THE EFFECT OF USING CROSSWORD PUZZLE ON THE EIGHTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT

THESIS

By

RACHMA MEDINA KUSUMA
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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY
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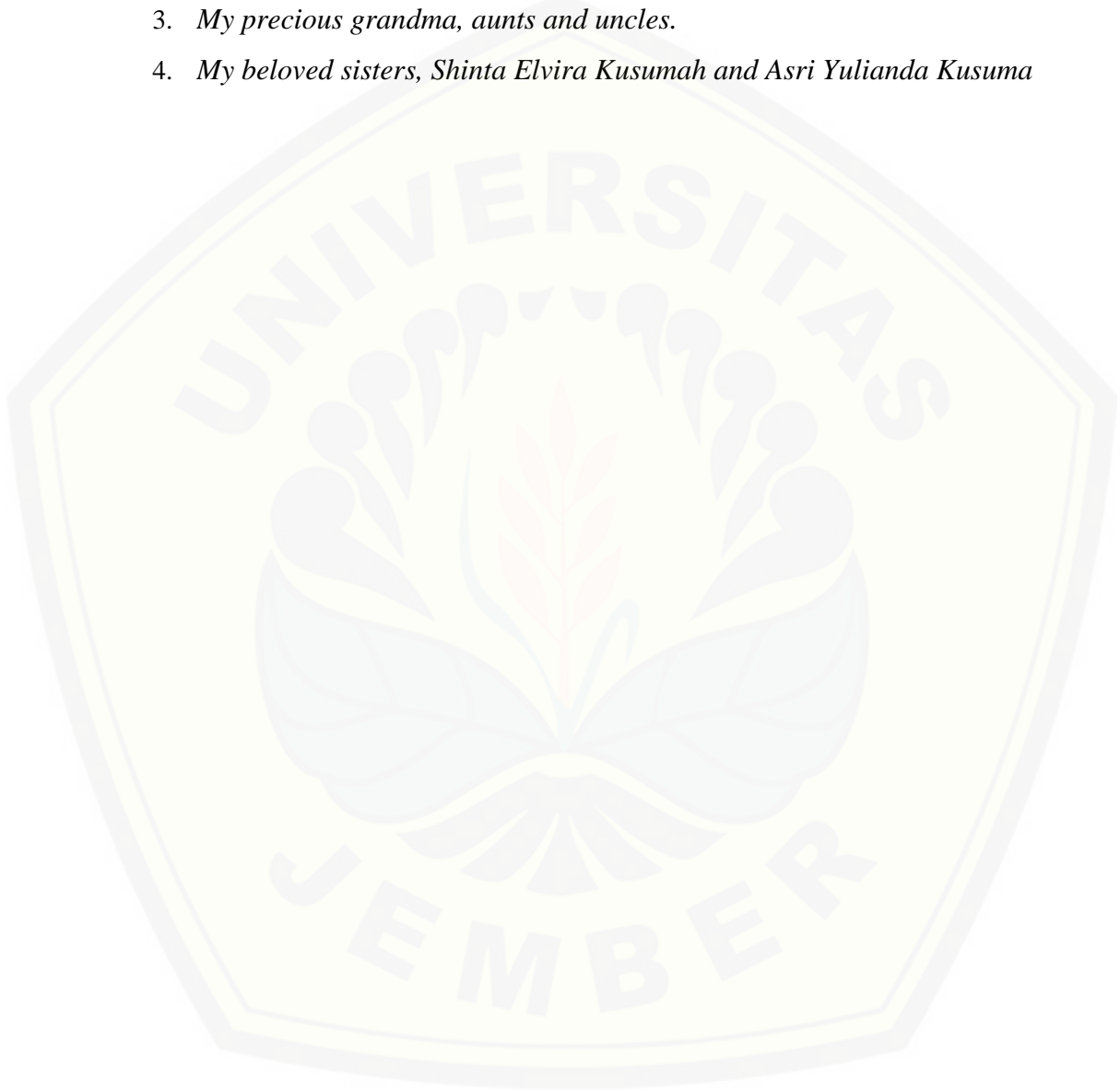
Jember, 2018

Rachma Medina Kusuma

130210401084

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DEDICATION

This thesis is honorably dedicated to:

1. *My Mom, Alm. Endang Setyowati.*
2. *My first loves, Pramono Djayadi and Ani Zulfayanti.*
3. *My precious grandma, aunts and uncles.*
4. *My beloved sisters, Shinta Elvira Kusumah and Asri Yulianda Kusuma*

MOTTO

"Don't underestimate the seductive power of decent vocabulary"

(taken from *www.pinterest.com*)

CONSULTANT'S APPROVAL

THE EFFECT OF USING CROSSWORD PUZZLE ON THE EIGHTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT

THESIS

Composed to Fulfil One of the Requirements to Obtain S1 Degree

at the English Education Study Program, Language and Arts Department,

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Jember University

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Identification Number	**: 130210401084**
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Day   : Wednesday

Date   : January 10th, 2018

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SUMMARY

**The Effect of Using Crossword Puzzle on the Eighth Grade Students'
Vocabulary Achievement;** Rachma Medina Kusuma, 130210401084; 2018; 83
pages; English Language Education Study Program, Language and Arts
Department, The Faculty of Teacher Training and Education, Jember University.

One of the requirements of having the ability to communicate in English is
by having adequate vocabulary. Vocabulary, according to Prasarntong and Dennis
(2015: 1), is a central of a language and is important to the learners. Without
having vocabulary, the process of language learning cannot be achieved. Thus,
vocabulary is considered valuable to learn as it gives contribution to the students
to perform or practice their language skills well. The researcher believes that
teaching vocabulary should not be meaning-free, but be facilitated by an
interesting technique to provide the students opportunities to enrich their
vocabulary effectively. Therefore, it is teacher's responsibility to seek an
interesting technique to motivate students in learning vocabulary. One of the
techniques that the researcher implemented was by using a language game named
crossword puzzle.

In addition, students who succeed in completing crossword puzzle are able
to use the vocabularies they have learnt (Allen, 1983: 52). Therefore, choosing
crossword puzzle as a game is expected to attract their attention. Besides, it can
also be used to enrich their stocks of vocabulary through an interesting and
motivating game, because interested and motivated students will have a better
chance of learning vocabulary successfully.

This experimental research was conducted to investigate the effect of
using crossword puzzle on the eighth grade students' vocabulary achievement.
The population of this research was the whole eighth grade students. The research
respondents were determined based on the results of homogeneity test by using
ANOVA formula in SPSS program. Since the population was homogeneous,
sampling was done by lottery to choose both experimental and control groups. As
the result, 30 students of VIII C were selected as experimental group whereas 29

students of VIII G were chosen as the control one. The experimental group was exposed to the use of crossword puzzle whereas the control group received no treatment as they were only taught by question and answer technique.

After presenting the materials to both experimental and control groups, the researcher measured the students' vocabulary mastery by administering the post-test. The researcher analyzed the results of post test by using Independent sample t-test in SPSS program to reveal the mean difference between the groups. Based on the calculation of the data analysis, the significance value was 0.036. As it was lower than 0.05, it could be proved that null hypothesis was rejected while the alternative hypothesis was accepted. In other words, there was a significant effect of using crossword puzzle on the eighth grade students' vocabulary achievement.

I.   INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research and significance of the research. Each point is presented in the following sections.
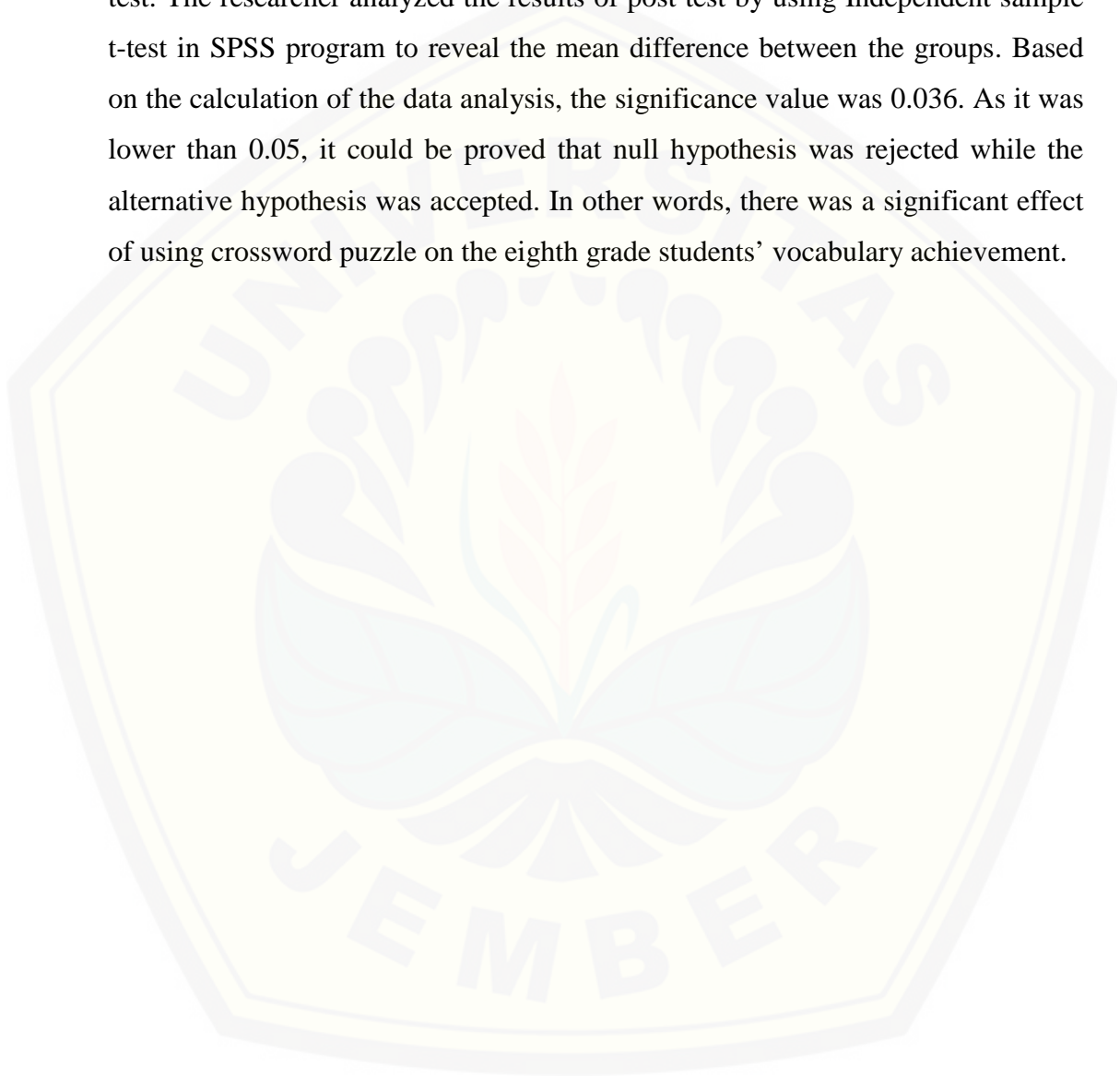
1.1   Background of the Research

One of the requirements of having the ability to communicate in English is by having adequate vocabulary. Vocabulary, according to Prasarntong and Dennis (2015: 1), is a central of a language and is important to the learners. Without vocabulary, the process of language learning cannot be achieved. Thus, vocabulary is considered valuable to learn as it gives contribution to the students to perform or practice their language skills well. In addition, Njoroge et al. (2013: 1) points out that the students get most improvement if they learn more words. They can say very little with grammar but they can say nothing without words.

The researcher believes that teaching vocabulary should not be meaning-free, but be facilitated by an interesting technique to provide the students opportunities to enrich their vocabulary effectively. Allen (1983: 52) states that English teachers are responsible for creating condition to help the students expand their vocabulary and a game to encourage them in acquiring English words. In accordance with Allen's idea, there are some games available for teaching vocabulary and one of them is crossword puzzle (Gilbert, 2011: 178).

In addition, students who succeed in completing crossword puzzle are able to use the vocabularies they have learnt (Allen, 1983: 52). Therefore, choosing crossword puzzle as a game is expected to attract their attention. Besides, it can also be used to enrich their stocks of vocabulary through an interesting and motivating game, because interested and motivated students will have a better chance of learning vocabulary successfully.

Crossword puzzle is becoming popular that some educators have used it to promote students' learning. Yunita (2012) targeted the fourth grade students in

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teaching vocabulary using crossword puzzle through classroom observation and it impacted their scores positively. Another study done by Davis et al. (2009), who conducted a comparative analysis on the use of crossword puzzle as an exam review to two different groups. Njoroge et al. (2013) also examined the effect of using crossword puzzle on second language students' vocabulary learning through quasi experimental with pre-test and post-test design and he found that it was potential to apply crossword puzzle as study aid.

Another study found crossword puzzle helpful to promote medical students' learning in an undergraduate course through descriptive research design and it revealed that crossword puzze contributed to their learning (Mills et al. : 2009). Tambun (2014) conducted a research in order to find out the influence of using crossword puzzle toward students' vocabulary mastery at grade seven of SMP PGRI 6 Bandar Lampung by using pretest-posttest experimental design and it affected theirs students' vocabulary mastery effectively.

Teaching and learning process should be able to help the students master the vocabulary stated in the curriculum. The English teacher of SMP Plus Darus Sholah teaches vocabulary by using conventional technique as she only assigns the students to find some unfamiliar words from the text and to look for the meanings in the dictionary, but sometimes she let the students ask her for the meanings they are still confused. She clarrified that she never changes the learning habits. Hence, the researcher attempted to study the use of crossword puzzle to find out wether or not it affected the students' vocabulary achievement.

Considering the studies above, the research attempted to investigate the use of crossword puzzle focusing on teaching vocabulary on the different student's level. The reseach entitled **"The Effect of Using Crossword Puzzle on the Eighth Grade Students' Vocabulary Achievement"** was conducted.

1.2   Problem of the Research

Based on the research background, the problem of the research was: "was there any significant effect of using crossword puzzle on the eighth grade students' vocabulary achievement?"

1.3   Objective of the Research

The objective of the research was to find out whether or not there was any significant effect of using crossword puzzle on the eighth grade students' vocabulary achievement.

1.4   Significance of the Research

This research will be beneficial to provide useful information and suggestions for:

1.4.1 Empirical Contribution

The future researchers who will conduct the research dealing with the use of crossword puzzle either by using different research design or student's level may use this result as one of his references.

1.4.2 Practical Contribution

The result of this research is expected to give the English teacher an inspiration to implement crossword puzzle as a game in teaching and learning process to enhance students' interest and acievement in learning vocabulary.

II.   RELATED LITERATURE REVIEW

This chapter presents theoretical framework, conceptual review and the review of previous study. Each point is presented below.

2.1   Theoretical Framework

2.1.1 English Language Learning

Language plays an important role as a way of communication. Throughout the world, people from different nationalities are capable of building relationship and share everything they want to tell to everyone properly. In fact, language has been used as a main vehicle of communication in delivering the ideas and expressing emotions for human beings. One of various languages spread in the world which is the most widely used and learnt is English. It becomes a genuine lingua franca, which is a language used widely for communication between people who do not share the same first or even second language (Harmer, 2007: 13).

In Indonesia itself, English is considered as a foreign language in education. It has been taught as a compulsory subject from junior high school up to university level. As the result, the students in Indonesia are demanded to master the four English skills. Skills involved in English learning are listening, reading, writing and speaking. Moreover, its components should not be forgotten as they are the supporting fragments of a language. They cover vocabulary, grammar and pronunciation. One of the components which is considered as an important part is vocabulary, since it provides much for how well they speak, listen, read and write (Richards and Renandya: 255). Therefore, how well their skills can be developed depends on how many vocabularies they have known since learning a language goes hand in hand with knowing its vocabulary. The more they master the vocabularies, the better their performances will be.

2.1.2 Vocabulary

2.1.2.1 The Definition of Vocabulary

The definitions of vocabulary can be defined in various ways. According to Takac (2008: 5), vocabulary is a meaningful unit of a language. In addition, vocabulary is a list of words in which an individual might use (Hatch and Brown, 1995: 1). In brief, vocabulary can be defined as a stock of words which carries meaning and is used in communication.

2.1.2.2 The Classification of Vocabulary

Terms used to classify words based on their functions are called parts of speech (Hatch and Brown, 1996: 217). William (1970:41) classifies nouns, verbs, adjectives and verbs belong to large vocabulary. Meanwhile pronouns, prepositions, conjunctions, and interjections are parts of small vocabulary. Therefore, this research focuses on the major class covering nouns, verbs, adjectives and adverbs as it is mostly used by people in communication and included in curriculum for the eighth grade students.

1. Nouns

A noun is the name of a thing. Everything that exists surely has a name (Dykes, 2007: 22-28). Dykes classifies nouns into some classes, they include:

a. Common Nouns

The names of things that we can see, hear or touch.

Example : table, banana, volcano, song

b. Proper Nouns

The special names we give to people, places and particular things like the days of the week, months of the year, or even the titles of books or TV shows.

Example : Jason, Town Hall, China, French

c. Collective Nouns

The names for groups of things, animals or people, which go together or having something in common.

Example : Committee, Choir, People

d. Abstract Nouns

Nouns that represent ideas that we cannot see or touch.

Example : Joy, Misery, Happy, Beauty, Intelligence.

The researcher focused on common nouns, proper nouns and abstract nouns. The selection of nouns was based on the material chosen from KTSP for the eighth grade students.

2. Adjectives

According to Altenberg and Vago (2010: 58), adjective is a word that refers to the characteristic of a noun. Moreover, Hatch and Brown (1995:228) state that adjectives are used to highlight positive or negative qualities of a noun. Six kinds of adjectives have been mentioned by Thomson and Martinet (1986: 33) as follows:

a. Demonstrative Adjectives : this, that, these, those.
b. Distributive adjectives : each, every, either and neither.
c. Quantitative adjectives : some, any, little, many, much, one, etc.
d. Interrogative adjectives : which, what, whose.
e. Possessive adjectives : my, your, his, her, its, our, their.
f. Adjectives of quality : clever, dry, fat, golden, heavy, etc.

Regarding to the previous explanation, this research then concerned on the adjectives of quality they are stated in the curriculum for the eighth grade students.

3. Verbs

Verbs are words that represent action (Hatch and Brown, 1995:222). Thomson and Martinet (1986: 100) divide verbs into auxiliary verb and ordinary verb. The examples of each are explained as follows:

1. Auxiliary Verbs

An auxiliary verb is a kind of verb that helps to form a tense or an expression.

Example : be, do, have and the modal auxiliary (shall, should, will, etc.)

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2. Ordinary Verbs

There are two classifications of ordinary verb. They are regular and irregular verbs.

a. Regular verbs are verbs that can form the simple past by adding "d" or "ed" to the infinitive form.

Example   :

Present   Past

study   studied

watch   watched

talk   talked

b. Irregular verbs are verbs that do not have a fix rule to create the simple past.

Example   :

Present   Past

go   went

sleep   slept

eat   ate

From the verbs mentioned, the researcher chose ordinary verbs since they are mentioned in KTSP for the eighth grade students.

4. Adverbs

Adverbs give attributes to verbs, clauses and entire sentences (Hatch and Brown, 1995: 230). Concerning to their idea, they categorize adverbs into:

1. Adverbs of Location

Adverbs of location tell us about place where something happens.

Example   : here, there, outside, at the restaurant.

2. Adverbs of Time

Adverbs of time tell us about the time when something happens.

Example   : now, then, and yesterday.

3. Adverbs of Manner

Adverbs of manner tell us about how something happens or is done.

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Example   : slowly, quickly, etc.

4. Adverbs of Frequency

Adverbs of Frequency tell us about how often something is done.

Example   : twice, never, often, always, etc.

In accordance with the adverbs above, adverbs of time, adverbs of place and adverbs of manner were selected the learning materiala because they are available in the curriculum.

2.1.2.3   Students' Vocabulary Achievement

Hughes (1989: 10) defines achievement test as a measurement to test how successful students achieve the objective of the learning. Hughes' statement is in line with what McMillan (1992: 117) says that achievement is the result of an educational experience.

In brief, achievement is the result of teaching and learning process. Vocabulary achievement in this research deals with the number of words the students have mastered after having learning process which was done through the vocabulary test covering nouns, verbs, adjectives, and adverbs.

2.1.2.4   Types of Text

Vocabulary is one of language components which needs to be integrated with the language skills such as listening, writing, reading and speaking. Thus, the researcher tended to teach vocabulary integrating with reading skill. Based on the curriculum, there are some genres should be learnt by the eighth grade students of junior high school, namely descriptive text (a text which describes a person, a place or a thing in particular) and recount text (a text that retells events occurred in the past). Hence, recount text was taken as the text genre that vocabulary learning was integrated with.

Recount text retells a series of past events (Knap and Walkins, 2005: 224). In other words, recount text deals with past experiences in the form of sequences. Its generic structures includes an orientation which provides background information of who was involved, where it happened and when it happened. The

second one is a chronological order of events. The optional evaluation is the last generic structure which functions as evaluative remarks of the incident. Moreover, language features of recount text include the use of nouns, adjectives, action verbs (mostly in past tense) and adverbs (Priyana et al.: 2008).

2.1.2.5   Technique in Teaching Vocabulary

The importance of learning vocabulary is to encourage the researcher to change the passive learning into the active learning. The passive learning deals with the condition in which the students only listen to what their teacher explains whereas the active learning refers to the students being involved in teaching and learning process by their own.

Schmitt (2000: 163) adds that vocabulary needs to be assessed if it is considered important. Along with Schmitt, Linse and Nunan (2005: 122) further point out that teacher should teach the learners some important words and help them figure out the meanings by themselves. Therefore, it is teacher's responsibility to seek an interesting technique to motivate students in learning vocabulary. One of the techniques the researcher implemented was by using a language game.

2.1.3   Game

2.1.3.1   The Definition of Game

People usually play game to relax their mind, but for the teachers, they use game as a technique for their teaching. Thus, the word "game" has different meanings to different people. Hadfield (2001) states that a game is an activity which involves a goal and an element of fun. Lee (2014) also states that memorizing new vocabulary words can be boring for many students, but learning them through word games can make the task enjoyable for both students and teachers. In conclusion, game makes the students feel enthusiastic to play it, and sometimes it is also challenging as they should finish the objective of the game.

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2.1.3.2   Kinds of Game

Poirier (2014:1) provides four effective words 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 ring a buzzer as fast as possible.

This research focused on the use of crossword puzzle as a game because five researchers used them to teach vocabulary and the research findings proved that it impacted their vocabulary learning positively.

2.1.3.3   The Definition of Crossword Puzzle

Orawiwatnakul (2013: 6) proposes crossword puzzle as an attractive vocabulary game which requires the players to fill the blank squares with the accurate words based on the clues provided. Besides, Cheryl (2014: 1) draws crossword puzzle as words that arranged horizontally and vertically, so each word crosses one another through the same letter. Thus, crossword puzzle is a word game with some clues that must be answered accurately by writing the vocabulary into the blank squares either in across or down.

2.1.3.4   Kinds of Crossword Puzzle

According to Spivey and Loraine (2010: 1), crossword puzzle requires players to use a clue provided to find out a specific word. In relation with their

statement, Karim and Hasbullah (1986: 2.38) divide crossword puzzle based on its clue into two kinds. Each one will be explained as follow:

1. Crossword puzzle by using pictures as clue.

   The students must find the names of things based on the pictures given. The following is the example of crossword puzzle by using clues in the form of pictures taken from www.thetripclip.com
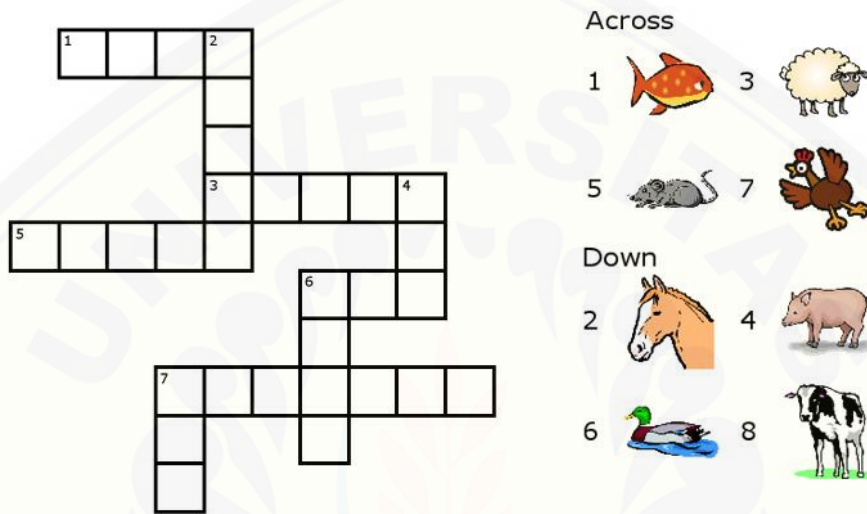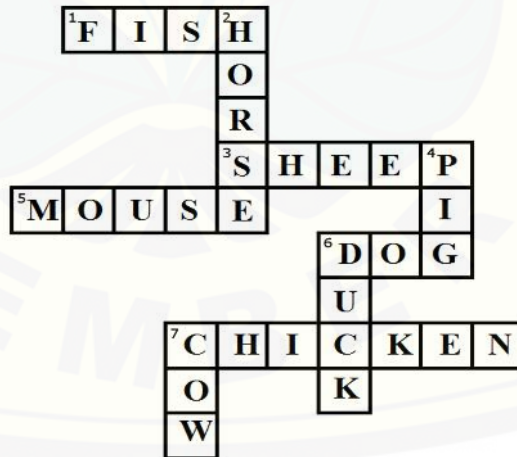
2. Crossword puzzles by using phrases or sentences as clue.

   The students must find the names of things based on the phrases or sentences given. The following is the example of crossword puzzles by using clues in the form of phrases taken from www.eslgameplus.com

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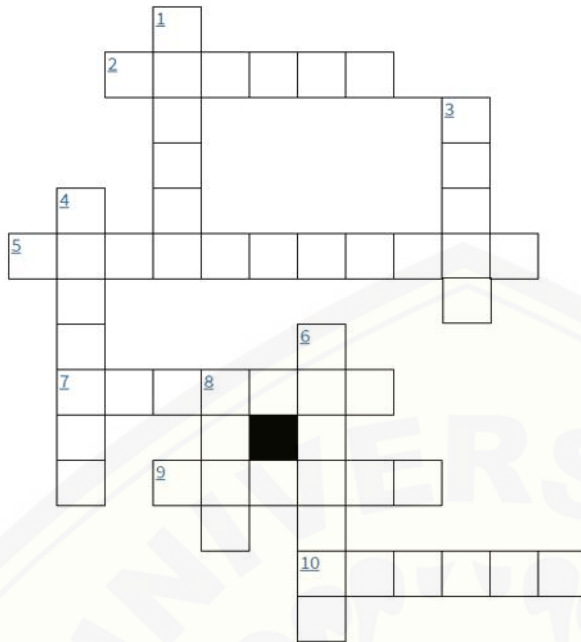
Across

2. A ... works in a restaurant.
5. A ... cuts people's hair.
7. A ... works in a school.
9. A ... helps you when you are ill.
10. A ... works in a band.

Down

1. A ... grows crops.
3. A ... sells bread.
4. A ... paints pictures.
6. A ... looks after your teeth.
8. A ... works in a kitchen.

ANSWER KEY
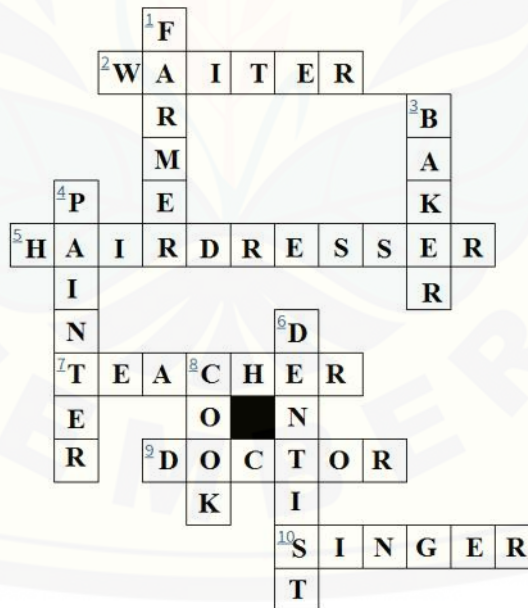
The researcher decided to implement crossword puzzle by using phrases or sentence as clue since it made the students draw the conclusion themselves of what was being asked in the clues. Therefore, the students did not only memorize the words but also understand its meanings.

2.1.3.5 The Advantages and Disadvantages of Crossword Puzzle

Njoroge et al. (2013) add several advantages of using crossword puzzle in teaching and learning process. They are as follows:

1. Crossword puzzle helps the students reduce boredom in learning.
2. Crossword puzzle makes the students enjoy learning the target language within group.
3. Crossword puzzle offers a challenge that motivates the students to fulfill the puzzle.

In addition, crossword puzzle can help the students to extend their vocabulary by teaching its definition and spelling (Orawiwatnakul (2013: 6)). In contrast to its positive effects, Njoroge et al. (2017) also cites that crossword puzzle is the most difficult and time consuming to prepare. In addition, most students consider an easy crossword puzzle as a waste of time and a difficult one will make them turn the exercise off (Mills et al. : 2009). Thus, the English teacher should anticipate these conditions by having herself prepare crossword puzzle by creating her own on the online website based on the students' capability and the suitable materials stated in KTSP.

2.1.3.6 The Procedure of Teaching Vocabulary with Crossword Puzzle

Implementing crossword puzzle requires the researcher having a clear procedure in order not to make the students confused. The procedure in teaching vocabulary by using crossword puzzle in the classroom is as follows:

1. Preparing the crossword puzzles based on the topic that is going to be discussed.
2. Asking the students to work in groups.
3. Asking the students to read the text and to identify the nouns, verbs, adjectives, and adverbs stated in the text.
4. Giving the students vocabulary exercises of crossword puzzles which contain of some words related to nouns, verbs, adjectives, and adverbs.
5. Explaining how the students should fill in or complete the crossword puzzles.

6. Checking if all words in the clues of crossword puzzles are understood by the students by asking them.

7. Asking the students to complete the blank squares based on the clues given.

8. Giving limited time for the students to finish the crossword puzzles.

9. Discussing the answers together with the students.

(Adopted from: Karim and Hasbullah, 1986)

2.2 Conceptual Review

Crossword puzzle is a word game in which provides the clues for the students to identify the correct vocabulary fitted into the blank squares. As a game should be enjoyable and interesting, this situation would invite the students to concentrate in vocabulary learning. The first thing to do before working out on the teaching learning process was to decide which words to teach based on the topic and the students' capability as well. Once it had been selected, the researcher made the crossword puzzle on an online website. This research applied crossword puzzle game by adopting the steps mentioned by Karim and Hasbullah (1986). The procedures of teaching vocabulary by using crossword puzzle game was as follows:

1. Giving explanation about nouns, adjectives, verbs and adverbs.

2. Distributing the text to the students.

3. Assigning them to read the text.

4. Asking them to classify the bold words into the table of vocabulary.

5. Showing the example of crossword puzzle.

6. Explaining how the students should complete the crossword puzzle.

7. Asking the students to work in groups consisting of 4 students.

8. Giving the students crossword puzzle exercises related to nouns, verbs, adjectives, and adverbs.

9. Discussing the answers together with the students.

The words used in crossword puzzle were taken from the reading text as it was integrated with reading skill. The researcher also showed the example of how to fill it to make the instruction clear. Moreover, it involved groups of students to

do the exercise to promote deeper understanding of the material as it encouraged the problem solving (Mills et al. : 2009). Besides, the time allocation of each meeting was only 70 minutes so that they would make it in time to finish the exercise given within group.

2.3   Review of Previous Study

Some previous studies have been carried out and given more attention to the use of crossword puzzle in students' learning. One of them is Davis et al. (2013) who investigated how crossword puzzle as an exam review influenced the students'scores through comparative analysis. The implementation of crossword puzzle was applied in two classes of an Introduction to Sociology which consisted of eighty seven college students in total. Both classes experienced the crossword puzzle exam review and non-crossword puzzle review in four sections. A test was conducted at the end of each section. After the test being conducted, the results revealed that the students' exam scores in class A were higher when they were given crossword puzzle as an exam review (Exam 1 = 73.30; Exam 3 = 71.463) than when they were given keyterms review (Exam 2 = 71.463; Exam 4 = 68.575). Meanwhile, in class B, their scores were lower when they were given crossword puzzle as a review aid (Exam 2 = 73.605; Exam 4 = 70.744) rather than given non-crossword puzzle review (Exam 1 = 77.512; Exam 3 = 75.860). Those results indicated that the students in class A got most improvement in their exam scores when given crossword puzzle and class B showed a decrease in their scores when given the same review tool. Since the result of this study indicated that class A benefited while the other one did not when they were given crossword puzzle as an exam review, the future research needs to be conducted to explore how crossword puzzle may positively impact students' score as study aids, not for reviewing the materials.

Yunita (2012) conducted a classroom action research related to the use of crossword puzzle in increasing the fourth grade students' English vocabulary mastery. As the result, teaching vocabulary using crossword puzzle made the teaching-learning activities effective. The average of the first test result is 7.47 while the second one is 8.33. Therefore, she claimed crossword puzzle as

appropriate media to teach English, especially for young learners because the crossword puzzle game provided them with joyful activity that made them easily learnt when they also played the game.

Njoroge et al. (2013) conducted quasi experimental with pre-test and posst-test design on the effect of using crossword puzzle on the second language students' vocabulary learning. The participants of their study were divided into two groups of experimental and control. In the experimental group, they used crossword puzzle game, whereas in the control group, they were taught through traditional lexical pedagogy. At the end of each period, post-test was administered to measure their scores. The scores were analyzed quantitatively by using SPP and indicated that the mean score for the xperimental group is higher at 20.89 than the control's (19.60). The finding has shown that the class which used crossword puzzle did better in the post test than the one which was exposed to the traditional lexical pedagogy. This created an excitement for the learners and help them practice vocabulary well.

Another study found crossword puzzle helpful to promote medical students' learning in an undergraduate course through descriptive design (Mills et al. : 2009). The data were collected from 2 different classes on different occasion (2003 and 2004) through surveys. It was indicated that most of the students (37 of 39 in 2003 and 24 of 41 in 2004) mentioned that crossword puzzle was useful and contributed to their learning.

Tambun (2014) conducted a classroom action research in order to find out the influence of using crossword puzzle toward students' vocabulary mastery at grade seven of SMP PGRI 6 Bandar Lampung by using pretest-posttest experimental design. Crossword puzzle was administered to experimental group and traditional teaching was applied to the control one. After having analyzed the data, the results indicated that the use of crossword puzzle had a positive influence towards the students' vocabulary mastery as the p-value (2.64) was smaller than t-value (7.620).

Referring to the discussion above, there were several differences between the previous studies and the present one. Whereas the above studies implemented descriptive study, classroom action research and experimental research with pre-test and post-test design, in this research, the researcher used experimental with post-test only design. The research participants of two reseaches were university students, seven grade students and young learners instead of the eighth grade students as the research participants of the present study. In addition, Tambun used the steps in teaching vocabulary by using crossword puzzle offered by soeparno while the researcher adopted the procedures written by Karim and Hasbullah.

2.4   Research Hypothesis

Based on the theoretical framework and the empirical findings, the research hypothesis was formulated as "there was a significant effect of using crossword puzzle on the eighth grade students' vocabulary achievement".

17
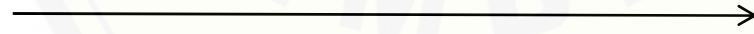
III. RESEARCH METHOD

This chapter deals with the discussion of the research design, research context, research participant, data collection method and data analysis method. Each point is presented respectively in the following sections.

3.1 Research Design

The researcher used experimental research as she wanted to figure out the possible effect that might occur between two variables, in which crossword puzzle was as an independent variable and students' vocabulary achievement was as a dependent one. Since this research could not create groups for this study, the design of this research then categorized as a quasi-experimental research. It involves the groups of subjects, rather than assigning subjects randomly (Creswell, 2012: 309). Precisely, quasi experimental with posttest-only design was adopted.

There were two groups involved in the research, namely experimental group and control group which were taken from grade VIII. The researcher did the research by teaching two groups using different techniques. The experimental group received treatment by using crossword puzzle game in learning vocabulary, whereas the control group implemented question and answer technique. However, post-test was given to both groups to measure the scores after the treatment and to test how crossword puzzle affected the students' vocabulary achievement. The design of the research was illustrated as follows:

Posttest-Only Design	Time	
Selecting Control Group	No Treatment	Posttest
Selecting Experimental Group	Experimental Treatment	Posttest

(Creswell, 2012: 310)

Based on the design illustrated above, the procedure of this research is explained as follows:

1. Administering the homogeneity test to the eighth grade students.

2. Analyzing the score of homogeneity test by using ANOVA (Analysis of Variance) in order to get the homogeneity of the research population.

3. Selecting the experimental group and control group based on the result of homogeneity test. If the results were heterogeneous, both groups which had the closest mean were selected if the results are heterogeneous. Meanwhile, if the results were homogeneous, experimental group and control group were chosen randomly. Due to the homogeneous population, the experimental and control groups were chosen through the lottery.

4. Applying the treatment which was crossword puzzle game in teaching vocabulary to the experimental group and using question and answer technique to the other group. Moreover, both groups was given the same learning materials.

5. Conducting try out test to the group which did not belong to either experimental or control group in order to know the reliability of the test.

6. Administering the post-test to both groups to get the result of the treatment.

7. Analyzing the post-test result by using T-test in SPSS program to get the mean difference of both groups.

8. Drawing conclusion based on the analyzed data to answer the research problem.

3.2 Research Context

The researcher was permitted to conduct her research at SMP Plus Darus Sholah which is located at Jl. Moh. Yamin 25 Tegal Besar, Kaliwates, Jember. An interview section had been carried out on October 16th, 2017 with the English teacher of SMP Plus Darus Sholah. The English teacher mentioned that English is

taught twice a week with approximately 2x35 minutes for each meeting. The curriculum being applied for the eighth grade was KTSP. In teaching vocabulary, she usually asks the students to find meanings of the difficult words found in the text or let them ask for the meanings to her. She also uses the vocabulary exercises available in students' book. She clarified that she never implemented crossword puzzle as her technique in teaching vocabulary.

In addition, the research area was purposively selected due to some reasons. First, the researcher had permission given by the school principal to conduct her research. Second, there was no research that has ever been conducted regarding to the use of crossword puzzle on students' vocabulary achievement. The last, this school had never applied crossword puzzle in teaching vocabulary.

3.3 Research Participants

The participants of this research were taken by using cluster random sampling based on the results of the homogeneity test which was given to the population. The homogeneity test was conducted on October 16th up to October 19th. The test was done in 7 classes of the eighth grade students. It was conducted to measure the homogeneity of the whole eighth grade students in the form of vocabulary test. Their scores were analyzed statistically by using One-way ANOVA provided in SPSS program as described below:

Table 3.1 The Output of One-Way ANOVA of Homogeneity Test

ANOVA

Score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	246.476	6	41.079	1.147	.337
Within Groups	6840.837	191	35.816		
Total	7087.313	197			

Based on the ANOVA table above, the value of significant column is 0.337 which is higher than 0.05. It implied that there was no statistically

difference among the classes. Since the population of the whole eighth grade classes were homogeneous, sampling was done by lottery to choose experimental and control group. As the result, VIIIC was selected as experimental group whereas VIII G was chosen as the control one.

3.4 Data Collection Method

The data were collected from the results of both experimental and control groups which were given vocabulary achievement test based on the materials suitable for the curriculum being used.

3.4.1 Vocabulary Test

Test is widely conducted in educational research as well as in school system. Further, Hughes (1989: 9) categorizes test into proficiency test, achievement test, diagnostic test and placement test. The data, in which the researcher wanted to gain were through achievement test in order to measure students' vocabulary achievement. This is in line with Hughes (1989: 13) who cites that the purpose of achievement test is to establish how successful the students achieve the learning objectives. Before administering the test, the researcher analyzed the validity and reliability of the test as a good test relies on it.

1. The Validity of the Test

Validity is defined as an acceptable test which measures what should be measured (Hughes, 1989: 22). Considering the validity of the test, the researcher used content validity as the test was constructed based on the material included in KTSP used by the English teacher as shown in the following table:

Table 3.2 Standard Competence and Basic Competence of KTSP for the Eighth Grade Students on Reading Skill

Membaca	
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan *recount* yang berkaitan dengan	5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan

lingkungan sekitar.	sekitar.
Reading 5. Comprehending the meaning of a written functional text and a simple short essay in the form of descriptive text and recount text related to the environment.	6.2. Responding the meaning and the rhetorical stages of a simple short essay accurately, fluently and acceptable related to the environment in the form of descriptive and recount text.

Based on this reason, the test could be said that it fulfilled the requirement of content validity as the researcher used recount texts in which learning vocabulary is integrated with.

2. The Realibility Coefficient of the Vocabulary Test

A test is considered reliable if it gets consistency when the researcher conducts the test multiple times at different times (Creswell, 2012: 259). Hence, tried out test was administered to the class which was chosen neither as experimental nor control group. There were five classes left (VIIIA, VIIIB, VIIID, VIIIE and VIIIF) after two classes were taken as experimental and control group (VIIIC and VIIIG). Since the English teacher did not allow the researcher to choose the class by herself, she was suggested to administer the try out test to VIIID. As the result, the tried out test was conducted in VIIID on October 26th, 2017. The class consisted of 32 students, but eight students were absent at that time. The analysis of the tried out test included the analysis of diffciculty index and its realibility coefficient.

The researcher applied Split half technique in estimating the value of realibility coefficient. The researcher marked (X) for the odd numbers and (Y) for the even numbers (see Appendices H & I). The obtained correlation of odd-even numbers (r_{xy}) was put into Spearman-Brown Formula in order to gain the reliability of the test. The r_{xy} was calculated as follows:

$$r_{xy} = r\frac{1}{2} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2 \ N \sum Y^2 - (\sum Y)^2}}$$

$$r_{xy} = \frac{24\,(1977) - (219)(213)}{\sqrt{(24\,(2041) - (219)^2).(24(1973) - (213)^2)}}$$

$$r_{xy}= \frac{47448-46647}{\sqrt{(48984-4762)\ (47352-45369)}}$$

$$r_{xy}= \frac{801}{\sqrt{(1023)\ (1983)}}$$

$$r_{xy}= \frac{801}{\sqrt{2028609}}$$

$$r_{xy}= \frac{801}{1424.2}$$

$$r_{xy}= 0{,}56$$

Notes:

r_{xy} : reliability coefficient

XY   : the number of odd item and even item

X   : the number of odd item

Y   : the number of even item

N   : the number of the test taker

(Bachman, 2004)

The result of the reliability coefficient was 0,56. In order to obtain the reliability of the test, the value of r_{xy} was taken into the Spearman-Brown formula:

$$\text{Reliability of the test}= \frac{2\ x\ \text{realibility } of\ half\ test}{1+reliability\ of\ half\ test}$$

$$\text{Reliability of the test} = \frac{2\times0{,}56}{1+0{,}56} =\frac{1.12}{1.56} = 0.71$$

(Frankael and Wallen: 2006)

From the calculation above, the reliability coefficient of the test items was 0,71. It was reported that the test items were reliable as the result was at least 0.70 (Fraenkel and Wallen: 2006). Therefore, the test fulfillled the qualification of being a good test as it was considered as a reliable test.

3. The Difficulty Index of Test Items

The difficulty index of each item was found by counting the number of correct answers divided by the number of test taker. The formula taken was as follows:

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

Notes:

FV   : Facility Value (the index of difficulty)

R   : The number of correct answers

N   : The number of students taking the test

The level of difficulty index is as follows:

0.00 – 0.30   : Difficult

0.31 – 0.70   : Average

0.71 – 1.00   : Easy

(Heaton: 1975)

The try out test had 30 items with four options for each item. After analyzing the difficulty index, the researcher found out that 3 items were categorized as easy, 1 item was difficult and 26 items were average (see Appendix K). Then, among 30 test items, 5 items were eliminated including the 4 inappropriate items mentioned above. Thus, there were 25 items given to both experimental and control group as their post-test

Dealing with time allocation of the test, the researcher clarrified that the time allocation was sufficient as the students were able to do the test within the alloted time, which was 40 minutes. Therefore, the researcher did not lengthen or shorten the time allocation of the test.

3.5 Data Analysis Method

After collecting the data, the scores of post-test were analyzed by using independent sample t-test in SPSS program. The t-test was used to determine whether or not there was a significant effect of crossword puzzle on the students' vocabulary achievement at 5% significant level.

V.   CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of the research and suggestions. Each point is presented respectively in the following sections.

5.1   Conclusion

Based on the results of hypothesis verification and discussion in the previous chapter, the researcher concluded that learning vocabulary through crossword puzzle was one of the best ways to enlarge their stocks of vocabulary as they were motivated to learn English when the researcher provided them with enjoyable learning environment. Hence, the research finding proved that there was a significant effect of using crossword puzzle on the eighth grade students' vocabulary achievement.

5.2   Suggestion

Dealing with the conclusion, the researcher would like to give some suggestions as follows:

5.2.1   The English Teacher

The researcher suggests the english teacher to deliver the materials by using crossword puzzle to stimulate the students' motivation in learning vocabulary. The technique suggested should bring fun to the students as it helps the students retain new words easily. In addition, the english teacher should prepare the materials properly to avoid any obstacles encountered in teaching and learning process.

5.2.2   The Future Researcher

Finally, the researcher hopes that the result of the research can be used as consideration for the future researcher who wants to investigate the use of game, especially crossword puzzle on students' learning either in a different research area or design.

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APPENDICES

Appendix A. Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Methods	Hypothesis
The Effect of Using Crossword Puzzle on The Eighth Grade Students' Vocabulary Achievement at SMP Plus Darus Sholah.	Is there any significance effect of using crossword puzzle on the eighth grade students' vocabulary achievement at SMP Plus Darus Sholah?	1. **Independent variable:** The use of Crossword Puzzle in teaching vocabulary. 2. **Dependent variable:** The eighth grade students' Vocabulary Achievement	1. Clues 2. Blank squares that arranged horizontally and vertically The scores of vocabulary achievement test.	1. **Research Subject:** The eighth grade students of SMP Plus Darus Sholah. 2. **Informant:** The English teacher of the eighth grade of SMP Plus Darus Sholah. 3. **Document:** a. The names of the respondents.	1. **Research Design:** Quasi Experimental with Posttest-Only Control Group Design. (McMillan,1992:175) 2. **Area Determination Method:** Purposive Method 3. **Participants Determination Method:** Cluster Random Sampling 4. **Data Collection:** The vocabulary achievement test 5. **Data analysis:** The data was analyzed using t-test formula by using SPSS.	There is a significant effect of using crossword puzzle on the eighth grade students' vocabulary achievement at SMP Plus Darus Sholah.

Appendix B. Homogeneity Test

Subject	: English	Language Focus	: Vocabulary
Name	: _____	Class	: _____
Student Number	: _____	Time	: 40 minutes

Read the following questions and choose the best answer by crossing (x) a, b, c or d.

1. My sisters _____ when they watched a comedy programme on TV.
   a. watched
   b. looked
   c. played
   d. laughed

2. I went to the _____ to buy some medicine last night.
   a. post office
   b. drugstore
   c. restaurant
   d. police station

3. When my friend and I were in the library, we spoke very _____ in my ear.
   a. roughly
   b. rudely
   c. quietly
   d. loudly

4. My cat waited _____ for his food.
   a. slightly
   b. bravely
   c. warmly
   d. impatiently

5. His hobby was playing <u>football</u>.
   The word "football" is best replaced with _____
   a. soccer
   b. rugby
   c. tennis
   d. handball

6. She took a diet programme because her doctor said that she was _____.
   a. overweight
   b. overact
   c. overload
   d. overcharge

7. I secretly gave Patrick a _____. I wanted to surprise him for his birthday.
   a. box
   b. gift
   c. medal
   d. thropy

8. The waves on Parangtritis beach were <u>really big</u>. The opposite meaning of the underlined word is _____
   a. huge
   c. small

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    b. tiny   d. less

9. We _____ a tour guide to take us around the museum.

    a. worked   c. talked

    b. touched   d. hired

10. A   : How was your weekend?

    B   : It was awesome. My dad took me to the cinema. We _____

           Spiderman.

    a. saw   c. touched

    b. watched   d. felt

Read the following text to answer the question 11-13

    Last weekend, my friends and I went camping. We (10) _____ the camping ground at 4 p.m. We built tents next to the river bank. It was getting darker and colder, so we made a (11) _____. At night, we sang, danced, read poetry, played magic tricks (12)_____.

11. a. searched   b. reached   c. met   d. examined

12. a. tent   b. camp   c. bonfire   d. fire

13. a. sadly   b. happily   c. lazily   d. nicely

14. Sally brought toothpaste, but she forgot her _____.

    a. toothbrush   c. boots

    b. boat`   d. camera

15. Our school holiday was too short. The time passed very _____

    a. quickly   c. greatly

    b. slowly   d. carefully

16. Last night, my aunt prepared a _____ dinner for celebrating my birthday.

    a. beautiful   c. awful

    b. disgusting   d. delicious

17. My grandmother smiled _____ when her grandson visited her last week.

    a. neatly   c. roughly

    b. curiously   d. cheerfully

18. Hana thought the restaurant would be expensive, but actually it was _____.

    a. dirty   c. glorious

    b. cheap   d. clean

19. He didn't want to help me lift the desk, he was too _____ to do it.

    a. bad   c. weak

    b. tough   d. handsome

20. My brother _____ quickly to catch the bus.

    a. ran   c. washed

    b. saw   d. watched

Answer Key

1. D	11. A
2. B	12. C
3. C	13. B
4. D	14. A
5. A	15. A
6. A	16. D
7. B	17. D
8. B	18. B
9. D	19. C
10. B	20. A

The Distribution of The Text Items

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

The Formula to Accumulate Students' Scores

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

Notes :

   : The final score

n : The obtained correct items

N : The total number of test item

Appendix C. The Output of Homogeneity Test

Descriptives

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
8A	17	77.24	4.684	1.136	74.83	79.64	70	87
8B	28	74.32	7.278	1.375	71.50	77.14	60	83
8C	30	76.20	5.215	.952	74.25	78.15	60	87
8D	32	76.50	5.759	1.018	74.42	78.58	60	87
8E	33	74.55	6.662	1.160	72.18	76.91	60	83
8F	29	73.93	5.970	1.109	71.66	76.20	60	80
8G	29	74.62	5.428	1.008	72.56	76.69	60	83
Total	198	75.23	5.998	.426	74.39	76.07	60	87

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ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	246.476	6	41.079	1.147	.337
Within Groups	6840.837	191	35.816		
Total	7087.313	197			

Appendix D. Lesson Plan 1

Lesson Plan (Meeting 1)

School	: SMP Plus Darus Sholah
Subject	: English
Language Focus	: Vocabulary (integrated with reading)
Theme	: Personal Experience
Time Allocation	: 2 x 40 minutes
Semester/Year	: Odd /2017-2018

I. Standard Competence

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

II. Basic Competence

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana berbentuk descriptive dan **recount** secara akurat dan lancar yang berkaitan dengan lingkungan sekitar.

III. Indicators

a. Cognitive Product

Completing the crossword puzzle with the correct answers *(For Experimental Group)*

Matching the vocabulary with its meanings and answering the gap filling exercises correctly *(For Control Group)*

b. Cognitive Process

Mentioning what noun, adjective, verb and adverb are.

Mentioning the examples of noun, adjective, verb and adverb

Classifying the bold words into the table of vocabulary

IV. Learning Objectives

a. Cognitive Product

Students are able to complete the crossword puzzle with the correct answers *(For Experimental Group)*

Students are able to match the vocabularies with its meanings and answer the gap filling exercises correctly *(For Control Group)*

b. Cognitive Process

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Students are able to mention what noun, adjective, verb and adverb are.

Students are able to mention the examples of noun, adjective, verb and adverb

Students are able to classify the bold words into the table of vocabulary

V. **Learning Material** (Enclosed)

VI. **Learning Method**

Technique: Crossword puzzle game (Experimental Group)

Non-crossword puzzle game (Control Group)

Method : Question and answer, group work.

VII. **Learning Activities**

No.	Experimental Group	Control Group	Time Allotment
I	**Set Induction**		
	1. Responding to the teacher's greeting. 2. Responding to the teacher's calling out students' names. 3. Paying attention to the picture shown by the teacher. 4. Answering some leading questions. 5. Paying attention to the learning objectives stated by the teacher.	1. Responding to the teacher's greeting. 2. Responding to the teacher's calling out students' names. 3. Paying attention to the picture shown by the teacher. 4. Answering some leading questions. 5. Paying attention to the learning objectives stated by the teacher.	5'
II	**Main Activity**		
	1. Mentioning what noun, adjective, verb and adverb mean. 2. Mentioning the examples of noun, adjective, verb and adverb. 3. Classifying the bold words	1. Mentioning what noun, adjective, verb and adverb mean. 2. Mentioning the examples of noun, adjective, verb and adverb. 3. Classifying the bold words	60'

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	into the table of vocabulary. 4. Completing the crossword puzzle based on the clues provided in group of 4 correctly. 5. Answering gap filling exercise in pairs correctly. 6. Discussing the answers together	into the table of vocabulary. 4. Matching the vocabulary with its meanings. 5. Answering gap filling exercise in pairs correctly. 6. Discussing the answers together	
III	**Closure**		
	1. Drawing a conclusion of what they have learnt today. 2. Leave-taking	1. Drawing a conclusion of what they have learnt today. 2. Leave-taking	5'

VIII. Media and Sources

Sources   : Elementary English Grammar

www.crosswordlabs.com

English Vocabulary in Use

Oxford Practice Grammar

Media   : Picture, students' worksheet

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INSTRUCTIONAL MATERIAL

A. Set Induction

Showing a picture and asking the students some leading questions.

1. What do those people do?
2. Have you ever gone camping?
3. What were you doing when you were there? Was it fun?
4. What kind of text which retells the past experience?
5. Can you guess what we are going to learn today?

B. Learning Materials

a. Noun

It is a word used to name or identify things, people, places and ideas.

Examples: students, Kevin, father, water, happiness, etc.

a. Verb

It is a word which used to describe an action.

Examples: flew (fly), arrived (arrive), held (hold), etc.

b. Adjective

An adjective is used to highlight qualities or attributes.

Examples: busy, beautiful, white, friendly, etc.

c. Adverb

An adverb is a word that describes or adds more information about place, time, circumstance, manner, etc.

Examples: last year, at Juanda airport, safely, etc.

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Exercise 1 (For Experimental Group)

Work individually. Read the following text carefully. Put the bold words in the table provided based on the classification of the words!

Go for Camping

Yesterday, my friends and I **went** camping on the mountain. The spot was **near** from our town. It was about an hour to get there. We **brought** food from home, cooking **utensils**, clothes, camera, guitar, etc. We prepared everything **carefully**. We went there by motorcycles.

Finally, we reached the spot **in the afternoon**, then we sat up the **tent** on camping area. The **air** was so **fresh**. We played and **swam** in waterfall. After played in waterfall, we felt **hungry**. Then, we cooked the food for making dinner. The first night of our camping, the air was so **cold**, we made a **campfire**, sang songs **happily** and after that we **slept**. We used **sleeping bag** when we slept to make our body **warm**.

On the next morning, we tried to go fishing in the river but **unfortunately** we only got a shoe. After that, we packed everything we brought, **cleaned** the camping area and prepared to go home. We made a memory by taking photos together in front of waterfall and then went home.

(Taken from http://www.belajarbahasainggrisku.com/)

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

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The following is the example of a crossword puzzle. Listen carefully to what your teacher explains about the rule to complete the crossword correctly.

1. Read the clues in the table carefully.
2. Across clues for horizontal squares and down clues for vertical squares.
3. Each clue has number which represents the squares.
4. After reading the clue, write the answer on the squares based on the question you have read

Let's try to complete this puzzle together!
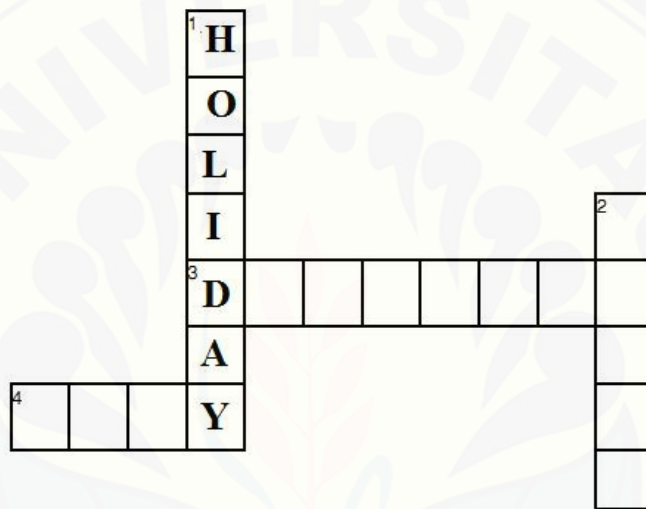
Across		Down	
4	The similar meaning of town	1	The similar meaning of vacation.
3	A city located in the province of Bali island	2	I'm thirsty. I need to _____

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Exercise 2.

Complete the following puzzle with the correct words!
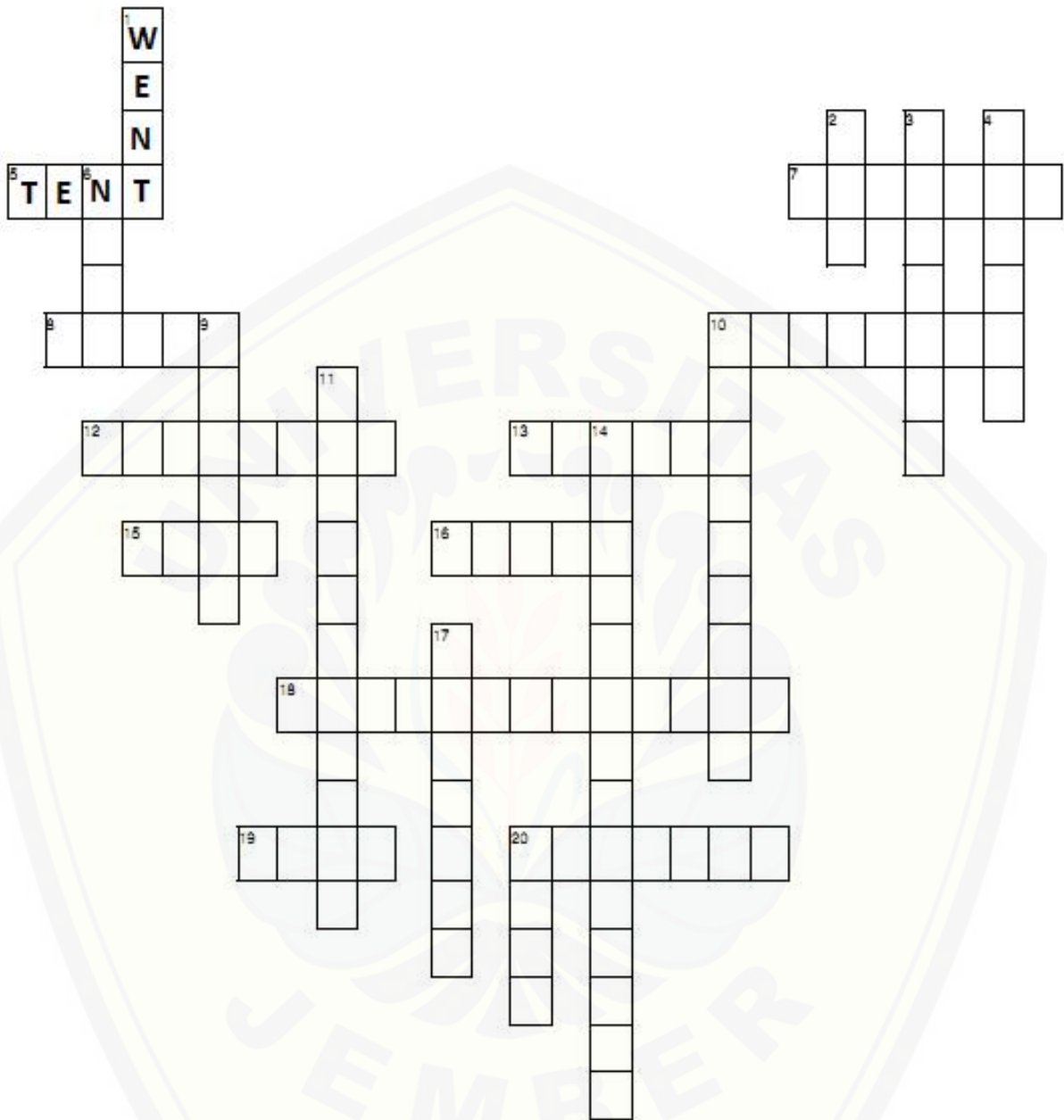
Across		Down	
5	*When we went camping, we sat up a ___ to protect us from wild animals.*	*1*	*Mary ___ to the drugstore to buy some medicine*
7	My dad finally learned to drive a car when he was 50.	2	Tom opened a window to get some fresh ___
8	I drank ___ lemon juice to get the vitamin C	3	Cinderella married the Prince and they lived ___ together.
10	The camping area was dark because Doni forget to make a	4	My friends ___ basketball last Friday.

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	___.		
12	The cooking ___ we needed were a blender, a spoon and a bowl.	6	The opposite meaning of far
13	He was a guitarist, he played ___.	9	The baby was ___, he wanted some food.
15	The opposite meaning of cold	10	Wawan was a best driver, he drove a car ___.
16	My brother ___ on the sofa, he was so sleepy.	11	A large thivk bag for sleeping, especially when you are camping.
18	My mom asked me to buy a cake, but ___ I dropped it.	14	We arrived in Surabaya at 1 p.m. It means that we arrived there ___.
19	Rudi and Budi ___ in Kebon Agung swimming pool.	17	My father ___ a souvenir from Bali last week.
20	Our class was so dirty, so we ___ it yesterday.	20	Franda got influenza because the weather was so ___.

Answer Key

Exercise I.

<table>
<tr><td colspan="4" align="center">Table of Vocabulary</td></tr>
<tr><td align="center">Nouns</td><td align="center">Verbs</td><td align="center">Adjectives</td><td align="center">Adverbs</td></tr>
<tr>
<td>1. Campfire
2. Guitar
3. Utensils
4. Air
5. Sleeping Bag</td>
<td>1. Brought
2. Cleaned
3. Played
4. Slept
5. Swam</td>
<td>1. Fresh
2. Warm
3. Cold
4. Near
5. Hungry</td>
<td>1. In the afternoon
2. Happily
3. Unfortunately
4. Finally
5. Carefully</td>
</tr>
</table>

Exercise II

Across		Down	
5	*Tent*	*1*	*Went*
7	Finally	2	Air
8	Fresh	3	Happily
10	Campfire.	4	Played
12	Utensils	6	Near
13	Guitar	9	Hungry
15	Warm	10	Carefully
16	Slept	11	Sleeping bag
18	Unfortunately	14	In the afternoon
19	Swam	17	Brought
20	Cleaned	20	Cold

The Distribution of The Items in The Vocabulary Exercises

No.	Components	Number of Test Items	Total
1.	Nouns	**I.** 1, 2, 3, 4, 5 **II.** 2, 10, 11, 12, 13	10
2.	Adjectives	**I.** 1, 2, 3, 4, 5 **II.** 6, 8, 9, 15, 20	10
3.	Verbs	**I.** 1, 2, 3, 4, 5 **II.** 4, 16, 17, 19, 20	10
4.	Adverbs	**I.** 1, 2, 3, 4, 5 **II.** 3, 7, 10, 14, 18	10
Total			**40**

Scoring
1. Exercise I
   Total score : 1 x 20 = 20
2. Exercise III
   Total Score : 4 x 20= 80
3. Final Score : Exercise I + Exercise II = 100

Jember,

The English Teacher   Researcher,

Ely Widya Ningsih, SPd   Rachma Medina Kusuma

NIP   NIM 130210401084

Exercise 1 *(for Control Group)*

Work individually. Read the following text carefully. Put the bold words in the table provided based on the classification of the words!

Go for Camping

Yesterday, my friends and I **went** camping on the mountain. The spot was **near** from our town. It was about an hour to get there. We **brought** food from home, cooking **utensils**, clothes, camera, guitar, etc. We prepared everything **carefully**. We went there by motorcycles.

Finally, we reached the spot **in the afternoon**, then we sat up the **tent** on camping area. The **air** was so **fresh**. We played and **swam** in waterfall. After played in waterfall, we felt **hungry**. Then, we cooked the food for making dinner. The first night of our camping, the air was so **cold**, we made a **campfire**, sang songs **happily** and after that we **slept**. We used **sleeping bag** when we slept to make our body **warm**.

On the next morning, we tried to go fishing in the river but **unfortunately** we only got a shoe. After that, we packed everything we brought, **cleaned** the camping area and prepared to go home. We made a memory by taking photos together in front of waterfall and then went home.

*(Taken from http://www.belajarbahasainggrisku.com/)*

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

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Exercise 2

Match the following vocabulary with the appropriate meaning.

Vocabulary		Meaning
Campfire		Not far away in distance
Fresh		A musical instrument with six strings
Warm		Low temperature
Guitar		Wanting or needing food
Utensils		A fire in a camp
Cold		A large thick bag for sleeoing, when you are camping
Air		Clean and cool; it is often found outside
Sleeping Bag		A fairly or comfortable high temperature
Near		Tools that used especially in kitchen or house
Hungry		Something we breath in

Exercise 3

Fill in the blank spaces with the suitable words given in the box.

Brought	Happily	Unfortunately	Swam	Cleaned
Carefully	Played	In the afternoon	Finally	Slept

1. We arrived in Surabaya at 1 p.m. It means that we arrived there _____.
2. My father _____ me a souvenir from Bali last week.
3. Wawan was a best driver, he drove a car _____.
4. My mom asked me to buy a cake, but _____ I dropped it.
5. Our class was so dirty, so we _____it yesterday.
6. Cinderella married the Prince, they lived _____ together.
7. My brother _____ on the sofa, he was so sleepy.
8. Rudi and Budi _____ in Kebon Agung swimming pool.
9. My dad _____learned to drive a car when he was 50 years old.
10. My friend _____ basketball last Friday.

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Answer Key

Exercise I

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1. Campfire 2. Guitar 3. Utensils 4. Air 5. Sleeping Bag	1. Brought 2. Cleaned 3. Played 4. Slept 5. Swam	Fresh 2. Warm 3. Cold 4. Near 5. Hungry	1. In the afternoon 2. Happily 3. Unfortunately 4. Finally 5. Carefully

Exercise II

No.	Vocabulary	Meaning
1	Campfire	A fire in a camp
2	Fresh	Clean and cool; it is often found outside
3	Warm	A fairly or comfortable high temperature
4	Guitar	A musical instrument with six strings
5	Utensils	Tools that used especially in kitchen or house
6	Cold	Low temperature
7	Air	Something we breath in
8	Sleeping Bag	A large thick bag for sleeoing, when you are camping
9	Near	Not far away in distance
10	Hungry	Wanting or needing food

Exercise III

1. In the afternoon
2. Brought
3. Carefully
4. Unfortunately
5. Cleaned

6. Happily
7. Slept
8. Swam
9. Finally
10. Played

The Distribution of The Items in The Vocabulary Exercises

No.	Components	Number of Test Items	Total
1.	Nouns	**I.** 1, 2, 3, 4, 5 **II.** 1, 4, 5, 7, 8	10
2.	Adjectives	**I.** 1, 2, 3, 4, 5 **II.** 2, 3, 6, 9, 10	10
3.	Verbs	**I.** 1, 2, 3, 4, 5 **III.** 2, 5, 7, 8, 10	10
4.	Adverbs	**I.** 1, 2, 3, 4, 5 **III.** 1, 3, 4, 6, 9	10
Total			**40**

Scoring

1. Exercise I
   Total score : 1 x 20 = 20
2. Exercise II
   Total Score : 4 x 20= 60
3. Final Score : Exercise I + Exercise II = 100

                                Jember,

The English Teacher   **Researcher,**

Ely Widya Ningsih, S.Pd   **Rachma Medina Kusuma**

NIP   **NIM 130210401084**

Appendix E. Lesson Plan 2

Lesson Plan 2 (Meeting 2)

School   : SMP Plus Darus Sholah

Subject   : English

Language Focus   : Vocabulary (integrated with reading)

Theme   : Personal Experience

Time Allocation   : 2 x 35 minutes

Semester/Year   : Odd /2017-2018

I. Standard Competence

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

II. Basic Competence

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana berbentuk descriptive dan recount secara akurat dan lancar yang berkaitan dengan lingkungan sekitar.

III. Indicators

a. Cognitive Product

Completing the crossword puzzle with the correct answers *(For Experimental Group)*

Matching the vocabulary with its meanings and answering the gap filling exercises correctly *(For Control Group)*

b. Cognitive Process

Mentioning what noun, adjective, verb and adverb are.

Mentioning the examples of noun, adjective, verb and adverb

Classifying the bold words into the table of vocabulary

IV. Learning Objectives

a. Cognitive Product

Students are able to complete the crossword puzzle with the correct answers (For Experimental Group)

Students are able to match the vocabularies with its meanings and answer the gap filling exercises correctly (For Control Group)

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b. **Cognitive Process**

Students are able to mention what noun, adjective, verb and adverb are.

Students are able to mention the examples of noun, adjective, verb and adverb

Students are able to classify the bold words into the table of vocabulary

V. **Learning Material** (Enclosed)

VI. **Learning Method**

Technique : Crossword puzzle game (Experimental Group)

Non-crossword puzzle game (Control Group)

Method : Question and answer, group work.

VII. **Learning Activities**

No.	Experimental Group	Control Group	Time Allotment
I	**Set Induction**		
	1. Responding to the teacher's greeting. 2. Responding to the teacher's calling out students' names. 3. Paying attention to the picture of shown by the teacher. 4. Answering some leading questions. 5. Paying attention to the learning objectives stated by the teacher.	1. Responding to the teacher's greeting. 2. Responding to the teacher's calling out students' names. 3. Paying attention to the picture of Night Carnival shown by the teacher. 4. Answering some leading questions. 5. Paying attention to the learning objectives stated by the teacher.	5'
II	**Main Activity**		
	6. Mentioning what noun, adjective, verb and adverb mean. 7. Mentioning the examples of noun, adjective, verb and adverb.	5. Mentioning what noun, adjective, verb and adverb mean. 6. Mentioning the examples of noun, adjective, verb and adverb.	60'

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III			
	8. Classifying the bold words into the table of vocabulary.	7. Classifying the bold words into the table of vocabulary.	
	9. Completing the crossword puzzle based on the clues provided in group of 4 correctly.	8. Matching the vocabulary with its meanings.	
	10. Discussing the answers together	9. Answering gap filling exercise in pairs correctly.	
		10. Discussing the answers together	
III	**Closure**		
	11. Drawing a conclusion of what they have learnt today.	11. Drawing a conclusion of what they have learnt today.	5'
	12. Leave-taking	12. Leave-taking	

VIII.   Media and Sources

Sources   : Elementary English Grammar

www.crosswordlabs.com

English Vocabulary in Use

Oxford Practice Grammar

Media   : Picture, students' worksheet

INSTRUCTIONAL MATERIAL

A. Set Induction

Showing a picture and asking the students some leading questions.

1. What can you see from the picture?
2. Have you ever faced the same situation?
3. What did you feel at that time?
4. What did you do?
5. Do you still remember kind of text which retells the past events?
6. Can you guess what we are going to learn today?

B. Learning Materials

a. Noun

It is a word used to name or identify things, people, places and ideas.

Examples: students, Kevin, father, water, happiness, etc.

b. Verb

It is a word which used to describe an action.

Examples: flew (fly), arrived (arrive), held (hold), etc.

c. Adjective

An adjective is used to highlight qualities or attributes.

Examples: busy, beautiful, white, friendly, etc.

d. Adverb

An adverb is a word that describes or adds more information about place, time, circumstance, manner, etc.

Examples: last year, at Juanda airport, safely, etc.

Exercise 1 (*for Experimental Group*)

Work individually. Read the following text carefully. Put the bold words in the table provided based on the classification of the words!

My Careless Moment

On Sunday, I had nothing to do at home, so I went down to the city to do some shopping in one of the best shopping centers. It's called Vitun Market.

I **bought** a lot of things; snacks, health product and some clothes. I was **absolutely lucky** because that day everything was 20% off. I spent around 100 thousand rupiahs. An hour later, I **decided** to leave and went to a restaurant nearby to have lunch. I **ordered** fried chicken for my **lunch** and an ice cream for the **dessert**. I **enjoyed** eating my meals and tried to pay the **bill**. Did you know what happened? I was **completely** surprised when I tried to get my **wallet** in my pocket, I couldn't find it. I thought it was stolen.

I felt so **stupid** and **sad**. I didn't know what I should do. **Luckily**, I still kept some money in the pocket of my shirt. Using the **payphone** which was **available** at the restaurant, I **immediately** called my parents. They **promised** to come soon. They arrived at the restaurant less than 20 minutes. Then, the bill was paid.

I was so **grateful** to my parents and promised myself that I should be more careful in lots of ways. That was **truly** embarassing, and I will never forget it.

(Taken from http://ikomangsena.blogspot.co.id/)

Table of Vocabulary			
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.

Complete the following puzzle with the correct vocabularies!
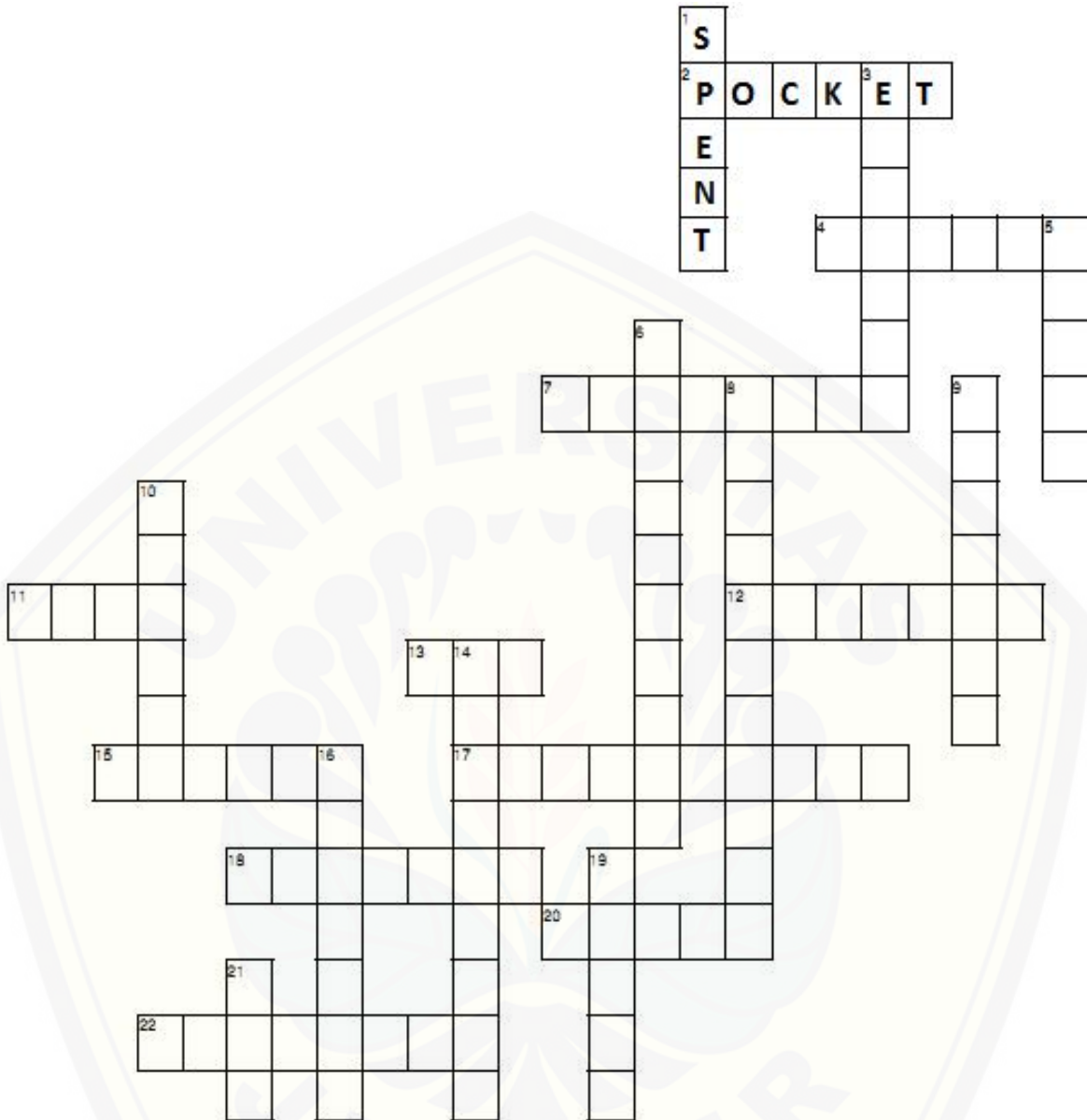
Across		Down	
2	He took some coins from his jacket ___.	1	I ___ fifty dollars to buy a beautiful dress.
4	Mom ___ some fresh vegetables at the market.	3	The party was so fun last night! I ___ it very much.
7	George ___ to come around and meet me everyday, but he didn't.	5	We thought that learning math was ___ interesting, but it wasn't.
11	After having lunch, they asked the waiter for the ___.	6	We didn't recognize Maria because she had ___ changed.
12	I made spaghetti as main course and she cooked cake as ___.	8	My friend went home ___ after she knew that her grandfather was

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			sick.
13	It was so ___ that we should cancel the trip.	9	I ___ pizza and fried rice through Gojek application.
15	The opposite meaning of smart.	10	I didn't bring my money because I left my ___ at home.
17	I liked the food so much, it was ___ delicious.	14	I didn't buy the dress because the the dress in larger size wasn't ___.
18	There was a murderer at my home, but ___ he didn't do anything to me,	16	She ___ to stay at home although it was Sunday.
20	Ben was ___, he won the lottery last night.	19	A meal that is eaten in the mddle of the day.
22	I felt ___ to the man who helped me.	21	A public telephone which uses coins to operate.
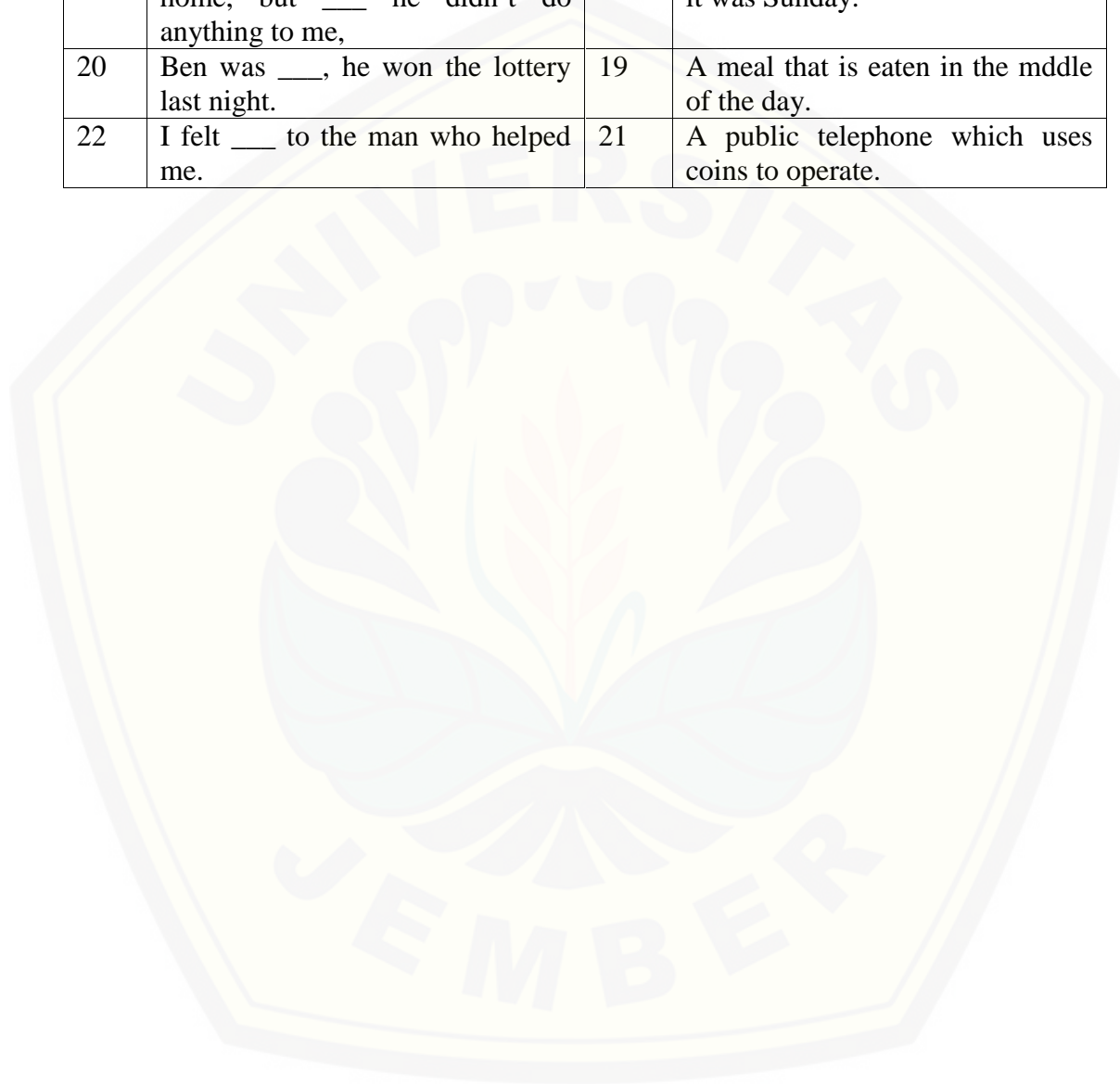
Answer Key

Exercise I

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1. Bill	1. Bought	1. Lucky	1. Truly
2. Dessert	2. Decided	2. Stupid	2. Immediately
3. Wallet	3. Ordered	3. Sad	3. Luckily
4. Payphone	4. Enjoyed	4. Available	4. Absolutely
5. Lunch	5. Promised	5. Grateful	5. Completely

Exercise II

Across		Down	
2	Pocket	1	Spent
4	Bought	3	Enjoyed
7	Promised	5	Truly
11	Bill	6	Completely
12	Dessert	8	Immediately
13	Sad	9	Ordered
15	Stupid	10	Wallet
17	Absolutely	14	Available
18	Luckily	16	Decided
20	Lucky	19	Lunch
22	Grateful	21	Payphone

The Distribution of The Items in The Vocabulary Exercises

No.	Components	Number of Test Items	Total
1.	Nouns	**I.** 1, 2, 3, 4, 5 **II.** 10, 11, 12, 19, 21	**10**
2.	Adjectives	**I.** 1, 2, 3, 4, 5 **II.** 13, 14, 15, 20, 22	**10**
3.	Verbs	**I.** 1, 2, 3, 4, 5 **II.** 3, 4, 7, 9, 16	**10**
4.	Adverbs	**I.** 1, 2, 3, 4, 5 **II.** 5, 6, 8, 17, 18	**10**
Total			**40**

Scoring

1. Exercise I
   Total score : 1 x 20 = 20
2. Exercise II
   Total Score : 4 x 20= 80
3. Final Score : Exercise I + Exercise II = 100

Jember,

The English Teacher   Researcher,

Ely Widya Ningsih, S. Pd   Rachma Medina Kusuma

NIP   NIM 130210401084

Exercise 1 (*for Control Group*)

Work individually. Read the following text carefully. Put the bold words in the table provided based on the classification of the words!

My Careless Moment

On Sunday, I had nothing to do at home, so I went down to the city to do some shopping in one of the best shopping centers. It's called Vitun Market.

I **bought** a lot of things; snacks, health product and some clothes. I was **absolutely lucky** because that day everything was 20% off. I spent around 100 thousand rupiahs. An hour later, I **decided** to leave and went to a restaurant nearby to have lunch. I **ordered** fried chicken for my **lunch** and an ice cream for the **dessert**. I **enjoyed** eating my meals and tried to pay the **bill**. Did you know what happened? I was **completely** surprised when I tried to get my **wallet** in my pocket, I couldn't find it. I thought it was stolen.

I felt so **stupid** and **sad**. I didn't know what I should do. **Luckily**, I still kept some money in the pocket of my shirt. Using the **payphone** which was **available** at the restaurant, I **immediately** called my parents. They **promised** to come soon. They arrived at the restaurant less than 20 minutes. Then, the bill was paid.

I was so **grateful** to my parents and promised myself that I should be more careful in lots of ways. That was **truly** embarassing, and I will never forget it. \

(Taken from http://ikomangsena.blogspot.co.id/)

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

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Exercise 2

Match the following vocabulary with the appropriate meaning.

Vocabulary	Meaning
Dessert	Able to be bought and used
Grateful	A public telephone which uses coins to operate
Available	A case for carrying money and credit cards.
Sad	Sweet food eaten at the end of a meal
Wallet	showing poor judgment or little intelligence
Lucky	Showing or expressing thanks
Pay Phone	having good things happen to you by chance
Bill	Feeling unhappy
Stupid	A piece of paper which shows the payment
Lunch	a meal that is eaten in the middle of the day

Exercise 3

Fill in the blank spaces with the suitable words given in the box.

Ordered	Completely	Immediately	Promised	Bought
Truly	Enjoyed	Absolutely	Luckily	Decided

1. Mom _____ some fresh vegetable at the market.
2. There was a murderer at my home, but _____ he didn't do anything to me.
3. George _____ to come around and meet me everyday, but he didn't.
4. Melisa _____ to stay at home although it was sunday.
5. Martin won the international sing competition, he was a _____ great singer.
6. My friend _____ went home after she knew that her grandfather was sick.
7. The party was so fun last night! I _____ it very much.
8. We didn't recognize Mina because she had _____ changed.
9. I _____ pizza and fried rice through Gojek application.
10. The decoration that my children made was _____ beautiful.

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Answer Key

Exercise I

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1. Bill 2. Dessert 3. Wallet 4. Payphone 5. Lunch	1. Bought 2. Decided 3. Ordered 4. Enjoyed 5. Promised	1. Lucky 2. Stupid 3. Sad 4. Available 5. Grateful	1. Truly 2. Immediately 3. Luckily 4. Absolutely 5. Completely

Exercise II

No.	Vocabulary	Meaning
1	Dessert	Sweet food eaten at the end of a meal
2	Grateful	Showing or expressing thanks
3	Available	Able to be bought and used
4	Sad	Feeling unhappy
5	Wallet	A case for carrying money and credit cards.
6	Lucky	having good things happen to you by chance
7	Pay Phone	A public telephone which uses coins to operate
8	Bill	A piece of paper which shows the payment
9	Stupid	showing poor judgment or little intelligence
10	Lunch	a meal that is eaten in the middle of the day

Exercise III

1. Bought
2. Luckily
3. Promised
4. Decided
5. Truly
6. Immediately
7. Enjoyed
8. Completely
9. Ordered
10. Absolutely

The Distribution of The Items in The Vocabulary Exercises

No.	Components	Number of Test Items		Total
1.	Nouns	**I.**	1, 2, 3, 4, 5	10
		II.	1, 5, 7, 8, 10	
2.	Adjectives	**I.**	1, 2, 3, 4, 5	10
		II.	2, 3, 4, 6, 9	
3.	Verbs	**I.**	1, 2, 3, 4, 5	10
		III.	1, 3, 4, 7, 9,	
4.	Adverbs	**I.**	1, 2, 3, 4, 5	10
		III.	2, 5, 6, 8, 10	
Total				**40**

Scoring

1. Exercise I
   Total score : 1 x 20 = 20
2. Exercise II
   Total Score : 4 x 20 = 80
3. Final Score : Exercise I + Exercise II = 100

                                           Jember,

The English Teacher   **Researcher,**

Ely Widya Ningsih, S. Pd   **Rachma Medina Kusuma**

NIP   **NIM 130210401084**

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Appendix F. The Split Half Analysis of Odd Numbers (X)

No	Name	Odd Numbers															Total
		1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	
1	ANK																
2	AZR	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	11
3	AM																0
4	BSR	0	1	0	1	0	1	0	0	1	0	1	0	0	1	0	6
5	CAS	1	1	1	1	0	1	1	0	0	0	0	1	0	1	1	9
6	FJ	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	11
7	FDA																
8	FFNA	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	10
9	HZAM	0	1	0	1	0	1	0	1	1	1	0	0	1	1	0	8
10	HNAM	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	9
11	IDH	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0	9
12	IQS	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	9
13	IUW	0	0	1	1	0	1	0	1	1	1	0	0	1	0	1	8
14	JAS	1	1	1	1	0	1	1	0	0	0	0	0	1	1	0	8
15	KFS																
16	MAM	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	11
17	NEPM																
18	NZA	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	10
19	NIL	0	0	1	1	0	1	1	0	1	0	1	0	0	1	0	7
20	NLA																
21	NS	0	1	1	0	0	1	0	0	1	1	1	0	1	0	1	8
22	NASP																
23	RAZ	1	0	0	0	1	1	0	1	1	0	1	0	1	1	1	9
24	RH	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	11
25	SMUS	0	0	1	1	1	1	1	1	0	0	0	1	1	0	1	9
26	SRP	0	1	1	0	1	0	0	1	1	1	0	1	0	1	0	8
27	VADR	0	0	1	1	0	1	1	1	1	1	0	1	1	0	0	9
28	WIL	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	10
29	ZEN	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	11
30	ZN	1	0	0	1	0	0	1	0	1	1	1	0	0	1	1	8
31	AO																
32	HE	1	0	0	1	`1	0	0	0	1	1	1	1	1	0	1	9
	Total	13	14	18	19	7	17	11	15	15	16	15	10	19	15	14	219

Appendix G. The Split Half Analysis of Even Numbers (Y)

No	Name	Odd Numbers										22	24	26	28	30	Total
		2	4	6	8	10	12	14	16	18	20						
1	ANK																0
2	AZR	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	11
3	AM																0
4	BSR	1	1	1	1	0	1	1	0	0	0	1	0	1	0	1	9
5	CAS	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	5
6	FJ	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13
7	FDA																0
8	FFNA	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	9
9	HZAM	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	10
10	HNAM	0	0	0	0	0	0	1	1	1	1	0	1	1	0	0	8
11	IDH	1	0	0	1	1	1	0	1	1	1	0	1	1	0	0	9
12	IQS	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	10
13	IUW	1	0	0	1	0	1	0	1	1	1	1	1	1	0	0	9
14	JAS	0	0	0	1	0	0	0	0	0	0	0	1	1	1	0	6
15	KFS																0
16	MAM	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	11
17	NEPM																0
18	NZA	0	1	1	1	0	0	0	0	0	0	1	0	1	1	0	6
19	NIL	0	1	1	1	0	1	1	0	0	0	1	1	0	1	0	8
20	NLA																0
21	NS	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	10
22	NASP																0
23	RAZ	1	0	0	1	0	1	1	1	0	0	0	1	1	0	1	10
24	RH	1	1	1	0	0	1	0	0	1	1	1	1	0	1	0	8
25	SMUS	1	0	0	1	0	0	1	0	1	1	0	0	1	1	1	9
26	SRP	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	9
27	VADR	1	0	0	0	0	0	1	0	1	1	0	0	1	1	0	7
28	WIL	1	1	1	1	1	1	0	1	0	0	1	1	0	0	0	9
29	ZEN	1	0	0	0	0	1	1	1	0	0	0	0	1	1	0	8
30	ZN	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	11
31	AO																0
32	HE	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	10
	Total	16	16	15	16	6	16	15	13	21	16	11	14	16	16	6	213

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Appendix H. The Division of Odd (X) and Even (Y) Numbers.

No.	X	Y	X²	Y²	XY
1	0	0	0	0	0
2	11	11	121	121	121
3	0	0	0	0	0
4	6	9	36	81	54
5	9	5	81	25	45
6	11	13	121	169	143
7	0	0	0	0	0
8	10	9	100	81	90
9	8	10	64	100	80
10	9	8	100	36	72
11	9	9	81	81	81
12	9	10	81	100	90
13	8	9	64	81	72
14	8	6	64	36	48
15	0	0	0	0	0
16	11	11	121	121	121
17	0	0	0	0	0
18	10	6	100	36	60
19	7	8	49	64	56
20	0	0	0	0	0
21	8	10	64	100	80
22	0	0	0	0	0
23	9	10	81	100	90
24	11	8	121	64	88
25	9	9	81	81	81
26	8	9	64	81	72
27	11	7	81	49	77
28	10	9	100	81	90
29	11	8	121	64	88
30	8	11	64	121	88
31	0	0	0	0	0
32	9	10	81	100	90
Total	219	213	2041	1973	1977

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Appendix I. The Difficulty Index of Each Item of Vocabulary Test

Number of Items	R	N	FV	Criteria
1	13	31	0.54	Average
2	16	31	0.67	Average
3	15	31	0.62	Average
4	16	31	0.67	Average
5	17	31	0.7	Average
6	14	31	0.58	Average
7	*19*	*31*	*0.83*	*Easy*
8	16	31	0.67	Average
9	*7*	*31*	*0.91*	*Easy*
10	*6*	*31*	*0.16*	*Difficult*
11	17	31	0.7	Average
12	15	31	0.62	Average
13	11	31	0.45	Average
14	15	31	0.62	Average
15	15	31	0.62	Average
16	14	31	0.58	Average
17	15	31	0.62	Average
18	14	31	0.58	Average
19	16	31	0.67	Average
20	15	31	0.62	Average
21	15	31	0.62	Average
22	13	31	0.54	Average
23	11	31	0.45	Average
24	14	31	0.58	Average
25	*19*	*31*	*0.83*	*Easy*
26	16	31	0.67	Average
27	16	31	0.67	Average
28	16	31	0.67	Average
29	12	31	0.5	Average
30	17	31	0.7	Average

Appendix J. Post Test

POST TEST

Subject	: English	Language Focus	: Vocabulary
Name	: _____	Class	: _____
Student Number : _____		Time	: 40 minutes

Read the following questions and choose the best answer by crossing (x) a, b, c or d.

1. We sang, danced and played the magic tricks _____ last night.
   a. completely   c. luckily
   b. happily   d. unfortunately

2. She was lonely and <u>far</u> from home. The opposite meaning of the underlined word is _____.
   a. fresh   c. warm
   b. cool   d. near

3. They tried to apologize, but she was _____ mad.
   a. slowly   c. completely
   b. fastly   d. carefully

4. The legend said that Hercules _____ across the sea.
   a. sat   c. swam
   b. slept   d. ate

5. I put my hands near the campfire to keep them _____.
   a. warm   c. dirty
   b. fresh   d. clean

6. David and Sarah _____ to the post office to send letters.
   a. went   c. spent
   b. drew   d. cleaned

7. I felt _____ because I didn't wear a sweater.
   a. great   c. cold
   b. warm   d. easy

8. My sister went outside to get some fresh _____.
   a. air   c. wind
   b. clothes   d. vitamin

9. We sat up the _____ to protect ourselves from the wild animals.

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a. tank   c. campfire

b. tint   d. tent

10. When we went camping, Diana forgot to bring the <u>tools</u> used for cooking. The similar meaning of the underlined word is _____

a. pans   c. knives

b. utensils   d. materials

11. Sally didn't drive the car _____, so she slipped on the icy road.

a. badly   c. carefully

b. heavily   d. beautifully

12. My sister _____ me a hat as a souvenir from London last week.

a. met   c. saw

b. brought   d. fly

13. Tony took the napkin from the kitchen and _____ the dining table with it.

a. tried   c. cleaned

b. asked   d. watered

14. Sandia _____ sushi, takoyaki and a bowl of ramen for her dinner.

a. saw   c. ordered

b. watched   d. washed

15. It was so difficult to beat the enemy, but we _____ won.

a. finally   c. neatly

b. diligently   d. unfortunately

16. I forgot to bring my money when I was eating in the restaurant, so my mother paid the _____ in the cashier.

a. wallet   c. coin

b. money   d. bill

17. Tom whispered to me that he was _____, he wanted to buy some food.

a. hungry   c. sad

b. available   d. angry

18. Victoria is not a smart student, but she was _____ to be accepted at Jember University.

a. lucky   c. afraid

b. safe   d. lonely

19. Last year, our favorite _____ in this restaurant was cheescake.

a. lunch   c. main course

b. breakfast   d. dessert

20. He _____ entered the room when he heard his baby crying.

    a. immediately   c. loudly

    b. slowly   d. beautifully

21. He tried to put the vase on the table, but _____ it fell to the floor.

    a. unfortunately   c. carefully

    b. happily   d. luckily

22. When we went for camping, we sat around the _____ to keep our body warm.

    a. firefighter   c. light

    b. firework   d. campfire

23. Losing my cat made me feel _____,

    a. hot   c. cold

    b. sad   d. good

24. The taste of the cake was horrible. I _____ that I would never eat it anymore!

    a. cleaned   c. prepared

    b. played   d. promised

25. I _____ to spend my summer holiday in Yogyakarta to see its beautiful temples.

    a. decided   c. held

    b. bought   d. wanted

Answer Key

1. B.	11. C	21. A
2. D	12. B	22. D
3. C	13. C	23. B
4. C	14. C	24. D
5. A	15. A	25. A
6. A	16. D	
7. C	17. A	
8. A	18. A	
9. A	19. D	
10. B	20. A	

The Distribution of The Text Items

No.	Components	Number of Test Items	Total
1.	Nouns	8, 9, 10, 16, 19, 22	6
2.	Adjectives	2, 5, 7, 17, 18, 23	6
3.	Verbs	4, 6, 12, 13, 14, 24, 25	7
4.	Adverbs	1, 3, 11, 15, 20, 21	6
	Total		25

The Formula to Accumulate Students' Scores

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

Notes :

: The final score

n : The obtained correct items

N : The total number of test item

Teacher's Notes

Meeting 1	Vocabularies
Nouns	Air, Tent, Campfire, Utensils, Sleeping Bag
Adjectives	Fresh, Hungry, Warm, Near, Cold
Verbs	Went, Swam, Cleaned, Brought, Slept
Adverbs	Happily, Finally, Unfortunately, In the afternoon, Carefully

Meeting 2	Vocabularies
Nouns	Dessert, Pay phone, Bill, Lunch, Wallet
Adjectives	Sad, Available, Grateful, Stupid, Lucky
Verbs	Bought, Promised, Decided, Enjoyed, Ordered
Adverbs	Luckily, Truly, Completely, Immediately, Absolutely

Appendix K. The Vocabulary Post-test Scores

No.	Experimental Group		Control Group	
	Names	**Score**	**Names**	**Score**
1	ADS	80	AMAI	80
2	AN	80	AK	72
3	AJ	72	AWP	76
4	ASSMN	80	AM	68
5	CRW	84	APPK	76
6	DTA	80	DP	68
7	DFF	76	EAS	72
8	DFD	88	GANA	80
9	DA	84	IS	84
10	FAS	80	JIP	80
11	FL	76	JAN	80
12	GAA	88	IPP	76
13	IR	92	MDFZ	68
14	IZN	76	MRA	84
15	KT	76	MSMR	76
16	MAW	64	MYT	88
17	MGS	84	MWAP	64
18	MTD	76	MDAR	72
19	NN	80	MHHR	80
20	NPS	76	MASA	76
21	PW	80	MFDH	80
22	PNU	64	MABB	76
23	RA	80	MDA	84
24	RSR	84	MFM	72
25	SIH	88	RAH	76
26	SSRW	80	SBM	72
27	SDP	76	TRA	76
28	SM	76	TRS	80
29	SKS	80	WAH	44
30	ERC	76		

Appendix L. The Output of Post-test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	30	79.20	6.161	1.125
	Control	29	75.17	8.168	1.517

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.642	.426	2.143	57	.036	4.028	1.879	.264	7.791
	Equal variances not assumed			2.133	52.063	.038	4.028	1.888	.238	7.817

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Appendix M. The Permission Letter for Conducting The Research

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 6 8 4 2 / UN25.1.5 / LT / 2017   1 9 OCT 2017
Lampiran : -
Perihal : Permohonan Izin Penelitian

Kepada,

Yth. Kepala SMP Plus Darus Sholah

di Jember

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

Nama   : Rachma Medina Kusuma

NIM   : 130210401084

Jurusan   : Pendidikan Bahasa dan Seni

Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"The Effect of Using Crossword Puzzle on the Eighth Grade Students' Vocabulary Achievement"**.

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 terimakasih.

a.n. Dekan,
Pembantu Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 19670625 199203 1 003

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Appendix N. The Post Test Result of the Experimental Group

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Subject	: English	Language Focus	: Vocabulary
Name	: Saluh aurora a.	Class	: 8 c
Student Number :	12	Time	: 40 minutes

Read the following questions and choose the best answer by crossing (x) a, b, c or d.

1. We sang, danced and played the magic tricks _____ last night.
   a. completely   c. luckily
   b. happily   d. unfortunately

2. She was lonely and <u>far</u> from home. The opposite meaning of the underlined word is
   _____.
   a. fresh   c. warm
   b. cool   d. near

3. They tried to apologize, but she was _____ mad.
   a. slowly   c. completely
   b. fastly   d. carefully

4. David and Sarah _____ to the post office to send letters.
   a. went   c. spent
   b. drew   d. cleaned

5. The legend said that Hercules _____ across the sea.
   a. sang   c. swam
   b. sat   d. slept

6. I felt _____ because I didn't wear a sweater.
   a. great   c. cold
   b. warm   d. easy

7. I put my hands near the campfire to keep them _____.
   a. warm   c. dirty
   b. fresh   d. clean

8. My sister went outside to get some fresh _____.
   a. air   c. wind
   b. clothes   d. vitamin

9. My sister _____ me a hat as a souvenir from London last week.
   a. met   c. saw
   b. brought   d. fely

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Appendix O. The Post Test Result of the Control Group

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Subject	: English	Language Focus	: Vocabulary
Name	: Dane Prastio	Class	: VIII 6
Student Number	: 06	Time	: 40 minutes

Read the following questions and choose the best answer by crossing (x) a, b, c or d.

1. We sang, danced and played the magic tricks _____ last night.
   a. completely
   b. happily
   c. luckily
   d. unfortunately

2. She was lonely and <u>far</u> from home. The opposite meaning of the underlined word is _____.
   a. fresh
   b. cool
   c. warm
   d. near

3. They tried to apologize, but she was _____ mad.
   a. slowly
   b. fastly
   c. completely
   d. carefully

4. David and Sarah _____ to the post office to send letters.
   a. went
   b. drew
   c. spent
   d. cleaned

5. The legend said that Hercules _____ across the sea.
   a. sang
   b. sat
   c. swam
   d. slept

6. I felt _____ because I didn't wear a sweater.
   a. great
   b. warm
   c. cold
   d. easy

7. I put my hands near the campfire to keep them _____.
   a. warm
   b. fresh
   c. dirty
   d. clean

8. My sister went outside to get some fresh _____.
   a. air
   b. clothes
   c. wind
   d. vitamin

9. My sister _____ me a hat as a souvenir from London last week.
   a. met
   b. brought
   c. saw
   d. fely

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Appendix P. The Statement Letter for Accomplishing the Research from SMP Plus Darus Sholah

YAYASAN PENDIDIKAN ISLAM
SMP PLUS DARUS SHOLAH JEMBER
STATUS : TERAKREDITASI "A"
SEKOLAH STANDART NASIONAL (SSN)
Jl. Moh. Yamin No. 25 Tegal Besar Kaliwates Phone: 0331-334639 Jember 68132

SURAT KETERANGAN
Nomor : 135/A/SMP Plus/X/2017

Yang bertanda tangan di bawah ini :

Nama   : Drs. H. Zainal Fanani

Jabatan   : Kepala SMP Plus Darus Sholah Jember

Dengan ini menerangkan bahwa :

Nama   : Rachma Medina Kusuma

Nim   : 130210401084

Fakultas / Jurusan   : Perguruan dan Ilmu Pendidikan Bahasa Inggris

Judul   : **The Effect of Using Crossword Puzzle on the Eighth Grade Students' Vocabulary Achievement**

Adalah benar – benar telah melakukan wawancara/observasi di SMP Plus Darus Sholah Jember pada tanggal 16 Oktober 2017 s/d 31 Oktober 2017 dalam rangka Penyusunan Tugas Akhir Strata (Skripsi).

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya

Jember, 31 Oktober 2017
Kepala SMP Plus Darus Sholah Jember

Drs. H. Zainal Fanani, M. Pd