IMPROVING THE VIII C STUDENTS' VOCABULARY ACHIEVEMENT
BY USING CROSSWORD PUZZLES AT SMP NEGERI 2 LUMAJANG

THESIS

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

By:

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LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2015

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DEDICATION

This thesis is proudly dedicated to:

My beloved parents, Heny Indraswari and Gatot Munanto. Thanks for your prayer, love, support and suggestion. This thesis is dedicated to you for your never-ending love.

My one and only dearest sister, Vina Kartika Sari, and all the members of my beloved family. Thank you so much for your prayer and support.
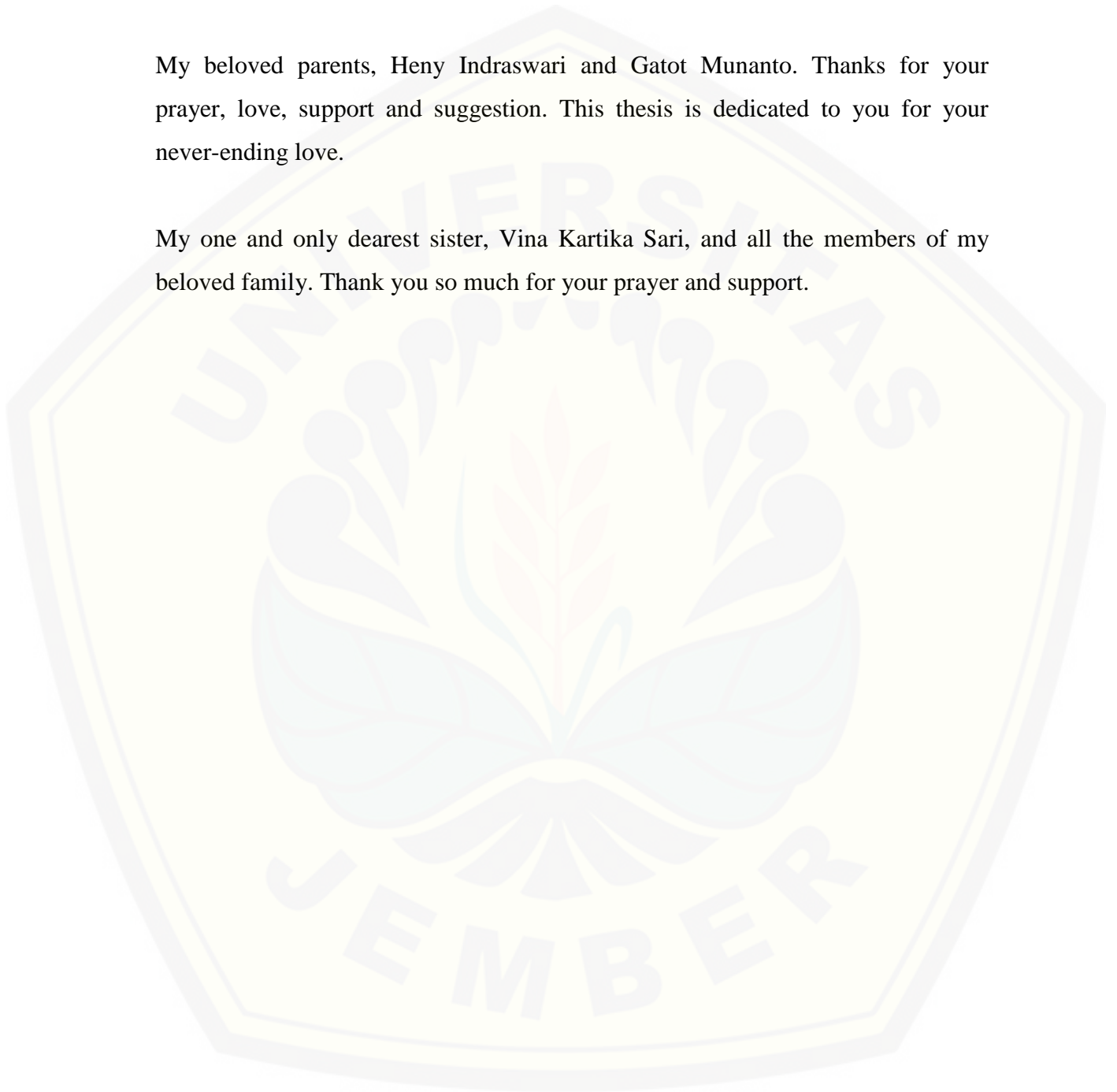
MOTTO

"Vocabulary of a language is just like bricks of a high building.
Despite quite small pieces, they are vital to the great structure"
(Prashant Subhash Mothe*)

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*Mothe, P. S. 2013. *Innovatives Technique of Teaching Vocabulary at Intermediate Level in Second Language Classroom*. Available at http://portal.unisimonbolivar.edu.co/rdigital/revcienciasbas/index.php/revcienciasbas/article/viewFile/152/154.

CONSULTANT APPROVAL

IMPROVING THE VIII C STUDENTS' VOCABULARY ACHIEVEMENT BY USING CROSSWORD PUZZLE AT SMP NEGERI 2 LUMAJANG

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Jember, February 18th, 2015

The writer

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Improving the VIII C Students' Vocabulary Achievement by Using Crossword Puzzle at SMP Negeri 2 Lumajang ; Anies Indrasari; 100210401134; 2015; 57 pages; English Education Study Program; Language and Arts Education Department; Faculty of Teacher Training and Education; Jember University.

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English as a global language is used in countries throughout the world, including Indonesia. In Indonesia, English is considered as the first foreign language that must be learnt by students beginning from Elementary School, up to University level. Considering that English is a global language, the students have to master the four language skills of English, those are: listening, speaking, reading, writing and the three language components, namely: vocabulary, pronunciation and grammar. Thus, to support those four skills, we need vocabulary as one of the components which should be acquired and mastered first among the other language components.

Based on the preliminary study that was held on 16th August 2015, the VIII C students of SMPN 2 Lumajang faced some difficulties in mastering English, especially on vocabulary. This was proven by their English scores which showed that only 9 students (28%) of 32 students of class VIII C got 75 and the mean score was 68.5. Further, based on the observation, only a few students were enthusiastic in the teaching learning process.

The classroom action research with cycle model was applied in this research because this research was intended to improve class VIII C students' vocabulary achievement. This research was done collaboratively with the English

teacher of class VIII of SMPN 2 Lumajang. It was conducted in class VIII C of SMPN 2 Lumajang that consisted of 32 students. The observation of the students' active participation and the vocabulary test were the methods that were used in collecting the data. The data were then 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 58.62% in meeting I and 65.62% in meeting II and the students were less actively involved in the teaching learning process. Based on both results of first and second meeting of the first cycle, the average result was 62.12%. It showed that there was an improvement of the students' participation from meeting I to meeting II but did not achieve the target percentage of this research, that was, 75%. Fortunately, the result of the vocabulary test in Cycle 1 achieved the target percentage of this research that 75% of the students got score 75 or more in the vocabulary test. The percentage of the students who got score 75 was 96.87%.

In order to know the consistency result, Cycle 2 was conducted. The process and product evaluations improved in the second cycle. The observation of the students' active participation improved from 75% in meeting I to 90.62% in meeting II. Based on both results of the first and second meetings in the second cycle, the average result was 82.81%. So, the results of both observations in meeting 1 and meeting 2 had achieved the goal in this cycle. For the product evaluation, the percentage of the students who got 75 in the vocabulary test was 100%. Based on those results, it could be concluded that the action in Cycle 2 was successfully done because the results of the students' active participation and the students' vocabulary achievement achieved the objective of the research.

Finally, it could be concluded that the use of crossword puzzles could improve the students' vocabulary achievement and the students' active participation in teaching learning process of vocabulary at SMPN 2 Lumajang.

CHAPTER 1. INTRODUCTION

The first chapter presents some aspects dealing with background of the research, problem of the research, objectives of the research and significance of the research. Each point was higlighted in the following part respectively.

1.1 Background of the Research

English as an international language is used in countries throughout the world, including Indonesia. In this era of globalization, students of Indonesia should master English because if they know English well, they might have a better chance to get a better opportunity in global competition. The language is not only used for communication but also to transfer information to any fields of study such as education, technology, science, politics, social life and many others. In Indonesia, English is considered as the first foreign language that must be learnt by students beginning from Elementary School up to University level. It can be seen from the 2013 Curriculum for Junior High School that the objectives of teaching English are to develop the communication competency, both in oral and written form to reach the level of functional literacy; to raise the awareness of the nature and the importance of English to improve national competitiveness in the global community and to develop the students' understanding about the relation between language and culture. In short, the students are considered as English as Foreign Language learners (EFL learners)

Considering that English is a global language, the students have to master the four skills of English, those are: listening, speaking, reading, writing and the three components namely; vocabulary, pronunciation and grammar. To support those four skills, we need vocabulary which is one of the components which should be acquired and mastered first of the other language components.

One of the keys to succeed in learning a foreign language is by learning its vocabulary.

Wilkins (in Thornbury, 2002:13) states "Without grammar very little can be conveyed, but without vocabulary nothing can be conveyed". It means that the study of vocabulary is at the center while learning a new language. Further, vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure (Mothe, 2013:377). It means that vocabulary of a language is just like bricks for constructing a building. They are vital for the building of a language because language is made up of from words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language if we do not know the words of that language. Therefore, the students have to enlarge their knowledge with sufficient vocabulary because vocabulary is an important component in learning English as a foreign language.

Before conducting the research, a preliminary study in the forms of observation and interview had been done at SMP Negeri 2 Lumajang on 16th August 2014. The observation revealed why English seemed difficult for the EFL students to understand. First, they seemed bored and less active because of the monotonous teaching learning process. The English teacher only used verbal explanation (lecturing) all the time to teach the English material. She taught vocabulary integrated with reading by giving them a text then asked the students to find the difficult words in the text then find the meaning of the difficult words in the dictionary. She added that somehow the students themselves did not have motivation to bring dictionary although they did not know the meanings of some words while learning English in class. If that situation happened, the teacher asked the students to borrow dictionary from the school library.

Further, based on the interview done with English teacher, it was revealed that most of the students used Javanese and Indonesia in their daily communication and activities. Almost all Indonesian students use those languages rather than English in their daily communication or activities so that they had difficulties in mastering English well. Furthermore, she said that she never applied

teaching media such as crossword puzzles in class to teach vocabulary because crossword puzzles are sometime found in English text books.

The English teacher also gave information about VIII C previous English score (see Appendix 4). The VIII C class had 32 students and their score showed that 9 students (28% of the students) got score 75 or higher while 23 students (72% of the students) got English score less than 75. The average score of English in that class was still 68.5. She said that the VIII C class had the lowest mean score of English among the other eight existing classes. Their previous mean scored did not reach the standard score requirement yet. Dealing with the problem happened in VIII C class, the researcher and the English teacher agreed to conduct a classroom action research.

In this case, the researcher proposed crossword puzzle as the instructional teaching media. They are appropriate to be applied in the classroom in order to create a warm climate for success in learning vocabulary to make them interested in learning English vocabulary and avoid monotonous situation. As Karim and Hasbullah (1986:2.36) write:

> *"Salah satu bahan pelajaran Bahasa Inggris yang sagat menarik bagi siswa-siswi SMP, terutama pada jam-jam belajar siang adalah Riddles dan Word Puzzles. Dalam bekerja dengan Riddles dan Word Puzzle siswa berada dalam keadaan santai dan bebas dari ketegangan suasana belajar. Karena itu belajar dengan Riddles dan Word Puzzles sangat disenangi siswa"*

From those statements, it can be concluded that one of the interesting media in teaching English is a crossword puzzle. It means that crossword puzzles could be used to sustain the students' interest in learning vocabulary because while searching the answer of the crossword puzzle, unconsiously, the students use their thought vigorously and direct all their imagination without coercion so that they are pleased to do the activity. Therefore, the English teacher may vary the teaching media to help the students avoid having the passive situation and make them understand better about the materials by using crossword puzzles.

A previous study on how the use of crossword puzzles was able to improve students' vocabulary achievement at SMPN 2 Tegalsari Banyuwangi was

done by Damai (2011). He reported that the use of crossword puzzles could improve students' vocabulary achievement from 67.64% to 82.35% by conducting a classroom action research in 2 cycles. The first cycle of his research could not reach the target percentage required but then his research reached the target score required in the second cycle. The similiar action research done at SMP Negeri 3 Lumajang by Syafiyah (2013), also found that the use of crossword puzzles could improve the students' vocabulary achievement average score from 52.65% in Cycle 1 to 80.25% in Cycle 2. Based on those results, it could be interpreted that crossword puzzles could improve the students' vocabulary achievement.

The differences between this research and those two researches were in the research subject determination, the area determination, kinds of crossword puzzles used and the use of crossword puzzles in the classroom whether they were used as teaching media or teaching techniques. Damai (2011) was implemented crossword puzzles to the same level of eighth the grade students that is in the VIII C class at SMP Negeri 2 Tegalsari Banyuwangi, while Syafiyah (2013) implemented crossword puzzles to the seventh grade students, that is class VII A at SMP Negeri 3 Lumajang. They used crossword puzzles by using pictures as the clues while this research used crossword puzzles with words or phrases as the clues. They used crossword puzzles as teaching techniques through games, while this research used crossword puzzle as teaching media to teach English vocabulary.

Finally, it can be reported that the students of VIII C at SMP Negeri 2 Lumajang had problem in mastering English vocabulary. They had low English mean compared to that of the other classes. In this research, the researcher tried to apply crossword puzzles during the teaching leaning of English vocabulary. By using crossword puzzles as teaching media of learning, it was expected that the students that the students to be able to improve their active participation during the teaching learning process of vocabulary and improve their vocabulary achievement. Therefore, a research entitled *"Improving the VIII C Students' Vocabulary Achievement by Using Crossword Puzzle at SMP Negeri 2 Lumajang"* was undertaken as a way to overcome the problem faced by the students and the English teacher at the school.

1.2 Problems of the Research

Based on the background explained above, the problems of the research are formulated as follows.

a. Can the use of Crossword Puzzle improve class VIII C students' participation in learning vocabulary at SMP Negeri 2 Lumajang in the 2014/2015 academic year?

b. Can the use of Crossword Puzzle improve class VIII C students' vocabulary achievement at SMP Negeri 2 Lumajang in the 2014/2015 academic year?

1.3 Objectives of the Research

Based on the research problem formulation, this classroom action research has the objectives as follows.

a. To improve class VIII C students' participation in learning vocabulary by using Crossword Puzzle at SMP Negeri 2 Lumajang in the 2014/2015 academic year.

b. To improve class VIII C students' vocabulary achievement by using Crossword Puzzle at SMP Negeri 2 Lumajang in the 2014/2015 academic year.

1.4 Significance of the Results of the Research

The results of this research are expected to be useful and give some benefits for the following people.

a. The Students

The result of this research is expected to be useful to improve the students' active participation and their scores in vocabulary achievement. Moreover, the use of crossword puzzles as the media in teaching vocabulary could help the students master English vocabulary better so that they can memorize the words well through crossword puzzle because it would enggage them to learn vocabulary dealing with nouns, verbs, adjectives and adverbs.

b. The English Teacher

Hopefully, the results of this research could be useful for the English teacher. The English teacher may use crossword puzzle as one of the alternative media to create a good atmosphere in teaching English and as an innovation in teaching vocabulary.

c. The Other Researchers

The results of this research can be used as information for other researchers who want to conduct a research with similiar topic by using different research design, such as an experimental design to know the significant effect of using crossword puzzle on students' vocabulary achievement or in using the same research design with different language component to improve the students' vocabulary achievement by using crossword puzzle.

CHAPTER 2. REVIEW OF RELATED LITERATURE

The second chapter deals with the theories underpinned the topic being discussed. They are the definitions of vocabulary, kinds of vocabulary, vocabulary achievement, the definition of Crossword puzzles, kinds of Crossword puzzles, choosing Crossword puzzles in vocabulary teaching, the procedures of using Crossword puzzles, the advantages of Crossword puzzles in vocabulary teaching, the disadvantages of Crossword puzzles, the students' active participation and action hypothesis. The issues are explained in detail below.

2.1 The Definition of Vocabulary

Learning a foreign language, such as English, cannot be separated from practising its vocabulary. It means that when a person learns a language, he or she should learn the words of the language. To learn the words means that he or she should know the vocabulary which is necessary to acquire a language. By knowing and mastering sufficient vocabulary, students were able to make sentences and speak English although it is not grammatically correct.

According Hatch and Brown (1995:1) vocabulary refers to a list or a set of words that individual speaker of language might use. In line with this idea, it can be stated that someone cannot understand and cannot be understood without mastering vocabulary. It is a very important means to express our thoughts and feeling either in spoken or written form. Indeed, neither literature nor language exists without vocabulary (Mothe, 2013:377).

Cameron (1993:34) claims that words seem to be a basic level category in language learning because the students who want to have mastery in a language must have a lot of vocabularies to make it easier and more effective in mastering the language itself. Learning vocabulary is important and becomes the basic thing

to learn for them because the non native learners produce nothing without words. In addition, Fardhani (2003:1) stated:

> "Vocabulary is an important aspect of language learning and no language exists without words. It consist of words in form of signs or symbols. Words are the representative tool of idea that is used by people to express their thought and feeling...."

From the above statement, it can be concluded that vocabulary or words are tools of thought. Having a good storage of words is essential for understanding and communication. Without sufficient vocabulary, someone cannot communicate effectively or express idea. In other words, it can be said that we need vocabulary as a tool to make phrases or sentences to express ideas, feelings and thought to be communicated.

Based on the explanations above, it can be concluded that vocabulary is a number of words that have different meanings. They are important for learners to master many skills in learning English, because those skills need many words or vocabulary for communicating and mastering a language. Thus, the teacher should make a good plan in teaching vocabulary as it will enable the students to understand the lesson that will be presented.

2.2 Kinds of Vocabulary

Hatch and Brown (1995:218) define parts of speech as terms used to classify words based on their functional categories. According to William and Quirk (1990:41), parts of speech are divided into two groups; they are large vocabulary which covers nouns, verbs, adjectives; and adverbs; and small vocabulary which covers pronouns, prepositions, conjunctions, articles, auxiliary verbs, and interjections.

The material of English vocabulary in this research was focused on large vocabulary, which covered nouns, verbs, adjectives, and adverbs since the portion of small vocabulary was less stated in the students' handbook. These were chosen based on the material given to the eighth grade students of Junior High School and the 2013 Curriculum *(Kurikulum 2013).*

2.2.1. Nouns

Hatch and Brown (1995:928) state that noun is a class of words naming or denoting a person, thing, place, action, quality, etc. There are four kinds of noun in English (Thomson and Martinet, 1986:24). They are as follows.

a. Common nouns

Common nouns are general names of things. Thus, they are not capitalized unless they begin a sentence or a part of a title.

Examples: dog, man, table, The White Snake etc.

Examples in the sentences:

Jimmy has a *dog* in his house.

The White Snake movie is now playing in the theatre.

b. Proper nouns

Proper nouns are those that name specific things, they require capitalization.

Examples: France, Madrid, Mrs. Smith, etc.

Examples in the sentences:

Mrs. Smith was born in *France* 35 years ago.

My uncle lived in *Madrid*.

c. Abstract nouns

Abstract nouns are types of nouns that refer to something a person cannot interact with.

Examples: beauty, charity, courage, fear, joy, etc.

Examples in the sentences:

The students conducted a social *charity* last holiday.

I only *fear* of God.

d. Collection nouns

Collective nouns are nouns that refer to things or people as a unit.

Examples: crowd, flock, group, team, etc.

Examples in the sentences:

Our *team* is the winner in that football match.

I could see *a crowd* of people queing the ticket.

This research was concentrated on common nouns, proper nouns, and abstract nouns because they are commonly taught to the eighth grade students as suggested in the 2013 Curriculum.

2.2.2. Verbs

Harmer (2004:37) affirms that a verb is a word (or group of words) which is used in describing an action, experience or state. Additionally, Hatch and Brown (1995:222) state that verbs are words that denote actions. There are two kinds of verbs classified as follows (Thomson and Martinet, 1986:105).

a. Auxiliary verbs

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

to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, to dare, and used.

Example in the sentences:

Jasmine *is* clever student in my class.

Dani *has* no job now.

I *will* visit grandma tomorrow.

b. Ordinary verbs

An ordinary verb is a verb that is not categorized as an auxiliary verb. There are two kinds of ordinary verbs, namely, regular verbs and irregular verbs.

1. Regular Verbs

Regular verbs are verbs having their simple past and past participle formed by adding "d" or "ed" to the infinitive.

The examples of regular verbs are as follows.

Table 1. Regular Verbs

Infinitive	Simple Past	Past Participle
clean	cleaned	cleaned
enter	entered	entered
talk	talked	talked
study	studied	studied
walk	walked	walked

(source: Thomson and Martinet, 1986:105)

Examples in the sentences:

She *cleans* the house everyday.

She *studied* English last night.

2. Irregular verbs

Irregular verbs are verbs in which the simple past and past participle are not added by "d" or "ed" as they do not have fixed rule.

The examples of irregular verbs are as follows.

Table 2. Irregular Verbs

Infinitive	Simple Past	Past Participle
awake	awoke	awaken
bend	bent	bent
cling	clung	clung
do	did	done
eat	ate	eaten

(Thomson and Martinet, 1986:105)

Examples in the sentences:

I *awake* at 5 morning everyday.

I *ate* burger last night.

This research was focused on all verbs covering auxilary verbs, regular verbs and irregular verbs because these verbs were mostly taught to the eighth grade students based on the 2013 Curriculum.

2.2.3. Adjectives

Adjectives are used to highlight qualities or attributes (Hatch and Brown, 1995:228). In addition, Thomson and Martinet (1986:33) stated that there are six kinds of adjectives as follows.

a. Demonstrative

A demonstrative adjective is used to point out persons or things.

Examples: this, that, these, those;

Examples in the sentences:

This car is not safe to drive.

That house is very big.

Those are my friends.

b. Distributive

A Distributive adjective shows the things or persons when taken separately.

Examples: each, every, either, neither;

Examples in the sentences:

Each students had been given a hat.

I like *either* burger *or* pizza.

c. Quantitative

An adjective of quantity indicates the quantity of things.

Examples: some, any, no, little, few, many, much, one, twenty;

Examples in the sentences:

I have *many* friends in school.

She reads books as *much* as she could

d. Interrogative

An interrogative adjective asks a question.

Examples: what, which, when, who, how;

Examples in the sentences:

What bag is that?

Which one is your hat?

e. Possesive

A possesive is used to describe a noun, and it comes before it.

Examples: my, your, our, his, her, its, their;

Examples in the sentences:

He lost *his motorcycle* last month.

Your dress is really beautiful.

f. Of quality

    An adjective of quality indicates the quality of a person or thing.

    Examples: clever, good, dry, heavy, slim, square;

    Examples in the sentences:

    I bought *a good red car* last week.

    My sister has *slim body* shape.

        The main focus of this research was on the adjective of demonstrative, adjective of quantity, adjective of possesive and adjective of quality. This selection is based on the material stated in the 2013 Curriculum for the eighth grade students of junior high school. Moreover, these adjectives are mostly used in the texts that are taught to the eighth grade students.

2.2.4. Adverbs

        An adverb is a word that adds more information about place, time, circumstance, manner, cause, degree, etc. Thomson and Martinet (1986:47) mention five kinds of adverbs as the following with the examples of each.

a. Adverbs of manner   : bravely, fast, happily, hard, quickly, well;

    Examples in the sentences:

    My father does his work *quickly*.

    She sings the song *beautifully*.

b. Adverbs of place   : by, down, here, near, there, up, in;

    Examples in the sentences:

    I see Sherly *near* the hospital with her mother.

    I found my handphone *in* his bag.

c. Adverbs of time   : now, soon, yet, then, late;

    Examples in the sentences:

    They will come back *soon*.

    She is coming *late* this morning.

d. Adverbs of frequency   : always, never, twice, often;

    Examples in the sentences:

    I *always* go to school everyday.

She *often* uses skirt to work.

e. Adverbs of sentence : certainly, definitely, surely, luckily;

Examples in the sentences:

They *certainly* work hard all day.

He *definitely* left the office this evening

f. Adverbs of degree : fairly, hardly, rather, too, very, enough;

Examples in the sentences:

The price of her bag is *too* expensive for me.

The house is not big *enough* for us.

g. Adverbs of interrogative : when, where, why;

Examples in the sentences:

When did Prilly buy the new shoes?

Where did you find the bag?

h. Adverbs of relative : who, where, whose, whom.

Examples in the sentences:

I did not remember the girl *who* talked with you last night.

That is the beach *where* we met last year.

This research was focused on adverbs of place, manner, time and frequency since they are mostly used as the vocabulary teaching materials for eighth grade students. This selection is based on the material in the 2013 Curriculum.

2.3 Vocabulary Achievement

Vocabulary of a language is just like bricks of a high building. Despite its small pieces, they are vital to the great structure (Mothe, 2013:377). The study of vocabulary is at the center while learning a new language. This is because we cannot understand the words or sentences without understanding the meanings of vocabulary. Additionally, we should know the vocabulary when we are communicating or sharing ideas with other people. In short, learning vocabulary is a key factor when learning a foreign language.

According to Hughes (2003:12) achievement is related to test that is done to discover how successful students have been in achieving the objective of a course. It means that achievement is defined as the amount or level of learning that the students have acquired after joining an instruction. In this research, the students' vocabulary achievement will be defined as the quality of the students' vocabulary that is shown by the scores of a vocabulary achievement test covering nouns, adjectives, verbs and adverbs (large vocabulary). It means that a skill or knowledge of vocabulary which is important to be owned by the non-native learners in learning English, because it will make them easier to communicate. Besides, the learners will be able to use various words if they have a lot of vocabularies. The students were taught vocabulary not only using verbal explanation but through the use of Crossword puzzles.

2.4 The Definition of Crossword puzzles

Crossword puzzles is one of teaching media that is used in the learning process. Subsequently, a range of Crossword puzzles definitions were drawn from several sources.

According to Wiley and Wiley (2010) Crossword puzzles is an arrangement of numbered squares to be filled in with words, a letter to each square, so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically. Furthermore, Spivey and Loraine (2010:2) wrote:

> "A crossword puzzles as one kind of puzzle game that require players to use a clue to figure out a specific word and write each letter in the corresponding squares that overlap with other words in the puzzle."

Therefore, it can be concluded that Crossword puzzles are media in the forms of games consisting of an arrangement of words which had to be filled into numbered squares that go across and down.

2.5 Kinds of Crossword puzzles

Karim and Hasbullah (1986:2.37) stated that there are two kinds of Crossword puzzles namely:

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

For example:

Crossword puzzles (Fruits)

(Taken from http://www.english-4kids.com/puzzlesheets.html)
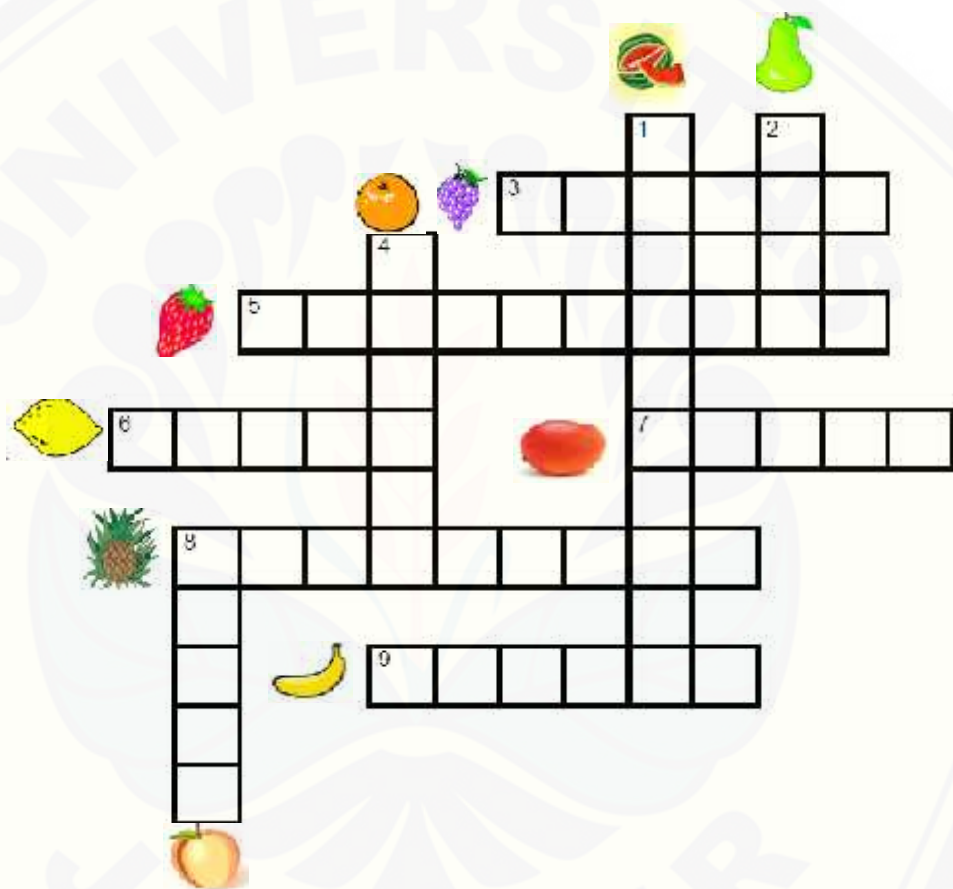
The Answer of Crossword puzzles (Fruits)

Across : 3. Grapes; 5. Strawberry; 6. Lemon; 7. Mango; 8. Pineapple; 9. Banana

Down : 1. Watermelon; 2. Guava; 4. Orange; 8. Peach

2.5.2 Crossword puzzles by using words or phrases as the clues.

This is kind of Crossword puzzles in which the students find the names of the things based on the words or phrases provided.

For example:

Antonyms

								¹L	O	O	²S	E
	³R			⁴N							H	
⁶W	O	N	D	E	R	F	U	⁷L		⁵F	A	S	T
	U			A				O			L	
⁹H	I	G	H	R				N			L	
	H							G		⁸H	O	T
										A	W	
										P		
				¹⁰C	H	E	A	P				
										Y		

ACROSS	**DOWN**
1. The opposite of tight	2. The opposite of deep
5. The opposite of slow	3. The opposite of smooth
6. The opposite of terrible	4. The opposite of far
8. The opposite of cold	7. The opposite of short
9. The opposite of low	8. The opposite of sad
10. The opposite of expensive	

(Taken from http://www.havefunteaching.com/files/worksheets/themes/antonyms/antonyms-crossword-puzzle.pdf)

In this research, the researcher used the Crossword puzzles using words or phrases as the clues because this research covered large vocabulary (nouns, verbs,

adjectives and adverbs). It was difficult to construct Crossword puzzles which provide pictures as the clues especially since the pictures of adjectives and adverbs cannot be drawn while they are used as the clues for solving the Crossword puzzles. Therefore, the researcher used the Crossword puzzles using words or phrases as the clues.

2.6 The Use of Crossword puzzles in Vocabulary Teaching

Teaching vocabulary is one of the important things in teaching English because we cannot understand the words or sentences without understanding their meanings. Vocabulary helps the listener and the reader understand both spoken and written messages. By applying appropriate media to learn new vocabulary, the students will find words easier to remember.

Teaching English as a foreign language is challenging. This is because the teacher must be able to bring the students into an interesting atmosphere of learning especially in learning vocabulary. An interesting atmosphere can be done by constructing or choosing crossword puzzles to arouse the students' interest and active participation in the teaching learning process. The teaching learning of vocabulary achievement in this research was integrated with reading skill because the rsearcher used some words stated in the reading text by taking out some words. Further, the researcher took somewords on nouns, verbs, adjectives and adverbs that were distributed in constructing crossword puzzles.

In this research, the use of crossword puzzles was implemented as teaching media in form of chart (banner). So that the students can interact with the media by filling the blank squares that go across and down. Karim and Habullah (1986:2.36) say that one of the interesting media in teaching language is a crossword puzzle. It means that crossword puzzles can be used to sustain students' interest. The constructions of the media consisted of arranging the words to cross the appropriate points. The arrangement was made to correspond from the horizontal and vertical clues. Thus, the teacher had to select the words which were used in the crossword puzzles and the words had to be suitable with the topic or theme that they studied.

Considering the opinions above, it can be concluded that crossword puzzles can be used by the English teachers to arouse the students' interest in learning English vocabulary. In addition, the teachers should be able to select suitable Crossword puzzles appropriate with the topic or sub-theme based on the curriculum.

2.7 The Procedures of Using Crossword puzzles in the Teaching Vocabulary

A crossword puzzle as one of the teaching media can train the students to look for the relation of the answer in the squares given (Karim and Hasbullah, 1986:2.51-2.52). In teaching vocabulary by using Crossword puzzles, the teacher should use the procedures appropriately because it can promote the success of teaching learning vocabulary itself. Further, it is suggested to follow the procedures of using Crossword puzzles in the classroom as follows.

1. Prepare the Crossword puzzles based on the topic discussed. Teachers can take it from books or other sources or they can create it by themselves.

2. The English teacher explains how to fill in the Crossword puzzles to the students.

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

4. The English teacher asks the students to fill in the Crossword puzzles individually or in pairs and gives limited time to the students to finish the Crossword puzzles.

5. The English teacher discusses with the students about the correct answers of the Crossword puzzles. (Karim and Hasbullah, 1986:2.51-2.52)

In this research, the researcher adapted the procedures of using Crossword puzzles and made the Crossword puzzles by herself while conducting the research. The procedures were as follows.

1. Distributing the reading texts and the students' worksheets

2. Asking the students to read the text given

3. Giving explanation about recount text

4. Explaining the material about parts of speech covering adjectives, nouns, verbs and adverbs based on the text given

5. Asking the students to classify verbs, nouns, adjectives and adverbs from the text, in pairs

6. Discussing the answers

7. Asking the students to guess the Crossword puzzles clues in the students' worksheet given from the problem

8. Asking the students to complete nouns, verbs, adjectives, adverbs in Crossword puzzles using the clues provided

9. Discussing the answers with class and collecting the students' work

By adapting the procedures, it was expected that the process in applying Crossword puzzles be successful to gain better vocabulary achievement.

2.8 The Advantages of Using Crossword puzzles in Teaching Vocabulary

Crossword puzzles has a great deal of benefit. Jones (2013:3) stated by doing problems of the vocabulary through Crossword puzzles, it will help students' sharpen their mental skill because by reading the clues and looking at the corresponding slots, the students will already know how many letters the answer has. Moreover, by solving a crossword puzzle, it will help students improve their vocabulary.

In addition, Karim and Hasbullah (1986:2.34) state the advantages of Crossword puzzles as follows.

a. Crossword puzzles can stimulate students' interest in learning vocabulary.

A Crossword puzzles is a kind of teaching medium that makes the students curious about how to fill the puzzles because when the students try to fill in the corresponding squares that go across and down, they may be continously interested in doing this activity so that it can bring students' interest in learning vocabulary.

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

Vocabulary media such as Crossword puzzles can make the students relaxed and free from stress to learn English as a foreign language. Therefore, the

teacher must handle this activity in a fun activity so that the students will do the activity enthusiastically.

c. Crossword puzzles can motivate students in learning vocabulary.

Crossword puzzles will indirectly make the students engaged with learning vocabulary because by solving the clues given and filling in the squares, the students will be motivated in learning vocabulary.

d. Crossword puzzles can increase the students' vocabulary.

The students will find new vocabulary from the clues or the answer of Crossword puzzles. They will get more vocabularies by doing Crossword puzzles so that their vocabulary will increase.

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

It will be easy for the students to remember the words because they will get some experiences while they fill in the blank squares.

To sum up, those advantages which are stated by the experts might be gained if the teacher is creative in using the Crossword puzzles in teaching vocabulary. The advantages could be seen from students' participation during the teaching learning process.

2.9 The Disadvantages of Crossword puzzles

Crossword puzzles also have disadvantages in teaching vocabulary. As stated by Adenan (1992:66) that Crossword puzzles is a little bit confusing. The students found it hard to complete the letters in squares. If the students fill one incorrect letter to the square it can break all the letters.

Furthermore, Gilbert *et al.* (2011:178) state that the disadvantages of using Crossword puzzles are as follows.

a. "It generally addresses only the cognitive domain."

While someone tries to fill in the Crossword puzzles, they will mostly use their cognitive domain, because they will try to think and find the correct answer to fill in the Crossword puzzles. Cognitive domain revolves around their knowledge about the problem or the clues that they face or given in the

Crossword puzzles. The students will seem like they only focus on solving the problem by themselves because they have to think the answer and ignore the affective domain. To overcome this disadvantage, the teacher may ask the students to do it in pair with their partner so that they will work together cooperatively and share to solve the problem.

b. "It requires time to develop or to create Crossword puzzles."

The above statement is true because the researcher already made and knew how much time was spent to develop or create a crossword puzzle. Further, this research focused on vocabulary achievement which was integrated with reading skill so that the researcher had to be careful in selecting the words taken from the text to create crossword puzzles. To minimize this disadvantage, chose simple and understandable words from the text based on the theme for the students and then created a simple crossword puzzle.

c. "It requires equipment to reproduce."

Crossword puzzles are one of the media that can help students in learning vocabulary easily. We need equipment to reproduce them because they belong to teaching media that cannot be used twice every time the teacher must present the lesson materials with different topic or theme. Thus, the teacher must provide appropriate crossword puzzles related to the topic or theme. Since crossword puzzles in this research was as teaching media, the researcher made them by herself by using some equipments such as square paper for constructing the Crossword puzzles, then made them into visual crossword puzzles through computer or laptop and then printed them in the forms banners.

d. "It is sometimes viewed as busy work."

It is sometimes viewed as busy work for learners because solving problems is a much more active type of learning, and will engage the students with the material. To overcome this disadvantage, the teacher may ask the students to do it in pair with their partner so that they will work together. Therefore, is much better to invite two students into one to work in pairs to solve the

problems because they will not be busy as it seems when they can complete the Crossword puzzles together.

To overcome the above disadvantages, the researcher created simple and understandable crossword puzzles by taking some words from text, developed and made the crossword puzzles then printed them out for the students. Besides, the researcher asked the students to work cooperatively and shared to solve the problem together.

2.10 Types of Texts Taught to the Eighth Grade of Junior High School

SMP Negeri 2 Lumajang applies 2013 Curriculum in teaching English. All of the language skills (listening, speaking, reading and writing) and the language components (vocabulary, grammar, pronunciation) are taught integratively with the purpose of making students understand English well.

Based on the 2013 Curriculum, there are three types of text that should be taught for the eighth graders, namely: descriptive text, recount text and procedure text. The focus of the text in this research was recount text because it gave the students understanding about the steps and facts needed while they told their experience or someone else's experience in the past.

2.10.1 Recount Text

2013 Curriculum for SMP and MTs states that there are three genres of text that the eighth grade junior high school students should master. They are descriptive, recount and procedure texts and this action research was focus on recount text.

A recount involves a sequence of events to construct a past experience by retelling events and incidents in an order in which they occurred (Goatly (2000) in Anfas, 2012:10). According to Derewianka (1990:148), recount text can be divided into three types, namely; personal recount, factual recount and imaginative recount.

a. Personal recount exposes events in which the writer or author involves or acts in those events, such as funny incidents, entries of diaries and so on.

b. Factual recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation and so on.

c. Imaginative recount is an unreal event or story such as reading texts for language lesson, a story about life of a slave or about someone's dream.

This research was focused on the personal recount with some themes used, namely; animal, unforgettable experience, social charity and holiday. It was selected based on the material in the 2013 Curriculum of Junior High School for the eighth grade students.

2.11 The Students' Active Participation

Participation is making relation with others related to thinking, feeling, and certain activity (Setiadi, 19984:6). It can be concluded that participation is an act to take a part and to share feelings or opinions.

The students' active participation means the students' action of sharing and taking part in the classroom activities during the teaching learning process, especially in teaching and learning vocabulary by using Crossword puzzles. The indicators of the students' active participation were as follows.

a. The students answered the teacher's oral questions;

b. The students asked questions related to the words/clues in Crossword puzzles;

c. The students actively discussed the task with their partner;

d. The students guessed the clues of Crossword puzzles;

e. The students did the vocabulary exercises by using Crossword puzzles in pairs.

A student was catagorized as active student if they performed at least 3 or more indicators. If they performed less than 3 indicators, they were categorized as passive students.

2.12 Action Hypothesis

Related to the review of theories and relevant research outcomes above, the research hypotheses are formulated as follows.

1. The use of Crossword puzzles can improve class VIII C students' active participation in learning vocabulary at SMP Negeri 2 Lumajang in 2014/2015 academic year

2. The use of Crossword puzzles can improve class VIII C students' vocabulary achievement at SMP Negeri 2 Lumajang in 2014/2015 academic year
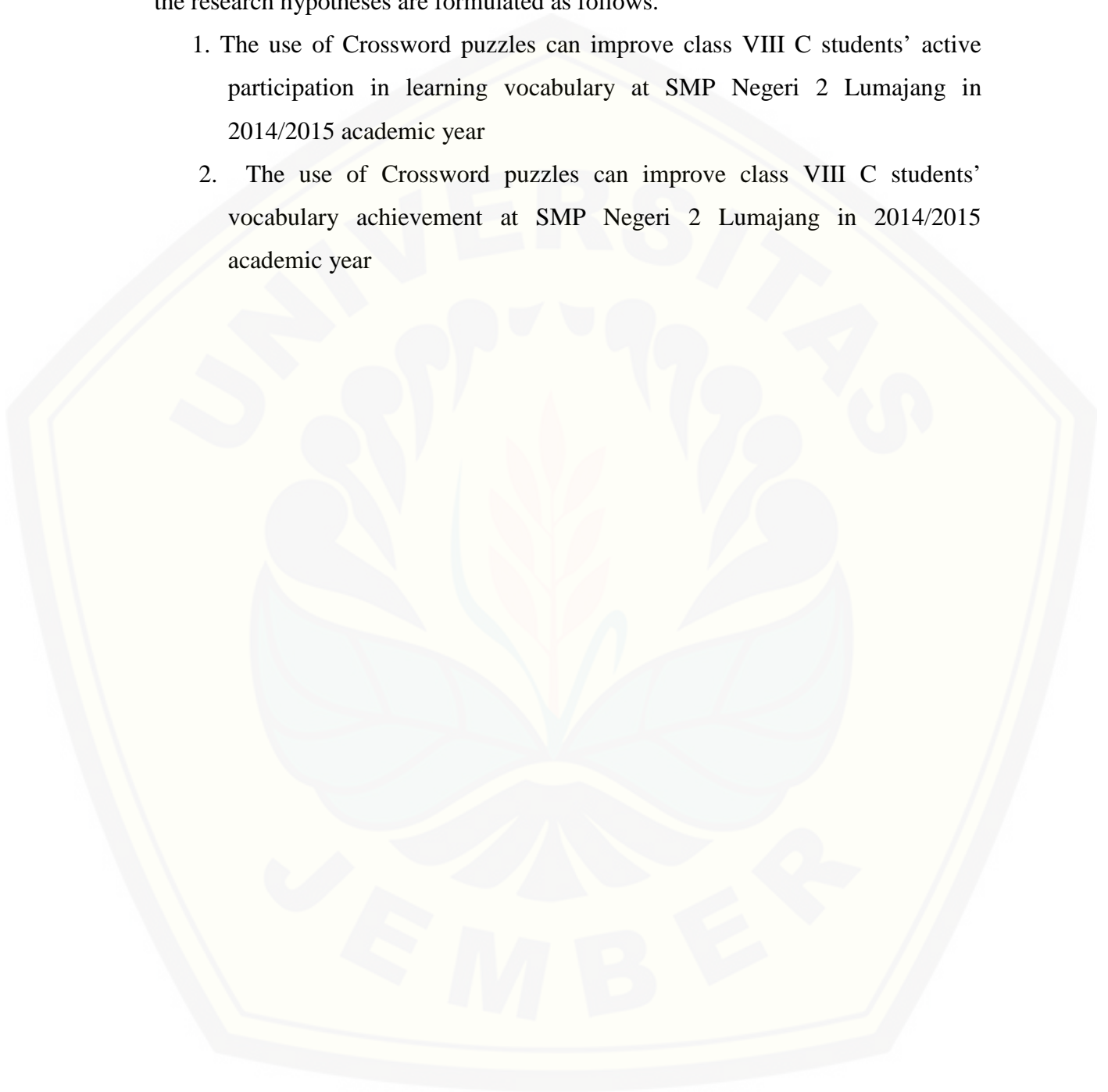
CHAPTER 3. RESEARCH METHODS

The third chapter deals with the research methods that used in this research. They include research design, area determination method, subject determination method, data collection method, and data analysis methods. The points are presented in the following parts.

3.1 Research Design

Classroom Action Research is the design of this research. McMillan (1992:12) states that a classroom action research is a type of applied research in which its purpose is to solve a specific classroom problem or make decision at single local site. Further, according to Gay *et al.* (2011:507), action research in education is any systematic inquiry conducted by the teachers, principals, school counselors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and the students learn. To sum up, a classroom action research is a research which is intended to solve practical problems in teaching learning process. This classroom action research was intended to overcome the students' problem on vocabulary and the improvement of their vocabulary achievement.

In conducting the classroom action research, the researcher needs to do it collaboratively with another researcher or team (Arikunto, 2006:90). Related to that statement, this classroom action research was conducted collaboratively with the English teacher of VIII C at SMP Negeri 2 Lumajang in order to solve the problem, especially in the class having problem on vocabulary achievement. The collaboration was conducted in four points, they are: planning the action, implementing the action, observation, and doing reflection. The classroom action research of the present study was conducted in cycle model. The design of the classroom action research is illustrated in the diagram below.

Diagram 1. The Diagram of the Classroom Action Research

Preliminary Study – Interviewing the English teacher – Fact finding – Choosing the action	Revising some necessity aspects	**Unsuccessful**: does not meet the research target

Planning – Preparing the crossword puzzles as materials – Constructing the lesson plan – Preparing the test – Preparing the observation guide – Determining the criteria of success	**Implementation** – Teaching vocabulary by using crossword puzzles – Observation – Administering vocabulary test	**Reflecting** – Analysis – Reflection

- The action is continued to cycle 2 - Reporting the result	**Successful**: Meet the research target

(Adapted from Lewin, 1980 in Elliot, 1993:70)

The activities of the research used the following procedures.

1. Doing preliminary study by interviewing and observing the eighth grade English teacher to find out information related to current condition of teaching learning process of vocabulary.

2. Finding out some documents as supporting data.

3. Finding out the class (as the research subjects) which had difficulties and the lowest mean score of English subject from the school document and information from the English teacher.

4. Planning the action by preparing and constructing lesson plans for the first cycle and observation checklist.

5. Implementing the actions in the first cycle that was teaching vocabulary by using crossword puzzles. In this step, the researcher did the teaching learning process collaborivelly with the English teacher. In the first meeting, the researcher was doing the teaching during the learning process while the English teacher was doing the observation and changed the position in the second cyle.

6. Administering vocabulary test that covered nouns, verbs, adjectives and adverbs to the research subjects after giving the action in the first cycle.

7. Scoring the test and computing the observation checklist statistically.

8. Reflecting the results of the observation and the vocabulary achievement test in the first cycle descriptively.

9. Planning the second cycle by constructing the lesson plans whether or not the first cycle was successfully achieved to ensure on the consistency result

10. Implementing the action in the second cycle by using crossword puzzles in teaching vocabulary with some necessary revisions of the things found in cycle 1.

11. Administering vocabulary achievement test on the second cycle, in the third meeting.

12. Analyzing the result of vocabulary test statistically and computing the results of observation.

13. Reflecting the result of the classroom observation and vocabulary achievement test in the second cycle.

14. Drawing conclusion to answer the research problems.

3.2 Area Determination Method

The area of this research was determined purposively because of some reasons. Fraenkel and Wallen (2012:100) state that purposive method is a method employed in choosing a research based on certain purpose or reason. This

classroom action research was conducted at SMP Negeri 2 Lumajang. This school was chosen because of some considerations as follows.

1. The Headmaster of SMP Negeri 2 Lumajang gave permission to the researcher to conduct this classroom action research collaborativelly with English teacher.

2. Through an interview with the English teacher of SMP Negeri 2 Lumajang, it was found that the eighth year students still had problem in learning vocabulary and low score in English subject, especially class VIII C

3. The English teacher never applied crossword puzzles in teaching vocabulary.

3.3 Research Subject Determination Method

McMillan (1992:68) defines subject of a research as individual who participates in a research study. The research subjects of the present study were the eighth year students of SMP Negeri 2 Lumajang, especially the students of class VIII C in the 2013/2014 academic year. There are eight classes of VIII grade. Among the eight existing classes, the researcher took one class purposively because according to the information given by the English teacher and the students' English mean score, this class had the lowest English score, that was 68.5 whereas the standard score of English in that school is 75. Thus, the students' English score especially their vocabulary achievement of VIII C class needed to be improved. The following table was the vocabulary mean score of grade VIII at SMP Negeri 2 Lumajang.

Table 3. The Students' English Mean Scores of Grade VIII

No	Classes	Scores
1.	VIII A	89.5
2	VIII B	89.8
3	VIII C	68.5
4	VIII D	74.2
5	VIII E	79.4
6	VIII F	80.9
7	VIII G	73.3
8	VIII H	70.7

(source: School Document)

3.4 Operational Definitions of the Key Terms

The operational definitions of the key terms are intended to avoid misunderstanding between the researcher and the readers about the concept used in this research. Those terms are operationally defined below.

3.4.1 Crossword Puzzle

Crossword puzzles refer to the kind of teaching media that was used to teach vocabulary in this research. The crossword puzzles were constructed by the researcher. In this research, the researcher used the crossword puzzles by using the clues in the form of words or phrases. The words asked in the clues of crossword puzzles were taken from recount text. The words consisted of nouns, verbs, adjectives, and adverbs.

3.4.2 Vocabulary Achievement

Vocabulary achievement in this research was represented by the scores of the students' vocabulary test covering nouns, verbs, adjectives, and adverbs. The vocabulary achievement test was conducted after the students had been taught vocabulary by using crossword puzzles in each cycle.

3.5 Data Collection Method

To collect the data needed (primary data and supporting data), vocabulary test and observation checklist were used to get the primary data, while the supporting data were gathered through interview and documentation. The methods of collecting the data are explained as in the following parts repectively.

3.5.1. Vocabulary Test

According to McMillan (1992:114), test is an instrument to measure skill or knowledge that presents to each subject a standard set of questions that requires the completion of cognitive task. Moreover, Arikunto (2006:150) says that a test is an instrument that is used to measure skills, knowledge, and talents of individual or group. In addition, Hughes (2003:11) explains that there are four

types of test, those are proficiency test, achievement test, diagnostic test, and placement test. Achievement test was used in this research with the aim of measuring the students' vocabulary achievement by using crossword puzzles after the action was done. The purpose of achievement test is to measure how successful individual students have achieved the goal of teaching and learning process (Hughes; 2003:13).

A good test must be valid and reliable (Arikunto, 2006:168). In addition, Heaton (1991:164) says that validity and reliabilty are two criteria for evaluating any test because the ideal test should be both valid and reliable. A test is said to be valid if it measures accurately what is intended to be measured (Hughes, 2003:26). Further, it is said that the test is said to be reliable whenever it can give consistent result. It means that a test is considered reliable if the test is administered at different time but it has the same results each time. Therefore, the test that was administerred should fulfill validity and reliabilty.

Hughes (2003:26-33) also classifies validity into four types, namely content validity, criterion-related validity, construct validity, and face validity. In this research, the researcher emphasized face validity and content validity in evaluating the test. Content validity is necessary to be established by the researcher. The reason was that the test items were constructed based on the material stated in 2013 Curriculum. According to Heaton (1991:159) a test has face validity if it looks right to other testers or teachers. Therefore, the researcher consulted the English teacher and both of the advisors about the test before administering it. Further, reliability deals with the consistency of the score achieved after having a test. According to Djiwandono (1996:98) reliability is defined as a characteristic of a test that has the ability to produce a measurement of a consistency, unchanging, and though it is used repeatedly on the same target. Based on Hughes (2003:36) the ways to know the reliability of a test is by using intra-reliability or inter-reliability. Intra-reliability is the reliability which can be found based on the score given by one scorer or one rater. Meanwhile, inter-reliabilty is the reliabilty which can be found based on the score given by two scorers or two raters. There are two methods in applying intra-reliability; they are

split half method and test-retest method. Hughes (2003:40) states that split half method is the way to find reliability by giving the test takers two scores. One set of scores is for one half of the test, the second set of scores is for the other half. The two sets of scores are then used to obtain the reliability coefficient. In order to make this method work, it is necessary for the test maker to split into two halves which are really equivalent (odd numbers and even numbers) while, test retest is having two sets of scores by administering the test twice (Hughes, 2003:39). The researcher used split half method in order to know the reliabilty by using Product Moment formula.

$$rXY = \frac{\Sigma xy}{(\Sigma x^2)(\Sigma y^2)}$$

Notes:
r : the coefficient correlation variables between X and Y
x : the difference of each score on variable X with a mean score of the variable X
y : the difference of each score on variable Y with a mean score of the variable Y
xy : the multiplication between x and y
x^2 : the square of x
y^2 : The square of y

(Mashud, 2000:48)

Then, the result of the Product Moment formula was used to find out the reliability coefficient of test by using Spearman-Brown formula.

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

Notes:
r_{11} : the reliability coefficient for the whole test items
r_{xy} : The correlation coefficient of product moment

(Adopted from Sudijono, 1996:219)

Regarding the scoring method, Djiwandono (1996:27-29) states that there are two kinds of test based on the way of scoring. They are subjective test and objective test. A test is being categorized as subjective test, if it is influenced by or depends on the impression and opinion of the rater. In contrast, objective test is a test in which the scoring system is done objectively or reduces the subjectivity from the rater. The characteristics of objective test are based on the scoring system which can be done with the same result, stable, even though the scoring is

done repeatedly or done by other raters (Djiwandono,1996:28). Objective test was applied in this research since the types of the test used in this research is in the form of multiple choice which provided more than two alternatives on answers to choose.

In this research, the vocabulary test was constructed by the researcher. The vocabulary test materials consisted of 40 items in the form of multiple choice with equal numbers taken from the words used in reading text from meeting 1 and meeting 2. Each component covered 10 items for nouns, 10 items for verbs, 10 items for adjectives, and 10 items for adverbs. There were 20 words from meeting 1 and 20 words from meeting 2. The reading texts were taken from the English book used by the English teacher and internet. The researcher discussed and chose the materials by consulting with the English teacher and the thesis consultants.

Moreover, Djiwandono (1996:110) states that to do any kinds of objective tests, such as multiple choice test, the test takers do not need to write the answer completely in the form of long sentences. As the result, to answer one test item or answer a question does not spend much time because the test taker only needs to understand the questions or answer the questions, choose or find the answer and then record their choice into the answer sheet. It took for about a minute to answer a question and each correct answer was scored 2.5.

3.5.2. Observation Checklist

In this classroom action research, observation was conducted in each meeting. The purpose was to observe the students' participation during the teaching learning process in the classroom. McMilan (1992:128) points out that observation in the classroom action research is used to describe the activities, responses, and involvement of the students in the teaching learning process.

There are five important indicators used in this research to observe the students' active participation

1) The students answered the teacher's oral questions;

2) The students asked questions;

3) The students actively discussed the task with their partner;

4) The students guessed the clues of the crossword puzzle

5) The students did the vocabulary exercise by using crossword puzzle in pairs.

Table 4. The Sample of the Students' Active Participation Checklist

No.	The Students' Initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories	
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1.															
2.															
3.															
4.															
5.															

Active = at least 3 indicators performed

Passive = less than 3 indicators performed

3.5.3. Interview

Interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded (McMillan, 1992:132). The type of interview that was used in this research was semi-structured interview. According to Arikunto (2006:156) semi-structured interview deals with a list of questions and details to get the information needed during the process of interview. In line with that statement, the researcher prepared a list of questions for the English teacher covering the English curriculum used in the school, the book used in the English subject especially in teaching, the media used in teaching learning process, the way how the English teacher teaches English especially vocabulary, the problems the students have on the English subject especially English vocabulary, and so forth.

3.5.4. Documentation

Documentation is used to get data from written documents, such as books, reports, daily notes, etc (Arikunto, 2006:158). The documents used in this

research covered the names of the research subjects and the students' previous scores on English subject of the eighth grades at SMP Negeri 2 Lumajang .

3.6 Research Procedures

As stated previously, the research design was classroom action research that was done in a cycle model. There were four stages that had to be done in each cycle, they were: planning the action, implementation of the action, class observation and evaluation, data analysis and reflection of the action. The detail activities in each stage are explained as in the following sub-sections respectively.

3.6.1. Planning of the Action

In this research, planning of the actions refers to the activities done before implementing the action. The steps were as follows.

Cycle 1

1. Preparing the materials of crossword puzzles.
2. Constructing the lesson plans of the first cycle. (Meeting I and meeting II).
   (See appendices 6 and 7)
3. Preparing the students' tasks.
4. Preparing the observation checklist containing the indicators to be observed in the teaching learning process of vocabulary by using crossword puzzles.
5. Constructing the vocabulary achievement test.
6. Setting the criteria of success of the action.
7. Constructing and evaluating the instrument of vocabulary achievement test for the next cycle.

3.6.2. The Implementation of the Action

The implementation of the action in this research was done during the school hours and adjusted with the schedule of the English lesson. The actions in each cycle were divided in two meetings and it was followed by administering a vocabulary test in the third meeting. This activity was done collaboratively with the English teacher. In the first meeting, the researcher did the teaching activity

and the English teacher observed the students' participation during the teaching learning process; then in the second meeting the position was exchanged. The English teacher did the teaching activity while the researcher observed the students' participation during the teaching learning process. The implementation of the action in Cycle 2 was almost the same as that of the action in Cycle 1.

3.6.3. The Classroom Observation and Evaluation

The observation and evaluation in this research were needed to be done because the function was to know the students' progress in teaching and learning process of English vocabulary by using crossword puzzles. The activities done in the classroom observation and evaluation were as follows.

a. Observation

The observation in this research was done in order to know the students' active participation in the teaching learning process. An observation guide in the form of checklist was used by the English teacher during the activity of teaching vocabulary by using crossword puzzles. The indicators of observation were as follows.

1) The students answered the teacher's oral questions;

2) The students asked questions;

3) The students actively discussed the task with their partner;

4) The students guessed the clues of the crossword puzzle;

4) The students did the vocabulary exercise by using crossword puzzle in pairs;

The students were categorized as active students if they fulfilled at least three indicators of observation stated in the checklist. The standard percentage of the students' active participation was 75%. It means that this research achieved the active category if 75% of the students were active in the teaching learning process of vocabulary.

b. Evaluation

The evaluation in this research was done to know whether or not the use of crossword puzzles as teaching media could improve the students' active participation and the students' vocabulary achievement in the teaching learning process of vocabulary. The evaluation done covered the process and the product evaluations.

The process evaluation was carried out by conducting observation in every meeting in each cycle during the teaching learning process of vocabulary by using crossword puzzles. It was intended to obtain the data about the students' active participation in the teaching learning process.

3.6.4 The Criteria of Success of the Action

The product observation was undertaken at the end of each cycle in the form of vocabulary test. It was intended to get the students' scores of vocabulary achievement after being taught vocabulary using crossword puzzle. The criteria used to evaluate the success of the action were as follows.

1) The use of crossword puzzle as teaching media can improve the students' active participation in the teaching and learning process of vocabulary achievement if 75% of the students can achieve at least 3 indicators stated in the observation checklist.

2) The use of crossword puzzle can improve the students' vocabulary achievement if 75% of the students get at least 75 the score of vocabulary test.

3.6.5 The Data Analysis and Reflection of the Action

Data analysis and reflection are needed to do in order to analyze the obtained data and to know about the students' improvement vocabulary achievement after being taught by using crossword puzzles. The data analysis and reflection are discussed in the following part.

a. Data Analysis

The purpose of the data analysis is to analyze and interpret the data into meaningful information. The results of the students' vocabulary achievement test were analyzed quantitatively by using the following formula:

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

Notes:

E = the percentage of the students who gain score   75

n = the number of the students who get vocabulary test score   75

N= the number of the students doing the test

(Ali, 1993:186)

To find the percentage of the students' active participation, the following formula was used:

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

Notes:

E = the percentage of the students' active participation in the vocabulary teaching learning process

N = the number of the students (the research subjects).

n = the number of the students who are categorized as active students

(Ali, 1993:186)

b. The Steps of Data Analysis

In this research, the data needed to be analyzed were the primary data. The primary data in this research were derived from the observation and the vocabulary achievement test. The steps to analyze the data in cycle 1 were the same as those to analyze the data in cycle 2. The steps in doing the observation were as follows.

1) Doing observation during the teaching learning process of vocabulary by using crossword puzzles by collaborating with the English teacher. In each cycle, the researcher taught vocabulary in the first meeting while the English teacher observed the students in the second meeting.

2) Collecting the result of observation.

3) Discussing the result of the observation with the English teacher.

4) Determining and counting the number of students who were categorized as active students and those who were categorized as passive students during the teaching and learning process of vocabulary by using crossword puzzles.

5) Using the formula to found out the percentage of the students who were categorized as active students and passive students during the teaching and learning process of vocabulary by using crossword puzzles.

Meanwhile, in administering vocabulary test, the steps were as follows.

1) Administering the vocabulary achievement test to the students after implementing the action.

2) Scoring the vocabulary test.

3) Discussing the result of vocabulary test with the English teacher.

4) Counting the number of students who passed the vocabulary test and who did not.

5) Using the formula to found out the percentage of the students who had succeeded in achieving the standard minimum score that was 75 in vocabulary test.

c. Reflection of the Action

The reflection was conducted to reflect the result of the actions done by the researcher. It covered the results of the observation and test. The reflection had the aim to know whether the action could improve the students' active participation and achievement and active participation or not. The result of reflection became a guide to conduct the next cycle.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter presents the results of this classroom action research. They are: the results of Cycle 1, the results of Cycle 2 and discussion. Each point is higlighted in the following part respectively.

4.1 The Results of the Action in Cycle 1

This sub chapter presents four aspects done in cycle 1. They include the implementation of the actions, the result of two observations, the result of the students' vocabulary test, and the result of reflection. The detail is elaborated in the following parts as follows.

4.1.1 The Implementation of the Action in Cycle 1

The implementations of the actions in cycle one were done in three meetings. They were carried out based on Lesson Plan 1 and 2 which were constructed by the researcher and consulted to the consultans and the English teacher. Both lesson plans were integrated with reading skill. In addition, the time allocation was 2x40 minutes for each meeting. The third meeting was used for English vocabulary test.

The first meeting in cycle 1 was done on November 20th, 2014. At that time, the teacher was the researcher, while the English teacher observed the students during the teaching learning process of vocabulary. The first meeting was done based on Lesson Plan 1 with topic Animal.

The first stage in the teaching learning process was introduction. After greeting the students and introducing herself, the researcher checked the students' presence. Unfortunately, three students were absent because they were sick. Next, the researcher asked some leading questions to the students and showed a picture of an animal market related with the recount text given. This activity was intended

to arouse the students' interest in the topic discussed. Then, the researcher stated the objective of the teaching learning.

The second stage in the teaching learning process was implementing the main activities. First, distributing the reading texts and the students' worksheet. Then, asking them to read the text given entitled "Going to Animal Market". It was a recount text taken from an English book. In this stage, some of the students were active to ask the meaning of some words that they did not understand after reading the text. Then, the researcher asked the other students to answer their friends' questions. Some of them raised their hands and tried to answer. The time allocation that was needed for these activities was 20 minutes.

Next activities were explaining the material about a recount text to the students followed by giving them explanation about parts of speech covering nouns, verbs, adjectives and adverbs. These activities were intended to associate the language focus, that is, teaching vocabulary with the language skill, that is, reading. Then, the researcher asked the students to do the first task that was classifying words in the box into the column of nouns, verbs, adjectives and adverbs, in pairs. There were 20 words that the students had to classify and the time allocation that was needed for this activity was 10 minutes. After that, the researcher discussed the task and the answer with the students.

Further activity was asking the students to do the second task that was completing crossword puzzle. The first step was by asking the students to guess the clues given. The students had 5 minutes to guess the clues given. Then, it was continued by asking the students to work in pairs to complete the crossword puzzle from the words available in the text. There were 20 clues provided to complete the crossword puzzle. This activity lasted for 20 minutes, then checking the answer with the class. The last stage was closure. In this activity, the researcher guided the students to draw a conclusion about the material that had been taught, and then parting the students.

The second meeting of cycle one was conducted on November 25th, 2014. The English teacher took turns in teaching vocabulary by using crossword puzzle with the researcher. The topic in the second meeting was "Unforgettable

Experience". The English teacher did the same procedures as those in the first meeting. After greeting the students, the English teacher showed a picture about Ferris-wheel. Then, she/he asked some leading questions followed by stating the objectives of the instruction.

The next stages were distributing reading text and students' worksheets then asked the students to read a text entitled "My First Ride on a Ferris-Wheel" for about 4 minutes. On that occasion, the English teacher reviewed the material about what recount text was. This activity was done to know the students' understanding about previous material that had been taught, but since the language focus was on vocabulary, the teacher explained the material about the parts of speech for the second time. After that, the English teacher asked the students to do task one that was classifying words and discussing the answer with the students. Afterwards, the English teacher gave the second task, that was, completing crossword puzzle by using clues provided then discussing the answers together. At last, the English teacher guided the students to draw conclusion based on the material taughts.

4.1.2   The Result of Observations in Cycle 1

The researcher and the English teacher did the observations collaboratively. The observations in cycle 1 were conducted in two meetings. It was intended to observe the students' active participation during the teaching learning process of vocabulary. During the observation process, observation checklist was used to know the students' participation.

The observation checklist was in the form of table. It consisted of the column number, the students' initial name column, the meeting column with its indicators, and the category column of active or passive (see appendix 5). There were five indicators observed, namely: 1) the students answered the teacher's oral questions, 2) the students asked questions, 3) the students discussed the task with the partner, 4) the students guessed the meaning of the clues of crossword puzzle 5) the students did vocabulary exercises by using crossword puzzle. The student was categorized as an active student if the student performed at least 3 indicators,

and if the student was categorized as a passive student the student performed less than 3 indicators. In addition, the observer gave check marks in the observation checklist in observing the students based on categorized indicators.

Moreover, the result of the students' active participation was analyzed by using the following formula to find the percentage of the students' active participation.

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

Notes:
E = the percentage of the students' active participation in the vocabulary teaching learning process
N = the number of the students (the research subjects).
n = the number of the students who are categorized as active students

(Ali, 1993:186)

The percentage calculation of the students' participation in cycle 1 was analyzed below.

Meeting 1

Active	**Passive**
$E = \frac{n}{N} \times 100\%$	$E = \frac{n}{N} \times 100\%$
$= \frac{17}{29} \times 100\%$	$= \frac{12}{29} \times 100\%$
$= 58.62\%$	$= 41.37\%$

Meeting 2

Active	**Passive**
$E = \frac{n}{N} \times 100\%$	$E = \frac{n}{N} \times 100\%$
$= \frac{21}{32} \times 100\%$	$= \frac{11}{32} \times 100\%$
$= 65.62\%$	$= 34.37\%$

The result of observation in the first meeting of cycle 1 was presented in Appendix 8. Actually, the total number of the students were 32 but 3 students did not attend the class because they were sick. There were 17 active students (58.62%) and 12 passive students (41.37%) during the teaching learning process.

In the second meeting, all of the students of VIII C attended the class. There were 21 active students (65.62%) and 11 passive students (34.37%).

After finding the percentage of active and passive students in cycle 1, the average result of the students' participation was calculated too. It was intended to know whether the target percentage required had been achieved or not. Therefore, the average result of the students' participation was presented in Table 5 below.

Table 5. The Average Result of the Students' Active Participation in Cycle 1

No.	Meeting	Percentage	
		Active	Passive
1	Meeting 1	58.62%	41.37%
2	Meeting 2	65.62%	34.37%
	Average	62.12%	37.84%

Based on the Table 4.2 above, the average result of the students' active participation in Cycle 1 was 62.12% while 37.84% were catagorized as passive students. It means that the students' active participation in Cycle 1 was still under the target percentage required in this research. In other words, the students' active participation in the teaching learning process of vocabulary by using crossword puzzle in cycle 1did not achieve the target percentage required yet.

4.1.3 The Result of the Students' Vocabulary Achievement Test in Cycle 1

Product evaluation was conducted on the third meeting on November 27th, 2014. The time allocation was 40 minutes. There were 40 questions in the form of multiple choices with equal numbers that the students had to answer. The vocabulary test covered 10 items for the nouns, 10 items for the verbs, 10 items for the adjectives and 10 items for the adverbs.

There were 32 students took the vocabulary achievement test. The student could be categorized as the one who achieved the standard passing grade if he or she got score of 75 or higher. Further, after finding the result of the students vocabulary achievement test in cycle 1, the percentage of the students' who got

vocabulary achievement score of 75 or more was analyzed by using following formula.

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

Notes:
E = the percentage of the students who gain score   75
n = the number of the students who get vocabulary test score   75
N= the number of the students doing the test

(Ali, 1993:186)

The calculation result of the vocabulary test in cycle 1 was done to find the percentages of the students who gained score   75 in test by using this following formula.

$$E = \frac{n}{N} \times 100\%$$
$$= \frac{31}{32} \times 100\%$$
$$= 96.87\%$$

Based on the result of the students' vocabulary achievement test in Cycle 1 (see Appendix 14), there were 32 students who took vocabulary achievement test. The actions in this research were considered successful if 75% of the students achieved the target score required in the vocabulary test. The result showed that there were 31 students (96.87%) who got score   75 or higher. This result indicated that the students' vocabulary achievement test had achieved the standard target score 75. In conclusion, the actions in cycle 1 were successfully done. Though the result of the first cycle was done successfully, the researcher wanted to know the consistency result of the students' scores in vocabulary achievement. Therefore, the researcher continued the research by conducting the second cycle.

4.1.4 The Result of Reflection in Cycle 1

The reflection was done after the result of observations and vocabulary achievement test in cycle 1 were known. The English teacher did the first observation on November 20, 2014, while the researcher did the second observation on November 25, 2014. Further, the vocabulary achievement test was done on November 27, 2014.

The result of the first observation showed that there were 17 students out of 29 students or 58.62% who categorized as active students during the teaching learning process of vocabulary by using crossword puzzle. Meanwhile, in the second observation, there were 21 students out of 32 students or 65.62% who were categorized as active students. On the average, 62.12% of the students was active in the learning process. Therefore, the percentage of the students who were active in the learning did not achieve the minimum percentage required which was 75% of the students had to be active in the learning process; although there was an improvement of the students' active participation from 58.62% in meeting I to 65.62% in meeting II.

In contrast, the result of product evaluation in cycle 1 showed that there were 96.87% or 31 students out of 32 students who got score 75 or higher and only a student that did not achieve the target score. It means that the target score of vocabulary achievement test was fulfilled by the students. Then, the researcher continued to the second cycle in order to know the reliabilty or the consistency result.

Based on the reflection done by the researcher and the English teacher, it was found that some of the students complained about the teaching media that could not be seen clearly because the banner size was small. Thus, in conducting the next meeting the researcher printed the banner bigger especially its font letter size so that they could see the clues clearly as the students can interact with the teaching media by completing the crossword puzzle.

4.2 The Result of Actions in Cycle 2

This sub chapter presents four aspects done in cycle 2. They include the implementation of the actions, the result of two observations, the result of the students' vocabulary test, and the result of reflection. The detail is elaborated in the following parts.

4.2.1 The Implementation of Actions in Cycle 2

The implementations of the actions in cycle two were also done in three meetings. They were based on Lesson Plans 1 and 4 which were constructed by the researcher and consulted to the consultans and the English teacher. Both lesson plans were integrated with reading skill. In addition, the time allocation was 2x40 minutes for each meeting. While the last meeting was used for the English vocabulary test.

The first meeting of cycle 2 was done on February 12th, 2015 by applying lesson plan 3. At that time, the researcher taught vocabulary by using crossword puzzle integrated with reading skill. The theme was "social charity". The researcher gave a recount text entitled "Visited an Orphange". Meanwhile, the English teacher of SMP Negeri 2 Lumajang was sitting in the back row and observing the students' activities in the classroom. In that meeting, all of the students were present.

At first, the researcher started the lesson by asking some leading questions dealing with an orphanage, and then showed a picture about some students who visited an orphanage. After that, the researcher guided the students to know the objective of the lesson. Next, the researcher distributed the reading text and the students' worksheet, and then asked them to read the text given for about 3 minutes.

After they had finished reading the text, the researcher reviewed the material about recount text that had been taught to them then explained the material about parts of speech that covered nouns, verbs, adjectives and adverbs. Afterwards, the researcher asked the students to do the first task that was classifying words into the columns of nouns, verbs, adjectives and adverbs in pairs for ten minutes then discussed the answers together. Then, the researcher asked the students to do the second task, that was, guessing the clues of crossword puzzle given and completed the crossword puzzle. At last, the researcher guided the students to review and drew conclusion from the material taught.

The second meeting of cycle 2 was conducted on February 17th, 2015 by carrying the fourth lesson plan. In that occasion, there was an exchange between

the researcher and the English teacher of SMP Negeri 2 Lumajang. At the time, the English teacher taught vocabulary by using crossword puzzle with "Holiday" as the theme, while the researcher was observing the teaching learning process.

The set induction was started by giving the students a riddle about an Elephant because the title of the reading text was "My Holiday at Way Kambas". Then, the teacher showed a picture of Way Kambas and asked some leading questions related to Way Kambas. Afterwards, the English teacher distributed the reading text and reviewed the material about recount text, and then explained the material about parts of speech. Next, the teacher asked the students to do the first task for ten minutes and discussed the answer together. After that, the teacher asked the students to guess the clues given relating to crossword puzzle to solve the problem and did the second task to complete crossword puzzle. At the end of the second meeting of cycle 2, the teacher guided and drew a conclusion from the material taught and parted them.

4.2.2 The Result of Observations in Cycle 2

The researcher and the English teacher did the observations collaboratively. The observations in cycle two were conducted in two meetings. It was intended to observe the students' participations during the teaching learning process of vocabulary by using crossword puzzle. During the observations process, the observation checklist was used to know the students' active participations. The observation checklist was in the form of table. It consisted of the column number, the students' initial names column, the meeting column with its indicators, and the category column of active or passive.

There were five indicators observed, namely: 1) The students answered the teacher's oral questions, 2) The students asked questions, 3) The students discussed the task with the partner, 4) The students guessed the meaning of the clues of crossword puzzle 5) The students did vocabulary exercises by using crossword puzzle. The student was categorized as an active student if the student performed at least 3 indicators, but if the student performed less than 3 indicators, he was catagorized as passive students. In addition, the observer gave check

marks in the observation checklist in observing the students based on the category of the indicators.

Moreover, the result of the students' active participation was analyzed by using the following formula to find the percentage of the students' active participation.

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

Notes:

E = the percentage of the students' active participation in the vocabulary teaching learning process

N = the number of the students (the research subjects).

n = the number of the students who are categorized as active students

(Ali, 1993:186)

The calculation results of the observation checklist in cycle 2 were gotten to find percentages of active and passive students in the teaching learning process.

A. Meeting 1

Active	**Passive**
$E = \frac{n}{N} \times 100\%$	$E = \frac{n}{N} \times 100\%$
$= \frac{24}{32} \times 100\%$	$= \frac{8}{32} \times 100\%$
$= 75\%$	$= 25\%$

B. Meeting 2

Active	**Passive**
$E = \frac{n}{N} \times 100\%$	$E = \frac{n}{N} \times 100\%$
$= \frac{29}{32} \times 100\%$	$= \frac{3}{32} \times 100\%$
$= 90.62\%$	$= 9.37\%$

In the first meeting of cycle 2 there were 24 active students (75%) and 8 passive students (25%) during the teaching learning process. In the second meeting, during the learning process of vocabulary by using crossword puzzle there were 29 active students (90.62%) and 3 passive students (17.18%).

After finding the percentages of active and passive students in Cycle 2 (see appendix 12), the average result of the students' participation was calculated too. It was intended to know whether the target percentage required had been achieved

or not. Therefore, the average result of the students' participation is presented in Table 6 below.

Table 6. The Average Result of the Students' Participation in Cycle 2

No.	Meeting	Percentage	
		Active	Passive
1	Meeting 1	75%	25%
2	Meeting 2	90.62%	9.37%
	Average	82.81%	17.18%

Based on Table 4.9 above, the average result of the students' active participation in cycle 2 was 82.81% while 17.18% were catagorized as passive students. Therefore, it can be concluded that the students' active participation in Cycle 2 increased from 75% to 90.62% and it had achieved the criteria of sucess in this research, that is 75%.

4.2.3 The Result of Vocabulary Achievement Test in Cycle 2

Product evaluation was conducted on the third meeting on February 19th, 2015. The time allocation was 40 minutes. There were 40 questions in the form of multiple choices with equal numbers that the students had to answer. The vocabulary test covered 10 items for the nouns, 10 items for the verbs, 10 items for the adjectives and 10 items for the adverbs.

There were 32 students took the vocabulary achievement test. The student could be categorized as the one who achieved the standard passing grade if he or she got score of 75 or higher. Further, after finding the result of the students' vocabulary achievement test in Cycle 2, the percentage of the students' who got vocabulary achievement score of 75 or more was analyzed by using following formula.

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

Notes:
E = the percentage of the students who gain score   75
n = the number of the students who get vocabulary test score   75
N= the number of the students doing the test

(Ali, 1993:186)

The calculation result of the vocabulary test in cycle 2 was done to find the percentages of the students who gained score 75 in test by using this following formula.

$$E = \frac{n}{N} \times 100\%$$
$$= \frac{32}{32} \times 100\%$$
$$= 100\%$$

Based on the result of the students' vocabulary achievement test in cycle 2 (see Appendix 15), there were 32 students who took vocabulary achievement test. The actions in this research were considered successful if 75% of the students achieved the target score required in the vocabulary test. The result showed that all students or 32 students (100%) got score 75 or higher. It indicated that the students' vocabulary achievement test had achieved the standard target score of 75. Thus, it can be said that the actions in cycle 2 were also successfully done as well as those in the first cycle. In short, the use of crossword puzzle in teaching and learning of vocabulary in Cycle 2 could improve the students' vocabulary achievement.

4.2.4 The Result of Reflection in Cycle 2

The reflection was done after the result of observations and vocabulary achievement test in cycle 1 were known. In this research, the results of the first observation showed that there were 24 students out of 32 students or 75% were categorized as active students during the teaching learning process of vocabulary by using crossword puzzle and there were 29 students of 32 students or 90.62% were categorized as active students in the second meeting. In average, there were 82.81% of the students who were active in the teaching learning process. It means that the result of the observation in Cycle 2 achieved the target required that was 75% of the students participate actively in teaching learning process of vocabulary by using crossword puzzle.

Further, the result of product evaluation test in cycle 2 showed that 100% of subjects achieved the target score required. All of the students got 75 or higher

score in the second cycle. Therefore, the result of the students' vocabulary achievement test in cycle 2 had achieved the target score required.

Based on the results of observation and vocabulary achievement test in Cycle 2, it could be concluded that teaching vocabulary by using crossword puzzle could improve the students' vocabulary achievement. Besides, the students were more interested and enthusiastic in learning vocabulary. Besides, the students' vocabulary achievement reached the target score required.

4.3 The Results of Supporting Data

This sub chapter presents the results of supporting data. They include the result of interview and the result of documentation. The detail is elaborated in the following parts.

4.3.1 The Result of Interview

The interview was conducted with the English teacher of the eighth grade students of SMP negeri 2 Lumajang in the preliminary study. From the information given by the English teacher, there were 8 classes for the eighth grade and the school was use 2013 Curriculum *(Kurikulum 2013).* The school was use a book *"When English Rings the Bell"* given by the government because of the exchanged curriculum. Then, the researcher asked which class that has the lowest score of English score and the teacher said that it was VIII C. From that interview, it was found that the eighth grade students of SMP Negeri 2 Lumajang especially class VIII C, still had problem in learning vocabulary. She said that the students were difficult to remember English vocabulary because in their daily activity all of the students used Javanese and Indonesian language rather than English.

To teach English vocabulary, the English teacher taught it integratively with other language skills but mostly with reading skill by giving the students a text for them to learn English vocabulary. Sometimes, she asked the students to find difficult words in the text then asked them to find the meaning of the words in the dictionary. The researcher also asked the strategy that was used to solve the problem and she said that she written some vocabularies with its meaning for the

students then she asked them to remember the words and then asked those words on another meeting.

Furthermore, the researcher asked about the use of teaching media in the teaching learning process. The English teacher said that she never used teaching media in the beginning of the semester but she planned to teach writing by using banner to give the example of descriptive text. In addition, the researcher also asked about the use of crossword puzzles as the teaching media in the classroom and she answered that she never used crossword puzzles because they are sometime found in students' textbooks. Then she gave a positive response when the researcher asked the permission to use crossword puzzle in the classroom to teach vocabulary. At the end of interview, the researcher asked about standard score of English in that school, that was 75.

4.3.2 The Result of Documentation

Documentation was used to get the supporting data about the list of the names of the subjects. The subjects were the eighth grade students of SMP Negeri 2 Lumajang in the 2014/2015 academic year consisted of 32 students. Class VIII C was chosen as the subjects of the research because their English mean score was the lowest among the other classes. The names of the subjects were enclosed in Appendix 3.

4.4 Discussion

Classroom action research was the design of this research focusing on the use of crossword puzzles to improve the VIII C students' vocabulary achievement at SMP Negeri 2 Lumajang in the 2014/2015 academic year. The researcher conducted the research in two cycles. Each cycle consisted of three meetings. Two meetings were used for the teaching learning process of vocabulary by using crossword puzzles and aone other meeting was used for vocabulary achievement test. The researcher conducted the research collaboratively with the English teacher.

In this research, the researcher used crossword puzzles as the teaching media to teach vocabulary in order to improve their vocabulary achievement. It was in line with the theory stated by Karim and Hasbullah (1986:2.36) that crossword puzzles are kinds of teaching media that can be used in teaching vocabulary. The researcher used crossword puzzles in the form of words or phrases as the clues and they were given in each meeting in each cycle.

Based on the results of classroom observations of the students' participation and the vocabulary achievement test done in Cycle 1 and Cycle 2, it could be said that teaching vocabulary by using crossword puzzles could improve the VIII C students' active participation and their vocabulary achievement at SMP Negeri 2 Lumajang. The successful result of this research was relevant with the theory saying that crossword puzzle can stimulate students' interest in learning vocabulary (Karim and Hasbullah, 1986:2.34).

Related to the results of the classroom observation of the students' participation, the improvement of the students' active participation from cycle 1 to cycle 2 can be seen in Graphic 1 below.

Graph 1. The Improvement of the Students' Active Participation

The Improvement of the Students' Active Participation

	Meeting 1 Cycle 1	Meeting 1 Cycle 1	Meeting 1 Cycle 2	Meeting 2 Cycle 2
The Improvement of the Students' Active Participation	58,62%	65,62%	75%	90,62%
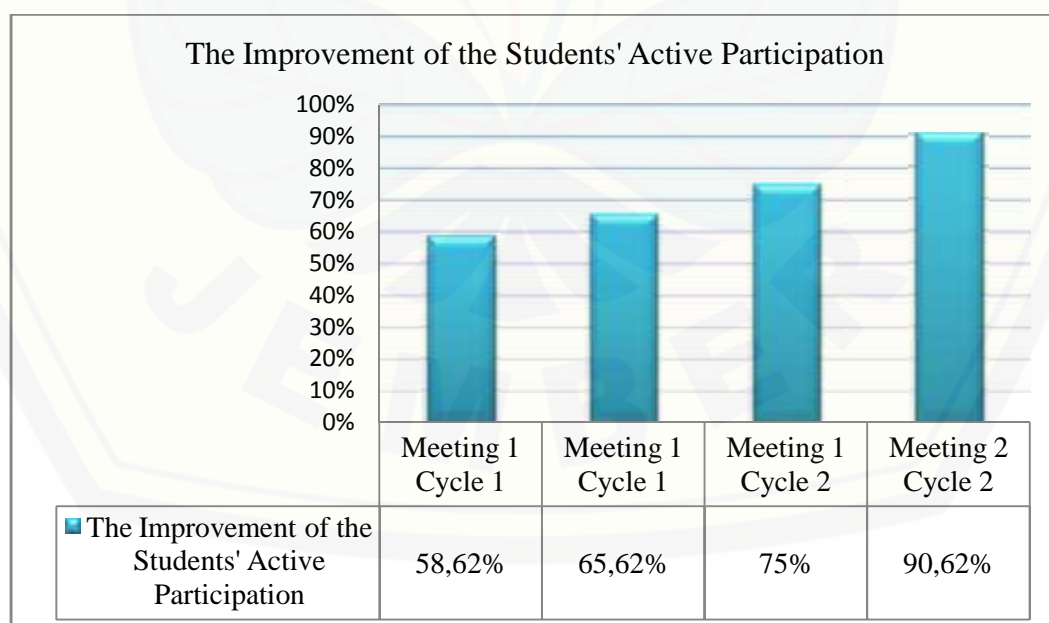
Based on the graphic above, it could be seen that the students' participation improved in every meeting from Cycle 1 to Cycle 2. It increased from 58.62% to 90.62% of Cycle 2. On the average, the result of the students' participation showed an improvement from Cycle 1 that was 61.12% to 82.81% in Cycle 2. It means that there was an improvement of the students' participation from cycle 1 to Cycle 2. Therefore, it can be concluded that the use of crossword puzzle in teaching vocabulary could improve the students' participation during the teaching learning process of vocabulary.

The students actively participated during the teaching learning process of vocabulary by using crossword puzzles because they were relaxed and free from stress to learn English vocabulary. Further, they were enthusiastic while completing the crossword puzzle. This result is in line with theory from two experts, Karim and Hasbullah (1986:2.34) saying that one of the advantages of using crossword puzzle in the classroom is crossword puzzle can make the students relaxed and free from stress to learn English as a foreign language. Furthermore, the theory written by Jones (2013:3) stated that the use of crossword puzzles in the classroom will help the students' sharpen their mental skill because by reading the clues and looking at the corresponding slots, the students will already know how many letters the answer has. Moreover, by solving a crossword puzzle, it will help students improve their vocabulary. It was proven with the improvement result of their participation during the teaching learning process in every meeting. Crossword puzzle engaged the students with the material because by solving the clues given and filling in the squares, the students were motivated in learning vocabulary.

Meanwhile, the improvement of the students' vocabulary achievement from cycle 1 to cycle 2 can be seen in graphic 2 below.

Graph 2. The Improvement of the students who got score 75 in vocabulary test

The improvement of the students who got score 75 in vocabulary test

	Vocabulary Test Cycle 1	Vocabulary Test Cycle 2
■ The Improvement of the Students who got Score ≤75 in Vocabulary Test	96,87%	100%
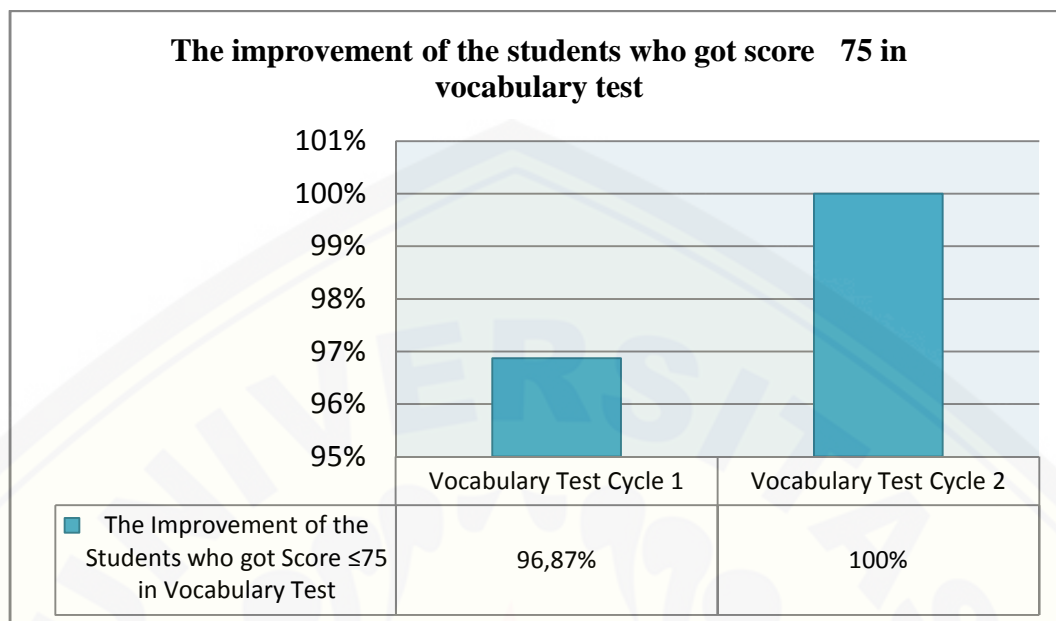
Based on the graphic above, it could be seen that the students' vocabulary achievement improved from cycle 1 to cycle 2. In cycle 1, there was 96.87% of the students who got score 75 in vocabulary achievement test. Further, in cycle 2, there was 100% of the students who got score 75 in vocabulary achievement test. The result showed that the target percentage required could be achieved in each cycle. Therefore, it can be concluded that the use of crossword puzzles in teaching vocabulary could improve the students' vocabulary achievement.

The successful results of the students' vocabulary achievement in each cycle was related to theory saying that one of the advantages of using crossword puzzles in the classroom is that crossword puzzles can increase the students' vocabulary (Spivey and Loraine, 2010:1). The students find new vocabulary from the clues or the answers of crossword puzzles and get more vocabularies by doing crossword puzzles in every meeting in each cycle. Therefore, the students could get successful results in the vocabulary achievement tests.

The result of this research was in line with some previous researches; one of them was conducted by Damai (2011) who reported that teaching vocabulary by using crossword puzzles could improve the vocabulary achievement of the

eighth year students of SMPN 2 Tegalsari, Banyuwangi. Another research was conducted by Syafiyah (2013). She found that the use of crossword puzzles in teaching vocabulary could improve the vocabulary achievement of the first year students of SMP Negeri 3 Lumajang. The researcher used those two previous researches as references, but there was a difference between this research and the previous researches. Those two researches used both kinds of crossword puzzles in the forms of pictures and crossword puzzles in the form of words or phrases as the clues while this research only used crossword puzzles in the form of words or phrases as the clues since the pictures of adjective and adverb were difficult to be drawn as the clues.

In conclusion, the use of crossword puzzle is effective the teaching media to improve the students' vocabulary. It is based on the result of this research showing that teaching vocabulary by using crossword puzzles could improve the eighth grade students' vocabulary achievement at SMP Negeri 2 Lumajang in the 2014/2015 academic year.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions. The research conclusions and suggestions are going to be presented in the following section.

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that teaching vocabulary by using crossword puzzles could improve the students' vocabulary achievement and their active participation in learning process of class VIII C at SMP Negeri 2 Lumajang.

The improvement of the students' vocabulary achievement test could be seen from the percentage that increased from 96.87% in Cycle 1 to 100% in Cyle 2 of students who got scores 75. The percentage improvement convinced that the use of crossword puzzles could help the students to improve their score in vocabulary achievement test.

From the observation, it was found that the use of crossword puzzle in the learning process could improve the students' active participation. The average result of the students' active participation increased from 62.12% in Cycle 1 to 82.81% in the cycle 2. The improvement above showed that the students were active by participated in the teaching learning process.

From the conclusion above, it could be said that the use of crossword puzzles could improve the students' vocabulary achievement and the students' active participation in the teaching learning process of vocabulary.

5.2 Suggestions

By considering the results of the implementation of crossword puzzles in teaching vocabulary that could improve the students' vocabulary achievement and the students' active participation, some suggestions are proposed for the following people.

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1. The English teacher

   It is suggested that the English teacher apply crossword puzzles in teaching vocabulary. It is due to the fact that crossword puzzles can improve the students' vocabulary achievement and the students' active participation.

2. The Students

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

3. Future researchers

   Future researchers are suggested to use these research results as information and input to conduct a research with similiar topic by using different research design, such as an experimental design to know the significant effect of using crossword puzzle on students' vocabulary achievement or in using the same research design with different language component to improve the students' vocabulary achievement by using crossword puzzle.

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Appendix 1

Research Matrix

TITLE	PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCE	RESEARCH METHODS	HYPHOTHESIS
Improving the VIII C Students' Vocabulary Achievement by Using Crossword Puzzle at SMP Negeri 2 Lumajang	1. Can the use of Crossword Puzzle improve the VIII C students' active participation vocabulary achievement at SMP Negeri 2 Lumajang? 2. Can the use of Crossword Puzzle improve the VIII C students' vocabulary achievement at SMP Negeri 2 Lumajang?	**1. Independent Variable** The use of Crossword Puzzle in teaching vocabulary	1. The characteristics of crossword puzzle: a. Interesting b. Relaxing c. Motivating d. Cooperating (Karim and Hasbullah, 1986:2.34-2.38) 2. a. The scores of the students' vocabulary achievement test covering: - Nouns - Verbs - Adjectives - Adverbs	**1. Research Respondents:** The VIII C Students' of SMP Negeri 2 Lumajang in 2013/2014 Academic Year. **2. Informant and Collaborator:** The English Teacher of the VIII C students of SMP Negeri 2 Lumajang. **3. School Documents:**	**1. Research Design: Classroom action Research with the cycle model.** The stages of the cycle are: a. Planning of the action. b. Implementation of the action. c. Classroom Observation and Monitoring. d. Evaluation and Reflection of the action (Lewin (1980) in Elliot, 1993:70) **2. Area Determination Method** Purposive Method	1. The use of crossword puzzle can improve the VIII C Students' active participation vocabulary achievement at SMP Negeri 2 Lumajang. 2. The use of crossword puzzle can improve the VIII C students' vocabulary achievement at SMP Negeri 2 Lumajang.

| | | 2. **Dependent Variable**
 a. Students' active participation in teaching learning process

 b. The students' vocabulary achievement. | b. The students' activities in:
 (a) answering the tacher's oral questions;
 (b) asking questions;
 (c) discussing the task with their partner;
 (d) guessing the clues of crossword puzzle
 (e) doing vocabulary exercise by using crossword puzzle. | - The names of the research subject.
 - The previous students' English score from the teacher. | 3. **Research Subject Determination Method**
 Purposive Method

 4. **Data Collection Methods:**
 a. Primary Data
 - Vocabulary Achievement tests
 - Observation
 b. Supporting Data
 - Interview
 - Documentation

 5. **Data Analysis Method**
 - The main data taken from vocabulary test in each cycle are analyzed by the following formula:

 $E = \dfrac{n}{N} \text{ x } 100\%$

 Notes :
 E : The percentage of the students' active participations | |

					n : The total number of the students who are active. N : Total number of the students. (Ali, 1993:186) - The main data taken from vocabulary test in each cycle are analyzed by following formula: $$E = \frac{n}{N} \times 100\%$$ Notes : E : The percentage of each indicators of the students active involvement n : The total number of the students who are active. N : Total number of the students. (Ali, 1993:186)	

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SUPPORTING DATA INSTRUMENTS

I. The Guide of Interview

No.	Interview Questions	Interviewee (The English Teacher)
1.	Ada berapa kelas VIII di sekolah ini?	Untuk kelas VIII, di SMP 2 ini ada 8 kelas yaitu kelas VIII A sampai dengan kelas VIII H.
2.	Dari 8 kelas tersebut, kelas manakah yang memiliki nilai terendah dalam mata pelajaran Bahasa Inggris terutama nilai kosa kata mereka?	Sejauh ini, untuk mata pelajaran Bahasa Inggris, ada kelas VIII C dengan nilai yang terendah dalam kosa kata.
3.	Kurikulum apa yang digunakan di sekolah ini sekarang?	Sekolah ini sudah menerapkan Kurikulum 2013.
4.	Dalam mengajar Bahasa Inggris, buku apa yang anda gunakan dalam proses belajar mengajar?	Untuk pembelajaran Bahasa Inggris, sekolah telah menggunakan buku pemberian dari pemerintah yaitu *"When English Rings The Bell"* karena Kurikulumnya sendiri juga sudah diganti, maka dari itu pihak sekolah juga menyesuaikan.
5.	Bagaimana cara anda mengajar kosa kata Bahasa Inggris?	Untuk pembelajaran kosa kata, biasanya saya menginterigasikan- nya dengan materi membaca. Jadi, saya memberikan mereka teks sebagai sebuah wadah bagi mereka untuk belajar kosa kata yang masih berkaitan dengan materi yang akan saya berikan. Kadang, saya meminta mereka untuk menemukan kata-kata sulit dalam teks dan mencarinya sendiri dalam kamus.
6.	Masalah apa saja yang biasanya dihadapi siswa dalam pembelajaran kosa kata?	Mereka sulit dalam mengingat kosa kata Bahasa Inggris dan artinya karena pada dasarnya bahasa yang mereka gunakan dalam kehidupan sehari-hari adalah Bahasa Jawa dan Bahasa Indonesia jadi mungkin karena hal-hal tersebut yang membuat mereka kesulitan dalam mempelajari kosa kata Bahasa Inggris.
7.	Strategi apa yang anda gunakan	Biasanya saya mencatatkan

	untuk menyelesaikan masalah mereka dalam penguasaan kosa kata Bahasa Inggris?	beberapa kosa kata untuk mereka beserta artinya dan memerintahkan mereka untuk menghafalkan kata-kata tersebut dan saya tanyakan kosa kata tersebut pada beberapa siswa pada pertemuan berikutnya.
8.	Apakah anda pernah menggunakan media pembelajaran dalam proses belajar mengajar?	Untuk awal semester seperti sekarang ini, saya belum pernah menggunakan media, tapi rencana saya nanti untuk pembelajaran *writing* saya akan menggunakan *banner* untuk memberikan contoh teks deskripsi beserta gambar yang akan di deskripsikan.
9.	Bagaimana dengan crossword puzzle? Apakah anda pernah menggunakan sebelumnya?	Belum pernah.
10.	Berapakah standar ketuntasan minimal pelajaran Bahasa Inggris kelas VIII di sekolah ini?	Standar ketuntasan minimal pelajaran Bahasa Inggris kelas VIII adalah 75.

(source: the English teacher)

II. The Guide of Documentation

No.	The Data Taken	Data Resources
1.	The students' vocabulary scores	Documents
2.	The names of the subjects	

THE NAMES OF THE RESEARCH SUBJECTS OF CLASS VIII C

No.	Names (Initials)	Gender
1.	ADR	Female
2.	ATDH	Female
3.	AHS	Female
4.	AA	Female
5.	BPS	Male
6.	DAD	Female
7.	DDW	Female
8.	DWN	Female
9.	DANH	Female
10.	ENF	Female
11.	EPK	Male
12.	FM	Male
13.	FWP	Male
14.	HJA	Male
15.	IK	Female
16.	KPW	Male
17.	MSC	Female
18.	MAY	Female
19.	MIM	Male
20.	MJA D	Male
21.	NM	Female
22.	RF	Female
23.	RE	Male
24.	RKI	Male
25.	RI	Female
26.	R	Female
27.	RDBK	Male
28.	WSPB	Male
29.	YAK	Male
30.	YF C	Male
31.	YAA K	Male
32.	ARS	Male

THE VIII C STUDENTS' PREVIOUS SCORES OF THE ENGLISH SUBJECT

No.	Names (In Initials)	Scores
1.	ADR	75
2.	ATDH	67.5
3.	AHS	70
4.	AA	60
5.	BPS	65
6.	DAD	70
7.	DDW	60
8.	DWN	65
9.	DANH	62.5
10.	ENF	82.5
11.	EPK	55
12.	FM	62.5
13.	FWP	70
14.	HJA	80
15.	IK	70
16.	KPW	62.5
17.	MSC	77.5
18.	MAY	45
19.	MIM	82.5
20.	MJA D	77.5
21.	NM	70
22.	RF	70
23.	RE	70
24.	RKI	65
25.	RI	70
26.	R	77.5
27.	RDBK	77.5
28.	WSPB	70
29.	YAK	67.5
30.	YF C	77.5
31.	YAA K	50
32.	ARS	72.5
	/ Mean Score	2197/32= 68.5

Appendix 5

OBSERVATION GUIDE FOR THE STUDENTS' PARTICIPATION

No.	The Students' Initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories	
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1.	ADR														
2.	ATDH														
3.	AHS														
4.	AA														
5.	BPS														
6.	DAD														
7.	DDW														
8.	DWN														
9.	DANH														
10.	ENF														
11.	EPK														
12.	FM														
13.	FWP														
14.	HJA														
15.	IK														
16.	KPW														
17.	MSC														
18.	MAY														
19.	MIM														
20.	MJAD														
21.	NM														
22.	RH														
23	RE														
24.	RKI														
25.	RI														
26.	R														
27.	RDBK														
28.	WSPB														
29.	YAK														
30.	YFC														
31.	YAAK														
32.	ARS														
Total		**Meeting 1**							**Meeting 2**						

The indicators:

1) The students answered the teacher's oral questions;

2) The students asked questions

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3) The students discussed the task with the partner

4) The students guessed the meaning of the clues of crossword puzzle

5) The students did vocabulary exercises by using crossword puzzle.

LESSON PLAN 1

(Meeting I Cycle 1)

School	**:**	**SMP Negeri 2 Lumajang**
Subject	**:**	**English**
Level/Semester	**:**	**VIII/1**
Language Skill	**:**	**Reading**
Language Focus	**:**	**Vocabulary**
Topic/ Sub Topic	**:**	**Animal/ Animal Market**
Time	**:**	**2 X 40'**

I. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

II. Basic Competence

2.3 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.

4.7 Menangkap makna dalam teks *recount* lisan dan tulis sangat pendek dan sederhana.

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III. **Indicators**

    2.3.1 showing cooperation and responsibility while doing the task given.

    4.7.1 classifying verbs, nouns, adjectives and adverbs given which are taken from the text entitled "Going to Animal Market".

    4.7.2 guessing the answer of the clues to find the answer.

    4.7.3 completing the crossword puzzles with suitable words using the clues provided.

IV. **Learning Objectives**

    By using crossword puzzle, students are able to:

    2.3.1 showing cooperation and responsibility while doing the task given.

    4.7.1 classifying verbs, nouns, adjectives and adverbs given which are taken from the text entitled "Going to Animal Market".

    4.7.2 showing the ability to guess the clues to find the answer.

    4.7.3 completing the crossword puzzles with suitable words using the clues provided.

V. **Materials**

    The materials are enclosed.

VI. **Teaching and Learning Strategy**

    Technique   : Lecturing, Question and Answer.

VII. **Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction**		
1.1	Greeting the students and checking the presence	Answering greeting	0.5'
1.2	Showing a picture of an animal market	Paying attention	1'

1.3	Asking some leading questions.	Answering leading questions	4'
1.4	Stating the objective of the lesson	Paying attention	0.5'
2	**Main Activities**		
	Observation		
2.1	Distributing the reading texts and the students' worksheets	Receiving the text and the worksheet	1'
2.2	Asking the students to read the text given	Reading the text	3'
	Associating		
2.3	Explaining the material about recount text	Paying attention	10'
2.4	Explaining the material about the part of speech covering adjectives, nouns, verbs and adverbs based on the text given	Paying attention	10'
	Questioning		
2.5	Asking the students to classify verbs, nouns, adjectives and adverbs used in the text, in pairs	Doing the task	10'
	Exploring		
2.6	Discussing the task and finding the answers	Discussing the answers	5'
	Experimenting		
2.7	Asking the students to guess the clues given of the problem	Doing the task	5
2.8	Asking the students to work in pairs to complete the crossword puzzles from the words available	Doing the task	20'

	in the text.		
	Networking		
2.9	Discussing the answers with class and collecting the students' work.	Discussing the answers	5'
			5'
3	**Closure**	Reviewing and drawing a conclusion from material taught	
3.1	Guiding the students to draw a conclusion based on the material taught		
3.2	Parting	Parting	1'

VIII.   Media and Sources

Media   : - A recount text entitled "Going to Animal Market"

- A picture of an animal market

- A banner of Crossword puzzle

Sources : - LKS PR Bahasa Inggris untuk SMP/MTs kelas VIII semester 2 (Intan Pariwara)

IX. Evaluation

a. Attitude

No.	Attitude	Description	Score
1.	Responsibility	Always shows responsibility Often shows responsibility Sometimes shows responsibility Seldom shows responsibility	4 3 2 1
2.	Cooperation	Always shows cooperation Often shows cooperation Sometimes shows cooperation Seldom shows cooperation	4 3 2 1

b. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are:

1) Answering the teacher's oral questions;

2) Asking questions;

3) Discussing the task with the partner;

4) Guessing the meaning of the clues of crossword puzzle;

5) Doing vocabulary exercise by using crossword puzzle.

Observation checklist of the students' active participation

No.	Names	Indicators					Total	Active	Pasive
		1	2	3	4	5			
1									
2									
3									

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

c. Product Evaluation

Scoring Rubric

Task 1. Classifying words (20 items)

1. Each correct item will be scored = 2

2. Total score = 20 x 2= 40

Task 2. Completing crossword puzzle (20 items)

1. Each correct item will be scored = 3

2. Total score = 20 x 3= 60

Jember, March 17th, 2014

The English Teacher,   Teacher Trainee,

Mariatul Fitria, S.Pd   Anies Indrasari

NIP: 19711225 199803 2008   NIM: 100210401134
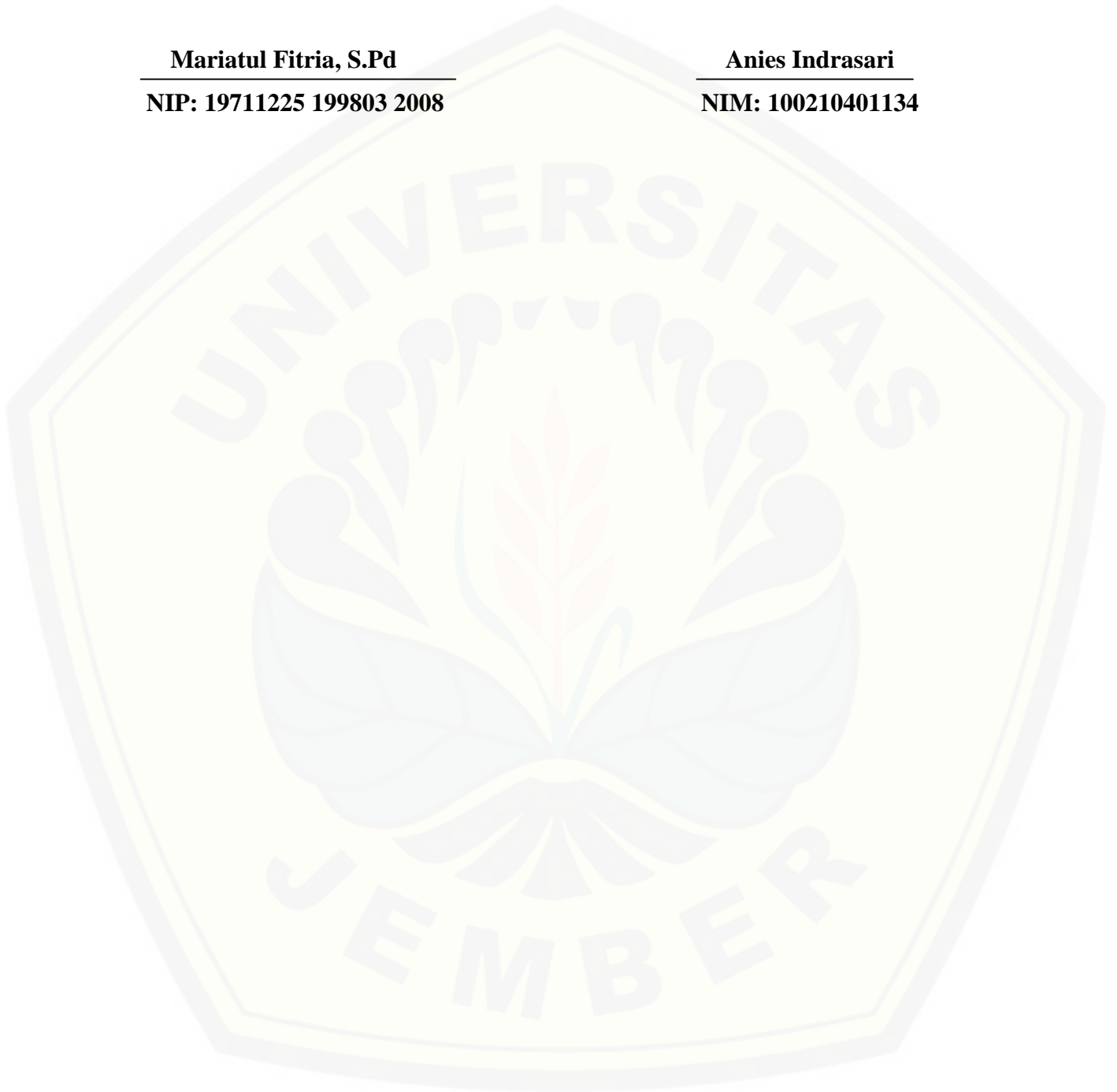
MATERIAL

A. Set Induction

1. Do you ever go to a market?

2. If you want to buy an animal as a pet, where do you go?

3. What kind of market is it?

(taken from http://divabalivacations.wordpress.com/fotos-galery/animal-market/)

4. Is it a fruit market or an animal market?

B. Teaching Materials

Recount Text

Going to Animal Market

Dear Via,

Last week I had an interesting holiday. Guess where I went? To an animal market! I went there with my father. We chose an animal to be our pet.

Well, the market was like a park. There were many trees and flowering plants, benches for visitors and several hawkers at certain spots.

I enjoyed visiting the cat section. They looked very cute! We struck their fur. Moreover, the sellers were friendly. They let us take the cats out of their cages to stroke and photograph them.

Besides the cats, we also saw many kinds of animals such as birds, chickens, rabbits, lizards and porcupines. I was interested in the porcupines

because I had never seen one before. You know I touched one and felt its spines, not to sharp, I thought.

I was confused what to choose because they were all beautiful. Finally, I chose a rabbit. Its brown and white fur is very soft. We also bought a small hutch for it.

Well that is my experience visiting an animal market. Do you have an animal market in your town? Just go there. You may be interested in it. Then, tell me about your visit experience there.

O. K., I think that's all for now. I will write again.

Best regards,
Lola

(Taken from LKS PR Bahasa Inggris Intan Pariwara)

C. Main Materials

1. Recount Text

✓ Recount text is a text which retells events or experiences in the past.

✓ The social function is to inform or to entertain the audience about the story or experience in the past.

✓ The generic structure:

a. Orientation : who were involved in the story, introducing the participants, where, when, place and time.

b. Events : describing series of events that happen in the past or tell about chronological experience.

c. Reorientation : stating personal comment of the writer of the story and the conclusion of the experience, or feel the writer about experience such as happy, flat or sad.

✓ Language features:

a. Introducing personal participants : I, my father.

b. Using action verbs : went (go), bought (buy).

    c.   Using simple past tense   : I went there with my father

D. Parts of Speech

1. Noun

   A noun is a word used to name or identify any classes or things, people, places or ideas.

   Examples: cages, my father, lizards, cats, etc.

2. Verb

   A verb is a word that denotes actions.

   Examples: went (go), saw (see), strike (struck), etc.

3. Adverb

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

   Examples: at the animal market, in the park, last week, there, etc.

4. Adjective

   An adjective is used to highlight qualities or attributes.

   Examples: friendly, cute, thin, etc.

Task 1

Classify these following words in the box into the columns of verbs, nouns, adjectives and adverbs! Do it in pairs.

Porcupines	Cute	Cat section	Lizard
My experience	Park	Beautiful	Struck
Animal Market	Cages	Went	Friendly
Saw	There	Cat	Bought
The sellers	Last week	Touched	Sharp

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

Task 2

Complete this following crossword puzzle by using appropriate word!

ACROSS	DOWN
1. The writer of the letter.	2. The person or thing mentioned in plural form.
3. The opposite of ugly	4. The antonym of suffer (in past form)
5. The act of directing the eyes toward something and perceiving it visually. (in past form)	6. A living thing that is not a human being or plant (plural)
7. A box made of wire or metal bars in which people keep animals or birds in it (plural)	8. The synonym of sense (in past form)
9. The opposite of big	10. The antonym of come (in past form)
11. A cage for rabbit	12. A type of reptile that has four legs and a long body and tail (plural)
13. The antonym of sell	14. The synonym of to select
15. Having a thin edge that is able to cut things or a fine point that is able to make a hole in things	16. A male parent/ your mother's couple.
17. The antonym of bored. (in past form)	18. Knowledge or skill gained by doing or seeing things
19. One of the characteristic of porcupine's body	20. Try to make something happens by using one's mental powers
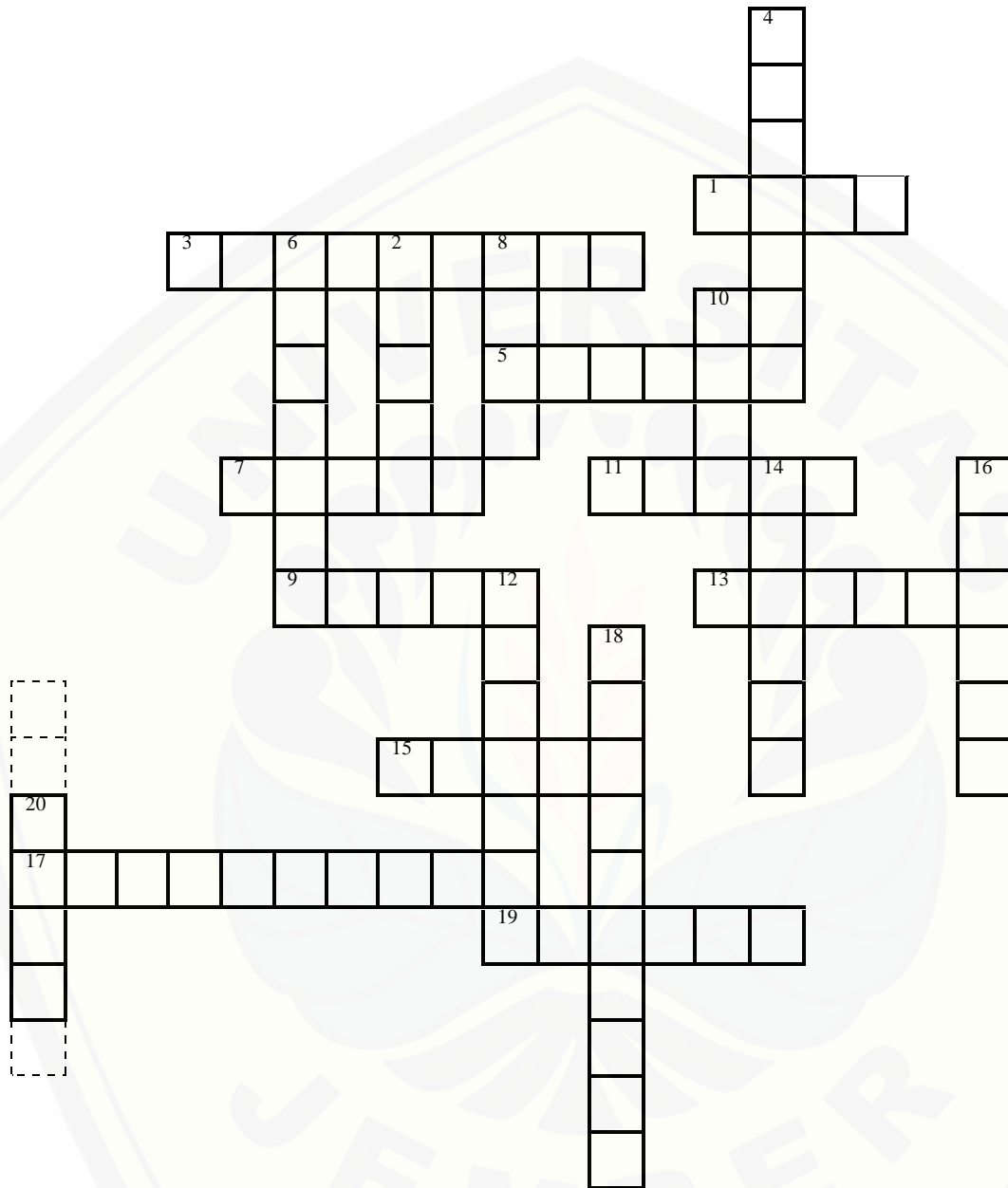
ANSWER KEY

Task 1

Nouns	Verbs	Adverbs	Adjectives
1. Porcupines	1. Touched	1. Animal market	1. Cute
2. Cat	2. Went	2. Park	2. Friendly
3. The sellers	3. Struck	3. Last week	3. Sharp
4. Cages	4. Saw	4. Cat section	4. Beautiful
5. Lizard	5. Bought	5. There	5. My experience

Task 2

LESSON PLAN 2

(Meeting II Cycle 1)

School	:	SMP Negeri 2 Lumajang
Subject	:	English
Level/Semester	:	VIII/1
Language Skill	:	Reading
Language Focus	:	Vocabulary
Topic/ Sub Topic	:	Unforgetable Experience
Time	:	2 X 40'

I. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

II. Basic Competence

2.3 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.

4.7 Menangkap makna dalam teks *recount* lisan dan tulis sangat pendek dan sederhana.

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III.   Indicators

      2.3.1 showing cooperation and responsibility while doing the task given.

      4.7.1 classifying verbs, nouns, adjectives and adverbs given which are taken from the text entitled "My First Ride on a Ferris-Wheel".

      4.7.2 guessing the answer of the clues to find the answer.

    4.7.3   completing the crossword puzzles with suitable words using the clues provided.

IV.   Learning Objectives

By using crossword puzzle, students are able to:

      2.3.1 showing cooperation and responsibility while doing the task given.

      4.7.1 classifying verbs, nouns, adjectives and adverbs given which are taken from the text entitled "My First Ride on a Ferris-Wheel".

      4.7.2 showing the ability to guess the clues to find the answer.

      4.7.3 completing the crossword puzzles with suitable words using the clues provided.

V. Materials

      The materials are enclosed.

VI. Teaching and Learning Strategy

      Technique   : Lecturing, Question and Answer

VII. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction**		
1.1	Greeting the students	Answering greeting	0.5'
1.2	Showing a picture of a Ferris-wheel	Paying attention	1'
1.3	Asking some leading questions.	Answering leading questions	4'
1.4	Stating the objective of the	Paying attention	0.5'

	lesson		
2	**Main Activities**		
	Observation		
2.1	Distributing the reading texts and the students' worksheets	Receiving the text and the worksheet	1'
2.2	Asking the students to read the text given	Reading the text	3'
	Associating		
2.3	Reviewing the material about recount text	Paying attention	10'
2.4	Explaining the material about the part of speech covering adjectives, nouns, verbs and adverbs based on the text given	Paying attention	10'
	Questioning		
2.5	Asking the students to classify verbs, nouns, adjectives and adverbs from the text, in pairs	Doing the task	10'
	Exploring		
2.6	Discussing the answers	Checking the answers	5'
	Experimenting		
2.7	Asking the students to guess the clues given of the problem	Doing the task	5
2.8	Asking the students to complete nouns, verbs, adjectives, adverbs crossword puzzles using the clues provided	Doing the task	20'
2.9	**Networking**		
	Discussing the answers with	Checking the answers	5'

3	class and collecting the students work **Closure**		
3.1	Guiding the students to review and draw a conclusion from material taught	Reviewing and drawing a conclusion from material taught	5
3.2	Parting	Parting	1

VIII. Media and Sources

Media   : - A recount text entitled "My First Ride on a Ferris-Wheel"

- A picture of a ferris-wheel

- A banner of Crossword puzzle

Sources : - LKS PR Bahasa Inggris untuk SMP/MTs kelas VIII semester 2 (Intan Pariwara)

IX. Evaluation

a. Attitude

No.	Attitude	Description	Score
1.	Responsility	Always shows responsibility Often shows responsibility Sometimes shows responsibility Seldom shows responsibility	4 3 2 1
2.	Cooperation	Always shows cooperation Often shows cooperation Sometimes shows cooperation Seldom shows cooperation	4 3 2 1

b. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are:

1) Answering the teacher's oral questions;

2) Asking questions;

3) Discussing the task with the partner;

4) Guessing the meaning of the clues of crossword puzzle;

5) Doing vocabulary exercise by using crossword puzzle.

Observation checklist of the students' active participation

No.	Names	Indicators					Total	Active	Pasive
		1	2	3	4	5			
1									
2									
3									

Note:

Active   : at least 3 indicators performed

Passive   : less than 3 indicators performed

c. Product Evaluation

Scoring Rubric

Task 1. Classifying the vocabulary (20 items)

1. Each correct item will be scored = 1

2. Total score = 20 x 1= 20

Task 2. Completing crossword puzzles (20 items)

1. Each correct item will be scored = 1

2. Total score = 20 x 1= 20

Jember, May 5th, 2014

The English Teacher   Researcher,

Mariatul Fitriah, S.Pd   Anies Indrasari

NIP: 19711225 199803 2008   NIM: 100210401134

MATERIAL

A. Set Induction

1. Do you ever go to a night fair?

2. With whom did you go there?

3. Do you know what picture is it?

(taken from http://www.panoramio.com/photo/1242703)

4. Where do you usually see this picture?

B. Teaching Materials

Recount Text

My First Ride on a Ferris-Wheel

My family and I went to a fair last night. We saw crowds of people having fun there. Several people went on the rides and others enjoyed the attractions. People also queued at the food stalls. They filled themselves with cotton candy, pop corn and other food. In another corner, we could see children awing the fireworks and flickering lights.

My brother, Toni, invited me to ride on a ferris-wheel. I hesitated because I was afraid of heights. However, my brother urged me to go on the ferris-wheel. He kept convincing me that it would be fun and exhilarating. He pleaded many times. He said that it wouldn't be scary. Finally, I agreed.

I sat still in my seat and felt a bit nervous. My brother was sitting next to me. Soon afterwards, the wheel took us up, slowly. Then, it rotated higher and higher. I looked over the side and felt dizzy. My hands and feet were shaky. I screamed out loud and was about to cry out of fear when we were at the highest point. My brother held my icy-cold hands and kept comforting me.

I felt relieved as we reached the ground. Yeah, it was over and I thought that it would be my first and last ride on ferris-wheel. Then we walked towards our parents, who were waiting on a bench near the magic show arena. They handed us cotton candy and cups of warm soothing beverage.

(Taken from LKS PR Bahasa Inggris Intan Pariwara)

C. Reviewing Materials

Recount Text

✓ Recount text is a text which retells events or experiences in the past.

✓ The social function is to inform or to entertain the audience about the story or experience in the past.

✓ The generic structure:

   a. Orientation : who were involved in the story, introducing the participants, where, when, place and time.

   b. Events : describing series of events that happen in the past or tell about chronological experience.

   c. Reorientation : stating personal comment of the writer of the story and the conclusion of the experience, or feel the writer about experience such as happy, flat or sad.

✓ Language features:

   a. Introducing personal participants : My family, I, my brother Toni.

   b. Using action verbs : went (go), rotated (rotate).

   c. Using simple past tense : My family and I went to a fair last night.

D. Parts of Speech

1. Nouns

   A noun is a word used to name or identify any classes or things, people, places or ideas.

   Examples: fair, pop corn, foods, parents, etc.

2. Verbs

   A verb is a word that denotes actions.

   Examples: could (modal past can), filled (fill), went (go), said (say), etc.

3. Adjectives

   An adjective is used to highlight qualities or attributes.

   Examples: icy-cold hands, afraid, scary, etc.

4. Adverbs

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

   Examples: slowly, the food stalls, last night , etc.

Task 1

Classify these following words in the box into the columns of verbs, nouns, adjectives and adverbs! Do it in pairs.

Soothing	Shaky	Afraid	Dizzy
Slowly	Went	Slowly	The attractions
Saw	Pop corn	Firework	The food stalls
Cotton candy	The ground	Enjoyed	Rotated
Warm	Family	Last night	Could

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

Task 2

Complete this following crossword puzzle by using appropriate word!

ACROSS	DOWN
1. The opposite of quietely.	1. A night ago.
2. Easily worried or frightened.	2. The antonym of far.
3. The name of the writer's brother.	3. The temperature between hot and cool.
4. Explosive colored flames in the sky usually for celebrating new year.	4. The antonym of quickly.
5. Feel frightening or causing fear.	5. The synoym of go around.
6. The synonym of eased.	6. A social unit living together consist of parents and children
7. A candy which has soft surface and smooth texture as cotton.	7. Feeling sensation of coldness in your hand.
8. Having a gently calming effect.	8. An entertainment that is offered to the public.
9. A row of food seller.	9. The synonym of felt (in past form).
10. Percieve by sight or have the power by sight (in past form)	10. The capability of concious choice and decission and intention.
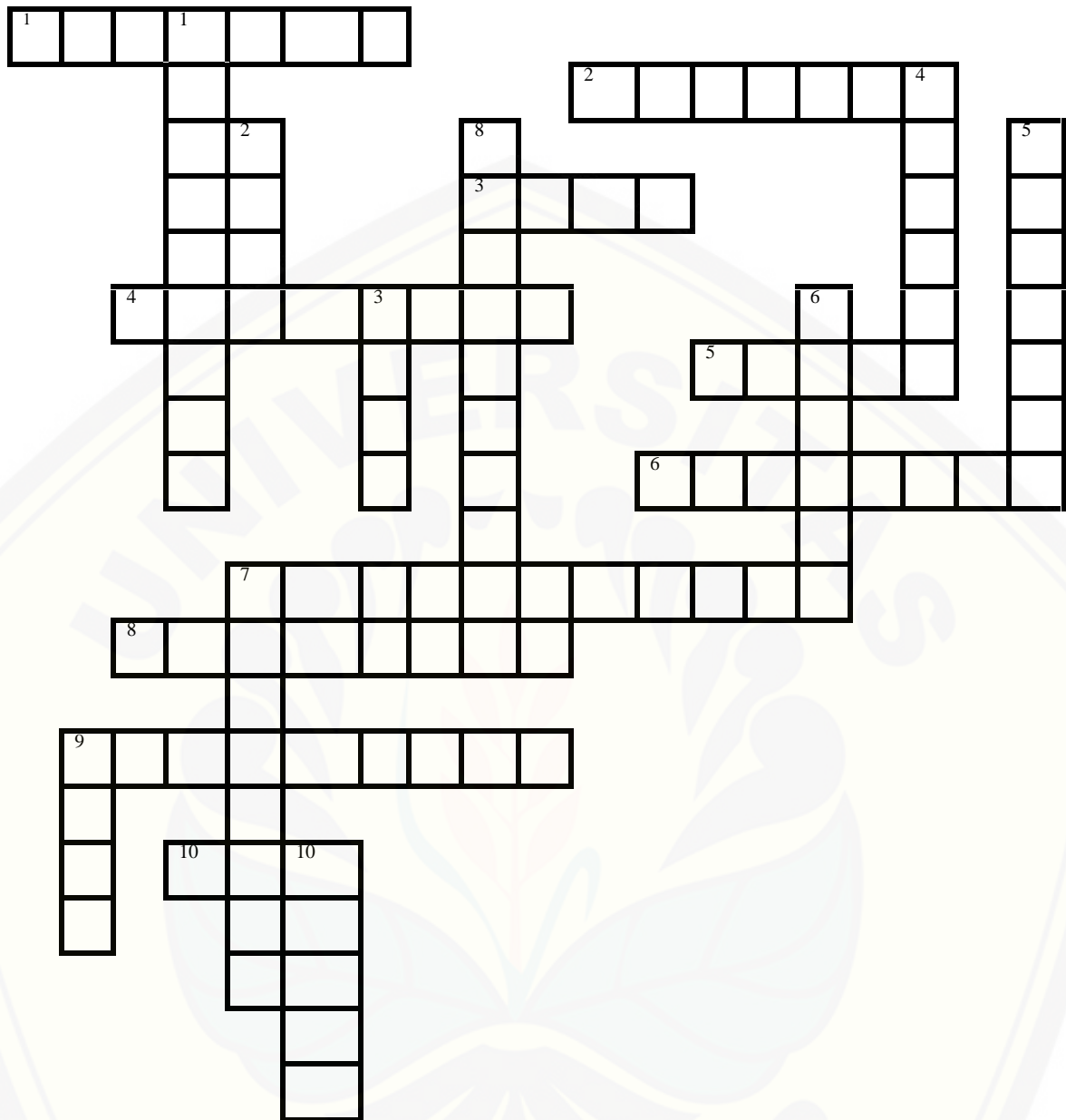
ANSWER KEY

TASK 1

Nouns	Verbs	Adverb	Adjective
1. Cotton candy	1. Could	1. Slowly	1. Afraid
2. Pop corn	2. Rotated	2. Shaky	2. Scary
3. Fireworks	3. Enjoyed	3. The ground	3. Dizzy
4. The attractions	4. Went	4. Last night	4. Warm
5. Family	5. Saw	5. The food stalls	5. Soothing

TASK 2

T		

N	O
D	U
	L
	D

Appendix 8

The Results of Observations in Cycle 1

No.	The Students' Initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	ADR														
2.	ATDH														
3.	AHS														
4.	AA														
5.	BPS														
6.	DAD														
7.	DDW														
8.	DWN														
9.	DANH														
10.	ENF														
11.	EPK														
12.	FM														
13.	FWP														
14.	HJA														
15.	IK														
16.	KPW														
17.	MSC														
18.	MAY	-	-	-	-	-	-	-							
19.	MIM														
20.	MJAD														
21.	NM														
22.	RH														
23	RE														
24.	RKI														
25.	RI														
26.	R														
27.	RDBK														
28.	WSPB														
29.	YAK														
30.	YFC	-	-	-	-	-	-	-							
31.	YAAK	-	-	-	-	-	-	-							
32.	ARS														
Total		**Meeting 1**					**17**	**12**	**Meeting 2**					**21**	**11**

The indicators:

1) The students answered the teacher's oral questions;

2) The students asked questions

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3) The students discussed the task with the partner

4) The students guessed the meaning of the clues of crossword puzzle

5) The students did vocabulary exercises by using crossword puzzle.

VOCABULARY TEST (CYCLE I)

Subject	: English
Class/Semester	: VIII/1
Language Focus	: Vocabulary
Time	: 40 Minutes

Name : ....

Class : ....

Absent Number : ....

A. Choose the correct answer by crossing a, b, c, or d on this paper test!

1. A place to sell or buy kinds of animals is called …….

    a. traditional market   c. animal market

    b. modern market   d. fruit market

2. ……… are kinds of animals that you can see in animal market.

    a. Birds, cats, dogs, rabbits   c. Dogs, giraffes, lions, tigers

    b. Cats, cheetahs, lions, tigers d. Elephants, fish, giraffes, lions

3. You should ……. your pet everyday so it will not be hungry.

    a. cook   c. feed

    b. eat   d. take

4. ……. animals such as cats, birds and rabbits are kinds of pet.

    a. Angry   c. Tame

    b. Bad   d. Wild

5. ……. animals such as lions, tigers, cheetahs always eat meat.

    a. Angry   c. Tame

    b. Cute   d. Wild

6. The synonym of <u>a week ago</u> is …….
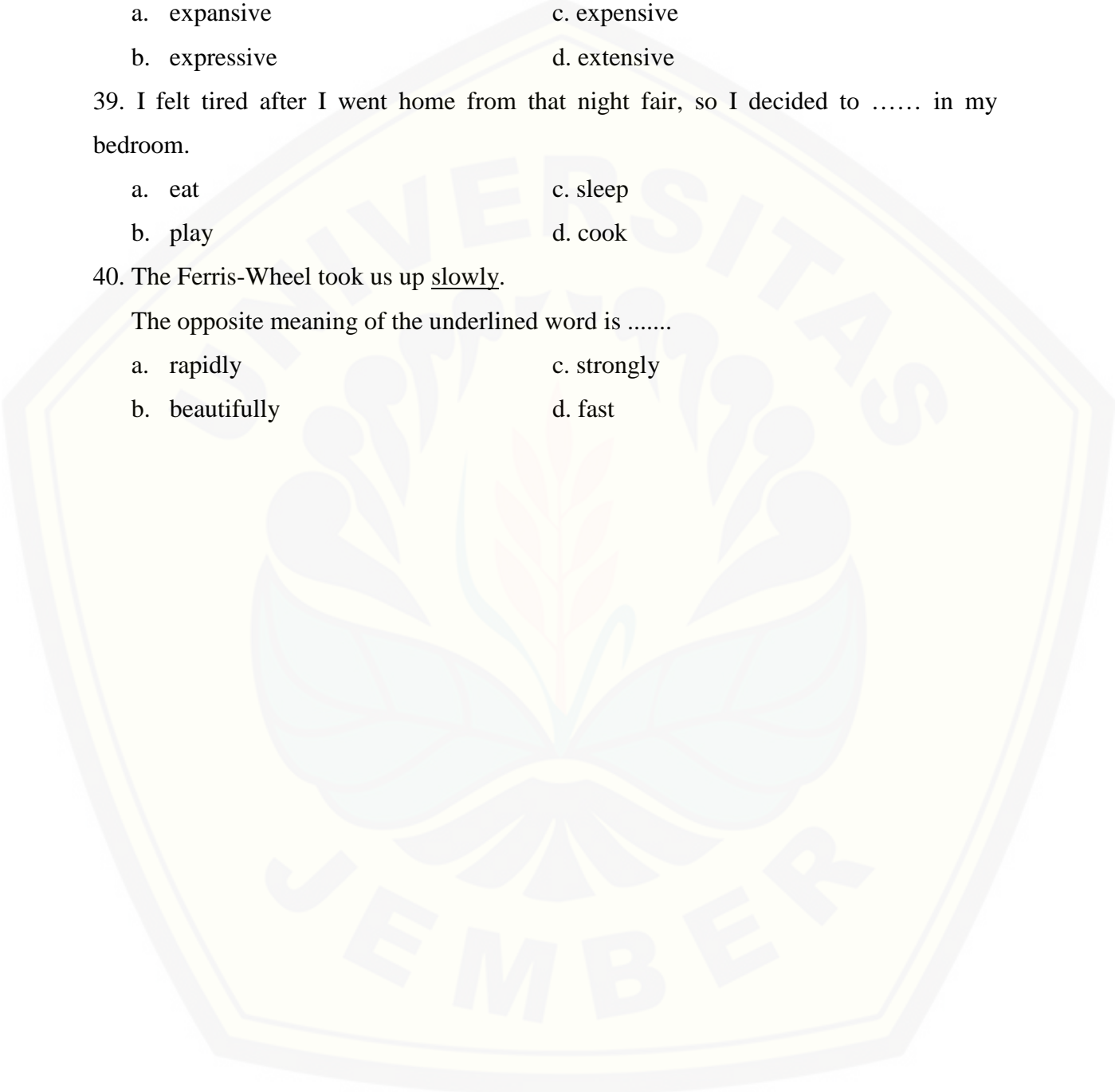
    a. next month   c. two days ago

    b. last week   d. tomorrow

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7. I ……. to an animal market with my father last week.

   a. lived   c. stayed

   b. moved   d. went

8. What kind of animal that has many sharp spines on its body?

   a. A cat   c. A lizard

   b. A frog   d. A porcupine

9. What kind of animal that has soft fur, four legs and its favorite food is carrot?

   a. A rabbit   c. A tiger

   b. A snake   d. A lizard

10. Cats and dogs are kept ……. because they are pet animals.

   a. in the zoo   c. in the river

   b. in the house   d. in the aquarium

11. My grandfather has three <u>big</u> white cows.

   The opposite meaning of the underlined word is …….

   a. large   c. long

   b. narrow   d. small

12. Aditara has a very <u>small</u> hamster in his house.

   The synonym of the underlined word is …….

   a. big   c. large

   b. long   d. tiny

13. A bird uses its wings to…… in the air.

   a. fly   c. crowl

   b. jump   d. catch

14. What kind of animal that looks like a horse but it has black and white stripes on its body?

   a. A cow   c. A buffalo

   b. A girrafe   d. A zebra

15. The polar bears used their thick fur to ……. their bodies in order to prevent them from the cold air.

a. protect   c. practice

b. play   d. produce

16. An ant is a small animal while an elephant is a ……. animal.

    a. high   c. long

    b. big   d. bad

17. Tania always feeds her cat before she goes to school, after coming back from school and before she goes to sleep.

  It means that she feeds her cat ……. in a day.

    a. two times   c. four times

    b. three times   d. five times

18. I ……. feed my dog everyday so it won't be hungry.

    a. always   c. never

    b. rarely   d. seldom

19. My brother has some fish in the …….

    a. lake   c. sea

    b. aquarium   d. planetarium

20. My icy-cold hand is still shaky after riding the roller coaster , so that I need to ……. a glass of water.

    a. eat   c. inhale

    b. drink   d. sniff

21. My parents bought me pop corn, cotton candy and crackers at the ….. while we were in the fair.

    a. magic arena   c. games arena

    b. food stalls   d. ghost house

22. What kinds of food can eat with the taste as sweet as sugar and as soft as cotton?

    a. pop corn.   c. lollipop candy

    b. cotton candy.   d. potato chip

23. Last Sunday, my family and I went to Water Park Wonorejo to …… together.

    a. swim   c. sleep

b. eat   d. drive

24. I was <u>afraid</u> of heights.

The opposite meaning of the underlined word is ……

a. brave   c. smart

b. clever   d. weak

25. My friends are waiting on a bench <u>near</u> the magic show arena.

The antonym of the underlined word is ……

a. far   c. fast

b. fair   d. fun

26. We had to drive for about 4 hours to move from my house to Malang to see that fair. It was really a <u>long distance</u>. The underlined words have the same meaning with the word ….

a. near   c. short

b. close   d. far

27. I sit on …… while waiting my sister in the park.

a. a sofa   c. a bench

b. a table   d. a stool

28. I could see …… scenery from the top of the wheel while riding the ferris-wheel. Its so wonderful!

a. beautiful   c. terrible

b. ugly   d. dangerous

29. At the end of the year, my family and I always celebrate new year party with a lot of food and amazing <u>fireworks</u> flickering its light.

The meaning of the underlined word is ……

a. fire that explodes in the sky with colored flames.

b. a person whose job is to put out the flame.

c. open space in a wall for a fire in a room.

d. wood used for lighting fires as fuel.

30. Toni bought me cold <u>beverage</u>.

The closest meaning to the underlined word is ……

a. meal   c. drink

b. snack   d. food

31. The night fair was near from my house. We could …… to go there. It took only 5 minutes to reach the night fair.

a. talk   c. fly

b. walk   d. stay

32. Rania didn't like to go in a crowded place. She said that it was so <u>noisy</u>.

The antonym of the underlined word is ……

a. shy   c. easy

b. quiet   d. stroll

33. We have to …… before we get our turn to ride on the jet coaster.

a. queue   c. jump

b. run   d. stroll

34. I could see an interesting magic show by the magician when I was in the fair last week.

It is in the …... area

a. parking   c. magic

b. food   d. games

35. The weather felt so <u>cold</u> during the rain last night.

The antonym of the underline word is ……

a. sweet   c. soft

b. high   d. hot

36. I saw a crowd of people having <u>fun</u> there.

The meaning of the underlined word is ……

a. enjoy or pleasure about something.

b. filled with anger and painful.

c. being relaxed and free from pain.

d. lack of comfort caused by something.

37. The jet coaster's engine starts …… slowly before its going more faster.

a. rocked   c. rotated

b. relieved   d. removed

38. The ticket price is very <u>cheap</u> to get me in a ghost house area.

The opposite meaning of the underlined word is ……

a. expansive   c. expensive

b. expressive   d. extensive

39. I felt tired after I went home from that night fair, so I decided to …… in my bedroom.

a. eat   c. sleep

b. play   d. cook

40. The Ferris-Wheel took us up <u>slowly</u>.

The opposite meaning of the underlined word is ....

a. rapidly   c. strongly

b. beautifully   d. fast

THE DISTRIBUTION OF THE TEST ITEMS ON THE VOCABULARY TEST

(CYCLE I)

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

Appendix 10

The Result of the Students' Vocabulary Achievement Test in Cycle 1

Nos.	The Students' Initials	Scores	Achieved	Not Achieved
1	ADR	92.5		
2.	ATDH	92.5		
3.	AHS	100		
4.	AA	100		
5.	BPS	87.5		
6.	DAD	90		
7.	DDW	90		
8.	DWN	92.5		
9.	DANH	92.5		
10.	ENF	90		
11.	EPK	82.5		
12.	FM	95		
13.	FWP	85		
14.	HJA	90		
15.	IK	95		
16.	KPW	87.5		
17.	MSC	77.5		
18.	MAY	90		
19.	MIM	92.5		
20.	MJAD	92.5		
21.	NM	92.5		
22.	RH	90		
23	RE	87.5		
24.	RKI	95		
25.	RI	95		
26.	R	95		
27.	RDBK	87.5		
28.	WSPB	100		
29.	YAK	95		
30.	YFC	95		
31.	YAAK	57		
32.	ARS	100		
Total			**31 students**	**1 students**

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LESSON PLAN 3

(Meeting I Cycle 2)

School	:	SMP Negeri 2 Lumajang
Subject	:	English
Level/Semester	:	VIII/1
Language Skill	:	Reading
Language Focus	:	Vocabulary
Topic/ Sub Topic	:	Social Charity
Time	:	2 X 40'

I. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

II. Basic Competence

2.3 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.

4.7 Menangkap makna dalam teks *recount* lisan dan tulis sangat pendek dan sederhana.

III.   Indicators

      2.3.1 showing cooperation and responsibility while doing the task given.

      4.7.1 classifying verbs, nouns, adjectives and adverbs given which are taken from the text entitled "Visited an Orphanage".

      4.7.2 guessing the answer of the clues to find the answer.

      4.7.3   completing the crossword puzzles with suitable words using the clues provided.

IV.   Learning Objectives

By using crossword puzzle, students are able to:

      2.3.1 show cooperation and responsibility while doing the task given.

      4.7.1 classify verbs, nouns, adjectives and adverbs given which are taken from the text entitled "Visited an Orphanage".

      4.7.2 show the ability to guess the clues to find the answer.

      4.7.3 complete the crossword puzzles with suitable words using the clues provided.

V. Materials

      The materials are enclosed.

VI.   Teaching and Learning Strategy

      Technique   : Lecturing, Question and Answer

VII.   Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction**		
1.1	Greeting the students	Answering greeting	0.5'
1.2	Showing a picture of some students visiting an orphanage	Paying attention	1'
1.3	Asking some leading questions.	Answering leading questions	4'
1.4	Stating the objective of the lesson	Paying attention	0.5'

2	**Main Activities**		
	Observing		
2.1	Distributing the reading texts and the students' worksheets	Receiving the text and the worksheet	1'
2.2	Asking the students to read the text given	Reading the text	3'
	Questioning		
2.3	Reviewing the material about recount text	Paying attention	10'
2.4	Explaining the material about the part of speech covering adjectives, nouns, verbs and adverbs based on the text given	Paying attention	10'
2.5	Asking the students to classify verbs, nouns, adjectives and adverbs from the text, in pairs	Doing the task	10'
	Exploring		
2.6	Discussing the answers	Checking the answers	5'
	Experimenting		
2.7	Asking the students to guess the clues given of the problem	Doing the task	5
2.8	Asking the students to complete nouns, verbs, adjectives, adverbs crossword puzzles using the clues provided	Doing the task	20'
	Networking		
2.9	Discussing the answers with class and collecting the students work	Checking the answers	5'

3	**Closure**		
3.1	Guiding the students to review and draw a conclusion from the material taught	Reviewing and drawing a conclusion from material taught	5
3.2	Parting	Parting	1

VIII.   Media and Sources

Media   : - A recount text entitled "Visited an Orphanage"

- A picture of some students' visitng an orphanage

- A banner of Crossword puzzle

Sources   : -   LKS PR Bahasa Inggris untuk SMP/MTs kelas VIII semester 2 (Intan Pariwara)

IX. Evaluation

a. Attitude

No.	Attitude	Description	Score
1.	Responsibility	Showing responsibility all of the time Showing responsibility much of the time Showing responsibility some of the time Showing responsibility less of the time	4 3 2 1
2.	Cooperation	Showing cooperation all of the time Showing cooperation much of the time Showing cooperation some of the time Showing cooperation less of the time	4 3 2 1

b. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are as follows.

1) Answering the teacher's oral questions;

2) Asking questions;

3) Discussing the task with the partner;

4) Guessing the meaning of the clues of crossword puzzle;

5) Doing vocabulary exercises by using crossword puzzle.

Observation Checklist of the Students' Participation

No.	Names	Indicators					Total	Active	Pasive
		1	2	3	4	5			
1									
2									
3									

Note:

Active   : at least 3 indicators performed

Passive   : less than 3 indicators performed

c. Product Evaluation

Scoring Rubric

Task 1. Classifying the vocabulary (20 items)

1. Each correct item will be scored = 1

2. Total score = 20 x 2= 40

Task 2. Completing crossword puzzles (20 items)

1. Each correct item will be scored = 1

2. Total score = 20 x 3= 60

Jember, November 24th, 2014

The English Teacher,   Researcher,

Mariatul Fitriah, S.Pd   **Anies Indrasari**

NIP: 19711225 199803 2008   **NIM: 100210401134**

MATERIAL

A. Set Induction

1. Does anyone of you have a friend that has no parents or family?

2. What "yatim" in English? What "piatu" in English?

3. What about "yatim piatu" in English?

4. Where do they live?

5. "Orchid" or "orphanage"?

6. Do you ever visited an orphanage?

(taken from http://www.hmtg.ft.ugm.ac.id)

B. Teaching Materials

Recount Text

Visited an Orphanage

Last week, my classmates and I visited an orphanage. We brought boxes of rice, from the donations of our parents, second-hand clothes and also stationery. A few of my friends had conducted a survey to make sure where the place was, the number of children there and the things they needed most.

We greeted them by shaking hands. There were about twelve children living in the orphanage. I think two of them were high school students, while the rest were about

the same age as me. There was also a baby girl. She was so cute and beautiful. She always smiles when we touched her cheeks. I would like to have a little sister like her.

Our class teacher made an opening speech. Then, we sang several songs together. I could hear some of them sang beautifully. To make the atmosphere more lively, several friends and I performed a famous fable, entitled "The Ant and The Grasshopper". I thought they were happy watching our performance. Sometimes they laughed, sometimes they shouted happily. I really enjoyed that moment.

Then, we ate together. We mingled with them. Nearly all the children were friendly. They said that they were happy, but sometimes they missed their parents beside them, which was impossible, because they didn't know who their parents were.

The last activity was distributing stationery to them. Each child received two notebooks, a pencil box with pens and pencils. Although we gave them simple things, we were happy because we gave them through our own savings. They also looked happy.

(Taken from LKS PR Bahasa Inggris Intan Pariwara kelas VIII page 49)

C. Reviewing Materials

Recount Text

- ✓ Recount text is a text which retells events or experiences in the past.
- ✓ The social function is to inform or to entertain the audience about the story or experiences in the past.
- ✓ The generic structure:

a. Orientation : who were involved in the story, introducing the participants, where, when, place and time.

b. Events : describing series of events that happened in the past or telling about chronological experiences.

c. Reorientation : stating personal comment of the writer of the sory and the conclussion of the experience, or feel the writer's feeling about the experience such as happy, flat or sad.

✓ Language features:

   a. Introducing personal participants : My classmates, I, the class teacher.

   b. Using action   : visted (visit), brought (bring)

   c. Using simple past tense   : last week, my friend and I visited an orphanage

D. Parts of Speech

1. Noun

    A noun is a word used to name or identify any classes or things, people, places or ideas.

    Examples: Boxes of rice, second-hand clothes, etc.

2. Verb

    A verb is a word that denotes actions.

    Examples: visited (visit), brought (bring), had (have) etc.

3. Adjective

    An adjective is used to highlight qualities or attributes.

    Examples: cute, happy, etc.

4. Adverb

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

    Examples: last week, there, lively.

Task 1

Classify these following words in the box into the columns of verbs, nouns, adjectives and adverbs! Do it in pairs.
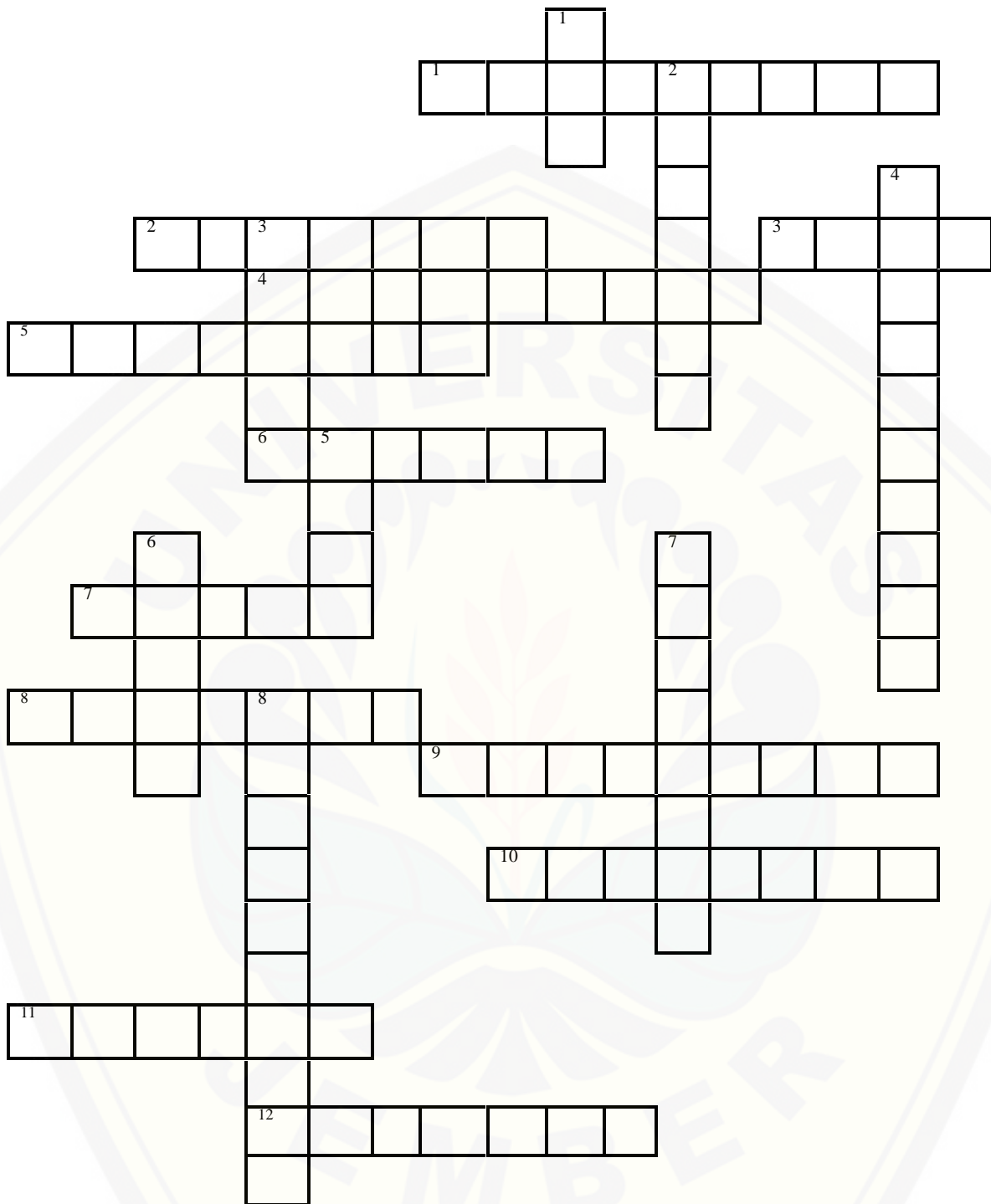
boxes of rice	second hands clothes	a few	had
lively	several	in the orphanage	a little sister
visited	there	greeted	last week
happy	the donations	shaking hands	cute
a baby girl	to make	would	their parents

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

Task 2

Complete this following crossword puzzle by using an appropriate word!

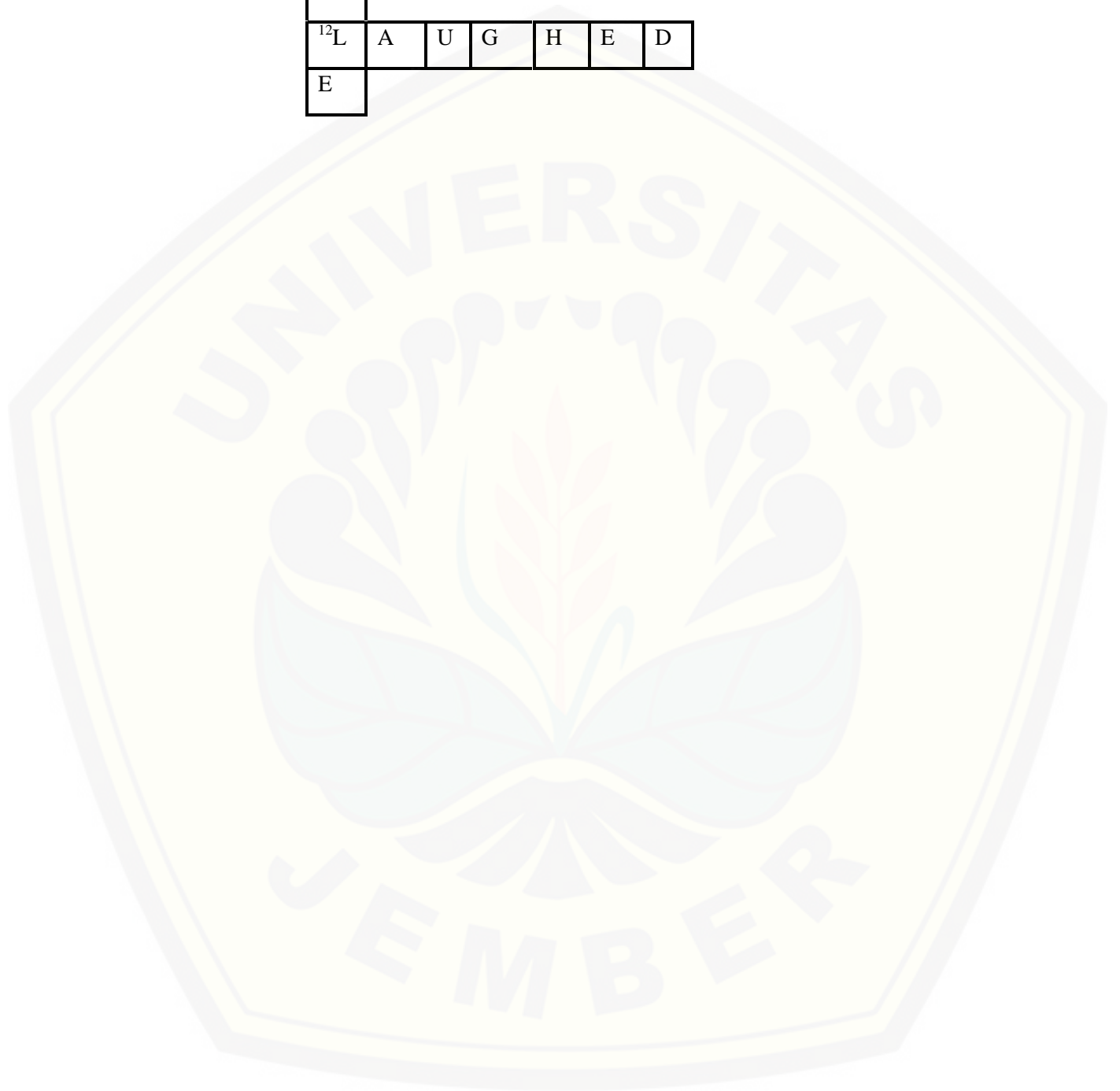| ACROSS	DOWN
1. Small book for writing notes (plural)	1. To feed or to consume (in the past form)
2. A week ago	2. Carry something (in the past form)
3. Attractive, especially by means of smallness or prettiness	3. A short musical composition with words intended to be sung (plural)
4. A place where orphans live	4. Tools for students to write at school such as paper, pencils, pens, ink, etc.
5. Acting like a friend or close friend	5. The synonym of create (in the past form)
6. Expression of pleasure on face/ give a smile (in the past form)	6. The opposite of sad
7. A short story about animals	7. With each other
8. The opposite of sadly	8. The antonym of possible
9. The opposite of ugly	
10. An unspecified point in time	
11. A thing for writing or drawing with point edge and it's easy to erase	
12. Make sound of happiness on face (in the past form)	

ANSWER KEY

TASK 1

Nouns	Verbs	Adjectives	Adverbs
Boxes of rice	Had	Happy	There
The donations	To make	Several	In the orphanage
Second-hand clothes	Would	Their parents	Lively
A baby girl	Visited	A few	Last week
A little sister	Greeted	Cute	Shaking hands

TASK 2

Crossword puzzle answers:

Across:
1. NOTEBOOK
2. LAST WEEK
3. CUTE
4. ORPHANAGE
5. FRIENDLY
6. SMILED
7. FABLE
8. HAPPILY
9. BEAUTIFUL
10. SOMETIME

Down (letters visible in grid): A / ATE, BROUGHT, STATIONERY, SEVERAL, MADE, HAPPYOS, HABPLE..., IMPPOS, TOGETHER

			S	
[11]P	E	N	C	I	L

B	

| [12]L | A | U | G | H | E | D |

E

LESSON PLAN 4
(Meeting II Cycle 2)

School	:	SMP Negeri 2 Lumajang
Subject	:	English
Level/Semester	:	VIII/1
Language Skill	:	Reading
Language Focus	:	Vocabulary
Topic/ Sub Topic	:	Holiday
Time	:	2 X 40'

I. Main Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

II. Basic Competence

2.3 Menunjukkan perilaku tanggung jawab dan kerjasama dalam melaksanakan komunikasi fungsional.

4.7 Menangkap makna dalam teks *recount* lisan dan tulis sangat pendek dan sederhana.

III. **Indicators**

    2.3.1 showing cooperation and responsibility while doing the task given.

    4.7.1 classifying verbs, nouns, adjectives and adverbs given which are taken from the text entitled "My Holiday at Way Kambas".

    4.7.2 guessing the answer of the clues to find the answer.

    4.7.3 completing the crossword puzzles with suitable words using the clues provided.

IV. **Learning Objectives**

    By using crossword puzzle, students are able to:

    2.3.1 show cooperation and responsibility while doing the task given.

    4.7.1 classify verbs, nouns, adjectives and adverbs given which are taken from the text entitled "My Holiday at Way Kambas".

    4.7.2 show the ability to guess the clues to find the answer.

    4.7.3 complete the crossword puzzles with suitable words using the clues provided.

V. **Materials**

    The materials are enclosed.

VI. **Teaching and Learning Strategy**

    Technique   : Lecturing , Question Answer

VII. **Teaching Learning Activities**

No.	The Teacher's Activities	The Students' Activities	Time
1	**Set Induction**		
1.1	Greeting the students	Answering greeting	0.5'
1.2	Giving a riddle about Elepehant	Answering the riddle	4'
1.3	Showing a picture about Way Kambas	Paying attention	1'
1.4	Stating the objective of the lesson	Paying attention	0.5'
2	**Main Activities**		

		Observing		
2.1		Distributing the reading texts and the students' worksheets	Receiving the text and the worksheet	1'
2.2		Asking the students to read the text given	Reading the text	3'
		Questioning		
2.3		Reviewing the material about recount text	Paying attention	10'
2.4		Explaining the material about the part of speech covering adjectives, nouns, verbs and adverbs based on the text given	Paying attention	10'
2.5		Asking the students to classify verbs, nouns, adjectives and adverbs from the text, in pairs	Doing the task	10'
		Exploring		
2.6		Discussing the answers	Checking the answers	5'
		Experimenting		
2.7		Asking the students to guess the clues given of the problem	Doing the task	5
2.8		Asking the students to complete nouns, verbs, adjectives, adverbs crossword puzzles using the clues provided	Doing the task	20'
		Networking		
2.9		Discussing the answers with class and collecting the students' work	Checking the answers	5'
3	**Closure**			

3.1	Guiding the students to review and draw a conclusion from material taught	Reviewing and drawing a conclusion from material taught	5
3.2	Parting	Parting	1

VIII. Media and Sources

Media : - A recount text entitled "My Holiday at Way Kambas"

- A picture of Way Kambas

- A banner of Crossword puzzle

Sources : - LKS PR Bahasa Inggris untuk SMP/MTs kelas VIII semester 2 (Intan Pariwara)

IX. Evaluation

a. Attitude

No.	Attitude	Description	Score
1.	Responsibility	Showing responsibility all of the time	4
		Showing responsibility much of the time	3
		Showing responsibility some of the time	2
		Showing responsibility less of the time	1
2.	Cooperation	Showing cooperation all of the time	4
		Showing cooperation much of the time	3
		Showing cooperation some of the time	2
		Showing cooperation less of the time	1

b. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are as follows.

1) Answering the teacher's oral questions;

2) Asking questions;

3) Discussing the task with the partner;

4) Guessing the meaning of the clues of crossword puzzle;

5) Doing vocabulary exercises by using crossword puzzle.

Observation Checklist of the Students' active Participation

No.	Names	Indicators					Total	Active	Pasive
		1	2	3	4	5			
1									
2									
3									

Note:

Active   : at least 3 indicators performed

Passive   : less than 3 indicators performed

c. Product Evaluation

Scoring Rubric

Task 1. Classifying the vocabulary (20 items)

1. Each correct item will be scored = 1

2. Total score = 20 x 1= 20

Task 2. Completing crossword puzzles (20 items)

1. Each correct item will be scored = 1

2. Total score = 20 x 1= 20

Jember, November 24th, 2014

The English Teacher,   Researcher,

Mariatul Fitriah, S.Pd   **Anies Indrasari**
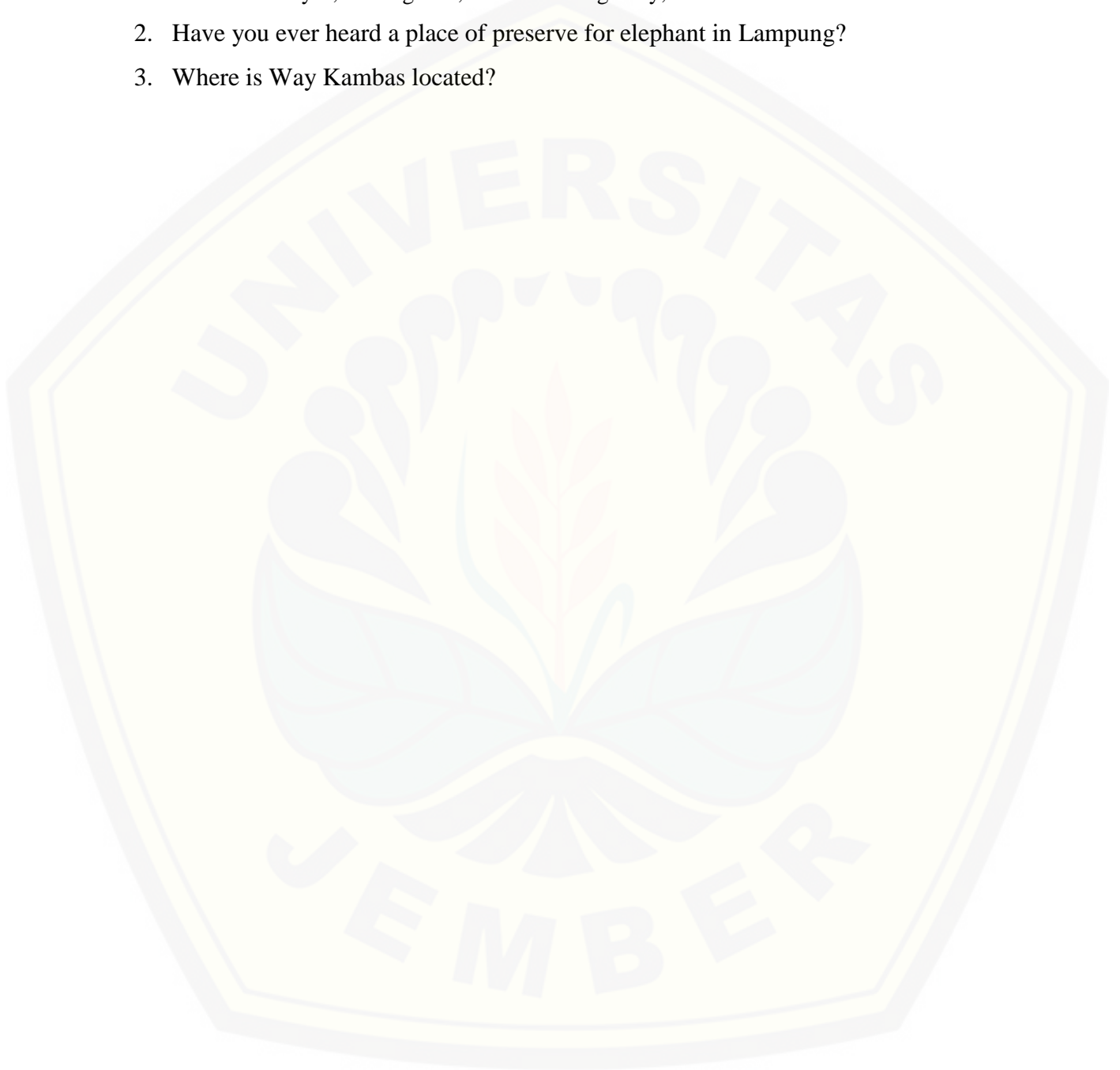
NIP: 19711225 199803 2008   **NIM: 100210401134**

MATERIAL
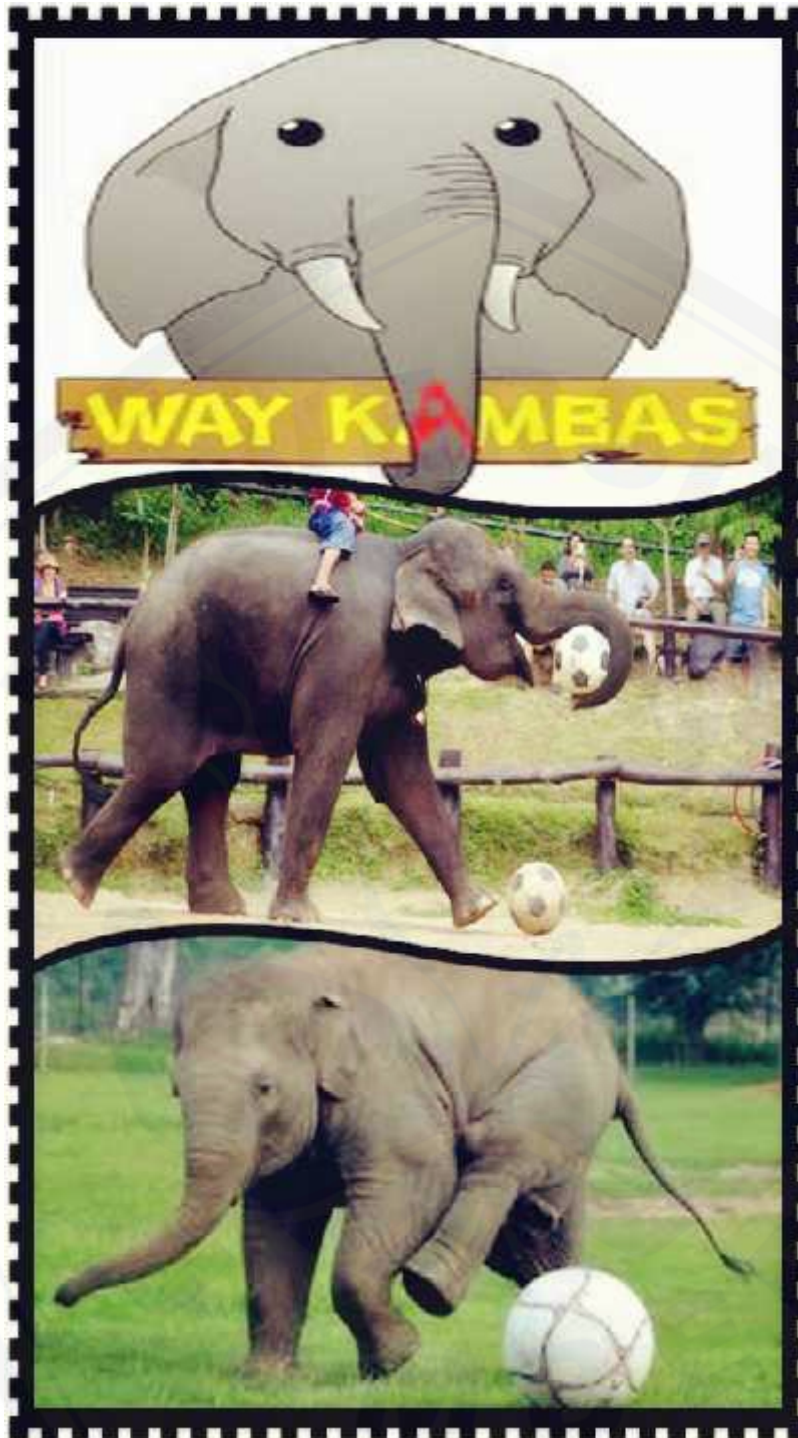
A. Set Induction

1. Giving a riddle

   I have small eyes, two big ears, a trunk and big body, who am I?

2. Have you ever heard a place of preserve for elephant in Lampung?

3. Where is Way Kambas located?

(taken from www.nining.blogspot.com; www.brekejap.com;www.fotografer.net
)

B. Teaching Materials

Recount Text

My Holiday at Way Kambas

Jakarta, September 29, 2013

Dear Kiki,

Last holiday, my brother and I visited our grandparents in Bandar Lampung. There are many tourism destinations, such as museum, shores, waterpark, zoo and Way Kambas. During our visit, we decided to go to Way Kambas, The Elephant Training Center. We wanted to watch the huge animals playing football.

Way Kambas is situated in East Lampung, about 110 km from Bandar Lampung, the capital city of Lampung. It took 3 hours for us to reach Way Kambas from our grandparents' home. We left early in the morning at 6 a.m. by car. It would take longer to go there by motorcycle or bus.

We were lucky to visit the place on the weekend, because the elephant football show is only held on weekends. The show was great. It was amazing to see such a big animals running and kicking the ball. The ball was larger than the one used in regular football. After that, we watched other attractions. My brother rode on the big animals, but I didn't. I was too nervous to do it.

At 4 p.m. we returned to Bandar Lampung. We were very tired but impressed. It was really an interesting experience for us. I hope you can visit it too in the future. By the way how was your holiday?

Yours,
Miranty

(UAN SMP/Mts Bahasa Inggris 2013/2014 taken from

http://yustiparaya.wordpress.com)

C. Reviewing Materials

Recount Text

- ✓ Recount text is a text which retells events or experiences in the past.
- ✓ The social function is to inform or to entertain the audience about the story or experiences in the past.
- ✓ The generic structure:

a. Orientation : who were involved in the story, introducing the participants, where, when, place and time.

b. Events : describing series of events that happened in the past or telling about chronological experiences.

c. Reorientation : stating personal comment of the writer of the sory and the conclussion of the experience, or feel the writer's feeling about the experience such as happy, flat or sad.

✓ Language features:

a. Introducing personal participants : Miranty, Kiki

b Using action verbs : watched (watch)

c. Using simple past tense : Last holiday, my brother and I visited our grandparents in Bandar Lampung.

D. Parts of Speech

1. Nouns

   A noun is a word used to name or identify any classes of things, people, places or ideas.

   Examples: elephant, ball

2. Verbs

   A verb is a word that denotes actions.

   Examples: wanted (want), took (take)

3. Adjectives

   An adjective is used to highlight qualities or attributes.

   Examples: huge, interesting

4. Adverbs

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

   Examples: Way Kambas, Bandar Lampung

Task 1

Classify these following words in the box into the columns of verbs, nouns, adjectives and adverbs! Do it in pairs.
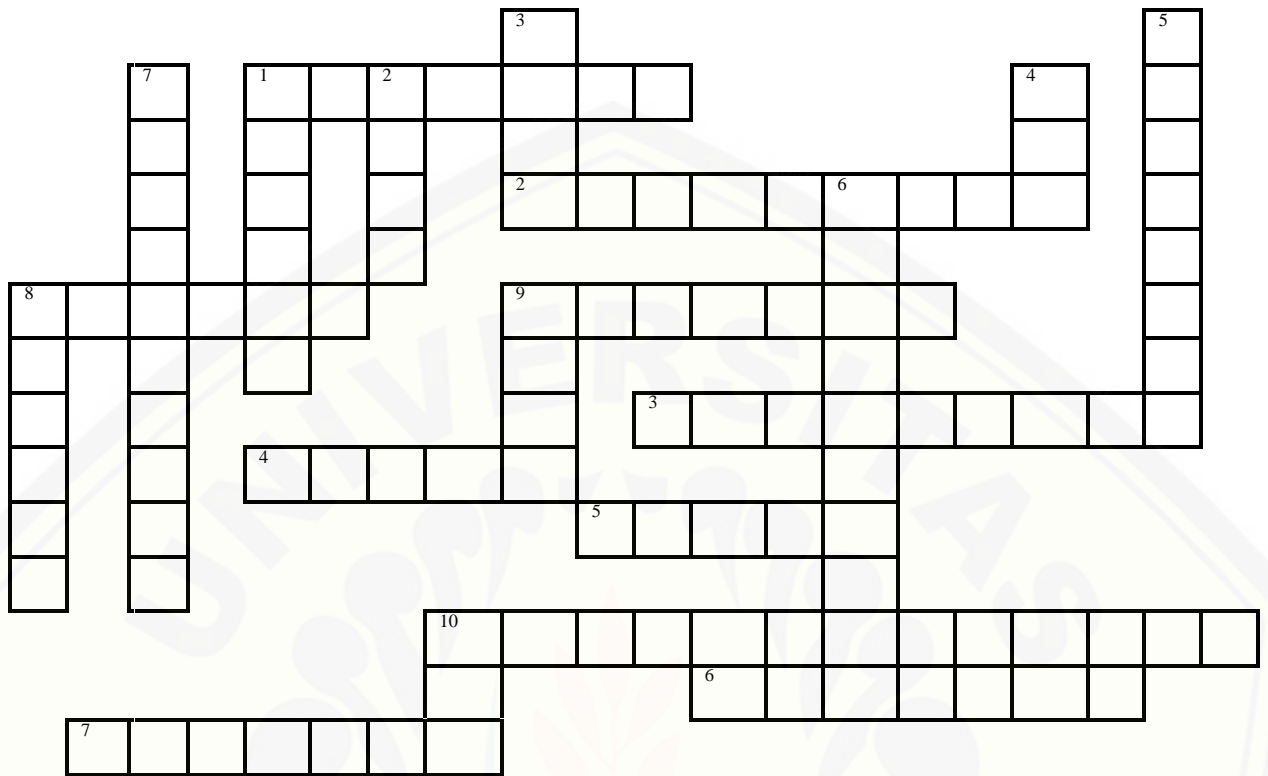
Elephant	At 6 a.m.	Nerveous	Ride
East Lampung	Huge	Car	Great
Tired	Attraction	There	To do
Would	To watch	Football	Used
Ball	Interesting	Last holiday	At 4 p.m.

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

Task 2

Complete this following crossword puzzle by using appropriate word!

ACROSS	DOWN
1. The synonym of see (in the past form)	1. The synonym of need (in the past form)
2. A place for Elephant Training Center	2. The opposite of give (in the past form)
3. Deeply affected or influenced (in the past form)	3. Any of various kinds of public entertainment
4. The opposite of unlucky	4. A big vehicle to carry many passengers/public transportation
5. The opposite of late	5. Getting something back again/ give back
6. The end of the week	6. A motor vehicle with two wheels
7. Very wonderful or awesome	7. The opposite of inexperience
8. Large or big relative activities to something else	8. For more time
9. The name of the letter's writer	9. Not few
10. The capital city of Bandar Lampung	10. The opposite of small

ANSWER KEY

TASK 1

Nouns	Verbs	Adjectives	Adverbs
1. Elephant 2. Car 3. Ball 4. Football 5. Attention	1. To watch 2. Used 3. Would 4. To do 5. Ride	1. Huge 2. Great 3. Nervous 4. Interesting 5. Tired	1. at 6 a.m. 2. Last holiday 3. There 4. East Lampung 5. at 4 p.m.

TASK 2

Appendix 13

The Results of Observations in Cycle 2

No.	The Students' Initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories	
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1.	ADR														
2.	ATDH														
3.	AHS														
4.	AA														
5.	BPS														
6.	DAD														
7.	DDW														
8.	DWN														
9.	DANH														
10.	ENF														
11.	EPK														
12.	FM														
13.	FWP														
14.	HJA														
15.	IK														
16.	KPW														
17.	MSC														
18.	MAY														
19.	MIM														
20.	MJAD														
21.	NM														
22.	RH														
23	RE														
24.	RKI														
25.	RI														
26.	R														
27.	RDBK														
28.	WSPB														
29.	YAK														
30.	YFC														
31.	YAAK														
32.	ARS														
Total		**Meeting 1**					**24**	**8**	**Meeting 2**					**29**	**3**

The indicators:

1) The students answered the teacher's oral questions;

2) The students asked questions

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3) The students discussed the task with the partner

4) The students guessed the meaning of the clues of crossword puzzle

5) The students did vocabulary exercise by using crossword puzzle.

VOCABULARY TEST (CYCLE II)

Subject : English

Class/Semester : VIII/II

Language Focus : Vocabulary

Time : 40 Minutes

Name : ....

Class : ....

Absent Number : ....

A. Choose the correct answer by crossing a, b, c, or d on this paper test!

1. A place where an orphan lives is called ....

   a. an orphanage

   b. a dormitory

   c. an apartment

   d. a hotel

2. A story about animals is called ....

   a. a myth

   b. a legend

   c. a fable

   d. a folklore

3. We gave them second-hands clothes while visited the orphange.

   The synonym of the underlined words is ....

   a. new clothes

   b. used clothes

   c. cheap clothes

   d. expensive clothes

4. They received a pencil box from us.

    The meaning of the underlined word is ....

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    a. A case for keeping pens, pencils, etc.

    b. A case for keeping handphones, tablets, etc.

    c. A case for keeping books, dictionaries, etc.

    d. A case for keeping laptops, notebooks, etc.

5. The baby girl was so cute and <u>beautiful</u>. The opposite of the underlined word is ....

    a. ugly

    b. sad

    c. small

    d. clever

6. Sometimes the children missed their parents beside them but it was <u>impossible</u>.

   The opposite of the underlined word is ....

    a. possibly

    b. possibility

    c. possible

    d. impossibilty

7. We sang several songs <u>happily</u>. The opposite of the underlined word is ....

    a. slowly

    b. smoothly

    c. softly

    d. sadly

8. Last week, my friends and I <u>visited</u> an orphanage.

   The meaning of the underlined word is ....

    a. went to see something

    b. went away from a person or place

    c. moved towards to the speaker or a place

    d. be or remained at the same place or condition

9. While we visited an orphanage, we .... simple things for the childrens but they were

   very happy.

    a. gave

    b. sold

c. accepted

d. refused

10. I was very happy and <u>laughed</u> together with my friends.

The synonym of the underlined word is ....

a. smiled

b. frowned

c. cried

d. shouted

11. My friends and I <u>brought</u> some boxes of rice, from the donations of our parents.

The closest meaning of the underlined word is ....

a. carried something

b. threw something

c. bought something

d. opened something

12. Yesterday, my mother <u>made</u> some delicious foods to bring for the orphan childrens.

The meaning of the underlined word is ....

a. person who made something

b. constructed, produced or prepared something

c. caused somebody to succeed or developed well

d. used for a time because there was nothing better

13. My family always have dinner <u>together</u> at 7 p.m.

The meaning of the underlined word is ....

a. be separated

b. be abandoned

c. with each other

d. not the same as somebody or something

14. Nina's little sister liked to sing a <u>song</u> every time I visited their house. She is so cute!

The meaning of the underlined word is ....

a. an art of arranging sounds of voices

b. a person skilled in playing music

c. made musical sounds with the voice

d. a short musical composition with words that is intended to be sung

15. I can see many <u>young</u> children in that orphanage.

The opposite of the underlined word is ....

a. old

b. small

c. cold

d. tall

16. My friends and I always keep our class <u>clean</u>, so that we won "The Cleanest Class Competition" in our school.

The opposite of the underlined word is ....

a. warm

b. kind

c. dirty

d. easy

17. Jasmin is one of my friends that has no parents. She lives with her grandmother. She has <u>long</u> black hair and <u>big</u> eyes. She is so friendly.

The opposite of the underlined words are ....

a. short, well

b. easy, small

c. short, small

d. easy, well

18. Nicholas' niece was cute and a beautiful <u>baby</u> girl.

The meaning of the underlined word is ....

a. very young child

b. look after a child while the parents are out

c. like a baby

d. having lived for long time

19. We sang several songs happily together. I can hear some of them singing ....

a. badly

b. terribly

c. beautifully

d. lazily

20. This morning my family and I had breakfast together in the ....

a. living room

b. bed room

c. dining room

d. bath room

21. What kind of animal that has big ears, small eyes, a trunk and a big body?

a. a rhinoceros

b. a lion

c. a girrafe

d. an elephant

22. Jenita would like to ..... her grandmother next week because her grandmother has

been sick.

a. visit

b. leave

c. stay

d. move

23. There are <u>many</u> people watching the Elephant Show.

The opposite of the underlined word is ....

a. a few

b. various

c. uncounted

d. numerous

24. My mother put the suitcase <u>above</u> the cupboard.

The opposite of the underlined word is .....

a. high

b. over

c. overhead

d. below

25. What kind of sport that is played on a large open field where the players can only use their feet to kick a ball into a goal?

a. baseball

b. basketball

c. football

d. voleyball

26. We must come back home as soon as possible before it's getting dark.

The closest meaning of the underlined words is .....

a. stay

b. move

c. leave

d. return

27. Tasya always comes early to school. The opposite of the underlined word is ....

a. soon

b. now

c. late

d. after

28. The children recently went home.

The opposite of the underlined word is .....

a. freshly

b. anew

c. before

d. lately

29. Last week, my family and I went to Wonorejo Waterpark.

The meaning of the underlined word is ....

a. a park which is full of water playing arena

b. clear colorless liquid that falls as rain, used for drinking

c. large round green fruit with juicy pink flesh

d. very steep fall of water over a cliff

30. My friend <u>selected</u> some elephant handicrafts to buy in the market.

   The underlined word has the closest meaning with the word .....

   a. threw

   b. put

   c. chose

   d. gave

31. The man who was sitting near the tree was <u>fat</u>. The opposite of the underlined word

is ....

   a. slim

   b. big

   c. small

   d. huge

32. She wipes my LCD Screen <u>gently.</u>

   The opposite of the underlined word is .....

   a. roughly

   b. softly

   c. lightly

   d. mildly

33. Last two weeks, I went to Surabaya <u>Zoo</u>.

   The meaning of the underlined word is ....

   a. a place where aircrafts land and take off, with buildings for passangers to wait in

   b. a park where living animals are kept for people to look at.

   c. a place for buying or selling goods

   d. a building in which objects of art, history or science are shown

34. My parents were <u>impressed</u> with the Elephant Show. The opposite of the underlined

word is ....

   a. affected

   b. dissapointed

c. nervous

d. worried

35. I felt so <u>tired</u> after driving a car for 10 hours. The opposite of the underlined word is ....

    a. exhausted

    b. fatigued

    c. energized

    d. annoyed

36. She <u>frequently</u> rearranged her bedroom.

    The synonym of the underlined word is ....

    a. rarely

    b. seldom

    c. uncommonly

    d. regularly

37. Mita went to Animal <u>Museum</u> in Malang a month ago.

    The meaning of the underlined word is ....

    a. a park where living animals are kept for people to look at

    b. a place for buying or selling goods

    c. a building in which objects of art, history or science are shown

    d. a public garden or area of ground for public use

38. Aunt Yunita would ..... to Probolinggo this afternoon.

    a. go

    b. stay

    c. leave

    d. watch

39. My sister told me that she was too <u>nervous</u> to ride that big animal. The closest meaning to the underlined word is .....

    a. anxious

    b. brave

    c. calm
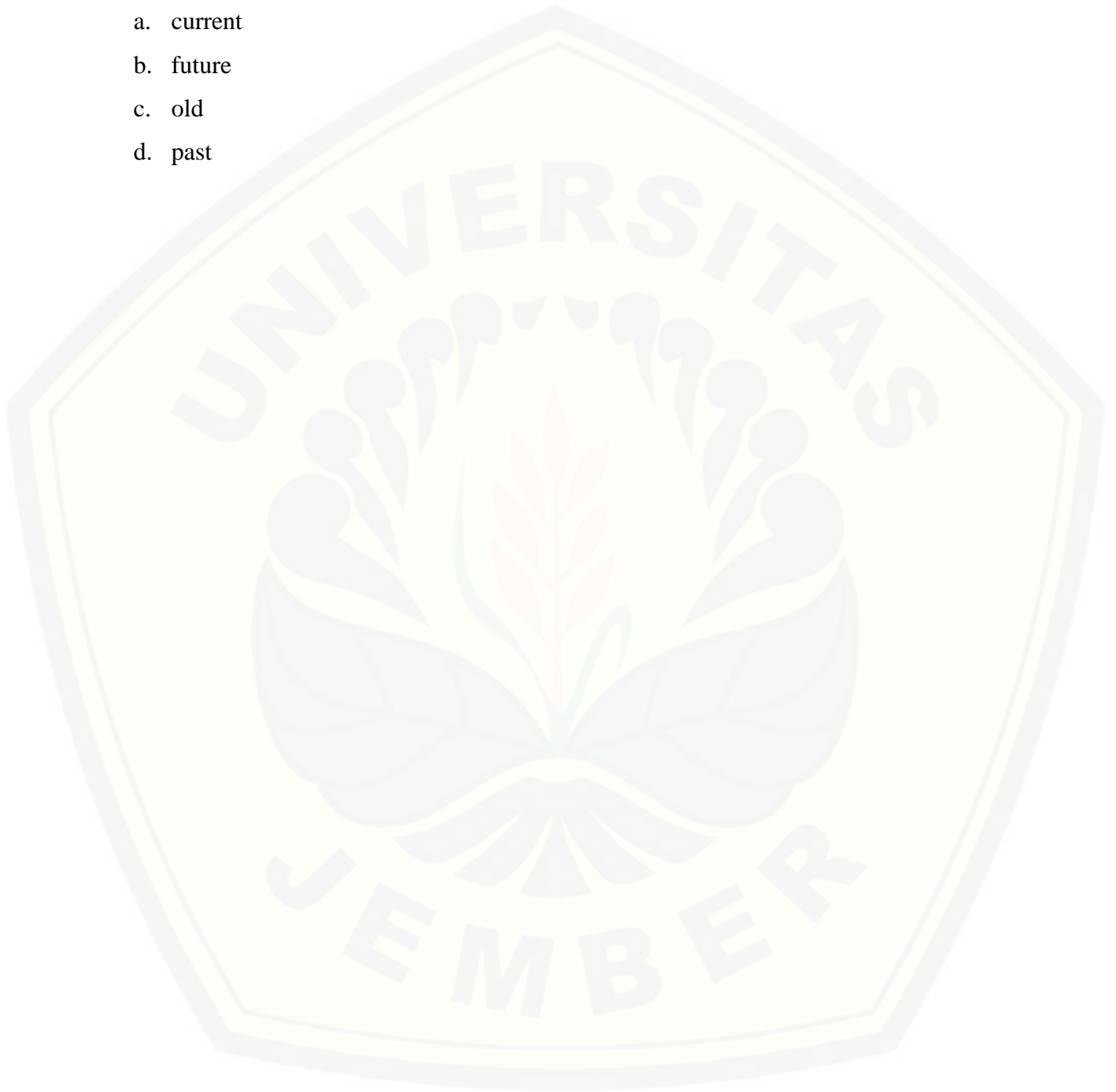
d. fearless

40. Sizuka arrives from Osaka <u>today.</u>

   The closest meaning to the underlined word is .....

   a. current

   b. future

   c. old

   d. past

THE DISTRIBUTION OF THE TEST ITEMS ON THE VOCABULARY TEST

(CYCLE II)

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

Appendix 15

The Result of the Students' Vocabulary Achievement Test in Cycle 2

No.	The Students' Initials	Score	Achieved	Not Achieved
1	ADR	87.5		
2.	ATDH	85		
3.	AHS	80		
4.	AA	80		
5.	BPS	80		
6.	DAD	92.5		
7.	DDW	80		
8.	DWN	85		
9.	DANH	92.5		
10.	ENF	80		
11.	EPK	80		
12.	FM	87.5		
13.	FWP	90		
14.	HJA	82.5		
15.	IK	87.5		
16.	KPW	85		
17.	MSC	85		
18.	MAY	90		
19.	MIM	90		
20.	MJAD	87.5		
21.	NM	87.5		
22.	RH	95		
23	RE	82.5		
24.	RKI	87.5		
25.	RI	87.5		
26.	R	90		
27.	RDBK	92.5		
28.	WSPB	92.5		
29.	YAK	95		
30.	YFC	92.5		
31.	YAAK	87.5		
32.	ARS	92.5		
Total			**32 students**	**-**

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