



THE USE OF CROSSWORD PUZZLE TO IMPROVE
READING COMPREHENSION ACHIEVEMENT
OF THE STUDENTS AT SLTP 2 BALUNG
IN THE ACADEMIC YEAR 1999-2000

Classroom Action Research



by :

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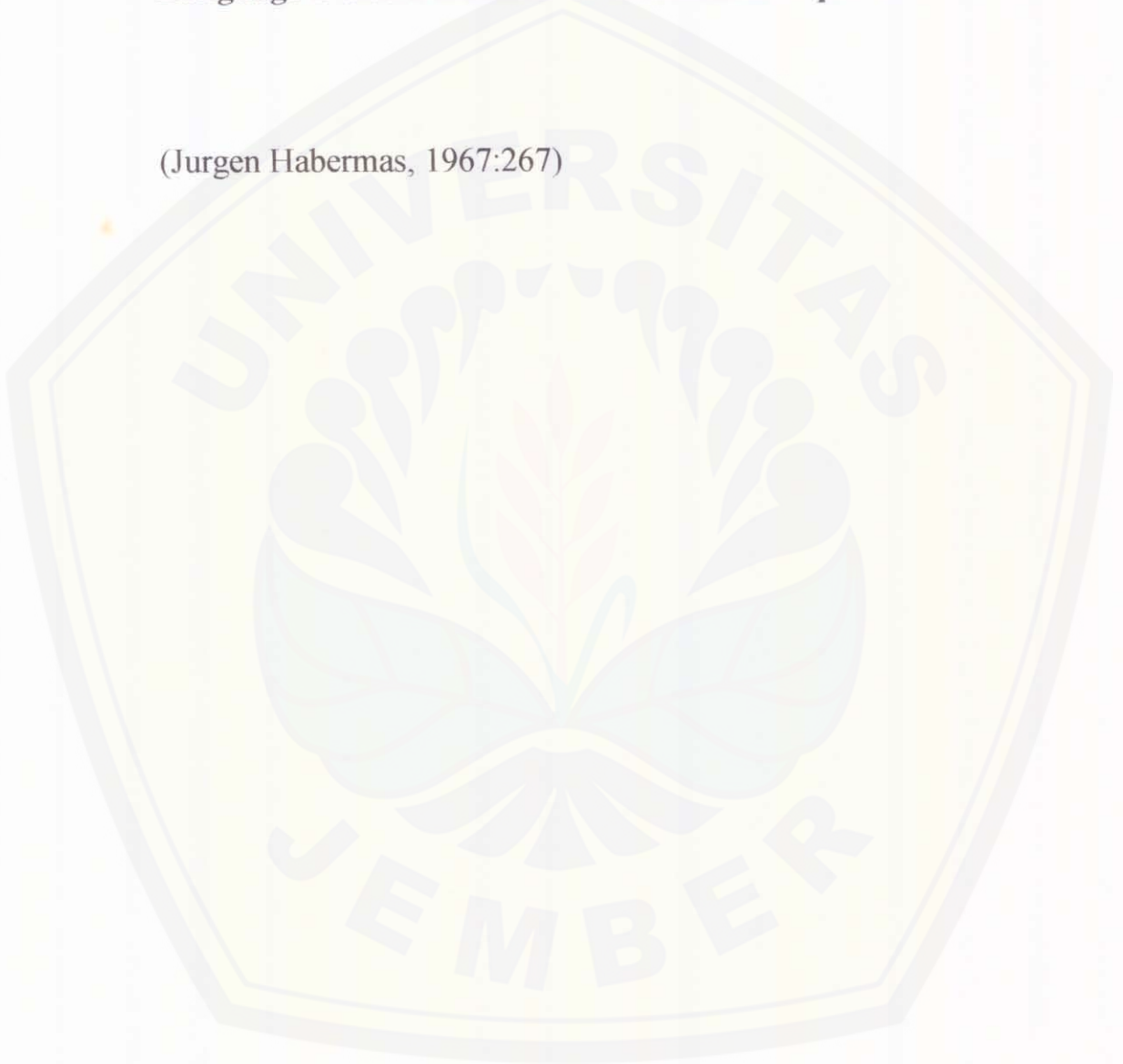
FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER

JULY 2001

Motto

Language is also a medium of domination of power

(Jurgen Habermas, 1967:267)



Dedication

This Action Research devoted to :

1. My beloved Parents
2. My beloved Husband
3. My beloved Son, Aditya
4. My beloved Sisters
5. My beloved Almamater
6. My beloved Friends

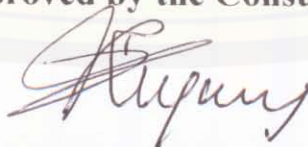
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Classroom Action Research

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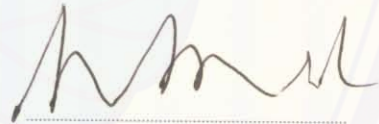
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Jember, July 2001

The Writer

Table of Content

TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANT	iv
APPROVAL OF THE EXAMINATION COMMITTEE.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLE	ix
THE SCHOOL PLAN	x
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	2
1.3 Scope of the Research	2
1.4 Purpose of the Research	2
1.5 Significance of the Research	2
CHAPTER II THEORETICAL FRAMEWORK	3
2.1 The Purpose of Reading	3
2.2 Vocabulary	5
2.3 Games as Teaching Media.....	5
CHAPTER III RESEARCH METHOD	8
3.1 Research Setting	8
3.2 Research Procedure	8
3.2.1 General Description of the Research	8
3.2.2 Details of Research Procedure	8

CHAPTER IV RESULT OF THE STUDY	11
4.1 The Action of the First Implementation	11
4.1.1 The Description of the First Implementation	11
4.1.2 Data Analysis of the First and the Second Implementation.....	12
4.1.3 The Interpretation of the First Implementation ...	13
4.2 The Action of The Second Implementation	13
4.2.1 The Description of the Second Implementation ..	13
4.2.3 The Interpretation of the Second Implementation	14
4.3 Discussion	14
CHAPTER V CONCLUSION AND SUGGESTION	16
5.1 Conclusion	16
5.2 Suggestion	16

BIBLIOGRAPHY

APPENDICES

1. Research Matrix
2. The Example of Crossword Puzzle
3. The List of Teacher of SLTP 2 Balung
4. The Number of students of SLTP 2 Balung in the Academic Year 1999/2000
5. The Names of Respondent of I B Class of SLTP 2 Balung in The Academic Year 1999/2000
6. Test of Reading

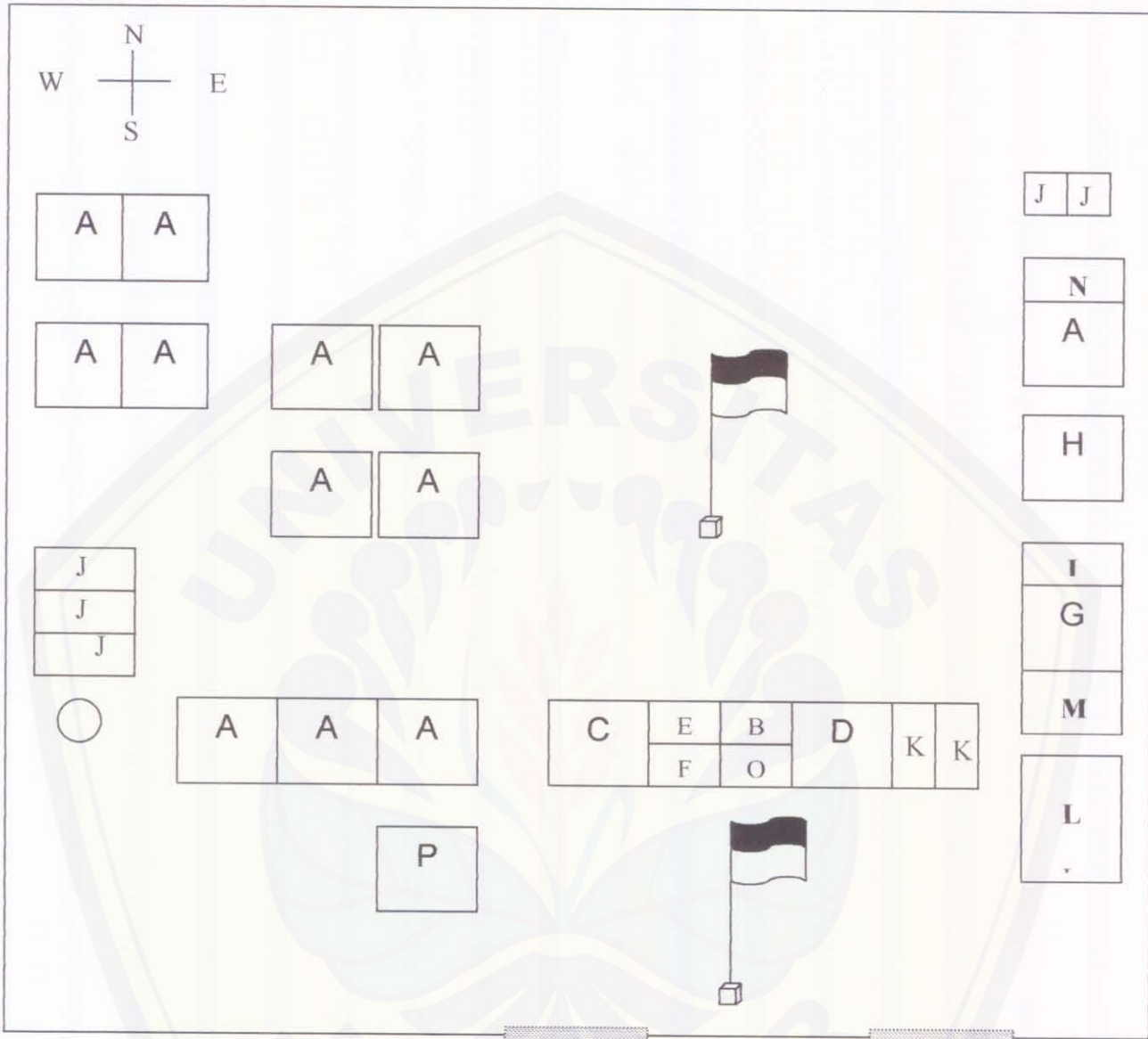
List of Table

Table Number	Title	Page
1	Data Analysis of the First and the Second Implementation	12



THE SCHOOL PLAN

Balung Kidul



- A ---- Classroom
- B ---- Headmaster's Room
- C ---- Teachers' Room
- D ---- Administration Staff Room
- E ---- Guidance and Counseling Room
- F ---- Clinic Room
- G ---- Library
- H ---- Laboratory

- I ---- Kopsis
- J ---- Students' Toilet
- K ---- Teachers' Toilet
- L ---- Students' Parking Lot
- M ---- Teachers' Parking Lot
- N ---- OSIS' Room
- O ---- Living Room
- P ---- Masque

ABSTRACT

MIMIK MIN MARIYATI, THE USE OF CROSSWORD PUZZLE TO IMPROVE READING COMPREHENSION ACHIEVEMENT OF THE STUDENTS AT SLTP 2 BALUNG N THE ACADEMIC YEAR 1999 – 2000

Consultant : Drs. Sugeng Ariyanto, M.A.

Keywords : Crossword, Puzzle, Reading Comprehension, Achievement.

Reading is one of the components of language that must be taught at junior and senior high schools. One of the techniques to support the students achievements in their reading is by giving crossword puzzle to make the students learn more activity, feel motivated to advance better achievement. The main purpose of conducting this research is to know how far the use of crossword puzzle could improve student's reading comprehension achievement.

The research took place at SLTP 2 Balung in the third four month term in the academic year 1999-2000. The were 47 students of the first year. The data needed in this study were colected through observation, test and documentation, an the data were analyzed descriptively. The result of computing value of the student's reading comprehension achievement in the first implementation had the mean score 65,21 and in the second implementation had the mean score 69,36.

From the result of data analysis, it is concluded that the use of cross word puzzle could improve student's reading comprehension achievement at SLTP 2 Balung in the academic year 1999-2000. Considering the above conclusion, teachers should increase the students vocabulary by developing some techniques in teaching, and cross word puzzle is one of the alternative media in teaching vocabulary to improve their reading comprehension achievement.

CHAPTER I

1.1 Background of the Research

English plays an important role in Indonesian education, and it has been taught from junior high school up to the university. At present English is also taught at elementary school, as the local content course.

In the curriculum of SLTP (1994 : 1), it is stated that English in the foreign language that must be taught in junior and senior high schools. In other words, the teaching of English as a foreign language in Indonesia is extremely important.

The English lesson in teaching and learning process cover the four skills, that is : listening, speaking, reading, and writing. To have a good performance in the classroom, the teacher should have an appropriate technique and prepare some reading comprehension emphasis measurements to what extent they can achieve the objectives of instruction. Therefore the focus of the study is the students' reading comprehension achievement.

To help students enlarge their vocabularies, to improve their reading comprehension achievement, the teachers may use many ways. For examples : they may give or use pictures, jokes songs, glosarry, puzzles, games and so on. In teaching vocabulary, it will be more interesting if the teacher uses puzzles and games that can be used as the techniques for teaching in order to get the students' attention.

The students' motivation of studying English in the SLTP 2 Balung is still low, so teaching techniques to arise their motivation should be observed.

In this research, crossword puzzles were used in English lessons, for the purpose of increasing quality and motivation of students at SLTP 2 Balung to study English to improve their reading comprehension achievement.

1.2 Problem of the Research

Based of the above background, the research problems are as follows :

Is the use of cross word puzzle could improve reading comprehension achievement of students at SLTP 2 Balung in the academic year 1999-2000?

1.3 Scope of the Research

This research is carried out at SLTP 2 Balung, in the academic year 1999 / 2000.

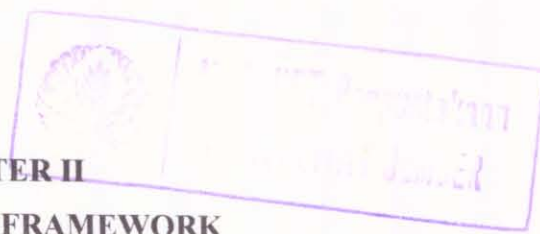
1.4 The Purpose of the Research

The purpose of this study is to know whether the use of cross word puzzle could improve reading comprehension achievement of the students at SLTP 2 Balung in the academic year 1999-2000.

1.5 Significance of the Research

The research finding are expected to :

1. Increase the students' interest in using puzzle, to enlarge their vocabulary.
2. To give some feed back to teacher, to develop their teaching.
3. To give some input to the future researcher to consider the similar problem of this study in the future.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 The Purpose of Reading

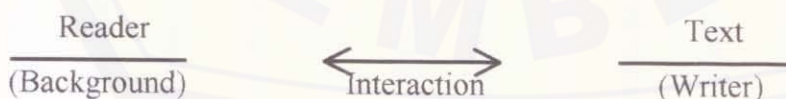
The purpose of reading varies and it might depend on the context of where reading activities happen. In the classroom the purpose of reading might be to get information literally. In this way the students can enlarge their vocabulary by understanding the language of the text.

As Williams (1984) in Suyanto, et al (1996 : 2) state that, the purpose of reading is classified into :

1. Getting general information from the text.
2. Getting specific information from the text.
3. Reading for pleasure or for interest.

Their classification is implemented into the development of different reading skills techniques, such as skimming, scanning. In other words, the students might skim to get the general information or scan it to get specific information.

In the classroom the reading material might be based on some short stories from a course book, or what is called “buku paket”, for example, “Let’s Learn English”. In this way, the students are expected to have a greater interest to develop their reading skills. Besides, the reading material should encourage the interaction between the reader and the text. To illustrate this, Mc. Dough and Shaw (1993 : 105) present the following diagram.



The diagram show that, in the classroom the teacher may give a text to the students to develop their reading skill and the text should encourage their interaction. If the students do not understand what the text is about, the students' interaction might not happen in the reading process. However, if the students with their background knowledge understand what the text is about, they may certainly interact with the text writer, that is they understand the writer's ideas.

Besides the purpose of reading can be achieved if the students have motivation. In other words, the students who seldom read because of poor motivation may fail to meet their needs in reading, Shepherd (1978 : 7). In short, in reading classes the teachers should be ready to deal with their students' reading purpose to anticipate different types of the text they like to read.

The first point in the reading process is knowledge a the basic element for comprehension. This means that to comprehend reading materials, the students should have enough knowledge, and they must understand the text words but if they do not know the words, they may fail to comprehend the text. For example, if the students know the word "animal" as their background knowledge they may certainly understand the text containing that words, because they can imagine it. Even they can translate it without looking up their dictionaries.

Indeed, many students are often worried about their language skills when they sit down to read the text in English. Some of them may fail to understand what they have read, especially what the passage is about. The problem here is the difficult words. In this case, they mostly try to comprehend every word in the text and read it very slowly. They continue this word by word by opening the dictionary to get the meaning. As a result, they tend to be frustated and dissatisfied to solve this problems. This is because they might get bored of sitting down and reading the text to find the meaning of the difficult words by using dictionary.

2.2 Vocabulary

In reading comprehension, vocabulary is very important for the students to comprehend the reading materials. Lack of vocabulary might cause the students' difficulties to comprehend the message of the printed text. On this point, Pieter A. Napa (1993 : 6) notes that, "Vocabulary is one to components of language and that no language exists without words." Therefore, enlarging vocabulary is one of the way to improve reading comprehension. By understanding the vocabulary found in passage, the students may understand what the text is about.

Similarly, Fairbairn and Winch (1993 : 9) also note that, "If we know what the individual words are and how they are put together in our language, we know what the sentence means. This means that if the students know some words in the text, they may comprehend the sentence easily. Ibrahim (1996 : 432) in Arsyad (1997 : 16) also notes that, : "Teaching media arouse the students's interest and help them to retain their knowledge in mind." This means that, it is better if the teacher use media to arouse the students' interest. In this way, they might not realize that they are learning because they enjoy having fun with watching their teachers' media.

On this point, Sudjana and Rivai (1992 : 2) describe that the advantages of media are to :

1. Develop students' learning motivation so that they might be more interested.
2. Clarify the conceptual meaning of words.
3. Increase various techniques of explaining the teaching materials.
4. Activate the students in classroom activities, such as observing, doing, demonstrating as well as role playing.

2.3 Games as Teaching Media

Games are ones of the interesting types of teaching media in teaching and learning process. By using games the teachers expect that their students can enjoy learning English and understand more and more words to enlarge their vocabularies.

Wright et al (1983 : 1) state that "Games help and encourage many learners to sustain their interest and work." This means that games are interesting for language

teaching, and they can be used to teach vocabulary. Besides they can be used to arouse the students, motivation to avoid their boredom in the classroom especially in learning English.

There are many kinds of games that can be used in teaching and learning process that is, missing letters, using pictures, matching words, puzzle and so on. In this study, puzzle are taken as the example of teaching media for the students to enlarge their vocabulary. Besides, they can stimulate the students' interest to learn English by putting words in the boxes of the puzzles. In reading process, the teachers can teach considerable materials by using games and they can also develop their students' skills, such as listening, speaking, reading, and writing.

Wright, et al (1983 : 1 – 2) also state that games can be found to practise all the skills. Similarly, Nababan (1993 : 206) regard games as tools to help the students to achieve their study goals. Spaventa (1979 : 26 – 27) also insert that the puzzle into kinds of games. One of puzzle that can be given by the teacher to interest the students to study English. Napa (1996 : 6) states that “Crossword puzzle can be used to develop the students vocabulary.” This means that crossword puzzle can increase the students vocabulary because by giving crossword puzzle to the students, will be practise to think and study English words and memorize word indirectly. Teaching vocabularies by using puzzle is one of the alternative to solve the students' problem. Puzzle enables the students to the techniques which is used to teach vocabulary and to solves the students understanding of the new words.

Karim and Hasbullah (1986 : 2.34) also says that crossword puzzle is one of teaching media that interesting for SLTP students especially at noon. Crossword puzzle make students relax and free from the stress on learning situation process. So, puzzle can be used in teaching learning process to arouse the students interest, to motivate the students in learning the material then it also makes the students more relax, and it is a result the students will echieve the material better than before.

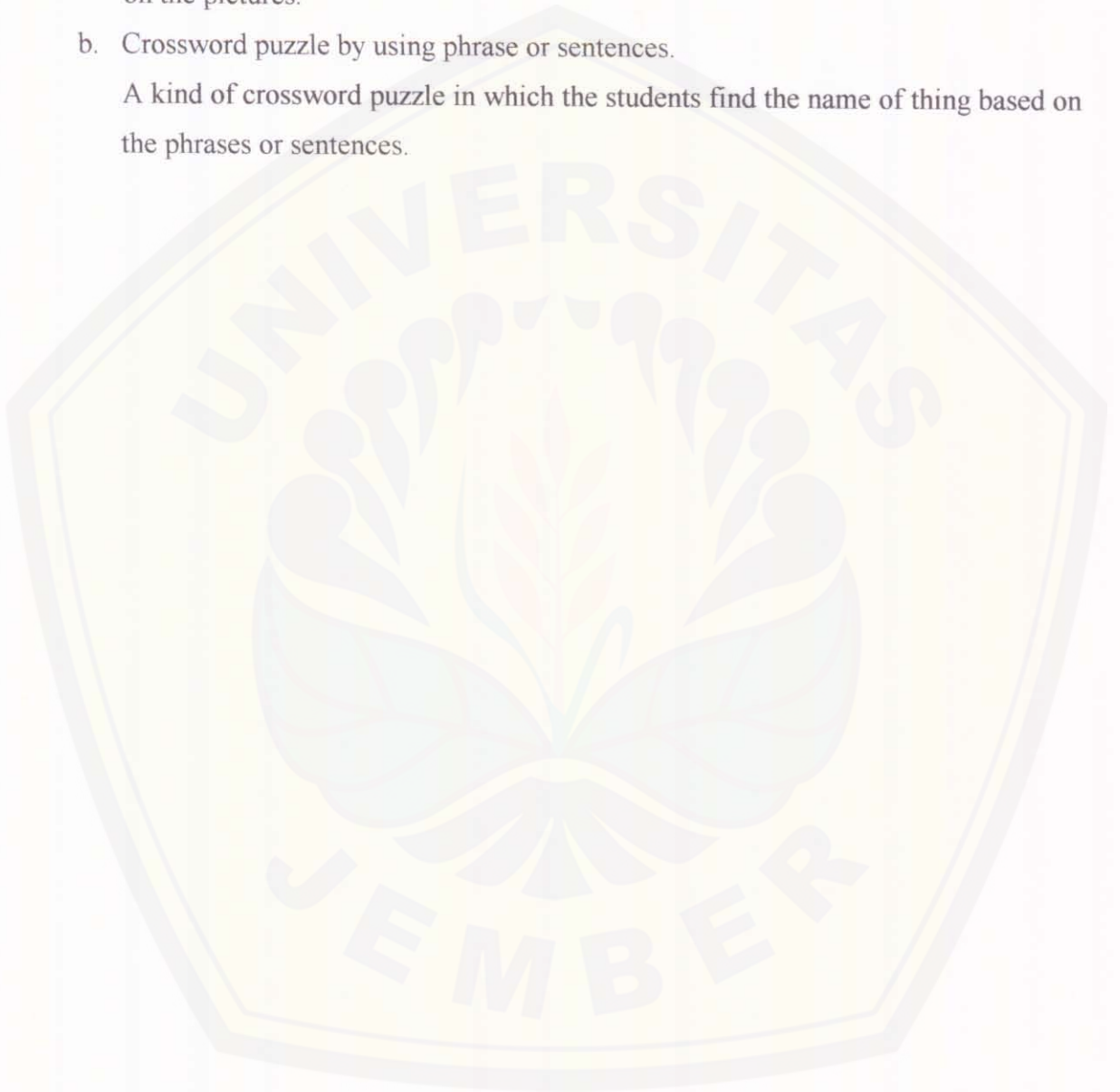
There are two kinds of crossword puzzle commonly used, they are :

- a. Crossword puzzle by using pictures

A kinds of crossword puzzle in which the students find the name of thing based on the pictures.

- b. Crossword puzzle by using phrase or sentences.

A kind of crossword puzzle in which the students find the name of thing based on the phrases or sentences.



CHAPTER III RESEARCH METHOD

3.1 Research Setting

This classroom action research was conducted at SLTP 2 Balung in the third four-month term in the academic year 1999 / 2000. The respondents of this research were the first year students, that is about forty seven students, 18 males and 29 females.

The respondents were taken because most of them experience difficulties to improve their reading comprehension achievement.

3.2 Research Procedure

3.2.1 General Description of the Research

The classroom action research was designed by means of a cycle model with four stages of actions.

- Preparation
- Implementation
- Monitoring and Evaluation
- Analysis and Reflection

In order to achieve the results of classroom action research, two cycles were implemented according the existing schedule of the students's lessons.

3.2.2 Details of Research Procedure

a. Preparation

There are some activities to prepare before conducting this research, that is :

1. to prepare the themes and sub themes to be presented
2. to prepare the reading text or passage
3. to prepare the crossword that is related to the text

4. to prepare the procedures to use or fill the puzzle as teaching media
5. to prepare the way to score the students' test

b. Implementation

To implement the teaching media, other teachers, from the same school were invited to participate and observe the process of using the teaching media.

The materials presented in crossword puzzle should be relevant with the theme being explained. If the materials were about animals the words used in the puzzle would be about animals.

Besides, in the classroom, the teacher might find many ways to help the students learn the target language.

c. Monitoring and Evaluation

In the monitoring process, other teachers observed and gave some reports after the action, and the process of monitoring followed the existing teaching, and learning timetable of the school was held. The monitoring was focused on the use of crossword puzzle as the teaching media toward the improvements of their vocabulary.

Evaluation was carried out to know whether or not the applied action of the use crossword puzzle as teaching media can improve the students motivation and develop their vocabulary in learning English.

This action is said to be successful if the mean of the students' score is better than the previous one.

d. Analysis and Reflection

The date of the learning process improvement, including the feedback obtained from the observation were analysed using the technique of qualitative description. This meaning that the dscription about the learning process improvement was expressed by means of description sentences.

The collected data were analysed for the score and mean value. The increase of mean value showed that the expected target was achieved. This means that using crossword puzzle has could improve the students' reading comprehension achievement.



CHAPTER IV RESULT OF STUDY

This chapter describes the writing test scores obtained by the students during the first and the second implementation cycle. In this case, the students with the score less than 65 were considered having poor ability, where as those who had the score more than 65 we considered able to answer the problem state in this study.

4.1 The Action of the first Implementation

4.1.1 The Description of the first Implementation

In the first implementation, the students were not quite familiar with the crossword puzzles that contained the words related to the topic. In this research there are two kind of crossword puzzle, that is the first having words or sentences only, the second only uses pictures.

Based on the writer's observation, the students felt more interested in crossword puzzle 2 because it provides pictures. Since the students were interested in pictures, they said that crossword puzzle 2 helped them answer the problems of crossword puzzle. However the students were still given the combination of those crossword puzzles, using pictures and sentences to answer the crossword puzzle.

After giving the crossword puzzles in the first implementation, the students were given a test. The form of the test was to answer the question based on the text. The result of the test showed that the mean of the score was 65,21.

4.1.1 Data Analysis of the first and the second Implementation

NO.	NAME	SCORE	
		First Implementation	Second Implementation
1.	Agus Wahyudi	50	60
2.	Ahmad Fauzi	80	80
3.	Ahmad Yani	60	80
4.	Ali Mansur	60	60
5.	Arif Rulin M.	70	70
6.	Arisanti	80	80
7.	Dedi Irawan	70	70
8.	Emitawati	60	70
9.	Eni Susilowati	50	70
10.	Ernawati	40	65
11.	Evi Yenuarti	60	60
12.	Hadi Susilo	80	80
13.	Hanifa Yuli A.	55	80
14.	Hari Setiawan	60	50
15.	Heny Agustin	75	85
16.	Hosida Sistu	80	80
17.	Ice Trisnawati	55	65
18.	Ida Malik K.W.	60	70
19.	Irin Marina	70	70
20.	Kartini	65	65
21.	Khalifatul J.	60	80
22.	Lailia Candra	75	75
23.	Lilik Ambarwati	65	60
24.	Malik Abdullah	65	65
25.	Mariatul Ulfa	80	85
26.	Moh. Gofur Zaelani	50	50
27.	Moh. Arif	65	70
28.	Moh. Irfan	75	75
29.	Mujianah	40	75
30.	Nova Arisanti	75	75
31.	Nur Kholik	60	60
32.	Rindy Antika A.	75	75
33.	Rini Handayani	75	75
34.	Rini Kusweni	55	60
35.	Sariato	55	70
36.	Siti Mariyam A.	60	60
37.	Siti Mariyam B.	60	75
38.	Siti Setianingsih	45	70
39.	Sony Agung	60	65
40.	Sri Amanah	65	65
41.	Sri Utami	70	70
42.	Sukkron Makmum	65	65
43.	Sumardi	60	55
44.	Titin Hariani	75	75
45.	Yuli Harianto	70	70
46.	Yunita	65	70
47.	Evis	60	60
TOTAL		3.065	3.260

4.1.3 The Interpretation of the first Implementation

Based on the result of the first implementation, the total score was 3.065 while the number of the students was 47. The mean score was used to know whether the students were successful or not classically. To find the mean score, the following formulation was used.

$$M = \frac{\Sigma X}{N}$$

M = mean

ΣX = total number of the score

N = the number of the students

$$\begin{aligned} \text{Mean} &= \frac{3,065}{47} \\ &= 65,21 \end{aligned}$$

According the 1994 curriculum, the students' achievement with the mean score 65 can be said successful classically. Meanwhile the results of the first implementation showed that the students were successful classically.

4.2 The Action of the second Implementation

4.2.1 The Description of the second Implementation

In the second implementation, the two kind of crossword puzzle were combined, and the test showed that the mean of the score was 69,36.

4.2.2 The Implementation of the second Implementation

Based on the result of the second implementation, the total score was 3.260 while the number of the students were 47. The means of the score was follows :

$$\text{Mean} : \frac{3,260}{47} = 69,36$$

The result of the second implementation showed that the student were classically successful because the mean score of the test in the second implementation was 69.36. However there were 12 students failed individually because they got the score less than 65.

4.3 Discussion

The result of the first implementation and the second implementation shows that, in general, the students' reading comprehension achievement increase because they succeed in learning the English words. The *mean score* of the first implementation and the second implementation is more than 65. To be more specific, the first implementation *mean score* is 65,21 and the second implementation *mean score* is 69,39. Furthermore, there is an increase of 4,15 point from the first implementation to second implementation.

Considering that the second implementation is better in result than the first implementation, it is very important to understand more about it. The significant of the second implementation is, that the second implementation using advance media, that is games media (crossword puzzle). Ibrahim (1996 : 432) in Arsyad (1997 : 16) notes that, "Teaching media arouse the students' interest and help them to retain their knowledge in mind."

On this point, Sudjana and Rivai (1992 : 2) describe more that, the advantages of media are to :

1. Develop students' learning motivation so that they might be more interested.
2. Clarify the conceptual meaning of words.
3. Increase various techniques of explaining the teaching materials.
4. Activate the students in classroom activities, such as observing, doing, demonstrating as well as role playing.

Furthermore, the process of skimming (getting general information) and scanning (getting specific information) in the second implementation is more applicable because the student enjoy the games media (crossword puzzle) better. Wright, et al (1983 : 1 – 2) states that games can be found to practise all the skills. Similarly, Nababan (1993 : 206) regard "games as tools to help the students to achieve their study goals". Spaventa (1979 : 26 – 27) also insert that "the puzzle is one of kinds of games". One of puzzle that can be given by the teacher to interest the

students to study English is crossword puzzle. Napa (1996 : 6) states that “Crossword puzzle can be used to develop the students vocabulary”. As the result, the student get better score in the first implementation because of the fact that they feel more familiar with the crossword puzzle and it is more enjoyable for them. This condition enable the students to memorize words easily. Fairbairn and Winch (1993 : 9) also notes that, “If we know what the individual words are and how they are put together in our language, we know what the sentence means. This means that if the students know some words in the text, they may comprehend the sentence easily.”

Regarding the fact above, it is necessary for every teacher to reconsider to use games media to increase student ability in learning English language. As Shepherd (1978 : 7) said that, “in reading classes the teachers should be ready to deal with their students’ reading purpose to anticipate different types of the text they like to read.”

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CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis, it can be concluded that the use of crossword puzzle could improve reading comprehension achievement of the students at SLTP 2 Balung in the academic year 1999-2000 :

5.2 Suggestion

Related to the result during the research, some suggestions can be given to :

1. The English teachers, they are suggested to use crossword puzzles in teaching reading, because crossword puzzle can improve the students' reading comprehension achievement.
2. The students, they are expected to be more active and more aggressive in English teaching learning process after being given crossword puzzles.
3. The other researchers, they are suggested to pay attention and study this research. Finally, they would like conduct the research that has the same topic with this research in order to get better result.
4. The readers, they are expected to give some suggestions and criticism in order to make this research perfectly.

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Research Matrix

Index I

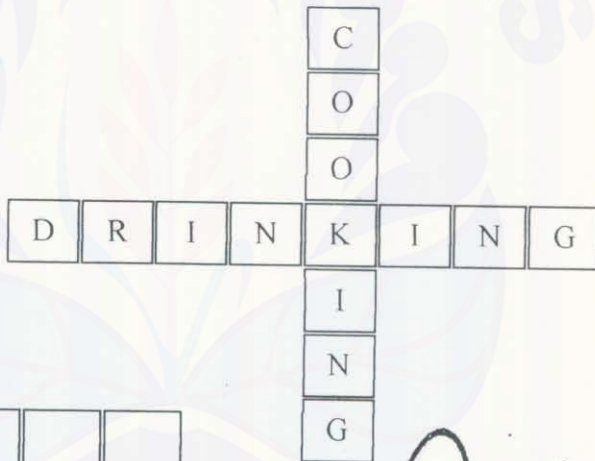
Title	Problem	Variables	Indicator	Data Resources	Research Method	Hipotesis
Use of crossword Puzzle improve reading comprehension of students at SLTP 2 Balung in academic year /2000	Is the use of the crossword puzzle could improve reading comprehension of the achievement of the first year students at SLTP 2 Balung in academic year 1999/2000	<p>1. Independent Teaching vocabulary using crossword puzzle.</p> <p>2. Dependent Vocabulary Achievement</p>	<p>+ : Puzzle (Crossword puzzle)</p> <p>- : Hobby Games</p>	<p>1. Respondent - the first year student at SLTP 2 Balung in academic year 1999 / 2000.</p> <p>2. Informants - The English Teacher - The Head of Administration</p> <p>3. Document</p>	<p>1. Respondent determination - purposive</p> <p>2. Data Collection - Test - Observation - Documentation</p> <p>3. Area Determination - purposive</p> <p>4. Data Analysis $M = \frac{\sum X}{N}$</p> <p><i>notes :</i> M : mean $\sum X$: total number of the score N : the number of the students</p>	The use of crossword puzzle could improve students' reading comprehension achievement of the first year students at SLTP 2 Balung in academic year 1999 / 2000

Appendix 2

Some example of crossword puzzle

* Crossword given by picture.

Crosswords : What are they doing ?



- Key : 1. Fishing
2. Sewing
3. Sitting

* Crossword given by statement or sentence.

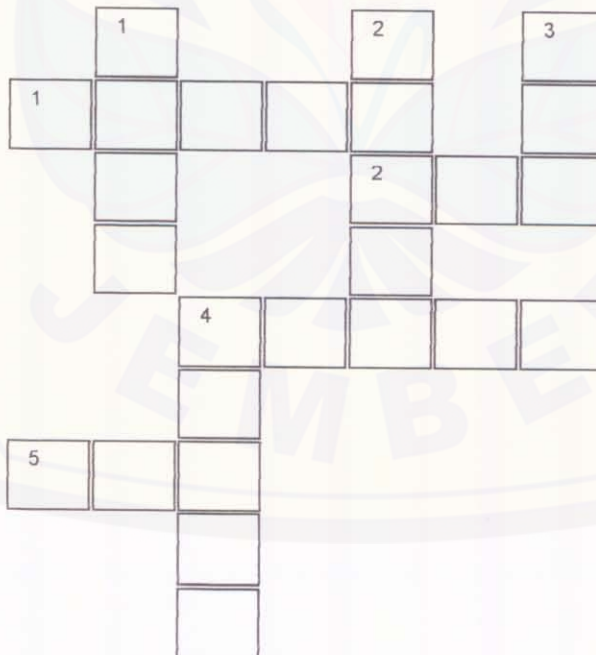
Crosswords : like animals

Down

1. Like a dog but it is smaller and more fierce
2. Like a horse but it has black and white stripes on its
3. Like a tiger, it is much smaller. People keep it for pet
4. Like a goat but it has thick wool

Across

1. Like a duck but it is bigger and has a long neck
2. Like a mouse but it can fly and feed on fruit
3. Like an eel but it is poisonous
4. Like a fly but it produces honey



Appendix 3

The list of personnels of SLTP Negeri 2 Balung

No.	Name	Job	Subject
1.	Soemardi	Head Master	English
2.	Drs. Abd. Halim	Teacher	Guidance and Counseling
3.	Drs. M. Sabara	Teacher	Guidance and Counseling
4.	Dahlan	Teacher	Indonesian
5.	Subariyanto	Teacher	(Jasa)
6.	Ahmad Wibawa	Teacher	Religion
7.	Heru Darmaji	Teacher	English
8.	Sulhan Bashori S.Pd.	Teacher	Indonesian
9.	Sujoko S.Pd.	Teacher	Indonesian
10.	M. Hasan S.Pd.	Teacher	English
11.	Dra. Sri Harsini	Teacher	Java
12.	Suswati B.A.	Teacher	Guidance and Counseling
13.	Poniran Ahmadi	Teacher	Mathematic
14.	Budiono	Teacher	Mathematic
15.	Asmin Karmiasih	Teacher	PPKn
16.	Amin Bakri	Teacher	Mathemati
17.	Sulaiman	Teacher	Mathematic
18.	Rofik S.Pd.	Teacher	Biology
19.	Solikhin S.	Teacher	Geography
20.	Dra. Wiwik S.	Teacher	History
21.	Titik Sri S. S.Pd.	Teacher	PPKn
22.	Sri Soesilo S.Pd.	Teacher	Physic
23.	Ernani Litawati S.Pd.	Teacher	Healthand Sport Education
24.	Linuh Budi S.	Teacher	Art
25.	Sukarno	Teacher	Economic and Cooperation
26.	Drs. Hidayat	Teacher	Economic and Cooperation
27.	Faridah	Teacher	Indonesian
28.	Mimik Min M.	Teacher	English
29.	Tiwi Endri	Teacher	Mathematic
30.	Iri Wahyu	Teacher	Biology
31.	Drs. Agus Samsul	Teacher	Religion
32.	Amin Riyadi	Teacher	Physic
33.	Kusman	Administrator	
34.	Moch. Alfian	Administrator	
35.	Karyaningsih	Administrator	
36.	Suparlan	School quard/gardener	
37.	Suroyo	School quard/gardener	
38.	Sukir	School quard/gardener	

Appendix 4

The Number of Student of SLTP 2 Balung
In the Academic Year 1999/2000

CLASS	FEMALE	MALE	NUMBER
IA	15	25	43
IB	22	21	43
IC	22	20	42
ID	19	24	43
NUMBER			
II A	28	16	44
II B	27	18	45
II C	18	26	44
II D	27	18	45
NUMBER			
III A	33	12	45
III B	21	23	44
III C	13	31	44
III D	20	24	44
NUMBER			

* SOURCE : Administration of SLTP 2 Balung

Appendix 5

**Name of Respondent 1 B Class of SLTP 2 Balung
In the academic year 1999-2000**

NO.	NAME	F/M
1.	Agus Wahyudi	M
2.	Ahmad Fauzi	M
3.	Ahmad Yani	M
4.	Ali Mansur	M
5.	Arif Rulin M.	M
6.	Arisanti	F
7.	Dedi Irawan	M
8.	Emitawati	F
9.	Eni Susilowati	F
10.	Ernawati	F
11.	Evi Yenuarti	F
12.	Hadi Susilo	M
13.	Hanifa Yuli A.	F
14.	Hari Setiawan	M
15.	Heny Agustin	F
16.	Hosida Sistu	F
17.	Ice Trisnawati	F
18.	Ida Malik K. W.	F
19.	Irin Marina	F
20.	Kartini	F
21.	Khalifatul J.	F
22.	Lailia Candra	F
23.	Lilik Ambarwati	F
24.	Malik Abdullah	M
25.	Mariatul Ulfa	F
26.	Moh. Gofur Zaelani	M
27.	Moh. Arif	M
28.	Moh. Irfan	M
29.	Mujianah	F
30.	Nova Arisanti	F
31.	Nur Kholik	M
32.	Rindy Antika A.	F
33.	Rini Handayani	F
34.	Rini Kusweni	F
35.	Sariato	M
36.	Siti Mariyam A.	F
37.	Siti Mariyam B.	F
38.	Siti Setianingsih	F
39.	Sony Agung	M
40.	Sri Amanah	F
41.	Sri Utami	F
42.	Sukkron Makmum	M
43.	Sumardi	M
44.	Titin Hariani	F
45.	Yuli Harianto	M
46.	Yunita	F
47.	Evis	F

Note: M = 18
F = 29

M = Male
F = Female

Apendix 6

1. I like this fruit.



2. I'm thirsty. I need a glass of



3. This is a

4. My sister plants the flowers in the

5. The garden flowers are not far from his house.
The word **not far** means

6. This is a Flower.



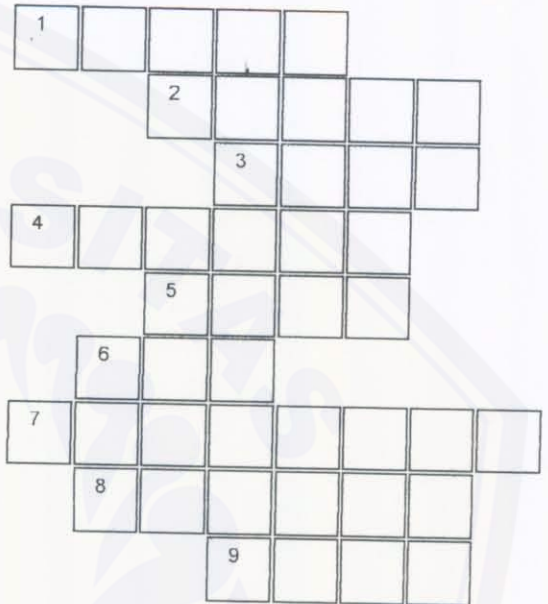
7. It is a flower.



8. I like this



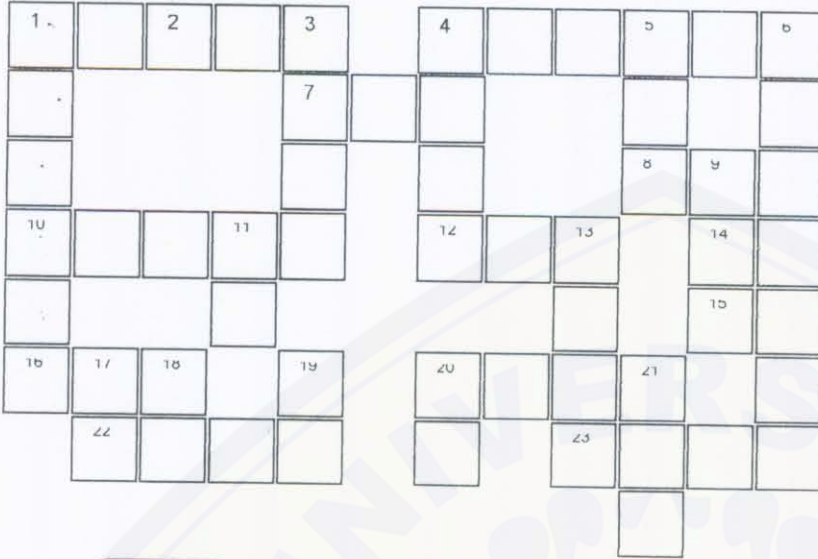
9. Flowers from seeds, bloom, produce new seeds and die.



Jawaban :

1. mango 2. water 3. rose 4. garde 5. near
6. sun 7. hibiscus 8. banana 9. grow

Solve the crossword puzzle



14. I playing a kite in the field
15. Write down TP.



20. They the ball in order to make goal.

22. Child's playthings.

23. He is making a ...



Across



7. The past form for eat.

8. Time; period.



Eldis like to play a ...

He is playing

He is playing

He like to play

Down



2. Heny and Hery live Surabaya.

3. Top is a traditional for children.

4. Adi : Nice to You, Ike.

Ike : Nice to meet you, too.

5. One of insects. It produces honey.

6. Model.

9. A big mouse.

11. The English word for mengerjakan.

13. Father : Where will you go, El ?

Elda : I'll go to the bus station. I promised to up my friend there.

17. They live ... Jl. Flamboyan 20, Lampung.

18. Write down ro.

19. Dewi Playing jacks.

20. Kilometre

21. Child; young person.

Jawaban :

Across

- | | | |
|----------|-----------|----------|
| 1. swing | 4. marble | 7. ate |
| 8. era | 10. slide | 12. top |
| 14. am | 15. tp | 16. war |
| 20. kick | 22. toys | 23. kite |

Down

- | | | | |
|-----------|------------|---------|---------|
| 1. seesaw | 2. in | 3. game | 4. meet |
| 5. bee | 6. example | 9. rat | 11. do |
| 13. pick | 17. at | 18. ro | 19. is |
| 20. km | 21. kid | | |

Appendix 7

Read this text !

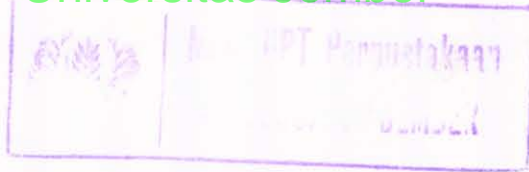
This is Mrs. Ari. She is Elda's mother. She is a housewife. Her hobby is gardening. She has a beautiful garden near the house. Besides being beautiful, it is clean and wide.

Every afternoon, she works in the garden. She plants some flowers like sun flowers, roses, jasmines, hibiscus and some beautiful plants. Sometimes Elda help her.

Elda's hobby is also gardening. She likes hibiscus. In her sparetime, she always grows and waters the flowers. Both mothers and daughter enjoy gardening, their hobby.

Answer these question !

1. Who is Mrs. Ari ?
2. What is she ?
3. What is Mrs. Ari's hobby ?
4. How is the garden ?
5. When does she work in the garden ?
6. How about Elda, what is Elda's hobby ?
7. What kinds of flowers are there in the garden ?
8. Are there mango or banana trees in their garden ?
9. Where is their garden ?
10. What does the word 'their' in the last sentence refer to ?



Read this dialogue ?

Last Sunday, Arman didn't go to school. He wanted to meet his friend, Budi. He went to Budi's house and they talked about games.

Arman : What are you doing, Budi ?

Budi : I am making a kite.

“Do you want to play this kite,” Budi asked.

Arman : I am sorry, I can't play it.

Budi : How about others games ?

Arman : Really, I have many kinds of games in my house.

Examples : swing, slide or seesaw. My father made them for me.

Budi : It is wonderful, let's go to your house.

Answer the question !

1. Where did Arman want to go ?
2. When did Arman go to Budi's house ?
3. What did they talk about ?
4. What was Budi doing ?
5. Can Arman play kite ?
6. Does Arman have many kinds of games ?
7. Can you mention Arman's games ?
8. What does “they” in “They talked about games” refer to ?
9. Who made Arman's games ?
10. How many persons are there in the dialogue ?