

CHAPTER I

INTRODUCTION

1.1 The Background of Study

In learning a foreign language, vocabulary plays an important role. It is the basic elements in achieving all four basic language skills, they are; speaking, listening, reading and writing. In order to communicate well in a foreign language, students should know how to use the language accurately. Without vocabulary, students cannot speak, listen, write and read. The relationship between vocabulary and success in English learning has been strongly suggested to increase the ability of good English learners. In using the language, the learners who are rich in vocabulary will be successful to express their idea in speaking, writing, reading, and listening. But one who is poor in vocabulary will get trouble in those skill.

Kridalaksanain Rambe(2009: 1)defines that vocabulary is language component which contain all information about meaning and using words in language which are possessed by a speaker, listener, writer or reader. Thornbury (2002: 80) states that lack of vocabulary knowledge impedeslanguage comprehension and production. Allen (1983: 80) also states that inorder to get native-like mastery over a language, learners must learntthousands of words.

Based on the Competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 word every year so that in three yeara students have increased their vocabulary around 4000 words.

According to the writer, learners were grade ten already learn English for nine half years. From the prior of it, the writer assume the students vocabulary mastery is around 1500-2500 vocabulary.

As a matter of fact, very little attention is paid to vocabulary teaching, it is proved by the teachers' perception that the students can automatically improve their vocabularies by themselves by simply learning other skill, for instance reading can do it. But in fact, the learners may not be interested in learning new vocabularies because the learners consider learning new vocabulary is a tedious job. They try to study lists of words only to realize a few hours later that their results are hardly satisfied. They started blaming their poor memory. The learners are discouraged by the number of words in English and the complex usage. Sadly, although vocabulary is one of the vital part in learning English, it is interest mostlearners get lost.

Realizing the importance of vocabulary in learning teaching, a teacher should be able to create teaching strategies. The aims of using various ways and teaching strategies are to make the learners understand the lesson easily, and so in the teaching learning process they will not get bored.

The difficulty of teaching English was found by researcher during the teaching practice program (PPL) at SMA CITRA HARAPAN PERCUT. It was found that most of students felt difficult to learn in English. The crucial factor that makes students reluctant to learn English is their vocabulary weakness. When the writer explained the materials in English, the students only kept quiet, they didnot give any responses. But, when she explained the materials in Bahasa Indonesia, the students was interested and there was a communicative learning process and also in doing the assignment, the students would not do anything when she told the instructions in English, but when she told the instructions in Bahasa Indonesia, they did the assignment. They students even were not familiar with daily words such eat– ate – eaten; find – found – found and others daily words, so the target in a learning studying process in a day is seldom to be achieved because the obstruction of the students' weakness in vocabulary.

Based on the researcher's experience at that school, it was found that learning vocabulary was still in problem. So, The writer was interesting to make this title and will use an interesting techniques of reducing the difficulty in learning vocabulary that is games. A language-games can be effective in helping learners feel more comfortable and interested in the subject of vocabulary. Language games can be used to teach vocabulary that is by using Crossword Puzzle.

Crossword Puzzle will help the students to get many vocabulary and enjoy the word game while they are studying the vocabulary and also will motivate and encourage the students in learning.

Crossword or word searches is ideal at presenting work in a way that it does not really feel like "proper work" to students of most ages and abilities. These puzzles can be very versatile and help to vary activity and motivate the students. Crossword puzzle is not only a game but also a teaching technique which can provide the best exercise for confirming the meaning of words in the students' mind.

So based on the reason above, it was decided to conduct a research on improving students' vocabulary mastery by using Crossword Puzzle. It is interested way for the writer to teach by using Crossword Puzzle.

1.2 The Problem of the Study

Based on the background of the study, the research problem of this study is formulated as the following: "Does Crossword Puzzle improve students' vocabulary mastery at grade VIII of SMP N.37 Medan in academic year 2013/2014?"

1.3 The Objective of the Study

The objective of the study is to find out the improvement of students' vocabulary mastery through Crossword Puzzle at grade VIII of SMP N.37 Medan in academic year 2013/2014.

1.4 The Scopes of the Study

There are many media can be used in teaching vocabulary, for example guessing word picture, flash card and Crossword Puzzle. In this study, the media is Crossword Puzzle. Language skill to be improved is vocabulary mastery.

The subject of this research is students of VIII SMP N.37 Medan in academic year 2013/2014 in first semester. The total number of the students is 22 which consist of boys 9 and 13 girls.

1.5 The Significances of the Study

The finding of the study to be theoretically and practically relevant:

1. Theoretically

The result of the study is expected to be useful for

1. Other researchers, the result of this study is expected to be useful for those are interested in conducting in depth research related to this study.
2. As the references for other researchers

2. Practically

1. English teachers in increasing the quality of teaching vocabulary in the future, can use the media (crossword puzzle) to improve the vocabulary

2. For students, to make them more interested and motivated in improving their vocabulary.
3. For writer the result of this study can be useful to enlarge her knowledge about teaching vocabulary through crossword puzzle.
4. The readers to enrich their knowledge of English

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this study and they need to be theoretically explained.

2.2 Vocabulary

2.2.1 Definition of Vocabulary

A vocabulary is defined as all the words known and used by a particular person. A person's vocabulary is the set of the words that they are familiar with in a language. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Learning a language means learning vocabularies. We use vocabularies in communication either in spoken form or written form. We try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language.

Vocabulary is the stock of words in a language, or that is known or used an individual, or that is associated with particular activity. Vocabulary can be defined as the words we teach in the foreign language.

Vocabulary is one of language parts that must be known by foreign learners to understand the four language skills. According Alexanderin Rina (2010: 8), Vocabulary is central to information, acculturation, and apparently all learning.

Vocabulary is language components which contain all of information about meaning and using of words in language which are possessed by a speaker, a write or listener. According to the Cambridge Advanced Learner's Dictionary, a noun "vocabulary" has two definitions: all the words known and used by a particular person, all the words which exist in a particular language or subject.

Robert Lado (1955) talked about patterns of difficulty in vocabulary teaching. He highlighted key issues related to words, the native language factor and about patterns. He even

analyzed Spanish, French and Mexican patterns of difficulty in their respective vocabulary items. He stated that while dealing with vocabulary one should take into account three important aspects of words - their form, their meaning and their distribution - and one should consider various kinds of classes of words in the function of the language. He said that the forms, meaning distribution and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems.

According to Hatch and Brown (1995 :1), vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Learning vocabulary is closely related with learning about words. Language users build a sentence by combining words for their communication to other people . The more words a language users learns, the more ideas she/he will have.

Nunan (1999: 101) explains that as part of language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most language into grammatical words, such as preposition, adverbs and content word.

2.2.2 Teaching Vocabulary

Teaching vocabulary is not easy to do . Some people think that teaching vocabulary is just a waste of time because the number is not limited vocabulary. In teaching English or a foreign language, teaching vocabulary is one important aspect because the vocabulary plays an important role in the control of the four language skills .The English teachers should teach vocabulary English first than other aspects of language , such as grammar , speaking , reading and writing . If students know more vocabulary, it will be easy for them to learn other aspects of the English language. To support this, River (1972:28) suggests "it's impossible to learn a

language without words ". Therefore, the vocabulary is the most important subject in the teaching and learning process .

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001:288) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

Teaching is defined as giving instruction to somebody's knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Nation (2003) states that there are four ways that can be used in teaching vocabulary. They are:

1. Material is prepared with vocabulary learning as a consideration. This step means the preparation of simple materials and the careful graded of the first lesson of learning English.
2. Words are dealing with as they happen to occur. This means unknown words that appear.
3. A vocabulary problem is taught in connection with other language activities, for example, the vocabulary deals with the learners who have known before.
4. Time is spent either in class or out of class where vocabulary is studied without an immediate connection with some other language activities.

From the statement above, it may be concluded that a good teaching of vocabulary should be presented in a group work in order to involve all students because vocabulary is one of the important aspects in language.

2.2.3 Types of Vocabulary

According to wikipedia on its ([http://en wikipedia. Org/wiki/vocabulary](http://en.wikipedia.org/wiki/vocabulary)), there are four types of vocabulary which must be known and mastered for any skill such as, reading, listening, writing and speaking.

2.2.3.1 Reading Vocabulary

A literate person's reading vocabulary is all the words he she can recognize when reading. This is the largest types of vocabulary simply because it includes the other types of vocabulary

2.2.3.2 Listening Vocabulary

Listening vocabulary is all the words that people can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

2.2.3.3 Writing Vocabulary

This is all the words that people can employ in writing. It is relating to the second type of vocabulary that is stimulated by its users.

2.2.3.4 Speaking Vocabulary

This is all the words that personable use in speech. Due to spontaneous nature of the speaking vocabulary, words are often misused. This misuse through slight and unintentional may be compensated by facial expression, tone of voice, hand gestures.

Aeborsold and Field (1977: 139) classified vocabulary into two terms, namely:

1. Active vocabulary refers to items the learner 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. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

2. Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and also called as receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by people when they read and listen.

However in this research types of vocabulary to be trained to the students are the combination of reading and writing because reading and writing plays an important role in learning of vocabulary and makes students easier to understand making the crossword puzzle.

2.2.4 The Importance of a Vocabulary

Vocabulary has a significant role for language learners in mastering four skills of the language. They are reading, listening, writing and speaking. This statement is supported by Huyen and Nga (2003: 2) who said that in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. Furthermore, the students who are good at mastery of vocabulary, their mastery of language is also good. On the contrary, students who have low vocabulary are very difficult to comprehend the meaning of word, phrase or sentence.

In addition, Tarigan (1988) argues that the more people have vocabulary, the more skills that they enable to use in language. This statement indicates that the quality of language skills

produced by someone depends on the quality and quantity of vocabulary that he has. This statement is strengthened by Thornbury (2008: 13) who said that people could say very little with grammar but they could say almost anything with words. Thus, the more people learn words, the more they could improve their English.

Moreover, the mastery of vocabulary can increase the human life. This is supported by Tarigan (1988) who says that the improvement of the students' vocabulary can increase the students' life, attitude, development of their concept, process of thinking and also increase the students' knowledge.

From the statement above, the writer may conclude that having more vocabulary can guide people in using skills in language and also can increase the quality of human life.

2.3 Crossword Puzzle

Crossword Puzzle as a part of the word games is always seen in our daily life. Crossword Puzzle can be found in newspaper, magazine, schoolbooks, or in a book that include many puzzle games. Every human loved this puzzle games especially students because it can improve their vocabularies and easier to be memorize by them, the students enjoy the activity very much and did not resort to translation at any point. Many people play this game to spend their leisure time to be relaxing. According to Webster's New World Dictionary (2002), Crossword Puzzle is an arrangement of numbered squares to be filled in with words, a letter to each square so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically: numbered synonyms and definitions are given as clues for the words.

Crossword Puzzle is a part of word games that was developing students' vocabulary and simultaneously to enrich their stock of vocabulary. This game is effective activities as a technique for vocabulary revisions, many students commonly prefer puzzles to other games

activities, and this can be motivate and uncertain students and help them learn in a way which aids the retention and retrieval of the material for students. In line it, Larcom in Silitonga (2012: 15) says:“Crossword Puzzle is a common feeling, a flexibility of mind, a sense of humor, the people who came tend to be well read, funny, and creativity it is a way of testing oneself.

According to Augarde (1984), crossword puzzles”Usually consist of chequered diagrams (normally rectangular) in which the solver has to write words guessed from clues. The words are separated by black squares or by thick bars between squares. [...] Crosswords are now usually designed so that they look the same when they are turned upside down. But many early crosswords lacked this kind of pattern or were designed symmetrically, so that the left side as the mirror-image of the right side.

A crossword is a word [puzzle](#) that normally takes the form of a [square](#) or a [rectangulargrid](#) of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrasesare placed in the grid from left to right and from top to bottom. The shaded squares are used the separate the words or phrases.

Based on the explanation above, it is clearly Crossword Puzzle brought in relaxation and fun for students, thus help them learn and retain new word easily.

2.3.1 Kinds of Crossword Puzzle

There are four kinds of Crossword Puzzle, they are :

1. Picture Puzzles where the clues are given in the form of pictures (particularly suitable for senior high secondary students).
2. Structure based Puzzles on Synonyms, antonyms, suffixes, vocabulary, etc.
3. Phonics Puzzles on long vowels, short vowels, etc.
4. Knowledge based Puzzles on content subjects like Geography and History.

Kinds of crossword puzzle picture:

1.



2. Puzzle on synonym, antonym and suffixes.

Synonyms Puzzle

Fill in the blank with a synonym for the underlined word by using the word in the box.

Word Bank

Small
 different
 different
 common
 large
 small
 large
 different
 small
 different
 different
 large
 different
 different

Across

1. The small dog barked at the cat.
2. The large dog barked at the cat.
3. The small dog barked at the cat.
4. The large dog barked at the cat.
5. The small dog barked at the cat.
6. The large dog barked at the cat.
7. The small dog barked at the cat.
8. The large dog barked at the cat.

Down

9. The small dog barked at the cat.
10. The large dog barked at the cat.
11. The small dog barked at the cat.
12. The large dog barked at the cat.

Antonyms

Fill in the blank with the antonym of the underlined word.

Word Bank for Reading Use

Across

1. Opposite of Small
2. Opposite of Large
3. Opposite of Small and White
4. Opposite of Large
5. Opposite of Low
6. Opposite of High
7. Opposite of Slow

Down

8. Opposite of Fresh
9. Opposite of Smooth
10. Opposite of Dry
11. Opposite of Hot
12. Opposite of Soft

WORD BANK: Common, Small, Large, High, Low, Large, Slow, Fresh, Smooth, Dry, Hot, Soft.

Word Sort Three Sounds of Suffix -ed

	looked	wanted	cried
moved	rented	loved	
-ed sounds like /t/	-ed sounds like /d/	-ed sounds like /ed/	led
drilled	asked	spelled	ed
fixed	ended	fried	hed
			ed

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3. Phonics Puzzle on long vowel and short vowel.

Long Vowels



Name: _____

Directions: Look at the pictures. Fill in the crossword puzzle with the correct word. Then write the words on the matching lines.

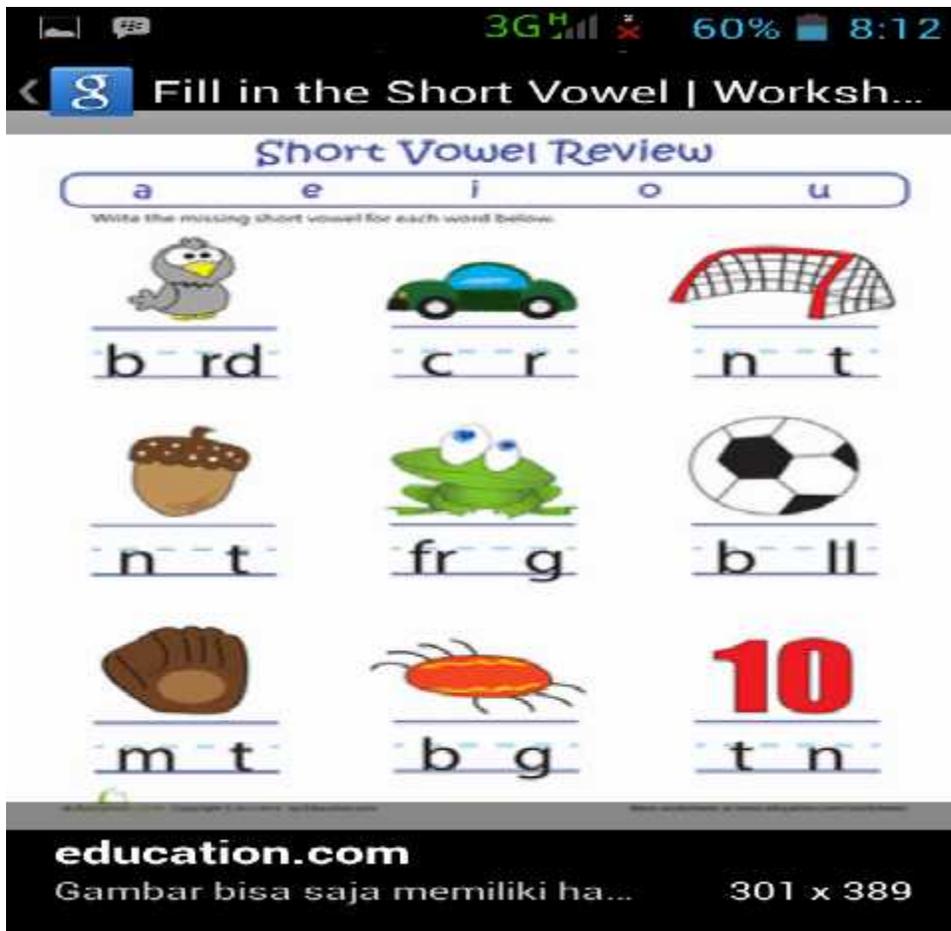
Long o

↓				↓

1 _____
2 _____
3 _____
4 _____
5 _____

- 1.
- 2.
- 3.
- 4.
- 5.

Word Bank
mop wall
rain table
key



Between of four the kinds of crossword puzzle above, the reasearcher choose one kind. It is number one.

2.3.2 The Advantages of Crossword Puzzle

Teaching through games such as crossword puzzle is one effective technique to teach vocabulary in the classroom. According to Lee (1995), one of the best ways of teaching is through games. There are many advantages of games in the classroom:

1. Students are motivating and challenging.
2. They create a meaningful context for language use

3. Games provide language practice in the various skills speaking , writing, listening and reading.
4. They encouraged students to interact and communicate.
5. Boost your vocabulary
6. Improving your spelling and expanding your word power

Crossword puzzles have a great deal of benefits. Many think of them as just insignificant word games or simply games for nerds, geeks, “brains”, serious TV buffs, etc. Yet others feel they just don’t have what it takes to complete one. They may think back on times when they tried to solve a puzzle without any luck. Anyone can benefit through doing crossword puzzles.

1. Enhance sharper thinking skills

Doing crossword puzzles daily helps sharpen your mental skills. By reading the clues and looking at the corresponding slots, you already know how many letters the answer has. For each letter filled in, you have an additional clue as to what the answer may be. This will make you want to brainstorm for possible words that are synonymous with the given clue. Now you face a challenge as you try to come up with just the perfect word. With enough practice and creativity, soon or later you’re bound to come up with it.

2. Improve the language users vocabulary

Solving a puzzle helps improve your vocabulary. All puzzles contain one-word clues that call for another word meaning the same thing. Your mission is to find it. This is where a dictionary or thesaurus comes in handy. Once you’ve found the word and it fits, you’re elated with your success. You just learned the meaning of a new word. After doing numerous puzzles

you will become familiar with words you never knew about before. You may even find yourself using them in daily conversations with peers, using them in job interviews, on the job, writing assignments, or when doing business.

3. Improve your knowledge

Crosswords can and will increase your trivia knowledge. Surely, there have been times when you had conversations with others about subjects relating to TV shows, movies, music, books, sports, etc. If you have a great interest in trivia subjects, you'll find that doing many of them will teach you interesting little tidbits. If trivia knowledge is important to you, you may seek out subject-related crosswords as movies, music, sports, etc found in magazines.

4. Provide spare time entertainment

Finally, crosswords are a great source of entertainment. Once you have done a few, you may become addicted to them. Each clue you solve will give you a feeling of satisfaction. Even searching for answers can be fun. On your way to finding a particular answer, you may stumble upon other interesting information you weren't even seeking out. As you search the net, you may discover a fascinating site you never knew about. As you look up a word in the dictionary, you may spot another word that catches your eye. Simply take a few seconds to read its definition and voila, you've just learned a new word. Many enjoy games as Trivial Pursuit and Scrabble. These games make us aware of how smart we really are. Crossword puzzles can achieve that same effect. You can strike up conversations with a crossword. You can challenge others around you. Even those who never do them may be tempted to try to solve some of the clues.

2.3.3 Teaching Vocabulary through Crossword Puzzle

In teacher's preparation program, there is a more attention to acquire and apply a suitable and sophisticated technique of teaching vocabulary. One reason is that in many English language classes, even where teachers have devoted much time to vocabulary teaching the result has been disappointed.

The importance of vocabulary in learning English is to enable students having the real meaning of a word successfully. It means the students can be improved the students' vocabulary mastery. Teaching vocabulary through crossword puzzle games makes the classroom more enjoyable and productive place for both students and teacher. Crossword puzzle game can be an effective technique in the teaching learning process. If the students do not know the meaning of the word, they will find difficulties in both receptive and productive language. Therefore, the writer suggests that crossword puzzle game can be used in teaching vocabulary.

The main goal of vocabulary learning is to increase students' vocabulary mastery in which a second language learner is in the same school system as native speakers in order to master the four language skills in reading, speaking, writing, and listening (Nation 2003: 135). In this case, foreign and language learners have to increase their vocabulary by around 1000 words a year.

By using language games in teaching English, it is hoped that students will enjoy and interest in learning English.

One language game that can be used by teacher in English classroom is Crossword Puzzle. By using Crossword Puzzle, students can get many new words and enjoy the word game while they are studying the vocabulary. According to Napa (1991), by using Crossword Puzzle will give the learners skills or ways in developing vocabulary and simultaneously to enrich their

stock of vocabulary. Besides that, crossword puzzle makes material of studying more enjoyable, interesting and challenging.

Crossword Puzzle is effective activities as a technique for vocabulary revision. Crossword Puzzle are useful for learning and reinforcing vocabulary in addition, provide a means for helping students to improve their communication strategies. Therefore, Crossword Puzzle was helping the teacher to achieve the goals in studying English for their students in classroom.

2.4 Conceptual Framework

Vocabulary is very important for students because it helps students to acquire language subconsciously. The success of teaching vocabulary is influenced by the media that is used in teaching process. In making the improvement of students' vocabulary mastery, teacher must find out special media that will be used in teaching language. The special media that will be used in this study is Puzzle. While the material will be presented in form of crossword puzzle. In using the media, teacher will be expected to be able to improve their students' vocabulary mastery.

The student's vocabulary mastery can be seen from their activities in information in learning English. Choosing the proper material is also important to improve student's vocabulary mastery. Crossword Puzzle is one of the topic which are not boring to reading and writing the answer of crossword puzzle also is easy to understand for the students in general. Students can enjoy do the crossword puzzle and in another side they learn how to be a good reader and writer automatically it can and improve their vocabulary. This will make the teaching and learning process becomes a fun thing to do by the students.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by applying Classroom Action Research. Classroom Action Research is research conducted by the teachers (in the context of classroom) or other school

components (principal, for example) while they are conducting action such as teaching, implementing policies, creating or changing a system, etc. (Felicia, 2011:5)

Additionally, Kasbollah & Sukarnyana (1988) state classroom action research is a reflective research conducted by giving a certain action to improve an unsatisfactory condition and increase the quality of teaching practices in the classroom in order that those practices become more professional. In short, a classroom action research focuses on a particular classroom problem or a group of students and aims at helping the teacher solve the problems in finding an appropriate technique in teaching.

According to Harmer (2003: 344), action research was the name given a series of procedure teachers could engage in, either because they wished to improve aspects of their teaching, or because they wished to evaluate the success and/ or appropriateness of certain activities and procedures.

Classroom Action Research (CAR) was qualified to be used in order to see the improvement of students' vocabulary mastery by applying crossword puzzle.

The classroom action research is done through cycle process which consists of four steps, namely: planning, action, observation, and reflection. These four steps are formed in spiral (Kemmis and Mc. Taggart: 1982). The procedure of research can be seen in the following figure:

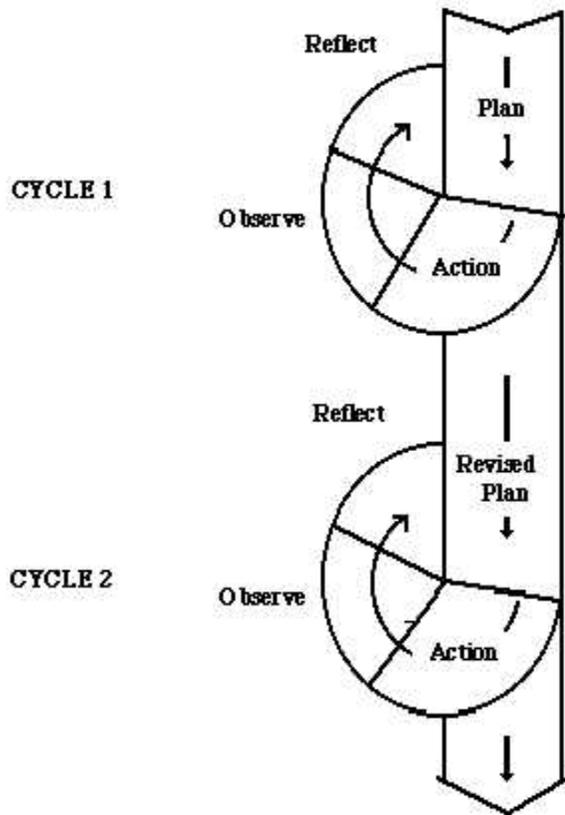


Figure of Action Research Model based on Kemmis and Taggart (1998)

3.2 Subject of the Research

The subject of this research was students of VIII SMP N.37 Medan in academic year 2013/2014 in first semester. The total number of the students was 22 which consist of 9 boys and 13 girls.

3.3 Instrument of Collecting Data

Quantitative and qualitative data was used in this research. In collecting the quantitative data, the researcher conducted vocabulary test. The qualitative data was taken by using diary notes, observation (observation sheet).

3.3.1 Diary Notes

The researcher used diary notes as feedback on particular teaching episode, or to gain an indication of the general class climate, or to assess the progress of an individual. (See in Appendix A).

3.3.2 Observation Sheet

Observation sheet was used to observe the social phenomenon even natural phenomena. It was done to know things, condition and situations, activity, process, performance and behaviour of the researcher and research subject. In observation sheet consist of teacher, students, classroom. In order to record what the researcher see and observe, she/he just put checklist in the students and classroom of observation sheet while students just put checklist in the teacher of observation sheet.

All qualitative ways above were managed firstly by giving the students questioners in order to get their prior knowledge about vocabulary mastery. The second one, researcher observed the students' activity in learning vocabulary and then all the students' progress was written down in diary notes. (See in Appendix B).

3.3.3 Vocabulary Test

These vocabulary tests were utilized to assess student's vocabulary. The vocabulary test was crossword puzzle consist of synonym, antonym and meaning words as many as 20 items. The crossword puzzle given were related to the topic that discussed together. (The test itself can be seen on Appendix D (page 78) and appendix E (page 82)).

3.4 The Procedure of Collecting the Data

Before the procedure of data collection began,orientation test had been administrated to identify the student's ability on vocabulary mastery. The procedures of the research were conducted by making two cycles. Cycles I was consisted of two meetings; first and second. Cycle II was consisted of two meetings; third and fourth, so there were four meeting altogether.And each cycle was compromised into four steps, they are: planning, action, observation, and reflective.

3.4.1 Cycle I

The first, the researcher made a plan and applied in action and do the observation and then reflect. The application of four phases of action research in classroom as follows:

3.4.1.1 Planning

Planning is an arrangement of doing something.In planning, it is considered everything related to the action what will be done and it is also prepared everything that will be needed in teaching and learning process. The activities that were done in planning, as follow:

- a. Arranged lesson plan about vocabulary
- b. Prepared the media related to the material of vocabulary

- c. Prepared teaching material of vocabulary (crossword puzzle).
- d. Prepared the instruments for collecting data; diary notes, observation sheet and vocabulary test.
- e. Prepared the topics for vocabulary test

3.4.1.2 Action

Administered the teaching- learning process according to the lesson plan was made, which covered some activities such as:

1. Teacher explained the material about vocabulary that used crossword puzzle.
2. Teacher introduced crossword puzzle to the students.
3. Conducted the vocabulary test

3.4.1.3 Observation

The observation was done in the classroom while the teaching-learning process runs. The researcher observed the situation and condition occurred during the teaching learning process. The result of the observation was noted in observation sheet.

From the observation sheets and diary notes, researcher was able to see whether the planned teaching- learning design had been implemented as a whole or not, then whether test result would good or not.

In this research, the observation was focussed on:

- 1) The students' activity in vocabulary.

- 2) The students' response during the teaching and learning process.
- 3) The students' vocabulary improvement.

3.4.1.4 Reflection

This step discussed the whole action that had been conducted. Based on the collected data, the researcher discussed and made evaluation to determine the next cycle.

3.4.2 Cycle II

Based on the result of the first cycle, the researcher decided to do the second cycle in learning process. This cycle was applied based on the result of the first cycle.

3.4.3 Scoring System

To evaluate student's improvement in vocabulary, the researcher given 20 items questions for each cycle. It was answered for 30 minutes. The researcher who acted also as test was scored by using score rank from 0-100 by counting the correct answer.

The correct answer was scored 1 while the wrong answer was given 0 and applying the following formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Score of test

R = Number of the correct answer

N = Number of test items

To categorize the students who got up to 75 calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = Percentage of students who get the point 75

R = The number of the students who get point above 75

T = The total number of students who do the best

3.5 Technique of Data Analysis

1. Diary Notes

Diary notes were used to record all activities done in the classroom. The writer wrote in every meeting. Write wrote all activities done during teaching learning process. Diary notes were very useful to know the improvement of students in every meeting. The improvement of students in vocabulary mastery also keeps paying attention for teacher since the first meeting until the last meeting.

2. Observation

This action research was qualitative data that was used to describe the situation during the teaching process and the quantitative data was used to analyze the score of the students. The qualitative data was analyzed from the observation sheet and the quantitative data was analyzed the computation of the score of vocabulary test.

3. Vocabulary Test

To know the mean of the students' score of assessment the researcher applied on the formula:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

Where :

\bar{X} = The mean of the students' score

$\sum X$ = The Total Score

N = The number of the students