

IMPROVING THE STUDENTS' VOCABULARY USING CROSSWORD PUZZLE

(A Classroom Action Research of Seventh Graders at One of Junior High Schools
in Cianjur)

A RESEARCH PAPER

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STATEMENT

I hereby certify that this research paper entitled **“IMPROVING THE STUDENTS’ VOCABULARY USING CROSSWORD PUZZLE”** (A Classroom Action Research of Seventh Graders at One of Junior High Schools in Cianjur) is completely my own work, except where due reference are made in the text and that contains no material which has been submitted for award of any other Degree or Diploma in University or Institution, I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledgement. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Bandung, June 2017

Irman Yudiana

ABSTRACT

The study entitled “Improving the Students’ Vocabulary Using Crossword Puzzle (A Classroom Action Research of Seventh Graders at One of Junior High Schools in Cianjur)” is conducted in order to develop the students’ vocabulary and it aims to clarify the implementation of the use of crossword puzzle in teaching vocabulary and to know the students’ responses toward the implementation of crossword puzzle in learning vocabulary. The study involves twenty-four junior high students and one English teacher. The research method of this study is classroom action research (Kemmis and McTaggart 1988, cited in Burns, 2010). This research used test, observation and interview as data collection techniques. The data are then analyzed qualitatively. The findings present that the use of crossword puzzle can be useful for the teacher in teaching vocabulary. The teacher teaches vocabulary by using crossword puzzle game as a media. The results are the students have some improvements in their vocabulary after learning by using crossword puzzle game. It can be seen by the mean score of the pre-cycle, cycle 1 and cycle 2. The mean score of the pre-cycle was 66, cycle 1 was 87, and cycle 2 was 93. Based on those data, it can be indicated there was an improvement from pre-cycle to cycle 1 and cycle 2. Furthermore, the students felt enjoy and easier in learning vocabulary, crossword puzzle helped and motivated the students to improve their vocabulary, and the students looked more enthusiastic in teaching learning process than before. Based on these findings, it is recommended for the teachers to use crossword puzzle game in teaching vocabulary at any school levels in order to help and motivate the students in teaching learning process.

Key words: *Vocabulary, Crossword Puzzle, CAR*

PREFACE

Alhamdulillah, with the blessing of Allah SWT, the Most Graceful and the Most merciful the writer has been able to finish writing his research paper entitled *Improving the Students' Vocabulary Using Crossword Puzzle (A Classroom Action Research of Seventh Graders at One of Junior High Schools in Cianjur)*.

This paper is submitted to English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung in partial fulfillment of the requirements for Sarjana Pendidikan degree. It is expected this research would be useful for the readers in general, particularly for students and the writer.

Finally, the researcher finished this paper after working hard completing the research. However, he realizes that his paper still had a lot of mistakes. So, any criticisms and suggestions constructive would be welcomed to make this paper better. And the writer also hope this research will give benefits especially to the writer and to the reader.

Bandung, June 2017

The Writer

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TABLE OF CONTENT

STATEMENT.....	i
APPROVAL SHEET	ii
ABSTRACT	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT.....	vii
MOTTO AND DEDICATION.....	x
 CHAPTER I: INTRODUCTION	
A. Background of Research	1
B. Research Questions	3
C. Objectives of The Research.....	3
D. Limitation of the Problem	3
E. Benefits.....	4
F. Definition of Keys Terms	4
G. Organization of The Research Paper.....	5
 CHAPTER II: LITERATURE REVIEW	
A. Theoretical Framework	6
1. Definition of Vocabulary	6
2. Kinds of Vocabulary	7
3. Teaching of Vocabulary.....	8
4. Games	9

5. Crossword Puzzle.....	10
a. Definition of Crossword Puzzle	10
b. The Advantages of Crossword Puzzle	11
c. The Disadvantages of Crossword Puzzle	12
B. Previous Study	13

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design.....	15
B. Research Method	16
C. Participants of the Research	19
D. Instruments	20
E. Data Collection and Analysis	21

CHAPTER IV: FINDINGS AND DISCUSSION

A. FINDINGS	23
1. Pre-Cycle	23
2. Cycle 1	24
3. Cycle 2	29
4. Interview	34
B. DISCUSSION	35
1. The Implementation of Crossword Puzzle.....	35
2. The Students Responses toward the Implementation of Crossword Puzzle	39

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	42
B. Suggestion.....	43

REFERENCES

APPENDICES

AUTOBIOGRAPHY

MOTTO AND DEDICATION

*"Better to feel how hard education is at this time
rather than feel the bitterness of stupidly, later."*

This paper dedicated to my beloved family,
my lecturers, my best friend,
and to all who has support me in making my paper.

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, research question, the objectives of the research, limitation of problem, benefits, definition of key terms, and the organization of the research paper.

A. Background of Research

Vocabulary is one of the important linguistic elements in all language teaching, students must continually learn words as they learn structure and as they practice sound system (Edward, 1997). In addition, Nunan (1991) said that vocabulary is an essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Indonesian students speak their first language more in daily activities than English because they do not master English vocabulary well. The lack of vocabulary influences the students' understanding to achieve a learning purpose. Even though, the students know the importance of learning vocabulary, they still learn vocabulary passively due to several factors. First, they consider the teachers' explanation for meaning or definition, pronunciation, spelling and grammatical-functions boring. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers

during classroom lessons. Forth, a lot of students do not want to take risks in applying what they have learnt. These factors have been investigated by Daryanti (2008) which states that teachers usually use a traditional way in teaching vocabulary that is by using a dictionary.

Accordingly, Huyen and Nga (2003) state that most students usually only acquire new vocabulary through their textbooks or receive it during classroom activities that require them to open up the dictionary to search the meaning of a word. To solve these problems, English teachers have to provide a practical technique in teaching vocabulary. A study conducted by Tino (2011) suggests teachers have to use various techniques in teaching vocabulary to make the students active in a teaching learning process.

There are many ways that can be considered to increase students' vocabulary mastery. One of them is by using games. Kavalianuskiene in Ratnasari (2010) also states that the use of games provides a unique opportunity for students to self-assess their progress in learning professional vocabulary. Then, for teachers, games are beneficial to assess students' progress informally without causing stress and anxiety.

In teaching vocabulary, teachers can use a lot of media. One of them is crossword puzzle. According to Hornby (2010), "a crossword puzzle is a game in which words have to be fitted across and downwards into spaces with numbers in a square diagram. The words are found by solving clues". In addition, Jones (2007) states that a crossword puzzle always covers several skills in learning English such as vocabulary, reasoning, spelling, and word attack skills. It is

reaffirmed by Paul (2003) says that crossword puzzle can be used at any level and they are a wonderful way to teach vocabulary from many different lessons.

From the explanation above, the researcher would like to do a research entitled “Improving the Students’ Vocabulary Using Crossword Puzzle at The Seventh Graders at One of Junior High School in Cianjur”.

B. Research Questions

Based on the explanation above, here is the research questions proposed:

1. How does the implementation of crossword puzzle improve the students’ vocabulary?
2. What are the students’ responses toward the implementation of crossword puzzle in learning vocabulary?

C. Objectives of The Research

The objectives of the research are to find out the implementation of using crossword puzzle to improve students’ vocabulary and to know the students’ responses toward the implementation of crossword puzzle in learning vocabulary.

D. Limitation of Problem

The problem is limited to implement crossword puzzle in teaching students’ vocabulary at the seventh-grade students of SMP Islam Miftahul Huda. The material of the research is describing people.

E. Benefits

a. For the teacher

Crossword puzzle helps the teacher to teach vocabulary and present to students easily.

b. For the student

Improve student's interest in vocabulary learning process and students are not bored in learning English because the student can learn while playing.

c. For the researcher

Crossword puzzle helps the researcher to solve the students in teaching vocabulary in the school by using it, because the researcher cannot bring the real material to the classroom in teaching vocabulary.

F. Definition of Key Terms

a. Vocabulary

Vocabulary consists of words that construct a language. Jackson (2000:11) argues that term vocabulary, lexis and lexicon are synonymous. That refers to the total stocks of words in a language. Brown (2001: 377) also states that words are basic building blocks of language.

b. Crossword puzzle

Dhand (2008: 55) defines a crossword puzzle as a puzzle with sets of squares to be filled in with words/ numbers, one letter/ number to each square. Synonyms or definitions of words are given with number

corresponding to numbers in the squares. Letters/ words are fitted into a pattern of numbered squares in answer to clues.

G. Organization of The Research Paper

a. Chapter I: Introduction

Introduction consists of background of the research, research question, the objectives of the research, limitation of problem, benefits, definition of key terms, and the organization of the research paper.

b. Chapter II: Literature Review

In this chapter the researcher gives detail information of a brief theory and previous study.

c. Chapter III: Research Methodology

This chapter contains: research design, research method, subject of the research, instruments, data collection techniques and analysis.

d. Chapter IV: Findings and Discussion

This chapter presents findings and discussion.

e. Chapter V: conclusion and suggestion

This chapter contains conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter consists of explanations about some theories which relevant to this study, they are; definition of vocabulary, kinds of vocabulary, teaching of vocabulary, definition of games and crossword puzzle. In this chapter also the researcher will explore a previous research that had been done by other researchers about teaching vocabulary using crossword puzzle.

A. Theoretical Framework

1. Definition of Vocabulary

Vocabulary as a list of words for a particular language or a list or set of words that individual speakers of language might use (Hatch and Brown, 1995). It means that we have to understand the meaning of the words. In addition, Linse (2005, 121) commented that vocabulary is the collection of words that an individual knows. Moreover, Nunan (2003:130) states that words are clearly vocabulary. She also adds that vocabulary is not only that, but it also words combination/ multiple units, words families, and core meaning also are counted as vocabulary.

According to Wilkins (in Thonburry 2002:13), “without grammar very little can be conveyed; without vocabulary, nothing can be conveyed”. Teacher teaches student how to use vocabulary to convey their ideas, feeling or knowledge, it also means that teaching speaking, writing, reading and listening cannot be separated from teaching vocabulary.

From the definition above, the researcher gets conclusion that vocabulary is a list or a series of words with their meaning and it is used to express the idea or it is used for general communication.

2. Kinds of Vocabulary

Vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary (Nation, 1994:3).

- a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.
- b. Low frequency vocabulary one the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

According to Aebbersad and Fied (1997:139), vocabulary classified into active and passive.

- a. Active vocabulary refers to put item which the learned can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must know how to pronounce it well, they

must be familiar with collection and understand to connotation meaning of the word. This type is often used in speaking and writing skill.

- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

From the explanation above, it can be concluded that active vocabulary is all the words used in daily activities, partly while, passive vocabulary is all the words recognized and understood, and not necessarily used.

3. Teaching of Vocabulary

Pinter (2006:83) states that when teaching vocabulary, teachers may need to consider grammatical choices and environment for the words. Fluent speakers and writers put together the component part of the language system quickly and efficiently. To be able to this, they need to know a large pool of vocabulary items and a long list of grammatical structure. However, it is not enough to know this isolation. Language users also need to understand the complex interaction between vocabulary and grammar.

Harmer (2001:155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3. Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking for grammatical evidence in order to work out grammar rule.

4. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

From the explanation above, teaching vocabulary is an activity where the teacher gives the student's knowledge about vocabulary and how to use it in daily activities. Knowing more words, it will be easier to express thoughts and idea. Therefore, learning vocabulary is a basic step good ability for using language in communication.

4. Games

According to Hadfield (1994), game is an activity with rules, a goal and element of fun. In addition, Gredler (1992) defined that games as any contest among

adversaries (players) operating under constraints (rules) for an objective (winning). Nguyen and Khuat (2003) pointed out that games help learners to learn and retain new words more easily. They also mentioned that vocabulary games enable learners to use English in a meaningful communicative context.

Accordingly, Richard and Schmidt (2002:580) argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.

Lewis (1999:5) stated that game add variation to lesson and increase motivation by providing a plausible incentive to use the target. Remember that for many children between four and twelve year, especially the youngest, language learning will not be the key motivational factor, game can provide this stimulus. The game context makes the foreign language immediately useful to children.

Based on the explanation above, the researcher assumes that teaching English by using game is an attractive technique and encourage the students enriching their vocabulary and enjoy in studying English.

5. Crossword Puzzle

The sub-chapter below explains about several definitions and the advantages and disadvantages of crossword puzzle in the teaching learning English.

a) Definition of Crossword Puzzle

According to Wahyuningsih (2009), crossword puzzle is a game in which words, guessed from their definitions, are fitted into a diagram of white and

black squares. The crossword has words written horizontally (across clues) and words written vertically (down clues). The pattern of black squares usually serves to separate each word from adjacent words.

In addition, Moursund (2007:8) states that crossword puzzle is a popular puzzle games which in every case, the puzzle-solver's goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task.

In referent from the statements above, crossword puzzle is a popular game that has sets of grids to be filled with words or letters. It has become one of alternative games in teaching-learning, including language learning. This game is categorized into challenging game.

b) The Advantages of Crossword Puzzle in Teaching-Learning Process

Dhand (2008) explained how crossword puzzle helps the students in learning, as follows:

- a. The technique of crossword puzzle is a good way to teach and enrich vocabulary because the definition or synonyms of the words are right there to provide reinforcement.
- b. Crossword puzzle can also be used to encourage the use of dictionary or thesaurus or to learn terminology used in a particular subject. They can be used as a quiz or review at the end a unit/chapter or a lesson.
- c. Crossword puzzle can be easily made by the teacher and presented to students.

c) The Disadvantages of Crossword Puzzle in Teaching-Learning Process

Karim and Hasbullah (1986:2.35-2.36) mention that crossword puzzle has some disadvantages. There are some disadvantages of crossword puzzle as follows:

- a. Sometimes crossword puzzle is still confusing for the students.
- b. The students will get some difficulties to answer if the clues are not clear.
- c. The English teachers also get some difficulties in designing crossword puzzle by themselves.

B. Previous Study

The researcher used some relevant previous studies that discuss the teaching English vocabulary using crossword puzzle. There are three previous studies related to this research:

The first research was conducted by Manjaga, Ohoiwutun, Salehuddin (2013), entitled Improving Vocabulary Mastery of The Eight Grade Students Through Crossword Puzzle. The researcher stated that: This research is aimed to prove that the use of crossword puzzle technique can improve the vocabulary mastery of the eight grade students at SMP negeri 1 Kulawi. This research applied pre-experimental research design. There was only one class which given pre-test and post-test. The research population was the eighth-grade students at SMP Negeri 1 Kulawi and the sample was 28 students of class VIII A. The sample was selected

by using the purposive sampling technique. The data was analyzed by using a statistical analysis in order to know the significant difference of the students' achievement both in pre-test and post-test. The result of data analysis showed that the t_{counted} (12.70) was greater than the t_{value} (2.052) by applying 0.05 level of significance and the degree of freedom (df) was 28 (28-1) 27. In conclusion, the use of crossword puzzle can improve the vocabulary mastery of the eighth-grade students at SMP Negeri 1 Kulawi.

The second research was conducted by C.Njoroge, W.Ndung'u and Gathigia (2013), entitled *The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as Second Language In Kenyan Secondary Schools*. The researcher stated that: The general finding of the study indicates that the use of crossword puzzles in the teaching of vocabulary in English as a second language is effective and subsequently influences performance. The statistics shows that the learners who were exposed to the crossword puzzles approach did much better in the post-test than their colleagues who went through traditional lexical pedagogy approach. This finding suggest that the use of crossword puzzles may have contributed to the improvement of performance since at the pretest stage; both groups' scores were similar.

The third research was conducted by Rahayu (2012), entitled *The Use of Crossword Puzzle in Improving Students' Vocabulary Mastery*. This study aimed to discover whether or not crossword puzzle can improve students' vocabulary mastery. It aimed to investigate the students' responses toward the use of crossword puzzle in learning English vocabulary. In this study, a quasi-

experimental design was employed. The participants of this study were two classes of eight grade students in Junior high school in Siak, Riau that one being an experimental group and the other a control group. The data were gained through a pre-test, a post-test, and questionnaires. The crossword puzzles given to experimental group could improve students' vocabulary mastery. Furthermore, the results of questionnaires show that most students (81.2%) gave positive responses toward the use of crossword puzzles in learning English vocabulary. The students loved the use of crossword puzzles in learning English vocabulary and enjoyed classroom activities during the implementation of crossword puzzles. In addition, crossword puzzles not only could improve their vocabulary mastery, but also motivate the students in teaching learning processes. As the result, this study recommends the use of crossword puzzles in teaching English vocabulary.

From the several studies above, the researcher concluded that crossword puzzle was successful to improve the students' vocabulary, it showed that crossword puzzle helped and motivated the students in teaching learning processes.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents the research design, research method, subject of the research, instruments, data collection techniques and analysis.

A. Research Design

This research used qualitative as research design. Qualitative research is a generic term for investigate methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found. Interaction between variables is important. Detailed data is gathered through open ended questions that provide direct questions. The interviewer is an integral part of the investigation (Jacob, 1988).

In addition, Burn and Grove (2003:356) state that qualitative research refers to inductive, holistic, emic, subjective and process-oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to described life experiences and give them meaning. Then, Holloway (2005:4) states that qualitative research adapts a person-centered and holistic perspective to understand the human experience, without focusing on specific concepts. The original context of the experience is unique, and rich knowledge and insight can be generated in depth to present a lively picture of the participants' reality and social contexts.

From the definition above, the researcher gets conclusion that qualitative research is a design to understand, interpret, describe and develop a theory in human experiences.

B. Research Method

This research used Classroom Action Research (CAR) method. Stringer (2007,1) said that action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. Then, Kemmis and McTaggart (1988, cited in Burns, 2010) said that action research is typically described as a cyclical process in which investigators proceed through multiple cycles of problem identification, data collection, analysis of data to a fuller understanding of the problem at hand and, eventually, to the testing of interventions which are in turn subjected to the same process of data collection, reflection, etc. until an adequate solution to the problem at hand is achieved.

Moreover, Reason and Bradbury-Huang (2001) describe action research as an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change. In short, they argue that action research is learning by doing where a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again.

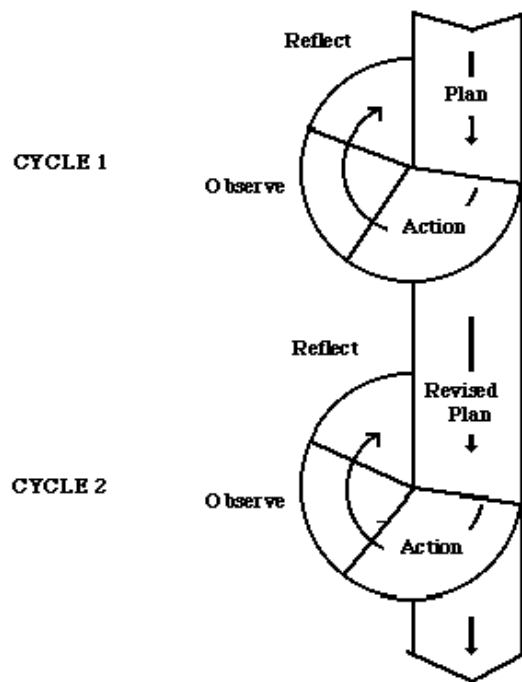
From the definition of action research above, the researcher concluded that classroom action research is a method of finding out what works best in our own classroom so that we can improve the quality of teaching and learning process or to enhance students' understanding to the lesson.

In this classroom action research, the cycles depended on the indicators, whether the indicators have already been achieved or not. They can be achieved in one cycle or more. The first cycle was conducted based on the problem faced by the students in vocabulary mastery. Teaching vocabulary using crossword puzzle as a teaching media based on lesson plan and after that the researcher administered the test of vocabulary. Then, the researcher analyzed and discussed the result both vocabulary test and observation. Furthermore, if the results have required the indicator of the research, the researcher stopped at the first cycle only, but if the results have not reached the indicators of the research yet, the researcher would conduct the next cycle. It focused on the weaknesses of the previous cycle and so on. Each cycle consisted of:

- 1) Planning.
- 2) Action.
- 3) Observation and Interpretation.
- 4) Analysis and Reflection.

The cycle in the classroom action research happened repeatedly. If the indicators of the research were not fulfilled in the second cycle, the third cycle would be conducted to make it better. These steps formed a cycle, and the cycle was followed by the other cycles. It is like a spiral. The description of the Cycle of

Classroom Action Research according to Kemmis and Mc Taggart (1988, cited in Burns, 2010:88), can be seen as follows:



Adapted from Kemmis and McTaggart (1988) cited in Burns, 2010

In line with the Figure 1 above, the cycles of the action research are classified as the following:

1. Planning

Planning is a stage of analysis the problem and then creating a plan to make the improvements in teaching learning process (Kemmis and McTaggart, 1988 cited in Burns, 2010:8). The researcher also thinks about the possibility of the improvements in the study by implementing the strategies.

2. Action

In this stage, there are a series of actions in applying the arranged plan. The teaching strategies are implemented to achieve the target improvement. It is in line

with Kemmis and McTaggart (1988, cited in Burns 2010) states that the plan is “a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time”.

3. Observation

This stage involves the researcher observes a series of actions in the classroom. It is a data collection technique that all classroom activities are recorded. The data expanded are treated as reference in the reflection stage

4. Reflection

In this stage, the results of the action stage are explained, evaluated, and then sustained to see the further improvements of the teaching learning process. The action researcher may stop the cycle if the target has been achieved.

(Adapted from Kemmis & McTaggart. 1988, pp. 11-14, cited in Burns, 2010:8)

C. Participants of the Research

The participants of the research are the seventh-grade students of SMP Islam Miftahul Huda–Cianjur in 2016/2017 academic year. The researcher takes one class as participant and the class will be taken is the class of VII-B. This class consists of 24 students. They are 10 boys and 14 girls.

The researcher chooses this school because the school is accessible for the researcher and why the researcher chooses the seventh grade as the subject of the research based on the fact that they still get difficulties in Learning English, especially vocabulary although they have been learnt English from Elementary school. In this research, the researcher will be a teacher in the research process.

D. Instruments

In this research, the researcher uses three kinds of instruments, below is the explanation.

1. Observation Sheet

One of a basis in action research is observation (Burns, 1999:80). The observation was conducted to get the information about teaching learning activities. As proposed by Burns (ibid), the observation allows “the researcher to document and reflect systematically upon classroom and events, as they actually occur rather than as we think they occur”.

2. Interview Guidelines

Burns (1999:120), states that in the semi-structured interview, there are a number of question which were prepared or set in mind as the alternative. When the interview is being conducted, the questions are not delivered in the fixed order. It makes the interviewees free in answering the questions. On the other hand, the researcher still can get the information which is needed.

3. Tests

Tests is a set of questions and exercises used to measure the achievement or capability of the individual or group (Burns, 1999:140). Test also be the most common tools used to collect data by action researchers.

E. Data Collection Techniques and Analysis

1. Data Collection Techniques

In completing the data, the researcher uses qualitative data and quantitative data. The qualitative data consist of observation, and interview. The quantitative data consist of pre-test and post-test.

a. Observation

In this research the researcher uses the observation sheet to get the information about the real condition during teaching learning process when the teacher implemented controlled composition techniques in teaching vocabulary. The aspects that would be observed were of students' activities and teacher performance.

b. Interview

The researcher conducted an interview to some students randomly in the first meeting of teaching English subject or made a chat with the students at break time. The researcher used *bahasa Indonesia* in order to make students felt comfortable and they could say everything related to English problem honestly. It is in line with Burns (2010) who suggests that the interviewer is allowed to do some flexibility according to make the interviewee enjoy to do the interview.

c. Test

The researcher uses two kind of test to students they are pretest and posttest to experimental and control group were compared to the pretest

and post test scores of controls group. Standard scoring can be seen on table 3.

Table 3.1

Scoring of Vocabulary Test

No	Correct	Score
1	10	100
2	9	90
3	8	80
4	7	70
5	6	60
6	5	50
7	4	40
8	3	30
9	2	20
10	1	10

2. Data Analysis

The data from observation and interviews are analyzed qualitatively. The data from observation is a reference to know what happen in the classroom during teaching learning process in the implementation of the use of crossword puzzle in teaching vocabulary. The data from interview used to support the result of observation and test.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the findings and discussion that covers planning, action, observation, and reflection of the research based on the data gathered.

A. Findings

This research was conducted into three parts: pre-cycle, cycle 1 and cycle 2. Pre-cycle was conducted on April 25th, 2017. Cycle 1 on May 2nd and 3rd, 2017. And cycle 2 on May 9th and 10th, 2017. The process of the parts is below:

1. Pre-cycle

In this phase, the researcher started to the research and doing some activities before cycle 1, pre-cycle is aimed to know how far the students' ability in vocabulary mastery before implementing of crossword puzzle. Based on the pre-cycle, the students had problems in vocabulary mastery. It can be seen from the vocabulary test.

Table 4.1 Score of pre-cycle test

No	Name	Correct	Score
1	S-1	6	60
2	S-2	6	60
3	S-3	5	50
4	S-4	6	60
5	S-5	4	40
6	S-6	7	70
7	S-7	10	100
8	S-8	8	80
9	S-9	10	100
10	S-10	7	70
11	S-11	6	60
12	S-12	7	70

13	S-13	6	60
14	S-14	8	80
15	S-15	5	50
16	S-16	7	70
17	S-17	8	80
18	S-18	9	90
19	S-19	4	40
20	S-20	6	60
21	S-21	6	60
22	S-22	5	50
23	S-23	7	70
24	S-24	7	70
Total Score			1600
Mean			66

Based on the result of the data from pre-cycle above, it showed that the mean score of pre-cycle test was 66. In fact, standard criterion minimum is 72, and it showed that the students' score was lower than standard criterion minimum. After examining the results of pre-cycle test, it can be concluded that most students had problem in vocabulary mastery; they had difficulties in memorizing and did not know the meaning although the questions used pictures to clarify the questions. Here the researcher used crossword puzzle game as a media in every cycle of Classroom Action Research to eclipsed the problem and develop students' vocabulary mastery.

2. Cycle 1

This cycle was conducted into two meetings. In the first meeting the researcher implementing the material and the second meeting the researcher gave the students the pre-cycle 1 test to know whether the students improve or not in vocabulary mastery after they got the treatment in cycle 1.

In this phase, the researcher as an English teacher gave explanation about the definition of vocabulary, the importance of vocabulary, the definition of describing people and example of describing people. Researcher used game crossword puzzle as a media to improve the students' vocabulary mastery. The cycle 1 divided into four stages as follow:

1) Planning

In this stage, the researcher prepared teaching learning process there were discussed about teaching material and made a lesson plan. The researcher used three-phase technique in teaching learning process. The researcher organized observation sheet which was the teacher as observer to observe performance of researcher during teaching learning process. The material was adapted from course book and internet, and the topics were conducted in the cycle 1 is "Describing People". Crossword puzzle game used as a media to improve the students' vocabulary. The students were asked to solve the crossword puzzle game by work in pairs. And the researcher also prepared the cycle 1 test to collect data to know whether there are some students' improvement scores from pre-cycle test to cycle 1 test.

2) Action

This phase is the implementation of the planning that has been planned by researcher before. The researcher acted as a teacher and the teacher acted as the observer who did to observe the teacher and students' performance during the teaching and learning process in the class.

First Meeting

First meeting was conducted on Tuesday, May 2nd 2017, it started 10.30 until 11.30. In detail, the researcher presented the following action:

a) Pre-teaching activity

The researcher started the class through greeting, asked the students' condition, praying and checked attendance. And also, explained the topic and the goal of teaching learning process that will be learned by the students.

b) Main teaching activity

The first activity was introduced the material, the researcher explained about descriptive text, then explained describing people and the goals of the lessons. The researcher asked the students to guess the activities. To increase the students' understanding, the researcher also showed some example of describing people based on characteristics and physical appearance. After that, the researcher gave examples the paragraph based on characteristics and physical appearance.

c) Post teaching activity

Before closing the class, the researcher asked students difficulties during the teaching and learning process. Then, the researcher gave the students an assignment. In the end of the class, the researcher closed the class by saying greeting or salam.

Second meeting

Second meeting was conducted on Wednesday, May 3rd 2017, it started at 11.30 until 13.00. In the second meeting, the researcher gave the cycle 1 test in the

end of cycle 1. The researcher gave vocabulary test used crossword puzzle game as a media to know the students' vocabulary mastery after they got the treatment in cycle 1.

Table 4.2 Score of cycle-1 test

No	Name	Correct	Score
1	S-1	9	90
2	S-2	8	80
3	S-3	9	90
4	S-4	9	90
5	S-5	7	70
6	S-6	10	100
7	S-7	10	100
8	S-8	10	100
9	S-9	10	100
10	S-10	8	80
11	S-11	9	90
12	S-12	10	100
13	S-13	9	90
14	S-14	10	100
15	S-15	8	80
16	S-16	9	90
17	S-17	10	100
18	S-18	10	100
19	S-19	5	50
20	S-20	7	70
21	S-21	9	90
22	S-22	6	60
23	S-23	9	90
24	S-24	9	90
Total Score			2100
Mean			87

From the data above, the researcher got different score that the students got in the cycle 1; there is one student who got 50, one students who got 60, two students who got 70, three students who got 80, nine students who got 90, and eight students who got 100. After that, the researcher calculated score to get the

mean of students' score and to know the improvement of students' score in vocabulary mastery from the pre-cycle to cycle-1. The mean of the students' score of class at the cycle 1 test was 87. The improvement of students' score of vocabulary from pre-cycle test to cycle 1 test was 21. The improvement was successes.

3) Observation

In this stage, the teacher as an observer observed the researcher as a teacher to get the information about the real condition during teaching learning process. There was students' activities and teacher performance, students' response, participation in class, achievement and attitude or anything which were found during teaching learning process. Based on observation sheet has been taken by observer, indicated that some students not really understood and unconcern on the lesson.

Based on the result from the observation sheet, the researcher and the English teacher found some strengths and weaknesses from the students' activities during teaching and learning process. It can be seen from the result of the observation sheet that summarize:

Table 4.3 Strengths and Weaknesses while Teaching and Learning Process

Based on Observation Sheet

Strengths	Weaknesses
❖ The students feel anxious to fill the crossword puzzle game and motivated the students in	❖ Some students did not pay attention when the researcher showed the material.

vocabulary mastery. ❖ Made the students easier in vocabulary mastery.	❖ Some students did not have dictionary to help in finding words ❖ Some students get some difficulties to answer if the clues of crossword puzzle game are not clear.
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4) Reflection

As a result, based on the implementation and the observation, the researcher has been collected the data to determine the next action in the next cycle. These were the weaknesses as follow:

First, some students did not pay attention and some of them talked with their friends when the researcher showed the material. In the next cycle, the researcher used more interested media such as used power point based on the topic to make the students more pay attention and the researcher more controlled while the researcher implemented the material in teaching and learning process.

Second, some students did not have dictionary to help in finding words, it can be solved with the researcher gave hand out vocabulary that include the material. It will be taken by the researcher in the next cycle to solve this problem.

3. Cycle 2

To make convincing improvement in the cycle 1, the researcher continues the action in the cycle 2. Cycle 2 was conducted into two meetings. In the first

meeting the researcher implementing the material and the second meeting the researcher gave the students the pre-cycle 2 test to know whether the students improve or not in vocabulary mastery after they got the second treatment. Same with the cycle 1, Researcher used game crossword puzzle as a media to improve the students' vocabulary mastery. The cycle 2 divided into four stages as follow:

1) Planning

After reflecting the actions of cycle 1, the researcher continues in the cycle 2, the researcher and the English teacher planned some efforts as actions to solve the problems that were still found in improving the teaching of English vocabulary mastery practices.

Based on the result of the discussion with the English Teacher, the actions conducted in cycle 1 were sustained to be used in the cycle 2 with some modifications and improvements. The English teacher and the researcher also discussed the materials for cycle 2. Then, the researcher prepared the cycle 2 test and interview to collect the data.

2) Action

The researcher explained the material although it had been explained on meeting before and teach students by using same technique. Then, asked the students about their problems on the previous lesson and researcher explains the problem and how to handle it. The researcher hoped to have more improvement of students' vocabulary mastery in previous section.

First meeting

First meeting in the cycle 2 was conducted on Tuesday, May 9nd 2017, it started 10.30 until 11.30. In detail, the researcher presented the following action:

a) Pre-teaching activity

The researcher started the class through greeting, asked the students' condition, praying and checked attendance. And also, asked about the topic that they learned in the cycle 1.

b) Main teaching activity

In the first activity, the researcher re-explained the material used power point as a media to make the students more pay attention and the researcher more controlled while the researcher implemented the material in teaching and learning process. Then, the researcher gave hand out vocabulary that includes the material. Second activity, the researcher gave the students' exercise to make some paragraph about describing people in work in pairs.

c) Post teaching activity

Before closing the class, the researcher asked students difficulties during the teaching and learning process. The researcher also suggested the students' to always practice their English, especially in vocabulary mastery. In the end of the class, the researcher closed the class by saying greeting or salam.

Second meeting

Second meeting was conducted on Wednesday, May 10th 2017, it started at 11.30 until 13.00. In the second meeting, the researcher gave the cycle 2 test in the end of cycle 2. The researcher gave vocabulary test used crossword puzzle game as a media to make more convincing improvement the students' vocabulary mastery.

Table 4.4 Score of cycle-2 test

No	Name	Correct	Score
1	S-1	10	100
2	S-2	9	90
3	S-3	9	90
4	S-4	10	100
5	S-5	8	80
6	S-6	10	100
7	S-7	10	100
8	S-8	10	100
9	S-9	10	100
10	S-10	8	80
11	S-11	10	100
12	S-12	10	100
13	S-13	10	100
14	S-14	10	100
15	S-15	8	80
16	S-16	10	100
17	S-17	10	100
18	S-18	10	100
19	S-19	7	70
20	S-20	8	80
21	S-21	10	100
22	S-22	8	80
23	S-23	10	100
24	S-24	10	100
Total Score			2250
Mean			93

From the data above, the researcher got different score that the students got in the cycle 2; there is one student who got 70, five students who got 80, two students who got 90 and sixteen students who got 100. After that, the researcher calculated score to get the mean of students' score and to know the improvement of students' score in vocabulary mastery from the cycle-1 to cycle-2. The researcher found that the mean of the students' score of class at the cycle-2 test

was 93. The improvement of students' score of vocabulary from cycle 1 test to cycle 2 test was 6. It can be decided that improvement was accomplishments.

3) Observation

Based on observation sheet has been taken by observer. Generally, there were significant developments of acting phase in the cycle 2. Almost students understood and concern on the lesson and the students more excited when teaching learning process. It can be seen from the result of the observation sheet.

**Table 4.5 Strengths and Weaknesses while Teaching and Learning Process
Based on Observation Sheet**

Strengths	Weaknesses
❖ The students more active in teaching and learning process. ❖ The students looked more enthusiastic in teaching learning process than before. ❖ The students looked easier in learning vocabulary mastery ❖ The students feel anxious to fill the crossword puzzle game and motivated the students in vocabulary mastery.	❖ There are some students did not give their attention when the researcher explained the material.

4) Reflection

As a result, based on the implementation and the observation of cycle 2, the researcher and English teacher analyzed the result of cycle 2 from observation sheet and cycle 2 test. In this final stage of Cycle II, the researcher and English teacher agreed to stop the research, because showed among changes than in cycle 1. Moreover, the researcher and English teacher still found the weaknesses in cycle 2, there is the students still did not give their attention when the researcher explained the material. The researcher had to their teaching style while performed in front of the class.

4. Interview

Interview was done on May 10th 2017 and was conducted in the end of cycle 2 test. The researcher asked some questions to the students about their responses after the researcher gave the action of vocabulary mastery using crossword puzzle game in teaching learning process in cycle 1 and cycle 2. The researcher took 9 students for the sample, there are 3 students that had got the high score, 3 students had got the middle score, and 3 students that had got low score. Then, the researcher analyzed the result from interview focused on the strengths and the weaknesses of learning vocabulary mastery using crossword puzzle in teaching learning process.

**Table 4.6 Strengths and Weaknesses while Teaching and Learning Process
Based on The Students' Responses**

Strength	Weaknesses
❖ The students said that learning vocabulary made students felt curious to solve the crossword puzzle game.	❖ The students argue that in learning vocabulary they felt hard to remembering the words because most the students did not have dictionary.
❖ The students argue that used crossword puzzle is a good media and made they motivated in learning English.	❖ The students said that they felt difficulties when filled crossword puzzle game.
❖ The students said that they liked playing crossword puzzle.	

B. Discussion

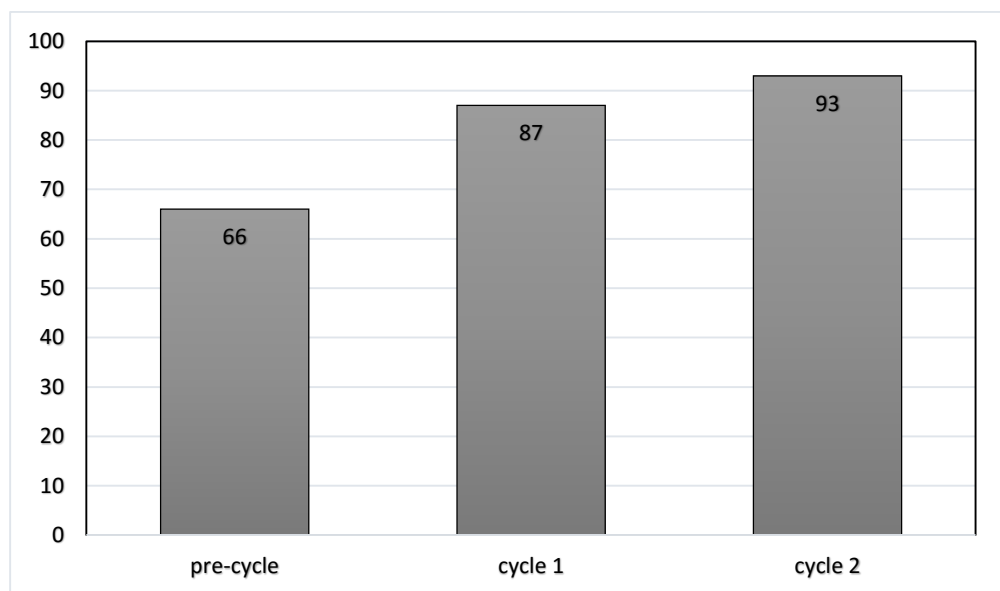
After the researcher implemented the use of crossword puzzle in teaching vocabulary, the researcher got the data. In this case, the researcher divided into 3 phases based on the research questions.

1. The implementation of crossword puzzle in improving the students' vocabulary

In the pre-cycle showed that students still had the problem in vocabulary mastery and students felt difficulties although the questions used pictures to

clarify the questions. In the cycle 1 students were being enthusiastic in teaching learning process especially in answering the questions. After that, in the cycle 2 students were being more enthusiastic and more active. The researcher concluded that crossword puzzle was successful to improve the students' vocabulary. It was analyzed of each cycle, the improvement of the students' score from pre-cycle to cycle-2 can be seen in the diagram below.

Figure 4.1 the Students' mean score improvement



Based on the graphic above, it can be seen that the use of crossword puzzle could improve the students' vocabulary. The mean score of the class before implementation the action was 66. It means that the students' vocabulary were low.

After the researcher considered the result of pre-cycle, the researcher conducted classroom action research in teaching vocabulary by the use crossword puzzle game in cycle-1. The mean score of students in cycle-1 was 87. It means the students' improvement was 21.

Then, after the researcher conducted the cycle-1, the researcher conducted the cycle-2 to more convince the improvement students' vocabulary mastery. The mean score of students in cycle-2 was 93, and the improving students' score from cycle-1 to cycle-2 was 6.

There were many factors that influenced that result of the study. One of factors was using media in teaching learning process. Teaching English by using game is an attractive technique to improve the students' vocabulary and enjoy in studying English.

Table 4.7 the Students' Improvement in Every Cycle

No	Name	Pre-Cycle	Cycle 1	Cycle 2
1	S-1	Her vocabulary was low, she only answered 7 from 10 questions of vocabulary test. She was not very active.	She could answer all questions. Her vocabulary improved from pre-cycle. In this cycle, she was active.	She also could answer all questions. And the improvement is constancy. In this cycle, she was very active.
2	S-2	His vocabulary was low, he only answered 7 from 10 questions of vocabulary test. He did not pay	In this cycle, he could answer all questions. His vocabulary improved from pre-cycle. He paid attention and looked	In this cycle, he also could answer all questions. And the improvement is constancy. He paid attention well and

		attention and he was quite active.	more active.	looked enthusiastic in learning vocabulary.
3	S-3	Her vocabulary was low, she only answered 6 from 10 questions of vocabulary test. She did not pay attention and looked chat with her friend.	In this cycle, she could answer 9 of 10 questions. Her vocabulary improved from pre-cycle. She paid attention.	In this cycle, she could answer all questions. Her vocabulary was improved from cycle 1. She paid attention well and more active in learning vocabulary.
4	S-4	His vocabulary was low, he only answered 6 from 10 questions of vocabulary test. He did not pay attention and made a bit noisy.	In this cycle, he could answer 9 of 10 questions. His vocabulary was improved from pre-cycle. He paid attention.	In this cycle, he could answer all questions. His vocabulary was improved from cycle 1. He paid attention well.
5	S-5	Her vocabulary was very low, she only answered 4 of 10	Her vocabulary was a little improved, she could answer 5 of 10	In this cycle, she could answer 7 of 10 questions. Her

		questions of vocabulary test. She was not very active.	questions vocabulary test. She was quite active.	vocabulary was improved. Although not realize the standard criterion minimum. She was active
6	S-6	Her vocabulary was very low, she only answered 5 of 10 questions of vocabulary test. She did not pay attention and made a bit noisy.	Her vocabulary had a little improve, she could answer 6 of 10 questions of vocabulary test. He paid attention although still made a bit noisy.	In this cycle, she could answer 8 of 10 questions. Her vocabulary improved. And realize the standard criterion minimum. He paid attention well.

2. The students' responses toward the implementation of crossword puzzle in learning vocabulary

The researcher conducted the interview after the research cycle two had been completed. The interview was conducted to get in depth the information about the implementation of the use of crossword puzzle in improving the students' vocabulary.

The formal interview was conducted in the end of cycle two to the students. The nine students were interviewed who represented low, middle, and high achievement. Some questions were delivered to the students related to the implementation of the use of crossword puzzle in teaching vocabulary to know what their responses while using crossword puzzle.

First, most of students said that they enjoyed and love learning vocabulary using crossword puzzle. Besides, it was supported by interviewed as follows:

S-1 : *ya, perlu. karena saya suka main crossword puzzle dan karena crossword puzzle saya jadi tahu Bahasa inggrisnya.*

(indeed. Because, I like playing crossword puzzle and because crossword puzzle I know the meaning)

Based on the interview, the students felt enjoy and easier in learning vocabulary. Dhan (2008) stated that crossword puzzle can also be used to encourage the use of dictionary or thesaurus or to learn terminology used in a particular subject.

Second, the students also said that crossword puzzle helped and motivated the students to improve their vocabulary. Cheryl's idea (2012) said that crossword puzzle can stimulate and motivate the students on how to use logic, reasoning, vocabulary, spelling, and organizational skills. It was proposed by one of the student saying:

S2 : *ya, perlu. karena crossword puzzle dapat memotivasi saya dan mudah menghafal vocabulary.*

(indeed. Because crossword puzzle could motivate me and easy to memorize).

Third, crossword puzzle made the students felt anxious to fill the crossword puzzle game.

It was also supported by another student who said that:

S3 : *ya, perlu. karena crossword puzzle membuat saya penasaran.*

(indeed. Because crossword puzzle made me anxious).

Based on the interview, the students looked more enthusiastic in teaching learning process than before. Paul (2003) says that crossword puzzle can be used at any level and they are a wonderful way to teach vocabulary from many different lessons.

However, the students said there were the difficulties during learning vocabulary by using crossword puzzle. They did not understand and difficulties in solving the crossword puzzle's question and found the words because did not have dictionary. It was proposed by one of the student saying:

S4 : *saya suka crossword puzzle, tapi susah jika dalam bahasa inggris karena saya tidak punya kamus*

(I like the crossword puzzle, but hard if used English because I do not have dictionary)

Based on the observation sheet and interview above, it can be concluded that using crossword puzzle in teaching vocabulary mastery helped the students to improve and memorize easily. It was supported by Moursund (2007), crossword puzzles helps to maintain and improve one's vocabulary, spelling skills, and knowledge of many miscellaneous tidbits of information.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains two main parts; conclusions and suggestions. All of findings and discussion drawn in chapter four are summarized in the conclusions. In addition, practical implication of the study in the use of crossword puzzle in improving vocabulary is presented in suggestions.

A. Conclusion

After conducting Classroom Action Research at seventh grade students of SMP Islam Miftahul Huda in academic year 2016/2017, it can be concluded that the use of crossword puzzle in improving vocabulary. It can be proved from the following facts.

The first thing is that the use of crossword puzzle could improve the seventh-grade students' vocabulary at SMP Islam Miftahul Huda. Based on the findings in the test, the mean score of the class before implementation the action was 66, the mean score of students in cycle-1 was 87. It means the students' improvement was 21. The mean score of students in cycle-2 was 93, and the improving students' score from cycle-1 to cycle-2 was 6. It can be decided that improvement was accomplishments.

The second one, based on the interview and observation sheet showed that the students felt enjoy and easier in learning vocabulary, crossword puzzle helped and motivated the students to improve their vocabulary, and the students are very enthusiastic in teaching learning process than before. Besides, the students argue

that they felt hard to remembering the words because most students did not have dictionary.

B. Suggestion

Due to the results of the research which showed that crossword puzzle can improve the seventh-grade students' vocabulary mastery, some suggestions are proposed to the following people:

1. For the Teachers

The teacher needs to apply the different techniques and methods approach in teaching language skills. Using different and creative technique and method of teaching will create a good atmosphere in the classroom. The students will not feel bored with the ways of teacher presenting the materials.

2. For the Future Researcher

The next researcher must obtain more complete and detail information and conduct the research in another genre or subject. Then, they must prepare the instrument and lesson plan before doing the research. In addition, to be a good researcher we must always consult to our supervisor.

3. For the Students

Students should be active in learning English not just depending on the materials given by the teacher in the class. Students should improve their language skills (listening, speaking, reading and writing) and the English components (English grammar, pronunciation, idioms, etc.) in order to communicate to other people easily and it will help the students improve English achievement in the school.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Islam Miftahul Huda
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Alokasi Waktu : 4 x 40
Aspek / Skill : Speaking (Berbicara)

A. Standard Kompetensi

10. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa tulisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

C. Indikator

1. Mengungkapkan berbagai informasi dalam teks monolog berbentuk : deskriptif/prosedur dengan kreatif.
2. Menyebutkan fungsi komunikatif teks yang didengar dengan jelas dan cermat.
3. Menyebutkan ciri kebahasaan teks yang didengar dengan teliti.
4. Melakukan monolog dalam bentuk deskriptif/prosedur dengan cermat dan kerjasama.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengungkapkan berbagai informasi dalam teks monolog berbentuk : deskriptif/prosedur dengan kreatif.

2. Menyebutkan fungsi komunikatif teks yang didengar dengan jelas dan cermat.
3. Menyebutkan ciri kebahasaan teks yang didengar dengan teliti.
4. Melakukan monolog dalam bentuk deskriptif/prosedur dengan cermat dan kerjasama.

E. Materi Pembelajaran

DESCRIBING PEOPLE (Menggambarkan Orang)

Describing people artinya adalah menggambarkan orang. Untuk menggambarkan orang, diperlukan kosakata (vocabulary) untuk mempermudah dalam membuat kalimat. Menggambarkan orang (people) bisa dari characteristics (sifat) dan physical appearance (penampilan fisik). Describing people merupakan bagian dari descriptive text.

Characteristics (Sifat)	Physical Appearance (Penampilan Fisik)
• Smart : cerdas • Diligent : rajin • Kind : baik hati • Nice : menyenangkan • Lazy : malas • Cheerful : ceria • Helpful : penolong • Hard worker : pekerja keras • Easy going : tenang • Honest : jujur • Handsome : tampan • Beautiful : cantik • Cute : manis • Old : tua • Young : muda	• Round eyes : mata bulat • Slanting eyes : mata sipit • Pointed nose : hidung mancung • Flat nose : hidung pesek • Oval face : wajah lonjong • Round face : wajah bulat • Black hair : rambut hitam • Blonde hair : rambut pirang • Curly hair : rambut keriting • Straight hair : rambut lurus • Long hair : rambut panjang • Short hair : rambut pendek • Dark skin : kulit gelap • White/light skin : kulit putih • Brown skin : kulit coklat • Thick lips : bibir tebal • Tall : tinggi • Short : pendek • Fat : gemuk

	• Thin : kurus • Slim : langsing • Strong : kuat • Weak : lemah
Contoh Kalimat: • Rani is beautiful, she is very smart Rani cantik, dia sangat pandai	Contoh kalimat: • She is Rani, she has straight hair, she is very tall Dia adalah Rani, dia memiliki rambut lurus, dia sangat tinggi
Contoh paragraph yang menggabungkan antara characteristic dan physical appearance seseorang: Mr.Doni Mr.Doni is my uncle. He is a farmer in the country. He is 55 years old. He is handsome and tall. He has slanting eyes and a pointed nose. He has curly hair. He is very strong. He is very diligent and he also smart and patient. He is a nice person and we love him very much. Tuan Doni Tuan Doni adalah paman saya. Dia adalah seorang petani di desa. Dia berusia 55 tahun. Dia tampan dan tinggi. Dia mempunyai mata yang sipit dan hidung mancung. Dia memiliki rambut keriting. Dia sangat kuat. Dia sangat rajin dan dia juga cerdas dan penyabar. He adalah orang yang menyenangkan dan kami sangat menyukainya.	

F. Metode Pembelajaran: Three-phase technique

G. Langkah-Langkah Pembelajaran :

- a) Kegiatan Pendahuluan:
 - Salam pembuka
 - Absensi
- b) Kegiatan Inti :
 - Memperkenalkan topic pembelajaran
 - Memberikan contoh-contoh terkait materi
 - Latihan
- c) Kegiatan Penutup:
 - Menanyakan kesulitan siswa selama Proses belajar mengajar.
 - Menyimpulkan pelajaran
 - Memberi tugas kepada siswa.

- Salam Penutup.

H. Sumber Belajar

- Buku teks yang relevan (English In Focus)
- Internet
- Kamus

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Mengungkapkan berbagai informasi dalam teks monolog berbentuk : deskriptif/prosedur dengan kreatif. 2. Menyebutkan fungsi komunikatif teks yang didengar dengan jelas dan cermat. 3. Menyebutkan ciri kebahasaan teks yang didengar dengan teliti. 4. Melakukan monolog dalam bentuk deskriptif/prosedur dengan cermat dan kerjasama.	Tes tulis	uraian	1. Please solve these crossword puzzle! 2. Write a simple paragraph describing someone/your friend at school.

Rubrik Penilaian

No.	Nilai Test Vocabulary
-----	-----------------------

	Benar	Skor
	10	100
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10
No.	Uraian	Skor
1.	Isi benar, tata bahasa benar	100
	Isi benar, tata bahasa kurang tepat	90
	Isi dan tata bahasa kurang tepat	80
	Tidak menjawab	0

Cianjur, Mei 2017

Guru Mata Pelajaran

Mahasiswa

.....

IRMAN YUDIANA

Mengetahui,
Kepala Sekolah

.....

INTERVIEW GUIDELINES

Interview 1

Researcher : R

Students : S 1

R : Apa yang kamu ketahui tentang vocabulary?

S 1 : kata-kata dalam Bahasa Inggris ya, Pak?

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 1 : penting, karena agar bisa Bahasa Inggris.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 1 : gampang lupa.

R : bagaimana kamu mengatasinya?

S 1 : sering buka buku.

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 1 : ditulis di papan tulis saja, Pak.

R : apa yang kamu ketahui tentang crossword puzzle?

S 1 : mengisi kata-kata pada kotak crossword puzzle.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 1 : pernah, lumayan.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 1 : perlu, karena menyenangkan.

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 1 : saya jadi sering dan mau buka kamus.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 1 : tidak tahu kata-katanya.

R : bagaimana kamu mengatasinya?

S 1 : saya buka kamus.

Interview 2

Researcher : R

Students : S 2

R : Apa yang kamu ketahui tentang vocabulary?

S 2 : belum tahu.

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 2 : penting, untuk mudah menghafal kata-kata yang sulit.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 2 : harus selalu buka kamus.

R : bagaimana kamu mengatasinya?

S 2 : dihafal sedikit-sedikit.

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 2 : menulis dipapan tulis.

R : apa yang kamu ketahui tentang crossword puzzle?

S 2 : kata-kata yang dimasukkan ke puzzle.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 2 : pernah, berhasil dan memotivasi.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 2 : perlu, karena dapat memotivasi saya dan mudah menghafal vocabulary

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 2 : bisa dipelajari lagi, mudah menghafal.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 2 : susah mencari kata-katanya.

R : bagaimana kamu mengatasinya?

S 2 : buka materi yang sudah dan buka kamus.

Interview 3

Researcher : R

Students : S 3

R : Apa yang kamu ketahui tentang vocabulary?

S 3 : -

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 3 : untuk belajar Bahasa Inggris.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 3 : tidak punya kamus.

R : bagaimana kamu mengatasinya?

S 3 : meminjam kamus dan membuka buku.

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 3 : menulis materi saja di depan.

R : apa yang kamu ketahui tentang crossword puzzle?

S 3 : crossword puzzle itu seperti teka teki silang ya, pak.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 3 : pernah, lumayan.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 3 : iya.

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 3 : membuat saya penasaran dan semangat mengisi crossword puzzle nya.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 3 : sering tidak mengerti dengan pertanyaannya.

R : bagaimana kamu mengatasinya?

S 3 : buka kamus atau saya tanya kepada teman.

Interview 4

Researcher : R

Students : S 4

R : Apa yang kamu ketahui tentang vocabulary?

S 4 : kosa kata, ya pak?

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 4 : untuk bisa menjawab pertanyaan dalam Bahasa Inggris.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 4 : kata-katanya, susah menghafal karena tidak punya kamus

R : bagaimana kamu mengatasinya?

S 4 : meminjam buku.

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 4 : tidak pernah.

R : apa yang kamu ketahui tentang crossword puzzle?

S 4 : teka teki silang.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 4 : pernah, bagus. Jadi lebih bisa.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 4 : perlu, karena membuat penasaran.

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 4 : saya bisa mengerti Bahasa Inggris.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 4 : sulit ketika mengisinya.

R : bagaimana kamu mengatasinya?

S 4 : dengan membuka buku atau kamus.

Interview 5

Researcher : R

Students : S 5

R : Apa yang kamu ketahui tentang vocabulary?

S 5 : kata-kata dalam Bahasa Inggris.

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 5 : penting, karena saya ingin bisa berbicara Bahasa Inggris.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 5 : susah kata-katanya, dan mudah lupa.

R : bagaimana kamu mengatasinya?

S 5 : buka kamus.

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 5 : menulis di papan tulis saja.

R : apa yang kamu ketahui tentang crossword puzzle?

S 5 : crossword puzzle itu yang saya tahu seperti teka-teki silang.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 5 : pernah, bagus.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 5 : perlu, karena saya suka main teka-teki silang.

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 5 : saya jadi tahu Bahasa Inggris nya.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 5 : suka salah mengisi, jadi salah kata-katanya.

R : bagaimana kamu mengatasinya?

S 5 : dibaca dengan benar pertanyaanya.

Interview 6

Researcher : R

Students : S 6

R : Apa yang kamu ketahui tentang vocabulary?

S 6 : tidak tahu, pak.

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 6 : untuk menghafal kata-kata.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 6 : tidak punya kamus, jadi susah untuk belajar.

R : bagaimana kamu mengatasinya?

S 6 : pinjam ke teman.

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 6 : di tulis di papan tulis saja.

R : apa yang kamu ketahui tentang crossword puzzle?

S 6 : mengisi jawaban kedalam kotak.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 6 : pernah, lumayan pusing pak.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 6 : saya suka, tetapi jika dalam Bahasa Inggris susah.

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 6 : tidak tahu.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 6 : susah nyari kata-kata dan tidak tahu jawabannya.

R : bagaimana kamu mengatasinya?

S 6 : buka buku pelajaran/ materi yang sudah.

Interview 7

Researcher : R

Students : S 7

R : Apa yang kamu ketahui tentang vocabulary?

S 7 : kumpulan kata-kata.

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 7 : penting, untuk mudah menghafal kata-kata yang sulit dalam Bahasa Inggris.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 7 : harus selalu buka kamus.

R : bagaimana kamu mengatasinya?

S 7 : dihafal sedikit-sedikit.

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 7 : menulis di papan tulis saja.

R : apa yang kamu ketahui tentang crossword puzzle?

S 7 : kata-kata yang dimasukkan ke puzzle.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 7 : pernah, berhasil dan memotivasi saya belajar vocabulary.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 7 : perlu, karena dapat memotivasi saya dan mudah menghafal vocabulary

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 7 : bisa dipelajari lagi, mudah menghafal.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 7 : susah mencari kata-katanya.

R : bagaimana kamu mengatasinya?

S 7 : buka materi yang sudah dan buka kamus.

Interview 8

Researcher : R

Students : S 8

R : Apa yang kamu ketahui tentang vocabulary?

S 8 : kata-kata dalam Bahasa Inggris ya, Pak.

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 8 : penting, karena agar bisa bicara Bahasa Inggris.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 8 : saya gampang lupa.

R : bagaimana kamu mengatasinya?

S 8 : sering buka buku atau kamus.

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 8 : menuulis materi di papan tulis saja, Pak.

R : apa yang kamu ketahui tentang crossword puzzle?

S 8 : mengisi kata-kata pada kotak crossword puzzle.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 8 : pernah, bagus dan saya suka.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 8 : perlu, karena menyenangkan.

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 8 : saya jadi sering dan mau buka kamus.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 8 : tidak tahu kata-katanya.

R : bagaimana kamu mengatasinya?

S 8 : saya buka kamus.

Interview 9

Researcher : R

Students : S 9

R : Apa yang kamu ketahui tentang vocabulary?

S 9 : vocabulary adalah kumpulan kata-kata didalam Bahasa Inggris.

R : Apa pentingnya vocabulary dalam Bahasa Inggris?

S 9 : untuk menghafal kata-kata dalam Bahasa Inggris.

R : Apa kesulitan yang kamu temukan dalam menghafal vocabulary?

S 9 : tidak punya kamus, jadi susah untuk belajar.

R : bagaimana kamu mengatasinya?

S 9 : pinjam ke teman atau membuka buku materi yang sudah dipelajari

R : media apa yang biasanya digunakan oleh guru Bahasa Inggris kamu dalam mengajar vocabulary?

S 9 : menulis di papan tulis.

R : apa yang kamu ketahui tentang crossword puzzle?

S 9 : mengisi jawaban kedalam kotak crossword puzzle.

R : apakah guru kamu pernah menggunakan crossword puzzle sebagai media dalam mengajar vocabulary? Jika iya, bagaimana menurut kamu hasilnya?

S 9 : pernah, lumayan bagus, saya dapat nilai 10.

R : apakah menurut kamu perlu digunakannya crossword puzzle sebagai media dalam mengajar vocabulary?

S 9 : perlu, crossword puzzle game menyenangkan dan membuat saya sering buka kamus.

R : apa keuntungan crossword puzzle dalam media pembelajaran?

S 9 : keuntungannya adalah membuat saya senang belajar Bahasa Inggris.

R : apa kesulitan yang kamu temukan ketika menggunakan crossword puzzle?

S 9 : susah nyari kata-katanya.

R : bagaimana kamu mengatasinya?

S 9 : buka buku pelajaran/ materi yang sudah ada.

Observation Sheet

Observer :

Class :

School :

Cycle / Meeting :

No	Time	What does the researcher do?	What do the students do?

Cianjur , 2017

Observer

Pre-Cycle Test

Name :

Class :

DESCRIBING PEOPLE

1.  I have got hair
a) Curly
b) Straight
2.  His hair is too
a) long
b) short
3.  Mr. Jones is
a) thin
b) fat
4.  I am so
a) weak
b) strong
5.  My eyes are
a) blue
b) black
6.  You are old. I'm
a) pretty
b) young
7.  My skin is
a) light
b) dark
8.  I have got
a) a ponytail
b) a fringe
9.  You are too
To play basketball
a) tall
b) short
10.  My sister is so
a) Beautiful
b) ugly

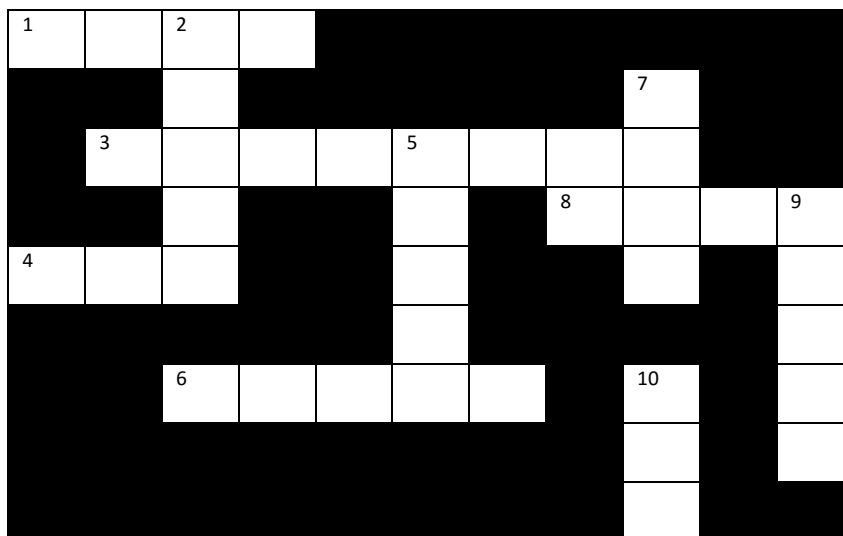
Cycle 1 Test

Name :

Class :

DESCRIBING PEOPLE

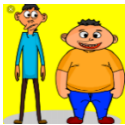
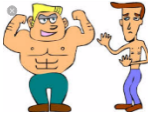
Please solve these crossword puzzle!



Across

- 1  He is *running* so
- 3  My brother is so
- 4  Mr Glen is
- 6  My hair is
- 8  The antonym of short

Down

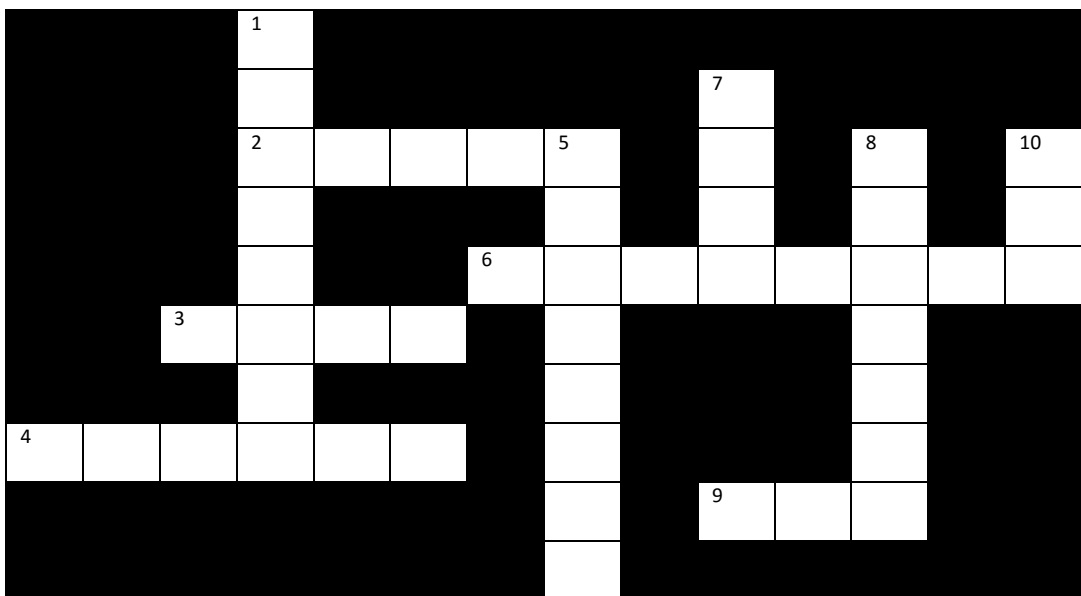
2.  I have a friend, he is
- 5  I'm *big*, you are
- 7  I'm so *strong*, but you are
- 9  My skin is
- 10  You are, I'm *young*.

Cycle 2 Test

Name :

Class :

Please solve these crossword puzzle!



2. I have got face.

3. The antonym of handsome

4. The synonym of beautiful

6. Rani has eyes.

9. I'm happy, you are

1. She has hair.

5. The antonym of lazy.

7. The antonym of fat.

8. He has Nose.

10. My teeth are

THE STUDENTS' VOCABULARY SCORE

No	Name	Pre-Cycle Test	Cycle 1 Test	Cycle 2 Test
1	S-1	60	90	100
2	S-2	60	80	90
3	S-3	50	90	90
4	S-4	60	90	100
5	S-5	40	70	80
6	S-6	70	100	100
7	S-7	100	100	100
8	S-8	80	100	100
9	S-9	100	100	100
10	S-10	70	80	80
11	S-11	60	90	100
12	S-12	70	100	100
13	S-13	60	90	100
14	S-14	80	100	100
15	S-15	50	80	80
16	S-16	70	90	100
17	S-17	80	100	100
18	S-18	90	100	100
19	S-19	40	50	70
20	S-20	60	70	80
21	S-21	60	90	100
22	S-22	50	60	80
23	S-23	70	90	100
24	S-24	70	90	100
Total		1600	2100	2250
Mean Score		66	87	93

LIST OF PICTURES

1. The researcher explained the material



2. The students' have vocabulary test



AUTOBIOGRAPHY



The writer's name is Irman Yudiana, people usually call him Iman or Irman. He was born on June 3rd, 1994 in Cianjur. He is the first son of Mr. Junaedi and Mrs. Holimah, S.Pd. He has one sister; her name is Asti Nurlaela. He lives in Kp. Rawagede, Kadupandak-South Cianjur.

He graduated from elementary school of SDN Songgom in 2005. He continued his study in SMP Islam Al-Inayah and graduated in 2008. Then, He continued his study and registers in SMK PGRI 2 Cianjur and graduated in 2011. In 2013, he registered as a student in STKIP Siliwangi Bandung and took English Education Department.