**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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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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STATEMENT OF THESIS AUTHENTICITY

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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.
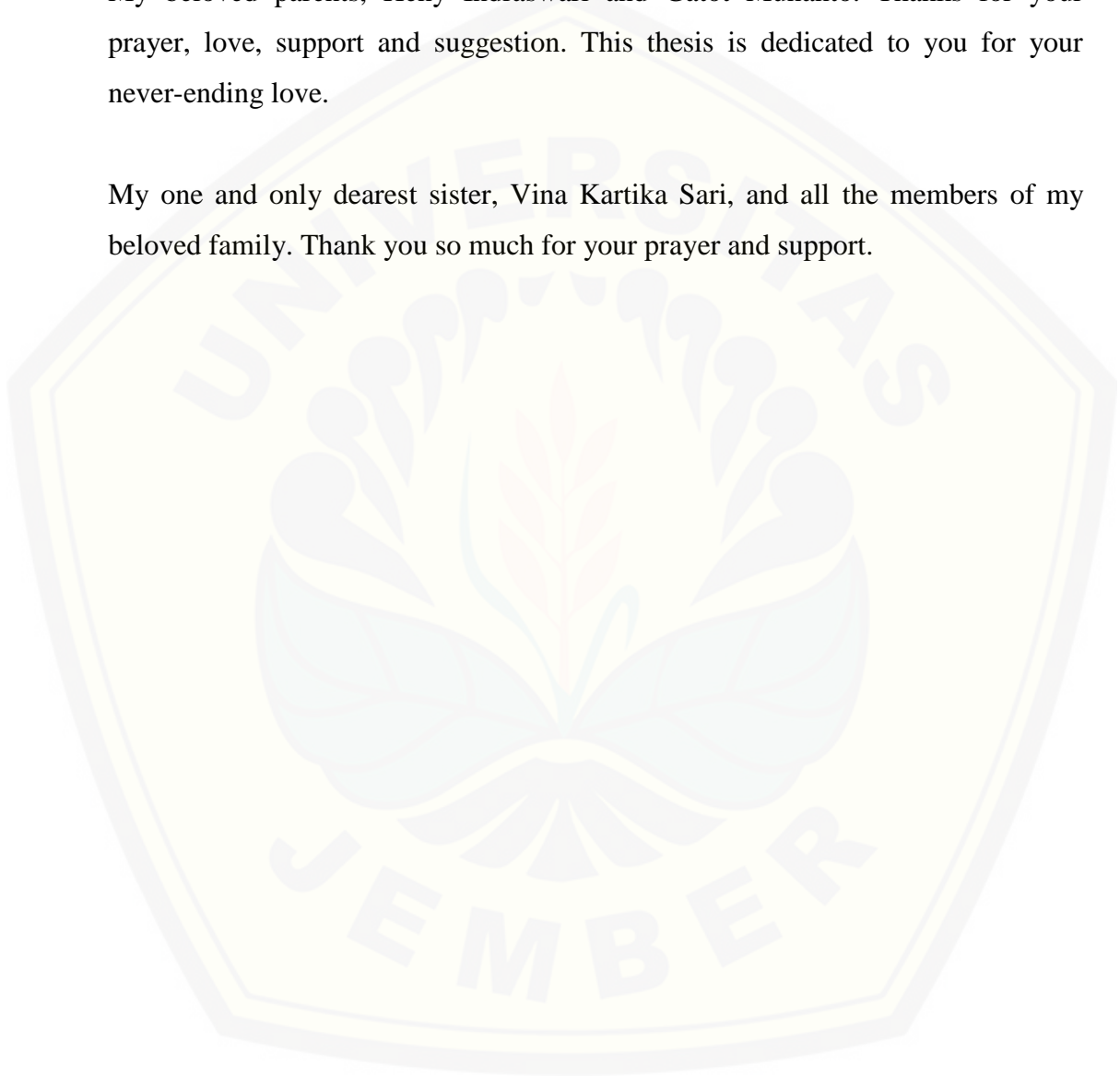
MOTTO

"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*)

*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.

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CONSULTANT APPROVAL

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

THESIS

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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.
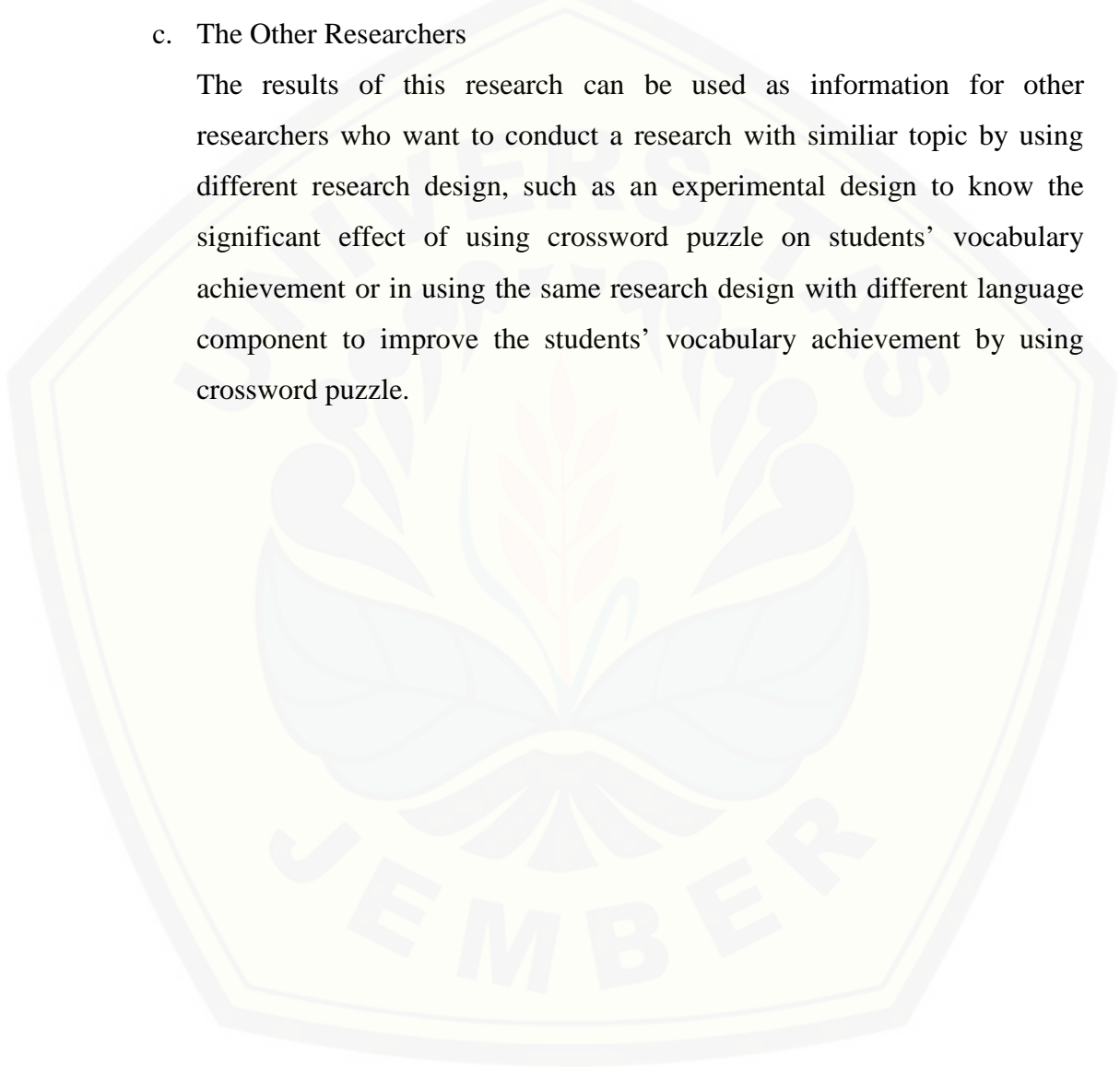
CHAPTER 2. REVIEW OF RELATED LITERATURE

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 auxiliary 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)
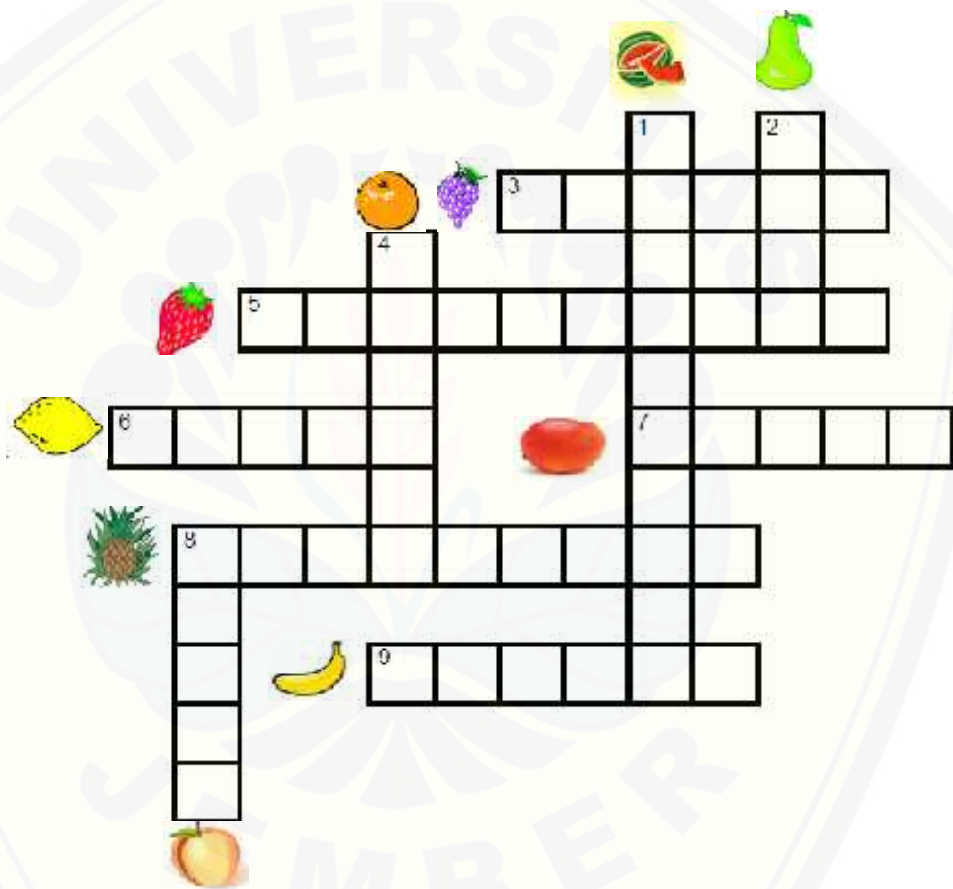
The Answer of Crossword puzzles (Fruits)

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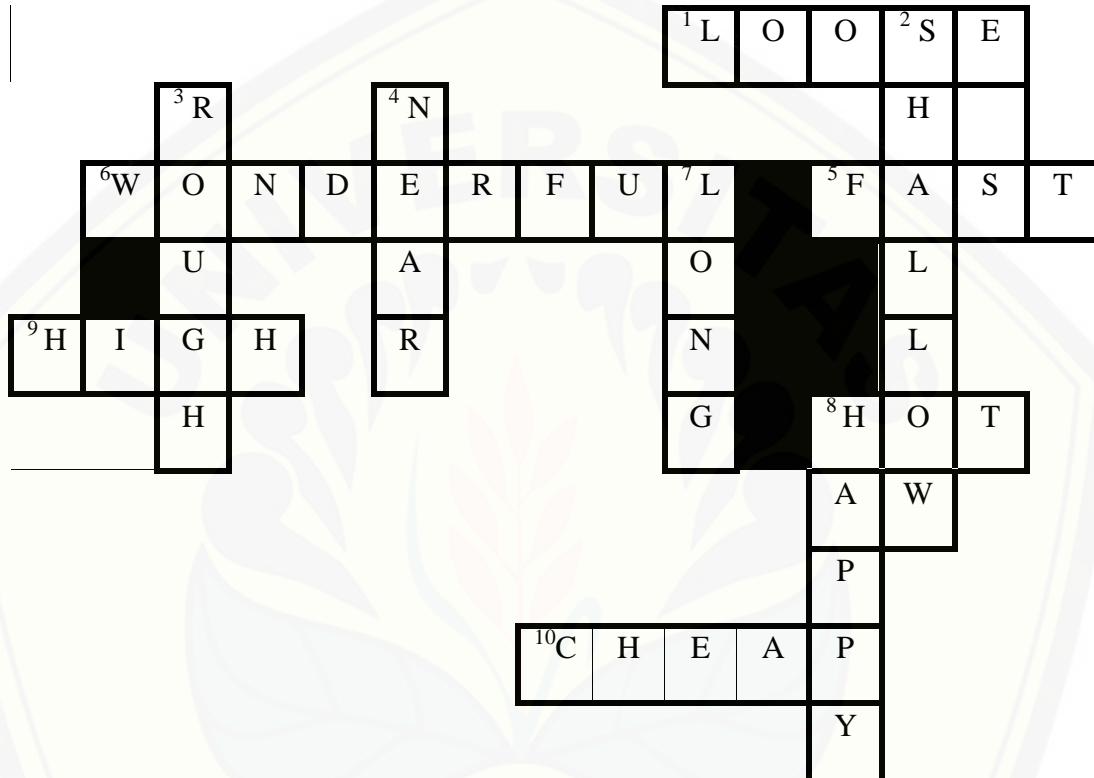
ACROSS	DOWN
1. The opposite of tight	2. The opposite of deep
5. The opposite of slow	3. The opposite of smooth
6. The opposite of terrible	4. The opposite of far
8. The opposite of cold	7. The opposite of short
9. The opposite of low	8. The opposite of sad
10. The opposite of expensive	

(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
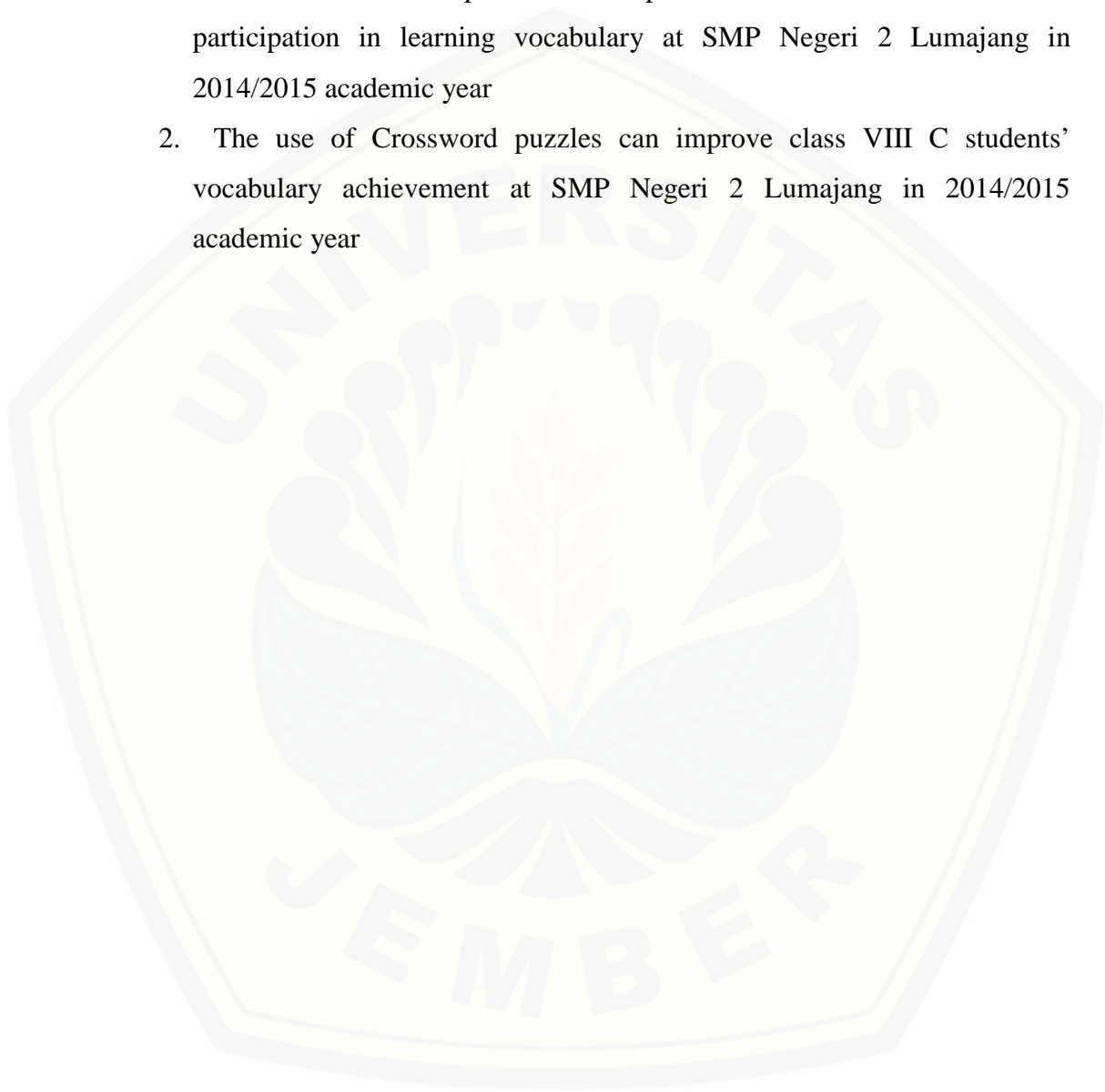
CHAPTER 3. RESEARCH METHODS

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.

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Diagram 1. The Diagram of the Classroom Action Research

Preliminary Study	Revising some necessity aspects	**Unsuccessful**: does not meet the research target

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

<div align="right">(Mashud, 2000:48)</div>

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

<div align="right">(Adopted from Sudijono, 1996:219)</div>

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					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
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.