A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENT'S VOCABULARY ACHIEVEMENT THROUGH CROSSWORD PUZZLES AT SDN KEPATIHAN IX JEMBER IN THE 2003/2004 ACADEMIC YEAR

THESIS

Presented to Fulfill One of the requirements Degree of S-1 at the
English Education Program Language and Art Department,
Faculty of Teacher and Education,
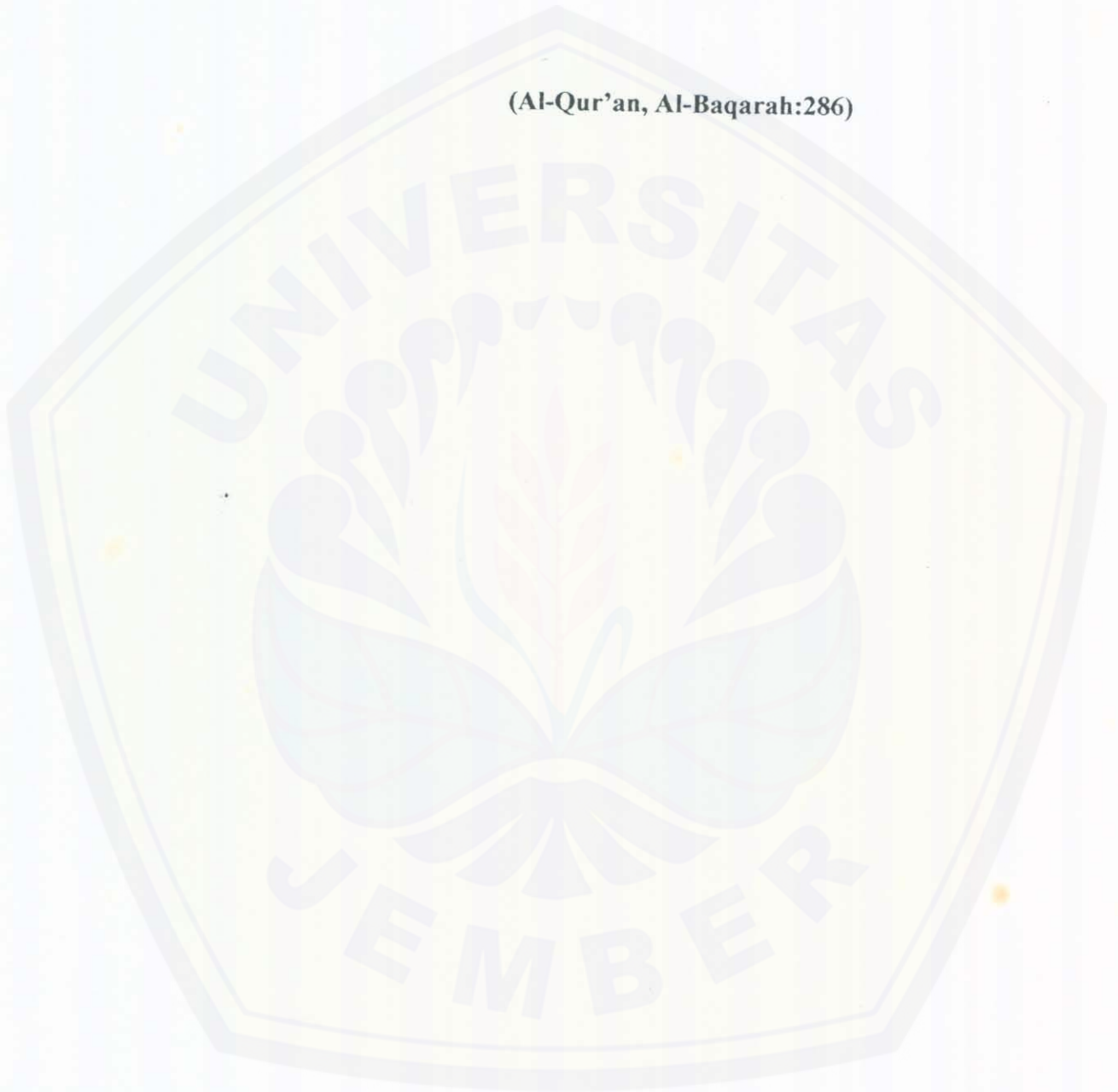Jember University

By :

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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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MOTTO

Allah will not burden men beyond their capability

(Al-Qur'an, Al-Baqarah:286)

DEDICATION

This thesis is honorably dedicated to:

1. My dearest Mom **Sumini** and Dad **Malik,**

   Nothing can be compared for everything that you have given to me. Without your love and support, I could not become who I am. It is the worthiest grace to be your youngest son.

2. My lovely brothers and sisters **Didik, Yanto, Nur, Tatik and Sri,**

   I always pray for your getting better than I am and for everything happens, good luck!!!

3. My sweetheart **Ira Wijayanti,**

   Thanks for taking care of me during my sickness and accompanying me to face the real world in sorrow and happiness. Nothing to say for you "May God Bless you"

4. The big family of **Mr. Mawahib, Mrs. Aminah, Mbak Yuli, Yuki,**

   I'm so grateful for your silent prayer, your affection, your assistance, and your encouragement for me. I do love you all.

5. My best Friends in ESA, **Anugerah Wahyu, Endah, Nova, Laili,**

   Thanks a lot for bringing all the joy, laughter, and learning process.

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   Thanks for your help on my thesis and study.

7. My friends **in '98 level.**

8. **My Almamater.**

9. **Everyone who hasn't been mentioned yet.**

CONSULTANT APPROVAL

A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' VOCABULARY
ACHIEVEMENT THROUGH CROSSWORD PUZZLES AT SDN KEPATIHAN IX
IN THE 2003/2004 ACADEMIC YEAR

THESIS

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2. The Chair Person of the Language and Arts Department and also the Chair Person of the English Education Program;
3. The First and the Second consultants of my thesis;
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5. The English teacher and the fifth year students of SDN Kepatihan IX Jember;
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To tell the truth, this thesis is not perfect, and I expect it will be useful not only for myself but also for the readers or the researchers. Finally, any constructive criticism as well as advice from those who really want to have the thesis perfect will be fully appreciated.

Jember, February 2004

The Writer

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ABSTRACT

The use of crossword puzzles in English teaching and learning process especially in teaching vocabulary is essential to be taken into account by the English teacher. In this case, crossword puzzles as one of teaching techniques in teaching vocabulary is important to assist the teacher to facilitate teaching. The research was intended to describe the fifth year students' vocabulary achievement through crossword puzzles at SDN Kepatihan IX Jember in the 2003/2004 academic year. Descriptive design was used by the writer. The respondent of the research was the fifth year students at SDN Kepatihan IX consisting 40 students and taken by population method. To achieve the research objective, the vocabulary achievement test was administered to obtain the primary data. While the supporting data were obtained by interview and documentation. The collected primary data in the form of the students' vocabulary scores were analyzed quantitatively in the percentage by using descriptive statistics. The finding of the research showed that students' vocabulary achievement through crossword puzzles was 74%. It means that the students' vocabulary achievement of noun , adjective, verb, and preposition through crossword puzzles was good.

I. INTRODUCTION

1.1 Background of the Research

The importance of English in acquiring the world information gives contribution to the Indonesian government by incorporating English as a local content in elementary school based on the Decree of Mendikbud number 060/ v/ 1993, February 23rd 1993, about curriculum for elementary education. In addition, English will be given to the students at elementary school levels in certain area by some considerations, as follows; 1) the demands of society for English in their areas; 2) the availability of qualified teaching staff; 3) the supporting facilities necessary for the teaching of English, in this case of English as a local content subject. However, it has been chosen by many elementary schools or provinces, especially in the business and tourism area (Depdikbud, 1994:1). Then, the decree also states that the function of English as a local content subject in elementary school is to introduce pupils to English as the first foreign language.

Teaching English to children at elementary schools is not an easy job because they have different world from the adult's. As it is confirmed by Scott and Ytreberg (1994:3), the adult's world and the child's world are not the same. Therefore, to teach English to children easily, teacher has to know the characteristics of children. Besides, Halliwel (1992:3) says that children love something exciting, take great pleasure in finding and creating fun in what they do and are also good in imitating. Based on this idea, the English teachers who are interested in teaching English at the elementary schools are required to present materials that can attract the children's interests, such as; making fun with storytellings, songs, and games.

In learning English, students have to learn four language skills; reading, writing, speaking and listening, and three language components; structure, vocabulary and pronunciation. The four language skills must be taught integratively. Thus, the language components, such as vocabulary, are also presented clearly. Vocabulary is one of the language components that has

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important role to master and to use language skills. In listening and reading, vocabulary might help the listener and reader to understand the message. However, poor vocabulary may cause misunderstanding or even failure to understand spoken or written messages. For speaking and writing, vocabulary might help the speakers and writer to express their idea easily. Some students may not only fail to speak but also cannot start to write their sentences because of their poor vocabulary. In addition, vocabulary also determines the quality of language skills of a person. In relation to this idea, Tarigan (1993:2) explains that the quality of someone's language skills depends on his quality and quantity of vocabulary mastery. The more the student possesses the vocabulary, the bigger his or her possibility to learn language skills. Consequently, if there is not sufficient knowledge of mastering vocabulary students would not be able to receive message given by the speaker and writer or to communicate with others using the target language.

However, the students of elementary school often encounter many difficulties when they learn English vocabulary. It is because English is the new language for elementary students and basically it has a number of differences from their mother tongue, such as; the spelling, the pronunciation, the system and so forth. It is supported by Kustaryo (1988:15-16), who says that the students face difficulties when trying to recognize words of the target language. These difficulties arise because of these two languages, English and Indonesian, are not branches of the same language. They have different syntactical patterns such as, word–ordering to express equivalent ideas. In order to solve the problems, the English teacher has responsibility to arouse the students' motivation while he or she teaches English vocabulary. Keller, in Burden and Byrd (1994:43), says that motivating students to learn is a vital teaching role. It is because if the teacher can motivate the students, they are more likely to participate in classroom activity. Beside increasing students' motivation in learning English, the teacher needs some effective techniques to avoid monotonous explanation that make students feel bored.

One of the techniques that can be used to teach vocabulary is puzzle. Dobson (1985:7) explains that the advantages of the English teaching technique by using puzzles are to encourage the learners to learn vocabulary and to break the monotonous situation. It seems that puzzle is a self motivating technique that will avoid the students' boredom in learning English as well as make the class as an interesting place as possible. Furthermore, Rodgers (1981) in Winarso (2001:12) identifies five basic characteristics of puzzles as follows: a) they are competitive, so the learners will motivate themselves to be the best. They will improve their English as good as possible; b) they are rule governed, that is, they have a limited number of specific and clearly defined rules; c) they are goal-defined, having a limited number of specific and well-defined objectives; d) they have closure, that is, there is a predetermined point at which a game is finished; e) they are engaging in that they seem to challenge and engage the participants.

By considering the characteristics of the puzzles above, the use of puzzles in teaching vocabulary is a good teaching technique to improve students' vocabulary achievement. One of the puzzles that can be used by the teacher to sustain students' interest in learning English vocabulary is crossword puzzles. This is in line with Karim's and Hasbullah's idea (1986:2.34) stating that Crossword Puzzle can be used in teaching learning process to increase students' interest, to motivate students in learning English and to make students feel relax.

Following an informal interview with the English teacher of SDN Kepatihan IX, it was found that teaching English vocabulary through crossword puzzle has been applied since August 2002 at SDN Kepatihan IX, where the research was conducted. The English teacher is used to applying it three times in a month

Based on the idea above, the researcher is interested in conducting a research entitled " *A Descriptive Study of the Fifth Year Students' Vocabulary Achievement through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 Academic Year"*

1.2 Problem Formulation of the Research

Based on the research background above, the problems that will be dealt with in this study are formulated in general and specific problems.

1.2.1 General Problem of the Research

How is the fifth year students' vocabulary achievement through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 Academic Year?

1.2.2 Specific Problems of the Research

1. How is the fifth year students' vocabulary achievement of nouns through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 academic year?

2. How is the fifth year students' vocabulary achievement of adjectives through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 academic year?

3. How is the fifth year students' vocabulary achievement of verbs through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 academic year?

4. How is the fifth year students' vocabulary achievement of prepositions through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 academic year?

1.3 Operational Definitions of the Terms

Operational definitions are needed in avoiding the different perspective between the writer and the readers about the terms used in the title of this study.

1.3.1 Crossword Puzzle

A crossword puzzle is a puzzle in which words have to be written into boxes vertically (from clues down) and horizontally (from clues across). In this research, the clues in crossword puzzles are given in the form of phrases, or a sentence or with the help of pictures or using the first, the middle or the last letters of each word.

1.3.2 Vocabulary Achievement

English vocabulary achievement indicates the level or the amount of knowledge and learning activities that the students get after learning English,

particularly the knowledge of vocabulary. It is shown by the students' scores of vocabulary test through crossword puzzles covering materials of nouns, adjectives verbs, and prepositions.

1.4 Objectives of the Research

There are two kinds of objectives in this research, the general objective and specific objectives. The general objective is drawn from the general problem, while the specific objectives are derived from the specific problems.

1.4.1 General Objective

The general objective of this research is to describe the vocabulary achievement through crossword puzzles of the fifth year students at SDN Kepatihan IX in the 2003/2004 academic year

1.4.2 Specific Objectives

The specific objectives of this study are as follows:

1. To describe the vocabulary achievement of nouns through crossword puzzles of the fifth year students at SDN Kepatihan IX in the 2003/2004 academic year

2. To describe the vocabulary achievement of adjectives through crossword puzzles of the fifth year students at SDN Kepatihan IX in the 2003/2004 academic year

3. To describe the vocabulary achievement of verbs through crossword puzzles of the fifth year students at SDN Kepatihan IX in the 2003/2004 academic year

4. To describe the vocabulary achievement of prepositions through crossword puzzles of the fifth year students at SDN Kepatihan IX in the 2003/2004 academic year

1.5 Significance of the Research

The result of this research, hopefully, may give significant meaning to the following people:

1.5.1 The English Teacher

The research results can be used as information to continue developing the English teaching by applying interesting crossword puzzles to arouse the students' interest in learning vocabulary so that this will increase their vocabulary achievement.

1.5.2. The Other Researchers

The results of this research are expected to be useful as a reference for the future researchers who are interested in conducting a research on the same topic with different research design. For example: the effectiveness of crossword puzzles in teaching vocabulary for the fifth year students of elementary school by using an experimental research design.
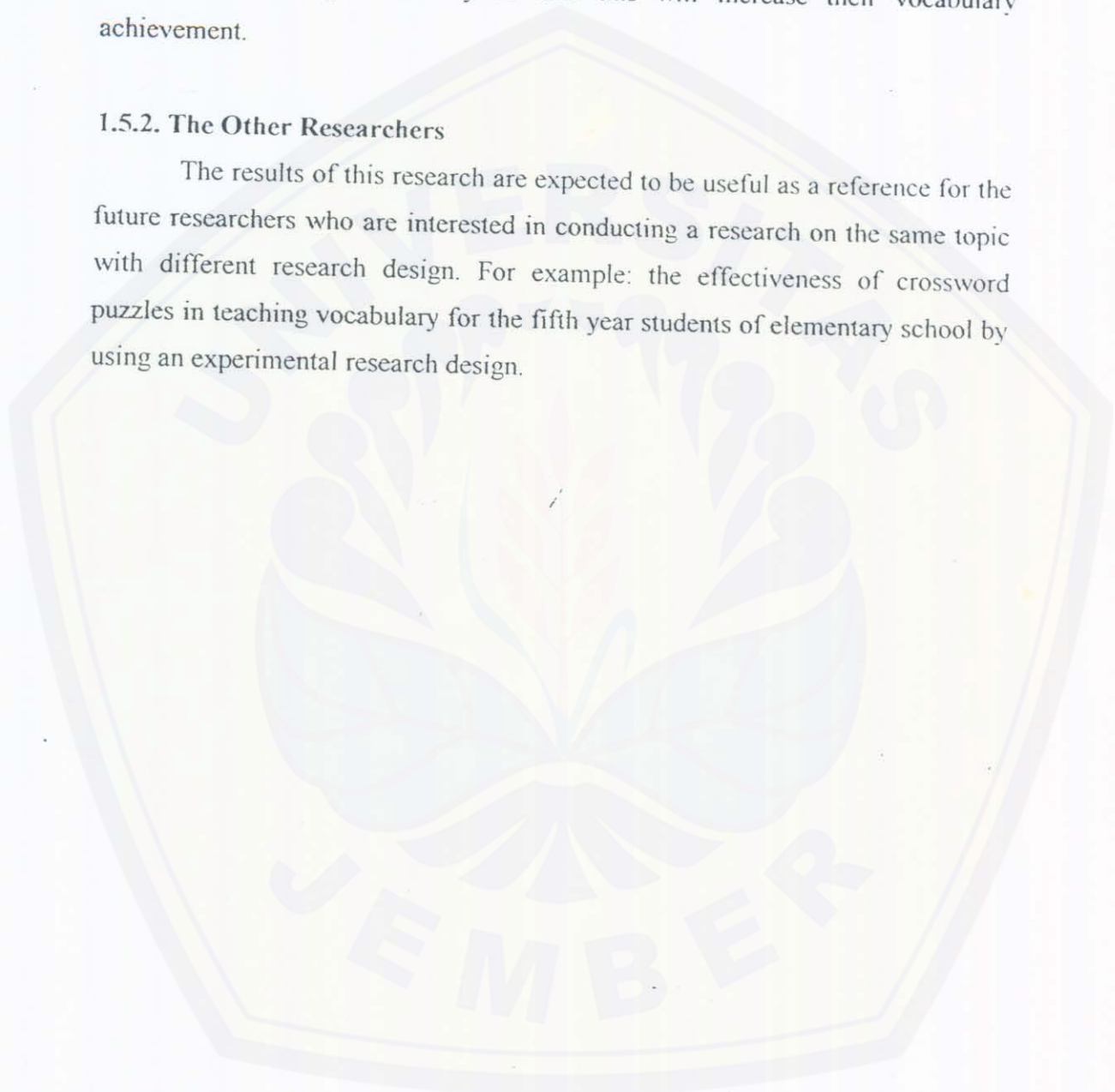
II. REVIEW OF RELATED LITERATURE

2.1 The Definition of Vocabulary

Hatch and Brown (1995:1) 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. In other words, vocabulary is a number of words that is known and used by individuals in a certain language, including English.

Napa (1991:6) notes that vocabulary is one of the components of language and that no language exists without words. In line with this statement, Cross (1992:5) confirms that a good store of words is crucial for understanding and communication. Communication will stop when learners lack of necessary words (Allen, 1983:12). On the basis of the theories, it can be said that words are signs or symbols for ideas. They are the means by which people exchange their thought. Apparently, the more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.

2.2 Kinds of Vocabulary

According to Hatch and Brown (1995:218), vocabulary is divided into two categories, large vocabulary and small vocabulary. The large vocabulary includes, adjectives, nouns, verbs, and adverbs. Meanwhile, the small vocabulary covers pronouns, prepositions, conjunctions and interjections.

The material of English Vocabulary in this research was focused on nouns, adjectives, verbs and prepositions based on the 1994 English curriculum of the Elementary School. Preposition has been taught at the first semester of the fifth year class especially in the theme of things around the schools.

a. Noun

Guffey (1996:13) explains that nouns are the name covers to persons places, and things. Thomson and Martinet (1986:24) classify nouns into four categories. They are as follows:

1. Proper nouns   : peter, ohio, thursday, etc.
2. Concrete nouns   : chair, radio, pen, etc.

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3. Abstract nouns   : honesty, goodness, etc.
4. Countable nouns   : two cats, two books, etc.
5. Uncountable nouns : air, coffee, sugar, etc.
6. Collective nouns   : jury, committee, etc.

This research would concentrate on concrete nouns and countable nouns since they were the focus of the material taught at the fifth year students of elementary school (Depdikbud, 1994).

b. **Adjective**

Wingersky et. al., (1999:61) define adjective as a word that describes nouns or pronouns. Thomson and Martinet (1986:33) classify adjectives into six classes:

1. Qualitative adjectives   : high, noble, clever, etc.
2. Quantitative adjectives   : many, much, some, etc.
3. Demonstrative adjectives : this, that, those, etc.
4. Distributive adjectives   : each, every, either, etc.
5. Possessive adjectives   : my, your, her, etc.
6. Interrogative adjectives   : which, whose, what, etc.

The types of adjectives used in this research were; qualitative, demonstrative, possessive and interrogative adjectives since they became the focus of the material taught at the fifth year students of elementary school (Depdikbud, 1994).

c. **Verb**

Verb is a word or phrase indicating an action, an event or a state. There are two classes of verb (Thomson and Martinet, 1986:105). They are:

1. The auxiliary verb : to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to dare, and so on.

2. Ordinary verb

There are two kinds of ordinary verb, they are :

- Regular verb : the simple past and the past participle or both formed by adding *d* or *ed* to the infinitive, the present participle and gerund are formed by adding *ing* to the infinitive, for example:

       $\underline{V}$ $\underline{work}$

      V ing   working

V s	works
V ed	worked

- Irregular verb: in the irregular verb form, its past tense and past participle are not added by *d or ed*. However it has no fixed rule, for example:

Present/infinitive	past	past participle
to write	wrote	written
to go	went	gone

The type of verb used in this research was ordinary verb covering regular verb as it was suggested by the English Curriculum of the fifth year students of Elementary School (Depdikbud, 1994)

d. Preposition

Hornby (1995:111) states that a preposition is a word or a group of words used before a noun or pronoun to show a place, position, time or method. Moreover Wingersky et. al., (1999:61) explain that a preposition is a word used with a noun or pronoun to form a phrase that shows location, time, ownership / identification, or exclusion within the sentence. For instance: at, in, on, in front of, etc. For further explanation could be shown from the example below:

a. Preposition of place
   - The book is *on* the table
b. Preposition of time
   - I meet her *at five o'clock*
c. Preposition of ownership or identification
   - He goes to school *with* his sister
d. Preposition of exclusion
   - The baby birds had nothing on their minds *except* food

In this research, the prepositions were focused on place or position of things and people. It was based on the 1994 English curriculum for the fifth year students of elementary school (Depdikbud, 1994).

2.3 The Vocabulary Materials for the Fifth Year Students of Elementary School

Based on the 1994 English Curriculum, as one of local content curriculum, the vocabulary materials taught to the fifth year students of elementary school cover, nouns, adjectives, verbs and prepositions.

Furthermore, the materials that cover themes and sub-themes at the first semester in 2003/2004 academic year which are recommended by the 1994 English Curriculum are listed as follows:

- Theme : Parts of Body

  Sub-theme : My Body

- Theme : Things Around The School

  Sub-theme : Things in the Classroom and Schoolyard

- Theme : Professions

  Sub-theme : Professions

- Theme : Electronic Appliances

  Sub-theme : Electronic Equipment

- Theme : Family

  Sub-theme : Family members

This research was conducted at SDN Kepatihan IX Jember in the first semester in the 2003/2004 academic year.

2.4 The Importance of Vocabulary in Learning Language

Fardhani (1994:1) explains that vocabulary is an important aspect of language, simply because vocabulary or words are tools to express our thoughts. By this understanding, we can take the point that vocabulary is one of the language components that is essential to help person in order to understand the thoughts of others and communicate the ideas.

As one of the language components, vocabulary is important to be considered in learning English as a foreign language. Dealing with the importance of vocabulary, Kustaryo (1988:29) states that vocabulary proficiency affects not only the students' reading skills, but also their speaking, listening and writing

skills as well. In speaking, the words the students choose affect how well they are understood, the impression they make, and how people react to them. In writing, their vocabulary determines how clearly and accurately they can express their ideas to others. In listening, their vocabulary influences how much they understood in class lectures, speeches, and class discussion. It can be inferred that the success in mastering vocabulary will determine the success of someone in learning English.

Based on the ideas above, it is clear that vocabulary is one of the language components that is essential to be mastered as a means to learn English skills, that cover reading, writing, listening and speaking.

2.5 Crossword Puzzles

2.5.1 The Definition of Crossword Puzzles

Hadfield (in Rahayu, 2002:9) states that Crossword Puzzle is a kind of word game asking the students to fill the required words into the boxes. Further, Hornby (1995:206) defines crossword puzzle as a puzzle in which words have to be written (from numbered clues) vertically (clues down) and horizontally (clues across) in spaces on a chequered square or oblong. From these statement, it can be concluded that crossword puzzle is a kind of word games in the form of puzzle in which the students have to fill the required words from numbered clues into the boxes vertically and horizontally.

2.5.2 Kinds of Crossword Puzzles

Karim and Hasbullah (1986:2.34) divide crossword puzzle into two kinds. They are: 1) Crossword Puzzle by using the clues from pictures. This refers to crossword puzzle in which the students find the name of thing based on the picture; 2) Crossword Puzzle by using the clues from phrases or sentences in which the students find the name of thing based on the phrases or sentences.

The following are the examples of crossword puzzle taken from Karim and Hasbullah (1986:2.34-2.51)

1. The example of crossword puzzle by using the clues from pictures
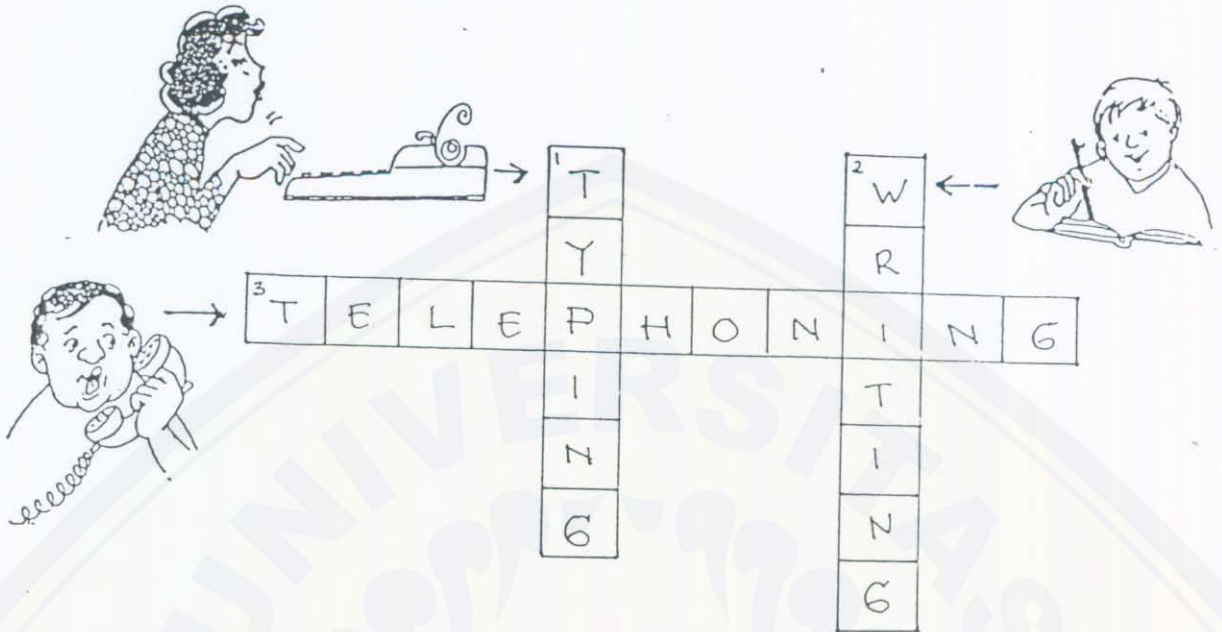
2. The examples of crossword puzzle by using the clues from phrases or sentences

Across

1. That girl is very……
2. It is not dry…….
3. They……their bags in lockers
4. Pacific is the name of……
5. …….did you go to Bali

Down

1. Sea shore
2. Something to drink
3. Teacher gave him a…..because of his fault
6. Insect that likes sugar
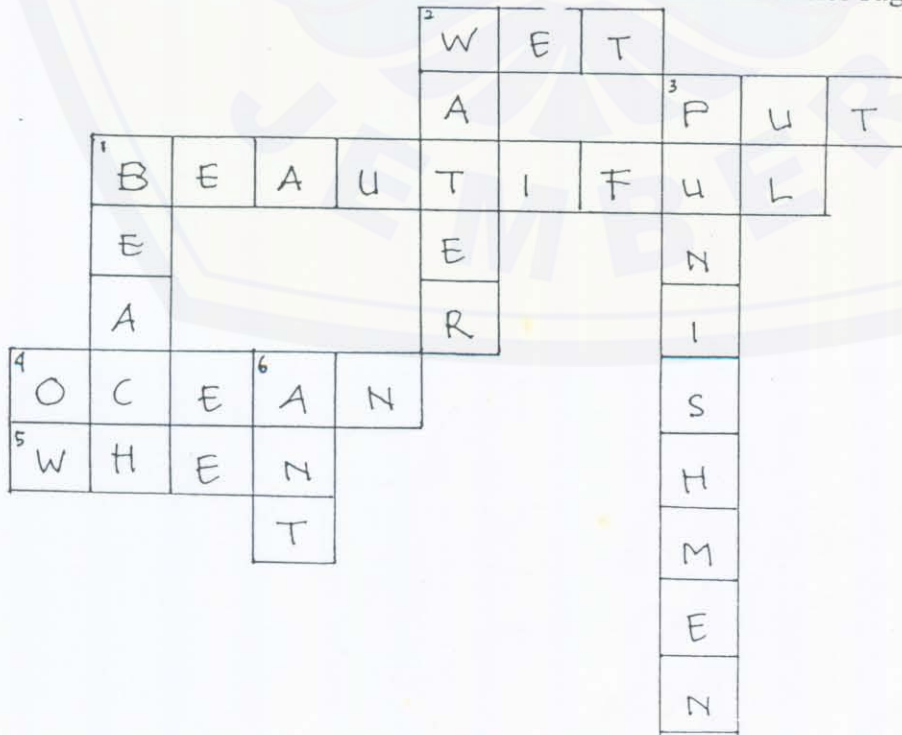
In addition, Nation (1990:253) states that the first, the middle and the last letters of each word can be used as the clues of it. The following example is taken from Nation (1990: 254)

Across

1. Can you …. English

3. A man who kills wild animal is a….

Down

2. His bag is strong. It is made from…….

4. To promise to hurt someone

Key answers: 1) Speak
2) Leather
3) Hunter
4) Threaten

Furthermore, Adenan (1994:12) proposes the clues of crossword puzzles in the form of a spiral. Here is the example of crossword puzzles by using the clues of a spiral.

The names of the animal below form the answer to this crossword. But the animal are not numbered. You must decide in what sequence their names should go. Start at number one and work clockwise into the centre. The last letter of each name is the first letter of the next names.

¹T	I	G	E	²R
S	⁴E	L	E	A
I	T	■	P	B
O	N	A	H	B
T	R	O	³T	I

2.5.3 Choosing Crossword Puzzles in Vocabulary Teaching

Language teaching and learning is hard work. The teachers must be able to bring the students to the situation in which the students become active and interested in English teaching learning process. In relation to this matter, the teachers must be able to choose the suitable technique for teaching, which can raise the students' motivation and interest.

Karim and Hasbullah (1986:36) say that an interesting technique in teaching language is Crossword Puzzle. This means that Crossword Puzzle can be used to sustain students' interest and make the students feel relax. In addition, Danesi (1987:14) states that crossword puzzle appeals to people of all ages and have probably the largest following of any puzzles in history. The construction technique consists of arranging the words so that they cross the appropriate points. The arrangement then made to correspond to horizontal and vertical clues.

Considering the opinion above, it can be concluded that crossword puzzle can be used by the teachers to arouse the students' interest and motivation in learning English vocabulary. In addition, the teachers should be able to select crossword puzzle, which is appropriate to the students' ability.

2.5.4 The Way to Present Crossword Puzzles

Karim and Hasbullah (1986:2.34-2.51) say that with crossword puzzle, students are trained to look for the relation of the answer in the boxes given. It will be better if the easier problem is given first, so, the students do not feel frustrated. The procedures of giving crossword puzzle in the class are as follows:

1. This technique can be done in groups or individually.
2. Ask five groups to come to the front of the class to fill the crossword puzzle as competition.
3. If it is used as individual work, ask them to fill the crossword puzzle on a piece of paper.

In addition, Taylor (1992:30) suggests the way to present crossword puzzle as follows.

1. Invite your learners to work in pairs or groups, or individually, to solve the word puzzles.
2. Bring the whole class together to report on their solution. It is important that individuals should answers loudly, so that the sound – spelling relationship can be fully appreciated and discussed.

2.6 The Advantages of Crossword Puzzles

A good store of words is crucial for understanding and communication (Cross, 1992:5). Basically, most of the teaching programs aim at helping students increase their vocabulary. In every lesson, the teachers have to introduce new words. However, if the teachers only use a lecturing method, their students cannot master vocabulary successfully. This is because boredom may occur since students always listen to the teachers' verbal explanation all the time.

Based on the condition above, the teachers have to create a warm atmosphere in order to make the classroom more lively so that the students will be interested in it.

Karim and Hasbullah (1986:2.34) state the advantages of crossword puzzle are as follows.

1. Crossword puzzle can stimulate students' interest in learning English.
2. Crossword puzzle makes students relax and free from the stress on learning situation process.
3. Crossword puzzle can motivate students in learning English
4. Crossword puzzle can increase the students' vocabulary
5. The students will practice to think and study English words and memorize the words indirectly and easily.

Furthermore, Coffey (1998:14) states that crossword puzzles have become more widely used in recent year and it has great influence on the acquisition of students' language competence.

To sum up, the use of crossword puzzle makes the vocabulary teaching tend to arouse interest of the learners. Those advantages which are proposed by some experts will might be gained if the teachers are creative in using crossword puzzles in teaching English vocabulary.

2.7 Vocabulary Achievement and Crossword Puzzle

Hornby (1995:1331) says that vocabulary means a total number of words, which with rules combining them to make up a language. In addition, Webster (2001:1237) defines vocabulary as a list or collection of words and often phrases, usually in an alphabetical arrangement and defined or translated that is used by, understood by or at the command of particular person or group. From those

statements it can be restated that vocabulary is a number of words that are known by an individual in a certain language and used to communicate with others.

There are some techniques in teaching vocabulary. One of them is by using crossword puzzles. Adenan (1994:9) says that such technique in teaching vocabulary which is interesting and challenging and thus gains more attention of the learners is crossword puzzle. From this statement, it can be said that crossword puzzle is challenging and interesting technique to teach English vocabulary. In addition, Karim and Hasbullah (1986:2.54) claim that working with crossword puzzle will enlarge the students' vocabulary. Based on the theories above, we can conclude that teachers can use crossword puzzle to expand the learners' English vocabulary.

Achievement is something successfully finished or gained especially through skills and hard work (Procter, 1981:8). Another definition refers to the amount or level of learning that a student has acquired (Savage and Mooney, 1979:1)

Vocabulary achievement in this research refers to the collection of words recognized and understood by the students after having the vocabulary class using crossword puzzles. The achievement would be measured by administering vocabulary test covering the materials of nouns, adjectives, verbs and prepositions based on English curriculum. The achievement was indicated by the students' score of vocabulary test.

2.8 The Characteristics of Young Learners

Scott and Ytreberg (1994:3-4) explain some of the general characteristics of young learners at the age of eight up to ten years. These are as follow:

a. They can tell the difference between fact and fiction.

b. They rely on the spoken word as well as the physical world to convey and understand meaning

c. They are able to make some decisions about their own learning.

d. They make definite views about what they like and do not like doing.

e. They are able to work with others and learn from others.

Based on the theory above, it can be said that young learners have special characteristics; can tell and understand the difference between fact and fiction, ask questions all the time for something regarded new to them; understand meaning through the spoken word and physical world, and so forth.

In addition, Clark (1990:6) states:

a. Children become bored easily.

Because of their curiosity to know something will make them very active.

b. Children forget quickly.

They learn many things at once, for instance, acquiring the four basic skills of the foreign language, developing their first language at the same time, developing knowledge about the world, so they may forget everything quickly. Therefore, the English teacher can review the vocabulary that have been learned by the students through crossword puzzles.

c. Children are better mimics.

They are regarded as good imitators. They easily imitate the movement of mouth used to produce English sound.

On the basis of the theories above, it can be concluded that to be involved in teaching English to young learners, one needs to know the difference between teaching English to young learners and adults. Therefore, it is important for the teachers to understand the characteristics of the children. Consequently, the teachers should be able to create a desirable classroom atmosphere which is conducive and attractive enough to increase the students' vocabulary achievement.

III. RESEARCH METHOD

3.1 Research Design

This research was intended to describe the fifth year students' vocabulary achievement through crossword puzzles at SDN Kepatihan IX in 2003/2004 academic year. In accordance with this purpose, the design of this research was descriptive. According to Arikunto (1993:111), the characteristics of descriptive research are: (1), it does not need an administration of controlling the treatment, (2), it does not need to have the hypothesis, but it is to describe everything occurs in real condition, and (3), the researcher works objectively and systematically for describing the content of the problem.

The procedures used in this research were as follows:

1. Determining the area determination method;
2. Determining the respondents by population method;
3. Constructing the research instrument (vocabulary test through crossword puzzles);
4. Conducting try out of the research instrument;
5. Analysing the results of the try out;
6. Giving the vocabulary test to the respondents;
7. Scoring the results of vocabulary test;
8. Analysing the collected data quantitatively by descriptive statistics;
9. Drawing conclusion to answer the research problems.

3.2 Area Determination Method

Determining the research area is an important step in conducting research. Hadi (1997:6) states that a research area is an area or a place used to conduct the research. It means that research area refers to the place or location where a researcher conducts the investigation from the beginning activities up to the end.

In this research, purposive method was used to determine the research area. This research was conducted at SDN Kepatihan IX, and it was based on the

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following considerations. Firstly, the English teacher has applied the crossword puzzle, to teach English vocabulary at SDN Kepatihan IX for about two years; Secondly, the researcher got official permission from the school.

3.3 Respondent Determination Method

According to Arikunto (1993:114), respondents are the persons who give responses or answers to the question given by the researcher, either orally or writtenly. Respondents can be taken by using samples or population. If the number of the population is less than 100 subjects, the population research can be carried out. On the other hand, if the number of the population is more than 100, the sampling research can be conducted and the samples taken can be 10 – 15 % or 20 – 25 % or more of the population (Arikunto, 1993:120).

Based on the idea above, the population research was selected because the total number of the fifth year students at SDN Kepatihan IX was less than 100. The number of the population was 40.

3.4 Data Collection Methods

The data of this research consisted of primary data and supporting data. The primary data were taken from test. The supporting data were taken from interview and documentation.

3.4.1 Test

Arikunto (1993:139) says that a test means a series of practices or questions used to measure skills, knowledge, ability, intelligence and aptitudes of someone or group. In relation to this research, achievement test was used. It was because this research wanted to measure the students' vocabulary achievement through crossword puzzles.

A good test must fulfil some requirements. According to Hughes, (1994:42) a good test must be valid and reliable. The valid test measures what must be measured. Reliable test means the test can give consistent results. The test used content validity in which the test items were constructed based on the indicators and the materials of the test were based on the syllabus used.

In addition, reliability refers to the consistency of the test scores or how consistent they are from one measurement to another (Grondlund, 1982:132). In other words, a test is said to be reliable if it can give the consistent results whenever and however the test is administered. The more consistent the results are, the higher the reliability of the test is.

While according to the way in-scoring the test, there are two kinds of tests, namely subjective and objective tests. Hughes (1996:19) states that if no judgment is required on the part of the score, then the scoring is objective. However, if judgment is called for, the scoring is said to be subjective. It can be said that the scoring of subjective test is influenced by, and even rely on the assessor's opinion. On the other hand, the scoring of objective test has done objectively and omittted the subjectivity of the assessor.

In this study, the objective test in the form of completion was chosen. The completion test was used as it is easy to construct and the scoring was objective. The test was teacher-made test. In this case, the test was constructed by the researcher and consulted with the teacher. The test was given to the students by the teacher through crossword puzzle in the first semester. The test had fifty items that covered the indicator used, namely, nouns, verbs, adjectives and prepositions. The test items consisted nouns 20 items, verbs 10 items, adjectives 10 items, prepositions 10 items. Based on the informal interview, nouns were mostly given by the teacher in teaching vocabulary, so that the researcher put 20 items for nouns. The students were asked to do the test within ninety minutes. Each item was scored 2. Then, the total score was 100.

Before the test was given to the respondents, it would be tried out to the other students. Because there was only one class of the fifth year students at SDN Kepatihan IX, the try-out test would be administered in a different school but still to the fifth year students. In this case, the researcher chose the fifth year students of SDN Kepatihan VIII as the respondent of the try-out test. This was based on the consideration that at that school the English teacher has applied crossword puzzles as one of the English techniques. Both of the schools have the same curriculum. That is 1994 English curriculum. The try-out was to make sure

whether the test was not too difficult or too easy, the instructions were understandable or not, the time was enough or not. Meanwhile, the index difficulty of the test items would be calculated by using the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV : the index of difficulty

R : the number of correct answer

N : the number of students taking test

(Heaton, 1991:178)

The index difficulty above would be analysed by using the following categories:

0.00-0.30 : difficult category

0.31-0.70 : sufficient category

0.71-1.0 : easy category

(Sudjana, 1990:137)

3.4.3 Interview

Interview was used to complete the primary data. This method referred to the way of collecting data by holding the communication with the interviewee. Arikunto (1993:126) defines that interview is a dialogue done by the interviewer for getting information from the interviewee.

In this research, semi-structured interview was chosen in order that the data gained were controllable and not too broad. It was used to gain the information about the teaching of vocabulary by using crossword puzzle and the compulsory English textbook used by the students. The interview guide is enclosed on Appendix 1.

3.4.3 Documentation

In this research, documentation would be used to get the supporting data about the names of the respondents and the school facilities. The guide of documentation is enclosed on Appendix 1

3.5 Data Analysis Method

Hadi (1997:121) notes that data analysis method is a way to analyse the obtained data. This research dealt with the quantitative data in the form of the students' scores of vocabulary test through crossword puzzle. Therefore, the data analysis method used in this research was descriptive statistics analysed the data about the students' scores of vocabulary test covering the materials nouns, adjectives, and prepositions. This method was aimed at calculating the percentage of the students' vocabulary achievement test through crossword puzzle. The formula of the descriptive statistics analysis was as follows:

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

Notes:

E : The percentage of the students' vocabulary achievement of each indicator through crossword puzzle.

n : The students' obtained scores of each indicator

N : The total score of the test items of each indicator

(Adapted from Ali, 1993:186)

After analysing the percentage of the scores obtained by the students, the results were classified based on the following table of the classification of the score levels.

Table 1.   Classification of the Score Levels

Range of score	Category
80%-100%	Excellent
70%-79%	Good

IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Results of Supporting Data

The supporting data in this research were intended to support the primary data so that the results would be complete. The supporting data were obtained from the result of interview and documentation.

4.1.1 The Results of Interview

It has been stated in the previous chapter (see 3.4.3) that this research used semi-structured interview in order that the data gained were controllable and not too broad. The interviewee was the English teacher of the fifth year students of SDN Kepatihan IX Jember in the 2003/2004 academic year and the interview was conducted on 10 November 2003.

In relation to the results of interview, "Get Ready for Beginners" by P.T. Erlangga published in 1997 was used as the compulsory English text book. Pelajaran Bahasa Inggris" by Yudhistira published in 2000 was used as the supplementary English book. Furthermore, vocabulary with crossword puzzles was taught three times in a month and it took about 35 minutes to teach the vocabulary.

According to the English teacher, there were some advantages of teaching vocabulary through crossword puzzle. Firstly, it can motivate the students to learn English vocabulary. Secondly, it can make the students enjoy the lesson when the teacher taught English vocabulary. Thirdly, it can increase the students' vocabulary mastery. In addition, the teacher said that preposition was less given to the students in teaching English vocabulary.

4.1.2. The Results of Documentation

The respondents of this research were 40 students. The detailed information about the names of the respondents can be seen on Appendix 9.

SDN Kepatihan IX Jember provides some facilities that support the teaching learning process. For more details, the school facilities of SDN Kepatihan IX Jember in 2003/2004 academic year can be seen on Appendix 10

4.2. The Result of the Test Try Out

Before the test was given to the respondents, it had been tried out first to the other students who were not the respondents with similar characteristics. The number of the students was 32. The test try-out were administered to the fifth year students of SDN Kepatihan VIII Jember in 2003/2004 academic year. It was held on the 11th December 2003 to know the test reliability, the items difficulty level, whether the instructions were understandable or not, and whether the allocated time was enough or not.

To complete the test reliability of vocabulary through crossword puzzle, split-half method with Spearman-Brown formula were applied. This method was selected because it needed only a single administration of the test. The split-half method involved scoring the odd items and the even ones separately and correlating the two sets of scores. The result showed that of correlation coefficient (r_{xy}) value was 0,599. Then, the result of correlation coefficient must be filled into the Spearman-Brown formula to find the reliability coefficient of the test. The computation showed that the reliability coefficient for the whole items (r_{11}) value is 0, 749. The data analysis for computing the reliability was presented on appendix 8

Published test usually requires test reliability coefficient of 0,90 or above, and the reliability coefficient of teacher-made test typically ranges between 0,60 and 0,80 (Grondlund, 1982:135). In this research, the reliability coefficient of the test was 0,749. Therefore, it can be justified that the test was reliable. The analysis of the index difficulty can be seen on appendix 5.

Based on the result of the calculation, it could be seen that among 50 items, there were 11 or 22 % with the index difficulty level less than 0.30. It means that 22% of the items were difficult. Besides, there were 23 items with the index difficulty between 0.31-0.70. It means that 46% of the items were sufficient.

Then, there were 16 items or 32 % with the index of difficulty more than 0,70. It means that the items were categorized as easy. Therefore, those test items were not revised.The inclusion of difficult items in the test were intended to motivate the good students and the inclusion of the easy items will encourage and motivate the poor students to continue to do the test (Heaton, 1991:179).

Finally, it was found that the instruction was understandable. There were no students asking how to do test. The allocated time for doing the test was enough. The students finished doing the test on time.

4.3 The Primary Data.

The primary data were gained by giving Vocabulary test through crossword puzzles. The materials of vocabulary test through crossword puzzle given to the students were nouns, verbs, adjectives and prepositions. Those materials were in line with the materials taught to the fifth year students of elementary school (Depdikbud, 1994). The result of the test in the form of the students' vocabulary scores are presented in the following table.

Table 2. The Results of Vocabulary Test

No	Vocabulary							
	Noun		Adjective		Verb		Preposition	
	T	S	T	S	T	S	T	S
1	16	32	8	16	7	14	9	18
2	15	30	7	14	8	16	8	16
3	16	32	7	14	8	16	7	14
4	19	38	9	18	8	16	8	16
5	18	36	6	12	8	16	8	16
6	17	34	7	14	8	16	8	16
7	16	32	7	14	7	14	5	10
8	18	36	9	18	8	16	7	14
9	17	34	8	16	8	16	7	14
10	16	32	7	14	8	16	7	14
11	18	36	9	18	7	14	8	16
12	15	30	5	10	5	10	5	10
13	15	30	6	12	7	14	6	12

No	T	S	T	S	T	S	T	S
14	14	28	6	12	6	12	7	14
15	16	32	8	16	7	14	7	14
16	15	30	8	16	8	16	8	16
17	17	34	7	14	8	16	8	16
18	15	30	6	12	7	14	7	14
19	15	30	8	16	6	12	8	16
20	16	32	8	16	7	14	7	14
21	17	34	7	14	8	16	9	18
22	16	32	9	18	8	16	7	14
23	15	30	7	14	7	14	5	10
24	19	38	8	16	7	14	7	14
25	17	34	9	18	8	16	8	16
26	15	30	7	14	8	16	8	16
27	18	36	9	18	9	18	7	14
28	13	26	5	10	6	12	5	10
29	17	34	9	18	9	18	8	16
30	16	32	8	16	8	16	8	16
31	14	28	5	10	6	12	5	10
32	17	34	8	16	8	16	7	14
33	14	28	8	16	8	16	7	14
34	13	26	6	12	7	14	6	12
35	14	28	8	16	9	18	7	14
36	12	24	7	14	5	10	6	12
37	17	34	8	16	8	16	7	14
38	18	36	8	16	8	16	6	12
39	11	22	5	10	6	12	7	14
40	15	30	7	14	7	14	6	12

Notes:

No: Number of the respondents

T : Number of the correct answers

S : The score obtained in each indicator

4.4 Data Analysis

The following table is the computation results of each indicator. The data were analysed quantitatively by using descriptive statistics that has been explained in Chapter III

Table 3.The Analysis Results of The Students' Scores of Vocabulary Achievement of Each Indicator

No	Noun			Adjective			Verb			Preposition			T
	n	N	%	n	N	%	n	N	%	n	N	%	
1	32	40	80	16	20	80	14	20	70	18	20	90	80
2	30	40	75	14	20	70	16	20	80	16	20	80	76
3	32	40	80	14	20	70	16	20	80	14	20	70	76
4	38	40	95	18	20	90	16	20	80	16	20	80	84
5	36	40	90	12	20	60	16	20	80	16	20	80	80
6	34	40	85	14	20	70	16	20	80	16	20	80	80
7	32	40	80	14	20	70	14	20	70	10	20	50	70
8	36	40	90	18	20	90	16	20	80	14	20	70	84
9	34	40	85	16	20	80	16	20	80	14	20	70	80
10	32	40	80	14	20	70	16	20	80	14	20	70	76
11	36	40	90	18	20	90	14	20	70	16	20	80	84
12	30	40	75	10	20	50	10	20	50	10	20	50	60
13	30	40	75	12	20	60	14	20	70	12	20	60	68
14	28	40	70	12	20	60	12	20	60	14	20	70	66
15	32	40	80	16	20	80	14	20	70	14	20	70	76
16	30	40	75	16	20	80	16	20	80	16	20	80	78
17	34	40	85	14	20	70	16	20	80	16	20	80	80
18	30	40	75	12	20	60	14	20	70	14	20	70	70
19	30	40	75	16	20	80	12	20	60	16	20	80	74
20	32	40	80	16	20	80	14	20	70	14	20	70	76
21	34	40	85	14	20	70	16	20	80	18	20	90	82
22	32	40	80	18	20	90	16	20	80	14	20	70	80
23	30	40	75	14	20	70	14	20	70	10	20	50	68
24	38	40	95	16	20	80	14	20	70	14	20	70	82
25	34	40	85	18	20	90	16	20	80	16	20	80	84
26	30	40	75	14	20	70	16	20	80	16	20	80	76
27	36	40	90	18	20	90	18	20	90	14	20	70	86
28	26	40	65	10	20	50	12	20	60	10	20	50	58
29	34	40	85	18	20	90	18	20	90	16	20	80	86
30	32	40	80	16	20	80	16	20	80	16	20	80	80
31	28	40	70	10	20	50	12	20	60	10	20	50	60
32	34	40	85	16	20	80	16	20	80	14	20	70	80
33	28	40	70	16	20	80	16	20	80	14	20	70	74
34	26	40	65	12	20	60	14	20	70	12	20	60	64
35	28	40	70	16	20	80	18	20	90	14	20	70	76
36	24	40	60	14	20	70	10	20	50	12	20	60	60
37	34	40	85	16	20	80	16	20	80	14	20	70	80

38	36	40	90	16	20	80	16	20	80	12	20	60	80
39	22	40	55	10	20	50	12	20	60	14	20	70	58
40	30	40	75	14	20	70	14	20	70	12	20	60	70
	1264	1600	3160	588	800	2940	592	800	2960	562	800	2810	2979
M			79			73,5			74			70,3	74

Notes:

No: Number of the respondents

n : The score obtained by each respondent

N : The total score of each indicator obtained by each respondent

% : The percentage obtained by each respondent

T : The total score of vocabulary achievement of each respondent

M : The Mean score of each indicator

After analysing the percentage of the vocabulary scores obtained by the students, the results were classified based on the table of classification of the score level adapted from Depdikbud (1999:85). Following the analysis, there were some points could be presented. Firstly, the percentage of the students' noun vocabulary achievement through crossword puzzles was 79%. It was in the range of 70%-80%. It means that the students' noun vocabulary achievement through crossword puzzles was good. Secondly, the percentage of the students' adjective vocabulary achievement through crossword puzzles was 73,5%. It was in the range of 70%-80%. It means that the students' adjective vocabulary achievement through crossword puzzles was good. Thirdly, the percentage of the students' verb vocabulary achievement through crossword puzzles was 74%. It was in the range of 70%-80%. It means that the students' verb vocabulary achievement through crossword puzzles was good. Fourthly, the percentage of the students' preposition vocabulary achievement through crossword puzzles was 70,25%. It was in the range of 70%-80%. It means that the students' preposition vocabulary achievement through crossword puzzles was good. Finally, the students' vocabulary achievement was 74%. It was in the range of 70%-80%. It means that the students' vocabulary achievement was good.

4.5 Discussion

Based on the results of the data analysis, on the average, the students' vocabulary achievement through crossword puzzles was good (74%). It is in line with Karim's and Hasbullah's idea that Crossword Puzzlea as one of the teaching techniques could be used to increase students' vocabulary achievement (1986:2.34). Besides, this finding might be caused by some reasons. Firstly, some of the themes in the compulsory English textbook used by the students are provided with crossword puzzles so that they have been familiar in doing vocabulary exercises in the form of crossword puzzles. It means that if the textbook used is not provided with crossword puzzles the students are not accustomed to do vocabulary test using crossword puzzles and the teacher might not use crossword puzzles as teaching technique. Secondly, if crossword puzzles is not provided in some themes of the book, the English teacher created crossword puzzles by himself in relation with the theme taught. In this case, the teacher did not rely on the book used. From the factors above, it can be inferred that the intensity of using crossword puzzles in teacing vocabulary affects the students' vocabulary achievement. According to Adenan (1994:10) much opportunity for learners to practice and repeat vocabulary through crossword puzzles will make their vocabulary achievement improved.

The students' vocabulary achievement can not be maximized into excellent classification because some students can not spell the words correctly. Therefore, the writer justified it as false answer. For example in the item number 8, the right spelling of the word is "between" but the students spelled the word "beteeen". It also happened in the item number 35, the correct spelling of this word is "farmer" but the students spelled the word "farmar". This condition happened because the allocated time in teaching vocabulary to the students was limited. Further, vocabulary was taught integratively with other language skills and language components. Moreover, the teacher is demanded to finish all themes as stated in the curriculum in one period of semester on time. Therefore, the teacher has not enough time to teach the word spelling to the students. Whereas, Taylor (1992:30) says that it is important to discuss the spelling of the words in

the teaching vocabulary. In other words, if teaching spelling is not given to the students, the students' ability in spelling the words will be less than prefect.

From the factor above, it might be helpful if the teacher gives attention to the spelling that can be done by discussing the students' answers in doing exercises written on the blackboard, then if there are spelling errors of the words the teacher underlines it. After that, he asked the students to correct it together.
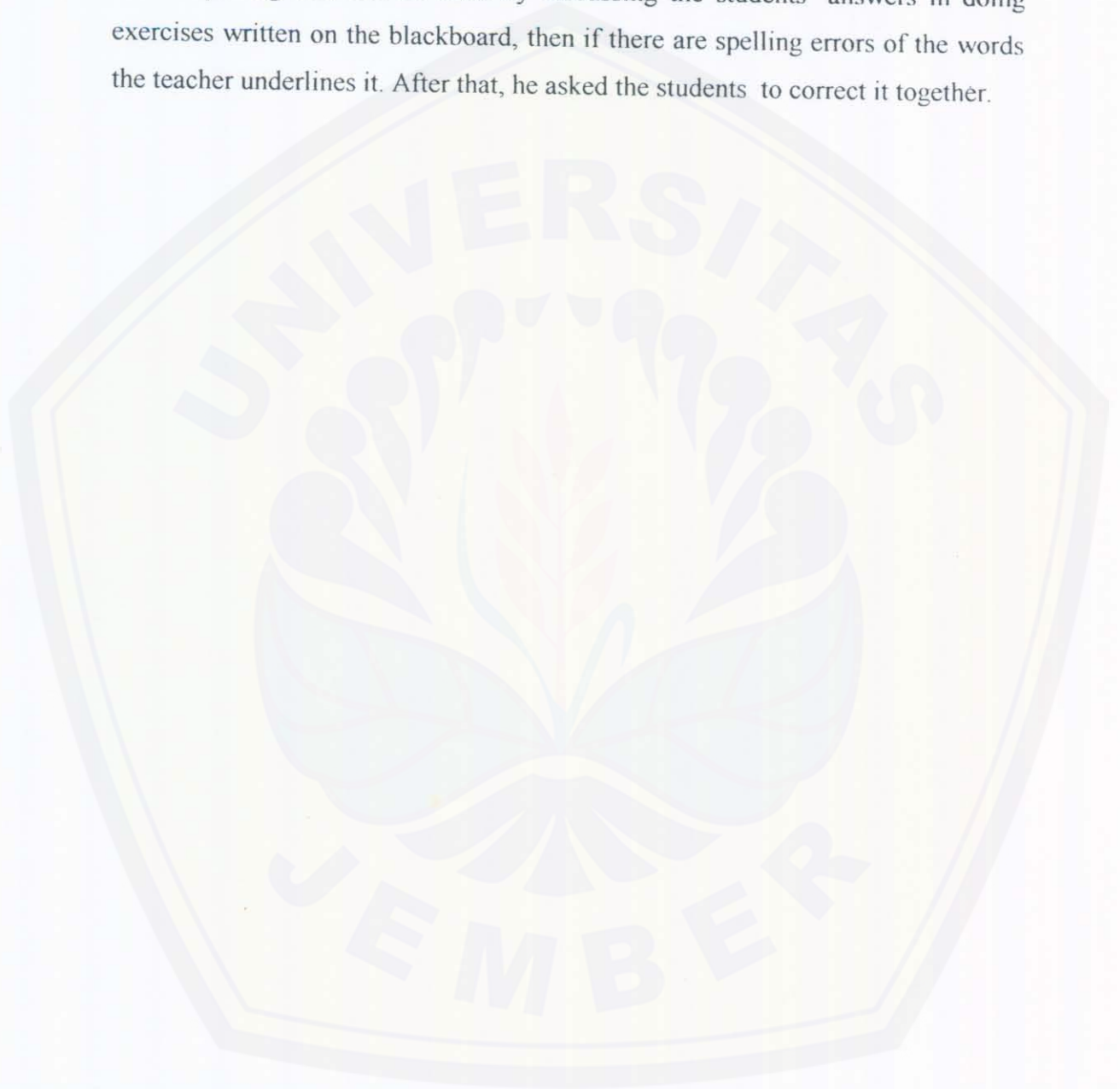
V. CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

Based on the data analysis and interpretation in the previous chapter the conclusion of the research covered the general and specific conclusions.

5.1.1 General Conclusion

In general, the students' vocabulary achievement through crossword puzzles was good.

5.1.2 Specific Conclusions

In particular, the conclusion of the research were as follows:

1. The students' noun vocabulary achievement through crossword puzzles was good.
2. The students' adjective vocabulary achievement through crossword puzzles was good.
3. The students' verb vocabulary achievement through crossword puzzles was good.
4. The students' preposition vocabulary achievement through crossword puzzle was good.

5.2. SUGGESTIONS

Considering the results of this research, the following points were suggested to the following people:

5.1.2 The English Teacher

The English teacher at SDN Kepatihan IX Jember are suggested to continue to apply teaching vocabulary by crossword puzzles because it gave motivation and enlarged the students' vocabulary achievement. It is also suggested that the English teacher at SDN Kepatihan IX Jember gave more practice on English vocabulary especially prepositions to the students.

5.2.2 The Other Researchers

The next researchers are suggested to use the results of this research as an input to conduct a further research with the same topic with different research designs. For example, an experimental research to know the effectiveness of the use of crossword puzzles on the students' vocabulary achievement.
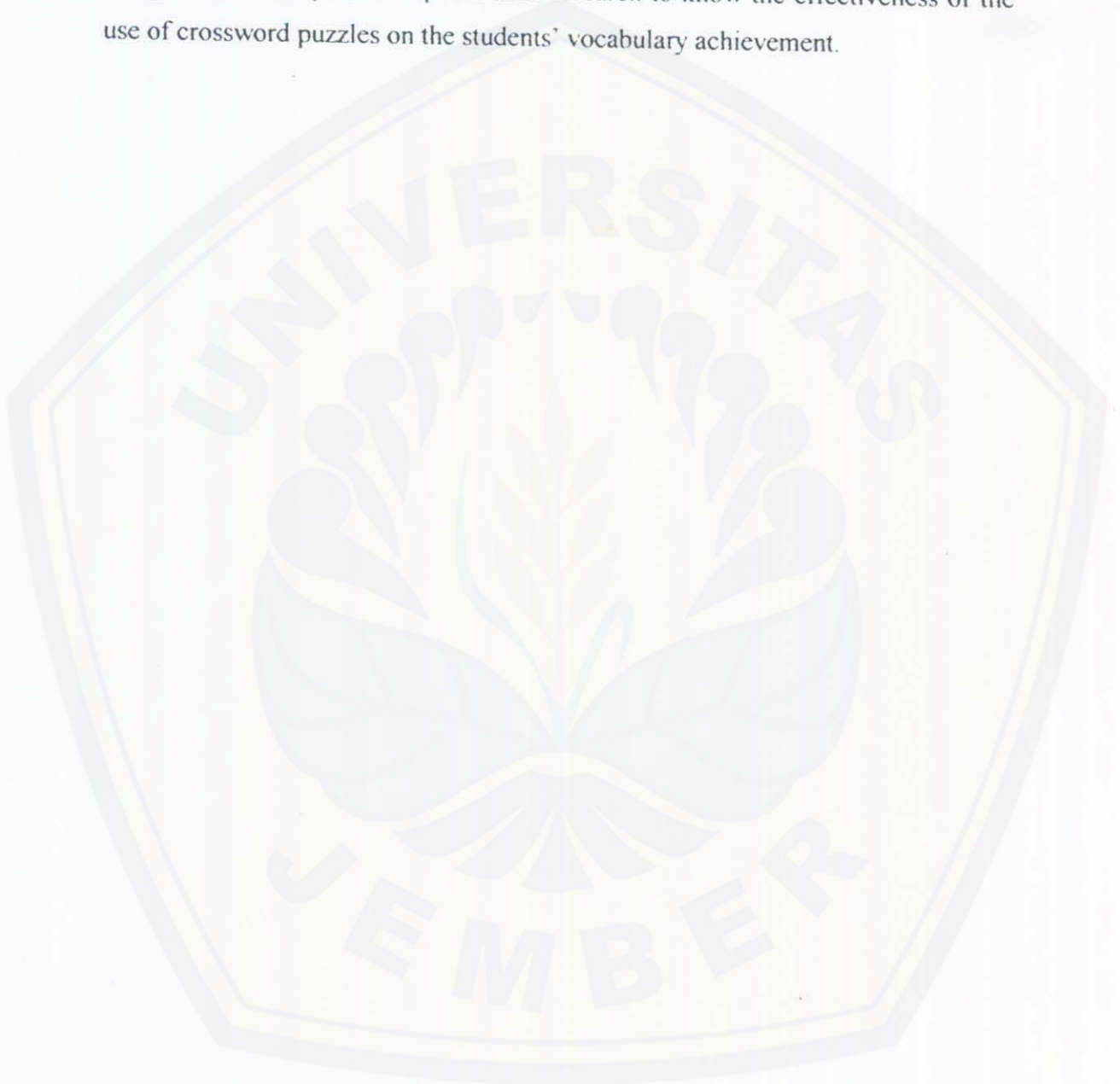
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RESEARCH MATRIX

Title	Problem	Variable	Indicator	Data resources	Research Methods
A Descriptive Study of The Fifth Year Students' Vocabulary Achievement through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 Academic Year	**General Problem:** How is the fifth year students' vocabulary achievement through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 Academic Year? **Specific Problems:** 1. How is the fifth year students' vocabulary achievement of nouns through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 Academic Year? 2. How is the fifth year students' vocabulary achievement of adjectives through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 Academic Year? 3. How is the fifth year students' vocabulary achievement of verbs through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 Academic Year? 4. How is the fifth year students' vocabulary achievement of prepositions through Crossword Puzzles at SDN Kepatihan IX in the 2003/2004 Academic Year?	The students' vocabulary achievement through Crossword Puzzles	The scores of vocabulary test through Crossword Puzzles	1. **Respondents:** The fifth year students of SDN Kepatihan IX in the 2003/2004 academic year 2. **Informant:** English teacher 3. **Documents**	1. **Research Design:** Descriptive Study 2. **Area Determination Method:** Purposive 3. **Respondent Determination Method:** Population 4. **Data Collection Method:** a. Primary Data: Test b. Supporting Data: Interview Documentation 5. **Data Analysis Method:** Descriptive Statistics Analysis: $$E = \frac{n}{N} \times 100\%$$ Note: E : The percentage of the students' vocabulary achievement of each indicator through Crossword Puzzles n : The vocabulary scores of each indicator obtained by the students N : The total score of the test items of each indicator Ali (1993, 186)

GUIDE OF SUPPORTING DATA INSTRUMENT

I. GUIDE OF INTERVIEW

No	The Supporting Data Taken	Data Resourcce
1.	What textbook do you use in teaching English?	English teacher of the fifth year students of SDN Kepatihan IX
2.	How often do you teach vocabulary through crossword puzzles in a month?	
3.	What do you think about the advantages of teaching vocabulary using crossword puzzle to your students?	
4	Which vocabulary have you less given (adjective, verb, preposition) to your students ?	

II. GUIDE OF DOCUMENTATION

No	The Supporting Data Required	Data resources
1.	The names of the respondents.	Document
2.	The school facilities.	Document

VOCABULARY TEST

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/1
Waktu : 90'

I. Isilah crossword puzzle di bawah ini dengan jawaban yang tepat! Jawaban untuk pertanyaan no.1 telah diberikan sebagai contoh.

Across

1. Ria : Is Anis......home?
   Joko : Yes, she is
3. He always.......a bicycle every morning
4. Roni: ......will you go to
   Surabaya, Doni?
   Doni: 1 go there on Saturday afternoon
5. Our teacher is angry because
   the class is ....
7. Mrs Arin is writing on the ....
9. He is running ......the bus.
10. The doctor and the nurse
    are walking ....the policeman.

Down

2. They are playing in the..........
6. The antonym of short is.......
8. Susi is sitting ....Novi and Eni.
11. The shoes are.......the chair

Kerjakanlah crossword puzzle di bawah ini.

Across

1. Mr. Hasan and Mrs Tatik are my ....
4. Diana likes watching movie on .....
6. I have four .... and two sisters
9. Andi is my friend and ... mother is a headmaster of the school
10. A person who teaches at school is a........
12. Hana: ....do you live, Ida? Ida: I live in Jember
14. The room is ....

Down

2. He is listening to the ....
3. Mrs. Udin.....the floor every Saturday
5. Ani is a .... student. She usually gets 9 in the examination
7. There is a fan ...... the table
8. I put the alarm clock ......the computer
11. Her mother is a nurse and her .... is a policeman
13. This is my pen and .... is your pen.
15. The birds are flying......my house
16. Mother is cooking....the kitchen

III. Isilah crossword puzzle di bawah ini dengan jawaban yang tepat!

Across

1. We taste food with our....
3. This is a ......
5. Mr. Hadi is ..... a newspaper
7. Surti works at Tono's family. She is a ......
9. The picture is....the table
11. I...money from my father

Down

2. We need our.....to watch the movie
4. I like Mr. John, because he is very......
6. He usually..... a cake
8. Mr. Mamad is a.......
10. Ani ....the window every morning
12. Mr. Hudi.....in the class every day

IV. Kerjakanlah crossword puzzle di bawah ini!

Across

2. His father is a.....

3. Ani......a letter to her brother
   every month

5. Toni is....the tree

7. Our national.....is red and white

8. He has a big...

10. It is an.....

11. The students are putting their books
    on the .....

Down

1. The dog is....the doghouse

4. The antonym of **fat** is......

6. Mira is....Remo

9. We use our....to listen the song

12. It is a .....

Answers Key

I. Across

3. rides
4. When
5. dirty
7. blackboard
9. to
10. behind

Down

2. playground
6. tall
8. between
11. under

II. Across

1. parents
4. television
6. brothers
9. his
10. teacher
12. Where
14. bright

Down

2. radio
3. cleans
5. clever
7. on
8. beside
11. father
13. that
15. over
16. in

III. Across

1. tongue
3. clerk
5. reading
7. servant
9. above
11. get

Down

2. eyes
4. kind
6. eats
8. farmer
10. opens
12. teaches

Distribution of the Test Items

No	Indicators	Items Number	Frequency
1	Noun	I : 2,7	(2)
		II : 1,2,4,6,10,11	(6)
		III : 1,2,3,7,8	(5)
		IV : 2,7,8,9,10,11,12	(7)
			20
2	Adjective	I : 4,5,6	(3)
		II : 5,9,12,13,14	(5)
		III : 4	(1)
		IV : 4	(1)
			10
3	Verb	I : 3	(1)
		II : 3	(1)
		III : 5,6,10,11,12	(5)
		IV : 3,5,6	(3)
			10
4	Preposition	I : 8,9,10,11	(4)
		II : 7,8,15,16	(4)
		III : 9	(1)
		IV : 1	(1)
			10

The Result of the Analysis of the Degree of Item Difficulty

No	N	R	FV	C
2	32	20	0,63	Sufficient
3	32	20	0,63	Sufficient
4	32	19	0,60	Sufficient
5	32	14	0,44	Sufficient
6	32	29	0,91	Easy
7	32	26	0,81	Easy
8	32	8	0,25	Difficult
9	32	32	1,00	Easy
10	32	20	0,63	Sufficient
11	32	20	0,63	Sufficient
12	32	9	0,28	Difficult
13	32	25	0,78	Easy
14	32	8	0,25	Difficult
15	32	27	0,84	Easy
16	32	20	0,63	Sufficient
17	32	14	0,44	Sufficient
18	32	32	1,00	Easy
19	32	15	0,47	Sufficient
20	32	28	0,88	Easy
21	32	17	0,53	Sufficient
22	32	19	0,59	Sufficient
23	32	20	0,63	Sufficient
24	32	28	0,88	Easy
25	32	6	0,19	Difficult
26	32	7	0,22	Difficult
27	32	32	1,00	Easy
28	32	12	0,36	Sufficient
29	32	17	0,53	Sufficient
30	32	9	0,28	Difficult

31	32	7	0,22	Difficult
32	32	17	0,53	Sufficient
33	32	18	0,56	Sufficient
34	32	21	0,66	Sufficient
35	32	23	0,72	Easy
36	32	6	0,19	Difficult
37	32	15	0,47	Sufficient
38	32	23	0,72	Easy
39	32	8	0,25	Difficult
40	32	16	0,50	Sufficient
41	32	24	0,75	Easy
42	32	9	0,28	Difficult
43	32	6	0,19	Difficult
44	32	14	0,44	Sufficient
45	32	17	0,53	Sufficient
46	32	26	0,81	Easy
47	32	20	0,63	Sufficient
48	32	24	0,75	Easy
49	32	23	0,72	Easy
50	32	27	0,84	Easy
51	32	14	0,44	Sufficient

The Scores of Odd Numbers

Odd (X)

No	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	Total
1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	0	1	1	0	0	14
2	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	0	0	0	0	0	0	1	1	15
3	0	1	0	1	1	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1	0	11
4	1	0	1	1	0	1	0	0	0	0	1	0	1	1	0	0	1	1	0	0	0	1	0	1	1	13
5	0	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0	1	1	1	0	1	11
6	1	0	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	15
7	0	0	1	1	0	1	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	1	1	18
8	0	1	1	1	1	0	0	1	0	1	1	1	1	0	0	0	1	1	1	1	0	0	1	1	1	13
9	0	0	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	1	1	13
10	0	1	0	1	0	0	1	0	1	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	0	14
11	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	16
12	0	0	0	1	0	0	1	0	0	1	0	1	1	1	0	0	1	0	0	1	0	0	1	1	0	18
13	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	16
14	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	14
15	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	15
16	1	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	0	1	1	14
17	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	0	15
18	1	1	0	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	0	14
19	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	1	0	1	1	1	1	15
20	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	14
21	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0	1	0	0	1	1	1	15
22	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	1	17
23	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	1	1	0	1	0	0	1	1	0	14
24	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	1	1	1	13
25	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	15
26	1	0	1	1	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	1	1	1	15
27	0	1	1	1	0	0	1	0	0	0	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	13
28	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	12
29	0	1	1	1	0	1	1	0	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	17
30	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	0	0	1	1	0	10
31	0	1	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	1	0	1	0	16
32	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	0	0	1	1	0	0	0	1	0	13
Total	20	14	26	32	20	25	27	14	15	17	20	6	32	17	7	18	23	16	7	24	6	17	20	23	14	460

The Scores of Even Numbers Even (Y)

No	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	Total
1																										13
2																										12
3																										14
4																										13
5																										13
6																										14
7																										17
8																										13
9																										12
10																										12
11																										13
12																										14
13																										13
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21																										15
22																										14
23																										16
24																										15
25																										15
26																										13
27																										18
28																										14
29																										17
30																										13
31																										
32																										
Total	20	19	29	8	20	9	8	20	32	28	19	28	7	12	9	17	21	6	23	16	9	14	26	24	27	451

The Devision Of Odd-Even Score of Try Out Result

NR	Odd (X)	Even (Y)	X^2	Y^2	XY
1	14	13	196	169	182
2	15	12	225	144	180
3	11	12	121	144	132
4	13	13	169	169	169
5	11	13	121	169	143
6	15	14	225	196	210
7	18	17	324	289	306
8	13	13	169	169	169
9	13	12	169	144	156
10	14	12	196	144	168
11	16	13	256	169	208
12	17	14	289	196	238
13	13	13	169	169	169
14	14	13	196	169	182
15	16	14	256	196	224
16	18	16	324	256	288
17	16	14	256	196	224
18	14	13	196	169	182
19	15	14	225	196	210
20	14	13	196	169	182
21	15	13	225	169	195
22	17	20	289	400	340
23	14	15	196	225	210
24	13	14	169	196	182
25	15	16	225	256	240
26	15	15	225	225	225
27	13	15	169	225	195
28	12	13	144	169	156
29	17	18	289	324	306
30	10	14	100	196	140
31	16	17	256	289	272
32	13	13	169	169	169
Total	460	451	6734	6465	6552

Reliability Coefficient

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

$$= \frac{(32)(6552) - (460)(451)}{\sqrt{\left\{(32)(6734) - (460)^2\right\}\left\{(32)(6465) - (451)^2\right\}}}$$

$$= \frac{209664 - 207460}{\sqrt{\{215488 - 211600\}\{206880 - 203401\}}}$$

$$= \frac{2204}{\sqrt{\{3888\}\{3479\}}}$$

$$= \frac{2204}{\sqrt{13526352}}$$

$$= \frac{2204}{\sqrt{3677,82}}$$

$$= 0,599$$

Moment Product Formula

$$r_{11} = \frac{2 \times rxy}{1 + rxy} = \frac{2 \times 0,599}{1 + 0,599} = \frac{1,198}{1,599} = 0,749$$

Spearman Brown Formula

Note:

r_{xy}	: Reliability Coefficient for half of the test item
$\sum xy$	: The total number of Odd items × Even items
$\sum x$	: The total number of odd test items
$\sum y$	: The total number of even test items
N	: The number of respondents
r_{11}	: Reliability for the whole items

The List Of The Fifth Year Students As The Respondent Of SDN Kepatihan IX Jember In The 2003/2004 Academic Year

No	Names of the Students	F/M
1	Siti Noviatul Jannah	F
2	Arum Febrianti	F
3	Bobbi Kristanto	M
4	Dimas Lisandoro	M
5	Dedy Haryanto	M
6	Paramudita Rusti	F
7	Disna Yaumilia	F
8	Ermawati P.	F
9	Erwin Kurniawan	M
10	Erma Novitasari	F
11	Erni Fitriadi	F
12	Eko Yudianto	M
13	Ide Ayu Ratna J.	F
14	Ryan Bahtiar	M
15	Rahmawati Fitri	F
16	Alivia Endah M.	F
17	Mohammad Nabil	M
18	Suwandri Sarma	M
19	Riky Andrianto	M
20	Indra Gita Pratama	M
21	Lilis Suryaningsih	F
22	Bagus Tya Ananda	M
23	Boby Haryanto	M
24	Zulvi Ulirahman	M
25	Amalia Dwi Restu	F
26	Debbi Alen	F
27	Deta Anggraini	F
28	Fedy Jakson	M
29	Herul Anam	M
30	Ike Nurjanah	F
31	Joko Santoso	M
32	Moch. Syaiful Rizal	M
33	Moch. Arip Kurniawan	M
34	Moch. Ibnu Fajar Hadi	M
35	Septilia Intan Saputri	F
36	Wahyu Nur Cahyanti	F
37	Yusnian Dwi Fajar	F
38	Yoshefa Dian Selvia	F
39	Winarti Apriliani	F
40	Dini Safirah Puspita	F

The Facilities of SDN Kepatihan IX Jember in 2003/2004 academic year

No	The Facilities	Total
1	Calssroom	6
2	Headmaster's room	1
3	Teachers' room	1
4	Administration's staff room	1
5	Library	1
6	Store room	1
7	Sick bay	1
8	Bathroom	2
9	Toilet	2
10	Canteen	1
11	Sport Equipment	4
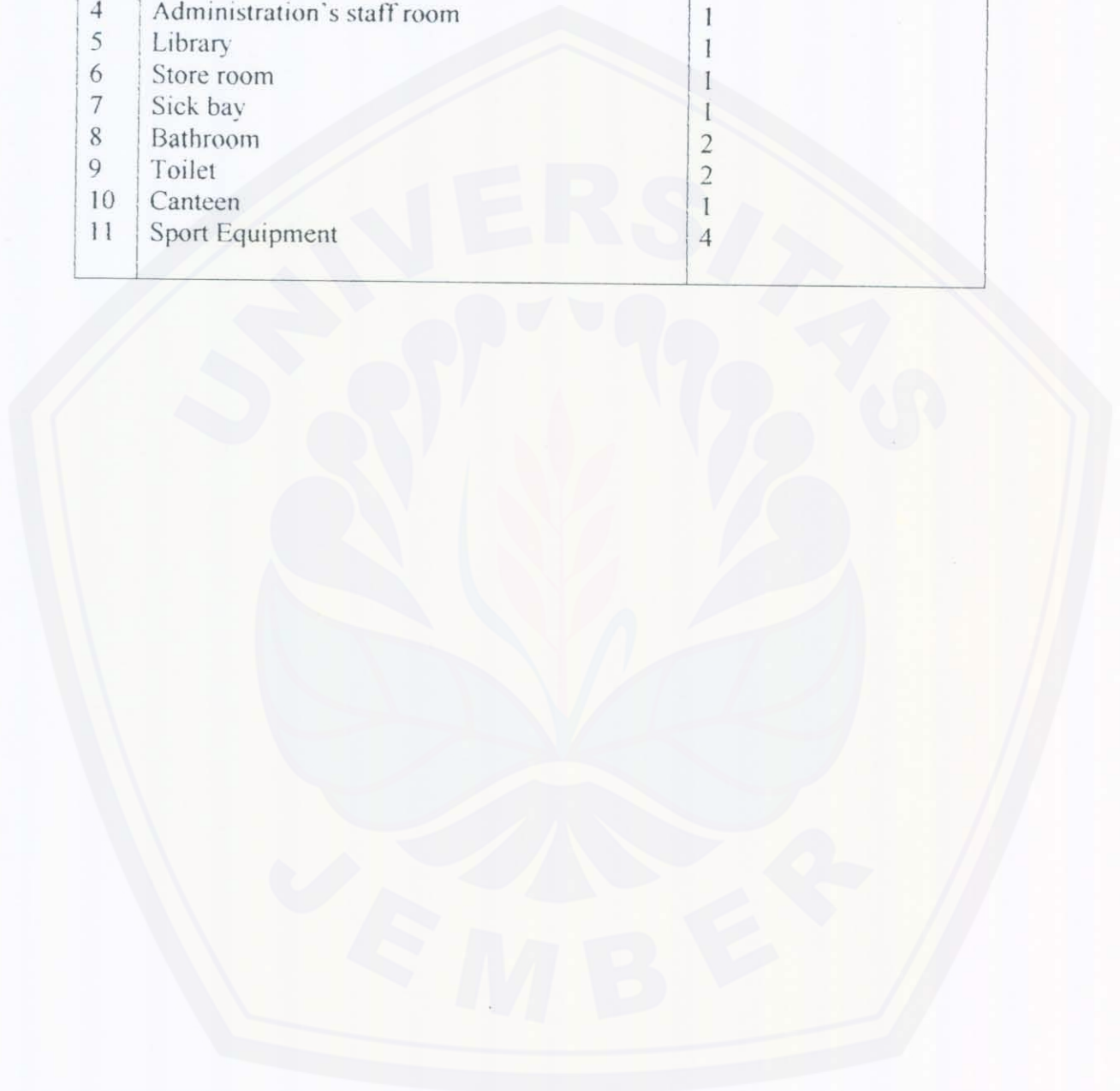
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 6008 /J25.1.5/PL5/2003. Jember, 31 DEC 2003 ,200...

Lampiran : Proposal

Perihal : **Ijin Penelitian**

Kepada : Yth. Sdr. Kepala SDN

Kepatihan IX Jember

di. –

Tempat

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

N a m a : Nur Hadi Sabta Utama

N i m : 98-1023

Jurusan/Program : PBS/ Pend. Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A Descriptive Study of the Fifth Year students'

Vocabulary Achievement through Crossword Puzzles

at SDN Kepatihan IX in the 2003/2004 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan

Pembantu Dekan I,

H.MISNO AL, M.Pd

NIP. 130 937 191

Irul-SP

PEMERINTAH KABUPATEN JEMBER

CABANG DINAS PENDIDIKAN KEC. KALIWATES

SDN. KEPATIHAN IX

JL. Kartini No. 40 Jember Telp. 427205

SURAT KETERANGAN
No: 422/83/436.37.11/09./2004

Yang bertandatangan di bawah ini Kepala SD Negeri Kepatihan IX Jember menerangkan dengan sebenarnya:

Nama   : Nur Hadi Sabta Utama

NIM   : 980210401023

Jurusan/Program : Pendidikan Bahasa dan Seni/ Bahasa Inggris

Tahun Angkatan : 1998

Fakultas   : Keguruan dan Ilmu Pendidikan

Universitas Jember

Telah selesai melakukan penelitian di SD Negeri Kepatihan IX Jember pada tanggal 03 Januari 2004. Adapun penelitian tersebut untuk memenuhi persyaratan penyusunan skripsi yang berjudul :

A Descriptive Study of the Fifth Year Students' Vocabulary Achievement through Crossword Puzzle at SDN Kepatihan IX in the 2003/2004 Academic Year

Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 5 Pebruari 2004

Kepala Sekolah,

Choiri Sundjojo

NIP.130357715

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama   : Nur Hadi Sabta Utama
NIM/Angkatan   : 98-1023/98
Jurusan/Program Studi   : Pendidikan Bahasa dan Seni/ Pendidikan Bahasa Ingris
Judul Skripsi   : A Descriptive Study Of The Fifth Year Students'
Vocabulary Achievement Through Crossword Puzzles At
SDN Kepatihan IX in The 2003/2004 Academic Year
Pembimbing I   : Dra. Hj. Zakiyah Tasnim, MA
Pembimbing II   : Drs. I Putu Sukmaantara, M.Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	Kamis, 1 Mei 2003	Research Matrix	
2	Senin, 26 Mei 2003	Konsultasi Bab I	
3	Selasa, 15 Juli 2003	Konsultasi Bab II	
4	Senin, 11-8-2003	Konsultasi Bab III	
5	Selasa, 20-1-2004	Konsultasi Bab IV & V	
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Catatan : Lembar ini harus dibawa dan harus diisi setiap melakukan konsultasi
Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi