IMPROVING STUDENTS' COMPOUND WORDS MASTERY THROUGH CROSSWORD PUZZLE AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd.I) in English

Written By:

YANTI ROHANI HARAHAP
Reg. Number : 11 340 0088

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs **YANTI ROHANI HARAHAP**, entitle **"Improving Students' Compound Words Mastery Through Crossword Puzzle at Grade VIII SMP Negeri 2 Padangsidimpuan"**, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikumWr. Wb.

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LEGALIZATION

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ABSTRACT

This research was about students' problems in vocabulary that does been solved by using crossword puzzle. The formulation of the problem was about compound words mastery it would be solved crossword puzzle at Grade VIII SMP Negeri 2 Padangsidimpuan. The objectives of the research have to find whether learning compound words through crossword puzzle can improve students' compound words mastery at grade VIII SMP Negeri 2 Padangsidimpuan.

This research was conducted by classroom action research. The participants of this research were students at grade VIII of SMP Negeri 2 Padangsidimpuan that were totally 25 students. This research was used test, interview and observation as instruments. Test was used to take the score of students' vocabulary, and use mean score and percentage as formulation. Next, interview and observation was used to know condition and contribute the test.

Based on the result of this research, the students' learning compound words improved with percentage in the first cycle 44 % and 76% in the second cycle. So that, there was 32% improvement. It was suitable with mean score of students' learning vocabulary that have been gotten in the first cycle was 72.16 improved to become 77.12 in the second cycle. Finally, students' learning compound words can improve with using crossword puzzle technique. So, it was recommended that crossword puzzle could be used in teaching learning compound words in classroom based on the research.

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بسم الله الرحمن الرحيم

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This thesis is still so far from being perfect based on weakness of me. Therefore, I expect the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, 13 April 2016

Yanti Rohani Harahap
Reg. No. 11 340 0088

ix

TABLE OF CONTENTSPage

CHAPTER III: RESEARCH METHODOLOGY

CHAPTER IV : THE RESULT OF THE RESEARCH

CHAPTER V : CONCLUSION AND SUGGESTION

REFERECENCES

CURRICULUM VIATE

APPENDIXES

LIST OF TABLESPage

LIST OF SCHEMAS Page

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problems

Teaching English to the students can said tricky. Many people argue that describe the subject matter is very difficult because English is a foreign language inevitably be carried out under the demands of the curriculum in force in our country. Many students feel confused when they want to speak English with smart fast way. But they were confused where to start. Then, knowledge to study and teach to another people if don't get and give will be human bad life. Knowledge will be useful for life in the world and the end of the day. So that, it is very important to be learn from Junior High School until to level University

In 2006 curriculum, to achieve basic competency of science and technology as well as empowering scientific thinking such as critical thinking and creative thinking, then do the observation using appropriate tools, do the experiment which appropriate with the procedure ,record data in form of table or graph, make conclusion and communicate orally and writtenly based on fact.[1] Based on 2006 curriculum no. 22 year 2006 says "curriculum 2006 focus to based Content Standard and Competence outcome Standard".

According to the curriculum of English in Junior High School, there are many subjects or materials taught in this level such as compound words, but

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[1]Diana   Rochintaniawati,   *"kurikulum   2006   bahasainggris"* *https://www.google.com/curriculumEnglish/,*diakses (April 17th 2015 at 13.30 pm)

subject or materials in SMP Negeri 2 Padangsidimpuan at eighth grade still introduce about structure text, nouns, verbs, adverbs, and pronoun, things in the general building.[2]. The materials which are taught to the small class, they are thegrade eighth are about basic compound words. It is about the things which they usually do or see in their daily lives such as things in the classroom, whiteboard, cupboard and ice cream. There is implicit acknowledgement of the importance of vocabulary in the English curricula well as follows:

> The curricular objectives of the junior high school state that at the end of the school programs students are expected to have acquired the four language skills, reading, listening, speaking, and writing in selected topics of interest and at the right level of vocabulary and grammatical competence. The target mastery of vocabulary is approximately 1000 words, starting from initial vocabulary of approximately 500 words at the first year to subsequently increase about 250 words at the second year, and another 250 words by the end of the third year.[3]

Vocabulary also important in four skills of English: in listening, speaking, reading, and writing. In understanding of four skills needed much vocabulary. The students which only have little vocabulary, they got difficulties in understanding of four skills. Vocabulary as the base of all, without vocabulary the student could not develop of four skills. The students must comprehend English and mastery vocabulary as much as possible. Then, many students do not know about English vocabularies and makes students lazy to learn English language, store less vocabulary, and so communication student with teacher in learning English not well. If the process of learning is going on without giving and holding the

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[2]English Syllabus of Grade VIII students at SMP N 2 Padangsidimpuan.
[3]BambangYudiCahyono and UtamiWidiati, *The Tapestry of English Language Teaching and Learning in Indonesia*, (Malang: State University of Malang Press, 2004), p. 23

interesting condition of learning, students will easy to boring, and finally they cannot master and memorize vocabulary well. Vocabulary is very important in daily life.

A compound derives from two words use together new vocabulary. Compound words is words that are form when two words are put together to form one word. It is important to know whenwords are compound words in order to spell them correctly. A lot isnot a compound word. It should always have a space.There activities will used after copious group work on compound words in the classroom. A compound derives from two words use together new vocabulary

Based on the researcher's observation, while they are teaching and learning English in the class.[4] Many students' at grade VIII SMP N 2 can not use English in their daily life. They cannot write and arrange sentences in English well. That the disability of the students in writing English caused of their ability in mastering vocabulary is still low. It makes them cannot use English well. Students do not study English outside school such as course, they only studied English at school. Although they have studied this subject for several years, they still cannot use English well and they areal ways use mother tongue in daily life.

From explanation above, it can be concluded that vocabulary items are very important in learning foreign language especially for beginners. Communication will not take place well without using appropriate vocabulary. That is why, before learning language skills, listening, speaking, reading, and writing. Beginners

[4]Private Observation to students' at grade VII SMP N 2 Padangsidimpuan, (Padangsidimpuan: Grade VIII SMP N 2 Padangsidimpuan on November 14th 2014 at 11.00 am).

should learn vocabulary first. So, the students must comprehend English and master vocabulary as much as possible.

There are many students have less compound word as a result they do not know the meaning of sentences and they do not reach idea of what they have read or listened. When the researcher asked some students about some compound word. It means that they are less in mastering compound words[5]. According to interview of the researcher in the grade VIII students of SMP N 2 Padangsidimpuan, most of them say "English is very difficult subject to learn". Therefore, it makes them lazy to learn English language, store less vocabulary, so they are not able to communicate English well even in simple utterance. It is a problem that must be solved by the English teacher.

One of factor making students are lack in compound words is the teacher do not know which strategy is better on learning compound words. If the teacher only use drill method, the students will be boring in the class. A teacher have make application to students in learning compound word through crossword puzzle such as, teacher make a variation picture in the whiteboard then the students' guess picture in the whiteboard and students' write name which one compound noun and compound adjective. A teacher learning compound words must be used a technique or games that is essay to understand by students for teaching and learning process goes well and make situation class happy. Then social aspect can be improve learning in the class. One else many students' in the class making a

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[5]Lisnawati, Student of grade VIII SMP Negeri 2 Padangsidimpuan, *Private interview,*(November 14th 2014 at 11.00 am)

teacher become difficult arrange student in learning process and a student involvement less in the class. Based on the situation, researcher interesting having a research in school.

The problems need to be solved, in teaching compound words there are many techniques can be used such as reading books and find new words from what the students read about, from picture, opening dictionary, and crossword puzzle, song, double words. Crossword puzzle is a teaching technique with game in relaxation and fun for students, thus help them learn and improve spelling. Crossword puzzle is a good way to teach and enrich compound words because there to provide reinforcement[6]. Crossword puzzle can be make out of the words which have been covered in the class.

This problems aims to give explanation about vocabulary and crossword puzzles, and how to teach vocabulary by using crossword puzzle especially for junior high school students. Vocabulary is the total number of word. Teaching vocabulary by using crossword puzzle can make learning process interest, make students understand the meaning and spelling of words in English, make students have ability to communicate with other, and make students express their ideas in English.[7] To teaching vocabulary by using crossword puzzle use three procedure

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[6]SudianhaChudynana, "Teaching Vocabulary use crossword puzzle?" (*http://www..blogspot.com/2012/10/using-crossword-puzzle-in-teaching-vocabulary/*.Chudynana), Browsed on June 20, 2015 retrieved at 11.00 am.

[7]Yoni pinuria, *"Teaching Vocabulary by using Crossword Puzzle"https://www.http://ejurnal.bunghatta.ac.id/index/*diakses (March 19 2016 at 10.00 am)

consist of pre-teaching activities the activity done before teaching process, in whilst-teaching activities the teacher instructs and asks the students to do some activities, and post teaching activities is necessary as the follow up phase on what the students have studied.

From the technique above, the researcher chooses to employ crossword puzzle technique. Crossword puzzle it is a technique in learning compound words with use game especially through word matching games, is fun for students'. Teaching compound words through word search crosswordpuzzle enables the students to find out to information or guests the meaning on unfamiliar words. So, the word search crosswordpuzzle can help the students. The students may be happy and interesting in learning and they always try to know the new words from word search crosswordpuzzle.

Relating to the importance of teaching compound words through word search crosswordpuzzle, as far as it is know some students are always confused with the problem of through crosswordpuzzle. In this case, there are many ways to make the students interest in what they are learning the teacher can create a game, which the student can think about new words that related with the topic of word search crosswordpuzzle. Teachingvocabulary by using crosswordpuzzle make students more relax, enjoyable, happy and the students understanding the material and also can improve their achievement.[8]The students can communication or

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[8]SudianhaChudynana, Teaching vocabulary …on June 20, 2015 retrieved at 11.00

interaction to another people, but in communication must be know good meaning because good communication can help good interaction by another people.

Based on the above background, it needto be solved. There are strategies to improve vocabulary of students and make teaching vocabulary more interesting, enjoyable, and also effectively than conventional way. Crossword puzzle as a visual material in teaching give any constitution to the learning process.Theresearcher interest to use crosswordpuzzle as techniques. While crossword puzzle is more simply to make students enrich their vocabulary.

In view of above discussion, the researcher was interested doing research en title:"**Improving Students' Compound Words Mastery through Crossword Puzzle at Grade VIII SMPNegeri2 Padangsidimpuan".**

B. Identification of the Problems

Based on the identification of the problem above, there are some problems in eighth grade students of SMP N 2 Padangsidimpuan in learning compound words. The first, students have low ability in mastering English and compound words. The second, students have low motivation on strategy in learning English compound words. The third, English teacher only gave the lesson just from one book to the students. The last, students feel uninterested and less innovation from environment or parents. From all of the problems, this research only focus to improve students' compound words mastery through crossword puzzle.

C. Limitation of the Research

Based on identification of the problems above, the researcher focuses this research of students' Compound words mastery through crossword puzzle. The researcher chooses compound noun and compound adjective by using kinds of pictures crossword and object crossword in this research. So, the researcher suppose to find out what extend can Crossword Puzzle improve students' compound word mastery at grade VIII SMP N 2 Padangsidimpuan.

D. Formulation of the Problem

Based on limitation of the problem mention above, then the problem of the research can be formulation as "To what extend can Crossword puzzle improve students' compound words mastery at grade VIII SMP N 2 Padangsidimpuan?"

E. The Purpose of the research

Based on the formulation of the problem above, the aim of the research is "to examine whether crossword puzzle can improve students' compound word mastery at grade VIII SMP N 2 Padangsidimpuan or not.

F. The Significances of the research

Significances of the research are the large contributions depending on where and whoever a result of the research being useful in terms of education. The significances of the research are.

1. For the headmaster of SMP N 2 Padangsidimpuan to give the direction to the English teacher about the English teaching technique with game that is suitable to the students' situation and materials of study that can improve Compound words to students'.

2. Teachers of SMP N 2 Padangsidimpuan, to develop their capability in teaching Compound words.

3. As information increasing their ability to develop their compound words mastery through Crossword Puzzle.

4. The researcher, further researcher can improve her knowledge and to apply the theories that relate to this research.

G. Definition of Key Terminologies

A misunderstanding in assuming the title of the research, then it is clarify the definition of the focuses as the key terms in title Improving students' compound words mastery through Crossword puzzle at grade VIII SMP N 2 Padangsidimpuan, as in the following:

1. Improving

Process of becoming or making English vocabulary to students' better through crossword puzzle which improves students' compound words mastery by the chosen technique with game in learning.

2. Student

    Student is a person who is studying at a school, collage, university, etc.[9]A.S.Hornby states "Student means anyone who studies or who is devoted to the acquisition of knowledge".[10] So based on those definitions above the researcher concluded that the students are the people who learns on the grade of elementary, junior and senior high school not only on the formal educational institution but also on the informal educational.

3. Compound Words

    Compound words it is a technique with use game double words or wordplay which has a write many word in letter small and then combine two words so that have new meaning.[11]Words which are form by joining two or more simple word.There are many learning tools available to practice these new word building skills, including playing online games. The commonest type of word-formation in English is called 'compounding', that is joining two words together to form a meaning.

4. Mastery

    Mastery is a great knowledge about or understanding of a particular thing.[12] It is stated on oxford advance learner dictionary by Hornby that mastery is

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[9]A. S. Hornby, *Oxford Advanced Learners Dictionary*,(New York: Oxford University Press, 2000),p.682.

[10]*Ibid*, p. 1525.

[11]Ayurini, *Excellent English Games*, (Jakarta: Kesaint Blanc, 2013), p.24.

[12]A. S. Hornby, *Oxford Advanced …*p. 822.

complete knowledge or great skill.[13] While in Indonesia dictionary it is state that mastery is comprehension or capability to use knowledge or skill. Thomas nelson says "Mastery is the power or authority at a master, power to understand or skill manager".[14]

So, based on the explanation above the researcher can conclude that mastery is knowledge or comprehension must have for every human.

5. Crossword Puzzle

Crossword is a puzzle in which words corresponding to numbered clues which are found and written into squares in the puzzle (Hadfield, 1987), in this study the researcher defines crossword as enjoyable game which demands students to fill letters in cross and own columns based on the class.[15] Crossword puzzle is a puzzle or wordplay which has a pattern of white and black spaces are tube filled with the letter vertically and horizontally.[16] Then, Hornby defines crossword puzzle is a game in which you have to fit words across and downwards into spaces with numbers in a square diagram. You find the words by solving clues.[17]

It means crossword puzzle is the a good way to teach and enrich vocabulary because there to provide reinforcement, the use crossword puzzle in teaching

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[13]*Ibid.,*p. 721.

[14] Thomas Nelson, *The word Compact English Dictionary,* (London: Award Publication, 1985), p.612.

[15]Hadfield, "Teaching Crossword Puzzle?",(http://.hadfield.com/2012/10/using/crosswordpuzzle/in/teaching.html, at June 20, 2015 retrieved on 11.00 am)

[16]Collin "What is Meant by Crossword Puzzle?",(http://www. Collins dictionary. com/dictionary/ English/ crossword – puzzle at June 22, 2015 retrieved on 10.00 am)

[17]A. S. Hornby, *Oxford Advanced …*p. 317.

and learning can be easily make a teacher. It is like the essay or some question that should be answer letter by letter in some empty boxes. So, crossword puzzle is so interest to improve knowledge and remember about all knowledge in answer the easy or question to take empty boxes.

H. The Indicator of Action

Action research is any systematic inquiry conduction by teachers' researchers, principals, school counselor or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach and how well their students learn.

There are many indicators uses in technique with game crossword puzzle, the first researcher make the teaching program lesson plan about crossword puzzle that is use to teach English vocabulary to improve students compound words Mastery. The second researcher makes the groups five and each group of six members teaching students who students work with their respective groups. Then, the researcher give explanation about compound words through crossword puzzle, then give one key word that same in each group. The third, studentsfocuses on teamwork and start to look for some new words related with key word that researcher has been given. The last, every group active in teaching learning process in their group.

I. Thesis Outline

Chapter I introduction that consisted of background of the problem, identification of the problem, focus of the problem, formulation of the problem,

definition of the key terms, purposes of the research and significances of the research.

Chapter II consisted of theoretical description which explain about vocabulary mastery, compound word, compound noun, compound adjective, vocabulary evaluation, crossword puzzle conceptual framework and hypotheses of action.

Chapter III was research methodology, and it consisted of location and Schedule of the research, research design, participants of the research, instrument of collecting data, procedure of the classroom action research and technique of analyzing data.

Chapter IV consisted of the result of the research. The result of the research consisted of the findings, data presentation, discussion and threatening of the action.

Finally, Chapter V was consisted of conclusion and suggestion was the researcher close to end this research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In conducting a research, theories are needs to explain some concepts or terms apply in research concerned. The terms are as follow:

1. Vocabulary

a. Description of Vocabulary Mastery

Vocabulary is one aspect shall be owned by every student to make them understand and master English language. Considering that English language consists of skills that have a mutual affect to the achievement of vocabulary. Howard Jackson says "Vocabulary is a representative collection of the words that exist in English language".[1] It means that vocabulary is the list of words that work in language and it is taught by the teacher based on the student's level, if the students just have less vocabulary they will be unable to understand more about English. David L.Stepherd, vocabulary is one of the most significant aspect of language development.[2] It means that vocabulary is one of the language aspect which should be learn, and it is a basic communication.

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[1]Jack C. Richard & Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice,* (USA: Cambridge University Press, 2000), p.255

[2]David L Stepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods* (USA: Bell and Howel Company, Co, 1973),p.39.

Then, Hornby says "Mastery is great knowledge about or understanding of a particular thing".[3] It is stated on oxford advance learner dictionary by hornby that mastery is complete knowledge or great skill. It means that mastery is knowledge or comprehension must have for every human. So, it can be conclude that vocabulary mastery is the great knowledge, comprehension or skill of all words that the SMP N 2 Padangsidimpuan students know or use when they are telling about compound words, especially in English subject.

b. Definition of Compound words

A compound derives from two words used together to from new vocabulary. It is a way of expansion of vocabulary. The compounds consist of some roots but in some case, one of the roots of a compound may be modified by an inflection.[4] The compound is also defined as a stem that consist of combining more that one root together. The meaning and writing of compounds are by no means consistent. Similarity, compound consist of the combination of two words, in which one word modifies the meaning of the other.[5] When the two constituents of the compound belong to the same word class, it may be assume that the result of the compound also belong to the same word class.

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[3]Hornby, *Oxford Advanced Learner's Dictionary,* (New York: oxford University Press, 2000) p.822.

[4] Howard Jackson, and Etienne ZeAmvela, *Words, Meaning, and Vocabulary*, (Great Britain: Cassell, 2000), p.79-80.

[5] Sir Randolph Quirk, *Dictionary of Contemporary English*, (England: Longman, 1987), p.300

Word is a group of letters which has a meaning is called a word. A words is used to stand for a thing or a person.[6]The students do not only know word, but also their meaning. It also plays an important pat in English skill; listening, speaking, reading, and writing the large vocabulary, the students will find difficulties in mastering English skills. Aword is the smallest of the linguistic units which can occur on its own un speech or writing.

Compound words it is a make when two or more words are join (with or without a hyphen) to form a new word and subsequently. Compound words, especially through crossword puzzle games, are fun for kids. It will challenge the student's tube creative in the classroom. A compound word is a combines two words to make one word, make a groups which has a write many word in letter small and then combine two words so that have new word and new meaning.[7]For example, there is one blackbird but there are many different black birds. Actually, "the term compound, as it is use for a word class, refers to a group of words. It is usually two, but sometimes more that joined together into one vocabulary unit that functions as a single word class".[8]

The categorical part that contains the basic meaning of the whole compound, and modifiers, which restrict this meaning, for example, the English compound doghouse, where house is the head and dog is the modifier, is understood as a

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[6] Scott Thornburry, *How to Teach Vocabulary,* (England: Bluestone Press, 2002), p.2.

[7]Ayurini, *Excellent English Games*, (Jakarta: Kesaint Blanc, 2013), p.24

[8] Marcella Frank, *Modern English A Practical References Guide*, (New York: Prentice Hall, 1972), p. 7

house intended for a dog. Compounds tend to be of the same word class as their head, as in the case of doghouse. According A.S.Hornby says that "Compound is a word formed by adding another word to a headword. It is written as one word (nightdress), as two words are separated by hyphen (night-time), and as two separate words (night life)".[9] The same compound may be found in different books, newspaper, notices, and so on, but the compound is written by no irregular way. Therefore, compound word must consist of two words at least although the meaning of the compound may be very different from the meaning of its component in isolation. The students find it fun to learn compound words and practice English vocabulary with fun crossword puzzle games.[10]

Then, here are the indicators that use by the researcher are: compound noun and compound adjectives. Compound nouns are formed by more than one word, although work as a single word within the sentences. Compound noun uses when a single noun is not clear enough to name a person or object.[11]Where the kinds of compound nouns are Noun + noun about Handbag, sunlight and Textbook. Verb + Noun are about Playground, Workshop and Hangman. Adjective + Noun are about Long life, Blackbird and Background. Then Compound adjective it isan adjective which is made up of two parts and is usually written a hyppen.[12]It means that if two

[9]A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English,* (New York: Oxford University Press, 1995), p. xv

[10]James town, *"How is learning compound words?",(http://www.learning-games-forkids-com/, vocabulary_games/compound-words* at January 20, 2015 retrieved on 10.00 am)

[11]Collin Cobuild, *English Grammar,* (Westerhil Road: HarperCollins Publishers, 1990), p. 24.

[12]Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use,* (Jakarta: Erlangga, 2001), p.24

adjectives are combined into one word to form one meaning, it can be call compound adjective. There are kindsof compound adjectives are Noun + Adjective about handmade, homesick and snow white. Adjective + adjective are about blue green and red hot. So, some lattices work of indicator is vocabulary so easy and interesting to grade eighth at SMP N 2 Padangsidimpuan.

So, teachers can best prepare their students by making lists of compound words organized by level. The students know where and how to use a word in English context. It is easy processes to teach and learn and will be happy get vocabulary. Thus, it can be conclude that compound words is an activity that can be use in teaching English. Students have more motivation using compound words and make active part in teaching learning.

c. **The Classification of Compound Words**

There are classifications of compound words:

Table 1
Example of Compound words[13]

Classifications of Compound Words	Example
1. Compound Noun	Wallpaper, playground, blackboard
2. Compound Verb	Babysit, dry clean, white wash
3. Compound Adjective	Snow white, Homesick
4. Compound Adverb	In to, through out
5. Compound Special Verb + Adverb =noun compound	Blast off, drive in

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[13] Howard Jackson, and Etienne ZeAmvela, *Words, Meaning, and vocabulary*, (Great Britain: Cassell, 2000), p.286.

Based on table above, the researcher chooses compound noun and compound adjective from the classifications of compound words. The research chooses it, because interest to explain compound noun and compound adjective to the students. Here the researcher will explain the definition of compound noun and compound adjective.

1) Compound Nouns

The second root must be a noun while the first root may be a noun, a verb, an adjective or an adverb. Refers to a group of words usually two, but sometimes more joined together into one vocabulary.[14] A list of the example of compounds nouns look the table as bellow:

Table 2
Compound noun deriving from Noun + noun

Noun	+ Noun	New Word
Sun	Light	Sunlight
Hand	Bag	Handbag
Text	Book	Textbook
Rail	Road	Railroad
Head	Master	Headmaster
Post	Card	Postcard

Based on the example above, it can be know that the students that mastery about compound noun that derive from combination Noun + Noun.

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[14] Marcella Frank, *Modern English...*p. 7

Compound noun is form from two nouns and then it creates one meaning and specific meaning.

Table 3
Compound noun deriving from Verb + Noun

Verb	+ Noun	New Word
Hang	Man	Hangman
Pick	Pocket	Pickpocket
Dare	Devil	Daredevil
Play	Ground	Playground
Work	Shop	Workshop
Cook	Book	Cookbook

Based on the example above, it can be know that the students that mastery about compound noun that derive from combination Verb + Noun. Compound noun is form from nouns and verbs then it creates one meaning and specific meaning.

Table 4
Compound noun deriving from Adjective + Noun

Adjective	+ Noun	New Word
Sweet	Heart	Sweetheart
Long	Life	Long life
Short	Hand	Shorthand
Black	Bird	Blackbird
Back	Ground	Background
Bad	Smell	Bad smell

Based on the example above, it can be know that the students that mastery about compound noun that derive from combination Adjective + Noun.

2) **Compounds Adjectives**

The second root must be an adjective and the first root may be a noun, an adjective, or an adverb. Verbs don't combine with adjectives in English. A list of the example of Compound adjectives the table as bellow:

Table 5
Compound adjective deriving from Noun + Adjective

Noun	+ Adjective	New word
Hand	Made	Handmade
Sea	Sick	Seasick
Home	Sick	Homesick
Sky	Blue	Sky blue
Snow	White	Snow white

Based on the example above, it can be know that the students that mastery about compound adjective that derive from combination Noun + Adjective. Compound adjective is adjective that make up from two or more words to create one unit vocabulary.

Table 6
Compound adjective deriving from Adjective + Adjective

Adjective	Adjective	New word
Blue	Green	Blue green
White	Hot	White hot
Dull	Grey	Dull grey
Red	Hot	Red hot

Based on the example above, it can be know that the students that mastery about compound adjective that derive from combination Adjective + Adjective. From the explanation above, it can be conclusion that there are many classifications of compound words. There are taken from most of part of speech. It is compound nounandcompound adjectives. So, the indicators of this research are compound noun and compound adjective.

d. Vocabulary Evaluation

The students can speak fluently and have a good writing if they have some vocabularies. It is also one of the factors to master English as a foreign language.Howard Jackson says "Vocabulary is the total number of words in a language and vocabulary is a list of words with their meaning".[15]One can construct some words to make sentences and for communication with other people and for reading text.

There are many reasons for testing ability. Further, the most common reason is that tests show kind of ability. Someone needs tests to find out the level of some knowledge of something. When, the teacher Make meaningful associations with new words and phrases can make vocabulary acquisition more effective and efficient.The teacher use the keyword imagery method to remember vocabulary, there are:

Step 1 : Think of a "keyword" that sounds like the new word, and imagine it as a picture.

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[15]Howard Jackson, *Words, Meaning, and Vocabulary*, (New York: The Gromwell Press, 2000), p. 118.

Step 2   : Think of a picture that describes the meaning of the new word or information.
Step 3   : Link the pictures together mentally. Crazy-linking pictures are easy to remember.[16]

The teacher uses step keyword for vocabulary, because using the keyword method creates a visual and personal association between meaning and sound. Whenever the students' can think of an appropriate keyword that sounds like the target word and students can imagine pictures that represent the keyword and target word.

Then, it is sometimes possible to determine the meaning of an unknown word from a word or phrase in the context that has an opposite meaning. Notice, in the following sentences, how a word opposite in meaning from the boldface word provides a clue to its meaning. limitations of context clues.

Although context clues are generally useful, there are two limitations:

1. Context clues seldom a complete meaning. Rather, they give you enough clues to allow you continue reading without stopping to look up the word. Mark or underline them so you can return to them later; look them up in the dictionary.
2. Context does not always work. You will find many instances in which you are unable to find a clue to the meaning of an unknown word.[17]

After researcher gives the lesson to the students through crossword puzzle technique, it is important to know how far their ability about the lesson, in vocabulary mastery. The vocabulary test will be design in order to measure the

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[16]Anna UhlChamot ,*The learning strategies Handbook*, (Ney York: Wesley Logman, 1999), p. 30.
[17]Kathleen T.McWhorter, *Efficient and Flexible Reading Third Edition*, (New York: Harper Collins*Publisher, 1992)*, p.355.

students' vocabulary mastery at grade VIII Junior High School SMP N 2 Padangsidimpuan, because testing is one of tool measure their ability. The researcher chooses essay test as a test in this research. The researcher choose it, because someone do not have to worry about subjectivity because only written and can vary in length a limited number of words to several sentences. Essay test is easy and quick for researcher to correct.

Furthermore, like as Weir states that:
The test is traditional method for getting students to produce a sample of connected writing can be divided into discrete levels, grammar, vocabulary, spelling and punctuation, and these elements can be tested separately by the use of objective tests. The stimulus is normally written and can vary in length a limited number of words to several sentence. The topics are often very general and rely heavily on the candidate providing the content out of his or her head. The candidates are not usually guided in any way as to how they are expected to answer the question.[18]

Based on explanation above, it can be conclude that essay test is a form of testing or evaluation in which respondents are ask to choose the best possible answer from the list of complete essay and the test form are simple. The researcher can use keyword or clue for the test picture to students.

2. Crossword Puzzle

a. The Concept of Crossword puzzle

Crossword Puzzle is one of the games that uses in teaching learning process. It will challenge the student's tube creative in the classroom. Crossword puzzles are a positive tool to use in the classroom, there has been little to examine and evaluate the success they provide in student learning.Crossword puzzle is a puzzle

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[18]Cyrill J. Weir, *Communicate Language Testing,* (New York: Prentice Hall, 1990), p.60.

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or wordplay which have a pattern of white and black space are to be fill with the letters that from word vertically and horizontal. Jones says that crossword puzzle solving is a much more active type of learning and will engage students with the material more than passive types of review techniques do.[19]So, crossword puzzle makes a terrific educational tool.

Crossword puzzle is a funny way to practice spelling and improve vocabulary. The student's know where and how use a word in English context. It is easy processes to teach and learn and will be happy get vocabulary. Crossword puzzle is an interesting technique to improve motivation, skill, and knowledge of students.

Based on above, can be conclude that crossword puzzle is an activity that can be use in teaching English. Crossword puzzle is a challenging that interesting funny and creative to teach and learning process. Students have more motivation using crossword puzzle and make active part in teaching learning. Besides, crossword puzzle is a technique that improve motivation, simulation and imagination of the students because it is study while play.

b. The Advantages and Disadvantages of Crossword Puzzle

The Advantages and Disadvantages of Crossword Puzzle in the classroom they are:

1. To improve students' interest in vocabulary learning process.

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[19]Kerry Jones, *Educational Games English for teaching, in Journal,* (USA: Cambridge University Press, 1995), p. 4.

2. Students' are not bored in learning English, and

3. Students' target vocabulary can be achieved.[20]

     While, crossword puzzle in teaching and learning can be easily make by teacher and present to students, students can construct, after a little practice their own crossword puzzle and exchange student with other students. Crossword puzzle is a good a way to teach and enrich vocabulary because there to provide reinforcement. The other statement advantages in use crossword puzzle:

1. They are motivation and challenging.
2. Learning a language requires a great deal of effort.
3. Crossword Puzzle helps students to make and sustain the effort of learning.
4. Crossword Puzzle provides language practice in the various skills-speaking, writing, listening, and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.
7. Crossword Puzzle usually involves friendly competition and they keep students interested in learning the language.
8. Crossword Puzzle can help them (children) learn and hang on to new words more easily.[21]

    So, it can be said that use crossword puzzle have many functions and significances. Crossword puzzle as a game in teaching technique can help teacher and students to be good in communication in subject material. It can be motivation and challenge, helps students to make and sustain the effort of learning so that their outcomes in learning vocabulary can be into very good category. And can help simulation and motivation of the students more develop in the learning material.

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[20]Hadfield, *"Advantages crosswordpuzzle?",(http://www.learningenglish_crosswordpuzzle*, at July 28, 2015 retrieved on 09.00 am)

[21]FauzanBachrie, *"SkripsiBahasaInggris Increasing" (http://fauzan-bacharie.educationalnet.com/2012/11/.html* accessed at July 28, 2015 retrieved on 10.00 am)

Beside the advantages, there are many disadvantages of use crossword puzzle in the classroom:

1. Player elimination. Players can get knocked out of the game early. Who wants to watch other people play a game?
2. Too dependent on luck. Once all the properties are bought & traded, the game is just rolling the dice until everybody goes bankrupt.
3. Doesn't scale well to the number of players.[22]

The other statements about disadvantages game of use crossword puzzle are:

1. By attracting student's interest to games, all of them were active and made noisy. So it was difficult for the teacher to control them.
2. By doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.[23]

Based on advantages and disadvantages above, it can be conclude that games of crossword puzzle can help the students to improve knowledge and give motivation to easy and interest in learning vocabulary. Students' compound words on vocabulary mastery through crossword puzzle will make students more enjoy and fun to practice language, to write English letter, easy guess new word.

c. **The Kind of Crossword Puzzle**

In teaching compound words by using crossword puzzle, there is somekinds of crossword puzzle which can be do the students, they are:

1. Oral crossword.
   The oral crossword is the crossword which is the clue is givenorally by the teacher, and the students just get the blank crossword. Only give the

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[22]*Ibid.,*accessed at July 28, 2015 retrieved on 10 a.m.

[23]Nova Pravitarus Diana, *"SkripsiBahasaInggris Increasing" (http:// Nova-Pravita-Rus-Diana educationalnet.com/2010/07/.html* accessed at July 25, 2015 retrieved on 10.00 a.m).

students the puzzle with no clues what so ever. Give theclues orally. In a foreign language class, this can be an excellentlistening activity. Tell students to fill in what they can and then repeatthe clues once more at the end.

2. Picture crossword

    Picture crossword is the crossword which is the clue consist of picture. Only give the students the puzzle with no clues. For each clue,hold up a picture. This works especially well with a unit that involves alot of new vocabulary.

3. Object crossword

    The object crossword is the crossword in which the clue iswritten on the object. Only give students the blank puzzle with noclues. Place the items around the room, each labeled with their cluenumber. Have students rotated around the room to different stations;allow them to pick up the objects as they complete the puzzle. Thistactile version of the puzzle is great for those students who are handsonlearners. This type of puzzle works well for units with a lot ofvocabulary.[24]

Based on the kinds crossword puzzle above, using crossword puzzle is wordplay using clues give many variation and contributions to the teaching and learning language process, such as make the class interesting and teaching process more effective in teaching compound words because to encourage learner more clearly and precisely, the teacher should lead the students with some exercises to at the end of the learning process.

d. The Procedure of the Crossword Puzzle

In presenting crossword puzzle, the teacher can do the variousways. The procedure of teaching crossword puzzle must make thestudents are interested to do the crossword puzzle. The various procedures are possible:

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[24]ZunitaWidyasari, *"The Use Of Crossword Puzzle To Improve Vocabulary Mastery",* *(http://Zunita Widyasari.com/2011/03/.html* accessed at September 16, 2015 retrieved on 01.00 pm).

1. The teacher gives the same crossword for each student. The teacher prepared picture in the class. They solveindividually with the help of written clues.
2. The teacher divides the class into groups. Then the teacher gives a same crossword for each group. Everyone in the group helps tosolve it. However, if there is a more active member in one group, theytend to do all the work. In otherwise, if there is a more passive memberin one group, they will difficult to do all the work.
3. Teacher gives crossword puzzle for all of students. They do the crossword individually. Then the teacher divides the class into groupsand then they work in groups. The students can share their answer tofinish their crossword in their group.
4. The teacher write crossword on the board, but no written clues. Theteacher gives clues orally and solves the crossword step by step withthe class. The class is divided into groups and each group come to theboard and writes the words in one by one.[25]

So That, the teacher can be creative in teachingcrosswordpuzzle. For example, the teacher divides the class room into groups. Then theteacher gives the same crossword puzzle about picture and written clues for each group. The group who finishedin the first time and all of the answer is right will be given a point. It canbe more interesting, if there is a prize for the winner.

B. Review of Related Findings

This research is not as beginner in this title but there is the researcher had researcher before which relevant with title below:

Tri Risky Hasibuan in the thesis is Improving students' vocabulary Mastery through Crossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan. She found that using crossword puzzle in reinforcing activity is a challenging that

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[25]Wharton, *"The Procedure Crossword Puzzle in English", (http:// Procedure-puzzle/2014/06/.html accessed at September 16th , 2015 retrieved on 01.00 pm)*

interesting funny and creative to teach and learning process, then students have more motivation using crossword puzzle and make active part in teaching learning.[26] It is proven based on calculation result was gotten 1720 word in cycle I, 2570 word in cycle II. The increasing score 91.78 is better than 84.28.

The second, WirdaHalwi in her thesis "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms". She found that studying vocabulary by using antonyms and synonyms at SD Negeri 116254 Rantojior has a significant. It is proven based on calculation result was gotten 1876 word in cycle I, 2599 word in cycle II. The increasing score 48.21 to 56 and 8.29 to 50.[27]

The last, RiaDamayanti H in her thesis "Teaching Vocabulary Through Word Search Puzzle to the Fifth Grade Students of SD N 01 NgaglikBlitarin the Academic Year 2014.[28] She found that using word search puzzle in reinforcing activity is very useful toward the improvement of students' vocabulary at elementary school with score 77,26 from score vocabulary just in 45-70 score.

From the above description, the researcher conclusion that many methods can increase the students' vocabulary mastery. Next, the researcher hopes that compound words a method can increase the students' vocabulary mastery in compound words. So, the researcher is interested to make the research about

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[26]Tri Risky Hasibuan, "Improving students' vocabulary Mastery Through Crossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan 2014" (*A Thesis*: STAIN Padangsidimpuan, 2014), p. 30.
[27]WirdaHalwi, Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 RantoJior" 2012, (*A Thesis*: STAIN Padangsidimpuan, 2012), p. 39.
[28]RiaDamayanti H, "Teaching Vocabulary Through Word Search Puzzle to the Fifth Grade student of SD N 1 NgaglikBlitar in the Academic Year 2014" (*Unpublished Thesis)'* TulungAgung:IAIN, 2014. (ipi25105.pdf) Accessed on 05 september 2015, 0n 10.00 am.

"*Improving Students' Compound Words Mastery through Crossword Puzzle at Grade VIII SMP Negeri 2 Padangsidimpuan*".

C. The Conceptual Framework

Vocabulary is very important part of language there will be no language without vocabulary. Vocabulary is one of the language aspects which should be learnt. Vocabulary is important part of language to speak, write, read and listen without vocabulary will not a language or sentence. So, since we can see speak, know about we are around will there vocabulary. Through game we will find vocabulary or all word listen, look and speak. One of games to increase vocabulary is Crossword puzzle.

A compound word it is a technique in learning vocabulary with use game especially through Crossword puzzle games, is fun for students'. Words which are form by joining two or more simple word. A compound word combines two words to make one word, make a groups which has a write many word in letter small and then combine two words so that have new word and new meaning.

Teaching English vocabulary in junior high school make a student fun with game more than open dictionary and write some words.

Based on the explanation above, conceptual frame work can be seen from the figure 1 below:
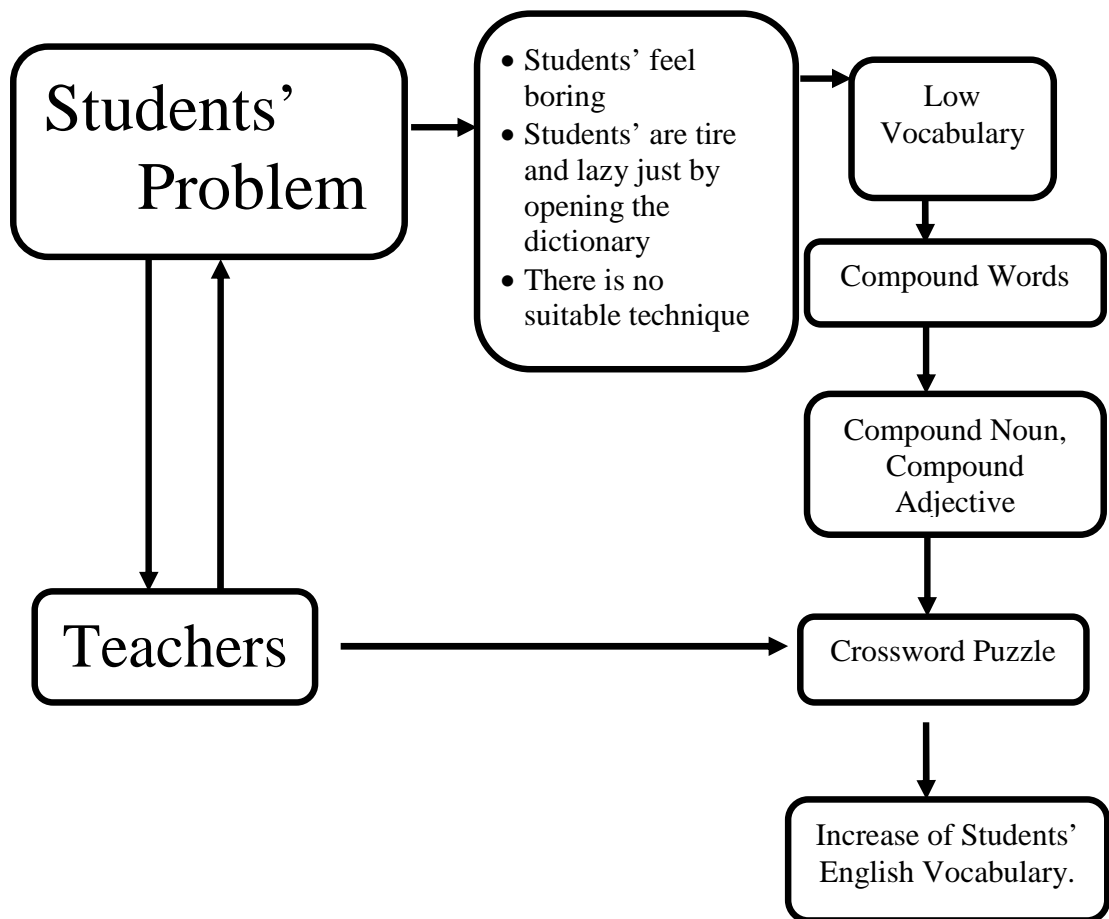
Figure 1: Research Conceptual Framework

Based on the figure 1 above, the students' problem in this research is low in English vocabulary. It can be seen from preliminary study show some of the students cannot communication even in simple utterance. Increase through crossword Puzzle to become easy get vocabulary.

D. The Hypothesis Action

The hypothesis needs to show the researcher's thinking and expectation the outcomes of the research relation to this study. The hypothesis of this research is "Crossword puzzle can improve students compound words mastery at SMP N 2 Padangsidimpuan".

CHAPTER III

RECEARCH METHODOLOGY

A. Place and Schedule of the Research

The research has been done at SMP Negeri 2 Padangsidimpuan that is location on Jl.Ade Irma Suryani No. 1 Padangsidimpuan, North Sumatera, Indonesia and the subject is Eighth grade of Senior High School. The research has been done from March 2015 until March 2016.

B. Kinds of the Research

The research used the Classroom action research. Classroom action research is research need action to repeat the problem in the part of education and be done in class area or school that purpose to revise and improve learning quality.[1] It means that the research needs action to tackle problems in education and implementation within the classroom or schools that goal to improve and enhance the quality of learning.

According Anne Burns "Classroom action research is something that many language teachers seems to have heard about, but often they have only ahazy idea what it actually is and what doing involve."[2] Furthermore, Gay and Airasian define classroom action research as follow:

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[1]Kasihanikasbolah&WayanSukarnyana, *PenelitianTindakanKelas: PTK,* (Malang: UM Press, 2006), p.10.
[2]Anne Burns, *Doing Action Research in English Language Teaching,* (Sydney: Macquarie University, 2009), p.1.

Action research is a type of practitioner research that is used to improve the practitioner's practice, action implies doing or changing something. Practitioner research means that the research is done by practitioners about their own practice. It is a process in which individual or several teachers collect evidence and make decision about their own knowledge, performance, beliefs and effects in order to understand and improve them.[3]

So, it can be concluded that classroom action research that is known by CAR is done to improve aspect of teaching or to decide appropriates of certain activities or procedures or it is undertaken in a class or school setting and absolutely done by practitioners. Accordingly, this research is conduct which is use to improve the teacher's practice in the classroom for vocabulary mastery teaching, teaching applies compound words or changing student's prior vocabulary mastery at low competence to the better competence by its criteria.

Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operated how they thought, and how well their students learnt."[4]Then, classroom action research concern to four steps; planning, action, observation, and reflection.

So, in this research, the researcher collaboration with the teacher to become a teamwork who work together to solve the students' problems in improving students' compound words mastery through crossword puzzle.

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[3]L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application,* (New Jersey: Prentice Hall, 2000), p.593.

[4] Geoffrey E. Mills, *Action Research a guide for the Teacher Researchers,* (New Jersey: Prentice Hall, 2000), p. 6.

C. The Participants

The participants were the students at Grade VIII SMP N 2 Padangsidimpuan in academic year 2014/2015 where totally 25 students. The researcher choose VIII-₉for the research classroom action research. The reason for chooses this class is because in this class, there are problems, especially in teaching learning vocabulary. The researcher would teach compound noun and compound by using crossword puzzle technique at grade VIII SMP N 2 Padangsidimpuan.

Another participant is an English teacher of SMP N 2 Padangsidimpuan. The researcher observation the executewhile the teacher is doing an action in this class. Then, teacher also helps the researcher analyze data from the observation and plans for each cycle.

D. The Instrumentations

There are three instrumentations in the research. They are:

a. Test

Test is a method of measuring a person's ability; knowledge or performance in a given domain.[5] In this research, The researcher will use vocabulary test questions or views and other tools which where use to measure skills, knowledge and mastery. Then the researcher use multiple choice test in the cycle I and show picture on the test in the cycle II, because with see the pictures students more easy to answer the question. This research, the researcher give test multiple choice about compound words. The test consists of 25 questions with

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[5] Douglas, H.Brown, *Language Assessment Principle and Classroom Practices*, (New York: Person Education, 2004), p.3.

twenty five options to prepare the student's English vocabulary. The test give for each student to find out the scores of each student's answer, the researcher give 4 scores for each item. Thus, the maximum score of the test is 100.

Table 7
Indicators of Students' Compound Word

No	Indicators	Items	Score	TotalScores
1	Compound Noun	15	4	60
2	Compound Adjective	10	4	40
		25		100

b. Observation

Observation in which the researcher took field notes on the behavior and activities of individuals at the research site. Gay and Airasian say that "field notes are the observer's record of what s/he will have been seen, heard, experienced, and thought about during an observation session."[6]There, observation is notes are the observer's record of what she/he had seen, heard, experienced, and thought about during an observation session. So, the observes the teacher, students, and the classroom process:

1. How are the students' ability in vocabulary especially about compound words; compound noun and compound adjective.

2. What difficulties of the students' in studying vocabulary especially about compound words; compound noun and compound adjective.

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[6] Mary Louse Holly, et all, *Action Research For Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merril Prentice Hall, 2005), p.144.

3. What are the technique in teaching vocabulary especially about compound words; compound noun and compound adjective.

So, the research conclude that observation is doing the research directly to the location of the research to see the location. Observation is use for looking the students and teacher' learning and teaching process in English.

c. Interview

The researcher will use the interview to know the condition of the students. Interview is a purposeful interaction usually between two people, focus on any person trying or more to get information from the other person.[7]

In this research, the researcher uses an interview to get the information from the sources of the data about condition of the students in English learning. The interview from English teacher is about the methods and systems that will often use by the teacher for making the students more comprehensive and improve English especially in vocabulary.Then, the researcher interview the students about how many vocabulary have students got until now and ask to students about ever study compound word.

In this research, the researcher used an interview to get information from sources of the data, and to collect information deeper from informant about condition of students in English teaching and learning. in this researcher interview will do to the students at grade VIII SMP N 2 Padangsidimpuan.

E. **Procedure of the Research**

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[7]Gay anndAirasion, *Education Research Competencies for Analysis and Application,* (USA: prentice hall, 2000), p. 219.

Classroom Action Research is a cycle process planning, acting, observing, and reflecting. There teacher can apply certain treatment in order to give comprehension and development to the students'. The action research follows the model that is developed by Kemis and Taggart.[8]

This action research follow the model that is developed by Kemmis and Mc Taggart:

CYCLE 1

Reflect

Plan

Observe

Action

CYCLE 2

Reflect

Rivised Plan

Observe

Action
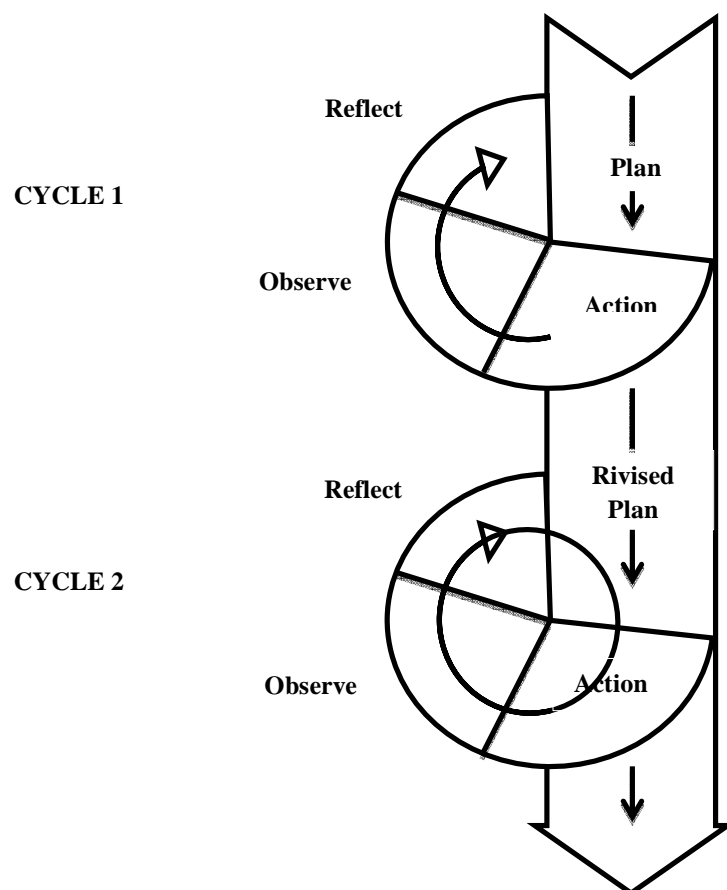
Schema 2.
Cyclical AR Model Based on Kemmis and Mc Taggart[9]

[8]Kemisdan Robin, *PenelitianTindakanKelas, (Bandung: Cipta Jay, 2001),* p. 45
[9]Anne Burns., *Op. Cit.,* p. 9.

This research has been applied two cycles. Each cycle consist of two meetings, and meeting consists of 2 X 40 minutes. So, in this research there are four meetings during research process. Each cycle consists of four steps; planning, action, observation, and reflection.

CYCLE 1: in the cycle 1, procedures of research are:

The first cycle the researcher conduct for two meetings. Every meeting do ninety minutes. The researcher observe all the activities in the classroom.

a. Planning

1) Making lesson plan that is consist of the steps of the action.

2) Prepare the facilities and media that will be use.

3) Prepare research instrument for collecting data observation and test.

4) Discussion how the compound word to be done teaching learning.

5) Prepare all material that will be need in the teaching learning process, as: lesson plan, media and value criteria.

b. Action

1) Arrange seat formation

2) Tell the purpose of learning

3) Explain the aim of the research and compound word to students.

4) Give limit discussion time for students is 30 minutes to make prediction.

5) Introduce the procedures of crossword puzzle activity.

6) Task students to execute the activity to test the students' compound words mastery.

7) Use the media to see the compound word as: Picture and laptop.

8) Discussion together the crossword puzzle done.

9) Collect the students' discussion result

c. Observation

1) Observe the teaching learning process.

2) Observe the students' compound words mastery.

3) Make note every activity and different when using compound word in learning process is do.

4) Discussion with the English teacher about the weakness or the finding activity during observation is do.

d. Reflection

1) Discussion with collaborator about the action.

2) Make any decision for the next cycle.

3) Reflect of compound word is use.

4) Reflect on the teacher learning activity.

5) Reflect on the students' learning activity.

6) Evaluation or interpret the data got from the class

CYCLE 2: in the cycle 2, the research procedures are:

a. Planning

1) Arrange lesson plan.

2) Determine the lesson material.

3) Design procedures of teaching.

4) Prepare the instrument for students, teacher and observer.

b. Action

1) Implement the new lesson plan.

2) Use dictionary to help the students do the task, and also use the text and quiz' to motivate students and get new atmosphere.

3) Explanation that the students; students' compound words mastery must be better than cycle I.

c. Observation

1) Monitor the teaching learning by use crossword puzzle in teaching learning.

2) Observe the procedure that will be arrange whether work.

3) Observe students' compound words mastery is that better than before or not

4) Make note every activity in class.

5) Discussion the problem in process learning and give solution.

d. Reflection

1) Reflect of that use in learning process.

2) Reflect of teaching activity and students learning result that use crossword puzzle in teaching compound word mastery.

3) Make the report.

E. Techniques of Data Analysis

In this research, the researcher used quantitative and qualitative data. Qualitative data is use to describe the situation during the teaching process. The process of data analysis involves make sense out of text. Involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.[10] The qualitative data is analyze from observation sheet.Quantitative data is use to analyze the score of students'. The quantitative data is collect and analyze by computing the score of students' achievement by using the vocabulary test.

To know the means of students' score for each cycle, the researcher will apply the follow formula:

$$M = \frac{\sum f X}{N}$$

where:

M   : Mean of the students

$\sum$ fX   : The frequency of students times total of scores

N   : Total of Students[11]

[10] David J. Schwartz, *The magic of Thinking Big,* (Batam: BinarupaAksara, 2007), p. 190
[11] Hartono, Statistik: Untuk Penelitian, (Yogyakarta: Pustaka Pelajar Offset, 2004), p.30.

Moreover, to count the percentage of students through Compound word Technique, the researcher use the formula as follow:[12]

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

Explanation:

P   : The percentage of students

R   : The number of students

T   : The total number of students

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[12]ZainalAqib, dkk. *PenelitianTindakanKelasuntuk Guru SMP, SMA, SMK,*(Bandung: CV YramaWidya, 2008), p.205

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

In this chapter, the researcher would like to analyze each data that has been gotten from the teaching learning process and evaluation in each cycle of this research. , In this research, it explain about the data from cycle, first condition before going to the cycle, doing the first cycle and second cycle. Then, the researcher divided research action in two cycles. Each cycle consisted of four steps. They are planning, action, observation, and reflection. Researcher here described the research steps in cycle and findings.

1. The First Cycle

The first cycle was conducted for two meetings. Two meetings here mean that it was conducted for two lesson plans and two tests (Lesson plan 1, first meeting, lesson plan 2 and second test). One meeting for two sessions, they were Lesson Plan 1 continued to First Test and Lesson Plan 2 continued to Second Test. Then, every meeting was done for 2 x 40 minutes or 80 minutes. So, two meeting were done 4 x 40 minutes or 160 minutes.

For the first, the researcher made lesson plan that would be done in each meeting. The researcher made lesson plan and material which suitable with indicator of this research. The material was about noun and adjective in the first meeting, compound noun and compound adjective in the second meeting. Before

implemented the lesson plan, the researcher took interview to know the condition of the students about learning English, so the researcher known how to implemented the lesson plan. This action research would be done with the English teacher at 8th grade of SMP Negeri 2 Padangsidimpuan. In this research English teacher was as a collaborator teacher. Collaborator teacher would observe the researcher when the researcher done action in each cycle.

In this research, the researcher used field note as observation or observation sheet 'Students' activity in teaching in learning process' in each meeting, and observation sheet for the researcher as a teacher in teaching learning process. This observation would be done by researcher and collaborator teacher when the lesson plan was done and when the researcher gave the test in the second meeting. It means that, the collaborator teacher would observe the researcher when done the action research, and researcher with collaborator teacher were together to observe the students when teaching learning process in this research was done.

For the first meeting was conducted on Monday, 25 January 2016. It was done in 8th grade of SMP Negeri 2 Padangsidimpuan, consisted of 25 students. Firstly, the researcher gave greeting to open the class, and to make relationship between students and researcher better, the researcher explained the goal or the purpose of the researcher into their class. The researcher also gave motivation, and the example about material that would be given before gave the first material.

After this, the researcher was going to the material. The researcher introduced the crossword puzzle technique to students. Then, the researcher gave material about noun and adjective, because for this meeting the first material is compound noun and compound adjective suitable with indicators. The researcher gave explanation about the differences noun and adjective with used crossword puzzle technique to make learning process was suitable with this research. This material was the new material for the students, because when the researcher gave explanation, most of the students look amazed, because they thought noun was just noun, and they didn't know before, there was compound noun. They though noun was the thing that could be touched. It could be seen that material is the first for the students.

Then, to make the students more comprehend, the researcher have one key word, and asked the students to look for the words that had relationship with the key word which has been given by researcher. For this case, the researcher gave key word like; Sport, animals, feeling, container and furniture. The researcher gave it, because to make students more easy to brainstorm or to thing about the vocabulary that had relationship with these key words. These key words were also suitable with material in their handbook.

For improving students' new vocabulary, the researcher gave stimulation with giving example noun in the classroom with key word 'Thing', it means that the researcher made answer of with key word in the whiteboard. After this, the

researcher gave other key words, and asked the students one by one to come in front of the class to write the vocabularies that had relationship with key.

In this first meeting, based on the observation sheet, in spite of the class done follow the main activity as said in the lesson plan but in class still had some problems such as; most of the students still low motivation, there are four of students become trouble makers, they made the class noisy. So that, the other of students hard to get concentration. Then, most of the students still couldn't make relationship among the key words yet and still confuse for about noun and adjective, especially in key word 'table and white'. Therefore, the researcher made lesson plan again for the second meeting in this cycle, for the other indicator.

In second meeting was done Wednesday, 27 January 2016. In this meeting, the researcher continued the first meeting. Before the researcher was going to continue material or the other indicator, the researcher gave greetings to open the class and remembering the students about material last meeting, so the material still relation. The researcher presented the material about compound noun and compound adjective are made of as suitable with indicator. The researcher gave explanation about it, and gave explanation about the differences of compound noun and compound adjective are made. The researcher make crossword puzzle were given by using uncolorto students.

For this time the students were surprise. They thought kinds of compound noun and compound adjective like the material in the last meeting. To make

students more comprehend, the researcher gave example about it. This example with gave crossword puzzle and stick crossword puzzle in the whiteboard. For this time, the researcher gave some example by using crossword puzzle. In this case, teacher gave time to the students to try and understand the crossword puzzle in the show by teacher. So, the researcher gave example from around the class and the school, and made relationship the compound noun and compound adjective, so that it make students know there are kinds compound noun and compound adjective by using crossword puzzle.

To remember the students' memory, the researcher made evaluation. Based on the evaluation most of the student still confuse in compound noun and compound adjective are made of. They were become noisy and cheat with their friends for ask the answer of vocabularies that had relationship crossword puzzle in English, because most of the students didn't bring dictionary. So, in the last, the researcher and students together answer the evaluation. The researcher gave summary about two indicators.

After this, the teacher gave instruction about the test that would be given to students. The researcher gave explanation about test, how to answer the test, and asked the students to write the name and class in their paper test. Furthermore, the test was 25 item multiple choice. On this test, students were enthusiastic and serious attention when they were answer the test, but still there were two students become trouble maker, they always borrow correction pen to

other students, so it made other students didn't concentration, especially the students who give borrowing.

Finally, based on the result of the first test in cycle 1, the researcher found that the students got score upthe students got score: 56 -68; 10 students, the students got up 72-76; 9 students, the students got score up 80-88; 6 students,. So that, the average mean score of the students got above score 75 was 44%. It could be seen that, most of students didn't pass on the minimum mastery criterion on SMP Negeri 2 Padangsidimpuan with score 75. There were 72% of the students didn't pass the minimum mastery criterion or there were 19 students. Moreover, most of the students were still confused in compound noun and compound adjective are made of, and based on the interview and observation most of the students still low motivation. It can be seen from observation sheet and first interview before action.

For those conditions, the researcher realized that the first cycle was less, or the result of first cycle was not success for improve the students' compound words mastery. It can be conclude that, the action should be repaired and change for improve students' compound word again. The researcher should change the trick or the new atmosphere in activities teaching learning process.

The repair it, the researcher done reflecting related to action research and effort that has been done in first cycle. It means that, making evaluation about teaching learning process in the first cycle and gave solution for the text cycle. So that, observation that had been done by researcher and co-teacher purposed to

find out the problem when the action or teaching learning process was done and made conclusion. Based on it and the result of the first test should be needed to repair and gave solution for improve some students that still got score in underneath of minimum mastery criterion or KKM. The last the researcher and co-teacher concluded that the first cycle should be repaired, especially in lesson plan, material, and trick or atmosphere the teaching learning process for the next cycle. To make re-planning the first cycle which resolved for the next cycle more clearly, below some problems and resolution were:

Table 9
The First Cycle Problems and Resolution

No	Problems in the First Cycle	Resolution
1.	Most of students were too enthusiastic in teaching learning process.	Teacher should motivate the students so that they should be enthusiastic, not too (agak) enthusiastic, but very enthusiastic and active.
2.	Most of the students felt difficult because this material is the first for them especially about compound noun and compound adjective	The researcher gave more explanation about the lesson plan until clearly especially about compound noun and compound adjective.
3.	The material, crossword puzzle and fill the blank questions given were not interesting and funny. They were made in the black form.So, it was monotone way.	The researcher had to change the material, crossword puzzle and fill the blank questions given became interesting and funny. They were made in the colorful form and use picture in the sentence.
4.	Students were low in compound word mastery:	Students had to have full attention in compound word mastery:
	a. Students were enough in compound noun	a. The teacher should make the students' compound word mastery in compound noun into good, even into very good category.
	b. Students were enough in compound adjective	b. The teacher explained more about compound adjective.

Finally, based on the result of the first test in cycle 1, the researcher found that the students got score up the students got score: 50 -60; 3students, the students got up 61-70; 5 students, the students got score up 71-80; 13 students, the students got score up 81-90; 2 students. So that, the average mean score of the students got above score 75 was 44%. It could be seen that, most of students didn't pass on the minimum mastery criterion on SMP Negeri 2 Padangsidimpuan with score 75. There were 72% of the students didn't pass the minimum mastery criterion or there were 19 students. Moreover, most of the students were still confused in compound noun and compound adjective are made of, and based on the interview and observation most of the students still low motivation. It can be seen from observation sheet and first interview before action. Summary based on the table, the comparison of the students compound words mastery could be seen in the following chart;

Chart 1
The Result Students' Compound Words Score of the First Test
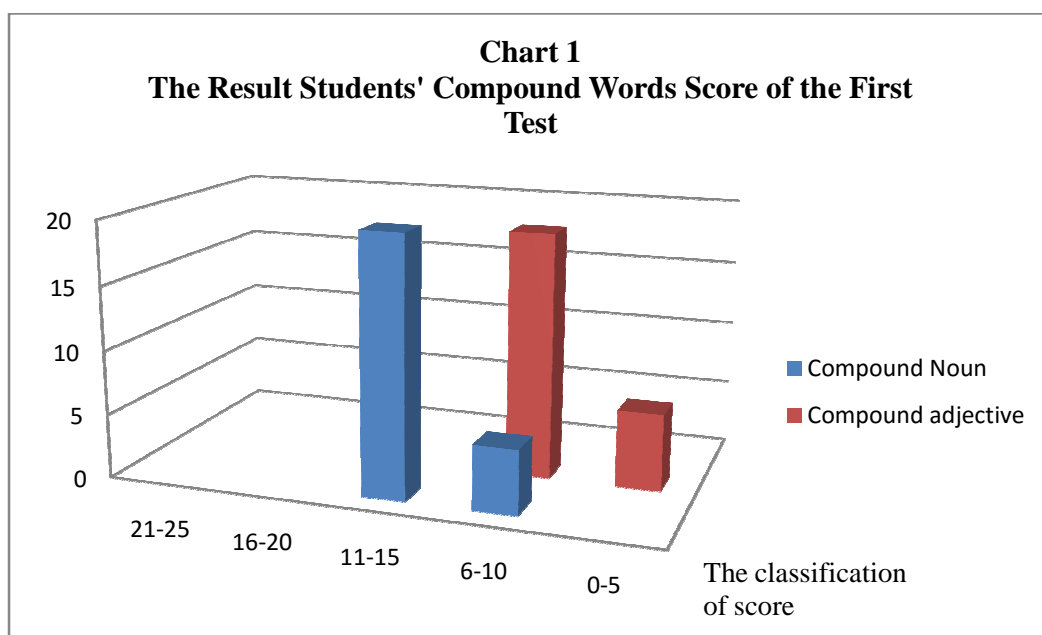
2. **The Cycle 2**

In the second cycle, there was also two meetings. Each meeting consisted of 2 X 40 minute or there was 160 minutes again. In each cycle there was also some step must do by researcher again., there were; planning revised of cycle 1, action, observation, and reflecting. The second cycle was conducted on Thursday, 28 January and Friday, 29 January 2016.

The condition on the second cycle were differing with the first cycle. The researcher made changing in this action or in teaching learning process. Based on the problem on the first cycle, the most of the students still low motivation, so that the researcher gave high motivation that had relation with their life and gave amused to make the students more interesting. The researcher also changed material with giving the picture in the board, and made a new atmosphere or made a group to make students more enthusiastic. Moreover, to make students more interested the researcher made quiz in the last meeting with a gift for the winner, and asked the students to bring dictionary.

The first meeting was conducted on Thursday, 28 January 2016. The lesson plan has been revised was done. Like as usually, the first, the researcher gave greeting to open the class, and gave motivation again to make students more enthusiastic. The researcher gave motivation to students with making feedback to students' life. The researcher made students into group. The researcher made five groups, because the students were 25, so each group.

The researcher gave pictures and sticked the picture in the board. The researcher asked to each group to look the picture for 10 minutes, and asked each group to write the name of the picture in their book. After this, the researcher asked the every group came to in front of the class to give the result that had been gotten. So, after the entire group wrote the all answer, the researcher as a teacher and the students together discussed this all vocabularies, what were the vocabularies had relation with pictures.

In the meeting, based on the observation sheet, the class was done well; there were fewer trouble makers, so the class can drive easily. Despite, the noisy exist but it came from their group to talk for finding a new word. So, the other students were easy to concentrate. Then, students could make a relationship among key word, and no more cheating to other groups. It can be seen that, the students were very enthusiastic for looking their task in each group. Then, every students has brought dictionary for helping us to find out the meaning vocabulary that had relationship with vocabularies which found from the picture.

The next, for the second meeting was conducted on Saturday, Friday, 29 January 2016. This meeting was continuity of the first meeting in cycle 2. As like as usually, to open the class, the researcher gave greeting, and give explanation about the material last meeting. The researcher also gave motivation to make students more interesting and enjoy in learning process.

Last meeting, the researcher made the learning process with group again. The researcher also made five groups. The groups was same with last meeting, because

the material was continuity. This time, the researcher made quiz to give new atmosphere again, so that the students felt interesting and enjoy when they were learning. The students seen enthusiastic, happy, and enjoy when quiz was done, because every group wanted to be a winner, and got the gift which has been prepared by the researcher. In the last, the researcher made conclusion or summary about the material and gave gift to group that became a winner to make students felt happy.

Finally, in the end of the second meeting in the second cycle, the researcher gave test. There were 25 items multiple choices for test. Before gave the test, the firstly, the researcher gave instruction how to do the test, the students more seriously to do the test, although there are one student still permit to toilet for this time.

Based on the result of the second test, the researcher got score of students' compound word was improve when the first test in the first cycle. In the first test students' mean score just 72.16 and percentage of students got above 75 was 44%, but in the second test in cycle 2 score mean of the students' compound word was 77.12 and percentage of students got score above 75 was 76% with the students got score up 60-70; 2students, the students got up 71-80; 18, and students got score up 81-90; 4 students, students got score up 91-100; 1 students.[1] It means that, the students' compound word could improve with percentage. Summary based on the

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[1] See Appendix

table, the comparison of the of the students compound words could be seen in the following chart;
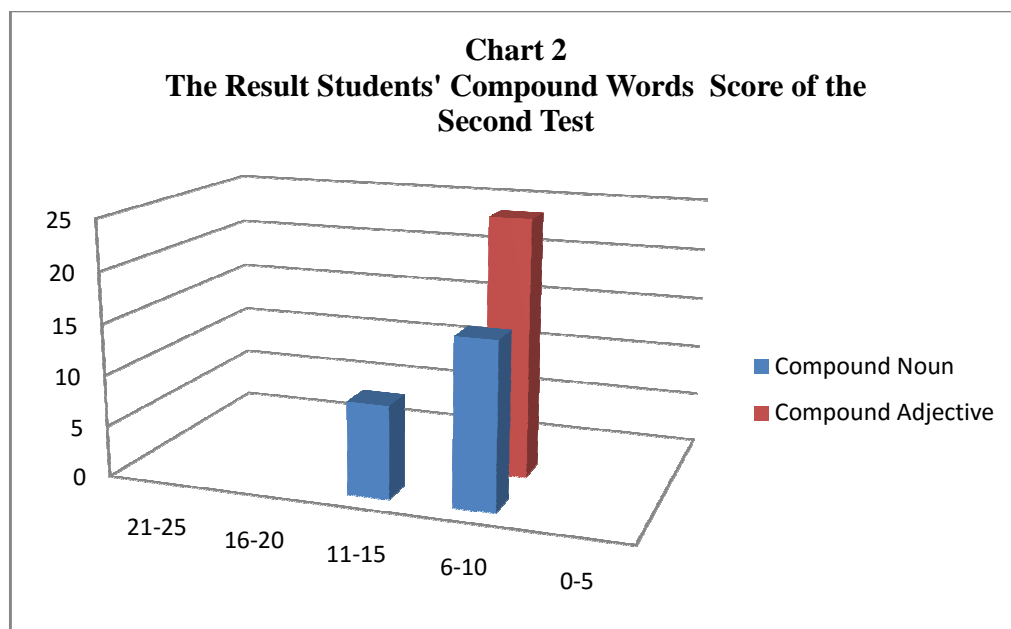
Based on the chart and table above, it could be concluded that the researcher hypothesis that crossword puzzle improved students' compound words mastery at grade VIII SMP Negeri 2 Padangsidimpuan was accepted.

B. The Comparative Result of the Action

Based on the result of action the first cycle and the second cycle, it can be conclude that, students' learning compound word could be improved through crossword puzzle. It could be seen from the result of test in first cycle and test in the second cycle. This test showed that, there was improvement. Based on percentage or average score mean of the test in first cycle or second cycle. Like as below:

Table 10
The score mean and percentage of students' compound word enrichment

No	Cycle	Score Mean	Percentage
1.	Test in the First Cycle	72.16	44%
2.	Test in the Second Cycle	77.12	76%

Based on the table above, the score means in cycle 1 was 72.16 but in second cycle, the score mean was 77.12. It means that there was improvement, because the test was 25 items, so the mean score maximum 100. It means that the means score increased 72.16 to become 77.12, it was passed the minimum mastery criterion 75, it could be seen from the percentage of students got score above 75 was 44% increased to become 76 %. In this research, there were cycles and two tests. The first test was done in the last meeting of the first cycle, and the second cycle was also done in the last meeting.

1. The First Test

The first test was done in the last meeting in the first cycle. The first test in first cycle is noun and adjective about a thing and a color in the room, tell what people or things are like by describing their quality and tell what things are made of. in this test, the students still fewer to got score above the minimum mastery criterion or KKM. This was effect of the some problem in the first cycle. They still confused about noun and adjective tell what things are made of. So, the researcher made the second cycle to improve students' compound word mastery through crossword puzzle again with other way or trick in teaching learning process.

2. The Second Test

In the second test of the second cycle, the score of students improve. Many the students got score above of minimum mastery criterion or KKM with score 75. It was improve to become 76%. There was 32 % improvement.

Based on above, it can be concluded that the researcher' hypothesis that crossword puzzle technique improved students' learning compound word mastery at grade VIII SMP N 2 Padangsidimpuan was accepted. Here is the calculation of the cycle result can be looked from the table below:

Table 11
The Result Difference score between cycle 1 and Cycle 2

No	Students' Initial Name	Score test 1 (Y)	Score test 2 (X)
1.	DCE	68	76*
2.	JM	76*	76*
3.	JRS	68	76*
4.	MCP	76*	80*
5.	PN	68	72
6.	PSA	88*	92*
7.	RRN	72	76*
8.	SDH	76*	84*
9.	SNW	72	76*
10.	TCT	84*	88*
11.	TMNP	80*	80*
12.	TS	64	76*

13.	TPS	56	64
14.	YSS	72	76*
15.	YZ	72	76*
16.	AAS	60	68
17.	AH	80*	80*
18.	ARP	80*	84*
19.	FL	68	72
20.	IHH	76*	76*
21.	MAL	68	72
22.	RAH	80*	84*
23.	RSS	76*	76*
24.	SM	64	76*
25.	ZL	60	72
Total/N		**1804/25**	**1928/25**
Mean		**72.16**	**77.12**
Percentage		**44%**	**76%**

The students who passed the minimum Mastery Criterion (KKM)= 75

From analysis above the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (77,12/76%) is greater than first cycle (72,16/44%). It shows that "Crossword puzzle improved students' compound word mastery at grade VIII SMP Negeri 2 Padangsidimpuan".

So, this crossword puzzle technique created a good environment in teaching learning vocabulary mastery in which students became active and enthusiastic in

the process of getting new vocabularies, so that the students' compound words mastery expanded. Summary based on the table, the comparison of the students compound word mastery could be seen in the following chart;
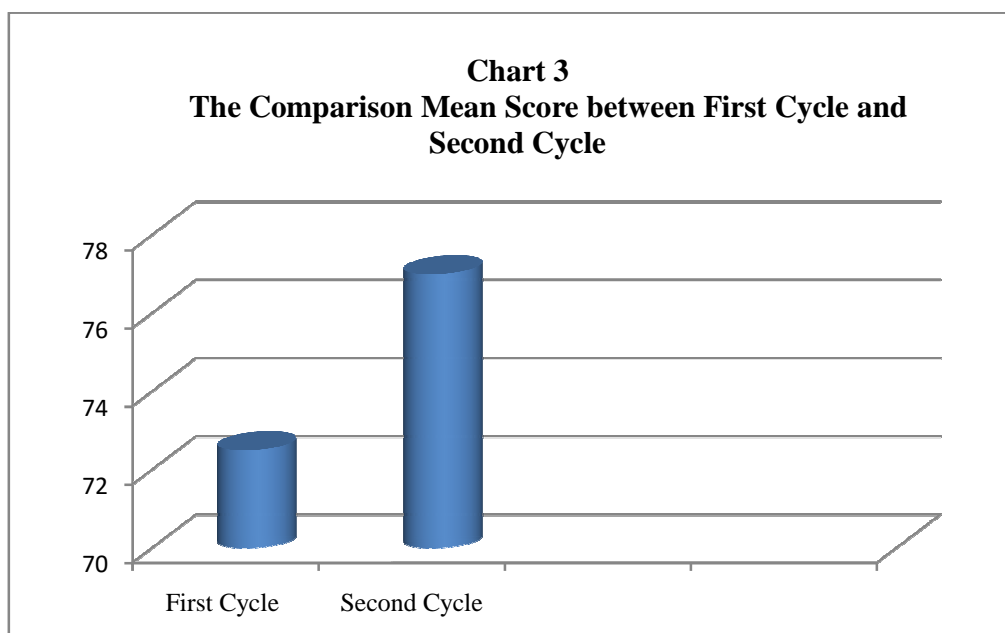
Chart 3
The Comparison Mean Score between First Cycle and Second Cycle

Based on the chart and table above, it could be concluded that the researcher hypothesis that crossword puzzle technique can improved students' compound word mastery at grade VIII SMP negeri 2 Padangsidimpuan was accepted.

C. Discussion of Research Findings

Teaching vocabulary by using crossword puzzle can make learning process interest, make students understand the meaning and spelling of words in English, make students have ability to communicate with other, and make students express

their ideas in English. In using crossword puzzle technique should maximize opportunity to the students to use target language for meaningful purpose; with attention on the message the students have many vocabularies rather than always looking to their dictionary. Especially when students thought picture, they could make it in one concept. Using crossword puzzle was the concept that was given to students for makingstudents could know the one words with look picture, and it made students more innovative and more focused. The teacher gave various topics to expand the students' compound word mastery and enlarge their funny material. After making the studentsfeel funny in learning the language, it seems advisable to challenge them get their many new vocabularies. By using crossword puzzle technique, the students compound word mastery would improve.

Furthermore based on the related finding in this research, crossword puzzle technique is a technique in teaching compound word mastery, like as in related finding; thesis of Tri Risky Hasibuan in Institute for Islamic Studies, the title of thesis is "Improving Students' Vocabulary Mastery ThroughCrossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan. the research design was classroom action research (CAR). He said Theproblems in vocabulary mastery, the problems were the students did not pay attention to the time given. They could not manage the time well and effectively. Sometimes they used their time only to see dictionary the difficult instruction without paying attention the discussion. Therefore, the time for each group was not enough to discuss their task.Their vocabulary was poor, so although they know what the answer is but they cannot express them in English.

They used Indonesian language.This research conducted was two cycle. From the first and the second cycle, there were percentages in answering test. It is from 62.14% to become 91.78%[2].

The last, thesis of WirdaHalawi improving students' vocabulary mastery using Antonyms and Synonyms at grade V SD negeri 116254 Rantojior has a significant. The problems, were the students could not manage the time well and effectively, the students used English in discussion but sometimes their vocabulary was not correct or even they could not express their idea, the students' vocabulary was poor. It based on the research, it was concluded that improved students' compound words at Senior High School at grade VIII. The increasing scores 48.21 to 56, and 8.29 to 50. There were was gotten 1876 word in first cycle and 2599 in second cycle.[3]

The researcher has done the research and found that the students' compound words was low before using crossword puzzle technique. After doing the observation, researcher found the problem. Researcher found that many problems to compound words mastery. Students have limited vocabularies; students as reader get misunderstanding about the information in the test. They cannot take content, or purpose of the test. Therefore, the students did not comprehend the test when they are answer. It was because technique that used in

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[2]Tri Risky Hasibuan, "Improving students' vocabulary Mastery Through Crossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan 2014" (*A Thesis*: STAIN Padangsidimpuan, 2014), p. 58.

[3]WirdaHalawi, "Improving Grade V Vocabulary Mastery Using Antonym and Synonims at SD Negeri116254 RantoJior" (*A Thesis*: STAIN Padangsidimpuan, 2013), p. 54

teaching compound word was boring, because teacher only used dictionary in teaching vocabulary. So that students' motivation in learning English especially in vocabulary was low. From the problem, researcher tried to give the treatment applying crossword puzzle technique. The result of the treatment to students' compound words was increase. It means crossword puzzle based instruction technique was suitable to improve students' compound words mastery. Could be seen from the score means in first cycle was 72.16 but in second cycle, the score mean was 77.12. It means that there was improvement, because the test was 25 items, so the mean score maximum 100. It means that the means score increased 72.16 to become 77.12, it was passed the minimum mastery criterion 75, it could be seen from the percentage of students got score above 75 was 44% increased to become 76 %. In this research, there were cycles and two tests. The first test was done in the last meeting of the first cycle, and the second cycle was also done in the last meeting. So, the hypothesis was accepted. Finally, there was an students' compound words mastery through crossword puzzle.

Finally, the research findings of this research was students' compound word mastery through crossword puzzle technique can improve. It means that, students' compound word mastery through crossword puzzle at grade VIII SMP Negeri 2 Padangsidimpuan is satisfactory. It can be seen from the result of data analyze was increase of each cycle that has been gotten.

D. The Threats of the Research

When doing the research, the researcher found that some threat in this research. The first, based on the observation sheet, the researcher found that students still low motivation to study English. Because of most of the students in the first cycle didn't have full attention and looks confuse when the teaching learning process. So, the researcher tried to give them high motivation and made it in amusing case, the result, students more interest, felt happy, and also enjoy in teaching learning process.

When the action research was done, still there were some students become trouble makers. It made another students didn't concentration. The researcher felt difficult to handling the class, because they didn't hear the researcher as a teacher when explain the material, the result most of the students didn't understand or confused with material. Because of that, researcher makes one solution. The researcher gave more attention to them. They researcher asked them about where was the material didn't understand yet. The researcher was as a teacher in this research. She was also as an observant, although English teacher was as a collaborator. The collaborator observed the researcher when the researcher doing action, when to observe the students the researcher was observant with collaborator teacher helped. The data was taken by test with any objective assessment. The action of the lesson plan also should be effective and efficient. So, the researcher

concludes that the result of this research should be objective, and all the activities

of this research should be presented in thereal situation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the classroom action research, it could be concluded that using crossword puzzle could improve students' learning compound words at grade VIII SMP Negeri 2 Padangsidimpuan. the technique attracts or motivates the students and can give positive effect on students' achievement to improve their compound words mastery. It based on the students' learning vocabulary, the mean score in the first cycle was 72.16 (44%) and in second cycle was 77.12 (76%).It could be seen by the calculation result of t_o= 33.51, t_{table} with df =24, level of significance in t table 5 % is 2.06.it can be know that the result of t_0 is bigger than t_t, it is 33.51>2.06.It could be concludedthat, the application of crossword puzzle could improve students learning compound words at grade VIII SMP Negeri 2 Padangsidimpuan.

B. Suggestion

Based on the explanation of the conclusion, it had been described using crossword puzzle improved students' learning compound word, and the implication of the result goes to English teachers of Junior High School. In addition, the English teachers can use crossword puzzlein teaching and learning process in the classroom. Because by using crossword puzzle, the students could improve their vocabulay in learning compound words.

The suggestions are special for the teachers, students and other researchers. The suggestions would be explained as follow:

1. For the teacher, it is to use crossword puzzle and use picture in teaching learning process. Because the important thing of this research is to make the students learning vocabulary improvement.

2. For the students, it is good to make the students more interactive and can use many expressions in using crossword puzzle to learn compound words

3. The teacher should be more creative in delivering the new word which can motive students to memorize..

For other researcher, it is needed to expand the findings for literature the source. Getting information much more than this result will give comprehension about the English teaching. So, with all the research limitation, it must be omitted in the other related research.

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LESSON PLAN IN CYCLE 1
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

NAMA SEKOLAH : SMP N 2 PADANGSIDIMPUAN
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER :VIII / II
ASPEK/ SUB SKIL : COMPOUND WORDS
ALOKASI WAKTU : 4 x 40MENIT(2 x Pertemuan)

A. **Standar Kompetensi** :

1) Menemukan *New Vocabulary*/ Kosa kata baru yang telah dikombinasikan dengan kata yang lain sehingga memiliki satu makna atau arti/ *Compound word* yang telah di berikan oleh guru.

B. **Kompetensi Dasar** :

1) Siswa mampu menemukan *New Vocabulary* dalam bentuk *Adjective*/ kata sifat dan bentuk *Noun/* kata benda baru yang berhubungan dengan menggabungkan kata/ *Compound word* yang telah diberikan oleh guru.

2) Siswa mampu membentuk *New Vocabulary* dengan menggabungkan kata/ *Compound word* yaitu *Noun* dengan *Adjective* yang telah diberikan oleh guru.

C. **Indikator** :

1) Menemukan*New Vocabulary* dalam bentuk *Compound Noun.*

2) Menemukan*New Vocabulary* dalam bentuk*Compound Adjective.*

3) Mengetahui dan memahami pengertian dan perbedaan dari kedua jenis compound words tersebut.

D. **Tujuan Pembelajaran** :

1) Siswa mampu menemukan*New Vocabulary* dalam bentuk *Compound Noun*

2) Siswa mampu menemukan*New Vocabulary* dalam bentuk *Compound Adjective*

3) Siswa mampu mengetahui dan memahami pengertian dari jenis compound tersebut.

E. **Materi Pembelajaran** :Compound Noun and Compound Adjective

Crossword Puzzle is a game in which you have to fit words across and downwards into spaces with numbers in a square diagram. You find the words by solving clues.

1. Postcard	11. Badboy
2. Toothbrush	12. Doorprice
3. Rainbow	13. Firefly
4. Playground	14. Cupboard
5. Bedroom	15. Homesick
6. Snowball	16. Downcast
7. Hotdog	17. Snow white
8. Cupcake	18. World Famous
9. Cowboy Airport	19. Whiteboard
10. Sky Blue	20. Handmade

F. **Trategi Pembelajran** : Usingcrossword puzzle

G. **Langkah-langkah Kegiatan**

1. Pertemuan Pertama

   a. Kegiatan Awal *(Pre-Teaching 10 menit)*

      1) Greeting (memberisalam dan berdo'a)

      2) Mengabsen siswa

      3) Memberi motivasi kepada siswa

4) Memberi pentunjuk dan menjelaskan materi yang akan dipelajari serta strategi yang akan digunakan.

b. Kegiatan Inti *(During-Teaching 60 menit)*

1) Dipertemuan pertama guru memberikan penjelasan materi tentang noun and adjectivedidapan kelas.

2) Guru memintasiswa untuk menunjukkan contoh noun dan adjective yang ada didalam lokal.

3) Meminta siswa untuk menggolongkan kata-kata yang telah ditemukan itu termasuk jenis noun atau adjective ?

4) Melibatkan siswa secara aktif dalam kegiatan pembelajaran.

c. Kegiatan Akhir *(Post-Teaching 20 menit)*

1) Siswa diminta membuat rangkuman tentang materi yang dipelajari.

2) Menyampaikan rencana pembelajaran pada pertemuan berikut.

3) Berdo'a di akhir pembelajaran.

2. Pertemuan kedua

a. Kegiatan Awal *(Pre-Teaching 10 menit)*

1) Greeting (memberi salam dan berdo'a)

2) Mengabsen siswa

3) Memberi motivasi kepada siswa

4) Memberi pentunjuk dan menjelaskan sedikit materi yang akan dipelajari tentang materi terdahulu dengan menggunakan strategi yang sama.

b. Kegiatan Inti *(During-Teaching 60 menit)*

1) Gurumemberikan penjelasanmateri dari kedua jenis compound noun and compound adjective didepan kelas.

2) Guru memberikan contoh dipapan tulis tentang compound noun atau compound adjective.

3) Guru meminta siswa untuk menunjukkan contoh compound noun dan compound adjective yang ada didalam kelas

4) Guru memberikanteka-teki silang atau crossword puzzle yang sama kepada siswa dalam menjawab pertanya secara individu dengan mengikuti petunjuk yang tertulis.

5) Guru menempelkan teka-teki silang atau crossword puzzle didepan papan tulis, dan menjelaskan secara lisan kepada siswa maksud dari pertanyaan.

6) Setelah itu, guru memberikan beberapa *key word,* lalu menyuruh satu persatu siswa secara bergantian untuk mengisi teka-teki silang ataucrossword puzzle yang sudah disiapkan dipapan tulis.

7) Guru bertanya kepada siswa tentang materi yang sudah dijelaskan selama 30 menit.

c. Kegiatan Akhir *(Post-Teaching 20 menit)*

1) Siswa diminta membuat rangkuman tentang materi yang dipelajari

2) Menyampaikan rencana pembelajaran pada pertemuan berikut

3) Berdo'a di akhir pembelajaran

H. ALAT DAN SUMBER BELAJAR

1. Alat : whiteboard, kamus

2. Sumber belajar :

a. English Alive Junior High School for Grade VIII

b. Picture, objek sekitar relevan

c. Internet

I. PENILAIAN

1) Tehnik   : Merespon Pertanyaan secara tertulis

2) Bentuk   : Pertanyaan tertulis

3) Instrument :Melengkapi kata dengan menggunakan puzzle tentang compound noun dan compound adjective.

J. The Indicator of Value (Vocabulary Mastery)

No	Indicator	Items	Number Items	Score	Total Score
1.	Compound Noun	5	1,2,3,4,5,8,9,12,13,14	5 items X 5 scores	50
2.	Compound Adjective	5	6,7,10,11,15,16,17,18,19,20		50
					100

Complete/ essay test puzzle for each students in the last meeting.

COMPOUND

Room	Card	Fire	Play	Bed	Cast	Door
Bad	Made	Snow	Board	Cup	Hot	Cow
Famous	Rain	Tooth	Bad	Rain	Port	

ACROSS CLUES

1. .... Card
4. .... Ground
5. . ... Room
7. .... Dog
8. .... Cake
10. . ...Blue
12. ....Price
13. .... Fly
14. .... Board
15. .... Sick
17. .... White
20. . ...Made

DOWN CLUES

2. …………………… Brush
3. …………………… Bow
6. …………………… Ball
9. …………………… Boy
11. ………………… Boy
16.………………….. Cast
18. ………………….. Famous
19. ………………….. Board

K. KEY ANSWER:

Crossword puzzle answer grid:

Across
- 1. POSTCARD
- 4. PLAYGROUND
- 5. BEDROOM
- 7. HOTDOG
- 8. CUPCAKE
- 11. BADBOY
- 13. FIREFLY
- 14. CUPBOARD
- 15. HOMESICK
- 17. SNOW WHITE
- 20. HANDMADE

Down
- 2. TOOTHBRUSH
- 3. RAINBOW
- 6. SNOWBALL
- 9. COW
- 10. SKYBLUE
- 12. DOORPOST
- 16. DOWNCAST
- 18. WORLDFAMOUS
- 19. WHITEBOARD
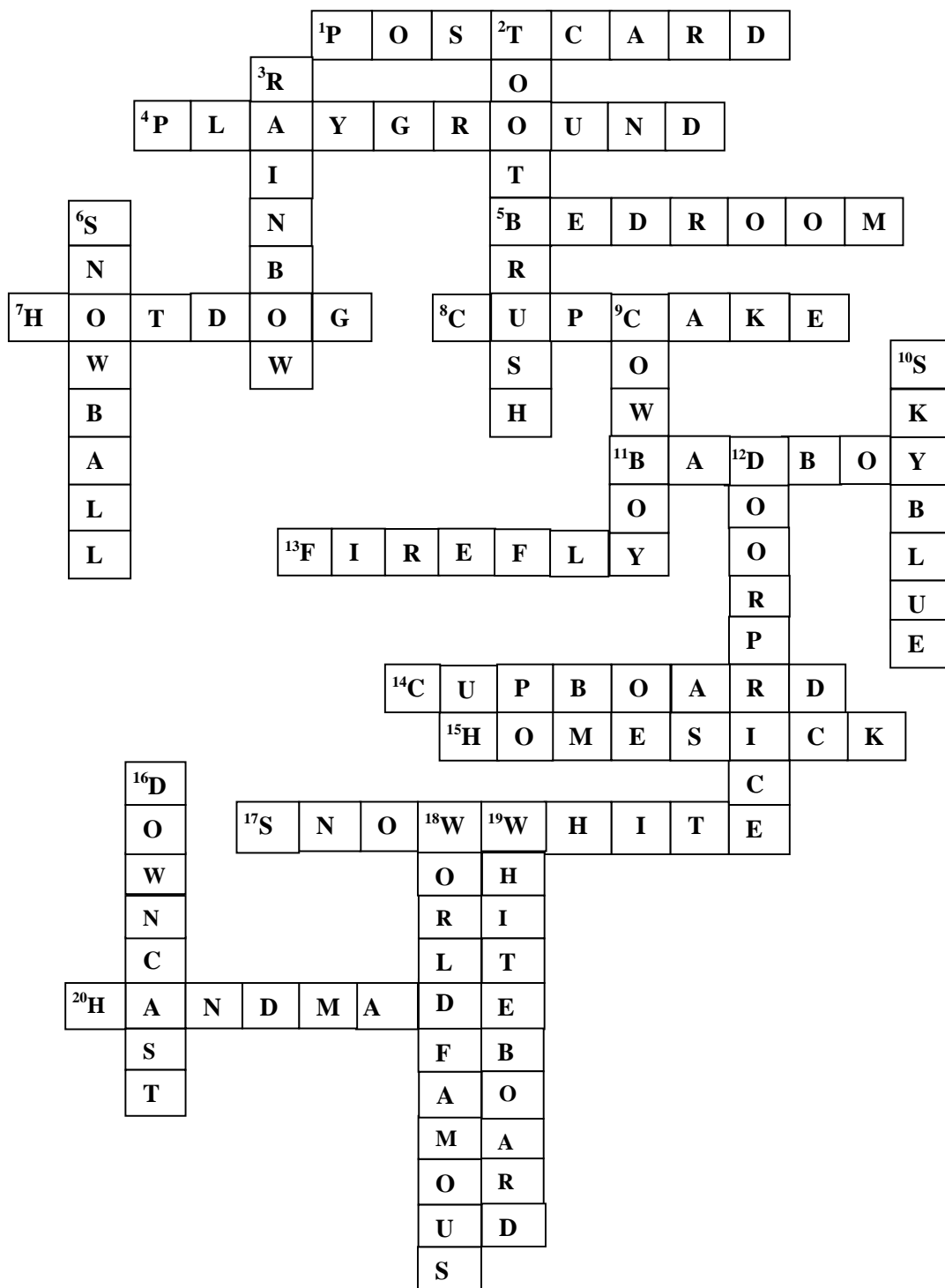
L. Pedoman Penilaian

   a. Untuk setiap soal diberi skor 1

   b. Jumlah skor maksimal x 5 = 2

   c. Nilai maksimal = 100

   d. Nilai siswa : <u>Skor Peroleh</u> x 100

                 Skor Maksimal

   e. Menghitung Nilai rata-rata siswa $M = \frac{\sum fX}{N} \times 100\%$

     Where :

     M   : Nilai rata-rata siswa

     $\sum fX$: Total skor

     N   : Jumlah siswa

                              Padangsidimpuan,   Februari 2016

Guru Mata Pelajaran As Collaborators   **Peneliti**

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LESSON PLAN IN CYCLE II
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

NAMA SEKOLAH	**: SMP N 2 PADANGSIDIMPUAN**
MATA PELAJARAN	**: BAHASA INGGRIS**
KELAS/SEMESTER	**: VIII/ II**
ASPEK/ SUB SKIL	**: COMPOUND WORDS**
ALOKASI WAKTU	**: 4 x 40MENIT(2 x Pertemuan)**

A. Standar Kompetensi :

1) Menemukan *New Vocabulary*/ Kosa kata baru yang telah dikombinasikan dengan kata yang lain sehingga memiliki satu makna atau arti/ *Compound word* yang telah di berikan oleh guru.

B. Kompetensi Dasar :

1) Siswa mampu menemukan *New Vocabulary* dalam bentuk *Adjective*/ kata sifat dan bentuk *Noun/* kata benda baru yang berhubungan dengan menggabungkan kata/ *Compound word* yang telah diberikan oleh guru.

2) Siswa mampu membentuk *New Vocabulary* dengan menggabungkan kata/ *Compound word* yaitu *Noun* dengan *Adjective* yang telah diberikan oleh guru.

C. Indikator :

1) Menemukan*New Vocabulary* dalam bentuk *Compound Noun.*

2) Menemukan*New Vocabulary* dalam bentuk *Compound Adjective.*

3) Mengetahui dan memahami pengertian dari kedua jenis compound words tersebut.

D. Tujuan Pembelajaran :

1) Siswamampu menemukan*New Vocabulary* dalam bentuk *Compound Noun*

2) Siswamampu menemukan*New Vocabulary*dalam bentuk *Compound Adjective*

3) Siswa mampu mengetahui dan memahami pengertian dari jenis compound tersebut.

E. Materi Pembelajaran : Quiz Menebak kosa kata berdasarkan bantuan gambar menggunakan crossword puzzle.

F. Trategi Pembelajran : Usingcrossword puzzle

G. Langkah-langkah Kegiatan

1. Pertemuan Pertama

a. Kegiatan Awal (Pre-Activities)

1) Greeting (memberi salam dan berdo'a)

2) Mengabsen siswa

3) Memberi motivasi kepada siswa

4) Memberi pentunjuk dan menjelaskan materi yang akan dipelajari serta strategi yang akan digunakan.

b. Kegiatan Inti (Whylist-Activities)

1) Guru memberikan pengenalan dalam penggabungan sebuah kata compound noun and compound adjective menggunakan bantuan objek gambar yang ditempelkan oleh guru dipapan tulis.

2) Guru memberikan teka-teki silang ataucrossword puzzle yang sama kepada siswa kemudian menyiapkan beberapa gambar untuk membantu dalam menjawab pertanyaan secara kelompok dengan mengikuti petunjuk yang tertulis.

3) Guru mengintruksikan untuk membuat kelompok kecil diantara siswa, setiap kelompok maksimal 5-6 orang.

4) Guru menempelkan teka-teki silang atau crosswordpuzzle didepan papan tulis, dan menjelaskan secara lisan kepada siswa maksud dari pertanyaan.

5) Setiap kelompok diberi waktu 10 menit untuk memperhatikan petunjuk yang tertulis, setiap kelompok harus bekerja samadengan tim dalam menjawab serta mengisi teka-teki silang atau crossword puzzle supaya semua anggota aktif.

6) Selain itu siswa juga mencari kosa kata baru yang berhubungan sesuai dengan kedua jenis compound words yang telah dipelajari di cycle 1.

7) Setelah itu masing-masing kelompok akan menuliskan hasil jawaban mereka ke papan tulis menggunakan teka-teki silang ataucrosswordpuzzle yang sudah disediakan. Sehingga, akan tampak penggabungan kosa kata yang bervariasi dari setiap kelompok.

c. Kegiatan Akhir (Post-Activities)

1) Siswa diminta membuat rangkuman tentang materi yang dipelajari

2) Menyampaikan rencana pembelajaran pada pertemuan berikut

3) Berdo'a di akhir pembelajaran

2. Pertemuan kedua

a. Kegiatan Awal (Pre-Activities)

1) Greeting (memberi salam dan berdo'a)

2) Mengabsen siswa

3) Memberi motivasi kepada siswa

4) Memberi pentunjuk dan menjelaskan sedikit materi yang akan dipelajari tentang materi terdahulu dengan menggunakan strategi yang sama.

b. Kegiatan Inti *(During-Teaching 60 menit)*

1) Guru membentuk kelompok kecil yaitu berkisar 5-6 orang. Setelah itu guru membuat formasi duduk yang tepat untuk quiz tebak gambar.

2) Dimana quiz ini adalah menggunakan bantuan gambar yang diambil sebagian dari materi yang sudah dipelajari, dengan mengisi teka-teki silang yang ada didepan papan tulis secara perkelompok.

3) Contoh; guru memberikan beberapa gambar yang akan digabungkan sehingga memiliki satu arti seperti: menjadi football yaitu sepakbola. Setelah itu guru meminta siswa untuk mengisi teka-teki silang yang ada dipapan tulis apakah jawaban sesuai dengan kolom yang tersedia. Siswa akan berebutan untuk mengisi teka-teki silang yang di ada dipapan tulis dengan cara tunjuk tangan untuk mendapatkan score bagi kelompoknya, atau sebaliknya, guru memberikan *key word*, dan siswa yang akan memberikan tebakan kata dari gambar tersebut akan mendapatkan score tambahan untuk kelompoknya.

c. Kegiatan Akhir *(Post-Teaching 20 menit)*

1) Siswa diminta membuat rangkuman tentang materi yang dipelajari

2) Menyampaikan rencana pembelajaran pada pertemuan berikut

3) Berdo'a di akhir pembelajaran

H. Alat dan Sumber Belajar

1. Alat : whiteboard, kamus, objek gambar

2. Sumber belajar :

a. English Alive Junior High School for Grade VIII

b. Picture, objek sekitar relevan

c. Internet

I. Penilaian

1) Tehnik : Merespon Pertanyaan secara tertulis

2) Bentuk : Pertanyaan tertulis

3) Instrument :Menebak dua gambar menjadi satu makna menggunakan puzzle

- Quiz :

Tebaklah gambar dibawah ini dengan menggunakan puzzle:

1. + =

2. + =

3. The man is a ?

4. + =

5. + =

6. + =

7. + =

8. This is a ?

9. + =

10. + =
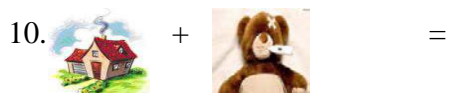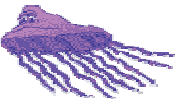
11. + =

12. This is an animal ?

13. + =

14. + =

15. This is Live in the sea=

16. + =

17. + =

18. This is an animal ?

19. + =

20. + =

J. KEY ANSWER :

¹B	I	R	D	H	O	M	E	
²S	N	O	W	W	H	I	T	E
³P	O	S	T	M	A	N		
⁴B	A	T	H	R	O	O	M	
⁵F	O	O	T	B	A	L	L	
⁶B	U	T	T	E	R	F	L	Y
⁷S	U	N	F	L	O	W	E	R
⁸T	O	O	T	H	B	R	U	S	H
⁹S	E	A	L	I	O	N		
¹⁰H	O	M	E	S	I	C	K	
¹¹G	O	L	D	F	I	S	H	
¹²R	A	T	T	L	E	S	N	A	K	E
¹³R	A	I	N	B	O	W		
¹⁴C	U	P	C	A	K	E		
¹⁵J	E	L	L	Y	F	I	S	H
¹⁶H	O	T	D	O	G			
¹⁷W	H	I	T	E	B	O	A	R	D
¹⁸F	U	L	L	F	R	O	G	
¹⁹P	I	N	E	A	P	P	L	E
²⁰P	E	A	N	U	T			

K. Pedoman Penilaian

a. Karena soal adalah quiz, maka untuk setiap soal diberi skor 100 setiap jawaban benar.

b. Nilai siswa sesuai dengn hasil kelompok.

Padangsidimpuan, Februari 2016

Guru Mata Pelajaran As Collaborators   **Peneliti**

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APPENDIX VII

STUDENTS' COMPOUND WORDS OF THE FIRST TEST

No.	The Initial of Students	Compound Noun (15)	Compound Adjective (10)	Test Score
1.	DCE	11	6	68
2.	JM	12	7	76*
3.	JRS	11	6	68
4.	MCP	12	7	76*
5.	PN	12	5	68
6.	PDA	14	7	88*
7.	RRN	11	7	72
8.	SDH	13	6	76*
9.	SNW	13	5	72
10.	TCT	11	5	84*
11.	TMNP	12	9	80*
12.	TS	9	7	64
13.	TPS	8	6	56
14.	YSS	13	5	72
15.	YZ	12	6	72
16.	AAS	9	6	60
17.	AH	14	6	80*
18.	ARP	13	7	80*
19.	FL	11	6	68
20.	IHH	12	7	76*
21.	MAL	12	5	68
22.	RAH	14	6	80*
23.	RSS	10	9	76*
24.	SM	11	5	64
25.	ZL	9	6	60
Total	**N=25**	**SUM**		**1804**
MEAN SCORE				**72.16**
PERCENTAGE				

The Researcher calculated the score by using the following formula:

a. The mean score

formula: $M = \dfrac{\Sigma FX}{N}$

$M = \dfrac{1804}{25}$

$M = 72.16$

b. Percentage of students got score above 75:

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

$$P = \frac{11}{25}X\ 100\ \%$$

$$P = 44\%$$

APPENDIX VII

STUDENTS' COMPOUND WORDS OF THE SECOND TEST

No.	The Initial of Students	Compound Noun (15)	Compound Adjective (10)	Test Score
1.	DCE	10	9	76*
2.	JM	9	10	76*
3.	JRS	10	9	76*
4.	MCP	11	9	80*
5.	PN	10	8	72
6.	PDA	13	10	92*
7.	RRN	12	7	76*
8.	SDH	11	10	84*
9.	SNW	10	9	76*
10.	TCT	12	10	88*
11.	TMNP	10	10	80*
12.	TS	9	10	76*
13.	TPS	9	7	64
14.	YSS	10	9	76*
15.	YZ	10	9	76*
16.	AAS	10	7	68
17.	AH	11	9	80*
18.	ARP	11	10	84*
19.	FL	10	8	72
20.	IHH	10	9	76*
21.	MAL	10	8	72
22.	RAH	13	8	84*
23.	RSS	10	9	76*
24.	SM	11	8	76*
25.	ZL	10	8	72
Total	**N=25**	**SUM**		**1928**
MEAN SCORE				**77.12**
PERCENTAGE				

The Researcher calculated the score by using the following formula:

c. The mean score

Where:

formula: $$M = \frac{\Sigma FX}{N}$$

$$M = \frac{1928}{25}$$

$$M = 77.12$$

d. Percentage of students got score above 75:

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

$$P = \frac{19}{25} X\ 100\ \%$$

$$P = 76\%$$

APPENDIX III

TEST IN CYCLE I

Nama :

Class :

Say Basmallah before doing the test

Petunjuk:

1. Bacalahpertanyaanberikutdenganseksama!
2. Apabilapertanyaankurangjelas, tanyakanlangsungpadapengawas.
3. Lingkarilahjawabansesuaidenganpendapatanda.
4. Waktu yang tersediahanya 60 menit.

1. The dog ran out of the backyard, from the sentences which one compound noun ?
   a. Dog ran   c. Of the
   b. Backyard   d. The dog

2. Did you see the beautiful rainbow yesterday? The sentences which one Compound noun ?
   a. Rainbow   c. Beautiful
   b. Yesterday   d. You see

3. I love to watch my brother play football on Friday nights. Which one the sentences Compound noun ?
   a. Brother   c. Football
   b. Nights   d. Friday

4. Select the word that makes a compound noun with "Base" is the word . . . . .
   a. Case   c. State
   b. Fall   d.Ball

5. Select the word that makes a compound noun with "Gold" is the word . . . . .
   a. Watch   c. Nugget
   b. Fish   d. Charm

6. Select the word that makes a compound noun with "High" is the word . . . . .
   a. Speed   c. Way
   b. Light   d. Tide
7. Select the word that makes a compound adjective with "Over" is the word . . . . .
   a. All   c. Look
   b. Board   d. All of the above

8. I usually take a . . . . . to work so I can clean my teeth thoroughly after I have eaten my lunch.
   a. Toothbrush
   b. Toothpick
   c. Toothpaste
   d. Toothhand

9. My wife will let me listen to classical music only if I agree to wear my . . . . .
   a. Headlamps
   b. Headphones
   c. Headdress
   d. Headlights

10. It is very dangerous for small children to play with . . . . .
    a. Toothbrushes
    b. Toothpicks
    c. Toothaches
    d. Toothpaste

11. On the way to school you see a colorful fluttering insect. What did you just see ? margarine + to soar = a colorful fluttering insect
    a. Buttercup
    b. Butterfly
    c. Firefly
    d. Flycatcher

12. Doni go to school by motorcycle . . . . .
    a. Everynight
    b. Everyday
    c. Everytime
    d. Everything

13. Dina always say . . . . . to her sister if go to school.
    a. Carefull
    b. Carelight
    c. Carethrow
    d. CareSide

14. I like with you because you have characteristic . . . . .
    a. Childhand
    b. Childproof
    c. Childlike
    d. Child Mark

15. I call . . . . . for take care of my mother.
    a. Babysitter
    b. Babysheet
    c. Timecard
    d. Bottleneck

16. We make . . . . . when we list email in internet.
    a. Key word
    b. Password
    c. Print out
    d. Bedroom

17. Mother seen . . . . . after listen the news accident.
    a. Listless   c. Homesick
    b. Crybaby   d. Lessee

18. My . . . . . was premature baby
    a. First born   c. First baby
    b. Babycry   d. Superwide

19. The weather is very warm. Let's go to the . . . . .
    a. Swimmingfull   c. Swimming pool
    b. Waterfall   d. Swimsuit

20. We have booked a room in a . . . . . hotel.
    a. Four room
    b. Romful
    c. Four star
    d. Bathroom

21. My clothes are dirty. I put them into the . . . . .
    a. Washmade
    b. Pailful
    c. Bathroom
    d. Washing machine

22. What the meaning if *Snow + White* ..?

    a. Bidadari   c. PutriSalju
    b. PutriDuyung   d. PutriKeong Mas

23. The English of *Kartu post*is ..?

    a. Cardpost   c. Postcard
    b. Cardposs   d. Posscard

24. What the meaning of *Home + sick* ?

    a. Patahhati   c. Rindu

    b. Berkelahi   d. Menyesal

25. What the meaning of *Hand + made* ..?

    a. Kerajinanrumahtangga   c. Kerajinantangan

    b. Pelukis   d. kerajinanmemasak

Padangsidimpuan, Februari 2016

Guru Mata PelajaranAs Collaborators   **Peneliti**

SURYA SAGIRO BATUBARA, M.Pd   **YANTI ROHANI HARAHAP**
NIP. 19760522 200502 2 001   **NIM. 11 349 0088**

Kepala/The Headmaster of SMP N 2 Padangsidimpuan

DRS.H.ZAINAL ABIDIN TAMBUNAN
NIP. 19571106 198103 1 004

TEST IN CYCLE II

Nama   :

Class   :

Say Basmallah before doing the test

Petunjuk:

1. Bacalahpertanyaanberikutdenganseksama!
2. Apabilapertanyaankurangjelas, tanyakanlangsungpadapengawas.
3. Lingkarilahjawabansesuaidenganpendapatanda.
4. Waktu yang tersediahanya 60 menit.

1. A place where you can grow vegetable and flowers is a . . . . .

   a. Greenday   c. Sunflowers

   b. **Greenhouse**   d. Green Room

2. In your house, there is a . . . . . where you can sleep.

   a. Bad Boy   c.Bed**room**

   b. Bad Girl   d.Bedmood

3. Sarah went to the hairdresser's. she's got a very nice . . . . .

   a. HairDog   c. Hair Driver

   b. Someone   **d. Hair Cut**

4. Alwidrink . . . . .everyday before go to school.

   a. MilkShake   c. Milk Sugar

   b. MilkWhite   d. Milk Sweet

5. Rio wants to be a . . . . . football player.

   a. World Famous   c. Super Star

   b. World Super   d. Amazing Star

Pilihlahjawaban yang tepatsesuaidengangambardibawahininomor 6 – 13 !

6. This is animal . . . . .

    a. Fullfrog   c. Fulldog

    b. Frogfull   d. Fullfrogs

7.   What this is . . . . .

                    a. Housebird   c. Birdhouse

                    b. Birdsee   d. Birthday

8. +   Select the picture that makes a compound word with . . . . .

                    a. Whiteboard   c. Whiteboard

                    b. Whitewall   d. Boardwhite

9. This is animal . . . . .

                    a. Jellfish   c. Jellviolet

                    b. Jellyfish   d. Jellifish
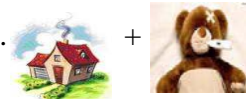
10. +   What the meaning picture . . . . .

                    a. Homesleep   c. Homeday

                    b. Homesick   d. Housesick

11.   This is a . . . . .

                    a. Toothpaste

                    b. Toothbrush

                    c. Toothpick

                    d. Toothhand

                    e.

12. + What the meaning picture . . . . .

           a. Fire Dog   c. Hot Dog

           b. Dog fire   d. Black Dog

13. This is an animal . . . . .

           a.   Firefly   c. Dragonfly

           b.   Butterfly   d. Locust

14. What the meaning is *Smoke + Free*..?

    a. MerokokBebas   c. BolehMerokok

    b. BebasMerokok   d. Tidakmerokok

15. Tear + Ful the meaning . . . . .

    a. Menyenangkan   c. Bersedih

    b. Menyedihkan   d. Terharu

16. + What the meaning picture . . . . .

           a.   Sunflower   c. Soonflower

           b.   Flowersun   d. Sunrise

17. I have to read a . . . . . Novel.

    a. 10 Bottle   c. 10 Kilogram

    b. 10 Sheet   d. 10 Page

18. She is felt . . . . . because boyfriend.

    a. Brokenhome   c. Homesick

    b. Brokenheart   d. Hearbeat

19. My mother is very . . . . .

    a. BeautyFul   c. BeautyFull

    b. Toothbrush   d.Gratefull

20. I wanna cook . . . . . . chocolate when my sister birthday nextweek.

    a. Milkshake   c. Cupcake

    b. Sunflower   d. Milkwhite

21.   I see . . . . . in the zoo

    a. Rattlesnake   c. Snakebite

    b. Jellyfish   d. Leech

22. I use . . . . . if I wanna say something to my friend in the Medan.

    a. Handphone   c. Facebook

    b. Postcard   d. Video Call

23. I wanna see silima-lima. . . . . . inMarancar.

    a. Water Food   c.WaterFall

    b. Swimming pool   d. WaterFly

24. I have finish thesis in the university, I usually use . . . . . when I study.

    a. Note Book   c. Handmade

    b. Handphones   d. key word

25. The student write the answer in . . . . . one by one.

    a. Blackboard   c. Notebook

    b. Handphone   d. Postcard

APPENDIX IV

KEY ANSWER

CYCLE 1	CYCLE 2
1. B	1. B
2. A	2. C
3. C	3. D
4. D	4. B
5. B	5. B
6. C	6. A
7. A	7. C
8. A	8. A
9. B	9. C
10. B	10. B
11. B	11. B
12. B	12. C
13. A	13. C
14. C	14. B
15. A	15. B
16. B	16. A
17. A	17. D
18. D	18. B
19. C	19. A
20. C	20. C
21. D	21. A
22. C	22. B
23. C	23. A
24. C	24 .C
25. C	25. A

The First Cycle

Teacher was explained subject matter

Teacher show example compound noun and compound adjective

Students' hatching crossword puzzle

Students hands up came to in of class to write the name compound noun and compound adjective

The Second Cycle

Teacher was explainingthe material

Teacher was monitoring students' activities

Students came to in front of class to write the name compound noun and compoundadjective

Students was done evaluation

Students asked the researcher as a teacher

Teacher was gave quiz for students

Table 6

The Result Difference score between cycle 1 and Cycle 2

No	Students' Initial Name	Cycle 1 Firts Test (Y)	Cycle 2 Second Test (X)	D= X - Y	$\sum D$= D - MD	$\sum D^2$
1.	DNH	76*	80*	4	-1.52	2.31
2.	DH	64	72	8	2.48	6.15
3.	FJ	84*	92*	8	2.48	6.15
4.	GARS	68	76*	8	2.48	6.15
5.	KHI	76*	80*	4	-1.52	2.31
6.	MFH	64	72	8	2.48	6.15
7.	MR	68	72	4	-1.52	2.31
8.	MSY	68	72	4	-1.52	2.31
9.	NNH	72	80*	8	2.48	6.15
10.	RS	76*	80*	4	-1.52	2.31
11.	RMD	72	76*	4	-1.52	2.31
12.	RAH	80*	84*	4	-1.52	2.31
13.	RYS	72	80*	8	2.48	6.15
14.	SF	84*	84*	0	-5.52	30.47
15.	SWL	80*	84*	4	-1.52	2.31
16.	SYN	64	72	8	2.48	6.15
17.	USN	80*	80*	0	-5.52	30.47
18.	VSL	72	80*	8	2.48	6.15
19.	WZ	72	80*	8	2.48	6.15
20.	WY	68	76*	8	2.48	6.15
21.	YAS	76*	80*	4	-1.52	2.31
	Total/N	1536/21	1652/21	116/21	-0.08/21	143.23/21
	Mean	73.1	M=78.6	M_D = 5.52	$\sum D$ = 0.0038	$\sum D^2$=6.82

The students who passed the Minimum Mastery Criterion (KKM) = 75

To prove the significances, the researcher used t-test for samples less then 21 students,. The procedures of interpreting the data were

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{0.0038}{21} = 0.00018$$

$\sum D$ = Number of difference score between second cycle and first cycle, D = X − Y

N = 21 Students

SD_D = Standar Deviation from the difference score between first test and second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$$SD_D = \sqrt{\frac{6.82}{21} - \left[\frac{0.0038^2}{21}\right]}$$

$$SD_D = \sqrt{0.3247619048 - 0.0000000327}$$

$$SD_D = \sqrt{0.3247618721}$$

$$SD_D = 0.570$$

$\text{SE}_{\text{MD}} = $ Standar Error from mean of difference

$$\text{SE}_{\text{MD}} = \frac{\text{SD}_{\text{D}}}{\sqrt{\text{N}-1}}$$

$$\text{SE}_{\text{MD}} = \frac{0.570}{\sqrt{21-1}}$$

$$\text{SE}_{\text{MD}} = \frac{0.570}{\sqrt{20}}$$

$$\text{SE}_{\text{MD}} = \frac{0.570}{4.473}$$

$$\text{SE}_{\text{MD}} = 0.127$$

$$t_o = \frac{\text{M}_{\text{D}}}{\text{SE}_{\text{MD}}}$$

$$t_o = \frac{5.52}{0.127}$$

$$t_o = 43.46$$

Degrees of freedom (df) = N -1 = 21-1 = 20

The calculation result of $t_o = 43.46$, t_{table} with df =20, level of significance in t table 5 % is 2.086 it can be know that the result of t_0 is bigger than t_t, it is 43,46> 2.08. Based on the result, it means that there is a significant improvement

between students' learning vocabulary process result in the first cycle and second cycle.

APPENDIX V

<div align="center">

Observation Sheet

Teaher activity in teaching learning process

Classroom Action Research

</div>

Subject Matter : English

Class : VIII^9

Day/ Date Of :Monday/ 25January 2016

Cycles/ meeting : Cycle 1/ The First Meeting

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher checked students' present list	✓	
	3. Teacher give motivation	✓	
	4. Teacher explanation about how to teaching and learning by using crossword puzzle and subject matter.	✓	
2. Content	1. Teacher Give the mterial about noun and adjective.	✓	
	2. Teacher give the explanation about the differences noun and adjective.	✓	
	3. Teacher give crossword puzzle that will be answer of students	✓	
	4. Teacher hangs the crossword puzzle in the white board	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test		✓
	4. Teacher collected the students' test and analyzes the students' test		✓

APPENDIX V

Observation Sheet

Teaher activity in teaching learning process

Classroom Action Research

Subject Matter   : English

Class   : VIII^9

Day/ Date Of   :Tuesday / 26 January 2016

Cycles/ meeting   : Cycle 1/ The SecondMeeting

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher checked students' present list	✓	
	3. Teacher give motivation	✓	
	4. Teacher explanation about how to teaching and learning by using crossword puzzle and subject matter.	✓	
2. Content	1. Teacher Give the material about noun; compoundnoun and compound adjective	✓	
	2. Teacher give the explanation about the differences of the compoundnoun and compound adjective	✓	
	3. Teacher gave crossword puzzlethat will be answer of students	✓	
	4. Teacher hangs the crossword puzzlein the white board	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test	✓	
	4. Teacher collected the students' test and analyzes the students' test	✓	

Name   **: YANTI ROHANI HARAHAP**
Reg. No   **: 11 340 0088**
Faculty   **: Tarbiyah and Teaching Training**
Department   **: Tadris Bahasa Inggris (TBI-2)**

Title of Thesis : IMPROVING STUDENTS' COMPOUND WORDS MASTERY THROUGH CROSSWORD PUZZLE AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN

ABSTRACT

This research was about students' vocabulary. Therefore, the formulation of the problem was about Improving Students' Compound Words Mastery Through Crossword Puzzle at Grade VIII SMP Negeri 2 Padangsidimpuan. The objectives of the research have to find whether learning compound words through crossword puzzle can improve students' learning compound words at grade VIII SMP Negeri 2 Padangsidimpuan.

This research was conducted by classroom action research. It means that, this research was conducted by quantitative and qualitative data. The participants of this research were students at grade VIII of SMP Negeri 2 Padangsidimpuan that were totally 25 students. This research was used test, interview and observation as instruments, because this research was used quantitative and qualitative data. Test was used to analysis the score of students' vocabulary, and use score mean and percentage as formulation. Next, interview and observation was used to know condition and contribute the test.

Based on the result of this research, the students' learning compound words improved with percentage in the first cycle 44 % and 76% in the second cycle. So that, there was 32% improvement. It was suitable with mean score of students' learning vocabulary that have been gotten in the first cycle was 72.16 improved to become 77.12 in the second cycle. Finally, students' learning compound words can improve with using crossword puzzle technique. So, it was recommended that crossword puzzle could be used in teaching learning compound words in classroom based on the research.

APPENDIX V

<div align="center">

Observation Sheet

Teacher activity in teaching learning process

Classroom Action Research

</div>

Subject Matter   : **English**

Class   : **VIII^9**

Day/ Date Of   : **Thursday / 28 January 2016**

Cycles/ meeting   : **Cycle 2/ The ThirdMeeting**

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher checked students' present list	✓	
	3. Teacher give motivation	✓	
	4. Teacher explanation about how to teaching and learning by using crossword puzzle and subject matter.	✓	
2. Content	1. Teacher Give the material	✓	
	2. Teacher give the explanation about the differences of thecompound noun and compound adjective;	✓	
	3. Teacher give picture in the crossword puzzlethat will be answer of students	✓	
	4. Teacher hangs the crossword puzzlein the white board	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test		✓
	4. Teacher collected the students' test and analyzes the students' test		✓

ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Firstly, I would like to convey my grateful to Allah SWT most Creator and Merciful who has given health, time, chance, strength, and knowledge for finishing this thesis on titled "Improving Students' Compound Words Mastery Through Crossword Puzzle at Grade VIII SMP Negeri 2 Padangsidimpuan". Besides, I also would like to convey my gratitude to The Prophet Muhammad SAW who has brought the human from the darkness to the lightness as Islam era, which came together with humanity, religiosity, and knowledge.

This research has received suggestion, guidance and encouragement from many people during writing this thesis. I am also assisted by some people and institution. Therefore, in this opportunity I would like to express my gratitude to Mrs. EkaSustriHarida, M.Pd., as the first advisor who has helped, supported and suggested me to finish this thesis. Then, to Mrs. FitriRayaniSiregar, M.Hum.,as my second advisor who had given the guidance, valuable advices, time, and the motivation to the researcher in writing and completing this thesis.

Moreover, I would like to express my gratitude to the Rector of IAIN Padangsidimpuan, the Deputy Rector I, II, III, the Chief of English Section, lecture and all of the active academic of IAIN Padangsidimpuan, who had helped

me in writing this thesis and also in this research. Then, thanks are due Mr. Drs.H.Zainal Abdin Tambunan, as the Head Master of SMP Negeri 2 Padangsidimpuan who had helped to complete this research as well as his students for the helping has given to me, and thanks to my lovely friends Ismi, Cici, Hifni, Ira, Rani, Indah, Elia, Utari, Ria, Laina and all of my friends in TBI-2 and all of my friends in IAIN Padangsidimpuan, thank for your help patience and care to support me from starting until finishing my thesis as well. Good Luck for you.

The finally, I would like to express my special gratitude to my parent; Father, Aswan Hamonangan Harahap and Mother, Linda Wati Tanjung, and all my family; my younger sister Friska Harahap andmy younger brother Alwi Aswandi Harahap who have given the support and took care me, both of the moral and material support, never ending encouragements and understanding given during me in Academic year at the English Education Department of State Institute for Islamic Studies (IAIN) Padangsidimpuan.

This thesis is still so far from being perfect based on weakness of me. Therefore, I expect the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan,

February 2016

Yanti Rohani Harahap
Reg. No. 11 340 0088

CURRICULUM VITAE

A. Identity

Name   : YANTI ROHANI HARAHAP

Reg. No   : 11 340 0088

Place and Birthday   : Padangsidimpuan and 05 September 1992

Sex   : Female

Religion   : Islam

Address   : Jln. Muhammad Tohir Daulay Kec. Padangsidimpuan Utara

Parents

Father's name   : Aswan Hamonangan Harahap

Mother's name   : Linda Wati Tanjung

B. Educational Background

1. Primary School   : SD Negeri 1 Padangsidimpuan   (2004)

2. Junior High School : SMP Negeri 2 Padangsidimpuan   (2009)

3. Senior High School : SMA N 5 Padangsidimpuan   (2010)

4. Institute   : Educational English Department Faculty of Tarbiyah at IAIN Padangsidimpuan (2016)

APPENDIX V

<div align="center">

Observation Sheet

Teaher activity in teaching learning process

Classroom Action Research

</div>

Subject Matter : **English**

Class : **VIII^9**

Day/ Date Of :**Friday / 29 January 2016**

Cycles/ meeting : **Cycle 2/ The FourthMeeting**

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher checked students' present list	✓	
	3. Teacher give motivation	✓	
	4. Teacher explanation about how to teaching and learning by using crossword puzzle and subject matter.	✓	
2. Content	1. Teacher Give the material about compound noun and compound adjective	✓	
	2. Teacher give the explanation about the differences of the compound noun and compound adjective	✓	
	3. Teacher gave crossword puzzle that will be answer of students	✓	
	4. Teacher draw the crossword puzzle in the white board	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test	✓	
	4. Teacher collected the students' test and analyzes the students' test	✓	

OBSERVATION SHEET

STUDENTS ACTIVE IN TEACHING LEARNING PROCESS

CLASS ACTION RESEACH

Subject Matter   : **English**

Class/Semester   : **VII³ / The first semester**

Day/Data of   :**Thursday/ 05 November 2015**

Cycle/Meeting   : **Cycle 1/ The First Meeting**

No	Activities	Students																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1.	Students active to write learning material	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	-	✓	✓	✓	-	-	19
2.	Students have motivation when learning compound words by using crossword puzzle	✓	✓	✓	-	✓	-	-	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	-	✓	✓	-	17
3.	Students have full attention learning compound word by using crossword puzzle	-	✓	✓	-	✓	-	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	-	✓	-	✓	16

No.	Statement	Observations	Total
4.	Students active ask some question	✓ - ✓ - ✓ ✓ - ✓ ✓ - ✓ ✓ - ✓ - ✓ - ✓ ✓ ✓ - ✓ ✓ ✓ -	16
5.	Students active answer some question from the teacher	✓ ✓ ✓ - ✓ ✓ - ✓ ✓ ✓ - ✓ - ✓ ✓ ✓ ✓ - ✓ ✓ - ✓ ✓ ✓ -	18
6.	Students enthusiatic when learning compound words	✓ ✓ ✓ ✓ ✓ ✓ - ✓ ✓ ✓ ✓ ✓ - ✓ ✓ - ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	19
7.	Students doing all the task	✓ ✓	21
8.	Students collect all the task on time	✓ ✓ ✓ - ✓ - ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	20
9.	Students doing the task living up instruction	✓ ✓	25
10.	Students are noisy	✓ (scattered) ✓ ✓ ✓ ✓	3

APPENDIX IV

OBSERVATION SHEET

STUDENTS ACTIVE IN TEACHING LEARNING PROCESS

CLASS ACTION RESEACH

Subject Matter   **: English**

Class/Semester   **: VIII[9]/ The second semester**

Day/Data of   **: Friday/ 29 January 2016**

Cycle/Meeting   **: Cycle 2/ The Fourth Meeting**

No	Activities	Students																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1.	Students active to write learning material	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	22
2.	Students have motivation when learning compound words by using crossword puzzle	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	-	✓	✓	-	20
3.	Students have full attention learning compound word by using crossword puzzle	✓	✓	✓	-	✓	-	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	✓	-	✓	19

No.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
4.	Students active ask some question	-	-	✓	-	-	-	-	-	✓	-	-	-	-	✓	-	✓	-	-	-	-	-	✓	✓	-	-	6
5.	Students active answer some question from the teacher	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	22
6.	Students enthusiatic when learning compound words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	24
7.	Students doing all the task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
8.	Students collect all the task on time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
9.	Students doing the task living up instruction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
10.	Students are noisy																	✓						✓			2

APPENDIX IV

OBSERVATION SHEET

STUDENTS ACTIVE IN TEACHING LEARNING PROCESS

CLASS ACTION RESEACH

Subject Matter   : **English**

Class/Semester   : **VIII^9/ The secondsemester**

Day/Data of   : **Monday / 25January 2016**

Cycle/Meeting   : **Cycle 1/ The Second Meeting**

No	Activities	Students																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1.	Students active to write learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	✓	✓	✓	-	-	21
2.	Students have motivation when learning compound words by using crossword puzzle	✓	✓	✓	-	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	-	✓	✓	-	18
3.	Students have full attention learning compound word by using crossword puzzle	✓	✓	✓	-	✓	-	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	-	✓	-	✓	17

No.	Observation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
4.	Students active ask some question	✓	-	✓	-	✓	✓	-	✓	✓	-	✓	✓	-	✓	-	✓	-	✓	✓	✓	-	✓	✓	✓	-	16
5.	Students active answer some question from the teacher	✓	-	✓	-	✓	✓	-	✓	✓	✓	-	✓	-	✓	✓	✓	✓	-	✓	✓	-	✓	✓	✓	-	17
6.	Students enthusiatic when learning compound words	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	19
7.	Students doing all the task	✓	✓	✓	-	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
8.	Students collect all the task on time	✓	✓	✓	-	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	-	✓	✓	✓	21
9.	Students doing the task living up instruction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
10.	Students are noisy													✓				✓				✓		✓			4

APPENDIX IV

<div align="center">

OBSERVATION SHEET

STUDENTS ACTIVE IN TEACHING LEARNING PROCESS

CLASS ACTION RESEACH

</div>

Subject Matter   : **English**

Class/Semester   : **VIII^9/ The second semester**

Day/Data of   :**Thursday / 28 January 2015**

Cycle/Meeting   : **Cycle 2/ The ThirdMeeting**

No	Activities	Students																					Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1.	Students active to write learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	20
2.	Students have motivation when learning vocabulary by using word square	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	19
3.	Students have full attention learning vocabulary by using word square	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	19

No.	Indicator																										Total
4.	Students active ask some question	-	✓	-	-	✓		✓		-	✓	-	-	✓	-	✓	✓	-	-	✓	✓	✓					10
5.	Students active answer some question from the teacher	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	-	✓	-					20
6.	Students enthusiatic when learning vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓					23
7.	Students doing all the task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					25
8.	Students collect all the task on time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					25
9.	Students doing the task living up instruction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					25
10.	Students are noisy													✓							✓						2

APPENDIX IV

OBSERVATION SHEET

STUDENTS ACTIVE IN TEACHING LEARNING PROCESS

CLASS ACTION RESEACH

Subject Matter : **English**

Class/Semester : **VIII^9/ The second semester**

Day/Data of : **Thursday / 28 January 2015**

Cycle/Meeting : **Cycle 1/ The First Meeting**

No	Activities	Students																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1.	Students active to write learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	-	22
2.	Students have motivation when learning compound words by using crossword puzzle	✓	✓	✓	-	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	-	✓	✓	-	18
3.	Students have full attention learning compound word by using crossword puzzle	✓	✓	✓	-	✓	-	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	✓	-	✓	18

No.	Aspect																										Amount
4.	Students active ask some question	✓	-	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	✓	-	✓	-	✓	✓	✓	-	✓	✓	✓	-	18
5.	Students active answer some question from the teacher	✓	-	✓	-	✓	✓	-	✓	✓	✓	-	✓	-	✓	✓	✓	✓	-	✓	✓	-	✓	✓	✓	-	17
6.	Students enthusiatic when learning compound words	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	19
7.	Students doing all the task	✓	✓	✓	-	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	21
8.	Students collect all the task on time	✓	✓	✓	-	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	✓	-	✓	✓	✓	20
9.	Students doing the task living up instruction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
10.	Students are noisy												✓				✓				✓		✓				4

APPENDIX IV

OBSERVATION SHEET

STUDENTS ACTIVE IN TEACHING LEARNING PROCESS

CLASS ACTION RESEACH

Subject Matter : English

Class/Semester : VII^3 / The first semester

Day/Data of :Friday / 13 November 2015

Cycle/Meeting : Cycle 2/ The FourthMeeting

No	Activities	Students																					Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1.	Students active to write learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21
2.	Students have motivation when learning vocabulary by using word square	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	20

No.	Observed Aspect	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
3.	Students have full attention learning vocabulary by using word square	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	20
4.	Students active ask some question		-		-	-			-		-	✓	-	-	-	-	-	✓	-	-	✓	-	3
5.	Students active answer some question from the teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	20
6.	Students enthusiatic when learning vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21
7.	Students doing all the task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21
8.	Students collect all the task on time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21
9.	Students doing the task living up instruction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21

10.	Students are noisy												✓									1