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IMPROVING THE VIII-B STUDENTS' VOCABULARY ACHIEVEMENT BY USING THE CROSSWORD PUZZLE AT SMP NEGERI 1 MARON PROBOLINGGO IN THE 2013/2014 ACADEMIC YEAR

THESIS

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LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY

2015

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Faculty of Teacher Training and Education
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Bambang Sugiharto,S.Pd and Tinik Mardiasih. Thank you for your support, pray and love that motivates me to get through the life.
2. My beloved fiancée, Nimas Ayu Mustikawati,S.Pd. Profound gratitude goes to you for your advice, motivation, patience and presence in my life.

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MOTTO

"Do not explain about yourself to anyone else. Because people who love you do not need it, and those who hate you do not believe it"

-Ali Bin Abi Thalib-

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IMPROVING THE VIII-B STUDENTS' VOCABULARY ACHIEVEMENT BY USING THE CROSSWORD PUZZLE AT SMP NEGERI 1 MARON PROBOLINGGO IN THE 2013/2014 ACADEMIC YEAR

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Firstly, I would like to thank Allah SWT who always guides me so that I am able to finish my thesis entitled, "Improving the VIII-B Students' Vocabulary Achievement by Using the Crossword Puzzle at SMP NEGERI 1 Maron Probolinggo in the 2013/2014 Academic Year".

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Finally, I do hope that this thesis will be a valuable and useful contribution to the improvement of English teaching, especially the teaching of vocabulary. Any criticism and valuable suggestion would be in high acceptance.

Jember, …….. The Writer

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SUMMARY

Improving the VIII-B Students' Vocabulary Achievement by Using the Crossword Puzzle at SMP Negeri 1 Maron Probolinggo in The 2013/2014 Academic Year; Wahyu Mardiarto, 080210401053; 2015; 43 pages: English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultant : 1. Dra. Siti Sundari, M.A
2. Drs. I Putu Sukmaantara, M.Ed

Keywords: Vocabulary Achievement, Crossword Puzzle

This research was a classroom action research. The purpose of this research is to improve the grade VIII-B students' vocabulary skill by using the crossword puzzle at SMP Negeri I Maron Probolinggo. The area of this research was SMPN I Maron Probolinggo. The area was chosen because the crossword puzzle had never been used in the teaching and learning in the classroom and also the case was that the English teacher demanded the researcher to bring trial to the crossword puzzle in the process whether it would be able to improve the students' achievement in vocabulary learning.

This classroom action research was conducted in two cycles (Cycle 1 and Cycle 2) and consisted of four activities which are planning of the action, the implementation of the action, classroom observation and evaluation, analyzing the data and reflection. The primary data of vocabulary achievement was obtained by conducting vocabulary test and classroom observation. The analysis should prove that at least 75% of the students got ≥70. The supporting data was collected on October 25th, 2011.

The subject of the research was VIII-B students of SMPN 1 Maron Probolinggo. The vocabulary test in Cycle 1 revealed 14 or 46.66% of 30 students achieved ≥ 70. The result failed the target because it only reached 46.66%, which was remotely under 75% of the subjects getting ≥70. The observation was

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conducted based on the following points of indicators: 1) Paying attention to the teacher explanation, 2) Answering teacher's oral questions, 3) Using dictionary to look up the unrecognized meaning of words, and 4) Completing the crossword puzzle. In the first meeting of Cycle 1, the result of class observation demonstrated that as many as 18 or 60.00% of 30 students were merely active in participating the process of teaching and learning. Furthermore, the second meeting of Cycle 1 showed statistically that 22 or 73.33% of the students were actively participating. The average number of active students in Cycle 1 was 66.65%. This did not even show a successful attempt in the cycle. Consequently, based on the result, Cycle 1 underwent several revisions to prepare Cycle 2 which were:

1. The teacher gave more exercises to broaden the students' vocabulary skill.
2. The teacher presented more explanation regarding the crossword puzzle more clearly.
3. The use of bilingual (English and Indonesian) during the process of teaching and learning. This was attempted to provide more ease to the students to understand the explanation and instruction.
4. The teacher gave more time to work on the exercises.
5. The teacher assigned all the students to bring their own dictionary for the next meetings in Cycle 2.
6. The students were given questions when they did not pay attention.

Based on the result of vocabulary test in Cycle 2, there was seen an improvement from 14 or 46.66% of 30 students in cycle 1 to 24 or 80.00% of 30 students in Cycle 2 who achieve ≥70. As for the observation, there was found 23 or 76.66% of 30 students were active during the first meeting and the number elevated to 24 or 80.00% in the second meeting. The average number of active students in Cycle 2 was 78.33%.

Based on the result of the research, it could be concluded that teaching vocabulary by using the crossword puzzle was able to further enhance the students' ability to improve their vocabulary skill and active participation.

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CHAPTER I. INTRODUCTION

This chapter presents the aspects related to the research. They are background of the research, research problems, objectives of the research, and the significance of the research.

1.1. Background of the study

Nowadays, English has become a major rule in every corner of life. We can find English everywhere, from TVs to even traditional market. Therefore, English is even learnt by elementary level to the university level. This shows that English is strongly to be learnt. As a foreign language, it is commonly found difficulties either in teaching or learning English.

As it is found at SMPN I Maron, most students have a big problem in learning English. Many strategies have been used by the English teacher, but the result was still under expectation . It was found that students had difficulties in learning English. They had a problem in understanding the English vocabulary. The teacher faced a big problem with the vocabulary teaching because most students did not achieve good scores in vocabulary. From the interview result, it was found that the English teacher never used any teaching media in the form of game in teaching vocabulary. From the problem above, the researcher offered the crossword puzzle to be used as an instructional media in vocabulary teaching and learning. Furthermore, Tarigan (1993:2) argues that the quality of using language depends on the quantity and quality of vocabulary which someone has.

Napa (2006:6) points out that vocabulary is one of the language components and there is no language existing without words. The more the vocabulary he/she has, the better the way he/she uses the language. In mastering vocabulary, someone has to receive the vocabulary first before she/he can use them. Through listening and reading, for example. Someone is able to receive new vocabulary through the information being delivered. When someone has already been able to comprehend the vocabulary, she/he may be able to express it by speaking and writing. Receptive language, known as listening and reading, help

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people more on acquiring new vocabulary. On the contrary, productive language, known as speaking and writing help people more likely to assign one to express thoughts, opinions, and feelings.

To use the appropriate and effective technique in teaching vocabulary, an English teacher should be able to create special English class atmosphere. The appropriateness of using the teaching technique will give maximum strength of success in the process of teaching and learning. The variety of teaching techniques and methods will make the students enjoy the class. It depends on how much the teacher can handle the condition of the classroom.

Based on the result of the interview with the English teacher as the preliminary study, it was found that at SMPN 1 Maron, the teacher had lots of problems. For instance, the condition in which the students got bored, more passive, and worried to learn English. This condition forced the teacher to work harder. Based on the observation done on September, 23rd 2012, in the teaching and learning process, the teacher just read the material and no media was taken to the process. Regarding to students' results of English tests, it showed the unsatisfactory. The percentage of the students who passed the minimum standard score was 23,5% of the number of students. This percentage showed that the students were unsuccessful in learning English. This number represented the fact that there was only 8 of 34 students who passed the minimum score requirement.
To overcome the students' problem with the vocabulary, the researcher conducted a classroom action research. The CAR is entitled "Improving the VIII-B Students' Vocabulary Mastery by Using the Crossword Puzzle at SMP Negeri 1 Maron Probolinggo in the 2013/2014 Academic Year."

1.2. Problem Formulation

Based on the background described above, the problems are formulated as follows:

1. How could the use of the crossword puzzle game improve the VIII-B students' vocabulary mastery at SMP Negeri 1 Maron Probolinggo?

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2. How could the use of the crossword puzzle game improve the VIII-B students' participation during the vocabulary teaching and learning process at SMP Negeri 1 Maron Probolinggo?

1.3. Limitation of the study

The problem was limited to vocabulary teaching by using crossword puzzles. Then, the subjects were limited to the VIII-B year students of SMPN I Maron in the 2013/2014 Academic Year

1.4. Objective of the study

Based on the problem formulation mentioned above, this research ha the following objectives

1. To improve the VIII-B students' vocabulary mastery at SMP Negeri 1 Maron Probolinggo by using the crossword puzzle.
2. To improve the VIII-B students' participation during the vocabulary teaching and learning process at SMP Negeri 1 Maron Probolinggo by using the crossword puzzle.

1.5. The Significance of the Research

a. The English Teachers

The result of this research is expected to be useful for the English teacher especially at SMPN I Maron as additional information or an input about the use of the crossword puzzle in the vocabulary teaching and learning.

b. The Students of the English Department

This result of the research is expected to give a better understanding to the students of the English Department at the Faculty of Teacher Training and Education about the crossword puzzle used by the 8^{th} grade. This result of the research is hopefully useful for the materials of ELT Media. This result can also be used as a material in teaching vocabulary in the future.

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c. Other Researchers

The result of this research can be used as a reference by the future researchers in order to conduct a further research with the same research design dealing with the use of crossword puzzle in teaching vocabulary to improve the students' vocabulary mastery in other school with different problem, which has not been solved by this research.

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CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses some aspects dealing with the literature review. They are the definitions of vocabulary, kinds of vocabulary, vocabulary achievement, the definition of crossword puzzles, kinds of crossword puzzles, the characteristics of crossword puzzles, crossword puzzles in vocabulary teaching, the way to present crossword puzzles, the advantages of crossword puzzles in vocabulary teaching, and the students' active participation, and the action hypothesis.

2.1 The Definitions of Vocabulary

Hatch and Brown (1995:1) define the term "vocabulary" as a list or set of words for particular language or a list or set of words that individual speakers of a language might use. In other words, vocabulary is a number of words that are known and used by individuals in a certain language, including English.

Napa (2002:6) notes that vocabulary is one of the components of language and no language exists without words. In line with this statement, Wilkins (in Thornbury, 2002:13) explains that without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed. If the language learners spend most of their time studying grammar, their English will not improve very much. They will see most improvement if they learn more words and expressions. They can say very little with grammar, but they can say almost anything with words. Further, Fardhani (2005:3) states that vocabulary is an important aspect of language, because vocabulary or words are tools of thought. Having a good storage of words is essential for understanding and communication. Without sufficient English vocabulary, one cannot communicate in English either in oral or written form. It means that vocabulary is a basic tool in the form of words that are used for communicating either in the spoken or written form.

2.2 Kinds of Vocabulary

According to Hatch and Brown (1995:218), vocabulary is divided into two categories, major vocabulary and minor vocabulary. The major vocabulary

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includes adjectives, nouns, verbs, and adverbs, while the minor vocabulary covers pronouns, prepositions, conjunctions, and interjections.

The vocabulary used in this research was major vocabulary, which covered nouns, adjectives, nouns, verbs, and adverbs.

2.2.1. Nouns

According to Harmer (2004:37), a noun is a word (or group of words) that can be the name of a person, a place, a thing, an activity, a quality, or an idea. In line with this, Hatch and Brown (1995:219) state that a noun refers to a person, a place, or thing. Thomson and Martinet (1986:24) classify nouns into four. They are as follows:

1. Common nouns, such as: dog, man, table, etc.
2. Proper nouns, such as: David, February, Yokohama, etc.
3. Abstract nouns, such as: beauty, love, hate, etc.
4. Collective nouns, such as: group, committee, crowd, flock, etc.

The types of nouns that were used in the research as the material of English vocabulary teaching were common nouns and abstract nouns.

2.2.2. Verbs

Hatch and Brown (1995:222) state that verbs are words that denote actions. In this case, Harmer (2004:37) notes that a verb is a word (or group of words) describing an action, experience, or state. There are three classes of verbs (Harmer, 2004:38-39). They are as follows:

1. Auxiliary verbs, for examples: be, do, and have; and the modal auxiliary verbs; shall, should, will, would, can, could, may, might, must, or ought.
2. Main verbs, for examples: to work, to sing, arrived, said, telling, laughing, etc.
3. Phrasal verbs, for examples: will go, has been done, like studying, love reading, etc.

In this research, main verbs were used as the material of vocabulary teaching because they required more attention than other types.

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2.2.3. Adjectives

An adjective is a word that indicates quality of the person or thing referred to by a noun (Hornby, 1995:15). In addition, Harmer (2004:37) defines that an adjective is a word that gives more information about a noun or pronoun. There are six types of adjectives (Thomson and Martinet, 1986:33) as follows:

1. Demonstrative adjectives, such as: this, these, that, those
2. Distributive adjectives, such as: each, every, either, neither
3. Quantitative adjectives, such as: some, any, no, little, few, many, much, one, etc.
4. Interrogative adjectives, such as: which, what, whose, where, etc.
5. Possessive adjectives, such as: my, your, our, his, her, its, their.
6. Qualitative adjectives, such as: clever, young, fool, light, etc.

In this research, qualitative adjectives were chosen as the material of vocabulary teaching because the students were closely familiar with them and easier to understand.

2.2.4. Adverbs

Harmer (2004:37) states that an adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence, Thomson and Martinet (1986:47) mention that there are eight types of adverbs as follows:

1. Adverbs of manner, for examples: bravely, happily, sadly, quickly, etc.
2. Adverbs of place, for examples: by, near, here, there, etc.
3. Adverbs of time, for examples: now, later, tomorrow, etc.
4. Adverbs of frequency, for examples: often, once, twice, always, etc.
5. Adverbs of certainty, for examples: certainly, surely, fortunately, etc.
6. Adverbs of degree, for examples: fairly, rather, too, very, etc.
7. Interrogative adverbs : when, where, why, how.
8. Relative adverbs : when, where, why

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In this research, adverbs of manner, adverbs of place, and adverbs of time are chosen as the material for vocabulary teaching because they were mostly used and easy to understand.

2.3 Vocabulary achievement

Vocabulary is one of the most important aspects in learning language. Hornby (1995:1331) defines vocabulary as a total number of words with rules for combining them to make up a language. Further, Webster (1997:1494) defines vocabulary as the collection of words that people know and use in speaking, writing, and reading. It means that the more the students have vocabulary, the better they will understand a language in all skills.

Hornby (1995:10) defines that achievement is something achieved or done successfully with the effort of learning by the students. Achievement concerns with the knowledge or skills that are expected to gain. Further, Heaton (1991:171-172) defines vocabulary achievement as any result of what has been taught and learnt by individuals or classes in relation to vocabulary. In short, vocabulary achievement is the students' ability to use words in expressing a particular thought or idea.

Based on the ideas, in this research, vocabulary achievement meant the students' ability in using large vocabulary (verbs, nouns, adjectives, adverbs) in the crossword puzzle game and in the sentences. It was indicated by their scores of vocabulary test done after the actions given in each cycle.

2.4 The Definition of Crossword Puzzles

Hadfield (in Rahayu, 2002:9) states that a crossword puzzle is a kind of word game that obligates the students to fill the required words into the squares. Hornby (1995:280) defines a crossword puzzle as a puzzle in which words have to be fitted across and downwards in a pattern of numbered spaces within a usually square diagram. From these statements, in could be inferred that a crossword puzzle was a kind of word game in the form of puzzles in which the students had to fill the required words from numbered clues into the squares vertically and

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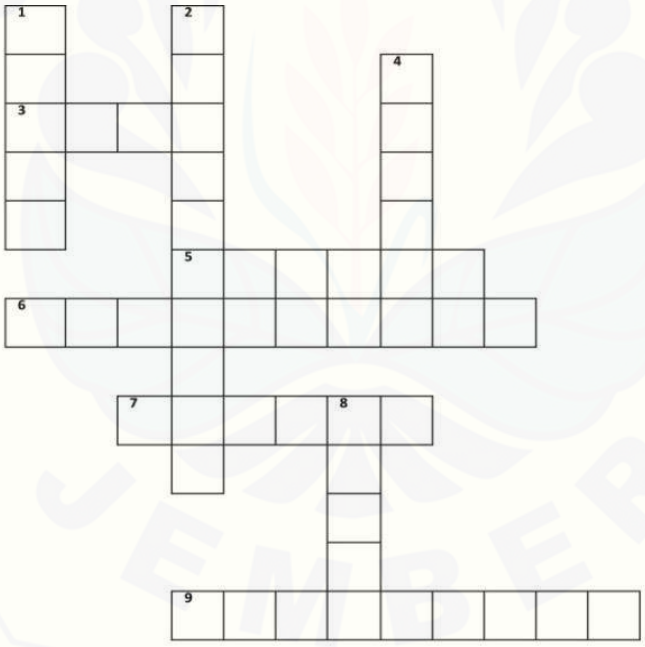
horizontally. In this research, the crossword puzzles were used as media for teaching vocabulary dealing with verbs, nouns, adjectives, and adverbs

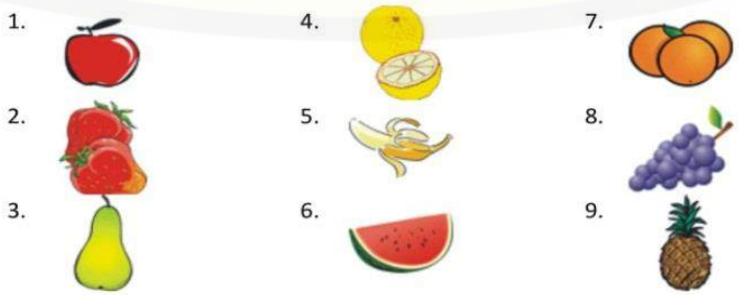
2.5 Kinds of Crossword Puzzles

According to Karim and Hasbullah (in Damai, 2011), there are two kinds of crossword puzzles. They are:

1. Crossword puzzle by using the clues in the form of pictures. This is a kind of crossword puzzle in which the students are required to find names or things based on the pictures near the squares.
2. Crossword puzzle by using the clues in the form of phrases or sentences. This is a kind of crossword puzzle in which the students are required to find names or things based on the phrases or sentences.

The example of puzzle with picture clues





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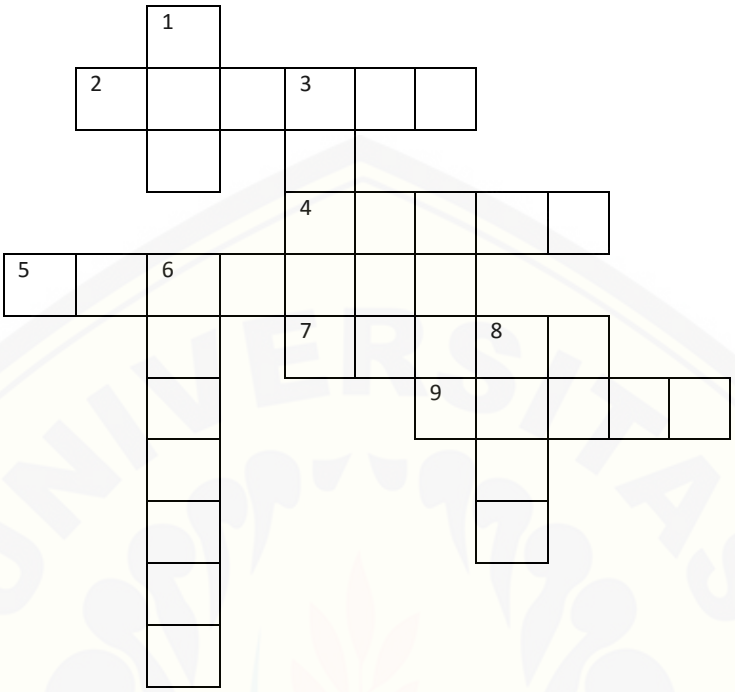
The example of puzzle with clues of sentence



Across:

2. She always remembers his boyfriend's phone _____.
4. Vitamin A is produced naturally most by _____.
5. I like reading the _____ of Harry Potter.
7. I stayed in my friend's _____ when it rained.
9. The people did not _____; they took seat in the party.

Down:

1. The _____ rises beautifully in this summer
3. My family is planning to spend this vacation at Kuta _____.
6. My teacher also works as a _____ at a company.
8. The _____ in the north is the brightest one.

In addition, in some crosswords, often called *straight* or *quick*, the clues are usually simple definitions for the answers. Some clues may feature anagrams, and these are usually explicitly described as such. Often, a *straight* clue is not in itself sufficient to distinguish between several possible answers (often synonyms), and the solver must make use of *checks* to establish the correct answer with certainty. In this study, the researcher will use synonyms as the clue for this type of puzzle.

http://en.wikipedia.org/wiki/Crossword (April 10th, 2013)

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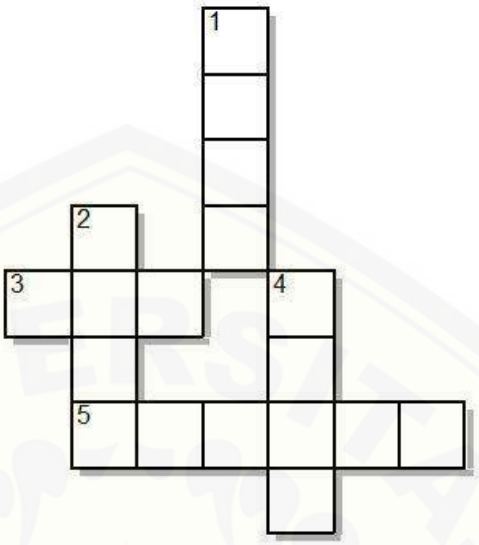
Example of puzzle with the clue of synonym



ACROSS

3 Air
5 Engine

DOWN

1 Tall
2 Nice
4 Soil

In this study, the researcher used the three types of clues for the puzzle in the implementation of the study. In the first cycle, the researcher applied only two types of clue, sentence and picture based clue. While the synonym-based clue was applied in the second cycle as additional exercise if cycle I did not meet success.

2.6 The Characteristics of Crossword Puzzles

A crossword puzzle is kind of game which has five basic characteristics as Jones (2007) stated. They are the following:

1. Puzzles are competitive
2. Puzzles are rule-governed; that is, they have limited number of specific and clearly defined rules

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3. Puzzles are goal-defined, having a limited number of specific and well defined objectives
4. Puzzles have closure, that is there is a predetermined point at which a game is finished
5. Puzzles are engaging in that they seem to challenge and engage the participants

In this research, those five characteristics are used in constructing the crossword puzzles.

2.7 Crossword Puzzles in Vocabulary Teaching

The crossword puzzle is attracting, challenging, and relaxing. As stated by Karim and Hasbullah that an interesting technique in teaching language is the crossword puzzle (1986:2.36). It means this type of puzzle can be applied in order to endure students' interest and bring to students' learning process. However, the teacher may provide the puzzle, in this case, the crossword puzzles that fit the materials to be presented. In the concern of vocabulary teaching, a teacher should provide a crossword puzzle that suits with the students' ability.

The crossword puzzle is such a game. Along with the statement, Gerlach et al. (1981, in Rahayu, 2002:16) give steps for using games in teaching and learning of vocabulary. They are the following:

1. Games is used to bring students awareness of the subject being studied
2. The teacher must construct his own objective before using games
3. Some teachers have had success in developing their own games, frequently they involve the pupils in the development
4. The activity is not likely to be successful unless good instructions and objectives are prepared at first.

The teacher can design an easy and a simple crossword puzzle that is suitable with the students' ability. It is hoped that learning vocabulary by the crossword puzzles will build the students' enthusiastic and interest in studying English vocabulary through the crossword puzzle. The teacher must insert words

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that are used in the crossword puzzle and must be suited to the students' ability so that they are taken to the material closely.

2.8 The Procedure of Utilizing the Crossword Puzzles in the Classroom

Karim and Hasbullah (1986:2.36) say that by using the crossword puzzle, students are trained to look for the relation of the answers in the boxes provided. It will be much better if easier problems are given at first so that the students involved in the games will not get frustrated. Further, Karim and Hasbullah (1986:2.51-2.52) propose the steps or procedures concerning with the application of crossword puzzles in the English classroom. The steps are as follows:

1. Prepare the crossword puzzles based on the topic that will be discussed. The teacher can take some topics from the books, the internet, or even other sources; or he/she can make one by himself/herself.
2. Explain how the students should fill or complete the crossword puzzles.
3. Check whether or not all the words in the clues are understandable by asking each student.
4. Give the students time in order to finish the puzzles.
5. Discuss the answers together so that the students will be aware of the correct answers.

2.9 The Advantages of Crossword Puzzles in Vocabulary Teaching

One of the essential images in teaching and learning of English is vocabulary. This is such a big consideration to build appropriate materials to discuss. Most of the students say that English is hard to study that they have to memorize the words. Some others say that English classroom is not such interesting due to the fact that the teacher would not apply various presence in the way they teach.

According to the challenges above, the individual teacher is supposed to make his/her own way to create moderate atmosphere so that the existence of lively classroom makes the students interested in it. One of the ways a teacher may take is utilizing the crossword puzzles.

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Karim and Hasbullah (1986:2.34) find the advantages of the crossword puzzles as follows:

1. The crossword puzzle can stimulate the students' interest in learning vocabulary.
2. The crossword puzzle makes students feel relax and free from stress in the teaching and learning process.
3. The crossword puzzle can motivate students in learning vocabulary.
4. The crossword puzzle can increase the students' vocabulary.
5. The crossword puzzle helps the students to think, to study English words and to memorize indirectly and easily.

In addition, Coffey (1998:14) states that the crossword puzzles have become more widely used in recent years and they have a great deal of influence on the acquisition of the students' language components.

In the conclusion, the use of crossword puzzle makes the vocabulary teaching tend to arouse the interest of the students. Those advantages might be gained if the teacher is creative in the way of using the crossword puzzle as the tool for English vocabulary teaching and learning process.

2.10 The Disadvantages of the Crossword Puzzles

In spite of the advantages of the crossword puzzle, the disadvantages remain. Adenan (1992:66) highlighted the disadvantages that:

1. The crossword puzzle is sometimes confusing for the students.
2. The crossword puzzle is a time-consuming.

The ultimate difficulty the students are facing when doing the crossword puzzle is being confused by the puzzle. When the students are confused enough to find the answer, the will try one word to another to match the squares. This activity is certainly time-consuming. Time resource is then ineffective. To make them close to unavailability from existence, the researcher will use simple word as answer in the squares. This will ease the students to simplify the word search and immediately decipher the clues so that they will not have to be matching many

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possible answers. Such difficulty usually rises from ambiguous clue. Therefore, simple and unambiguous clues are highly recommended to avoid this problem.

2.11 The Students' Active Participation

Setiadi (1984:6) states that participation is making relation with others related to thinking, feeling, and certain activity. In other words, it can be said participation is an action of taking part and sharing thoughts, feelings, or opinions.

In this research, the meaning of participation was the students' action of taking part in the classroom activities and the sharing of thoughts, feelings, or opinions during the vocabulary teaching and learning process by using the crossword puzzles. The indicators of the students' active participation was as follows: (1) paying attention to the teacher's explanation, (2) answering the teacher's oral questions, (3) using the dictionary to look up the meanings of the words, and (4) doing the vocabulary exercises by using the crossword puzzles.

2.12 Action Hypothesis

In relation to the research problems, it was necessary to state the hypothesis of the research. The formulations of the research hypothesis are as follows:

1. Teaching vocabulary by using the crossword puzzle could improve the VIII-B Students' vocabulary achievement by at SMP Negeri 1 Maron Probolinggo
2. Teaching vocabulary by using the crossword puzzle could improve the VIII-B Students' active participation in the vocabulary teaching and learning process at SMP Negeri 1 Maron Probolinggo

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CHAPTER 3. RESEARCH METHOD

This chapter presents the research methods that was applied in this research. They covered the research design, the area determination method, the subject determination method, the data collection methods, and the research procedures.

3.1. Operational definition of the Terms

The operational definitions of the term were aimed to prevent misunderstanding between the researcher and the readers dealing with the concepts used in this research. The terms that were necessary to be defined operationally were as follows:

a. The crossword puzzle

In this research, the crossword puzzle was defined as a puzzle in which words were supposed to be written into squares vertically (from the clues down) and horizontally (from the clues across). It was used as a kind of game for learning vocabulary.

b. The students' vocabulary achievement

Vocabulary in this research meant English vocabulary. The students' vocabulary achievement meant the level or amount of knowledge of English vocabulary covering nouns, verbs, adjectives, and adverbs. It was indicated by their vocabulary test of each cycle.

3.2. Research Design

This research design used in this research was Classroom Action Research (CAR) with cyclical model because it was intended to improve the VIII-B students' vocabulary mastery by using the crossword puzzles. According to McMillan (1992:12), a classroom action research was a type of applied research in which its purpose was to solve a specific classroom problem or make decision at a single local site. In addition, Elliot (1993:69) stated that the action research was a study of social situation, with a paradigm or a view that was aimed to improve or

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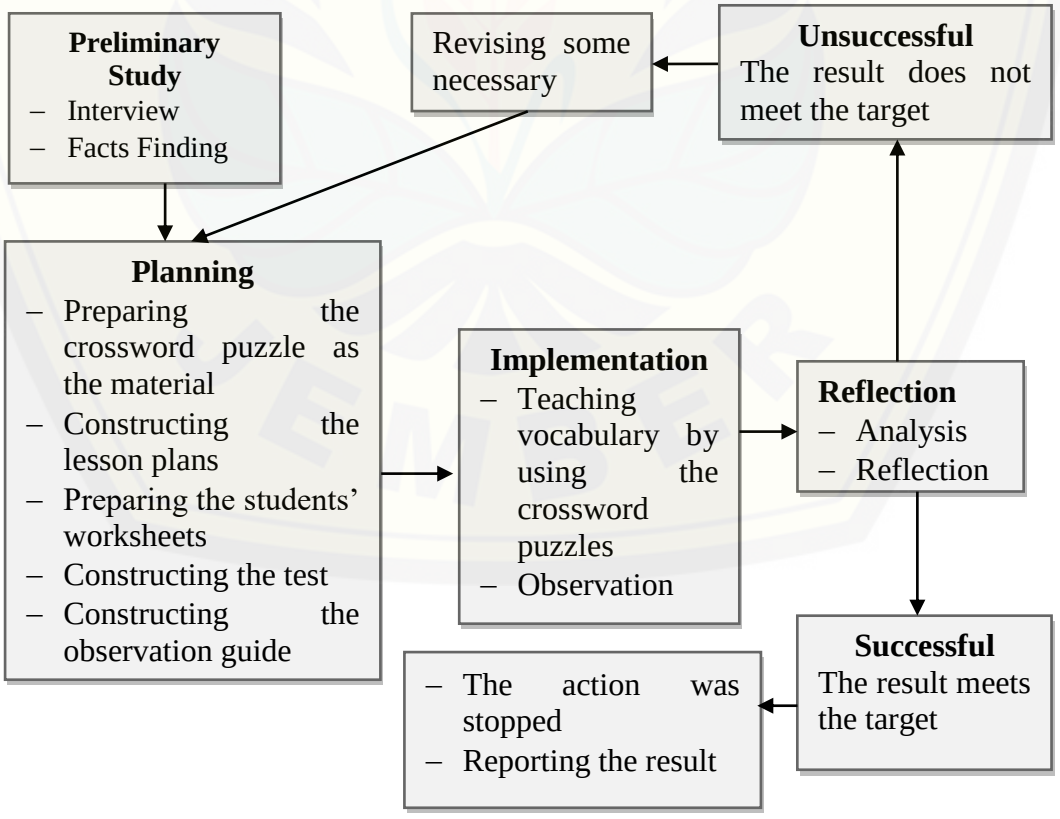
increase the quality of certain phenomenon. In summary, a classroom action research was a research that was intended to solve the practical problems in the teaching learning process. Based on the idea, this classroom action research was intended to resolve the students' problems with vocabulary mastery and to improve the students' vocabulary achievement by using the crossword puzzles

For the success of this research, the researcher collaborated with the English teacher of the eighth year students at SMP Negeri 1 Maron Probolinggo to identify the problems, observe the classroom atmosphere and activities, and do the reflection.

This research was done in two cycles in which each cycle consisted of four stages of activities. They were (1) the planning of the action, (2) the implementation of the action, (3) the observation and the evaluation, and (4) the data analysis and the reflection of the action (Karwono, 2008).

The design of this classroom action research is illustrated below.

The Graphical Procedure Representing the Classroom Action Research



(Adapted from Lewis in Elliot, 1993:70)

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The procedure of the design were the following:

1. Interviewing the English teacher of the eighth grade to gain the supporting data
2. Finding documents that concern with vocabulary to gain supporting data in the form of mean score of the previous vocabulary test from the teacher.
3. Planning the action by constructing the lesson plans for the first cycle: Meeting I and Meeting II; and the vocabulary test for the first cycle (through cooperation with the English teacher).
4. Implementing the action in the first cycle by the researcher.
5. Observing the classroom in each meeting in the first cycle by the English teacher when the researcher was implementing the action.
6. Giving the vocabulary test for the first cycle in the third meeting after the actions given.
7. Analyzing the results of the vocabulary test in the first cycle quantitatively.
8. Doing the reflection of the results of the observation in each meeting and the vocabulary achievement test of the first cycle. If the targeted score has not fulfilled, the actions was continued to the next cycle by revising the teaching technique in the first cycle.
9. Constructing the lesson plans by revising the previous teaching technique.
10. Implementing the actions in the second cycle by the teacher
11. Observing the classroom by the researcher when the teacher was implementing actions in the second cycle.
12. Giving the vocabulary test for the second cycle, in the third meeting.
13. Analyzing the results of the vocabulary test in the second cycle quantitatively.
14. Doing the reflection of the results of the observation and the vocabulary achievement test in the second cycle descriptively.
15. Drawing a conclusion to answer the research problems.

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3.3. Area Determination Method

The area of the research was determined by using purposive method. This research area was at SMP Negeri 1 Maron Probolinggo. This school was chosen based on the consideration of the following facts:

1. It was found that on the average score, the eighth year students had low scores in vocabulary, based on the preliminary study.
2. The English teacher had never used the crossword puzzle as media in teaching vocabulary.
3. There was permission from the headmaster and the English teacher of SMP Negeri 1 Maron Probolinggo to conduct this classroom action research.

3.4. Research Subject Determination Method

According to McMillan (1992:68), the research subjects were the people who gave some responses or answers to the researcher's questions either in the oral form or in the written form. The subjects for this research were the students of the VII-B grade at SMP Negeri I Maron Probolinggo. Based on the information from the teacher in the preliminary study, this class achieved the lowest mean score of the vocabulary test among all the rest. The statistical likelihood presented 56.05 for mean score of this class.

3.5. Data collection methods

The data obtained in this research covered the main data and the supporting data. The method used to collect the main data was vocabulary test and classroom observation, while the supporting data was from documentation and interview.

3.5.1. Vocabulary test

Test was an instrument to measure skill or knowledge that presented to each subject a standard set of question that required the completion of cognitive task (McMillan, 1992:114). According to Hughes (2003:11), there were four types

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of test; they were proficiency test, diagnostic test, achievement test, and placement test.

Based on the purpose, the vocabulary achievement test was used. According to Hughes (2003:13), the purpose of achievement test was to measure how successful each of the individual students was in achieving the goal of teaching and learning process. The test was given at each cycle after the action had already been given.

Hughes (2003:26) said that the valid test must have been reliable as it consistently provided accurate measurement. Since the test in this research was valid, it was also reliable. Therefore, the reliability test was not carried out. In this research, the researcher cooperated with the English teacher for constructing the vocabulary test based on the materials having been learned and the indicators to be measured.

According to Arikunto (2006:168), a good test must be valid and reliable. A test was said to be valid if it measures accurately what was intended to measure. The vocabulary test in this research was constructed based on the content validity and the content of the materials in this research was based on the consideration of indicators that were processed with those of verbs, nouns, adjectives, and adverbs. Those indicators were stated on the students' workbooks used by the English teacher of the VIII grade. The distribution of the test items were: nouns (10), verbs (10), adjectives (10), and adverbs (10); so that the total number of the test items was 40.

Concerning the way of scoring, the vocabulary test was in the form of objective test. Hughes (2003:22) said that an objective test was a test that did not require personal judgment in the scoring process. The type of the test in this research was in the form of multiple choices, matching, and the crossword puzzle completion. Those types of test were chosen because they enabled the teacher to give the score objectively.

In this research, the number of the vocabulary test item was 40 test items with the following distribution: multiple choices (20 items), matching (10 items) and crossword puzzle completing (10 items). Dealing with the scoring, each

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correct items was 2.5 points, whereas, the incorrect item was scored 0. So, the total score of the test was 100 and the time for doing the test was 60 minutes.

3.5.2. Observation

Observation meant an activity on focusing all attention on an object by using all senses. Observation that was done was systematic design, that the observer used a guide as the observation instrument (Arikunto, 2012:199-200). In doing classroom action research, the observation was done in each meeting in each cycle. It was conducted during the teaching and learning process of vocabulary by using the crossword puzzle.

3.5.3. Interview

McMillan (1992:132) stated that interview was a form of data collection in which questions were asked orally and the subject's responses were recorded. In this research, the interview was done to get supporting data dealing with the students' difficulties in learning vocabulary achievement and the teaching technique used by the teacher in teaching vocabulary. The type of the interview was semi structured. It was the interview, in which a list of questions was prepared and later developed to gain the information needed. The interview was conducted with the English teacher of the eighth grade students of SMP Negeri 1 Maron Probolinggo in order to gain the supporting data. The list of interview questions was enclosed on Appendix B.

3.5.4. Documentation

According to Arikunto (2006:231), documentation was a method of collecting data about the variables in the form of notes, transcripts, news, magazines, and the like. In this research, documentation was used to get the supporting data about the subjects' names and their previous vocabulary scores from the English teacher. This kind of documentation was done in the preliminary study.

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3.6. Research Procedures

As stated above, this classroom action research was conducted with the cycle model in which each cycle consists of four stages of activities, namely the planning of the action, the implementation of the action, the observation and evaluation, and the data analysis and reflection of the action. Each stage of the activities was described in the following sections.

3.6.1. The Planning of the Action

In the planning section, some activities below was done for the implementation of the action as follows:

1. Doing the preliminary study in order to obtain the information about the classroom condition and the students' problems in learning vocabulary. Independently, this research was done preliminary study through informal circumstances.
2. Preparing the materials of the crossword puzzles.
3. Constructing the lesson plans for the first cycle (1st meeting and 2nd meeting).
4. Constructing the lesson plans for the second cycle with the revision of the previous teaching technique if the result of the first action cycle has not achieved the targeted score.
5. Preparing the students' worksheets dealing with the vocabulary exercises.
6. Preparing the observation guide in the form of checklist containing the indicators being observed in the teaching and learning process of vocabulary by using the crossword puzzles.
7. Constructing the vocabulary achievement test for the first cycle.

3.6.2. The Implementation of the Action

This research was implemented in the classroom during the school hours. In the implementation phase, the researcher taught vocabulary by using the crossword puzzles, whereas, the teacher was doing the observation. In the second meeting, there was a role turn for the researcher and the teacher. While the teacher was doing the action, the researcher was doing the observation. Next, while the

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researcher was doing the action, the teacher was doing the observation. This action was done through each cycle (the 1st meeting and the 2nd meeting); and the vocabulary achievement test was fulfilled in the third meeting in each cycle.

3.6.3. The Classroom Observation and Evaluation

a. The Classroom Observation

Observation means an activity on focusing all attention on an object by using all senses. Observation that was done was systematic design, that the observer used a guide as the observation instrument (Arikunto, 2012:199-200). In this research, it was intended to observe the students active participation during the vocabulary teaching and learning by using the crossword puzzle. It was done by the teacher while the researcher was doing the action.

The observation guide was used to observe the students' active participation in the teaching and learning process of vocabulary using the crossword puzzles to see if they were active or even passive. The observation guide may appear like:

No	Name	Students' active participation				Active	Passive
		1	2	3	4		
1							
2							

The indicators:

(1) The students pay attention to the teacher's explanation.
(2) The students answer the teacher's oral questions.
(3) The students use the dictionary to look up the meanings of the words.
(4) The students do the vocabulary exercises by using the crossword puzzles.

The students were said to be active if 75% of the students did at least the three indicators in the observation checklist. Then, if the students only do one or two indicators of the observation, they were considered passive.

b. Evaluation

The evaluation was a tool to reveal how far the improvement was achieved by the students using the crossword puzzles as teaching media to learn

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vocabulary. The evaluation in this research included the process evaluation and the product evaluation. The process evaluation was done during the vocabulary teaching and learning process by using the crossword puzzle to evaluate the students' active participation by observation. The product evaluation was done at the end of the lesson after the actions were given in the form of vocabulary test.

The criteria of the success of the action were as follows:

1. The use of the crossword puzzle could improve the students' active participation if 75% of the students actively participate in the vocabulary teaching and learning process.
2. The use of the crossword puzzle could improve the students' vocabulary achievement if at least 75% of the students achieved 70 or more in the vocabulary test in each action cycle.

3.6.4. Data Analysis and Reflection of the Action

a. Data analysis method

The aim of data analysis was to analyze and interpret the data into meaningful information. The quantitative formulation to find 75% of the whole research subjects who were able to gain the score of 70 or more was as follows:

$$E = \frac{n}{N} x100\%$$

Note:

E = The percentage of the students' who gain ≥ 70 at score

n = The number of the students who achieve ≥ 70 at score

N = The number of the students who take the test

(Adapted from Ali, 1993:186)

While, the results of the observation checklist was analyzed by using the following formula to know the students' activeness:

$$E = \frac{n}{N} x100\%$$

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Note:

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

n = The number of the students who were categorized as active students

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

Adapted from Ali, 1993:186)

b. Reflection of the Action

Reflection was taken after analyzing the data of the vocabulary test and observation results in each cycle. It was intended to reflect the results of the vocabulary test an observation in each cycle to know whether or not the actions that were given could improve the students' vocabulary achievement and their active participation. The results of the reflection in the first cycle was used as a guide to produce the lesson plans for the second cycle. The reflection was done by the researcher and the English teacher through discussion to find the solution of the problems that happened in the first cycle.

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CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestion that will be expanded below:

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that:

1. The use of crossword puzzles and dictionary was able to improve the VIII-B students' vocabulary mastery at SMPN 1 Maron Probolinggo in 2013/2014 academic year. The results showed an improvement from 14 or 46.66% of 30 students in Meeting 1 of Cycle 1 achieved ≥70 to 24 or 80.00% of 30 students in Meeting 2 of Cycle 2 achieved ≥70.
2. The use of crossword puzzles and dictionary was able to improve the VIII-B students' active participation at SMPN 1 Maron Probolinggo in 2013/2014 academic year. The improvement was from 76.66% was participating actively in Meeting 1 of Cycle 1 to 80.00% in Meeting 2 of Cycle 2.

The conclusion above demonstrated that the use of the crossword puzzle was able to lift up the students' vocabulary achievement and their active participation in teaching and learning process of vocabulary.

5.2 Suggestions

By considering the result of the implementation of the crossword puzzle and dictionary in teaching and learning process that was able to improve the students' vocabulary achievement and their active participation, some suggestion will come to the following people:

5.2.1. The English Teacher

It is recommended that the English teacher applies the crossword puzzle to the vocabulary teaching and learning process. It is supported by

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the fact that the use of the crossword puzzle could improve the students' vocabulary achievement and their active participation during the process.

5.2.2. The Students

The students are suggested to improve their skill in acquiring vocabulary by using the crossword puzzle as it can help enrich their amount of vocabulary.

5.2.3. The Future Researcher

The future researchers are suggested to conduct another research on similar problem with different design to improve the students' vocabulary achievement and active participation even better.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Improving the VIII-B Students' Vocabulary Mastery by Using the Crossword Puzzle at SMP Negeri I MaronProbolinggo in the 2012/2013 Academic Year	How can the use of crossword puzzle improve the VIII-B students' vocabulary mastery at SMP Negeri 1 Maron? How can the use of crossword puzzle improve the VII-B students' active participation in the process of vocabulary teaching and learning at SMP Negeri 1 Maron?	**1. Independent variable:** • Teaching vocabulary using the crossword puzzles **2. Dependent variable:** • The students' vocabulary achievement The students' active participation	1. The use of the crossword puzzles in the teaching of vocabulary dealing with nouns, verbs, adjectives, and adverbs. 2. a) The list of students' scores of vocabulary that cover nouns, verbs, adjectives, and adverbs b) The students' activities in (a) paying attention to the teacher's explanation, (b) answering the teacher's oral questions, (c) using the dictionary to look up the meanings of the words, and (d) doing the vocabulary exercises by using the crossword puzzles.	1. Subjects: The VIII-B students' of SMP Negeri 1 MaronProbolinggo in the 2012/2013 academic year 2. Informant: The English teacher of the VIII-B students at SMPN 1 MaronProbolinggo 3. Documents: - The names of the subjects at SMPN 1 MaronProbolinggo The lists of students' scores of vocabulary	**1. Research design:** Classroom Action Research with cycle model (two cycles) The stages on each cycle: a. Planning the action b. Implementing the action c. Observing the classroom d. Evaluating and Reflecting the action 2. **Area Determination Method**: Purposive Method 3. **Subject Determination Method**: Purposive Method 4. **Data Collection Methods**: a. Primary data • Vocabulary test • Observation b. Supporting data • Interview • Documentation **5. Data analysis** The primary data taken from vocabulary test will be analyzed quantitatively using the following formula: $$E = \frac{n}{N} \times 100\%$$ E = The percentage of the students who gain score ≥ 70 in the vocabulary test n = The number of the students who get ≥ 70 N = The number of the students	1. The use of the crossword puzzle game can improve the VIII-B students' vocabulary achievement at SMP Negeri 1 MaronProbolinggo 2. The use of the crossword puzzle game can improve the VIII-B students' active participation during the vocabulary teaching and learning process at SMP Negeri 1 MaronProbolinggo

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Appendix 1

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
					who take the test The data of the observation checklist will be analyzed by using the following formula: $E = \frac{n}{N} x100\%$ E = The percentage of the students' active participation in the vocabulary teaching and learning process by using the crossword puzzles N = The number of the students (the research subjects) n = The number of the students who are categorized as active students *(Adapted from Ali, 1993:186)*	

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SUPPORTING DATA INSTRUMENTS

I. The Guide of Interview

No.	Interview Questions	Interviewee (The English Teacher)
1.	What curriculum does this school use?	The school uses KTSP (Kurikulum Tingkat SatuanPendidikan)
3.	How do you teach vocabulary to the students?	I usually use text from the internet to teach vocabulary and choose the words that might not be known by the students and then later I ask them to find the meaning using the dictionary
4.	What problems do the students face in learning vocabulary?	Most of the students have problems in memorizing the vocabularies.
5.	What kind of strategy do you usually apply to overcome the students' problems in vocabulary?	I just gave repeated assignment to make them memorize the meaning
6.	Have you ever used crossword puzzles in teaching vocabulary?	No, I haven't.
7.	Which class has the lowest writing score?	VIII-B
8.	What is the minimum required score for the students to pass?	It is 70.

II. The Guide of Documentation

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

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Lesson Plan 1

Subject	**: English**
Class/Semester	**: VIII/2**
Language Skill	**:Reading Skill**
Language Components	**: Vocabulary**
Text Type	**:Recount**
Time	**: 2 x 40 minutes**
Date	**: February 11th, 2014**

I. Standard Competence

1.1 Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

2.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. Indicators

3.1. Cognitive

a. Process

1) Pronouncing the words beingtaught related to the topic of transportation
2) Completing the crossword puzzle with the picture clues.
3) Completing the crossword puzzle with the sentence clues (fill-in-the-blank).

3.2. Affective

a. Paying attention to the teachers' explanation

b. Doing the crossword puzzle exercises enthusiastically.

IV. Learning objectives

4.1. The students are able to pronounce the words being taught related to the topic of transportation

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4.2. The students are able to complete the crossword puzzle with the sentence clues.

4.3. The students are able to complete the crossword puzzle with the picture clues.

V. Materials : Enclosed

VI. Teaching and learning strategy

6.1. Approach : Student Centred Learning

6.2. Method : Learning, Question and Answer, Vocabulary Exercise, Discussion.

VII. Teaching and learning activity

No	The Teacher Activity	The Students' Activity	Time
1	**Introduction** 1. Greeting 2. Checking the student's attendance 3. Giving some leading questions 4. Stating the objectives	Responding Answering Answering teacher's question Paying attention	10'
2	**Main Activities** 1. Distributing the text sheet 2. Asking the students to read the text silently 3. Asking the students to classify the words into nouns, verbs, adjectives, and adverbs. 4. Asking the students to make group of four 5. Distributing the sheets of	Receiving the text sheet Reading the text silently Classifying the words Making groups of four	70'

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	crossword puzzle to each group 6. Asking the students to work with the group to complete the crossword puzzle 7. Discussing the answers with the class	Receiving sheets Working with the group Discussing the answers	
3	**Closure** 1. Guiding the students to draw a conclusion by giving oral questions 2. Leave-taking	Making a conclusion by answering the teacher's questions Responding	10'

VIII. Media and sources

7.1 Media

- ✓ Pictures
- ✓ Sheet of crossword puzzle

7.2 Sources

7.2.1 Internet

Researcher

WahyuMardiarto
NIM. 080210401053

Instructional material

A. LEADING QUESTIONS

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1. What if someday you are about to express your feeling and you have no idea what to say?
2. What if you lose something because you don't have sufficient word to say what you want?
3. Imagine you were now on public transportation and you found it hard to tell the driver your destination. What would happen?

B. EXPLANATION

- ✓ A nounis a word (or group of words) that can be the name of a person, a place, a thing, an activity, a quality, or an idea.
- ✓ A verb is a word (or group of words) describing an action, experience, or state
- ✓ An adjective is a word that indicates quality of the person or thing referred to by a noun
- ✓ An adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence
- ✓ A crossword puzzle as a puzzle in which words have to be fitted across and downwards in a pattern of numbered spaces within a usually square diagram. From these statements, in can be inferred that a crossword puzzle is a kind of word game in the form of puzzles in which the students have to fill the required words from numbered clues into the squares vertically and horizontally.
- ✓ Procedure on how to use the crossword puzzle:
  1) Explain how the students should fill or complete the crossword puzzles.
  2) Check whether or not all the words in the clues are understandable by asking each student.
  3) Give the students time in order to finish the puzzles.
  4) Discuss the answers together so that the students will be aware of the correct answers.

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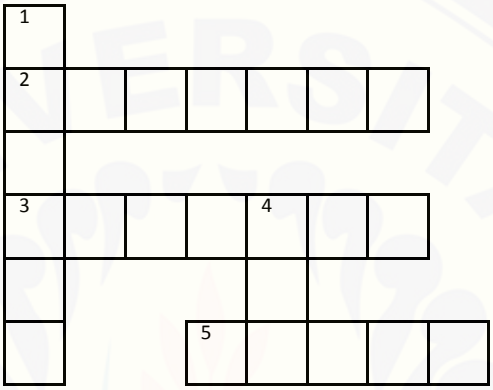
C. APERCEPTION

Fill in the crossword puzzle based on the pictures shown by the teacher!



Across **Down**

2

1

3

4

5

Answer key

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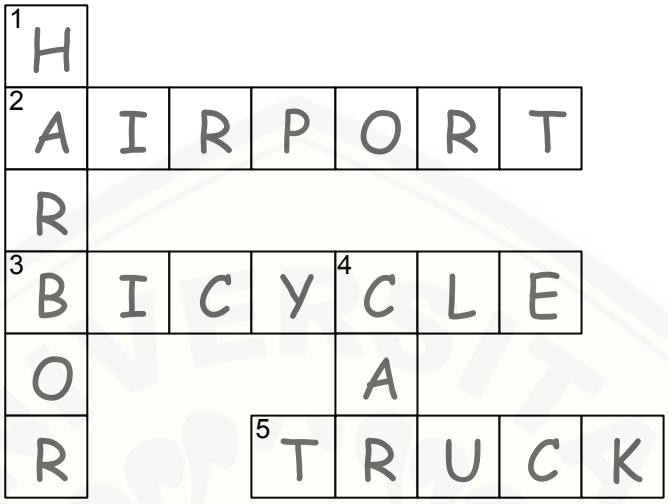

D. MAIN ACTIVITIES

I love travelling. Then and now. Now, I prefer to do that with private vehicle, which is now a motorcycle because I would not survive the tripif I tookpublic transportation like bus; I always got dizzy, Unlike bus, train satisfies me a lot. Train is exception for this. I am now sick of taking bus due to my old experience.

As I was little, my family used to go to Banyuwangi on the holiday of Idul Fitri to visit relatives. We went there mostly by bus.

In the morning, we left home. We went to the bus station. I was so happy to see buses around. I was so fascinated when I was onboard. The trip to Banyuwangi began when the roaring engine was started. The excitement was at its climax.

Along the trip, I could not miss the joy of the trip. I sat near the window to be able to see outside. Through the windows, I saw fields, canals, mountains, people in the road, and so many things. That was the true point that I loved the trip.

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However, beside the beautiful thing on the bus, I somehow did not like the condition in the bus itself. I saw many people smoking. The air condition remained low. And also, the floor of the bus was so dirty. I could not breath in fresh air. It made me sick. Also, the properties inside the bus sometimes was no longer comfortable. That condition somewhat made me feel to arrive soon and to get off the bus.

Since then, I have preferred beautiful bus, which was regarded executive class. The condition was well built. There were no more smoking people. I could have super nice trip with the bus in that kind. But, instead of taking bus, I will always choose train in the most possibility.

(December 15th, 2013)

EXERCISE 1

Identify nouns, verbs, adverbs, and adjectives from the words in the box! Put your answer on the table provided!

vehicle	take	little	there
fresh	arrive	engine	experience
outside	low	visit	joy
dirty	sick	go	in the morning
trip	travel	well	now

Nouns	Verbs	Adjectives	Adverbs

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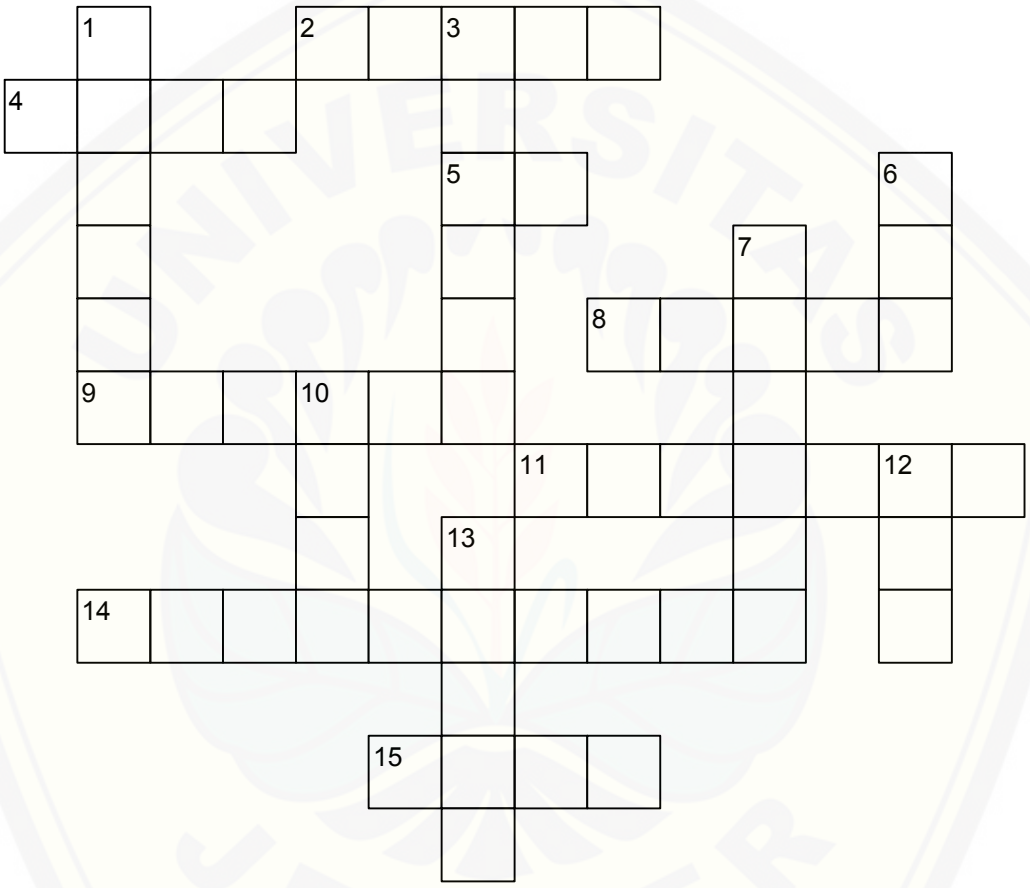
EXERCISE 2

Complete the puzzle below across and down with the correct words from the text!



Across

3 I do not often go to him. I only _____ him when I miss him.
6 The bus will _____ soon. Then we can start the trip.
7 The only _____ I had was when I took premium class. I could really enjoy it.
9 My money was so _____ that I could not buy you a souvenir.
12 If you want to enjoy the _____ air, get up early!
13 I _____ to school every day by bicycle because it is not too far.
14 It was unforgettable _____ that I travelled by airplane for the first time.

Down

1 My shirt is _____. I will not be allowed to enter the class.

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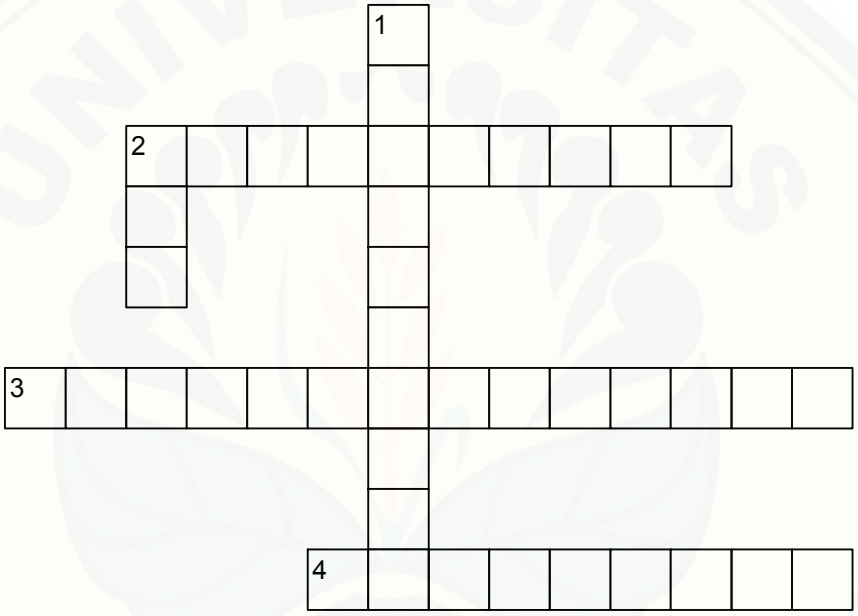
2 I will _____ train tomorrow. It is fast, cheap, and scheduled.
4 I only take airplane when I _____ in long distance.
5 I am always getting _____ on bus, especially in reckless driving.
8 People nowadays choose private _____ to get to a place they desire.
9 Please drive in _____ speed to avoid traffic accident!
10 This is my first _____ to London.
11 Truck requires strong _____ to carry heavy loads

EXERCISE 3

Complete the puzzle below across and down with the correct words based on the picture!



Across		Down	
3		1	
4		2	

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5			

ANSWER KEY

EXERCISE 1

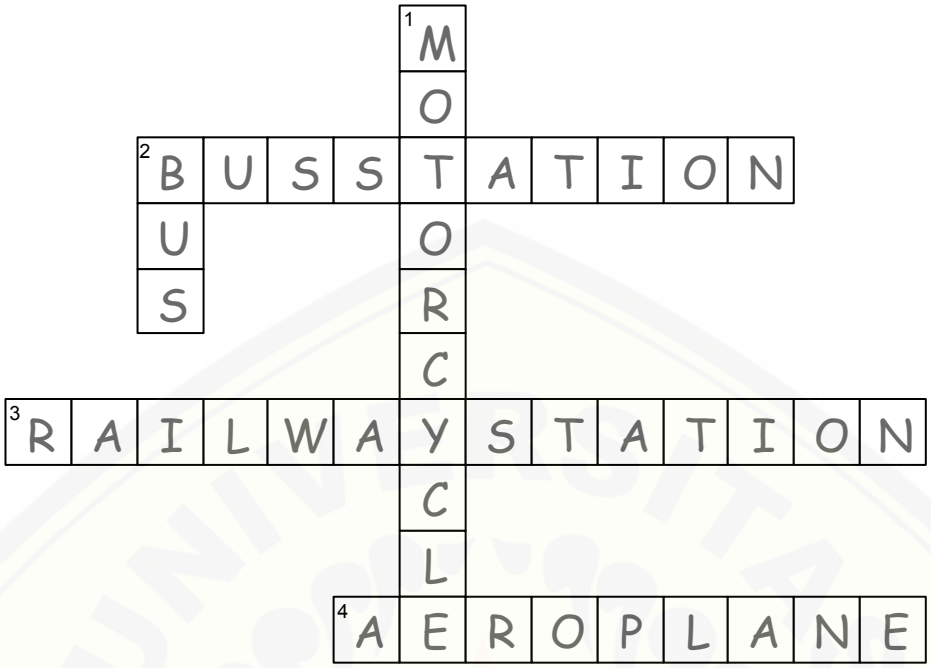
Nouns	Verbs	Adjectives	Adverbs
vehicle	*travel*	*sick*	*in the morning*
trip	*take*	*little*	*now*
experience	*go*	*low*	*there*
joy	*visit*	*fresh*	*outside*
engine	*arrive*	*dirty*	*well*

EXERCISE 2

Digital Repository Universitas Jember

EXERCISE 3

Digital Repository Universitas Jember



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Lesson Plan 2

Subject	**: English**
Class/Semester	**: VIII/2**
Language Skill	**:Reading Skill**
Language Components	**: Vocabulary**
Text Type	**:Recount**
Time	**: 2 x 40 minutes**
Date	**: February 12th, 2014**

I. Standard Competence

1.1 Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

2.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. Indicators

3.1. Cognitive

a. Process

1) Pronouncing the words beingtaught related to the topic of occupation
2) Completing the crossword puzzle with the picture clues.
3) Completing the crossword puzzle with the sentence clues (fill-in-the-blank).

3.2. Affective

a. Paying attention to the teachers' explanation

b. Doing the crossword puzzle exercises enthusiastically.

IV. Learning objectives

4.1. The students are able to pronounce the words being taught related to the topic of occupation

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4.2. The students are able to complete the crossword puzzle with the sentence clues.

4.3. The students are able to complete the crossword puzzle with the picture clues.

V. Materials : Enclosed

VI. Teaching and learning strategy

6.1. Approach : Student Centred Learning

6.2. Method : Learning, Question and Answer, Vocabulary Exercise, Discussion.

VII. Teaching and learning activity

No	The Teacher Activity	The Students' Activity	Time
1	**Introduction** 1. Greeting 2. Checking the student's attendance 3. Giving some leading questions 4. Stating the objectives	 Responding Answering Answering teacher's question Paying attention	10'
2	**Main Activities** 1. Distributing the text sheet 2. Asking the students to read the words 3. Asking the students to read the text silently 4. Asking the students to classify the words into nouns, verbs, adjectives, and adverbs. 5. Asking the students to	 Receiving the text sheet Reading the words Reading the text silently Classifying the words	70'

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	make group of four 6. Distributing the sheets of crossword puzzle to each group 7. Asking the students to work with the group to complete the crossword puzzle 8. Discussing the answers with the class	Making groups of four Receiving sheets Working with the group Discussing the answers	
3	**Closure** 1. Guiding the students to draw a conclusion by giving oral questions 2. Leave-taking	Making a conclusion by answering the teacher's questions Responding	10'

VIII. Media and sources

7.1 Media

- ✓ Pictures
- ✓ Sheet of crossword puzzle

7.2 Sources

7.2.1 Internet

Researcher

WahyuMardiarto
NIM. 080210401053

Instructional material

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A. LEADING QUESTIONS

1. Do like to work?
2. Why do you work?
3. What kind of job are you interested in?
4. What makes you interested in it?

B. EXPLANATION

- ✓ A nounis a word (or group of words) that can be the name of a person, a place, a thing, an activity, a quality, or an idea.
- ✓ A verb is a word (or group of words) describing an action, experience, or state
- ✓ An adjective is a word that indicates quality of the person or thing referred to by a noun
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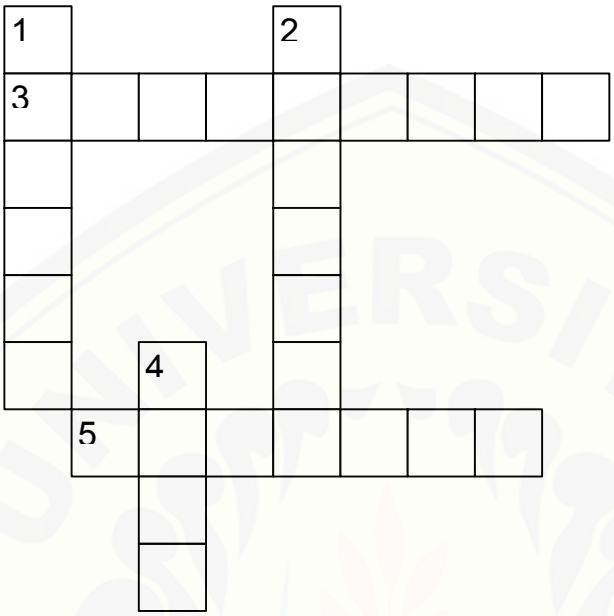

Across

3

5

Down

1

2

4

Answer key

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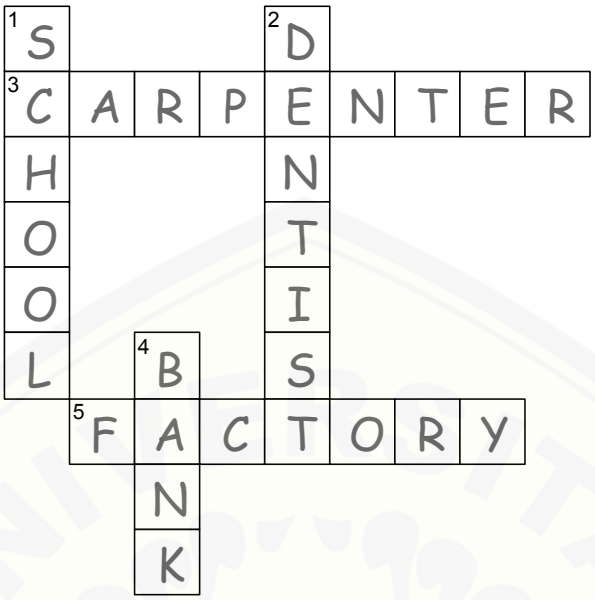

D. MAIN ACTIVITIES

Last week, I visited my friend in Jakarta. He used to be my classmate in Junior High School. He did not go to university, instead, he decided to have a job because he lacked financial assistance.

The first time I noticed when I arrived in Jakarta was the environmental condition. I had been going through the city, from one corner to another. I was thinking I would not have been able to survive if I had been in the city. In the morning, the society came out with their vehicles in maximum number because it was busy hours in the road. Even early in the morning, the traffic killed the road. I could not even ride motorcycle in normal speed. I had been spotted stuck closely in every inch of the road. The air pollution became normal to people.

In Jakarta, the intensity of green area was hardly able to accommodate the gas emission. Even though the plantation was there, the feeling of dirty was still in sense. Right at noon, the temperature killed me. I felt like to be roasted with the heat exposure. Regardless of the environmental condition, I roamed along the streets of Jakarta.

Finally, I arrived in suburban area. No intense traffic there. But the environment was damaged. I catch the streams filled with industrial waste. This was very hazardous to health. In more extreme condition, the stream passed through the suburban population. The area was highly contaminated. The people who lived in the neighborhood mostly suffered from various effect. The rivers within the area was full of trash. Jakarta urgently needed environmental protection as this is the capital city of Indonesia.

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In the afternoon, I finally arrived at the place of my friend's. I told him so many things concerning with Jakarta and asked about decision to live there.

EXERCISE 1

Identify nouns, verbs, adverbs, and adjectives from the words in the box! Put your answer on the table provided!

profession	*explain*	*good*	*inside*
tough	*graduate*	*new*	*efficient*
really	*offer*	*resign*	*unprofessional*
lesson	*eventually*	*bother*	*story*
friend	*in time*	*actually*	*job*

Nouns	Verbs	Adjectives	Adverbs

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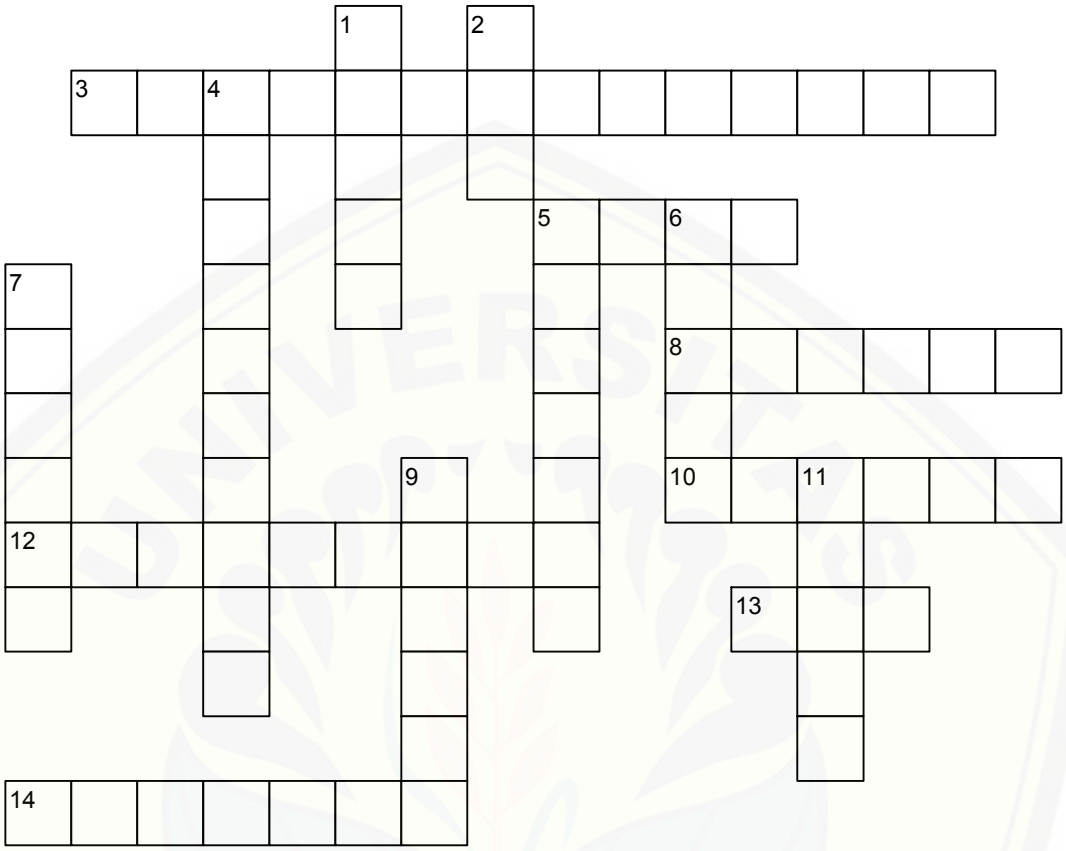
EXERCISE 2

Complete the puzzle below across and down with the correct words from the text!



Across

3 _____ worker should not be employed to avoid company's loss.
5 Every people want to have a _____ job to make living.
8 A _____ will always support your good thoughts and ideas.
10 I will _____ if the job does not give me better money.
12 Utilization of machinery results in _____ job.
13 We need a _____ to make living.
14 We must _____ our answer on job interview clearly to ensure acceptance.

Down

1 A soldier does a _____ job most of the time. He trains most of the time.
2 He has a _____ job. He has moved to other city.
4 My father's _____ is teaching at SMPN 1 Maron.
5 Students' job is to study hard and to _____ with maximum score.
6 Mr. Dandi will _____ you a job. He told me he had vacant position.
7 How busy is being at home does not _____ my main job.
9 Students' must pay attention to the _____ that a teacher is teaching.
11 I do not have any interesting _____ to tell you all.

EXERCISE 3

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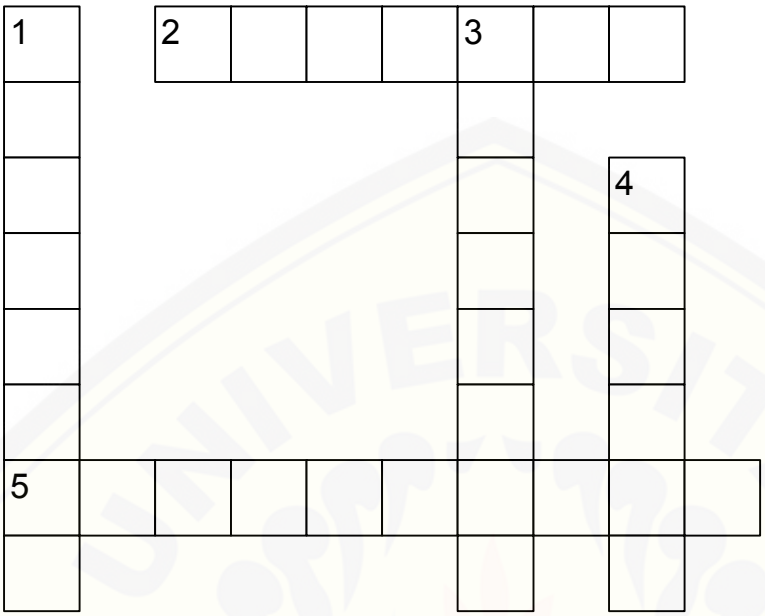
Complete the puzzle below across and down with the correct words based on the picture!



Across		Down	
2		1	
5		3	
		4	

ANSWER KEY

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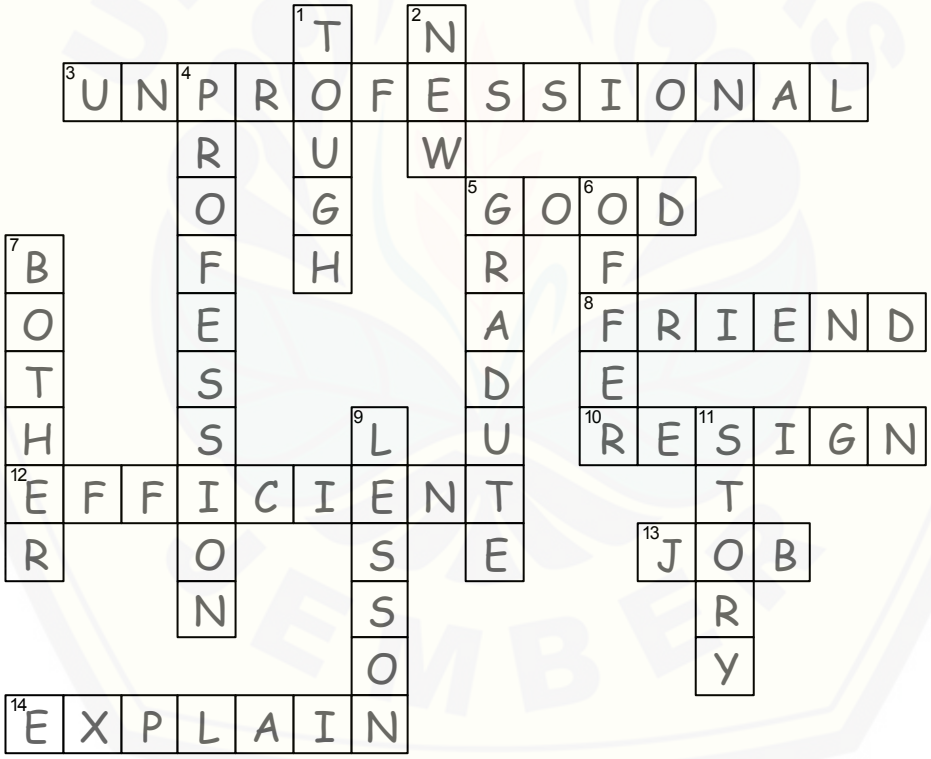
Nouns	Verbs	Adjectives	Adverbs
profession	*graduate*	*tough*	*in time*
friend	*explain*	*efficient*	*really*
lesson	*offer*	*good*	*actually*
job	*resign*	*new*	*inside*
story	*bother*	*unprofessional*	*eventually*

EXERCISE 1

EXERCISE 2



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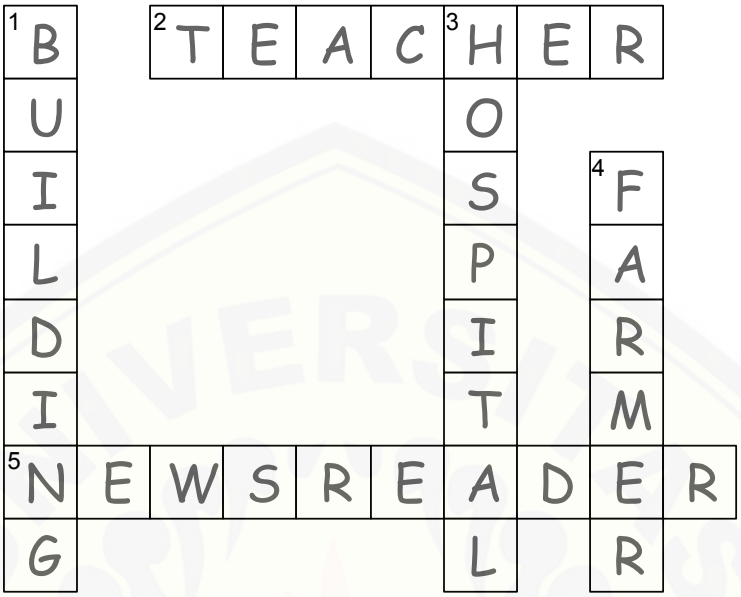
EXERCISE 3



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VOCABULARY TEST (CYCLE 1)

Subject : English

Class/Semester : VIII-B/2

Language Focus : Vocabulary

Time : 60 Minutes

I. Choose the best answer by crossing a. b. c. or d!

1. Anton did not come to school because he got …
   a. meal
   b. money
   c. sick
   d. drink
2. The students go to school …….
   a. in the afternoon
   b. in the morning
   c. in the evening
   d. in the night
3. I was seeing the president. It was the most exciting …
   a. life
   b. experience
   c. time
   d. view
4. … is the main component of a car for moving.
   a. engine
   b. door
   c. window
   d. seat
5. The sports car looks … attractive.
   a. finally
   b. eventually
   c. really
   d. instantly
6. A company will resign … employee.
   a. clever
   b. smart
   c. brilliant
   d. unprofessional
7. The bus will … in five minutes.
   a. arrive
   b. stay
   c. fix
   d. drive

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8. The … is the fastest vehicle nowadays.
   a. car
   b. aeroplane
   c. train
   d. motorcycle

9. We must ride our motorcycle in … speed in the crowd.
   a. low
   b. normal
   c. excessive
   d. high

10. I … bicycle to school because it is near from my house.
   a. take
   b. sell
   c. buy
   d. fix

11. The similar meaning to go is
   a. arrive
   b. stay
   c. stop
   d. travel

12. I will go to the … to buy ticket soon because the train leaves earlier.
   a. bus station
   b. harbor
   c. airport
   d. railway station

13. The opposite of inside is …
   a. outside
   b. upside
   c. beside
   d. outdoor

14. Please … your answer to the teacher very carefully!
   a. explain
   b. talk
   c. answer
   d. say

15. My father will … as a manager because of his health condition.
   a. propose
   b. resign
   c. do
   d. stay

16. Do the job as soon as possible to make your time more …
   a. hard
   b. efficient
   c. short
   d. complicated

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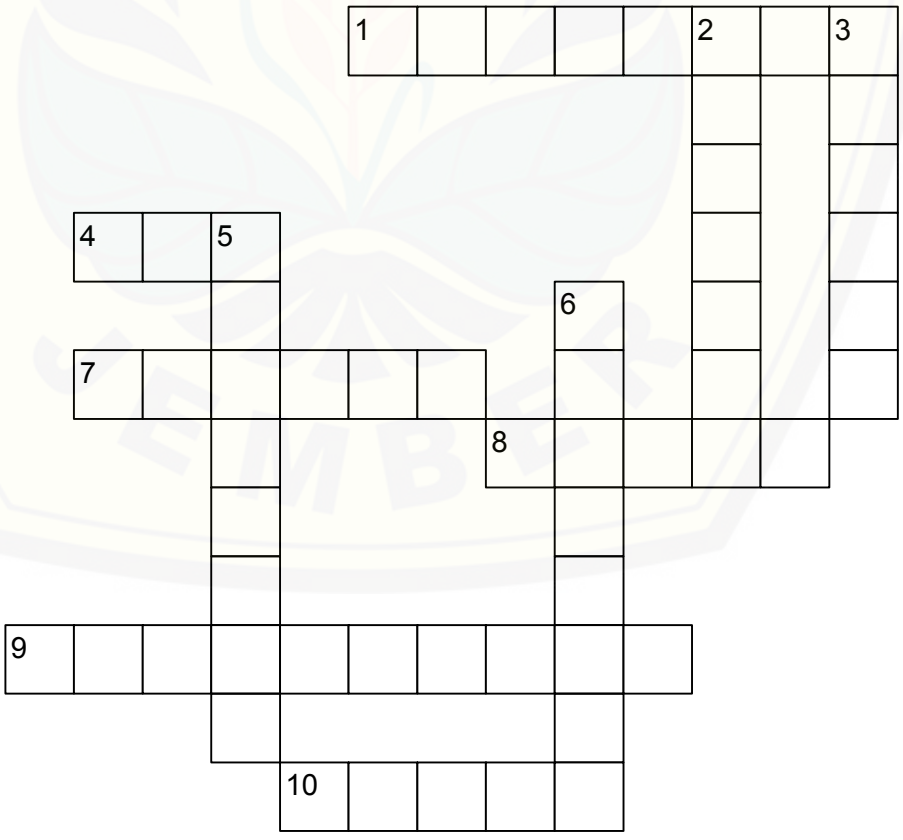
17. All students must pay attention to the …
    a. lesson
    b. friends
    c. students
    d. police
18. Please carry all my books … because it starts to rain.
    a. beside
    b. above
    c. upside
    d. inside
19. Job has similar meaning to …
    a. professionalism
    b. professional
    c. profession
    d. story

20. If you are in army, you will do … job.
    a. soft
    b. tough
    c. smooth
    d. slow

II. Complete the following crossword puzzles with the suitable words!



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Across

1 My mother is sick. She needs to go to the _____
4 His _____ makes him rich. Every month, he receives big money.
7 A _____ will be by your side every time you have problem
8 I do not have a beautiful _____ to tell.
9 _____ the company will recruit many new candidates.
10 The shirt was so _____ that it could not be cleaned.

Down

2 A _____ should have good behavior.
3 I only have a _____ money. I am not even afford to buy a pen.
5 The _____ is so high. It took 4 years to finish the construction.
6 _____, I went to the city yesterday. But I said I slept.

III. Match the word in left to the sentence in the right by making line!

Visit Joy Fresh Vehicle Trip Now Offer Bother Graduate Good	1. The _____ that was used to carry the rocks was a big truck. 2. I will _____ my uncle tomorrow. 3. The _____ news is that we have one week to prepare for the test. 4. Please help me if I do not _____ you. 5. I can _____ you a better job. 6. She will _____ from this school next year. 7. My _____ to Bali was so exciting. 8. When we arrived in Bali, we had the _____ 9. The air in the morning is so _____ 10. You must go ____ or you will be late.

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THE RESULTS OF OBSERVATION OF CYCLE 1

Subject	Meeting 1						Meeting 2					
	1	2	3	4	passive	active	1	2	3	4	passive	active
1	1	1		1		√	1	1	1	1		√
2	1	1		1		√	1	1		1		√
3	1			1	√		1	1	1			√
4	1	1	1			√	1			1	√	
5	1	1	1	1		√	1	1	1	1		√
6	1	1	1	1		√	1	1	1	1		√
7	1	1	1			√	1	1	1	1		√
8		1		1	√			1	1	1		√
9	1			1	√		1		1	1		√
10	1	1	1			√	1	1	1	1		√
11	1			1	√		1	1		1		√
12		1		1	√			1		1	√	
13	1	1		1		√	1			1	√	
14	1	1	1	1		√	1	1	1			√
15			1	1	√				1	1	√	
16	1		1	1		√	1		1	1		√
17	1			1	√		1			1	√	
18		1	1	1		√		1	1	1		√
19	1	1	1			√	1	1	1			√
20		1		1	√		1			1	√	
21		1	1	1		√	1	1	1			√
22		1	1	1		√		1	1	1		√
23	1	1		1		√	1		1	1		√
24	1		1	1		√	1		1	1		√
25			1	1	√			1	1	1		√
26		1		1	√		1	1		1		√
27	1	1	1	1		√	1	1	1	1		√
28		1		1	√			1		1	√	
29	1			1	√		1		1		√	
30		1	1	1		√		1	1	1		√
Total					12	18	Total				8	22

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THE RESULTS OF VOCABULARY TEST OF CYCLE 1

No.	Name	Score
1.	AMR	65
2.	ABI	75
3.	AP	65
4.	DRNA	67.5
5.	EDA	85
6.	ERS	90
7.	FO	65
8.	FAM	70
9.	HH	67.5
10.	IWF	67.5
11.	IEY	70
12.	MDA	67.5
13.	MF	80
14.	MR	70
15.	NNS	80
16.	RAF	67.5
17.	RA	67.5
18.	RN	75
19.	SHSA	70
20.	SK	67.5
21.	SD	77.5
22.	SRP	70
23.	T	60
24.	UU	70
25.	US	55
26.	VENA	62.5
27.	WS	85
28.	UH	67.5
29.	ACN	65
30.	JKF	65
∑/Average		**2043/70.43**

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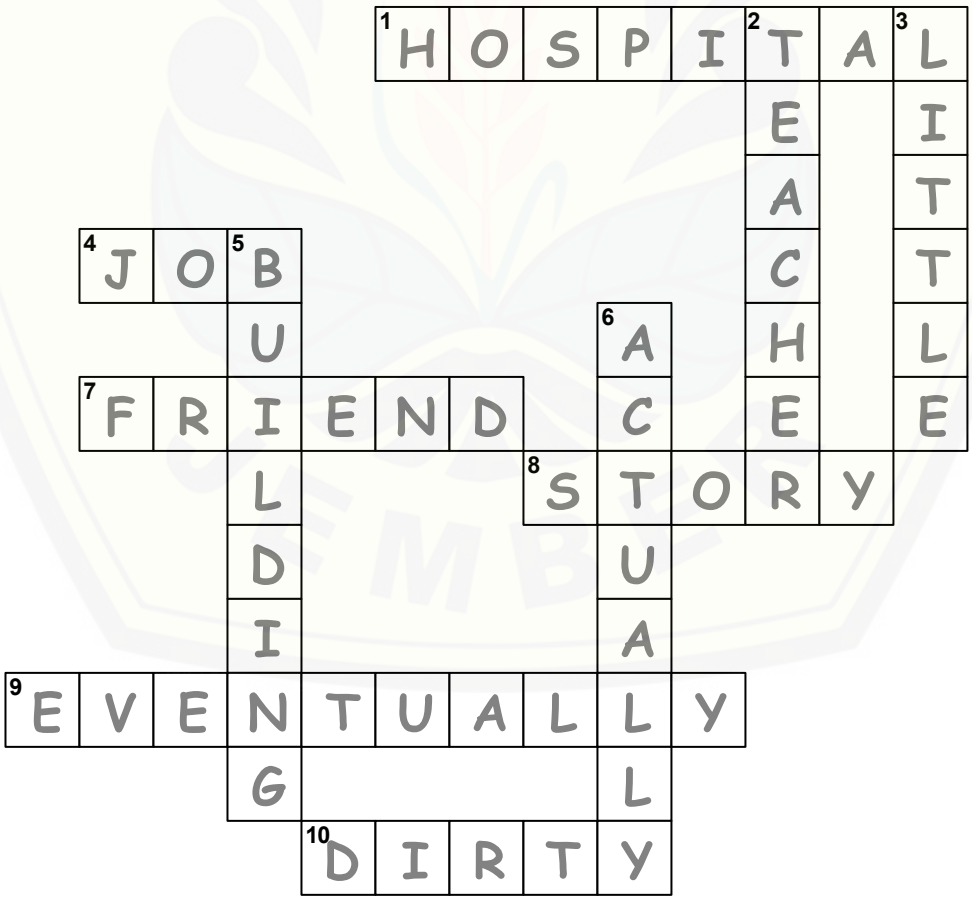
ANSWER KEY OF CYCLE 1 TEST

I.

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

II.



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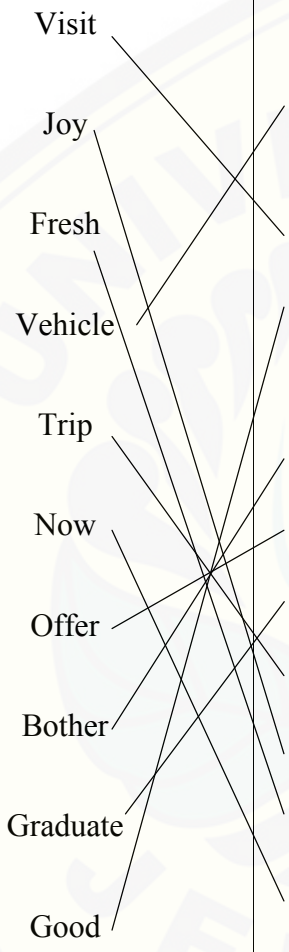
III



1. The _____ that was used to carry the rocks was a big truck.
2. I will _____ my uncle tomorrow.
3. The _____ news is that we have one week to prepare for the test.
4. Please help me if I do not _____ you.
5. I can _____ you a better job.
6. She will _____ from this school next year.
7. My _____ to Bali was so exciting.
8. When we arrived in Bali, we had the _____
9. The air in the morning is so _____
10. You must go ____ or you will be late.

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Lesson Plan 3

Subject	**: English**
Class/Semester	**: VIII/2**
Language Skill	**:Reading Skill**
Language Components	**: Vocabulary**
Text Type	**:Recount**
Time	**: 2 x 40 minutes**
Date	**: February 18th, 2014**

I. Standard Competence

1.1 Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

2.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. Indicators

3.1. Cognitive

a. Process

1) Pronouncing the words beingtaught related to the topic of environment
2) Completing the crossword puzzle with the picture clues.
3) Completing the crossword puzzle with the sentence clues (fill-in-the-blank).

3.2. Affective

a. Paying attention to the teachers' explanation

b. Doing the crossword puzzle exercises enthusiastically.

IV. Learning objectives

4.1. The students are able to pronounce the words being taught related to the topic of environment

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4.2. The students are able to complete the crossword puzzle with the sentence clues.

4.3. The students are able to complete the crossword puzzle with the picture clues.

V. Materials : Enclosed

VI. Teaching and learning strategy

6.1. Approach : Student Centred Learning

6.2. Method : Learning, Question and Answer, Vocabulary Exercise, Discussion.

VII. Teaching and learning activity

No	The Teacher Activity	The Students' Activity	Time
1	**Introduction** 1. Greeting 2. Checking the student's attendance 3. Giving some leading questions 4. Stating the objectives	Responding Answering Answering teacher's question Paying attention	10'
2	**Main Activities** 1. Distributing the text sheet of "Delman" to the students 2. Asking the students to read the text silently 3. Asking the students to read the words 4. Asking the students to classify the words into nouns, verbs, adjectives,	Receiving the text sheet Reading the text silently Reading the words Classifying the words	70'

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	and adverbs. 5. Asking the students to make group of four 6. Distributing the sheets of crossword puzzle to each group 7. Asking the students to work with the group to complete the crossword puzzle 8. Discussing the answers with the class	 Making groups of four Receiving sheets Working with the group Discussing the answers	
3	**Closure** 1. Guiding the students to draw a conclusion by giving oral questions 2. Leave-taking	Making a conclusion by answering the teacher's questions Responding	10'

VIII. Media and sources

7.1 Media

- ✓ Pictures
- ✓ Sheet of crossword puzzle

7.2 Sources

7.2.1 Internet

Researcher

WahyuMardiarto
NIM. 080210401053

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Instructional material

A. LEADING QUESTIONS

1. What will happen if the air is no longer breathable?
2. What will happen if we breathe contaminated air?
3. What if the environment no longer supports our living?

B. EXPLANATION

- ✓ A nounis a word (or group of words) that can be the name of a person, a place, a thing, an activity, a quality, or an idea.
- ✓ A verb is a word (or group of words) describing an action, experience, or state
- ✓ An adjective is a word that indicates quality of the person or thing referred to by a noun
- ✓ An adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence
- ✓ A crossword puzzle as a puzzle in which words have to be fitted across and downwards in a pattern of numbered spaces within a usually square diagram. From these statements, in can be inferred that a crossword puzzle is a kind of word game in the form of puzzles in which the students have to fill the required words from numbered clues into the squares vertically and horizontally.
- ✓ Procedure on how to use the crossword puzzle:
  1) Explain how the students should fill or complete the crossword puzzles.
  2) Check whether or not all the words in the clues are understandable by asking each student.
  3) Give the students time in order to finish the puzzles.
  4) Discuss the answers together so that the students will be aware of the correct answers.

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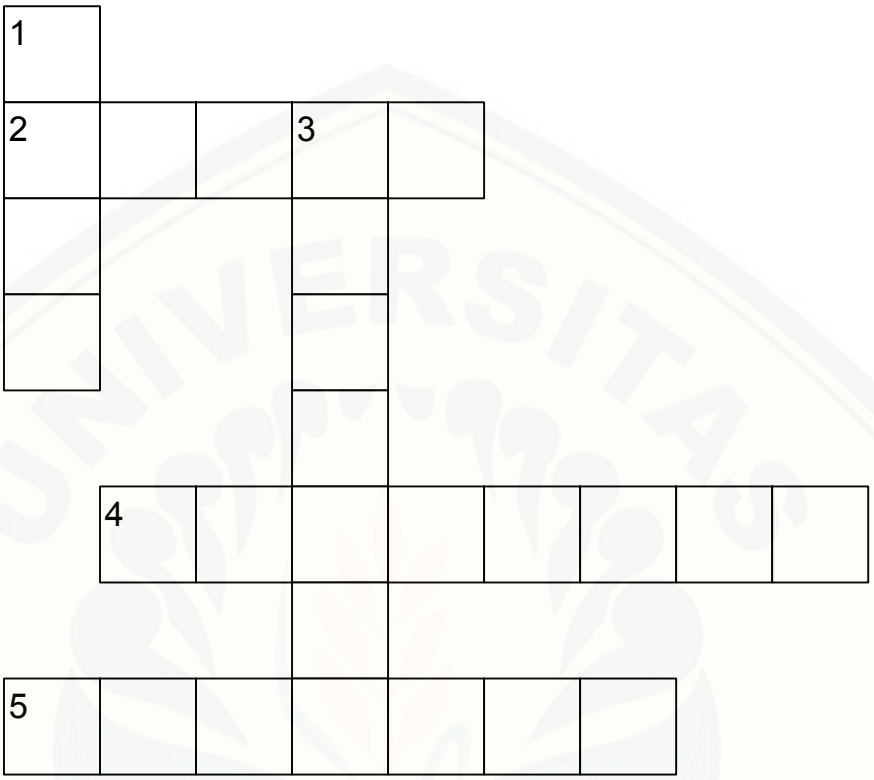
C. APERCEPTION

Fill in the crossword puzzle based on the pictures shown by the teacher!



Across

2

4

5

Down

1

3

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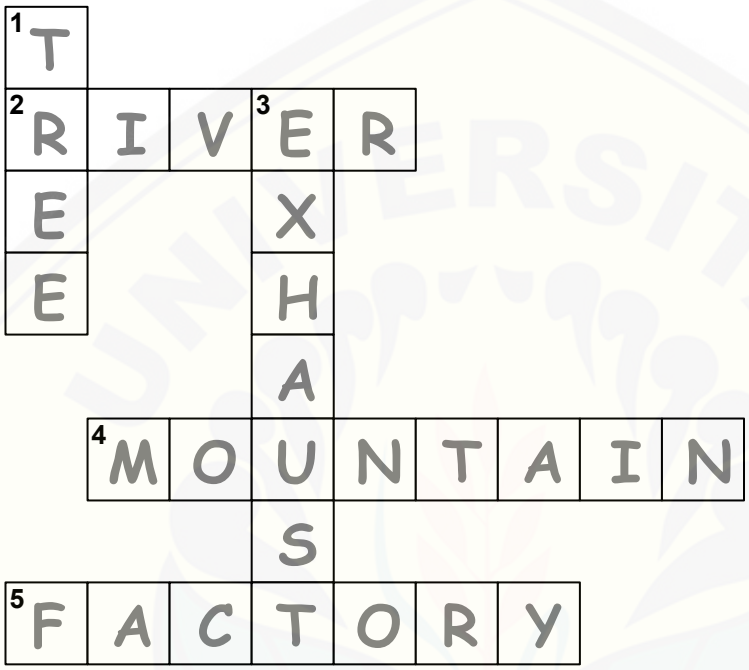
Answer key



D. MAIN ACTIVITIES

Last week, I visited my friend in Jakarta. He used to be my classmate in Junior High School. He did not go to university, instead, he decided to have a job because he lacked financial assistance.

The first time I noticed when I arrived in Jakarta was the environmental condition. I had been going through the city, from one corner to another. I was thinking I would not have been able to survive if I had been in the city. In the morning, the society came out with their vehicles in maximum number because it was busy hours in the road. Even early in the morning, the traffic killed the road. I could not even ride motorcycle in normal speed. I had been spotted stuck closely in every inch of the road. The air pollution became normal to people because large amount of vehicle emitted CO2.

In Jakarta, the intensity of green area was hardly able to accommodate the gas emission. Even though the plantation was there, the feeling of dirty was still in sense. Right at noon, the temperature killed me. I felt like to be roasted with the heat exposure. Regardless of the environmental condition, I roamed along the streets of Jakarta.

Finally, I arrived in suburban area. No intense traffic there. But the environment was damaged. I catch the streams filled with industrial waste. This

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was very hazardous to health. In more extreme condition, the stream passed through the suburban population. The area was highly contaminated. The people who lived in the neighborhood mostly suffered from various effect. The rivers within the area was full of trash. Jakarta urgently needed environmental protection as this is the capital city of Indonesia.

In the afternoon, I finally arrived at the place of my friend's. I told him so many things concerning with Jakarta including his decision to live there.

EXERCISE 1

Identify nouns, verbs, adverbs, and adjectives from the words in the box! Put your answer on the table provided!

city	*condition*	*catch*	*suffer*
intense	*closely*	*urgently*	*last week*
dirty	*pollution*	*emit*	*hazardous*
busy	*accommodate*	*waste*	*finally*
survive	*in the morning*	*normal*	*emission*

Nouns	Verbs	Adjectives	Adverbs

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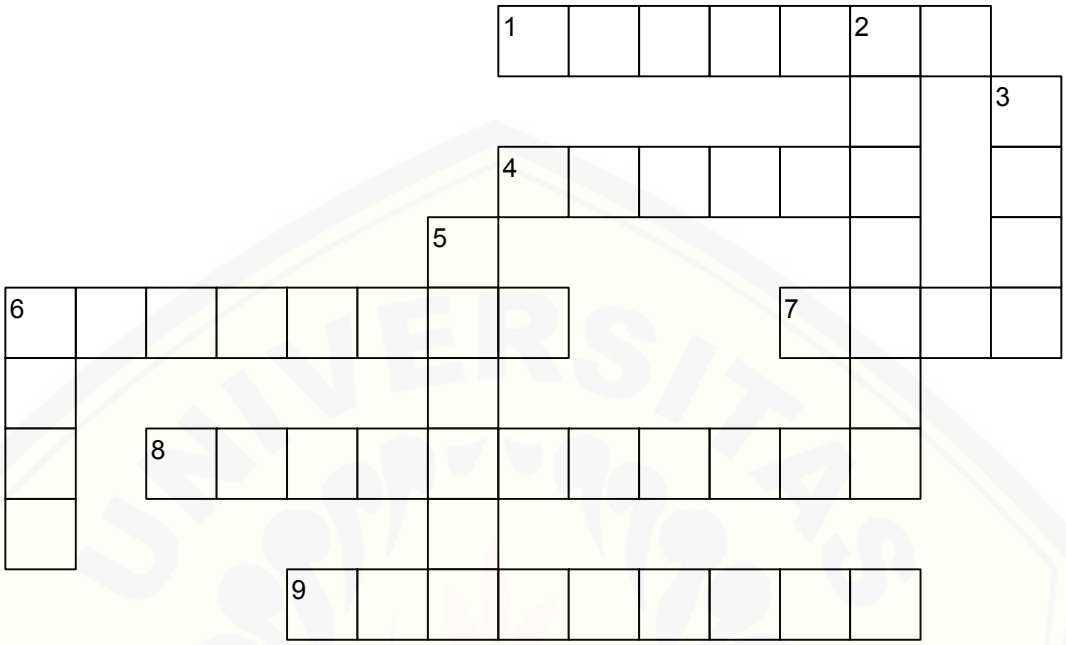
EXERCISE 2

Complete the puzzle below across and down with the correct words from the text!



Across	
1	_____ smoking will degrade our life span because of the chemical substance.
4	Many people in industrial complex _____ from various illness
6	Gas _____ is the main factor that pollutes the air.
7	I do not live in the _____. The air pollution is too high.
8	Trees will not _____ the CO2 emission in this condition.
9	Air _____ will affect the health of our lungs.

Down	
2	Nobody will _____ if the temperature is above normal.
3	In the morning, traffic is always _____
5	We must plant trees to make the temperature _____
6	Factories _____ large amount of smoke.

EXERCISE 3

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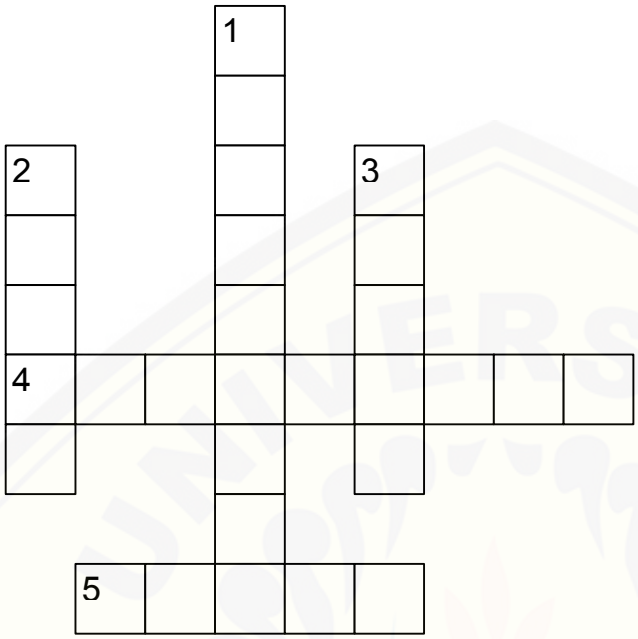
Fill in the puzzle below based on the synonym!



Across		Down	
4	**Situation**	**1**	**Dangerous**
5	**Garbage**	**2**	**Capture**
		3	**Muddy**

EXERCISE 4

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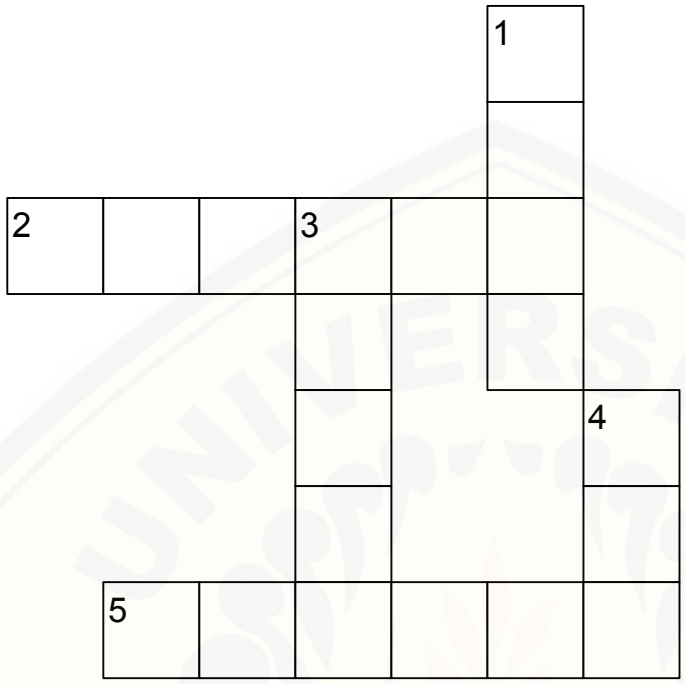
Complete the puzzle below across and down with the correct words based on the picture!



Across

2

5

Down

1

3

4

ANSWER KEY

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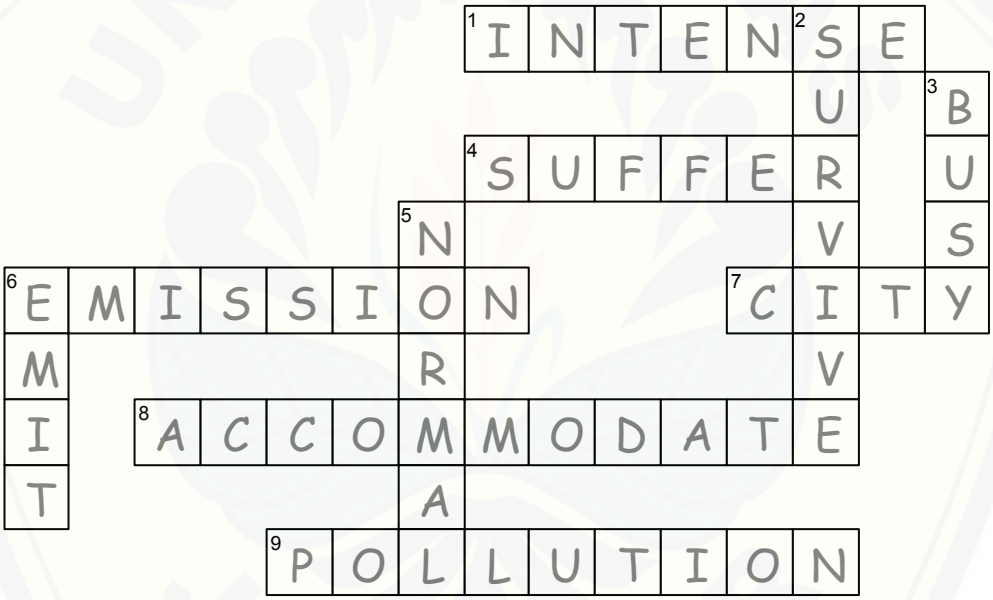
EXERCISE 1

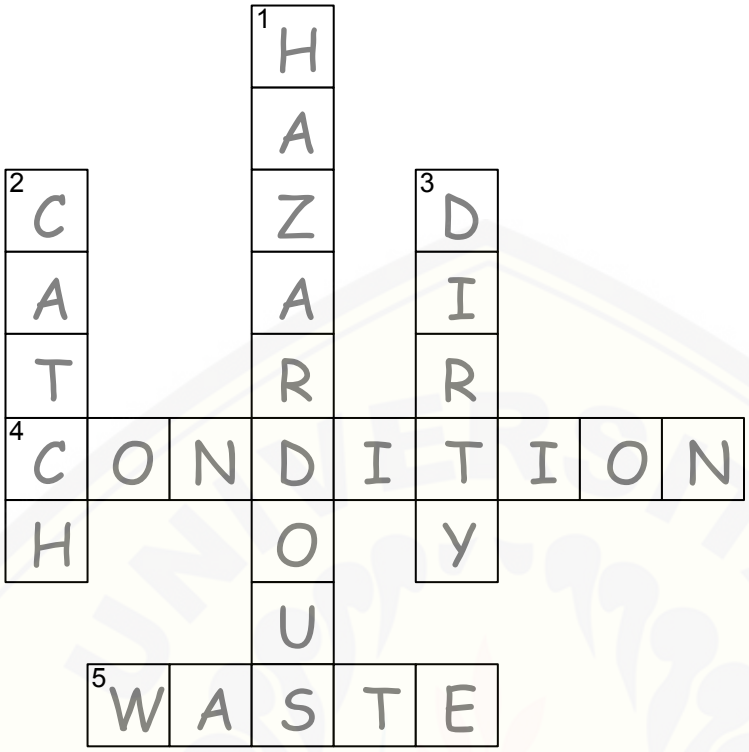
Nouns	Verbs	Adjectives	Adverbs
condition	*survive*	*busy*	*Last week*
city	*accommodate*	*normal*	*In the morning*
emission	*catch*	*dirty*	*closely*
pollution	*suffer*	*intense*	*finally*
waste	*emit*	*hazardous*	*urgently*

EXERCISE 2

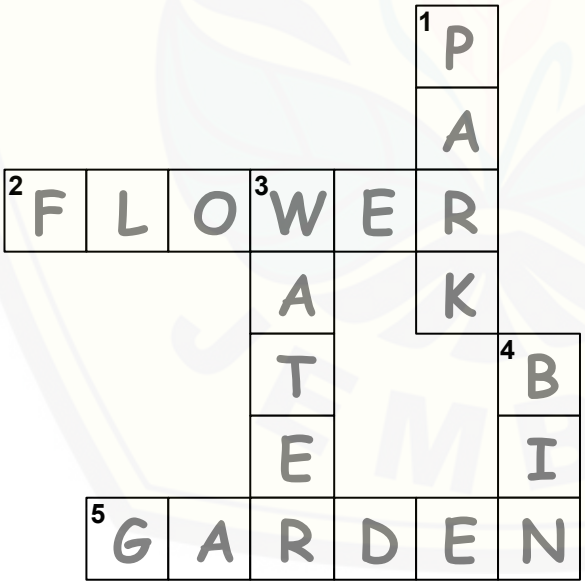


EXERCISE 3

Digital Repository Universitas Jember



EXERCISE 4



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Lesson Plan 4

Subject	**: English**
Class/Semester	**: VIII/2**
Language Skill	**:Reading Skill**
Language Components	**: Vocabulary**
Text Type	**:Recount**
Time	**: 2 x 40 minutes**
Date	**: February 19th, 2014**

I. Standard Competence

1.1 Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

2.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. Indicators

3.1. Cognitive

a. Process

1) Pronouncing the words beingtaught related to the topic of technology
2) Completing the crossword puzzle with the picture clues.
3) Completing the crossword puzzle with the sentence clues (fill-in-the-blank).

3.2. Affective

a. Paying attention to the teachers' explanation

b. Doing the crossword puzzle exercises enthusiastically.

IV. Learning objectives

4.1. The students are able to pronounce the words being taught related to the topic of technology

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4.2. The students are able to complete the crossword puzzle with the sentence clues.

4.3. The students are able to complete the crossword puzzle with the picture clues.

V. Materials : Enclosed

VI. Teaching and learning strategy

6.1. Approach : Student Centered Learning

6.2. Method : Learning, Question and Answer, Vocabulary Exercise, Discussion.

VII. Teaching and learning activity

No	The Teacher Activity	The Students' Activity	Time
1	**Introduction** 1. Greeting 2. Checking the student's attendance 3. Giving some leading questions 4. Stating the objectives	Responding Answering Answering teacher's question Paying attention	10'
2	**Main Activities** 1. Distributing the text sheet 2. Asking the students to read the text silently 3. Asking the students to read the words 4. Asking the students to classify the words into nouns, verbs, adjectives, and adverbs. 5. Asking the students to	Receiving the text sheet Reading the text silently Reading the words Classifying the words	70'

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	make group of four 6. Distributing the sheets of crossword puzzle to each group 7. Asking the students to work with the group to complete the crossword puzzle 8. Discussing the answers with the class	Making groups of four Receiving sheets Working with the group Discussing the answers	
3	**Closure** 1. Guiding the students to draw a conclusion by giving oral questions 2. Leave-taking	Making a conclusion by answering the teacher's questions Responding	10'

VIII. Media and sources

7.1 Media

- ✓ Pictures
- ✓ Sheet of crossword puzzle

7.2 Sources

7.2.1 Internet

Researcher

WahyuMardiarto
NIM. 080210401053

Instructional material

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A. LEADING QUESTIONS

1. What do you think if there were no phone?
2. What would happen if there were no motor vehicle?
3. How long would it take to work without computer?

B. EXPLANATION

- ✓ A nounis a word (or group of words) that can be the name of a person, a place, a thing, an activity, a quality, or an idea.
- ✓ A verb is a word (or group of words) describing an action, experience, or state
- ✓ An adjective is a word that indicates quality of the person or thing referred to by a noun
- ✓ An adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence
- ✓ A crossword puzzle as a puzzle in which words have to be fitted across and downwards in a pattern of numbered spaces within a usually square diagram. From these statements, in can be inferred that a crossword puzzle is a kind of word game in the form of puzzles in which the students have to fill the required words from numbered clues into the squares vertically and horizontally.
- ✓ Procedure on how to use the crossword puzzle:
  1) Explain how the students should fill or complete the crossword puzzles.
  2) Check whether or not all the words in the clues are understandable by asking each student.
  3) Give the students time in order to finish the puzzles.
  4) Discuss the answers together so that the students will be aware of the correct answers.

C. APERCEPTION

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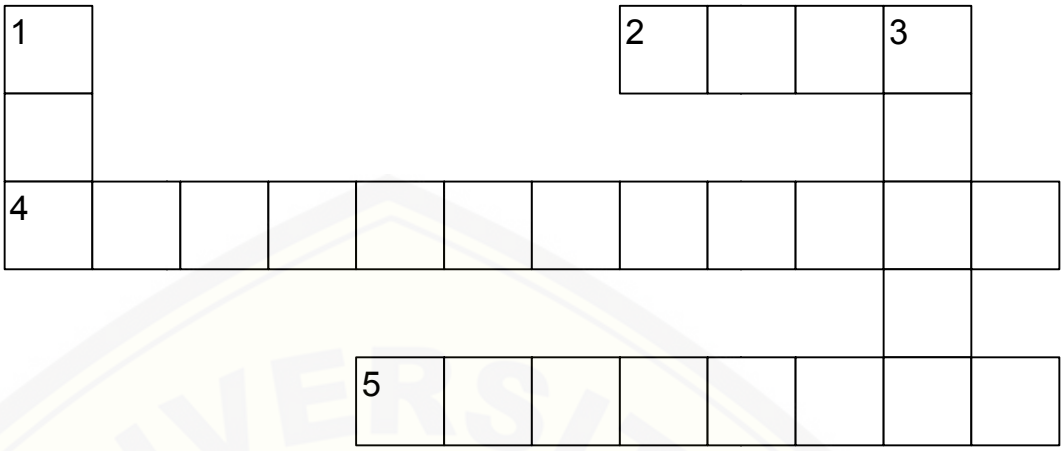
Fill in the crossword puzzle based on the pictures shown by the teacher!



Across

2

4

5

Down

1

3

Answer key

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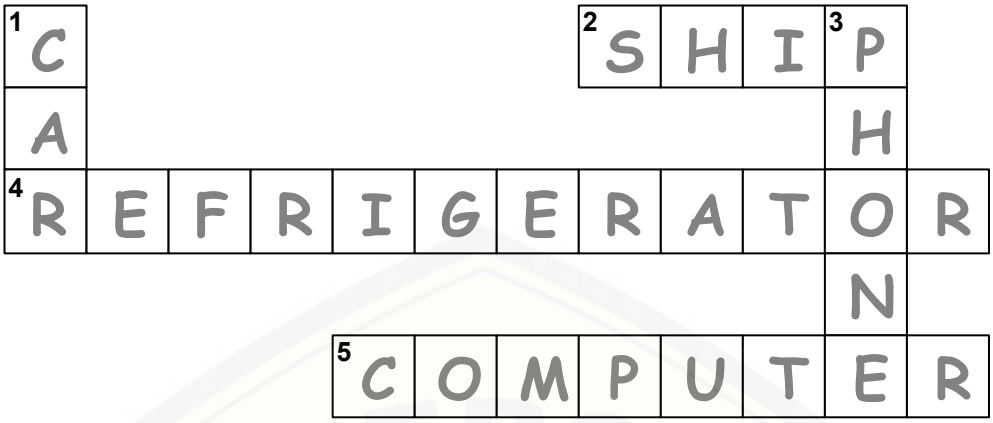

D. MAIN ACTIVITIES

As I was so young, I dreamed about living with the touch of technology. Some people said I was addicted to the advancement of technology. Before I went to Elementary School, I was fascinated by technology. When I started to study in Junior High School, I happened to practice the computer.

Since then, I have been interested in computers and other technological advancement. So, I started watching science fiction movie. From that, I knew more about technology.

Nowadays, technology plays major role in our life. From kitchen to university, all involves technology. We cannot live without technology because it helps us work fast. For instance, a computer. It processestask instantly while if we do it on our own, it may take several minutes. Currently, research on technology is going further to create new technology.

Technology, has both advantage and disadvantages. One of the advantages is that it helps us work fast so that the time taken is efficient. On the contrary, technology gives bad side. For instance, it makes people lazy to do a work by themselves. It makes dependency. That was how I knew from technology. As long as we can control ourselves in using technology, everything will be fine.

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EXERCISE 1

Identify nouns, verbs, adverbs, and adjectives from the words in the box! Put your answer on the table provided!

technology	*addicted*	*bad*	*technological*
currently	*involve*	*science*	*computer*
advantage	*work*	*major*	*nowadays*
instantly	*dream*	*start*	*advancement*
fine	*control*	*then*	*fast*

Nouns	Verbs	Adjectives	Adverbs

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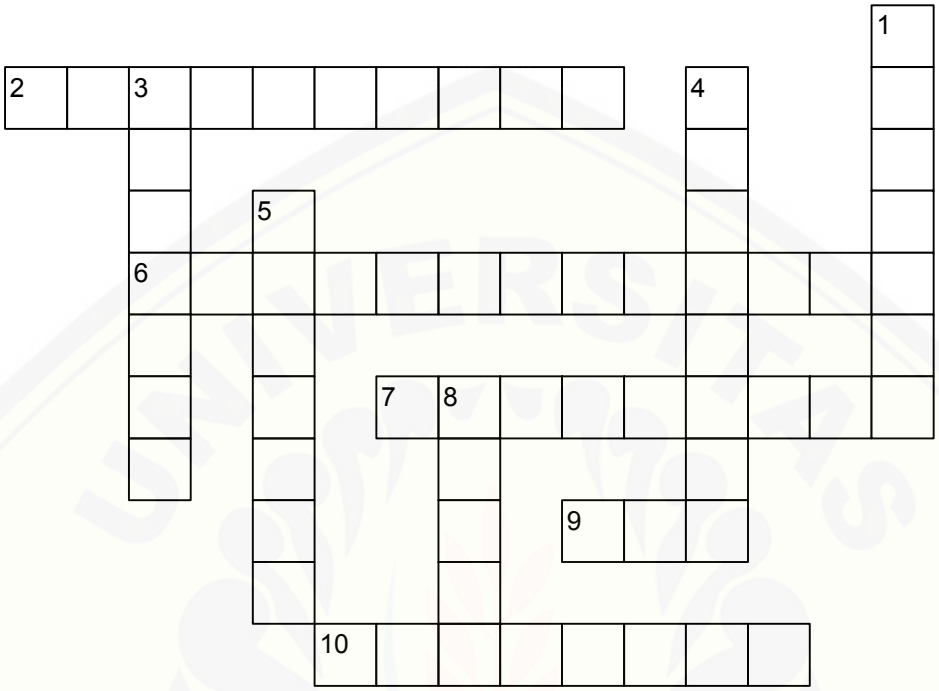
EXERCISE 2

Complete the puzzle below across and down with the correct words from the text!



Across	
2	Some people use _____ for bad reason, like war.
6	_____ existence helps us work in short time.
7	The _____ of motor vehicle is saving time in travel.
9	Everything has good side and _____ side. Be wise!
10	I prefer ____ instead of laptop because of the performance.

Down	
1	We _____ technology in our life to make us easier to do a job.
3	If we can _____ ourselves when using social media, it is fine.
4	At a time, people are _____ to technology because it is interesting.
5	The development of technology uses _____ to work properly.
8	He might _____ about his favorite motorcycle.

EXERCISE 3

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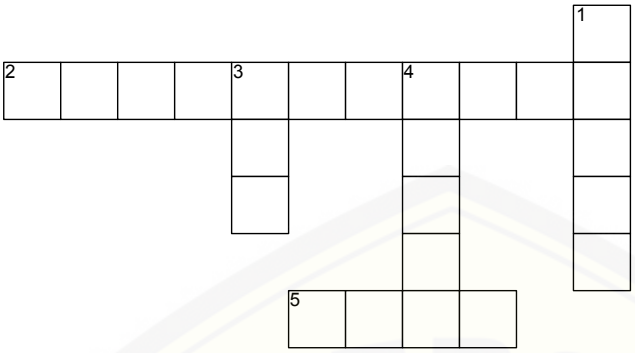
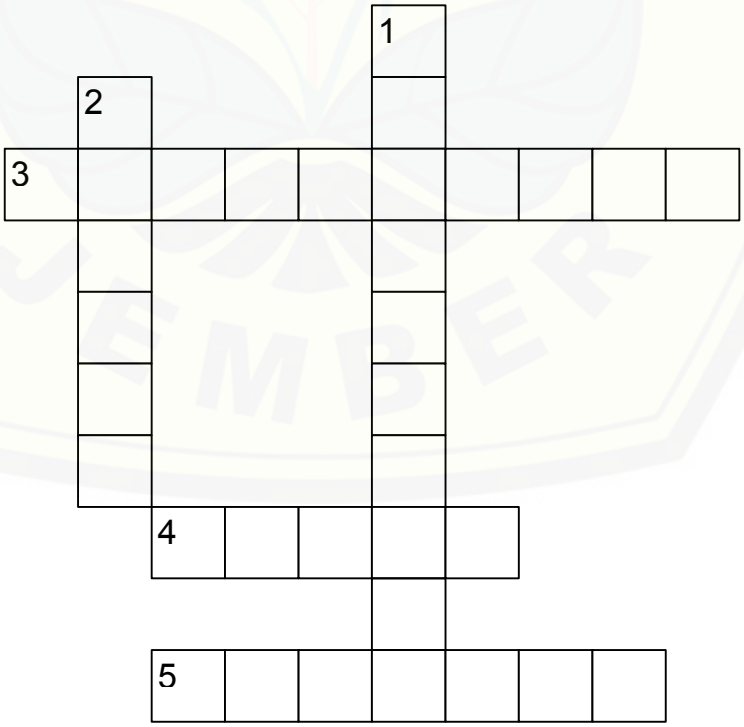
Fill in the puzzle below based on the synonym!



Across		Down	
2	**Development**	**1**	**Begin**
5	**Do**	**3**	**Young**
		4	**Big**

EXERCISE 4

Complete the puzzle below across and down with the correct words based on the picture!



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Across		Down	
3		1	
4		3	
5		4	

ANSWER KEY

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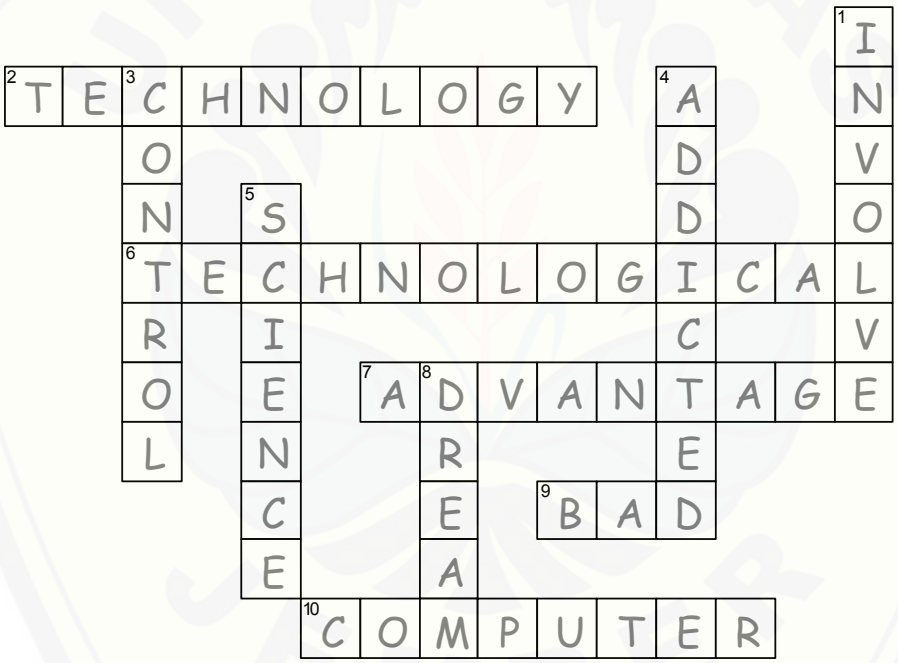
EXERCISE 1

Nouns	Verbs	Adjectives	Adverbs
technology	*dream*	*technological*	*then*
advancement	*control*	*major*	*nowadays*
computer	*start*	*new*	*currently*
science	*involve*	*bad*	*instantly*
advantage	*work*	*addicted*	*fast*

EXERCISE 2



EXERCISE 3

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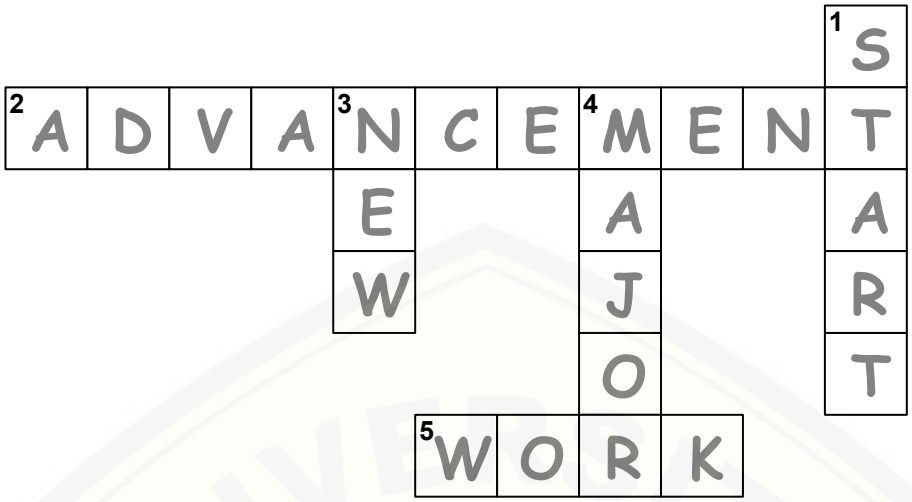
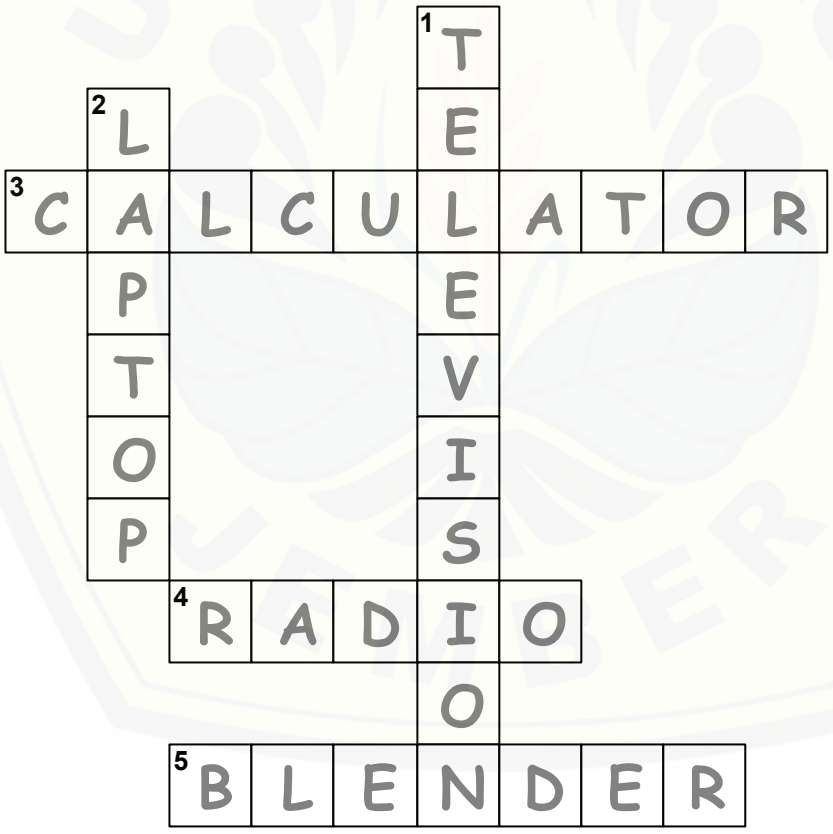


EXERCISE 4



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VOCABULARY TEST (CYCLE 2)

Subject : English

Class/Semester : VIII-B/2

Language Focus : Vocabulary

Time : 60 Minutes

I. Choose the best answer by crossing a. b. c. or d!

1. The ship can … 250 passengers.
   a. send
   b. give
   c. have
   d. accommodate
2. Similar meaning to capture is …
   a. find
   b. get
   c. catch
   d. have
3. I went to Jogjakarta…
   a. now
   b. last week
   c. next week
   d. tomorrow
4. … can cause damage to environment.
   a. water
   b. air
   c. pollution
   d. land
5. Industrial … should be placed in safe area
   a. production
   b. supply
   c. waste
   d. machinery
6. The air is … it is safe to be there.
   a. dangerous
   b. hazardous
   c. polluted
   d. normal
7. You need to wash your bike. It is …
   a. clean
   b. nice
   c. good
   d. dirty

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8. …, the school won the competition after all this time.
   a. in the morning
   b. really
   c. urgently
   d. finally

9. … is a place where we plant flowers.
   a. field
   b. garden
   c. house
   d. forest

10. Traffic was very … I could not go anywhere.
   a. intense
   b. lazy
   c. little
   d. few

11. He got serious illness. Let us hope that he will …
   a. survive
   b. die
   c. get worse
   d. get weaker

12. Gas … has gone too bad. We must plant more trees as soon as possible.
   a. exit
   b. output
   c. way out
   d. emission

13. She is in … condition. She needs immediate medical attention
   a. good
   b. bad
   c. better
   d. well

14. … is smaller than computer.
   a. laptop
   b. bicycle
   c. car
   d. refrigerator

15. I watched on the … about the Bromo eruption.
   a. radio
   b. television
   c. cellphone
   d. calculator

16. Some people are … to social media
   a. love
   b. like
   c. addicted
   d. hate

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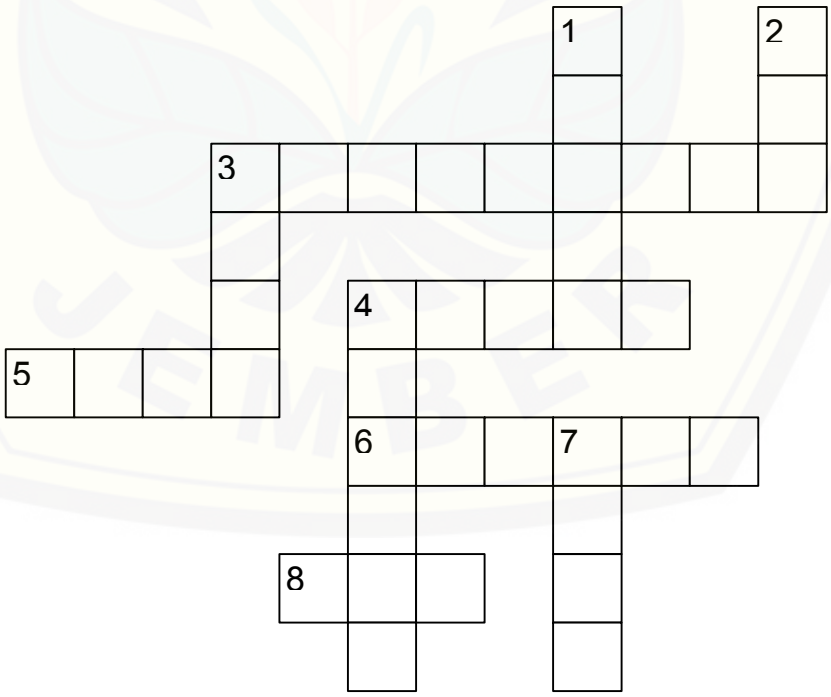
17. If we can … ourselves when using technology, everything is alright.
    a. control
    b. use
    c. take
    d. see
18. Some students do not like natural … because of the difficulty.
    a. view
    b. science
    c. life
    d. landscape
19. We can also say … to mean good side.
    a. advantage
    b. loss
    c. disadvantage
    d. bad side

20. Many companies will _____ technology to save money and time.
    a. involve
    b. sell
    c. study
    d. learn

II. Complete the following crossword puzzles with the suitable words!



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Across	
3	Situation
4	Do not worry! The engine will _____ soon so we can continue our trip.
5	I was very _____ yesterday. I could not answer your call.
6	Beautiful plant that mostly becomes a present.
8	My dad bought me a _____ motorcycle. I am happy.

Down	
1	Liquid substance that we take when we get thirsty.
2	The place where we put trash
3	I do not like to live in the _____. It is crowded.
4	Many people _____ from serious illness due the contamination.
7	My brother will _____ as a teacher.

III. Match the word in left to the sentence in the right by making line!

Emit Nowadays Fast Technology Computer New Hazardous In the morning Park Calculator	1. He rode the bike so _____. He reached 30 km only in 40 minutes. 2. I use _____ to make a text document. 3. A place where children play. 4. _____, the traffic is so busy. I often get stuck. 5. A device that is used for calculating numbers. 6. Dangerous 7. Cellphone, computer, etc. is example of _____ 8. _____, people use phone to communicate in long distance. 9. Young 10. Send out.

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THE RESULTS OF OBSERVATION OF CYCLE 2

Subject	Meeting 1						Meeting 2					
	1	2	3	4	passive	active	1	2	3	4	passive	active
1	1	1	1	1		√	1	1	1	1		√
2	1	1	1	1		√	1	1		1		√
3	1		1	1		√	1	1	1			√
4	1	1	1			√	1			1	√	
5	1	1	1	1		√	1	1	1	1		√
6	1	1	1	1		√	1	1	1	1		√
7	1	1	1			√	1	1	1	1		√
8		1	1	1		√	1	1	1	1		√
9	1			1	√		1		1	1		√
10	1	1	1			√	1	1	1	1		√
11	1			1	√		1	1		1		√
12		1		1	√			1		1	√	
13	1	1		1		√	1		1	1		√
14	1	1	1	1		√	1	1	1			√
15	1	1	1	1		√	1		1	1		√
16	1		1	1		√	1		1	1		√
17	1		1	1		√	1		1	1		√
18	1	1	1	1		√		1	1	1		√
19	1	1	1	1		√	1	1	1			√
20	1	1		1	√		1			1	√	
21		1	1	1		√	1	1	1			√
22		1	1	1		√		1	1	1		√
23	1	1		1		√	1		1	1		√
24	1		1	1		√	1		1	1		√
25	1			1	√			1	1	1		√
26	1	1		1		√	1	1			√	√
27	1	1	1	1		√	1	1	1	1		√
28		1		1	√			1		1	√	
29	1			1	√		1		1		√	
30		1	1	1		√		1	1	1		√
Total					7	23	Total				6	24

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THE RESULTS OF VOCABULARY TESTOF CYCLE 2

No.	Name	Score
1.	AMR	75
2.	ABI	70
3.	AP	67.5
4.	DRNA	77.5
5.	EDA	85
6.	ERS	100
7.	FO	75
8.	FAM	70
9.	HH	90
10.	IWF	67.5
11.	IEY	70
12.	MDA	67.5
13.	MF	80
14.	MR	70
15.	NNS	95
16.	RAF	65
17.	RA	80
18.	RN	75
19.	SHSA	70
20.	SK	80
21.	SD	77.5
22.	SRP	70
23.	T	60
24.	UU	70
25.	US	70
26.	VENA	82.5
27.	WS	85
28.	UH	65
29.	ACN	80
30.	JKF	85
∑/Average		**2275/75.8**

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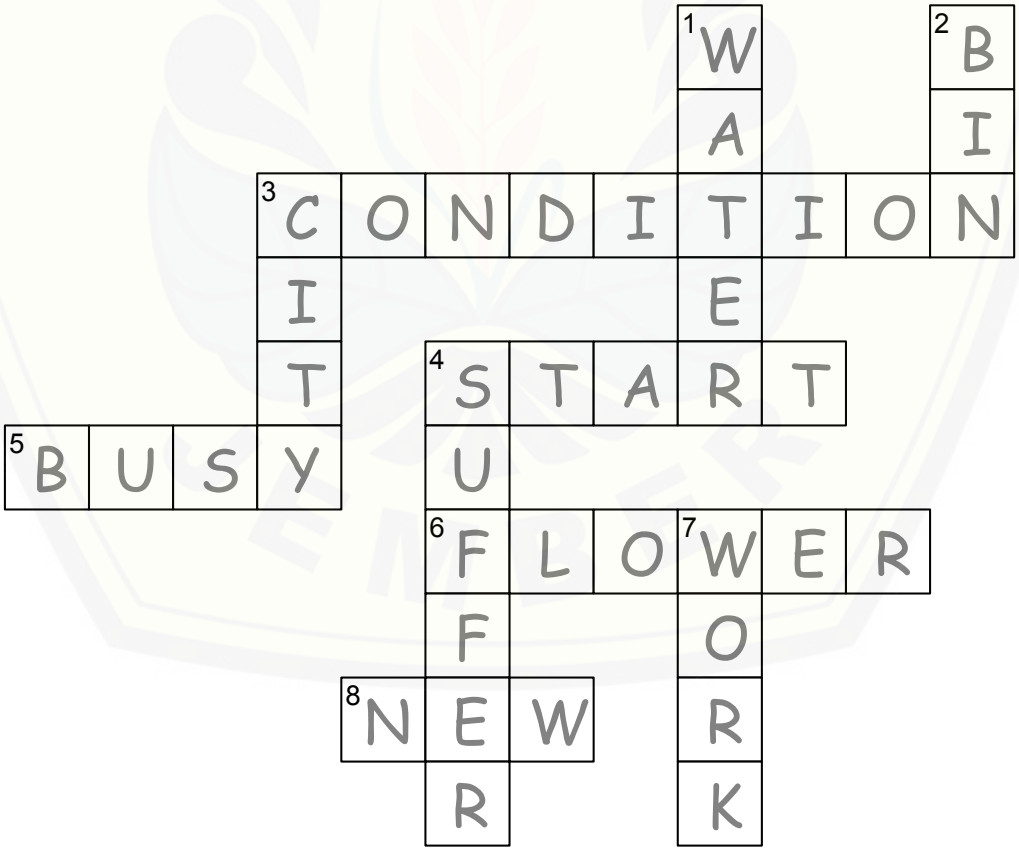
ANSWER KEY OF CYCLE 2 TEST

I.

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

II.



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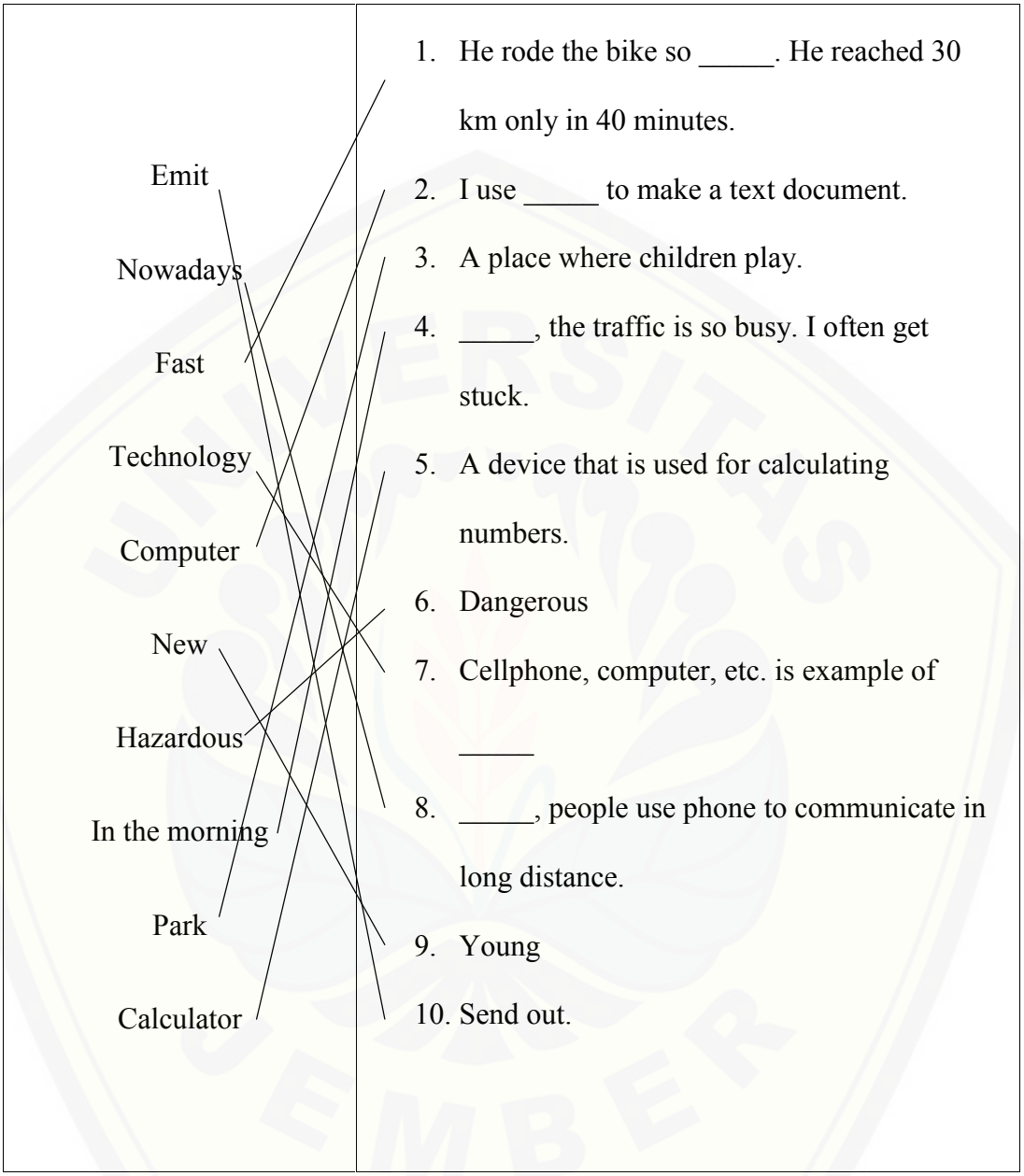
III