0	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0
30	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1
31	1	1	1	0	1	0	0	1	1	0	1	0	1	0	0	1	1	0	0	0	1	0	1
32	0	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1
33	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	0	1	0	0
34	1	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	1	1	1
35	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	0	0	1	1	1	0
36	1	1	1	0	1	1	0	1	0	0	1	0	1	0	0	1	1	1	0	1	1	0	1
37	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1
38	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0
39	1	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0	1	0	0	1	1	1	1
40	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	0	0
41	1	1	0	0	1	1	0	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1
42	1	1	1	1	1	0	1	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	1
43	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	0	1	0	1
44	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0
45	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	0	1
<b>Total</b>	<b>33</b>	<b>34</b>	<b>34</b>	<b>21</b>	<b>41</b>	<b>22</b>	<b>21</b>	<b>36</b>	<b>21</b>	<b>33</b>	<b>34</b>	<b>34</b>	<b>24</b>	<b>22</b>	<b>30</b>	<b>25</b>	<b>34</b>	<b>26</b>	<b>14</b>	<b>34</b>	<b>42</b>	<b>25</b>	<b>28</b>

The Result of the Try out Analysis for Even Number

No.	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46
1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1
2	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1
3	1	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1
4	0	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0
5	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	1	0	1	1	1
6	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1
7	0	0	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0	0
8	1	1	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1
9	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	0
10	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1
11	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	1
12	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0
13	1	0	1	1	0	0	1	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1
14	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1
15	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	0	0
16	0	0	0	1	1	0	0	1	1	0	1	1	1	0	0	0	1	1	1	0	1	1	1
17	0	1	1	0	0	0	1	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0
18	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	0	1	1	1	1
19	1	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	0	0	0	0
20	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	0	0	0
21	0	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1
22	1	1	0	1	1	0	0	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1
23	1	0	1	1	0	0	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	0	0
24	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1
25	0	0	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0
26	0	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1
27	1	0	1	1	1	0	1	0	1	0	0	1	0	1	1	0	1	0	1	0	1	1	1
28	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	0	0
29	1	1	1	1	0	0	0	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	1
30	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1
31	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	0
32	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1
33	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1
34	1	1	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	0	0
35	1	0	1	1	0	0	1	1	0	1	1		0	1	0	1	1	1	1	1	0	0	0
36	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1
37	0	1	1	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0
38	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	1	1
39	1	0	0	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1
40	1	1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1
41	1	0	1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1
42	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	0

43	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	
44	0	0	1	1	0	0	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	
45	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	0	1	0	1	
<b>Total</b>	<b>32</b>	<b>23</b>	<b>33</b>	<b>35</b>	<b>27</b>	<b>7</b>	<b>32</b>	<b>33</b>	<b>36</b>	<b>25</b>	<b>27</b>	<b>29</b>	<b>27</b>	<b>29</b>	<b>27</b>	<b>27</b>	<b>35</b>	<b>28</b>	<b>33</b>	<b>29</b>	<b>27</b>	<b>26</b>	<b>27</b>





**The Result of Difficulty Index**

<b>Number of test item</b>	<b>JPT</b>	<b>JBB</b>	<b>P</b>	<b>Criteria</b>
1	45	33	0.733333	Fair
2	45	32	0.711111	Fair
3	45	34	0.755556	Fair
4	45	23	0.511111	Fair
5	45	34	0.755556	Fair
6	45	33	0.733333	Fair
7	45	21	0.466667	Fair
8	45	35	0.777778	Fair
9	45	41	0.911111	Easy
10	45	27	0.6	Fair
11	45	22	0.488889	Fair
12	45	7	0.155556	Difficult
13	45	21	0.466667	Fair
14	45	32	0.711111	Fair
15	45	36	0.8	Fair
16	45	33	0.733333	Fair
17	45	21	0.466667	Fair
18	45	36	0.8	Fair
19	45	33	0.733333	Fair
20	45	25	0.555556	Fair
21	45	34	0.755556	Fair
22	45	27	0.6	Fair
23	45	34	0.755556	Fair
24	45	29	0.644444	Fair
25	45	24	0.533333	Fair

26	45	27	0.6	Fair
27	45	22	0.488889	Fair
28	45	29	0.644444	Fair
29	45	30	0.666667	Fair
30	45	27	0.6	Fair
31	45	25	0.555556	Fair
32	45	27	0.6	Fair
33	45	34	0.755556	Fair
34	45	35	0.777778	Fair
35	45	26	0.577778	Fair
36	45	28	0.622222	Fair
37	45	21	0.466667	Fair
38	45	33	0.733333	Fair
39	45	34	0.755556	Fair
40	45	29	0.644444	Fair
41	45	42	0.933333	Easy
42	45	27	0.6	Fair
43	45	25	0.555556	Fair
44	45	26	0.577778	Fair
45	45	28	0.622222	Fair
46	45	27	0.6	Fair

Notes:

JJB : total number of the students who answer correctly

JPT : total number of the students who are participated in the test

P Difficulty index

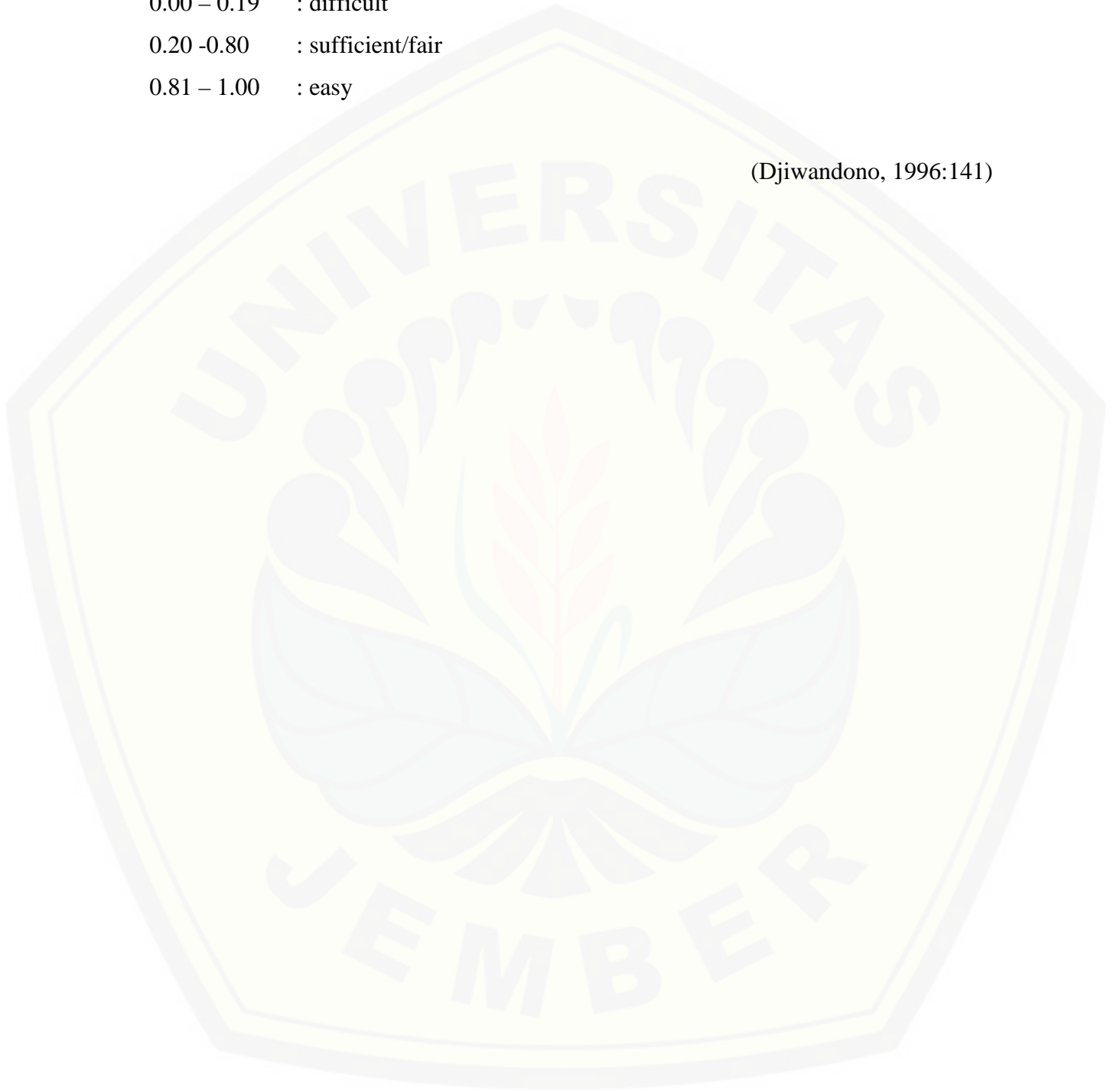
The Criteria of difficulty index used are as follows:

0.00 – 0.19 : difficult

0.20 -0.80 : sufficient/fair

0.81 – 1.00 : easy

(Djiwandono, 1996:141)



## The Calculation of Each Odd (X) and Even (Y) Scores

Number of Subject	Scores		X <sup>2</sup>	Y <sup>2</sup>	XY
	Odd numbers (X)	Even Numbers (Y)			
1	19	16	361	256	304
2	15	15	225	225	225
3	16	16	256	256	256
4	13	14	169	196	182
5	14	14	196	196	196
6	16	15	256	225	240
7	15	12	225	144	180
8	15	16	225	256	240
9	16	15	256	225	240
10	16	15	256	225	240
11	15	15	225	225	225
12	13	15	169	225	195
13	14	15	196	225	210
14	16	14	256	196	224
15	14	13	196	169	182
16	14	13	196	169	182
17	14	12	196	144	168
18	16	15	256	225	240
19	12	13	144	169	156
20	15	13	225	169	195
21	16	16	256	256	256
22	14	15	196	225	210
23	14	13	196	169	182
24	16	16	256	256	256
25	15	14	225	196	210
26	18	15	324	225	270

## Appendix J

27	16	14	256	196	224
28	16	14	256	196	224
29	14	14	196	196	196
30	16	16	256	256	256
31	12	14	144	196	168
32	18	15	324	225	270
33	14	15	196	225	210
34	14	14	196	196	196
35	14	13	196	169	182
36	14	15	196	225	210
37	16	13	256	169	208
38	16	16	256	256	256
39	13	15	169	225	195
40	16	16	256	256	256
41	16	14	256	196	224
42	14	16	196	256	224
43	15	15	225	225	225
44	15	15	225	225	225
45	15	15	225	225	225
<b>Sum</b>	<b>675</b>	<b>654</b>	<b>10217</b>	<b>9560</b>	<b>9838</b>



**LESSON PLAN (for the experimental group, meeting 1)**

Subject	: English
Level	: Junior High School
Class/Semester	: VIII/ 1
English component	: Vocabulary
Genre	: Recount text
Time allocation	: 2 x 40 minutes

**I. Standard Competency**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competency**

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

Cognitive Product

5.3.2.1 Finding the meaning of the words provided.

5.3.2.2 Filling in the Crossword puzzless based on the clues given.

Cognitive Process

5.3.2.3 Identifying the words based on the clues given by the teacher.

5.3.2.4 Classifying the types of the words given by the teacher.

**IV. Learning Objectives**

Cognitive Product

5.3.2.1 The students are able to find the meaning of the words provided.

5.3.2.2 The students are able to fill in the Crossword puzzles based on the clues given.

Cognitive Process

5.3.2.3 The students are able to identify the words based on the clues given by the teacher correctly.

5.3.2.4 The students are able to classify the types of the words given by the teacher correctly.

- V. Materials** : Enclosed
- VI. Approach** : Cooperative Learning
- VII. Technique** : Discussion

**Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Method	Time
1.	<p>Set Induction:</p> <p>1.1 Greeting the students.</p> <p>1.2 Checking the class.</p> <p>1.3 Showing a picture of Mount Bromo.</p> <p>1.4 Asking some leading questions.</p> <p>1.5 Stating the learning objectives.</p>	<p>Responding greeting.</p> <p>Paying attention</p> <p>Answering the teacher's questions.</p> <p>Listening to the teacher</p>	<p>Q-A</p> <p>Q-A</p>	<p>0,5'</p> <p>1'</p> <p>0,5'</p> <p>2,5'</p> <p>0,5'</p>
2.	<p>Main Activities:</p> <p>2.1 Distributing the recount text to the students.</p> <p>2.2 Asking the students to</p>	<p>Receiving the recount text</p> <p>Reading the text</p>	<p>Responding.</p>	<p>1'</p> <p>3'</p>

	<p>read the recount text given by the teacher.</p> <p>2.3 Reviewing about a recount text.</p> <p>2.4 Explaining about the parts of speech covering adjectives, nouns, verbs and adverbs based on the text given</p> <p>2.5 Asking the students to do Exercise 1, classifying the underlined words in the text into the nouns, verbs, adjectives, and adverbs column in pairs.</p> <p>2.6 Checking the answers together</p> <p>2.7 Distributing the Crossword puzzles that have been prepared by the teacher to the students.</p> <p>2.8 Explaining the students how to fill in the Crossword puzzles.</p> <p>2.9 Asking the students to check whether all the words in the clues are understood or not.</p> <p>2.10 Asking the students to fill in the Crossword puzzles based on the clues</p>	<p>Paying attention</p> <p>Paying attention</p> <p>Doing Exercise 1</p> <p>Paying attention</p> <p>Receiving the Crossword puzzles</p> <p>Paying attention</p> <p>Checking the words in the clues</p> <p>Doing Exercise 2</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>Responding</p>	<p>10'</p> <p>10'</p> <p>10'</p> <p>3'</p> <p>1'</p> <p>2'</p> <p>3'</p> <p>20'</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------------------------------

	given in groups of four. 2.11 Asking the students to collect their work. 2.12 Checking the students' work together	Collecting their works		1'
			Responding	5'
3.	Closure 3.1 Drawing a conclusion by question and answer. 3.2 Parting.	Making a conclusion by answering the teacher's questions. Responding the parting.	Q-A	5'  1'

### VIII. Assessment

#### Product Assessment

#### Cognitive

#### Category:

A : 90 - 100

B : 80 - 89

C : 70 - 79

D : 60 - 69

1. For Exercise 1, every correct answer is scored 2.

Total score:  $2 \times 20 = 40$

2. For Exercise 2, every correct answer is scored 3

Total score:  $3 \times 20 = 60$

3. Final score: Exercise 1 + Exercise 2 = 100

## IX. Source and Media

### a. Source:

<http://karinaamanda91.wordpress.com/2013/04/28/recount-text-trip-to-bromo>. Retrieved on September, 4<sup>th</sup> 2014

<http://10000-miles.com/wp-content/uploads/2013/01/bromo04.jpg>.

Retrieved on September, 4<sup>th</sup> 2014.

### b. Media: reading texts, pictures, white board, marke

Jember, 05 September 2014

**The English Teacher,**

**Researcher,**

**Khusnul Khotimah, S.Pd**

**Rini Arista**

**NUPTK: 7752761662300052**

**NIM: 100210401071**



**Leading Question:**

1. Riddle :
  - a. This is the famous mountain in Indonesia
  - b. There are lots of tourists visiting this place
  - c. It has beautiful scenery, especially the sunrise
  - d. It is located in Probolinggo, East Java
  - e. The Tengger Tribe lives there
  - f. What is it?
2. Showing the picture of Mount Bromo



(taken from <http://10000-miles.com/wp-content/uploads/2013/01/bromo04.jpg>)

3. Have you ever spent your holiday there?
4. What did you do when you were there?
5. Could you guess what we are going to study?

**Example of Recount Text:**

**A Trip to Mount Bromo**

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool near the garden.

In the morning, my friend and I saw Mount Bromo. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

*(taken from <http://karinaamanda91.wordpress.com>)*

### **Explanation:**

- A recount is a type of text that deals with past experiences.
- The function is to retell some events that happened in the past for certain purposes: to inform and/or to entertain the listeners or readers.
- Generic Structure of recount text:
  - a. Orientation: an introduction that provides the setting and introduces participants.
  - b. Series of events : account that tells what happened, in a sequence.
  - c. Reorientation : closure of events
- Language features of recount text:
  - a. Using past tense, because it tells something happened in the past.
  - b. Using time conjunction: Before, After, When, While, until, During, As, At that time/moment, After that / then, Firstly / secondly / finally, etc.

### **Part of Speech**

1. Noun : A noun is a word that refers to a person, place, or thing.  
For examples : mount, friend, picture, and etc
2. Verb : verbs are words that denote action.  
For examples : went (go), saw (see), got (get), and etc.
3. Adjectives : adjectives are used to highlight qualities or attributes.  
For examples : big, colorful, beautiful, and etc.
4. Adverbs : adverbs are words that assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.  
For examples : last week, in the morning, in the afternoon, and etc.

### **Exercises**

**Read the text carefully then do the Exercises below!**

### **Visiting Bali**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He swam bravely through the big wave. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch near Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied and went home happily.

*(Taken from <http://www.belajarbahasainggris.us>)*

**Exercise 1**

**Classify the underlined words in the text above into the columns of verbs, nouns, adjectives and adverbs below!**

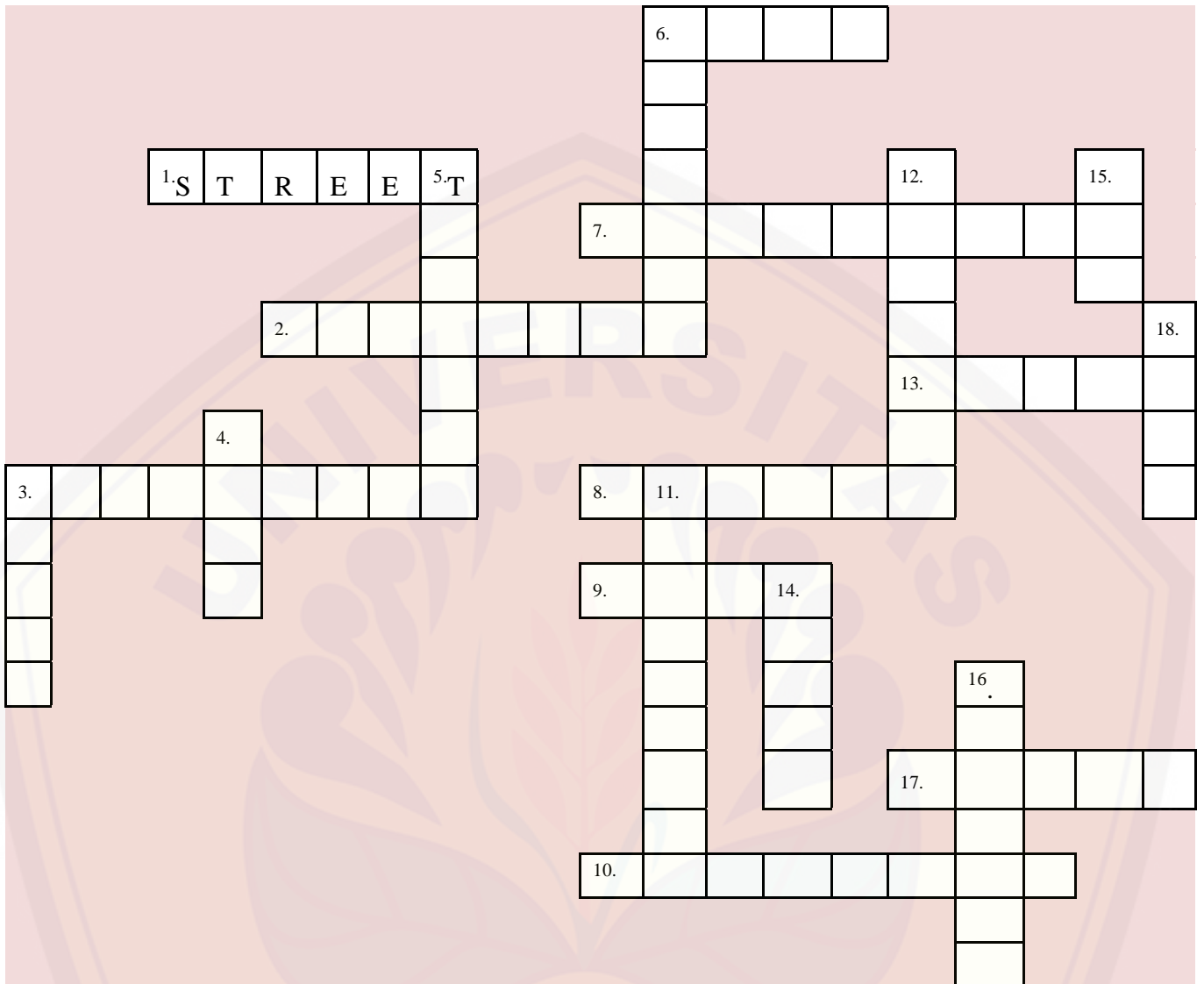
Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

**Exercise 2**

**Fill in the Crossword puzzless below based on the clues given!**

*\*Note: Number 1 is done as the example!*

Across	Down
1. The word “jalan” in English.	3. He ... his car to school by himself. (verb 2)
2. The word “setiap hari” in English.	4. “selanjutnya” in English.
3. The antonym of “similar”.	5. A person who goes to a place for having recreation is called a...
6. My sister learnt to ... in the swimming pool.	6. Bali has beautiful ... so that many people like to watch it.
7. The adjective form of the word “beauty”.	11. A kind of arts that is made from a stone.
8. A land that is surrounded by the sea.	12. My family and I ... my Grandmother’s house last holiday.
9. Having many jobs to do.	14. My father is old, but my little brother is ...
10. I ...Bali as the place to spend my holiday.	15. The opposite of the word “young”.
13. ... is a girl beside the tree.	16. The adjective form of the word “brave”.
17. To make designs or shapes by cutting a piece of wood or stone.	18. The word “sangat” in English.







**THE DISTRIBUTION OF THE TEST ITEMS IN THE VOCABULARY TASKS**

**(Experimental Group meeting I)**

No.	Components	Number of Test Items	Total
1.	Nouns	<b>I.</b> 1, 2, 3, 4, 5 (column nouns) <b>II.</b> Across : 1, 8 Down : 5, 6, 11	10
2.	Verbs	<b>I.</b> 1, 2, 3, 4, 5 (column verbs) <b>II.</b> Across : 6, 10, 17 Down : 3, 12	10
3.	Adjectives	<b>I.</b> 1, 2, 3, 4, 5 (column adjectives) <b>II.</b> Across : 3, 7, 9 Down : 14, 15	10
4.	Adverbs	<b>I.</b> 1, 2, 3, 4, 5 (column adverbs) <b>II.</b> Across : 2, 13 Down : 4, 16, 18	10
Total			40

### LESSON PLAN (for the control group meeting 1)

Subject	: English
Level	: Junior High School
Class/Semester	: VIII/ 1
English component	: Vocabulary
Genre	: Recount text
Time allocation	: 2 x 40 minutes

#### I. Standard Competency

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

#### II. Basic Competency

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### III. Indicators

Cognitive Product

5.3.2.1. Finding the word meanings given by the teacher.

Cognitive Process

5.3.2.2. Classifying the types of the words given by the teacher.

5.3.2.3. Filling in the blank spaces with the words given by the teacher.

**IV. Learning Objectives**

Cognitive Product

5.3.2.1. The students are able to find the word meanings given by the teacher correctly.

Cognitive Process

5.3.2.2. The students are able to classify the types of the words given by the teacher correctly.

5.3.2.3. The students are able to fill in the blank spaces with the words given by the teacher correctly.

**V. Materials** : Enclosed

**VI. Approach** : Cooperative Learning

**VII. Technique** : Discussion

**Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Method	Time
1.	Set Induction: 1.1 Greeting the students. 1.2 Checking the class. 1.3 Showing a picture of Mount Bromo. 1.4 Asking some leading questions. 1.5 Stating the learning objectives.	Responding greeting. Responding. . . Answering the question. Listening to the teacher	Q-A	1' 2' 1' 3' 1'
2.	Main Activities: 2.1 Distributing the recount text to the	Receiving the recount text	Responding.	1'

students.			
2.2 Asking the students to read the recount text given by the teacher.	Reading the text		3'
2.3 Reviewing about recount text.	Paying attention		10'
2.4 Explaining about the part of speech covering adjectives, nouns, verbs and adverbs based on the text given	Paying attention		10'
2.6 Asking the students to do exercise 1, classifying the underlined words in the text into the nouns, verbs, adjectives, and adverbs column in pairs.	Doing Exercise 1		10'
2.7 Checking the answers together	Paying attention	Responding	5'
2.8 Asking the students to do task 2, filling the blank spaces based on the clues given in pairs.	Doing Exercise 2		20'
2.9 Asking the students to collect their work.	Collecting their works		2'
2.10 Checking the students' work together		Responding	5'



3.	Closure			
	3.1 Drawing conclusion.	Making a conclusion by answering the teacher's questions.	Q-A Giving parting	5'
	3.2 Parting.	Responding the parting.		1'

### VIII. Assessment

Product Assessment

Cognitive

Category:

A : 90 - 100

B : 80 - 89

C : 70 - 79

D : 60 - 69

1. For exercise 1, every correct answer is scored 2.

Total score:  $2 \times 20 = 40$

2. For exercise 2, every correct answer is scored 3

Total score:  $3 \times 20 = 60$

3. Final score: exercise 1 + exercise 2 = 100

### IX. Source and Media

a. **Source:**

<http://karinaamanda91.wordpress.com/2013/04/28/recount-text-trip-to-bromo>. Retrieved on September, 4<sup>th</sup> 2014

<http://10000-miles.com/wp-content/uploads/2013/01/bromo04.jpg>.

Retrieved on September, 4<sup>th</sup> 2014.

b. **Media:** reading texts, pictures, white board, marker

Jember, 05 September 2014

**The English Teacher,**

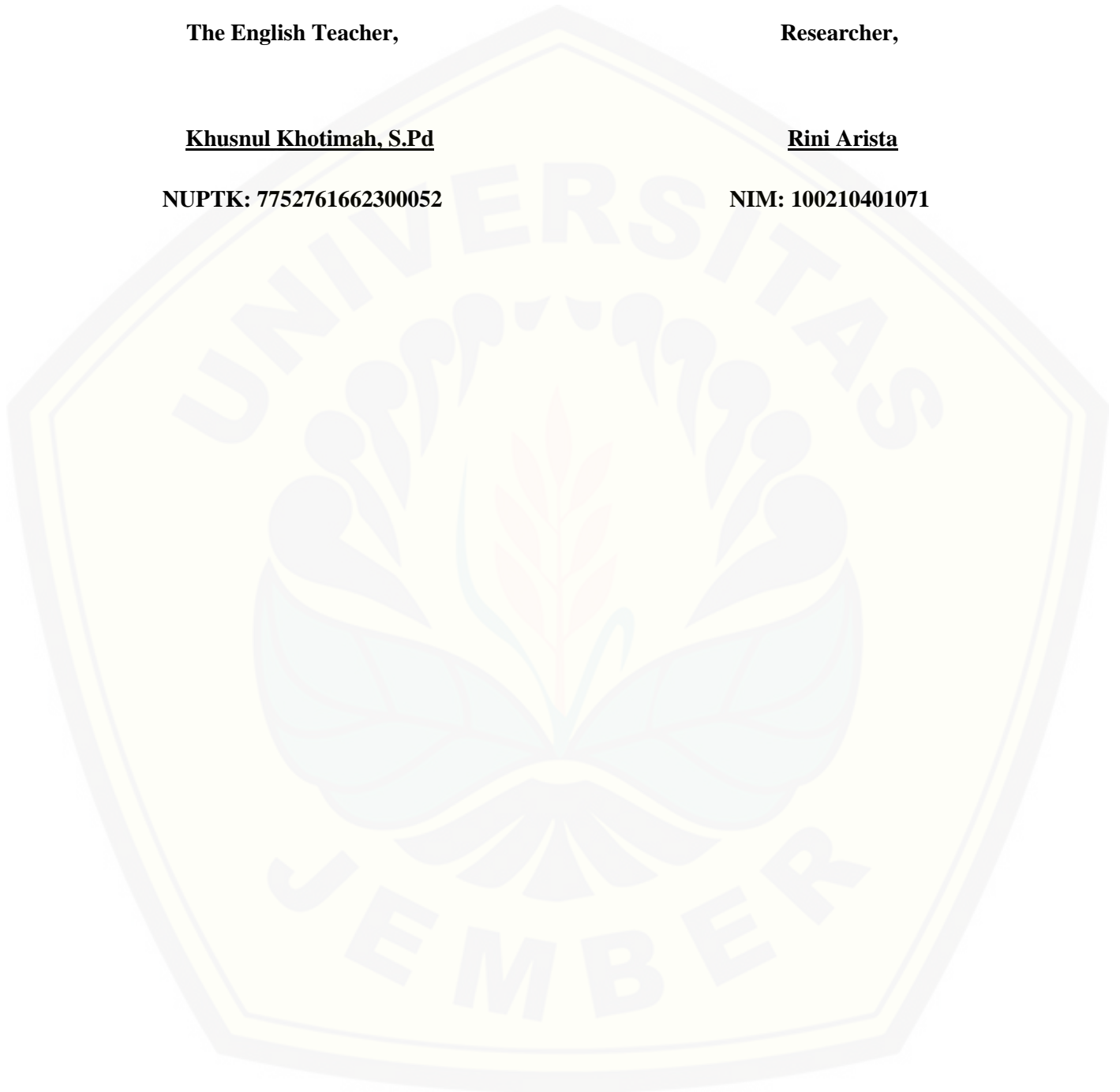
**Researcher,**

**Khusnul Khotimah, S.Pd**

**Rini Arista**

**NUPTK: 7752761662300052**

**NIM: 100210401071**



**Leading Question:**

1. Riddle :
  - a. This is the famous mountain in Indonesia
  - b. There are lots of tourists visiting this place
  - c. It has beautiful scenery, especially the sunrise
  - d. It is located in Probolinggo, East Java
  - e. The Tengger Tribe lives there
  - f. What is it?
2. Showing the picture of Mount Bromo



(taken from <http://10000-miles.com/wp-content/uploads/2013/01/bromo04.jpg>)

3. Have you ever spent your holiday there?
4. What did you do when you were there?
5. Could you guess what we are going to study?

**Example of Recount Text:****A Trip to Mount Bromo**

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

*(taken from <http://karinaamanda91.wordpress.com>)*

### **Explanation:**

- A recount is a type of text that deals with past experiences.
- The function is to retell some events that happened in the past for certain purposes: to inform and/or to entertain the listeners or readers.
- Generic Structure of recount text:
  - a. Orientation: an introduction that provides the setting and introduces participants.
  - b. Series of events : account that tells what happened, in a sequence.
  - c. Reorientation : closure of events
- Language features of recount text:
  - a. Using past tense, because it tells something happened in the past.
  - b. Using time conjunction: Before, After, When, While, until, During, As, At that time/moment, After that / then, Firstly / secondly / finally, etc.

### **Part of Speech**

1. Noun : noun is a word that refers to a person, place, or thing.  
For examples : mount, friend, picture, and etc
2. Verb : verbs are words that denote action.  
For examples : went (go), saw (see), got (get), and etc.
3. Adjectives : adjectives are used to highlight qualities or attributes.  
For examples : big, colorful, beautiful, and etc.
4. Adverbs : adverbs are words that assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.  
For examples : last week, in the morning, in the afternoon, and etc.

### **Exercises**

**Read the text carefully then do the exercises below!**

### Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He swam bravely through the big wave. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch near Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied and went home happily.

*(Taken from <http://www.belajarbahasainggris.us>)*



**Exercise 1**

**Classify the underlined words in the text above into the columns of verbs, nouns, adjectives and adverbs below!**

Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

**Exercise 2**

**Fill in the blank spaces with the suitable words given correctly!**

- Bali has a beautiful ... that makes people like to visit it.
- There are many .... spending their holiday in Bali, not only from Indonesia but they are also come from foreign countries.
- Many young boys made a beautiful ... from a big stone.
- Bali is one of the beautiful ... in Indonesia.
- Toni works ... from Sunday to Saturday.
- There were many boys ... at a big stone to make a sculpture.
- My sister taught me to ... at the beach because she was a professional swimmer.
- Rina is a ... girl, many boys like her.
- He could speak English ... well.
- My brother .... faced the big wave in Kuta beach.
- The color of my ball was ... from her ball. My ball was black and her ball was white.
- My family and I ... my Grandmother's house last holiday.
- He was still ... , but he can help his parents to work and earn money.
- My father was so ... , he had a lot of work to do.
- I ...Bali as the place to spend my holiday.

16. She goes ... with her friend.
17. My friend lives at KH. Wahid Hasyim ..., number 20, Genteng.
18. Lili arrived first and Johny came ....
19. He ... his car to school by himself.
20. My grandfather is too ... to live alone.

very	street	beautiful	old
carving	selected	swim	different
everyday	young	busy	visited
scenery	tourists	island	next
sculpture	bravely	there	drove

**Answer Key****Exercise 1**

Nouns	Verbs	Adjectives	Adverbs
1. beach	1. surfing	1. many	1. quickly
2. stone	2. join	2. little	2. in Kuta
3. mountains	3. returned	3. quiet	3. near
4. art	4. sailing	4. possible	4. in the evening
5. golden smith	5. watched	5. satisfied	5. happily

**Exercise 2**

- |              |               |
|--------------|---------------|
| 1. scenery   | 11. different |
| 2. tourists  | 12. visited   |
| 3. sculpture | 13. young     |
| 4. island    | 14. busy      |
| 5. everyday  | 15. selected  |
| 6. carving   | 16. there     |
| 7. swim      | 17. street    |
| 8. beautiful | 18. next      |
| 9. very      | 19. drove     |
| 10. bravely  | 20. old       |

**THE DISTRIBUTION OF THE TEST ITEMS IN THE VOCABULARY TASKS**

**(Control Group meeting 1)**

No.	Components	Number of Test Items	Total
1.	Nouns	<b>I.</b> 1, 2, 3, 4, 5 (column nouns) <b>II.</b> 1, 2, 3, 4, 10, 17	10
2.	Verbs	<b>I.</b> 1, 2, 3, 4, 5 (column verbs) <b>II.</b> 6, 7, 12, 15, 19	10
3.	Adjectives	<b>I.</b> 1, 2, 3, 4, 5 (column adjectives) <b>II.</b> 8, 11, 13, 14, 20	10
4.	Adverbs	<b>I.</b> 1, 2, 3, 4, 5 (column adverbs) <b>II.</b> 5, 9, 10, 16, 18	10
Total			40

### LESSON PLAN (for the experimental group, meeting 2)

Subject	: English
Level	: Junior High School
Class/Semester	: VIII/ 1
English component	: Vocabulary
Genre	: Recount text
Time allocation	: 2 x 40 minutes

#### I. Standard Competency

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

#### II. Basic Competency

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### III. Indicators

Cognitive Product

5.3.2.1 Finding the meaning of the words provided.

5.3.2.2 Filling in the crossword puzzles based on the clues given.

Cognitive Process

5.3.2.3 Identifying the words based on the clues given by the teacher.

5.3.2.4 Classifying the types of the words given by the teacher.

;



**IV. Learning Objectives**

Cognitive Product

5.3.2.1 The students are able to find the meaning of the words provided.

5.3.2.2 The students are able to fill in the crossword puzzles based on the clues given.

Cognitive Process

5.3.2.3 The students are able to identify the words based on the clues given by the teacher correctly.

5.3.2.4 The students are able to classify the types of the words given by the teacher correctly.

**V. Materials** : Enclosed

**VI. Approach** : Cooperative Learning

**VII. Technique** : Discussion

**VIII. Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Method	Time
1.	Set Induction: 1.1 Greeting the students. 1.2 Checking the class. 1.3 Showing a picture of a zoo. 1.4 Asking some leading questions. 1.5 Stating the learning objectives.	Responding greeting. Paying attention  Answering the teacher's questions. Listening to the teacher	Q-A  Q-A	0,5' 1' 0,5' 2,5' 0,5'
2.	Main Activities: 2.1 Distributing the	Receiving the	Responding.	1'

<p>recount text to the students.</p>	<p>recount text</p>		
<p>2.2 Asking the students to read the recount text given by the teacher.</p>	<p>Reading the text</p>		<p>3'</p>
<p>2.3 Reviewing the explanation of recount text.</p>	<p>Paying attention</p>		<p>10'</p>
<p>2.4 Reviewing about the part of speech covering adjectives, nouns, verbs and adverbs based on the text given</p>	<p>Paying attention</p>		<p>10'</p>
<p>2.5 Asking the students to do exercise 1, classifying the underlined words in the text into the nouns, verbs, adjectives, and adverbs column in pairs.</p>	<p>Doing Exercise 1</p>		<p>10'</p>
<p>2.6 Checking the answers together</p>	<p>Paying attention</p>		<p>3'</p>
<p>2.7 Distributing the crossword puzzle that has been prepared by the teacher to the students.</p>	<p>Receiving the crossword puzzle</p>		<p>1'</p>
<p>2.8 Explaining the students how to fill in the crossword puzzle.</p>	<p>Paying attention</p>		<p>2'</p>
<p>2.9 Asking the students to check whether all the words in the clues are</p>	<p>Checking the words in the clues</p>		<p>3'</p>

	understood or not. 2.10 Asking the students to fill in the crossword puzzle based on the clues given in groups of four. 2.11 Asking the students to collect their work. 2.12 Checking the students' work together	Doing Exercise 2  Collecting their works  Responding	Responding   Responding	20'  1' 5'
3.	Closure 3.1 Drawing a conclusion by question and answer. 3.2 Parting.	Making a conclusion by answering the teacher's questions.  Responding the parting.	Q-A   	5'  1'

## XI. ASSESSMENT

### Product Assessment

#### Cognitive

#### Category:

A : 90 - 100

B : 80 - 89

C : 70 - 79

D : 60 - 69

1. For exercise 1, every correct answer is scored 2.

Total score:  $2 \times 20 = 40$

2. For exercise 2, every correct answer is scored 3

Total score:  $3 \times 20 = 60$

3. Final score: exercise 1 + exercise 2 = 100

**X. Source and Media****a. Source:**

[http://upload.wikimedia.org/wikipedia/commons/7/7a/Bronx\\_Zoo\\_001.jpg](http://upload.wikimedia.org/wikipedia/commons/7/7a/Bronx_Zoo_001.jpg). Retrieved on September, 4<sup>th</sup> 2014.

<http://recounttext.blogspot.com/2011/04/recount-text-holiday-in-jakarta-city.html>. Retrieved on September, 4<sup>th</sup> 2014.

**b. Media:** reading texts, pictures, white board, marke**IX. Evaluation**

- Process Evaluation:

Process evaluation is conducted during teaching and learning process.

Jember, 05 September 2014

**The English Teacher,**

**Researcher,**

**Khusnul Khotimah, S.Pd**

**Rini Arista**

**NUPTK: 7752761662300052**

**NIM: 100210401071**

**Main Material****Showing the picture of zoo:**

(Taken from <http://upload.wikimedia.org>)

**Leading question:**

1. Do you know what picture it is?
2. Have you ever gone to the zoo?
3. Do you like going to the zoo?
4. What activities did you do in the zoo?
5. What experiences did you get?
6. Could you guess what topic we are going to study?

**Example of Recount Text:****Holiday in Jakarta**

Last holiday, I went to my brother's home in Jakarta. I went to Jakarta with my father. We went to Jakarta by the train. Jakarta was very interesting, but the weather was too hot for me.

A few days later, my brother and I went to the zoo in the Jakarta. We went to the zoo by taxi. The zoo was very crowded. There were many traders. After buying the ticket, we went to the zoo to see the animal.

First, I saw many pelican birds. They were very hungry, so the zoo keeper fed the bird. Then I saw many deer eating hay. In the same cage I saw ostrich. It



was very big. It can't fly but can run very fast. Its stomach was very big too. After that, we went to take the boat that the shape like a goose.

Before we went home, we bought some food. We rested in a restroom. I was very happy at this holiday. I hope the next holiday would be good too.

*(Taken from <http://recounttext.blogspot.com>)*

### Reviewing the materials by Giving Questions to the Students

- What is a recount text?  
A recount is a type of text that deals with past experiences.
- What is the function or the purpose of recount text?  
The function is to retell some events that happened in the past for certain purposes: to inform and/or to entertain the listeners or readers.
- What are the generic structures of the recount text?  
Generic Structure of recount text:
  - a. Orientation: an introduction that provides the setting and introduces participants.
  - b. Series of events : account that tells what happened, in a sequence.
  - c. Reorientation : closure of events
- Can you mention the language features of; the recount text?  
Language features of recount text:
  - a. Using past tense, because it tells something happened in the past.
  - b. Using time conjunction: Before, After, When, While, until, During, As, At that time/moment, After that / then, Firstly / secondly / finally, etc.

### Part of Speech

1. Noun : noun is a word that refers to a person, place, or thing.;  
For examples : mount, friend, picture, and etc
2. Verb : verbs are words that denote action.  
For examples : went (go), saw (see), got (get), and etc.
3. Adjectives : adjectives are used to highlight qualities or attributes.

For examples : big, colorful, beautiful, and etc.;

4. Adverbs : adverbs are words that assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.;

For examples : last week, in the morning, in the afternoon, and etc.



**Exercises:**

**Read the text carefully then do the exercises below!**

**Visiting my Uncle's house**

Last holiday, I went to my Uncle's house with my family. It is located at Bogor, Jawa Barat. It was my first time to spend my holiday there. The weather is cold and very relaxing. The house was prettily designed. It looks natural and comfortable. It also has a wide garden. My Uncle called it a tropical house.

At first, my family and I were having a breakfast together with my uncle and my aunt. We were so happy to meet each other. After having breakfast, I asked my uncle to walk around the house because I feel very excited to see the house. Then, he accompanied me to walk around. The first, we arrived to the porch or terrace. It turns down the hot air into the cold one. Then, we arrived in the next room, it was called foyer. Its function is the same as porch. The house was built in high ceiling and has many ventilation. It makes the air change easily. Next, we walked to the other part inside the house, such as pantry, pool, vegetation, bedroom, kitchen, dining room, living room, and laundry room. My uncle explained every part's function to me briefly. It was so amazing.

Not only walking around the house, but my uncle also invited my family and I to walk around the village to see the beautiful scenery. We played in the farm, river, and many other beautiful places. We stayed in my uncle's house for three days. After that we went back to my hometown. We really had a beautiful experience to spend our holiday in my uncle's house.

**Exercise 1**

**Classify the underlined words in the text above into the columns of verbs, nouns, adjectives and adverbs below!**

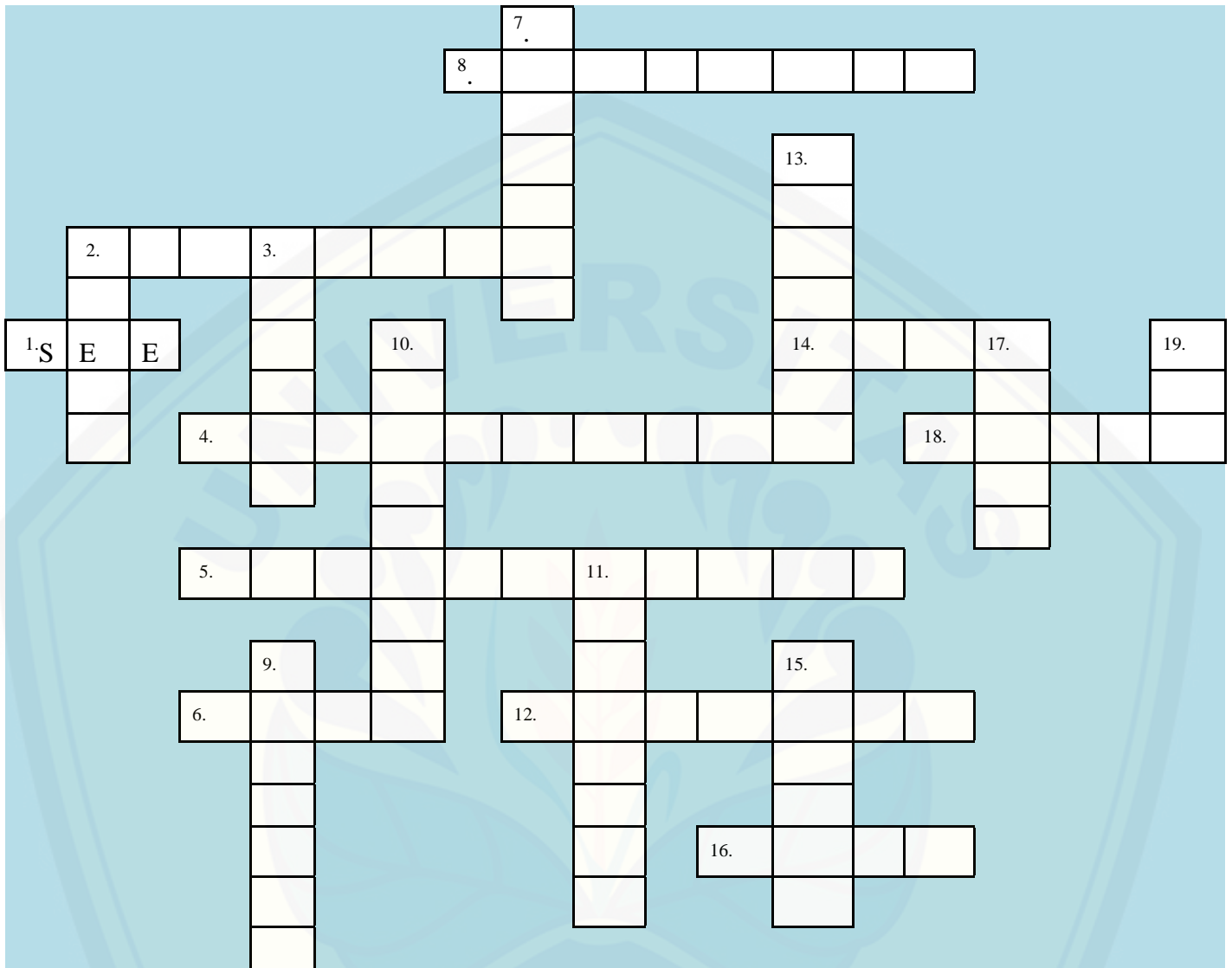
Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

**Exercise 2**

**Fill in The Crossword Puzzles Below Based On The Clues Given!**

*\*Note: Number 1 is done as the example!*

Across	Down
1. I like to ... the beautiful sunrise this morning.	2. The word “di sana” in English.
2. The Indonesian climate is...	3. Rudy ... football in the yard yesterday afternoon.
4. A place outside the house that is full of plants.	7. The adverb form of the word “brief”.
5. The adjective form of the word “comfort” is...	9. A room in a house that is used for sleeping.
6. The word “bertemu” in English.	10. Eating in the morning.
8. The adverb form of the word “pretty”.	11. Doing something with one or more other people.
12. A place in front of the house that can be used to relax.	13. A room in a house that is used for cooking.
14. The opposite of the word “low”	15. I... along the beach and feel the fresh air this morning.
16. The word “sangat” in English.	17. The synonym of the word “glad”.
18. Rina ... his money to buy some clothes yesterday.	19. The opposite of the word “cold”.





**Answer Key**

**Exercise 1**

Nouns	Verbs	Adjectives	Adverbs
1. laundry room	1. went	1. cold	1. last holiday
2. dining room	2. asked	2. natural	2. at Bogor
3. house	3. accompanied	3. relaxing	3. in the farm
4. family	4. explained	4. amazing	4. easily
5. ceiling	5. built	5. wide	5. down

**Exercise 2**

The crossword puzzle grid contains the following words:

- Across:**
  - 1. SEE
  - 2. THRO
  - 3. PIC
  - 4. VEGE
  - 5. COMFO
  - 6. MET
  - 7. B
  - 8. PRETTILY
  - 9. B
  - 10. B
  - 11. TABLE
  - 12. TERRACE
  - 13. KITCHEN
  - 14. HIG
  - 15. W
  - 16. VER
  - 17. H
  - 18. SPENT
  - 19. HO
- Down:**
  - 1. SEE
  - 2. THRO
  - 3. PIC
  - 4. VEGE
  - 5. COMFO
  - 6. MET
  - 7. B
  - 8. PRETTILY
  - 9. B
  - 10. B
  - 11. TABLE
  - 12. TERRACE
  - 13. KITCHEN
  - 14. HIG
  - 15. W
  - 16. VER
  - 17. H
  - 18. SPENT
  - 19. HO

**THE DISTRIBUTION OF THE TEST ITEMS IN THE VOCABULARY TASKS**

(Experimental Group meeting 2)

No.	Components	Number of Test Items	Total
1.	Nouns	<b>I.</b> 1, 2, 3, 4, 5 (column nouns) <b>II.</b> Across : 4, 12 Down : 9, 10, 13	10
2.	Verbs	<b>I.</b> 1, 2, 3, 4, 5 (column verbs) <b>II.</b> Across : 1, 6, 18 Down : 3, 15	10
3.	Adjectives	<b>I.</b> 1, 2, 3, 4, 5 (column adjectives) <b>II.</b> Across : 2, 5, 14 Down : 17, 19	10
4.	Adverbs	<b>I.</b> 1, 2, 3, 4, 5 (column adverbs) <b>II.</b> Across : 8, 16 Down : 2, 7, 11	10
Total			40

**LESSON PLAN (for the control group, meeting 2)**

Subject	: English
Level	: Junior High School
Class/Semester	: VIII/1
English component	: Vocabulary
Genre	: Recount text
Time allocation	: 2 x 40 minutes

**I. Standard Competency**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competency**

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

Cognitive Product

5.3.2.1. Finding the word meanings given by the teacher.

Cognitive Process

5.3.2.2. Classifying the types of the words given by the teacher.

5.3.2.3. Filling in the blank spaces with the words given by the teacher.

**IV. Learning Objectives**

Cognitive Product

5.3.2.1. The students are able to find the word meanings given by the teacher correctly.

Cognitive Process

5.3.2.2. The students are able to classify the types of the words given by the teacher correctly.

5.3.2.3. The students are able to fill in the blank spaces with the words given by the teacher correctly.

- V. **Materials** : Enclosed
- VI. **Approach** : Cooperative Learning
- VII. **Technique** : Discussion

**Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Method	Time
1.	<p>Set Induction:</p> <p>1.1 Greeting the students.</p> <p>1.2 Checking the class.</p> <p>1.3 Showing a picture of a zoo.</p> <p>1.4 Asking some leading questions.</p> <p>1.5 Stating the learning objectives.</p>	<p>Responding greeting.</p> <p>Responding.</p> <p>.</p> <p>Answering the question.</p> <p>Listening to the teacher</p>	Q-A	<p>1'</p> <p>2'</p> <p>1'</p> <p>3'</p> <p>1'</p>
2.	<p>Main Activities:</p> <p>2.1 Distributing the recount text to the students.</p> <p>2.2 Asking the students to read the recount text given by the teacher.</p> <p>2.3 Reviewing about the</p>	<p>Receiving the recount text</p> <p>Reading the text</p> <p>Paying attention</p>	Responding.	<p>1'</p> <p>3'</p> <p>10'</p>

	<p>explanation of recount text.</p> <p>2.4 Reviewing about the part of speech covering adjectives, nouns, verbs and adverbs based on the text given</p> <p>2.6 Asking the students to do exercise 1, classifying the underlined words in the text into the nouns, verbs, adjectives, and adverbs column in pairs.</p> <p>2.7 Checking the answers together</p> <p>2.8 Asking the students to do task 2, filling the blank spaces based on the clues given in pairs.</p> <p>2.9 Asking the students to collect their work.</p> <p>2.10 Checking the students' work together</p>	<p>Paying attention</p> <p>Doing Exercise 1</p> <p>Paying attention</p> <p>Doing Exercise 2</p> <p>Collecting their works</p>	<p>Responding</p> <p>Responding</p>	<p>10'</p> <p>10'</p> <p>5'</p> <p>20'</p> <p>2'</p> <p>5'</p>
3.	<p>Closure</p> <p>3.1 Drawing conclusion.</p> <p>3.2 Parting.</p>	<p>Making a conclusion by answering the teacher's questions.</p> <p>Responding the parting.</p>	<p>Q-A</p> <p>Giving parting</p>	<p>5'</p> <p>1'</p>

**VIII. Assessment**



## Product Assessment

## Cognitive

Category:

- A : 90 - 100  
B : 80 - 89  
C : 70 - 79  
D : 60 - 69

1. For exercise 1, every correct answer is scored 4.
2. For exercise 2, every correct answer is scored 2
3. For exercise 3, every correct answer is scored 4
4. Total score: exercise 1 + exercise 2 + exercise 3 =100

**IX. Source and Media****a. Source:**

[http://upload.wikimedia.org/wikipedia/commons/7/7a/Bronx\\_Zoo\\_001.jpg](http://upload.wikimedia.org/wikipedia/commons/7/7a/Bronx_Zoo_001.jpg). Retrieved on September, 4<sup>th</sup> 2014.

<http://recounttext.blogspot.com/2011/04/recount-text-holiday-in-jakarta-city.html>. Retrieved on September, 4<sup>th</sup> 2014.

**b. Media:** reading texts, pictures, white board, marker

Jember, 05 September 2014

**The English Teacher,**

**Researcher,**

**Khusnul Khotimah, S.Pd**

**Rini Arista**

**NUPTK: 7752761662300052**

**NIM: 100210401071**

**Main Material**

**Showing the picture of zoo:**

(Taken from <http://upload.wikimedia.org>)

**Leading question:**

1. Do you know what picture it is?
2. Have you ever gone to the zoo?
3. Do you like going to the zoo?
4. What activities did you do in the zoo?
5. What experiences did you get?
6. Could you guess what topic we are going to study?

**Example of Recount Text:****Holiday in Jakarta**

Last holiday, I went to my brother's home in Jakarta. I went to Jakarta with my father. We went to Jakarta by the train. Jakarta was very interesting, but the weather was too hot for me.

A few days later, my brother and I went to the zoo in the Jakarta. We went to the zoo by taxi. The zoo was very crowded. There were many traders. After buying the ticket, we went to the zoo to see the animal.

First, I saw many pelican birds. They were very hungry, so the zoo keeper fed the bird. Then I saw many deer eating hay. In the same cage I saw ostrich. It was very big. It can't fly but can run very fast. Its stomach was very big too. After that, we went to take the boat that the shape like a goose.

Before we went home, we bought some food. We rested in a restroom. I was very happy at this holiday. I hope the next holiday would be good too.

*(Taken from <http://recounttext.blogspot.com>)*

### Reviewing the materials by Giving Questions to the Students

- What is a recount text?

A recount is a type of text that deals with past experiences.

- What is the function or the purpose; of recount text?

The function is to retell some events that happened in the past for certain purposes: to inform and/or to entertain the listeners or readers.

- What are the generic structures of the recount text?

Generic Structure of recount text:

- a. Orientation: an introduction that provides the setting and introduces participants.
- b. Series of events : account that tells what happened, in a sequence.
- c. Reorientation : closure of events

- Can you mention the language features of; the recount text?

Language features of recount text:

- a. Using past tense, because it tells something happened in the past.
- b. Using time conjunction: Before, After, When, While, until, During, As, At that time/moment, After that / then, Firstly / secondly / finally, etc.;

### Part of Speech

1. Noun : noun is a word that refers to a person, place, or thing.

For examples : mount, friend, picture, and etc

2. Verb : verbs are words that denote action.

For examples : went (go), saw (see), got (get), and etc.

3. Adjectives : adjectives are used to highlight qualities or attributes.

For examples : big, colorful, beautiful, and etc.

4. Adverbs : adverbs are words that assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.

For examples : last week, in the morning, in the afternoon, and etc.



**Exercises:****Read the text carefully then do the exercises below!****Visiting my Uncle's house**

Last holiday, I went to my Uncle's house with my family. It is located at Bogor, Jawa Barat. It was my first time to spend my holiday there. The weather is cold and very relaxing. The house was prettily designed. It looks natural and comfortable. It also has a wide garden. My Uncle called it a tropical house.

At first, my family and I were having a breakfast together with my uncle and my aunt. We were so happy to meet each other. After having breakfast, I asked my uncle to walk around the house because I feel very excited to see the house. Then, he accompanied me to walk around. The first, we arrived to the porch or terrace. It turns down the hot air into the cold one. Then, we arrived in the next room, it was called foyer. Its function is the same as porch. The house was built in high ceiling and has many ventilation. It makes the air change easily. Next, we walked to the other part inside the house, such as pantry, pool, vegetation, bedroom, kitchen, dining room, living room, and laundry room. My uncle explained every part's function to me briefly. It was so amazing.

Not only walking around the house, but my uncle also invited my family and I to walk around the village to see the beautiful scenery. We played in the farm, river, and many other beautiful places. We stayed in my uncle's house for three days. After that we went back to my hometown. We really had a beautiful experience to spend our holiday in my uncle's house.



**Exercise 1**

**Classify the underlined words in the text above into the columns of verbs, nouns, adjectives and adverbs below!**

Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

**Exercise 2**

**Fill in the blank spaces with the suitable words given correctly!**

1. My uncle planted the plants in the ... to make the air feel fresh.
2. My auntie was cooking in the ... for dinner.
3. I went to the ... for sleeping because I felt so tired.
4. The teacher explained about the lesson ....
5. I thanked you ... much for your help.
6. I ate my ... in the morning before I went to school.
7. She felt tired because she had ... from her home to the office this morning.
8. Nadia came to the beach in the morning to ... the beautiful sunrise.
9. My aunt often spent her time in the kitchen, she liked to cook many kinds of foods ... .
10. He ... football in the field.
11. I liked to stay in my uncle's house because the house was ... .
12. He designed the dress for her wife ... .
13. I was so ... when you gave me this surprise.
14. I cooked these foods ... with my family.
15. Nita ... her holiday in her friend's house.
16. Indonesia is a ... country because it has two seasons, dry season and wet season.



17. Yesterday was a ... day, everybody felt sweaty.
18. My Father often relaxes in the ... in front of the house to feel the fresh air.
19. I would ... my friend at the railway station.
20. The house was built with ... ceiling, it makes the house get more air capacious.

bedroom	comfortable	hot	breakfast
walked	kitchen	played	there
tropical	see	spent	high
happy	meet	terrace	very
briefly	vegetation	together	prettily

**Answer Key:****Exercise 1**

Nouns	Verbs	Adjectives	Adverbs
1. laundry room	1. went	1. cold	1. last holiday
2. dining room	2. asked	2. natural	2. at Bogor
3. house	3. accompanied	3. relaxing	3. in the farm
4. family	4. explained	4. amazing	4. easily
5. ceiling	5. built	5. wide	5. down

**Exercise 2**

- |               |                 |
|---------------|-----------------|
| 1. vegetation | 11. comfortable |
| 2. kitchen    | 12. prettily    |
| 3. bedroom    | 13. happy       |
| 4. briefly    | 14. together    |
| 5. very       | 15. spent       |
| 6. breakfast  | 16. tropical    |
| 7. walked     | 17. hot         |
| 8. see        | 18. terrace     |
| 9. there      | 19. meet        |
| 10. played    | 20. high        |

**THE DISTRIBUTION OF THE TEST ITEMS IN THE VOCABULARY TASKS****(Control Group meeting 2)**

<b>No.</b>	<b>Components</b>	<b>Number of Test Items</b>	<b>Total</b>
1.	Nouns	<b>I.</b> 1, 2, 3, 4, 5 (column nouns) <b>II.</b> 1, 2, 3, 4, 6, 12, 18	12
2.	Verbs	<b>I.</b> 1, 2, 3, 4, 5 (column verbs) <b>II.</b> 7, 8, 10, 15, 19	10
3.	Adjectives	<b>I.</b> 1, 2, 3, 4, 5 (column adjectives) <b>II.</b> 11, 13, 16, 17, 20	10
4.	Adverbs	<b>I.</b> 1, 2, 3, 4, 5 (column adverbs) <b>II.</b> 5, 9, 14	8
Total			40

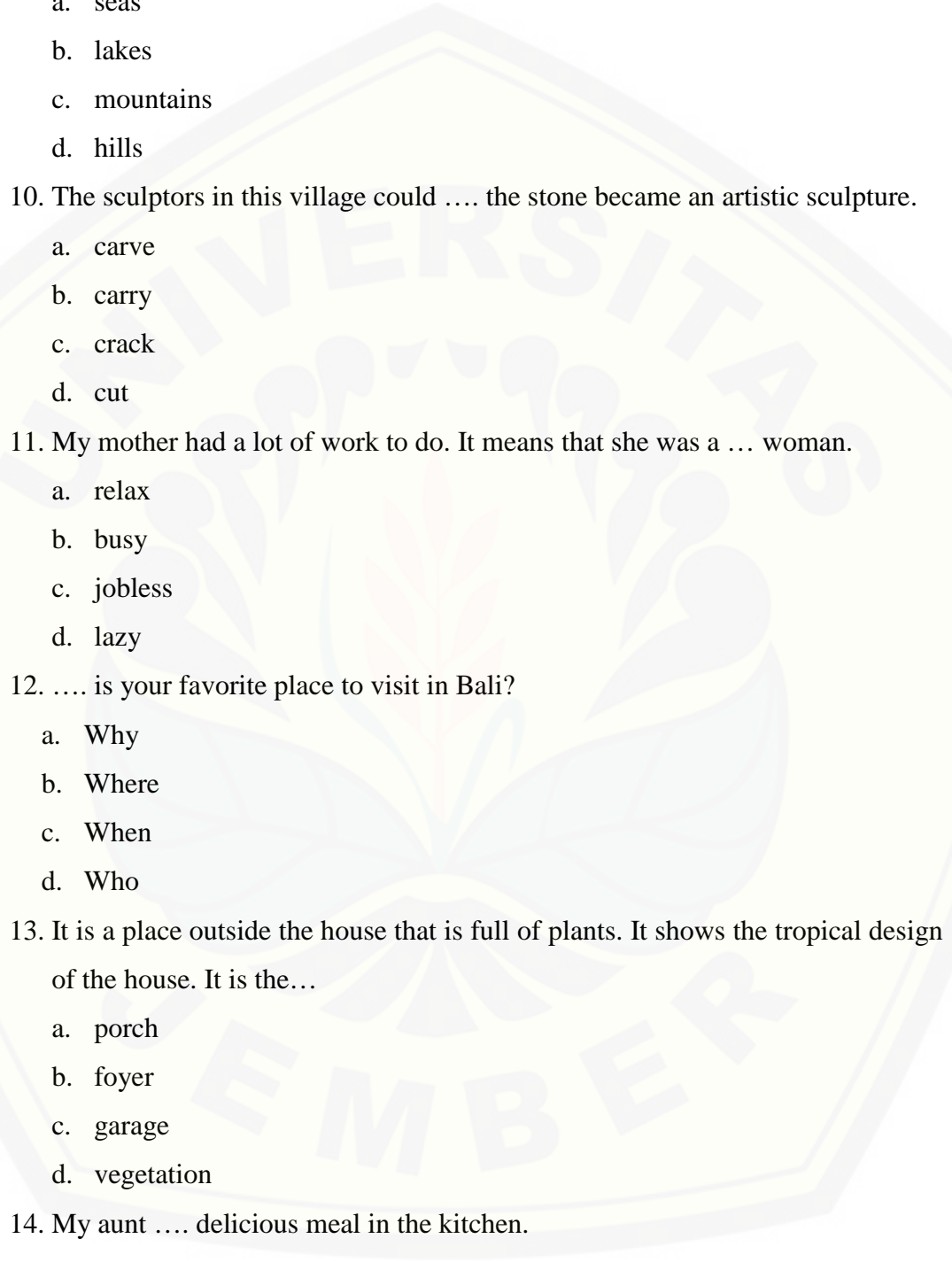
**POST TEST****Subject : English****Class : The eighth grade students****Time : 60 minutes**

**Choose the correct answer by crossing a, b, c, or d on the answer sheet provided!**

1. There were many .... coming to Bali for recreation, they came from local and foreign countries.
  - a. sellers
  - b. players
  - c. dancers
  - d. tourists
2. My friends went to the beach for .... if there is a big wave.
  - a. sinking
  - b. surfing
  - c. swimming
  - d. sailing
3. The wave in Sanur beach was small, the opposite of “small” is ...
  - a. big
  - b. tiny
  - c. thin
  - d. little
4. The beach guard saved the boy ... from the big wave.
  - a. bravely
  - b. bravery
  - c. brightly
  - d. briefly

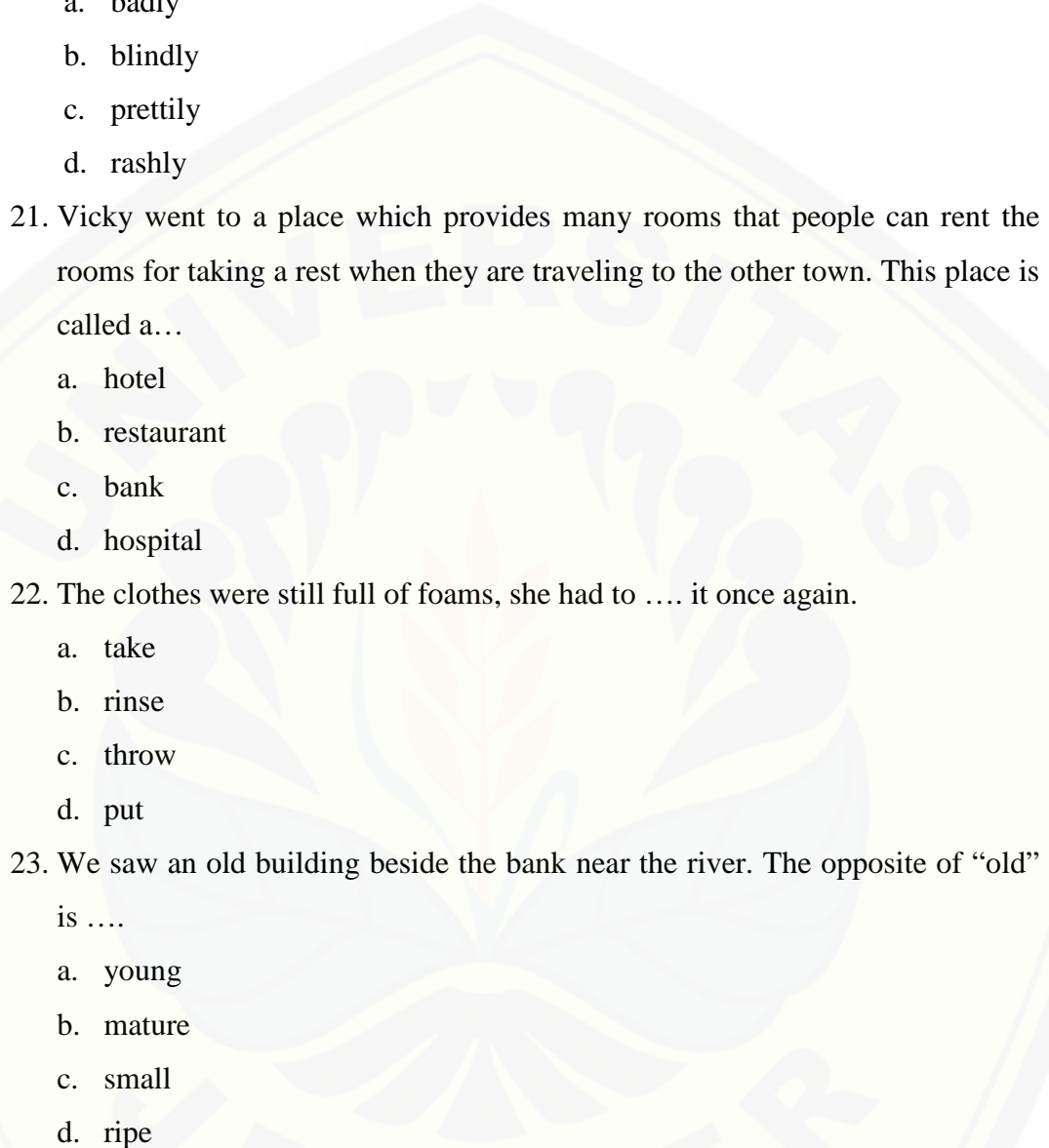


5. It is a picture of a ...
- terrace
  - foyer
  - garage
  - pool
6. Two days ago, I went to GWK to enjoy the Pendet show, one of the traditional dances in Bali. Many people liked it because the girls ... very beautifully.
- painted
  - walked
  - played
  - danced
7. I need my father's help to finish this task because the task is difficult for me. The word that has the closest meaning with the word "difficult" is...
- easy
  - hard
  - simple
  - strong
8. I go to the beach every Wednesday, Friday and Sunday. It can be said that I go to the beach .... a week.
- two times
  - four times
  - five times
  - three times

- 
9. My family went to Bromo, one of the most beautiful .... in Java island.
- seas
  - lakes
  - mountains
  - hills
10. The sculptors in this village could .... the stone became an artistic sculpture.
- carve
  - carry
  - crack
  - cut
11. My mother had a lot of work to do. It means that she was a ... woman.
- relax
  - busy
  - jobless
  - lazy
12. .... is your favorite place to visit in Bali?
- Why
  - Where
  - When
  - Who
13. It is a place outside the house that is full of plants. It shows the tropical design of the house. It is the...
- porch
  - foyer
  - garage
  - vegetation
14. My aunt .... delicious meal in the kitchen.
- cooked
  - rubbed



- c. cleaned
  - d. smeared
15. I wore thick jacket, because the weather was very ...
- a. hot
  - b. warm
  - c. cold
  - d. sultry
16. She picked up all the bits of broken glass .... , so it will not hurt herself.
- a. wrongly
  - b. carefully
  - c. carelessly
  - d. quickly
17. A place to save the vehicles in a house is the ...
- a. garage
  - b. living room
  - c. ceiling
  - d. yard
18. Rina's bedroom was so dirty. Her mother reminded her to ... the bedroom before leaving.
- a. mess
  - b. damage
  - c. ruin
  - d. clean
19. My mother was sad because my brother was ill. The antonym of "sad" is...
- a. tragic
  - b. happy
  - c. terrible
  - d. afraid

- 
20. The living room was .... designed. Everybody liked it.
- badly
  - blindly
  - prettily
  - rashly
21. Vicky went to a place which provides many rooms that people can rent the rooms for taking a rest when they are traveling to the other town. This place is called a...
- hotel
  - restaurant
  - bank
  - hospital
22. The clothes were still full of foams, she had to .... it once again.
- take
  - rinse
  - throw
  - put
23. We saw an old building beside the bank near the river. The opposite of "old" is ....
- young
  - mature
  - small
  - ripe

24. We had to drive for about 5 hours to move from Gilimanuk to Kuta beach. It was really a long distance. The underlined words have the same meaning with the word ....
- near
  - close
  - far
  - short
25. Last night my family and I had dinner together in the ....
- living room
  - laundry room
  - bedroom
  - dining room
26. The wind ... smoothly, it made me feel chilly.
- blew
  - ran
  - fell
  - burst
27. Yesterday was ....., because the sun was shining brightly.
- cloudy
  - sunny
  - snowy
  - rainy
28. It rained ....., so it caused flood to the whole village.
- rarely
  - heavily
  - smoothly
  - brightly

29. My mother saved the food in the ....
- porch
  - garden
  - pantry
  - garage
30. I felt tired, so I .... in the bedroom.
- ate
  - slept
  - sang
  - drank
31. The sea bank around here was shallow. The opposite meaning of “shallow” is...
- long
  - deep
  - far
  - narrow
32. He could finish all the questions in the test .... He got a perfect score.
- lazily
  - correctly
  - wrongly
  - bravely
33. My sister washed her clothes in the .... yesterday.
- dining room
  - living room
  - bedroom
  - laundry room

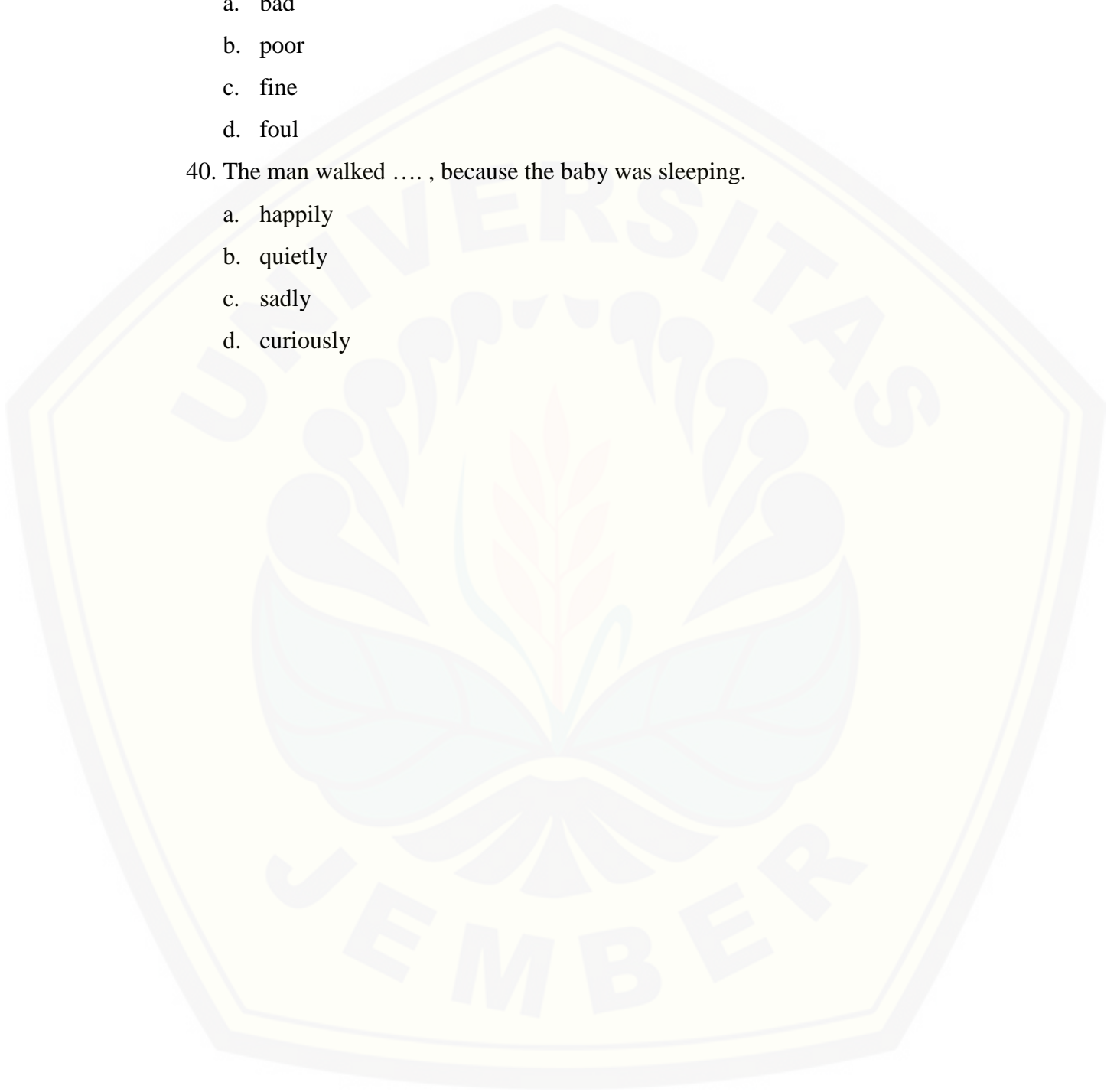
34. Last Sunday, my brother .... in the pool with his friends.
- slept
  - drove
  - swam
  - ate
35. The water in the pool was clear. The synonym of “clear” is...
- pure
  - soiled
  - dirty
  - muddy
36. He spoke .... , so everyone in this room could hear his voice clearly.
- loudly
  - softly
  - quickly
  - carefully
37. The boys were surfing on the ....
- rocks
  - waves
  - sands
  - corals
38. Thomas ..... his dirty clothes in the laundry room this morning.
- washed
  - sewed
  - bought
  - sold

39. The 5 star hotel service was good. The synonym of “good” is...

- a. bad
- b. poor
- c. fine
- d. foul

40. The man walked .... , because the baby was sleeping.

- a. happily
- b. quietly
- c. sadly
- d. curiously





**Answer Key for Post-test**

- |       |       |
|-------|-------|
| 1. d  | 21. a |
| 2. b  | 22. b |
| 3. a  | 23. a |
| 4. a  | 24. c |
| 5. a  | 25. d |
| 6. d  | 26. a |
| 7. b  | 27. b |
| 8. d  | 28. b |
| 9. c  | 29. c |
| 10. a | 30. b |
| 11. b | 31. b |
| 12. b | 32. b |
| 13. d | 33. d |
| 14. a | 34. c |
| 15. c | 35. a |
| 16. b | 36. a |
| 17. a | 37. b |
| 18. d | 38. a |
| 19. b | 39. c |
| 20. c | 40. b |

**The Post Test Scores**

No.	Experimental Group		Control Group	
	Score (X)	X <sup>2</sup>	Score (Y)	Y <sup>2</sup>
1	77.5	6006.25	87.5	7656.25
2	90	8100	80	6400
3	75	5625	77.5	6006.25
4	90	8100	82.5	6806.25
5	95	9025	97.5	9506.25
6	85	7225	87.5	7656.25
7	90	8100	87.5	7656.25
8	87.5	7656.25	80	6400
9	90	8100	90	8100
10	90	8100	90	8100
11	87.5	7656.25	90	8100
12	97.5	9506.25	72.5	5256.25
13	87.5	7656.25	67.5	4556.25
14	95	9025	82.5	6806.25
15	92.5	8556.25	82.5	6806.25
16	80	6400	87.5	7656.25
17	92.5	8556.25	90	8100
18	90	8100	82.5	6806.25
19	82.5	6806.25	77.5	6006.25
20	90	8100	82.5	6806.25
21	87.5	7656.25	82.5	6806.25
22	90	8100	90	8100
23	95	9025	82.5	6806.25
24	87.5	7656.25	77.5	6006.25

25	82.5	6806.25	67.5	4556.25
26	95	9025	87.5	7656.25
27	80	6400	80	6400
28	95	9025	82.5	6806.25
29	75	5625	82.5	6806.25
30	90	8100	90	8100
31	87.5	7656.25	90	8100
32	90	8100	67.5	4556.25
33	92.5	8556.25	90	8100
34	90	8100	82.5	6806.25
35	85	7225	80	6400
36	90	8100	80	6400
37	87.5	7656.25	72.5	5256.25
38	75	5625	85	7225
39			80	6400
40			90	8100
41			87.5	7656.25
42			80	6400
43			87.5	7656.25
44			82.5	6806.25
45			87.5	7656.25
46			82.5	6806.25
<b>Sum</b>	<b>3340</b>	<b>294837.5</b>	<b>3822.5</b>	<b>319556.3</b>



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331- 334 988, Faks: 0331-332 475  
Laman: www.fkip.unej.ac.id

Nomor **7500** /UN25.1.5/LT/2014  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

14 NOV 2014

Yth. Kepala Mts Kebunrejo  
Banyuwangi

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Rini Arista  
NIM : 100210401071  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin, yakni tentang "The Effect of Implementing Crossword Puzzle on the Eight Grade Students".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



Dekan  
Pembantu Dekan I,  
Sukatman, M.Pd.  
NIP. 19640123 199512 1 001





**MADRASAH TSANAWIYAH KEBUNREJO  
TERAKREDITASI A**

Nomor : B/KW.13.4/MTS/948/2006  
KEBUNREJO GENTENG BANYUWANGI

Alamat : Jl. KH. Djunaidi Asyuni Telp. (0333) 848517 Kebunrejo Genteng Banyuwangi 68465

**SURAT KETERANGAN**

Nomor : 541/C/MTs/244/121235100023/III/2015

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Kebunrejo, Genteng, Banyuwangi menerangkan bahwa :

Nama : RINI ARISTA  
Perguruan Tinggi : Universitas Negeri Jember  
NIM / NIMKO : 100210401071  
Prodi : Bahasa Inggris

Benar-benar telah mengadakan penelitian di Madrasah Tsanawiyah Kebunrejo, Genteng, Banyuwangi dengan judul “ *The Effect of Using Urosswoerd Puzzle on the Eighth Grade Students, Vocabulary Achievement at MTs Kebunrejo Banyuwangi* “

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Genteng, 22 Maret 2015

Kepala MTs Kebunrejo

*[Signature]*  
H. Luqmanul Hakim, S.Pd.I