



**IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT BY USING CROSSWORD PUZZLES
AT SMP NEGERI 3 LUMAJANG**

THESIS

By

**NUR SYAFIYAH
NIM 080210401015**

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

2013



**IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT BY USING CROSSWORD PUZZLES
AT SMP NEGERI 3 LUMAJANG**

THESIS

Presented as one of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

By

NUR SYAFIYAH

NIM 080210401015

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

2013

STATEMENT OF THESIS AUNTHENTICITY

I certify that this thesis represents my own work, that no one has written it for me, that I have not copied the work of another person, and that all sources that I have used have been properly and clearly acknowledge documented.

I further certify that if I have used the ideas, words, or passages of an outsidess source, I have quoted those words or paraphrased them and have provided clear and appropriate documentation of the source of that material, both what I have quoted and I have paraphrased.

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

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

Signature : _____

Name : NUR SYAFIYAH

Date :Jember, October 2013

CONSULTANT APPROVAL

IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT BY USING CROSSWORD PUZZLES AT SMP NEGERI 3 LUMAJANG

THESIS

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

Name : Nur Syafiyah
Identification Number : 080210401015
Level : 2008
Place and Date of Birth : Gresik, November 15th, 1989
Study program : English Education

Approved by:

Consultant I : Drs. Bambang Suharjito, M. Ed.
Consultant II : Drs. Sugeng Ariyanto, Dip. TESOL. M. A

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of The Faculty of Teacher Training and Education, Jember University.

Day : Tuesday

Date : October 22nd 2013

Place : Faculty of Teacher Training and Education

The Examiner Team:

The Chairperson,

The Secretary,

Dra. Made Adi Andayani T, M. Ed
NIP. 19630323 198902 2 001

Drs. Sugeng Ariyanto, Dip.TESOL M. A
NIP. 19590412 198702 1 001

The members:

1. Dra. Siti Sundari, M. A
NIP. 19581216 198802 2 001

1.

2. Drs. Bambang Suharjito, M. Ed.
NIP. 19611025 198902 1 004

2.

The Dean
Faculty of Teacher Training and Education
Jember University

Prof. Dr. Sunardi, M.Pd.
NIP. 19540501 198303 1 005

DEDICATION

This thesis is honorably dedicated to :

- 1. My beloved parents, H. Muhammad Nasich and Hj. Khoirul Ulumi*
- 2. My beloved brother, Muhammad Ainul Yaqin,*
- 3. My beloved sisters, Nur Fidyati and .Syu'batullaili (the late)*

MOTTO

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

- **Stephen Sondheim** -

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “Improving the Seventh Grade Students’ Vocabulary Achievement by Using Crossword Puzzles at SMP Negeri 3 Lumajang”. In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department
3. The Chairperson of English Education Programs.
4. The first and second consultants, Drs. Bambang Suharjito, M. Ed., and Drs. Sugeng Ariyanto, Dip. TESOL, M. A., for spending their time and giving me suggestions and ideas to make my thesis better.
5. The Examination Committee
6. My Academic Consultant, Dra. Made Adi Andayani T. M. Ed.
7. The lectures of the English Education Program who have given me moral supports to work harder in my attempt to complete this thesis.
8. The Principal and the English teacher of SMP Negeri 3 Lumajang for giving me an opportunity, help, and support to conduct this research.
9. The seventh grade students of SMP Negeri 3 Lumajang in 2013/2014 academic year especially class VII A.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, October 2013

Writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
STATEMENT OF THESIS AUTHENTICITY	ii
CONSULTANTS' APPROVAL	iii
APPROVAL OF THE EXAMINATION COMMITTEE	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
THE LIST OF APPENDICES	xi
THE LIST OF TABLES	xii
THE LIST OF GRAPHICS	xiii
SUMMARY	xiv
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	4
1.3 Objectives of the Research	5
1.4 Significances of the research	5
CHAPTER 2 REVIEW OF RELATED LITERATURE	6
2.1 The Definition of Vocabulary	6
2.2 Classification of Vocabulary	7
2.2.1 Nouns.....	7
2.2.2 Verbs.....	8
2.2.3 Adjectives.....	9
2.2.4 Adverbs.....	9

2.3 Vocabulary Achievement.....	10
2.4 Crossword Puzzle.....	10
2.4.1 The Definition of Crossword Puzzle.....	10
2.4.2 Kind of Crossword Puzzles.....	11
2.5 Characteristic of Crossword Puzzle.....	13
2.6 Crossword Puzzles in Teaching Vocabulary.....	13
2.6.1 Choosing Vocabulary.....	13
2.6.2 Crossword Puzzles in Teaching Vocabulary.....	13
2.7 The Advantages and Disadvantages of Using Crossword Puzzles in Teaching Vocabulary.....	14
2.8 The Procedure of Using Crossword Puzzles in Classroom.....	16
2.9 Students' Active Participation.....	16
2.10 Hypothesis.....	17
CHAPTER 3 RESEARCH METHOD.....	18
3.1 Research Design.....	18
3.2 Area Determination Method.....	21
3.3 Subject Determination Method.....	21
3.4 Operational Definition of the Terms.....	22
3.4.1 Crossword Puzzles.....	22
3.4.2 Vocabulary Achievement.....	22
3.4.3 The Students' Active Participation.....	23
3.5 Data Collection Method.....	23
3.5.1 Vocabulary Achievement Test.....	23
3.5.2 Observation.....	24
3.5.3 Interview.....	24
3.5.4 Documentation.....	25

3.6 Research Procedure	25
3.6.1 Planning of the Action.....	25
3.6.2 The Implementation of the Action.....	26
3.6.3 Classroom Observation and Evaluation.....	26
3.6.4 Data Analysis and Reflection of the Action.....	28
CHAPTER 4 RESULTS AND DISCUSSION	30
4.1 The Results of the Action in Cycle 1	30
4.1.1 Implementation of the Action in Cycle 1.....	30
4.1.2 The Results of Observations.....	31
4.1.3 The Results of Vocabulary Test in Cycle 1.....	34
4.1.4 The Results of Reflection in Cycle 1.....	35
4.2 The Result of the Action in Cycle 2	37
4.2.1 Implementation of the Action in Cycle 2.....	38
4.2.2 The Results of Observations.....	39
4.2.3 The Results of Vocabulary Test in Cycle 2.....	41
4.2.4 The Results of Reflection in Cycle 2.....	43
4.3 The Result of Supporting Data	43
4.3.1 The Result of Interview.....	43
4.3.2 The Result of Documentation.....	44
4.4 Discussion	44
CHAPTER 5 CONCLUSION AND SUGGESTIONS	48
5.1 Conclusion	48
5.2 Suggestion	48
REFERENCES	50
APPENDICES	

THE LIST OF APPENDICES

List of Appendices	Page
Appendix A. Research Matrix.....	53
Appendix B. Supporting Data Instruments.....	55
Appendix C. Students' Names List.....	56
Appendix D. The Students' Pervious Score.....	57
Appendix E. Lesson Plan 1 Cycle 1.....	58
Appendix F. Lesson Plan 2 Cycle 1.....	72
Appendix G. Vocabulary Achievement Test Cycle 1.....	86
Appendix H. Answer Key of Vocabulary Test Cycle 1.....	89
Appendix I. The Distribution of Vocabulary Test Cycle 1.....	90
Appendix J. Lesson Plan 1 Cycle 2.....	91
Appendix K. Lesson Plan 2 Cycle 2.....	104
Appendix L. Vocabulary Achievement Test Cycle 2.....	117
Appendix M. Answer Key of Vocabulary Test Cycle 2.....	121
Appendix N. The Distribution of Vocabulary Test Cycle 2.....	122
Appendix O. Table of Vocabulary Achievement Test Scores Cycle 1.....	123
Appendix P. Table of Vocabulary Achievement Test Score Cycle 2.....	124
Appendix Q. Table of the Result of Observation Meeting 1 Cycle 1.....	125
Appendix R. Table of the Result of Observation Meeting 2 Cycle 1.....	126
Appendix S. Table of the Result of Observation Meeting 1 Cycle 2.....	127
Appendix T. Table of the Result of Observation Meeting 2 Cycle 2.....	128

THE LIST OF TABLES

List of Table	Page
Table 3.1 Table of the Students' Active Participation Checklist	27
Table 3. 2 The Classification of the Score Levels	28
Table 4.1 The Results of Observation Meeting 1 and Meeting 2 in Cycle1	32
Table 4.2 The Average Results of Students' Participation in Cycle 1	33
Table 4.3 The Results of The Students' Vocabulary Test in Cycle 1	34
Table 4.4 The Result of Observation Meeting 1 and Meeting 2 in Cycle 2	39
Table 4.5 The Average Results of Students' Participation in Cycle 2	41
Table 4. 6 The Results of The Students' Vocabulary Test in Cycle 2	41

THE LIST OF GRAPHICS

List of Graphics	Page
Graphic 4.1 The Students' Active Participation in Vocabulary Teaching Learning Process in Cycle 1 and Cycle 2	45
Graphic 4.2 The Results of Students' Vocabulary Achievement Test in Cycle 1 and Cycle 2	45

SUMMARY

Improving The Seventh Grade Students Vocabulary Achievement by Using Crossword Puzzles at SMP Negeri 3 Lumajang ; Nur Syafiyah: 080210401015; 2013; 49 pages; English Education Program; Language and Arts Education Department; the faculty of Teacher Training and Education; Jember University

Consultant : 1. Drs. Bambang Suharjito, M.Ed.

2. Drs. Sugeng Ariyanto, Dip. TESOL, M.A

Key words: Vocabulary Achievement, Crossword Puzzles

Based on the preliminary study that was held on 27th March 2013, most of class VII students of SMP Negeri 3 Lumajang, especially VII A faced difficulties in learning vocabulary. Besides, they also had a problem dealing with their participation in joining the vocabulary class. That things happened because they do not have enough knowledge of English, lacked of background knowledge, and lacked of vocabulary. They also had low motivation in learning English and only few students were enthusiastic in the teaching learning process of vocabulary.

The classroom action research with cycle model was applied in this research because this research was intended to improve class VII A students' vocabulary achievement and their active participation in the teaching learning process of vocabulary. This research was done collaboratively with the English teacher of class VII of SMP Negeri 3 Lumajang. It was conducted in Class VII A of SMP Negeri 3 Lumajang that consisted of 32 students. The observation and the vocabulary test were the methods that were used in collecting the data. The data were analyzed quantitatively.

The action was implemented in two cycles in order to achieve the goal of this classroom action research. The first cycle was done in three meetings. The results of the classroom observation showed that 65.625% of the students were active in the vocabulary teaching learning process in meeting I and 68.75% in meeting II for the

students active involvement in the vocabulary teaching learning process. It showed that there was improvement of the students' active participation from meeting I to meeting II, but it did not achieve the objective of the research that was 75% of the students were active in the vocabulary teaching learning process by using crossword puzzles. Besides, the result of vocabulary test in Cycle 1 also did not achieve the target of the research that was 75% of the students got 73 or more in the vocabulary test. The percentage of the students who got ≥ 73 was only 71.875%.

There were some factors that influenced the results of the observation and the vocabulary test in Cycle 1. They were (1) most of the students didn't know how to complete the crossword puzzles correctly, (2) The teacher and the researcher often used English in explaining the materials and giving the instruction to the students, (3) some students did not bring the dictionary, and (4) Some students did not pay attention to the lesson, so they couldn't answer the teacher's oral questions.

For those reasons, Cycle 2 was necessary to be continued to solve the problems found in Cycle 1 by revising some problems found in Cycle 1. The process and product evaluation in Cycle 2 showed an improvement. The observation of the students' participation revealed there was 78.125% of the students categorized as active students in meeting I and 81.25% of the students in meeting II who actively participated in the vocabulary teaching learning process. So, the results of the observation both in meeting I and meeting II had achieved the goal of this research. In product evaluation, the percentage of the students who got score ≥ 73 in the vocabulary test was 81.25% of the students. Based on those results, it could be concluded that the action in Cycle 2 was successful because the results of process and product evaluation achieved the objectives of the research.

Finally, it could be concluded that the use of crossword puzzles could improve the students' vocabulary achievement and their active participation in the teaching learning process of vocabulary by using crossword puzzles at SMP Negeri 3 Lumajang in the 2013/2014 academic year.