



**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH CROSSWORD PUZZLE AT SD
MUHAMMADIYAH 1 PADANGSIDIMPUAN**

A THESIS

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

by:

**TRI RISKY HASIBUAN
Reg. No.093400025**

ENGLISH DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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Reg. No.09 340 0025



Advisor I

Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Fitri Rayani Siregar, M.Hum.
NIP.19820731 200912 2 004

ENGLISH DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014

Things : Munaqosyah
a.n. Tri Risky Hasibuan
Appendix : 7 (Seven) Exemplar

Padangsidimpuan, June 05th 2014
To:
Dean of Faculty of Tarbiyah and Pedagogy
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Tri Risky Hasibuan, entitle **"IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH CROSSWORD PUZZLE AT SD MUHAMMADIYAH 1 PADANGSIDIMPUAN"**. We assume that the thesis has been acceptable to complete the assignments and fulfil the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Department of Faculty of Tarbiyah and Pedagogy in IAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in munaqosyah. That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Advisor I



**Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002**

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**Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004**

LETTER OF AGREEMENT

Term : Munaqasyah
a.n. Tri Risky Hsb

Padangsidempuan, May 16th 2014
To :
Dean Tarbiyah and Pedagogy Faculty
In_
Padangsidempuan

Assalamu 'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to *Tri Risky Hsb* entitle "*Improving Students' Vocabulary Mastery Through Crossword Puzzle at SD Muhammdiyah 1 Padangsidempuan*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Department, Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

Therefore, we hoped she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

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Known By
The Chief of English Department



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NIP.19710510 200003 2 001

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : TRI RISKY HSB
Registration Number : 09 340 0025
Faculty/Department : Tarbiyah and Pedagogic Faculty/ TBI-1
The Tittle of Thesis : **Improving Students' Vocabulary Mastery Through Crossword Puzzle at SD Muhammdiyah 1 Padangsidimpuan.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan. April 4th 2014
Declaration maker,



TRI RISKY HASIBUAN
Reg. No 09 340 0025

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : TRI RISKY HASIBUAN
Reg. No : 09 340 0025
Thesis :IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH CROSSWORD PUZZLE AT SD MUHAMMADIYAH 1
PADANGSIDIMPUAN

Chief,



Rayendriani Fahmei Lubis, M.Ag.
Nip. 19710510 200003 2 001

Secretary,



Eka Sustris Harida, M.Pd.
Nip. 19750917 200312 2 002

Members,



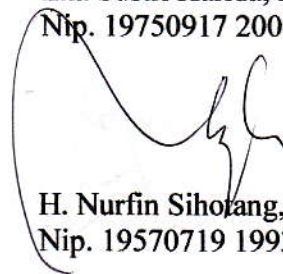
Rayendriani Fahmei Lubis, M.Ag.
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Proposed :

Place : Padangsidimpuan
Date : May, 05th 2014
Time : 09.00 until finish
Result/Mark : 80.00
IPK : 3.35
Predicate : Very Good



**MINISTRY OF RELIGION
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
FACULTY OF TARBIYAH AND PEDAGOGY
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Jl. HT. Rizal Nurdin Km. 4,5 Sihitang. Telp. (0634) 22080 Fax 0634 24022 Padangsidempuan 22733

LEGALIZATION

The thesis with title : IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH CROSSWORD PUZZLE AT SD
MUHAMMADIYAH 1 PADANGSIDIMPUAN
Written by : TRI RISKY HASIBUAN
Reg. No : 09340 0025

Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational scholar (S.Pd.I) in English

Padangsidempuan, 30 June 2014
Dean

H. Zulhanna, S.Ag. M.Pd.
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following:

1. Eka Sustri Harida, M. Pd., as the first advisor who has helped, supported and suggested me to finish this thesis. Fitri Rayani Siregar, M. Hum., as the second advisor who has given much suggestions and helps in writing this thesis. May God bless Her.
2. The Rector and Deputy I, II and III of IAIN Padangsidempuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time. So, I could learn and got some knowledge from STAIN Padangsidempuan.
3. My beloved parent, (Mhd. Nasir Hsb and Hj. Rosmaini Pohan) who taught me how to fight the bended life and always be patient in all life conditions, my two elder brothers (Muhammad Ridwan and Ramadhan Sofyan), and my younger sister (Putri Ayu) who always give their materials, prays, motivation, and moral encouragement to finish my study.
4. Mrs. Hj. Zulhimma, S. Ag.. M. Pd., the Dean of Faculty of Tarbiyah and Pedagogy.

5. Mrs. Rayendriani Fahmei Lubis, M.Ag, the Leader of English Department.
6. All lecturers of IAIN Padangsidempuan-who have given much, much and much knowledge during mystudying in this beloved institute.
7. Headmaster, teacher English, and students of SD Muhammadiyah 1 Padangsidempuan who have allowed me to the research information giving, and data collection admittance of the thesis.
8. IAIN Padangsidempuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum), for their cooperative and permission to use their books.
9. My beloved friends Bu Enfa, Wardiansyah, Irun, Risna, Pausia, Chuya, Bang Beny, Saidah, Rina, Olfaini and all my friends TBI-1, thanks for your help, patience and care to support me from starting to be the university student till finishing my thesis.
10. All my friends in IAIN Padangsidempuan, good luck for you.
11. All the people who have helped me to finish my study that I cannot mention one by one.

May Allah, the Almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, March 15th 2014
Researcher,



TRI RIZKY HASIBUAN

Name : **TRI RISKY HASIBUAN**
Reg. No : **09 340 0025**
Faculty /Department : **Tarbiyah and Pedagogic Faculty (TBI-1)**
Title of Thesis : **IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH CROSSWORD PUZZLE AT SD
MUHAMMADIYAH 1 PADANGSIDIMPUAN**

ABSTRACT

This research discussed about improving students' vocabulary mastery through crossword puzzle at SD Muhammadiyah 1 Padangsidimpuan. Most of students felt bored in studying English vocabulary by conventional technique that was given by the English teacher of grade VI, it was opening the dictionary technique. It made them tired and lazy to study English. The elementary students would be happy and funny learning vocabulary which is game more than books and dictionary because imagination, simulation, and motivation would be easy to memorize by game, such as crossword puzzle. This research is also intended to examine to what extend can crossword puzzle improved the students' vocabulary mastery at grade VI SD Muhammadiyah 1 Padangsidimpuan.

This research supposed to find whether crossword puzzle could improve the students' vocabulary mastery at grade VI SD Muhammadiyah 1 Padangsidimpuan. To solve the problem, the researcher conducted classroom action research, by implementing crossword puzzle technique. The researcher applied four tests and two cycles in this research. The participant of this research was one class consisted of 28 students. The researcher used vocabulary tests as the instruments for collecting the data, observation sheet and interview.

Based on the research result, showed that the students' vocabulary mastery mean score of the students was in the first cycle was two tests; in the first test was 61.42 and the second test was 62.14. Then, the second cycle was two tests; in the third test was 84.28 and the last test was 91.78. Therefore, the mean score in the second cycle was higher than the first cycle. In the first cycle was categorized into enough category and the second cycle was categorized into very good category. The data from observation sheet indicated that the students got improvement. It indicated that the application of crossword puzzle technique improved students' vocabulary mastery.

APPENDIX 1

LESSON PLAN IN CYCLE I

Instructional Unit	: Vocabulary
School	: SD Muhammadiyah 1 Padangsidempuan
Subject	: English
Topic	: <i>Back to School</i>
Class/ Semester	: 6 th Grade
Time	: 2 x 35 minutes
Meeting	: 1

A. Standard of Competence :1. Understand the very simple instructions and information both in the context of the actions and language around students.

B. Based Competence :1.1 Respond to instructions are very simple with acceptable action in and out class.

C. Indicator

Maximum Indicator	Culture Value and nationality character
1. Filling the blank crossword puzzles about nouns that are in <i>Back to School</i> topic. 2. Understanding and mastering the vocabularies those are in <i>Back to School</i> topic.	<i>Religious, be own master, hardly, discipline, care to environment and likes writing (getting vocabularies).</i>

D. Source

1. Mukarto, *Grow with English: An English Course for Elementary School Students*, (Jakarta: PenerbitErlangga, 2007), p. 21-40.
2. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.
3. Buku-buku lain yang relevan.

E. Material

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.

Vocabularies are in *Back to School* topic:

- | | |
|------------|----------------|
| 1. Scissor | 1. Liquid |
| 2. Glue | 2. Crayon |
| 3. Pencil | 3. School |
| 4. Oxygen | 4. Grandmother |
| 5. Home | 5. Fluid |
| 6. Paper | 6. Computer |
| 7. Hat | 7. Pen |
| 8. Car | 8. Ink |
| 9. Class | 9. Medan |
| 10. April | 10. Teacher |

F. Learning Method

Crossword Puzzle

G. Teaching Learning Activity

1. Teacher said greeting and introducing patiently.
2. Teacher reviewed the previous lesson.
3. Teacher explained little about *Back to School* topic through crossword puzzle.
4. Teacher gave explanation how to do the activity by using crossword puzzle by doing one of the essay items.
5. Teacher hanged the blank crossword puzzle in the black board.
6. Teacher gave the crossword puzzle that should be done for each student.
7. Teacher and students answered the blank crossword puzzle together.

4. Evaluation

The evaluation will be done by conducting the vocabulary task, that is:

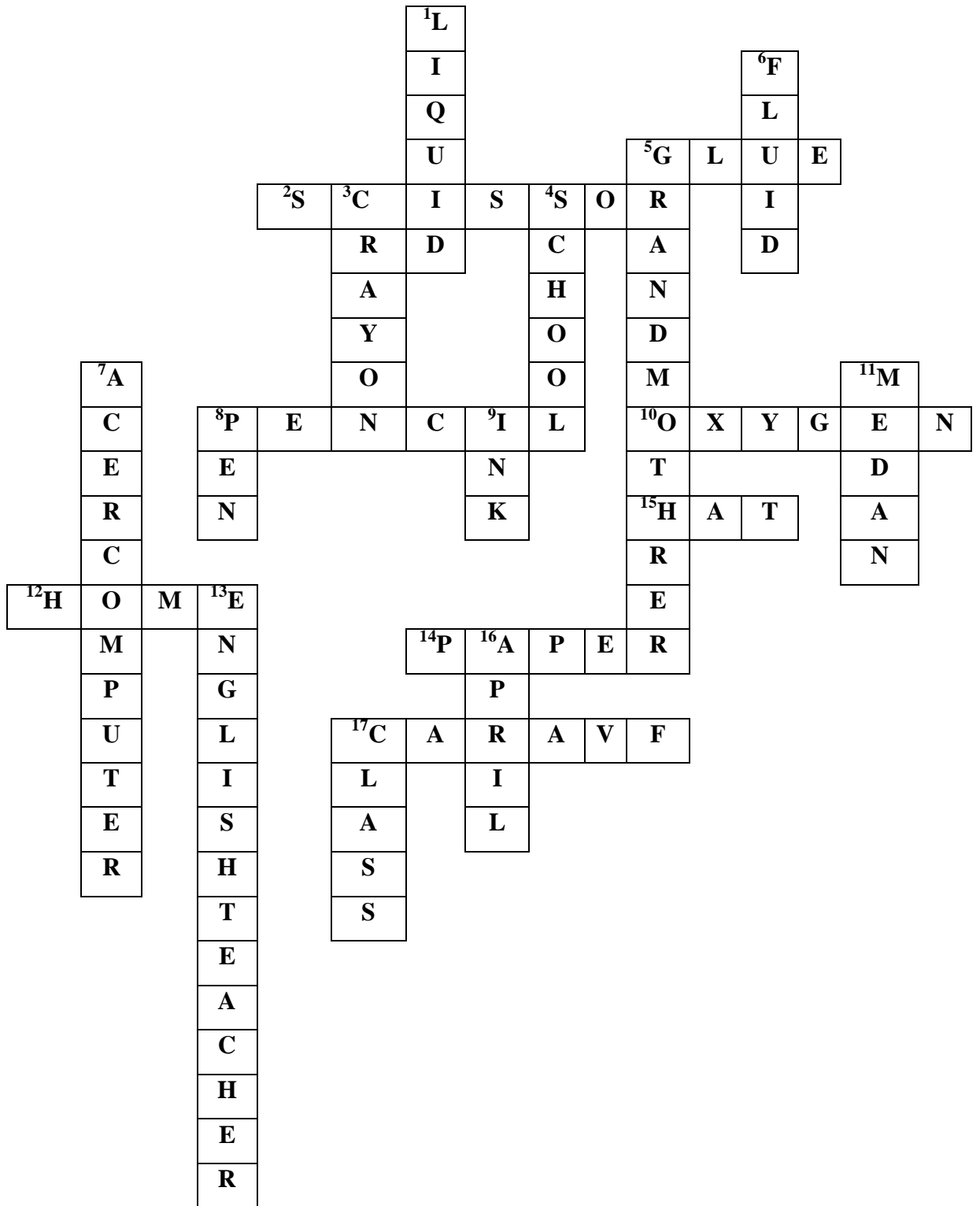
1. Complete/ filling the blank crossword puzzle test for each student in the last meeting.

Mendatar / Across

2. Doli cuts the paper by using.....
5. Lia sticks one paper to another paper by.....
8. Writing use pen or....
10. O₂ is
12. The bedroom, living room, bathroom, kitchen, you can find at.....
14. White, thin and always write with pen and pencil is.....
15. Mantilla at head's boy is.....
17. Word of Avf Car reverse be.....

Menurun / Down

1. Like water.... use to chemistry.
3. Use....give color to picture.
4. We go to....bring bag, books and pen every morning.
5. Mother of your father is called...
6. Gas holder has contents.....
7. Usually typing file by using.....Acer
8. Friend of Pencil is....
9. You fill....into Board maker.
10. Capital of SUMUT is.....
13. KhairunnisahNst,S.Pd is a....
16. The month after March is...
17. The room for studying is....



2. Processing data towards classroom action research.

5. The Instrument of Test

Blank Crossword puzzle (*Back to School* topic) is expected to the students for filling it to improve their vocabularies about that topic.

6. The Indicator of Value (Vocabulary Mastery)

No	Indicators	Items	Number Items	score	Total Score
1.	Common Noun	5	5, 12, 8, 8, 17	5 items X 5 scores	25
2.	Proper Noun	5	11, 7, 13, 16, 17		25
3.	Countable Noun	5	2, 3, 4, 14, 15		25
4.	Uncountable Noun	5	1, 5, 6, 9, 10		25
					100

Padangsidempuan, 07Februari 2014

Teacher of SD Muhammadiyah 1
Padangsidempuan
As Collaborators

Co-Teacher

KhairunnisaNst, S.Pd
NIP.-

Tri Risky Hasibuan
NIM. 09 340 0025

The Headmaster of SD Muhammadiyah 1 Padangsidempuan

MuliaSyarilNasution, S.Pd
NIP. 19770804 2006 041017

APPENDIX 2

LESSON PLAN IN CYCLE I

Instructional Unit	: Vocabulary
School	: SD Muhammadiyah 1 Padangsidempuan
Subject	: English
Topic	: <i>Animal Wonders</i>
Class/ Semester	: 6 th Grade
Time	: 2 x 35 minutes
Meeting	: 2

H. Standard of Competence :1. Understand the very simple instructions and information both in the context of the actions and language around students.

I. Based Competence :1.1 Respond to instructions are very simple with acceptable action in and out class.

J. Indicator

Maximum Indicator	Culture Value and nationality character
3. Filling the blank crossword puzzles about nouns that are in <i>Animal Wonders</i> topic.	<i>Religious, be own master, hardly, discipline, care to environment and likes writing (getting vocabularies).</i>
4. Understanding and mastering the vocabularies those are in <i>Animal Wonders</i> topic.	

K. Source

7. Mukarto, *Grow with English: An English Course for Elementary School Students*, (Jakarta: PenerbitErlangga, 2007), p. 21-40.
8. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.
9. Buku-buku lain yang relevan.

L. Material

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.

Vocabularies are in *Animal Wonders* topic:

- | | |
|-------------------|--------------|
| 1. Holstein Cow | 1. Bird |
| 2. Canadian Horse | 2. Snake |
| 3. Python Snake | 3. Monkey |
| 4. Africa | 4. Tree |
| 5. Holland | 5. Dog |
| 6. Feather | 6. Zebra |
| 7. Wool | 7. Kangaroo |
| 8. Ocean | 8. Wolf |
| 9. Hill | 9. Bear |
| 10. Fur | 10. Elephant |

M. Learning Method

Crossword Puzzle.

N. Teaching Learning Activity

8. Teacher said greeting and introducing patiently

9. Teacher reviewed the previous lesson
10. Teacher explained little about *Animal Wonderstopic* through crossword puzzle.
11. Teacher gave explanation how to do the activity by using crossword puzzle by doing one of the essay items.
12. Teacher hanged the blank crossword puzzle in the black board.
13. Teacher gave the crossword puzzle that should be done for each student.
14. Teacher and students answered the blank crossword puzzle together.

10. Evaluation

The evaluation will be done by conducting the vocabulary task, that is:

3. Complete/ fillingthe blank crossword puzzle test for each student in the last meeting.

Across (Mendatar)

1. Indonesia between two ocean and two.....
6. Like a view in around batunadua,.....teletubis.
8. Indonesian say it Bulubintang. How do you sayBulubintangin English?
9. Indonesian saySapiBelanda, how

Down (Menurun)

1. Tall, big, have some fruits is
2. Indonesian say Buluunggas, how do you say Buluunggas in English?
3. Like banana andclimb to tree is.....
4. Curly hair from the sheep

do you say it in English?

12. Animal have pocket come from Australia is.....

14. Fly like a.....

15. Snake Python reverse be....

16. Bark like a.....

17. Big and have trunk is a.....

produces.....

7. All black's people reside in ocean.....

9. Long ear and cute is a.....

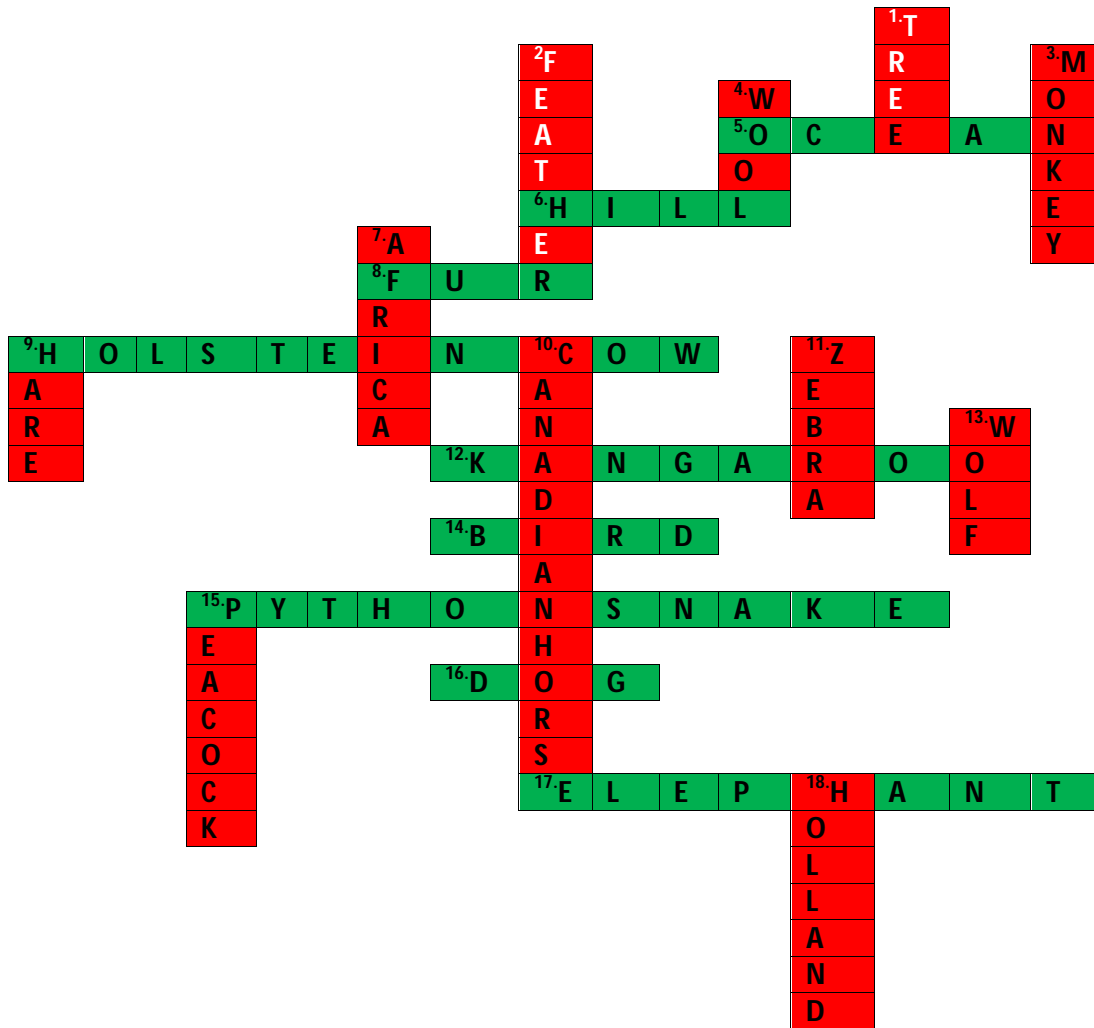
10. What reverse of Canadian Horse?

11. Body like sheep, skin likecandy's blaster is a.....

13. Family of a dog is a.....

15. Kind of birds, plumage's colorful, unfurl like a fan is.....

18. Colonizer from Europe is.....



4. Processing data towards classroom action research.

11. The Instrument of Test

Blank Crossword puzzle (*Animal Wonders* topic) is expected to the students for filling it to improve their vocabularies about that topic.

12. The Indicator of Value (Vocabulary Mastery)

No	Indicators	Items	Number Items	score	Total Score
1.	Common Noun	5	1, 3, 14, 16, 17	5 items X 5 scores	25
2.	Proper Noun	5	7, 9, 10, 15, 18		25
3.	Countable Noun	5	9, 11, 12, 13, 15		25
4.	Uncountable Noun	5	2, 4, 5, 6, 8		25
					100

Padangsidimpuan, 07Februari2014

Teacher of SD Muhammadiyah 1

Padangsidimpuan

As Collaborators

Co-Teacher

KhairunnisahNst, S.Pd

NIP. -

Tri Risky Hasibuan

NIM. 09 340 0025

The Headmaster of SD Muhammadiyah 1 Padangsidimpuan

MuliaSyarilNasution, S.Pd

NIP.19770804 2006 0410 17

APPENDIX 3

LESSON PLAN IN CYCLE II

Instructional Unit : Vocabulary

School : SD Muhammadiyah 1 Padangsidempuan

Subject : English

Topic : *The Clothes We Wear*

Class/ Semester : 6th Grade

Time : 2 x 35 minutes

Meeting : 3

O. Standard of Competence :1. Understanding
the very simple instructions and information both in the context
of the actions and language around students.

P. Based Competence

:1.3 Understand oral stories are grateful with the help of image,
reveals very simple instructions and information about the learners.

Q. Indicator

Maximum Indicator	Culture Value and nationality character
5. Filling the blank crossword puzzles about nouns that are in <i>The Clothes</i>	<i>Religious, be own master, hardly, discipline, care to environment and likes</i>

<p><i>We Wear</i> topic.</p> <p>6. Understanding and mastering the vocabularies those are in <i>The Clothes We Wear</i> topic.</p>	<p><i>writing (getting vocabularies).</i></p>
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R. Source

13. Mukarto, *Grow with English: An English Course for Elementary School Students*, (Jakarta: PenerbitErlangga, 2007), p. 21-40.
14. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.
15. Buku-buku lain yang relevan.

S. Material

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.

Vocabularies are in *The Clothes We Wear* topic:

- | | |
|-----------|------------|
| 1. Button | 1. Fog |
| 2. Rabbit | 2. Islam |
| 3. Snow | 3. Hat |
| 4. Sea | 4. Floor |
| 5. Veil | 5. Snail |
| 6. Belt | 6. October |
| 7. Tiger | 7. Shell |
| 8. Mango | 8. Chair |
| 9. Storm | 9. Tree |

10. Shark

10. Uniform

T. Learning Technique

Crossword Puzzle.

U. Teaching Learning Activity

15. Teacher says greeting and introducing patiently
16. Teacher reviews the previous lesson
17. Teacher explains little about *The Clothes We Wear* topic through crossword puzzle.
18. Teacher gives explanation how to do the activity by using crossword puzzle by doing one of the essay items.
19. Teacher hangs the blank crossword puzzle in the black board.
20. Teacher gives the crossword puzzle that should be done for each student.
21. Teacher and students answer the blank crossword puzzle together.

16. Evaluation

The evaluation will be done by conducting the vocabulary task, that is:

5. Complete/ filling the blank crossword puzzle test for each student in the last meeting.

Across/ Mendatar

Down/ Menurun

1. Cool, white, like rain, and have the season, what is it? **1. Shark lives in....**



3. Big fish has sharp teeth and eats human



is.....

4. The Muslim Students go to school by



using.....to close her head.

5. One of the materials to make pillow is.....



6. What does we use to make our trousers does not loose?



10.can fall down trees, break house and



make ship disturbed in the sea.

11. It happens firewood makes much fumes and



make our viewing.....



2. Pet that has long ear and it is cute.



What animal is it?

7. The Coconut has.....tall and



branch

8. Wild animal is like cat almost



extinct is...

9. Kind of Kueni, what is it?



13. Boy student uses.....to close his



head.

14. Pearl there is in the.....



S **N** **O** **W**

12. Say 2 sentence Syahadat is a.....



15. We sweep....in the class.



17. What animal is Gary?



18. What month is IdulAdha 2013 held?

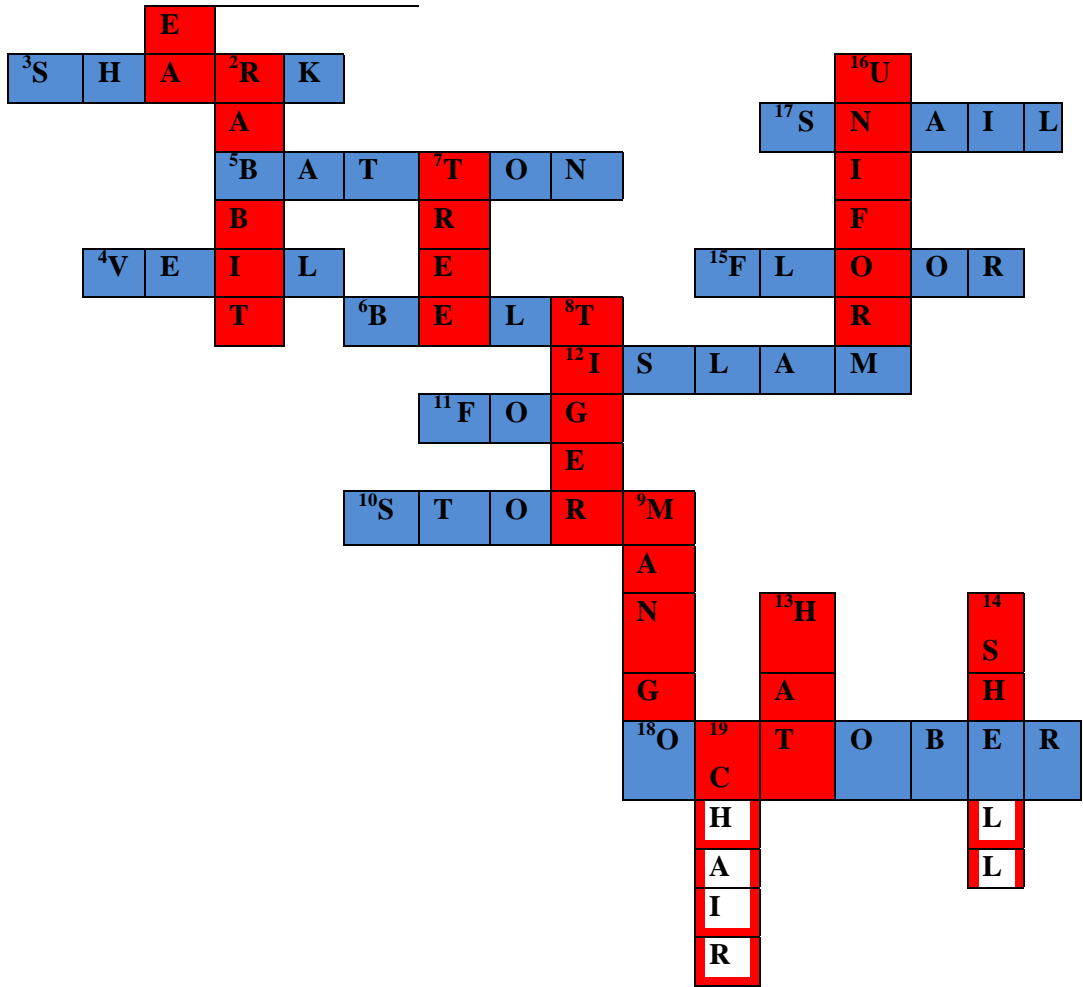
16. We go to school use.....



19. The students sit on the....in the

school.





6. Processing data towards classroom action research.

17. The Instrument of Test

Blank Crossword puzzle (*The Clothes We Wear* topic) is expected to the students for filling it to improve their vocabularies about that topic.

18. The Indicator of Value (Vocabulary Mastery)

No	Indicators	Items	Number Items	score	Total Score
----	------------	-------	--------------	-------	-------------

1.	Common Noun	5	3, 4, 7, 8, 16	5 items X 5 scores	25
2.	Proper Noun	5	12, 14, 15, 18, 19		25
3.	Countable Noun	5	2, 6, 9, 13, 17		25
4.	Uncountable Noun	5	1, 1, 5, 10, 11		25
					100

Padangsidempuan, 21Februari 2014

Teacher of SD Muhammadiyah 1

Padangsidempuan

As Collaborators

Co-Teacher

KhairunnisahNst, S.Pd

Hasibuan

**NIP.
0025**

Tri Risky

NIM. 09 340

The Headmaster of SD Muhammadiyah 1 Padangsidempuan

MuliaSyariNasution, S.Pd

NIP.19770804 2006 0410 17

APPENDIX 4

LESSON PLAN IN CYCLE II

Instructional Unit : Vocabulary

School : SD Muhammadiyah 1 Padangsidempuan

Subject : English

Topic : *The Food We Eat*

Class/ Semester : 6th Grade

Time : 2 x 35 minutes

Meeting : 4

V. Standard of Competence : 1. Understanding instruction and information that very simple both in the context of the actions and language around students.

W. Based Competence : 1.1 Respond to instructions that are very simple with acceptable action in the context of activity in school.

X. Indicator

Maximum Indicator	Culture Value and nationality character
7. Filling the blank crossword puzzles about nouns that are in <i>The Food We Eat</i>	<i>Religious, be own master, hardly, discipline, care to environment and</i>

topic. 8. Understanding and mastering the vocabularies those are in <i>The Foot We Eat</i> topic.	<i>likes writing (getting vocabularies).</i>
--	--

Y. Source

19. Mukarto, *Grow with English: An English Course for Elementary School Students*, (Jakarta: PenerbitErlangga, 2007), p. 21-40.
20. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.
21. Buku-buku lain yang relevan.

Z. Material

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. Rice | 11. Plate |
| 2. Ice cream | 12. Fish |
| 3. Milk | 13. Food |
| 4. Egg | 14. Mustard green |
| 5. Plant | 15. Coke |
| 6. Guava | 16. Flour |
| 7. Apple | 17. Jakarta |
| 8. Potato | 18. Pizza |
| 9. Tomato | 19. Bowl |
| 10.Bean sprout | 20. Fruit |

AA. Learning Technique

Crossword Puzzle

BB. Teaching Learning Activity

22. Teacher says greeting and introducing patiently
23. Teacher reviews the previous lesson.
24. Teacher explains little about *The Food We Eat* topic through crossword puzzle.
25. Teacher gives explanation how to do the activity by using crossword puzzle by doing one of the essay items.
26. Teacher hangs the blank crossword puzzle in the black board.
27. Teacher gives the crossword puzzle that should be done for each student.
28. Teacher and students answer the blank crossword puzzle together.

22. Evaluation

The evaluation will be done by conducting the vocabulary task, that is

7. Complete/ filling the blank crossword puzzle test for each student in the last meeting.
8. Processing data towards classroom action research.

Across/ Mendatar

Down/ Menurun

1. Spinach, carrot, and mustard greens are the kinds of.....



2. It is so sweet, cool, and delicious, what is it?



4.much swim in the sea.



3. It is often cooked with bean.



6 Cow produces.....to be consumption by us and it has high calcium.



5. Rice plant produces..... for being eaten by us.



7. We put our rice on.....



8. One of the materials for cooking cake is.....



9. What sauce that is sour?



10. Grape, apple, mango, orange are kinds of.....



10. What it is said by 4 healths 5 perfect?



11. What fruit is it?



12. Tree, flower, vegetable, fruit are....



13. Indonesian people say this vegetable by Sawi. What is say in English?



15. Chicken produces.....



17. Capital of Indonesia is



19. Astone.

14. It is delicious for making juice.
What is it?



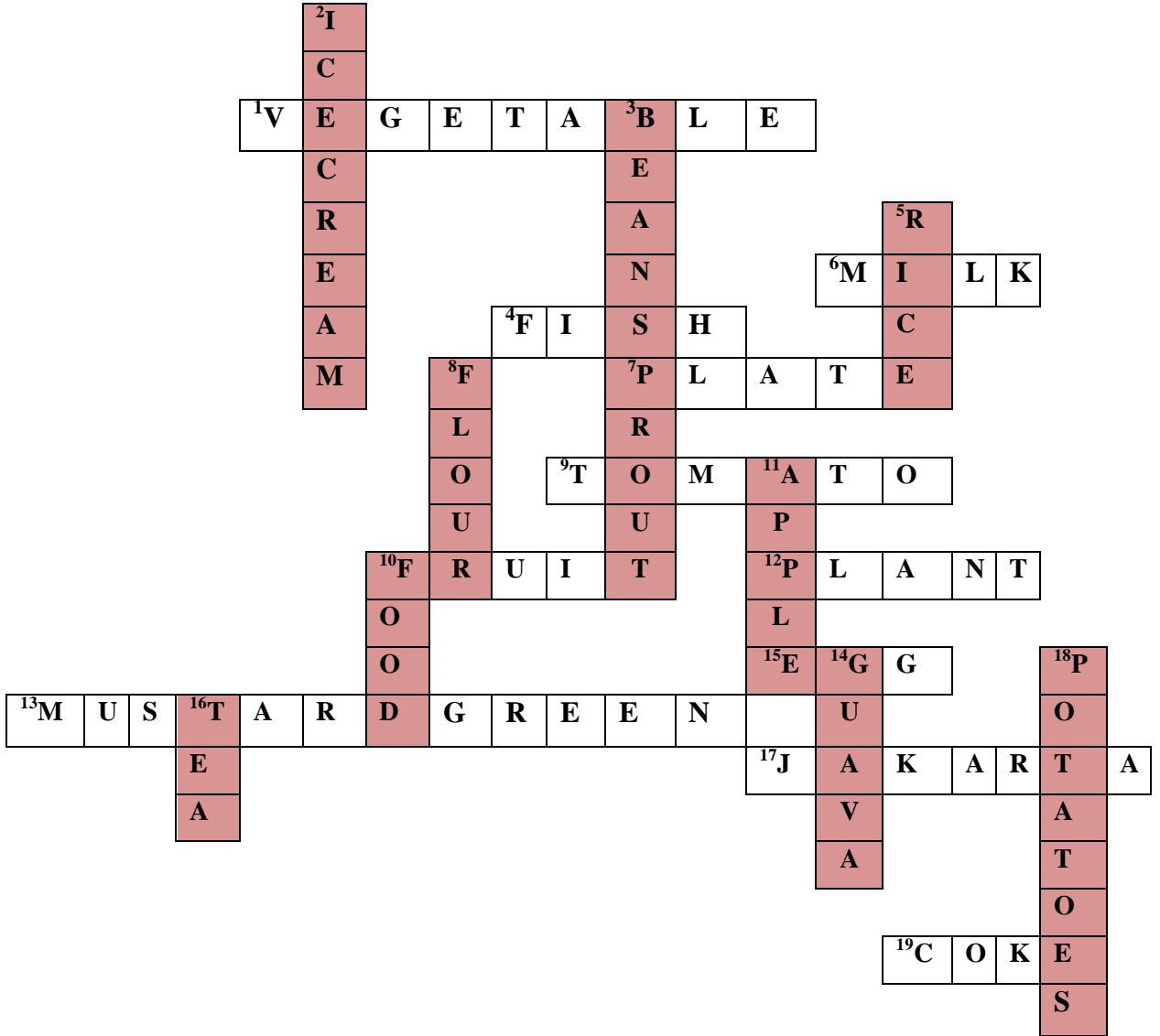
16. We drink It mixed sugar and Sariwangi.



18. One of materials for making



Chitato is



23. The Instrument of Test

Blank Crossword puzzle (*The Foot We Eat*topic) is expected to the students for filling it to improve their vocabularies about that topic.

24. The Indicator of Value (Vocabulary Mastery)

No	Indicators	Items	Number Items	score	Total Score
1.	Common Noun	5	1,4,10,10,12	5 items X 5 scores	25
2.	Proper Noun	5	3,13,14,17,19		25
3.	Countable Noun	5	7,9,11,15,18,		25
4.	Uncountable Noun	5	2,5,6,8,16		25
					100

Padangsidempuan, 21 Februari 2014

Teacher of SD Muhammadiyah 1
Padangsidempuan
As Collaborators

Co-Teacher

KhairunnisahNst, S.Pd
NIP.

Tri Risky Hasibuan
NIM. 09 340 0025

The Headmaster of SD Muhammadiyah 1 Padangsidempuan

MuliaSyarilNasution, S.Pd
NIP.19770804 2006 0410 17

APPENDIX 5

FIRST TEST

Class : 6 (Six)

Topic : *Back to School*

Petunjuk :

1. Isilah Teka – teki dibawah ini secara mendatar dan menurun.
2. Isilah dengan bahasa Inggris.
3. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai kosakata.
4. Waktu yang tersedia 35 menit.

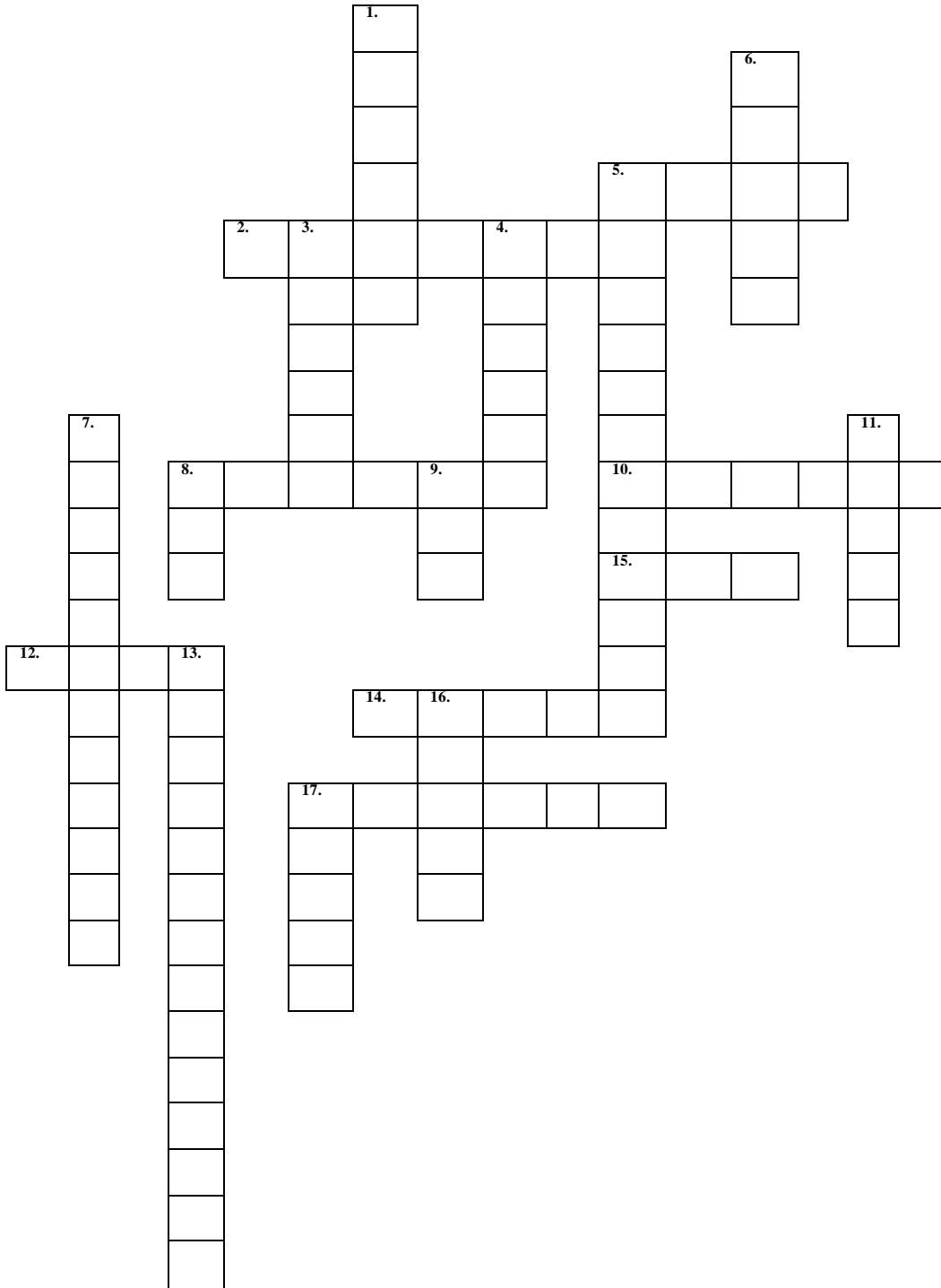
Mendatar / Across

2. Doli cuts the paper by using.....
5. Lia sticks one paper to another paper by.....
8. Writing use pen or....
10. O₂ is
12. The bedroom, living room, bathroom, kitchen, you can find at.....
14. White, thin and always write with pen and pencil is.....
15. Mantilla at head's boy is.....
17. Word of Avf Car reverse be.....

Menurun / Down

1. Like water....use to chemistry.
3. Use....give color to picture.
4. We go to.....bring bag, books and pen every morning.
5. Mother of your father is called...
6. Gas holder has contents.....
7. Usually typing file by using.....Acer
8. Friend of Pencil is.....
9. You fill....into Board maker.
10. Capital of SUMUT is.....
13. Khairunnisah Nst, S.Pd is a.....
16. The month after March is.....

17. The room for studying is.....



APPENDIX 6

SECOND TEST

Class : 6 (Six)

Topic : *Animal Wonders*

Petunjuk :

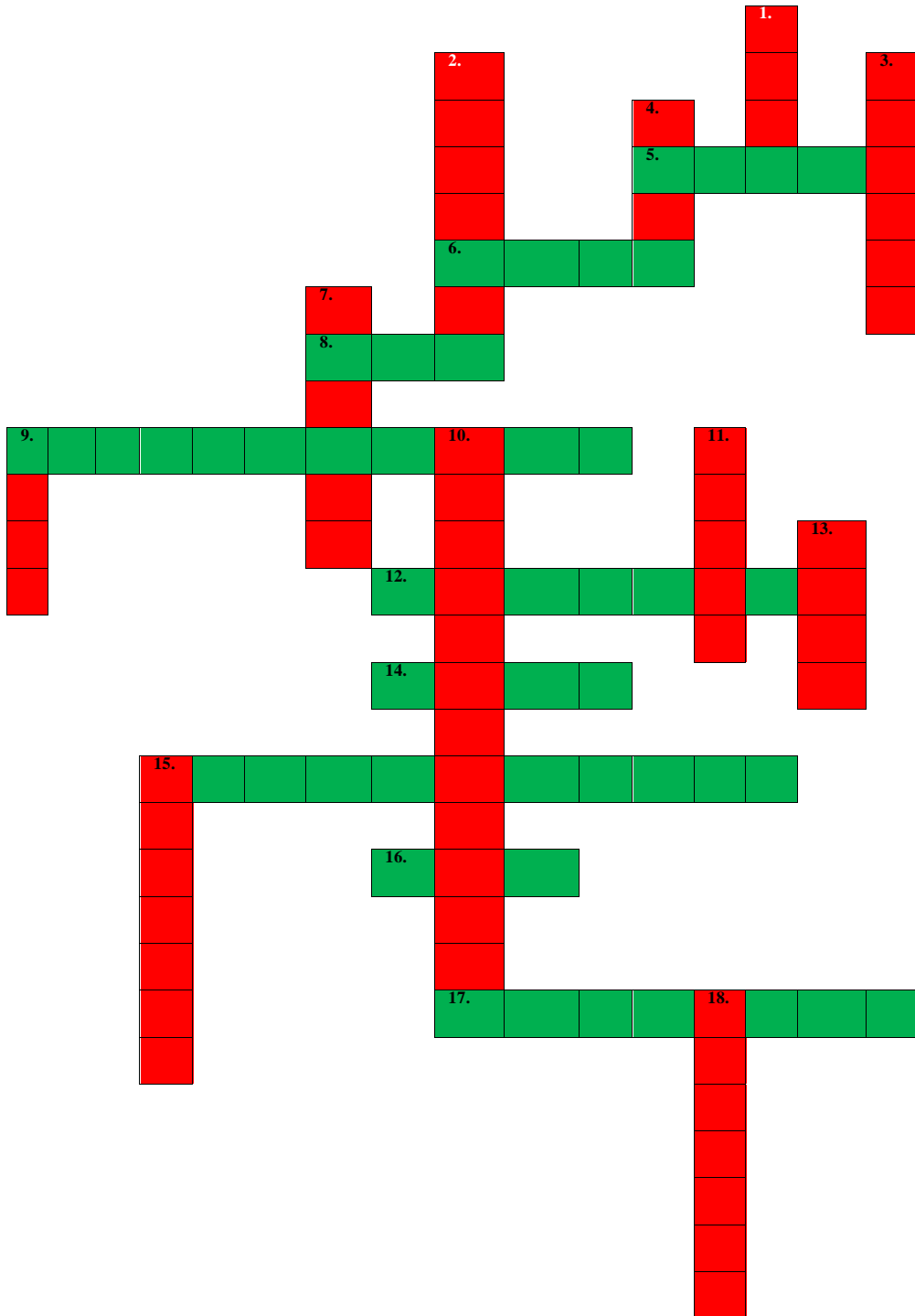
2. Isilah Teka – teki dibawah ini secara mendatar dan menurun.
3. Isilah dengan bahasa Inggris.
4. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai kosakata.
5. Waktu yang tersedia 35 menit.

Across (Mendatar)

6. Indonesia between two ocean and two.....
6. Like a view around batunadua,.....teletubis.
8. Indonesian say it Bulubintang. How do you say Bulubintang in English?
9. Indonesian say it Sapi Belanda, how do you say it in English?
12. Animal have pocket come from Australia is.....
14. Fly like a.....
15. Snake Python reverse be....
16. Bark like a.....
17. Big and have trunk is a.....

Down (Menurun)

2. Tall, big, have some fruits is
2. Indonesians say it Buluunggas, how do you say Buluunggas in English?
3. Like banana and climb to tree is.....
4. Curly hair from the sheep produces.....
7. All black's people reside in ocean.....
9. Long ear and cute is a.....
10. What reverse of Canadian Horse?
11. Body like sheep, skin like candy's blaster is a.....
13. Family of a dog is a.....
15. Kind of birds, plumage's colorful, unfurl like a fan is.....
18. Colonizer from Europe is.....



APPENDIX 7

THIRD TEST

Class : 6 (six)

Topic : *The Clothes We Wear*

Petunjuk :

1. Isilah Teka – teki dibawah ini secara mendatar dan menurun.
2. Isilah dengan bahasa Inggris.
3. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai kosakata.
4. Waktu yang tersedia 35 menit.

Pertanyaan :

Across/ Mendatar

1. Cool, white, like rain, and have the season, what is it?



3. Big fish, has sharp teeth and eats human



is.....

4. The Muslim Students go to school by

Down/ Menurun

1. Shark lives in....



2. Pet that has long ear and it is cute.



What animal is it?

7. The Coconut has tall.... and branch

using.....to close her head.



5. One of the materials to make pillow



is.....

6. What does we use to make our trousers does not loose?



10.can fall down trees, break house and



make ship disturbed in the sea.

11. It happens firewood makes much fumes and



make our viewing.....

12. Say two sentence Syahadat is a



15. We sweep....in the class.



8. Wild animal is like cat almost

extinct is...



9. Kind of Kueni, what is it?



13. Boy uses.....to close his head.



14. Pearl there is in the.....



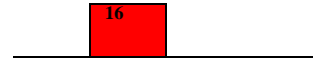
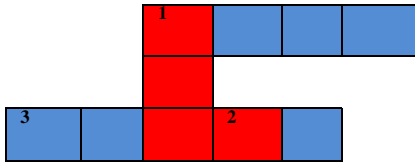
16. We go to school use.....



19. The students sit on the....in the

school.

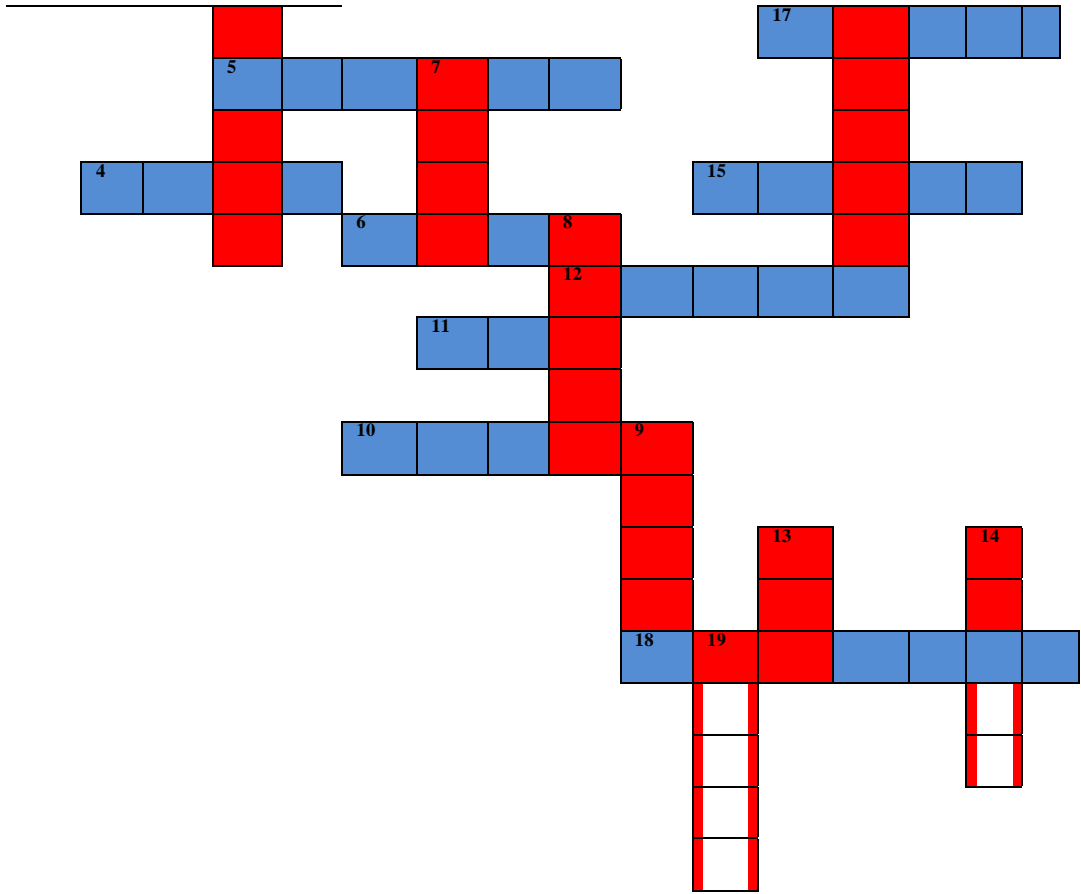




17. What animal is Gary?



18. What month is IdulAdha 2013 held?



APPENDIX 8

FOURTH TEST

Class : 6 (six)
Topic : *The Food We Eat*
Petunjuk :

1. Isilah Teka – teki dibawah ini secara mendatar dan menurun.
2. Isilah dengan bahasa Inggris.
3. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai kosakata.
4. Waktu yang tersedia 35 menit.

Pertanyaan :

Across/ Mendatar

1. Spinach, carrot, and mustard greens are the kinds of.....



4.much swim in the sea.



6 Cow produces.....to be consumption by us and it has high calcium.



Down/ Menurun

2. It is so sweet, cool, and delicious, what is it?



3. It is often cooked with bean.



5. Rice plant produces..... for being eaten by us.



7. We put our rice on.....



9. What sauce that is sour?



10. What it is said by 4 health 5 perfect?



12. Tree, flower, vegetable, fruit are....



13. Indonesian say this vegetable by Sawi.
What is say in English?



15. Chicken produces.....



17. Capital of Indonesia is.....



8. One of the materials for cooking cake is.....



10. Grape, apple, mango, orange are kinds of.....



11. What fruit is it?



14. It is delicious for making juice. What fruit is it?

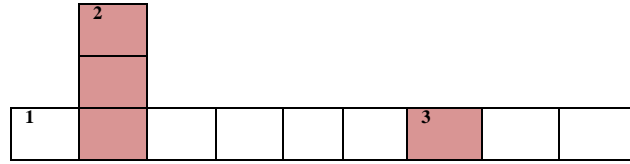


16. We drink It mixed sugar and Sariwangi.



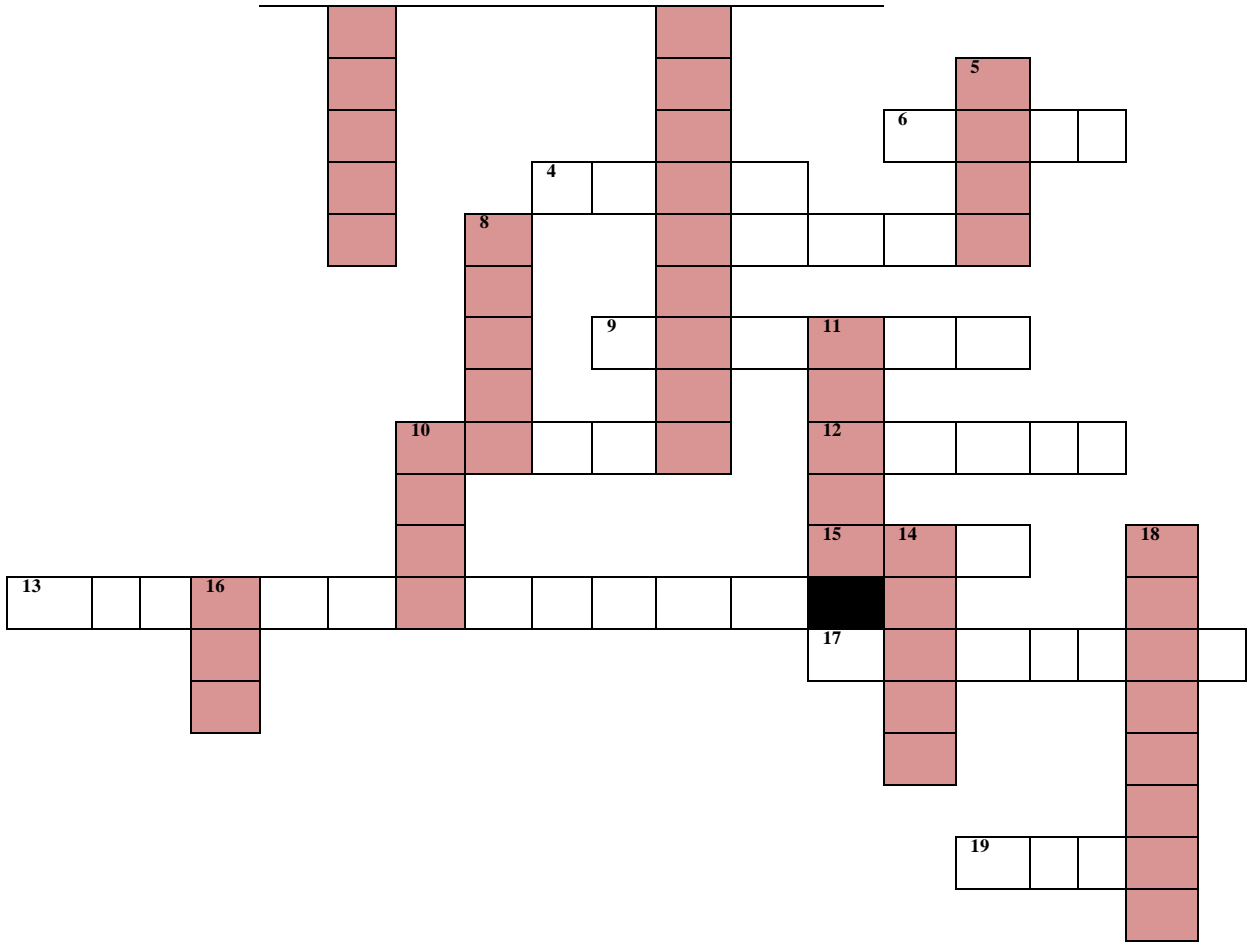
18. One of materials for making Chitato is....





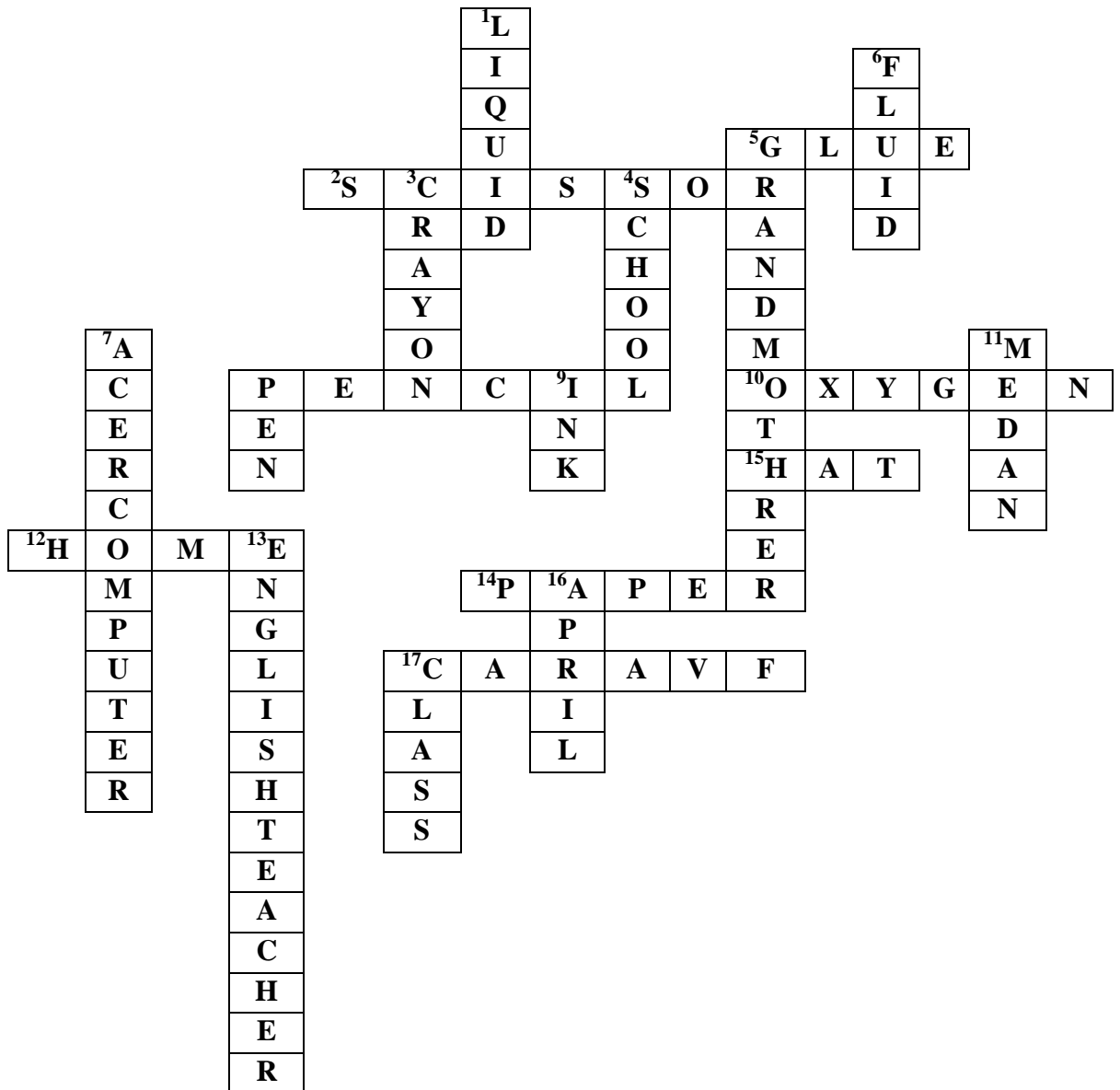
19. A.....stone.





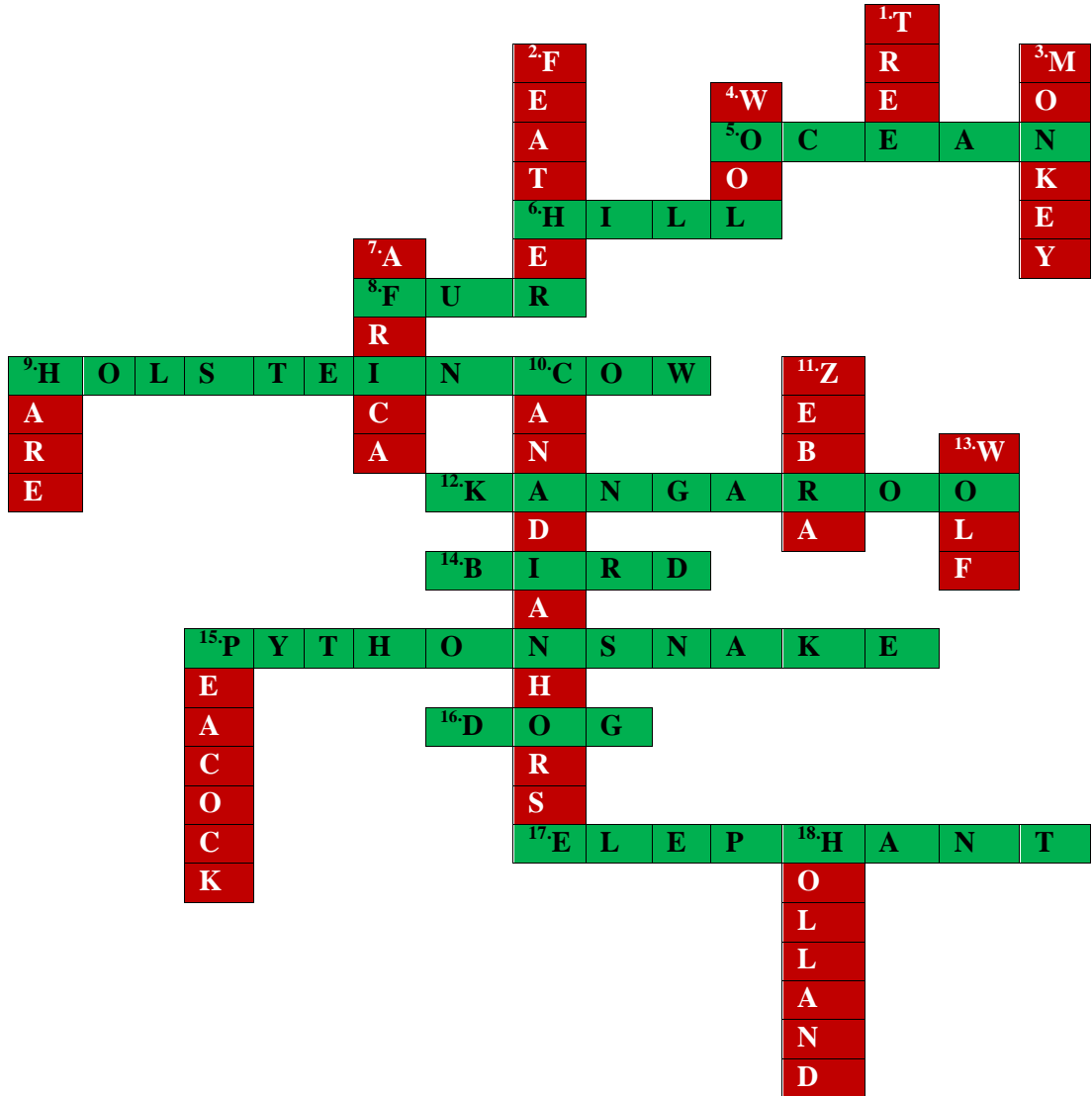
APPENDIX 9

THE KEY ANSWER OF FIRST TEST



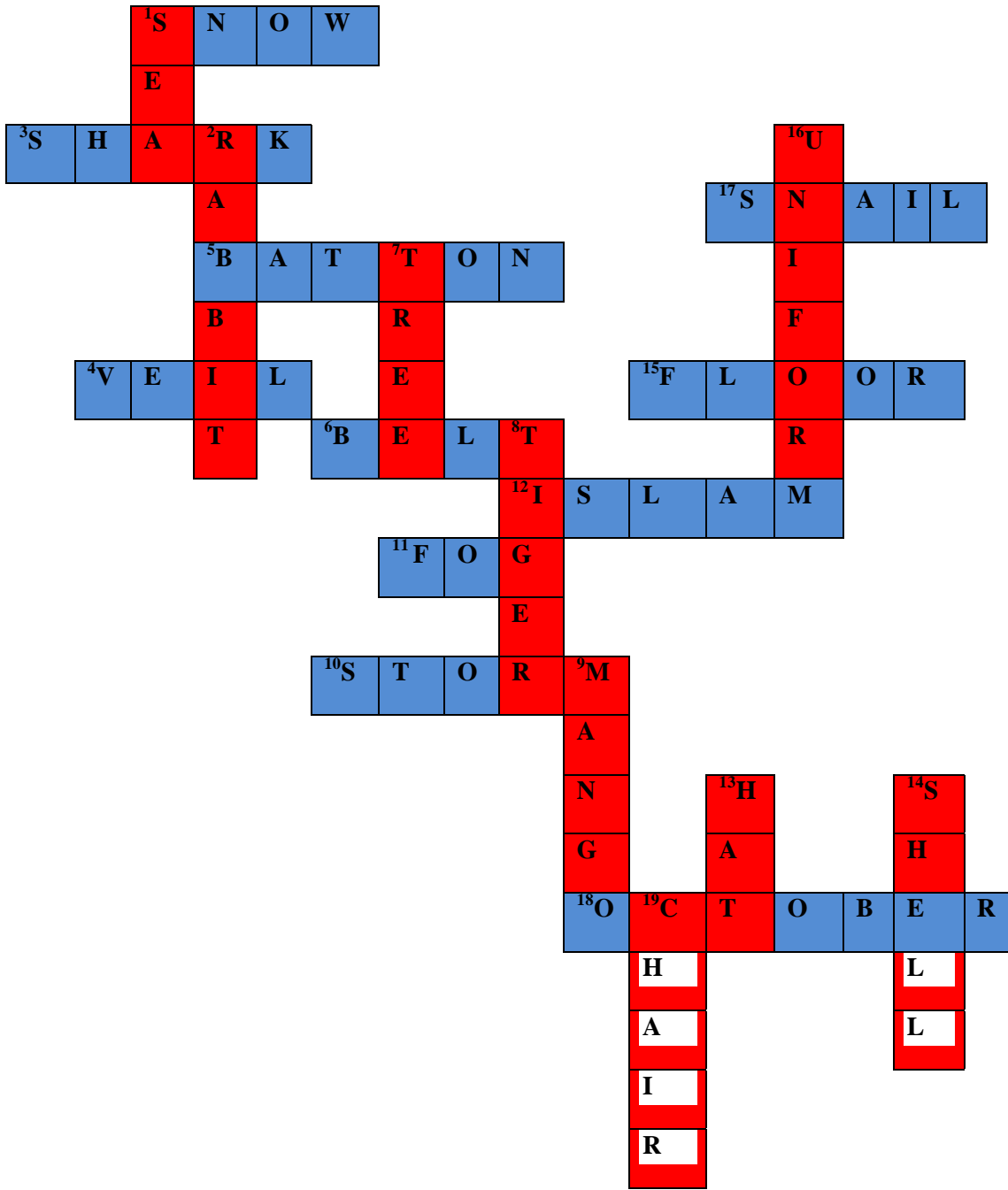
APPENDIX 10

THE KEY ANSWER OF SECOND TEST



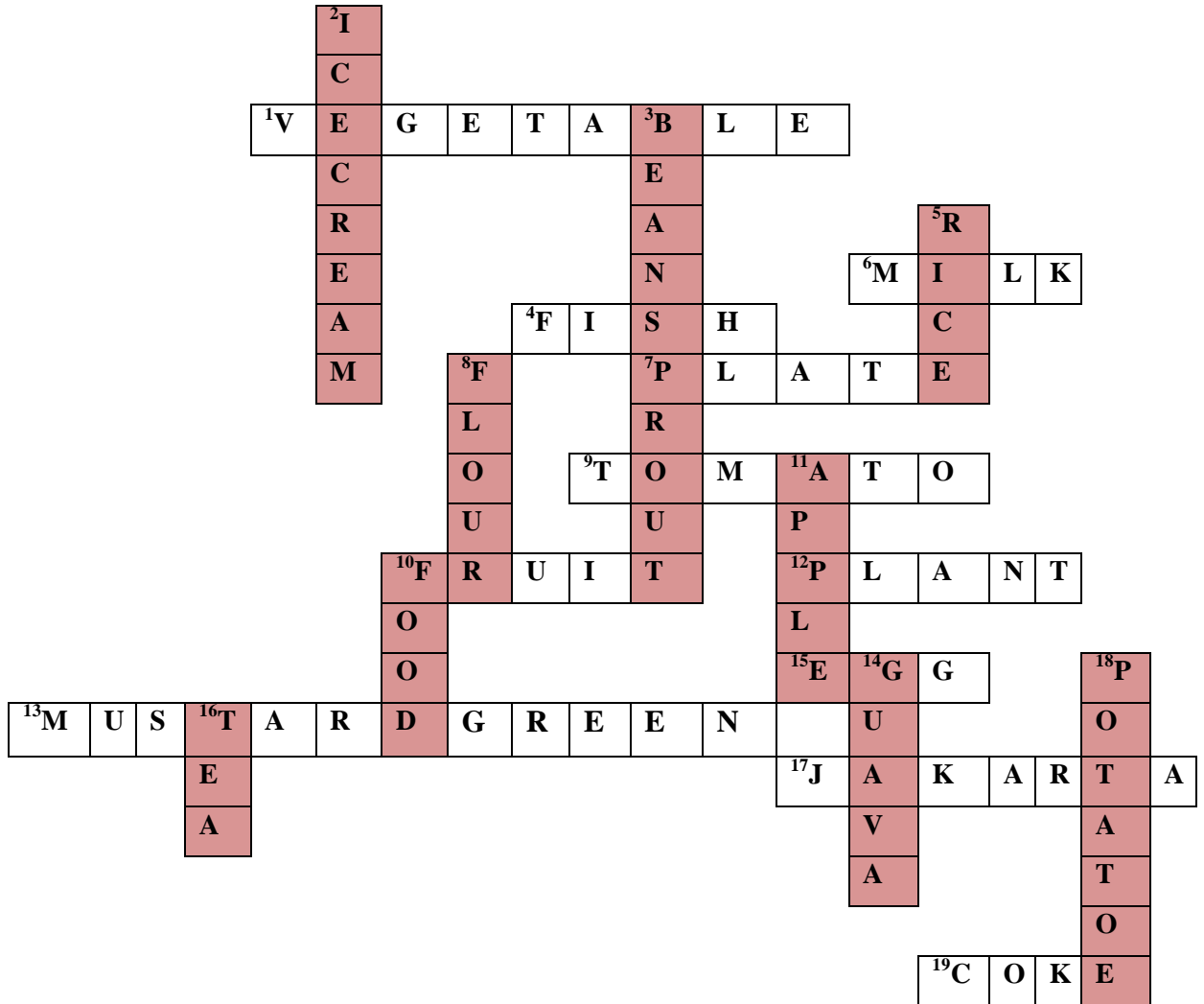
APPENDIX 11

KEY ANSWER OF THIRD TEST



APPENDIX 12

KEY ANSWER OF FOURTH TEST



APPENDIX 13

SITUATION OF LEARNING PROCESS IN CYCLE 1



1. Most of the students not active write learning and doing all the task (fill the blank crossword puzzle of first test and second test).



2. One of students enthusiastic to give example and two of students where not controll when the second test.



3. Teacher and students answer the blank crossword puzzle of the first test together.¹

¹The result of observation by taking picture in the VI class, (Sigiring–giring: SD Muhammadiyah 1 Padangsidempuan, February 07th, 2014 on 08:05 a.m.).

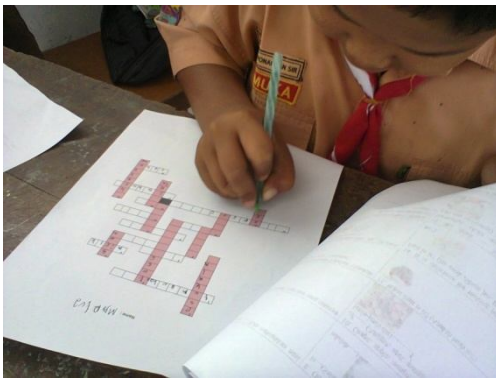
**SITUATION OF LEARNING PROCESS
IN CYCLE 2**



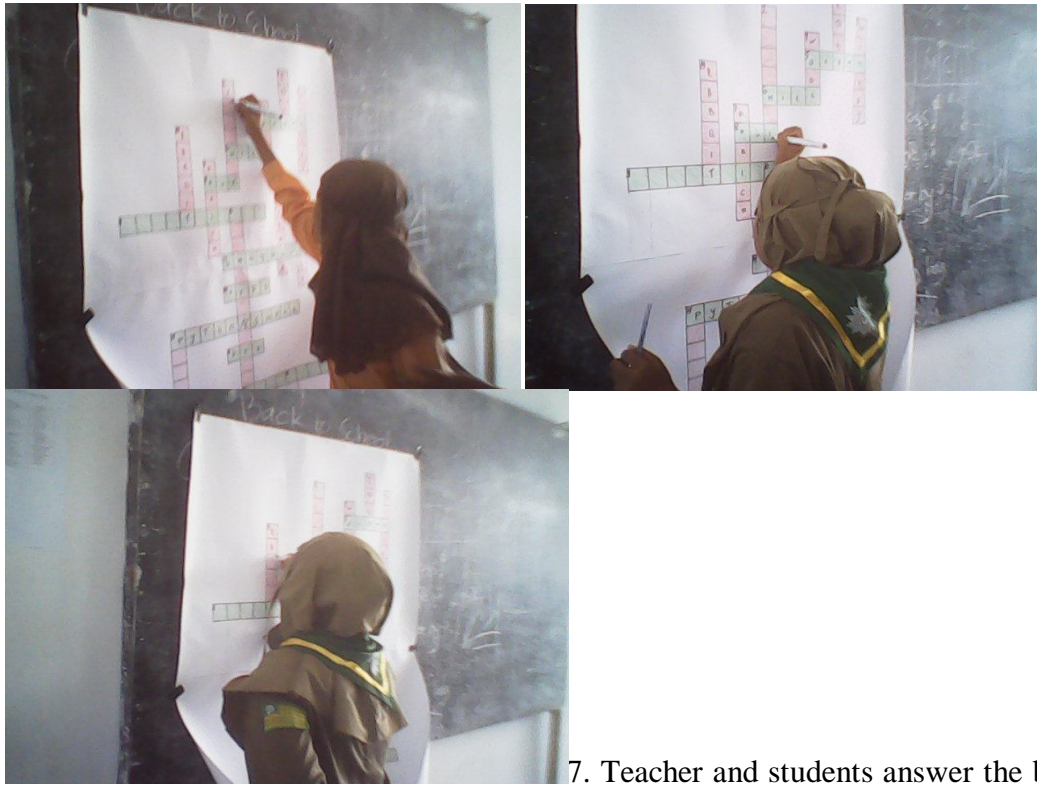
1. The students active and
enthusiastic learning and doing third test and fourth test.



2. The students collect the task (third and fourth test) on time.



3. The students fill the blank crossword puzzle (third and fourth test).



7. Teacher and students answer the blank

crossword puzzle of third test.²

²*Ibid.*, February 14th, 2014 on 08:15 a.m.

APPENDIX 14

Observation Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / semester : VI/ II
Days / Date Of : Friday/ 07 February 2014
Cycles : I

No.	Activities	Yes	No
1	Students active write learning material		√
2	Students have motivation when learning vocabulary through crossword puzzle.		√
3	Students have full attention when learning vocabulary trough crossword puzzle		√
4	Students active ask some question	√	
5	Students enthusiastic when learning vocabulary through crossword puzzle		√
6	Students doing all the task		√
7	Students collect the task on time		√
8	Students doing task living up instruction	√	

teacher

Observed by: Co-

Observation Sheet
Teacher Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / semester : VI/II
Days / Date Of : Friday/ 07 February 2014
Cycles : I

No.	Activities	Yes	No
-----	------------	-----	----

	A. Introduction		
1	Teacher says greeting and introducing patiently	√	
2	Teacher reviews the previous lesson	√	
3	Teacher explains little about <i>Back to School</i> and <i>Animal Wonders</i> topic through crossword puzzle.	√	
4	B. Content	√	
5	Teacher gives explanation how to do the activity by using crossword puzzle by doing one of the essay items.	√	
6	Teacher hangs the blank crossword puzzle in the black board.	√	
7	Teacher gives the crossword puzzle that should be done for each student.	√	
	C. CLOSE		
	Teacher and students answer the blank crossword puzzle together.		

Observed by: Co-teacher

Observation Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / semester : VI/II
Days / Date Of : Friday/21 February 2014
Cycles : II

No.	Activities	Yes	No
1	Students active write learning material	√	
2	Students have motivation when learning vocabulary through crossword puzzle.	√	
3	Students have full attention when learning vocabulary trough crossword puzzle	√	
4	Students active ask some question	√	
5	Students enthusiastic when learning vocabulary through crossword puzzle	√	
6	Students doing all the task	√	
7	Students collect the task on time	√	
8	Students doing task living up instruction	√	

Observed by: Co-
teacher

Observation Sheet

Teacher Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English
Class / semester : VI/II
Days / Date Of : Friday/ 21 February 2014
Cycles : II

No.	Activities	Yes	No
	A. Introduction		
1	Teacher says greeting and introducing patiently	√	
2	Teacher reviews the previous lesson	√	
3	Teacher explains little about <i>The Clothes We Wear</i> and <i>The Food We Eat</i> topic through crossword puzzle.	√	
	B. Content		
4	Teacher gives explanation how to do the activity by using crossword puzzle by doing one of the essay items.	√	
5	Teacher hangs the blank crossword puzzle in the black board.	√	
6	Teacher gives the crossword puzzle that should be done for each student.	√	
	C. CLOSE		
7	Teacher gives the crossword puzzle that should be done for each student.	√	

Observed by: Co-
teacher

APPENDIX 15

List of Interview

A. Interviews to the Students.³

1. Apakahadiksukabelajarbahasainggris?

(Do you like study English?)

Answer:

.....

2. Apa yang membuatkamutertarikketikabelajarbahasaIngris ?

(what is your make interestwhile study English?)

.....

3. Apa yang membuatkamumalasketikabelajarbahasaIngris ?

(what is your make lazy while study English?)

.....

4. Apakahadikmendapatkesulitandalambelajarbahasainggris?

(Do you have difficulties in learning English?)

Answer: Why?.....

5. Kesulitan-kesulitanapa yang adikdapatkandalambelajarbahasainggris?

(What are the difficulties in learning English?)

Answer:

.....

³Interviewing to the Students of Grade VI, (Sigiring-giring: SD Muhammadiyah 1 Padangsimpulan, February 14th 2014 at 09.30 a.m.

B. Interviews to the Teachers

1. BagaimanamenurutIbukemampuaniswadalambelajarbahasaIngris?

(How are the students' ability in study English?)

Answer:

The students' ability in study English is categorized into enough.

2. Metodeapasaja yang digunakanIbudalammengajarbahasainggris?

(What are your methods in teaching English?)

Answer:

Cooperative, singing method, opening dictionary and giving picture.

3. BagaimanateknikIbudalammengajarbahasainggriskhususnyamengenai vocabulary?

(How is your technique in teaching Englishespecially vocabulary?)

Answer:

1). I usually give some pictures to know what the English name of some pictures than I have given.

2). I usually give some English vocabularies and then ask the students to make them into English.

3). I usually ask the students to translate the materials that are in the English book.

4. Kesulitan-kesulitan apa saja yang

dihadapi siswa dalam belajar bahasa Inggris khususnya mengenai vocabulary?

(What are the difficulties of students' in study English especially about vocabulary?)

Answer :

They are difficult to read and speak the new vocabularies that they found. They are also difficult to memorize the new vocabularies that just been found by them. Then, although they don't have many vocabularies, they still lazy to open dictionary to know the meaning. I have to force them opening dictionary. Furthermore, they are still confuse how to write the English name of the things. They are confuse how to write the name that said by the teacher, they write what they listen.

5. Bagaimana Ibu mengatasi masalah-masalah dan kesulitan siswa dalam belajar vocabulary khusus vocabulary?

(How do you solve the problems in students' study English especially vocabulary?)

Answer: I motivate them that English is fun. If they find the difficulties, we solve them together and if they we bored in English material, I ask them for singing fun song that are in English book. ⁴

⁴ Interviewing to the English Teacher of *Grade VI*, (Sigiring-giring: SD Muhammadiyah 1 Padangsidempuan, February 14th 2014 at 09.30 a.m.

APPENDIX 16**STUDENTS' VOCABULARY MASTERY OF THE FIRST TEST**

No	Name of Students	Indicators				Test Score
		Common Noun	Proper Noun	Countable Noun	Un-countable Noun	
1	Abdul Narendra	5	2	5	3	75
2	Afif Fahrul Rifqi	5	5	3	2	75
3	Ahmad Fauzi	5	4	4	2	75
4	Ahmad Sulaiman	3	2	3	2	50
5	Ajie Febrian	5	1	5	3	70
6	Agung Permana	4	1	4	2	55
7	Angga AuliaNst	5	2	2	5	70
8	Andika Abadi	5	1	5	3	70
9	Ayu Juhairiyah	3	-	4	3	50
10	Desi Arisanti	4	-	4	2	50
11	Dohar Marihot	2	1	4	3	50
12	Fitri Fadillah	3	1	5	5	70
13	Hafizul Fitra	5	1	4	4	70
14	Hasan Basri	4	2	4	4	70
15	Herlindyah A.	4	2	3	3	60
16	Khofifah Rizkiah	3	3	5	2	70
17	Khoirunnisa	5	-	3	5	65
18	Mahraini Rambe	5	1	4	2	60
19	MartuaH.	2	1	2	3	40
20	Mhd. Darwis	3	-	3	2	40
21	Muas Fadil	4	1	5	3	65
22	Rahmad Muliadi	5	2	4	4	75
23	Rasyid Akram	4	2	4	5	75
24	Ratih	3	-	4	3	50
25	Riswan Salman	1	-	4	3	40
26	Shofiyatul H.	5	-	3	5	65
27	Santos Drey	3	1	5	5	70
28	Wulan Suci	3	-	4	2	45
SUM						1720
MEAN SCORE						61.42

The researcher calculated the score by using the following formula:

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{\sum N} \times 100\% \\ &= \frac{1720}{28} \times 100\% = 61.42\end{aligned}$$

APPENDIX 17**STUDENTS' VOCABULARY MASTERY OF THE SECOND TEST**

No	Name of Students	Indicators				Test Score
		Common Noun	Proper Noun	Countable Noun	Un-countable Noun	
1	Abdul Narendra	4	2	5	4	75
2	Afif Fahrul Rifqi	4	4	4	4	80
3	Ahmad Fauzi	5	2	4	4	75
4	Ahmad Sulaiman	3	2	3	2	50
5	Ajie Febrian	5	2	5	3	75
6	Agung Permana	4	2	3	2	55
7	Angga AuliaNst	4	2	4	4	70
8	Andika Abadi	5	1	4	4	70
9	Ayu Juhairiyah	3	2	3	2	50
10	Desi Arisanti	4	1	5	3	65
11	Dohar Marihot	2	3	2	3	50
12	Fitri Fadillah	3	3	2	2	50
13	Hafizul Fitra	3	3	5	2	70
14	Hasan Basri	5	2	3	3	70
15	Herlindyah A.	4	1	5	3	65
16	Khofifah Rizkiah	3	1	5	5	70
17	Khoirunnisa	2	3	3	2	50
18	Mahraini Rambe	4	3	3	2	60
19	Martua H.	4	-	3	2	45
20	Mhd. Darwis	4	-	2	3	45
21	Muas Fadil	5	-	3	5	65
22	Rahmad Muliadi	5	5	3	2	75
23	Rasyid Akram	5	2	5	3	75
24	Ratih	4	2	3	3	60
25	Riswan Salman	4	1	2	2	45
26	Shofiyatul H.	5	-	4	4	65
27	Santos Drey	4	2	4	4	70
28	Wulan Suci	3	-	3	3	45
SUM						1740
MEAN SCORE						62.14

The researcher calculated the score by using the following formula:

$$\bar{x} = \frac{\sum \tilde{x}}{\sum N} \times 100\%$$
$$= \frac{1740}{28} \times 100\% = 62.14$$

APPENDIX 18**STUDENTS' VOCABULARY MASTERY OF THE THIRD TEST**

No	Name of Students	Indicators				Test Score
		Common Noun	Proper Noun	Countable Noun	Un-countable Noun	
1	Abdul Narendra	5	4	4	4	85
2	Afif FahrulRifqi	5	5	5	3	90
3	Ahmad Fauzi	5	3	5	5	90
4	Ahmad Sulaiman	5	3	5	5	85
5	Ajie Febrian	5	3	5	3	80
6	Agung Permana	5	3	4	4	80
7	Angga AuliaNst	5	5	5	5	100
8	Andika Abadi	4	3	5	5	85
9	Ayu Juhairiyah	5	3	5	3	80
10	Desi Arisanti	5	5	5	5	100
11	Dohar Marihot	5	5	5	5	100
12	Fitri Fadillah	5	3	5	3	80
13	Hafizul Fitra	5	3	5	5	90
14	Hasan Basri	5	5	5	5	100
15	Herlindyah A.	5	5	5	5	100
16	Khofifah Rizkiah	5	2	3	5	75
17	Khoirunnisa	4	3	3	4	50
18	Mahraini Rambe	4	4	3	3	70
19	Martua H.	4	4	4	4	80
20	Mhd. Darwis	5	3	5	3	80
21	Muas Fadil	5	3	5	3	90
22	Rahmad Muliadi	5	4	4	5	90
23	Rasyid Akram	5	5	4	4	90
24	Ratih	5	4	5	4	90
25	Riswan Salman	5	4	4	5	80
26	Shofiyatul H.	5	3	5	3	80
27	Santos Drey	4	4	4	4	70
28	Wulan Suci	4	3	3	4	70
SUM						2360
MEAN SCORE						84.28

The researcher calculated the score by using the following formula:

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{\sum N} \times 100\% \\ &= \frac{2360}{28} \times 100\% = 84.28\end{aligned}$$

APPENDIX 19**STUDENTS' VOCABULARY MASTERY OF THE FOURTH TEST**

No	Name of Students	Indicators				Test Score
		Common Noun	Proper Noun	Countable Noun	Un-countable Noun	
1	Abdul Narendra	5	5	5	5	100
2	Afif Fahrul Rifqi	5	5	5	4	95
3	Ahmad Fauzi	5	5	4	3	85
4	Ahmad Sulaiman	5	3	3	5	80
5	Ajie Febrian	5	4	5	5	95
6	Agung Permana	5	4	4	5	90
7	Angga AuliaNst	5	4	4	5	90
8	Andika Abadi	5	5	5	5	100
9	Ayu Juhairiyah	5	5	5	5	100
10	Desi Arisanti	5	5	5	5	100
11	Dohar Marihot	5	5	5	5	100
12	Fitri Fadillah	5	5	5	5	100
13	HafizulFitra	5	5	5	5	100
14	Hasan Basri	5	5	4	5	95
15	Herlindyah A.	5	5	5	5	100
16	Khofifah Rizkiah	5	5	5	5	100
17	Khoirunnisa	4	4	4	4	80
18	Mahraini Rambe	5	3	3	5	80
19	Martua H.	5	4	3	5	80
20	Mhd. Darwis	5	3	3	5	80
21	Muas Fadil	5	3	5	3	80
22	Rahmad Muliadi	4	4	5	5	90
23	Rasyid Akram	5	4	5	4	90
24	Ratih	5	5	5	5	100
25	Riswan Salman	5	4	5	5	95
26	Shofiyatul H.	5	4	5	5	95
27	Santos Drey	4	5	5	4	90
28	Wulan Suci	4	4	4	4	80
SUM						2570
MEAN SCORE						91.78

The researcher calculated the score by using the following formula:

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{\sum N} \times 100\% \\ &= \frac{2570}{28} \times 100\% = 91.78\end{aligned}$$

APPENDIX 20**STUDENTS' VOCABULARY MASTERYIMPROVEMENT**

No	Name of students	First test	Second test	Third test	Fourth test
1.	AdadNarendra	75	75	85	100
2.	AfifFahrulRifqi	75	80	90	95
3.	Ahmad Fauzi	75	75	90	85
4.	Ahmad Sulaiman	50	50	85	80
5.	AjieFebrian	70	75	80	95
6.	AgungPermana	55	55	80	90
7.	AnggaAuliaNst	70	70	100	90
8.	AndikaAbadi	70	70	85	100
9.	AyuJuhairiyah	50	50	80	100
10.	DesiArisanti	50	65	100	100
11.	DoharMarihot	50	50	100	100
12.	FitriFadillah	70	50	80	100
13.	HafizulFitra	70	70	90	100
14.	HasanBasri	70	70	100	95
15.	HerlindyahAngraini	60	65	100	100
16.	KhofifahRizkiah	70	70	75	100
17.	Khoirunnisa	65	50	50	80
18.	MahrainiRambe	60	60	70	80
19.	MartuaHamonangan	40	45	80	80
20.	Mhd. Darwis	40	45	80	80
21.	MuasFadil	65	65	90	80
22.	RahmadMulyadi	75	75	90	90
23.	RasyidAkram	75	75	90	90
24.	Ratih	50	60	90	100
25.	Riswan Salman	40	45	80	95
26.	ShofiyatulHusnah	65	65	80	95
27.	Santos Drey	70	70	70	90
28.	WulanSuci	45	45	70	80
Sum		1720	1740	2360	2570
Mean Score		61.42	62.14	84.28	91.78

The researcher calculated the score by using the following formula:

1. First Test

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{\sum N} \times 100\% \\ &= \frac{1720}{28} \times 100\% = 61.42\end{aligned}$$

2. Second Test

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{\sum N} \times 100\% \\ &= \frac{1740}{28} \times 100\% = 62.14\end{aligned}$$

3. Third Test

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{\sum N} \times 100\% \\ &= \frac{2360}{28} \times 100\% = 84.28\end{aligned}$$

4. Fourth Test

$$\begin{aligned}\bar{x} &= \frac{\sum \bar{x}}{\sum N} \times 100\% \\ &= \frac{2570}{28} \times 100\% = 91.78\end{aligned}$$

CURRICULUM VITAE

A. Identity

Name : TRI RISKY HSB
Reg. No : 09 340 0025
Place and Birthday : Padangsidempuan and 14 Januari 1991
Sex : Female
Religion : Islam
Address : Jl. Jendral Sudirman, Gang. H.M.Din HRP
Parents
Father's name : Mhd. Nasir Hsb
Mother's name : Rosmaini Pohan

B. Educational Background

1. Primary School : SDN 200116 Padangsidempuan (2003)
2. Junior High School : MTsN 1 Padangsidempuan (2006)
3. Senior High School : MAN 2 Padangsidempuan (2009)
4. Institute : IAIN Padangsidempuan (2014)

CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for communication in a community. And Language is also a system of communication plays the important role in the human life. Language in this sense is possession of a social group, comprising an indispensable set of rules, which permits its member to relate to each other. One of the languages that have a significant influence in interaction in the world is English. It is used in many aspects of International relationship; people use English for business, technology, even in educational interaction.

English becomes a tool of communication around the world include educational aspect. In education and teaching have language to communicate between teachers and students to give and get information and knowledge. In life needed language and basic of knowledge should be learned since the beginning of educational process to get the best result for the next generation as Prophet said in Hadits follows:

حَدَّثَنَا هِشَامُ بْنُ عَمَّارٍ حَدَّثَنَا حَفْصُ بْنُ سُلَيْمَانَ حَدَّثَنَا كَثِيرُ بْنُ شَيْطِيرٍ عَنْ مُحَمَّدِ بْنِ سِيرِينَ
عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ طَلِبُوا الْعِلْمَ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَوَضِعُ الْعِلْمِ
عِنْدَ غَيْرِ أَهْلِهِ كَمُقَلَدِ الْخَنَازِيرِ الْجَوْهَرَ وَاللُّؤْلُؤَ وَالذَّهَبَ

The meaning :

“Told to us Hisyam bin Ammar said, Told to us Hafsah bin Sulaiman said, Told to us Katsir bin Syinzhir from Muhammad bin Sirin from Anas bin Malik he said; Rasulullah shallallahu 'alaihi wasallam said: Seek knowledge is obligation to each moslem. And the people that put knowledge don't to its' specialist, like a people use the pearl, diamond and gold to pigs' neck”.¹

Therefore, it can be concludes that for getting knowledge is obligation for moslem. All humans while young or old obligate search and get good information and knowledge to complete. If want good life in the world until happy in the end of the day, so with knowledge and can good application knowledge to all activity in life. Knowledge can be support life to know that Allah Most Gracious give luxury in the world until the end of the day. It must be needed effort and it made Rasulullah ever asked Muslims so that getting knowledge.

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, knowledge must have reach to do the best in life. In educational system, government realizes that English language should be learned since the beginning of educational process to get the best result for the next Indonesian generation as follows:

Sebagai suatu kebijakan orientasi, pemerintahan Indonesia telah menerbitkan peraturan (UU) RI No. 2 tahun 1989 tentang system pendidikan nasional untuk mengembangkan sumber daya manusia di pendidikan dunia. Pada 1993, pemerintahan Indonesia memutuskan mata pelajaran bahasa Inggris dimulai dari kelas 4 sekolah dasar.²

¹Achmad Sunarto, *Hadist Terjemah Sunan Ibnu Majah*, (Semarang: CV. Asy Syfa, 1992), p. 181-182.

²Kasihani K. E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), p. 2.

It means as a forward orientation, Indonesian government had published Indonesian rules (UU) RI No. 2 year in 1989 about national educational system to develop human resource in educational world. In 1993, Indonesian Government decided to involve English subject starting from Grade 4 in Elementary school students.

In 1994 Curriculum states that there are four language skills that should be mastered by the students are speaking, listening, reading, and writing, has the standard which developed from the goal of educational program.³ The existence of English in elementary curriculum is very necessary to improve the quality of formal elementary school until university in Indonesia.

In 2013 Curriculum, English became local content like in 1994 curriculum to elementary school. English vocabulary is started from elementary school. It is needed to develop language teaching. So, elementary school must be mastered up to 250-500 word.⁴ The language components are grammar, pronunciation and vocabulary. Vocabulary mastery becomes an important part in English that should be owned by all students to understand English completely. Vocabulary is an important component of language in learning a language, especially as basic of language. In this case, vocabulary is important in education. Next on Islamic concept, vocabulary is important in our life. It can be looked in Al Baqarah verse 31 states:

³*Ibid.*, p. 2-3.

⁴Herudin, "Curriculum 2013" (<http://tribunnews.com> accessed at June 13th, 2013 retrieved on 11 pm).

كُنْتُمْ إِنْ هَتُّوْا بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلٰٓئِكَةُ عَلٰى عَرَضِهِمْ ثُمَّ كُلَّهَا ۗ اَلْاَسْمَاءُ اَدَمَ وَعَلَّمَ

صَدَقَيْن ۝

The meaning :

“And He taught Adam all the names(of everything),then He showed them to the angels and said, “Tell me the names of these if you are truthful”.(31)⁵

In the life,human being need learning and education that is in the Surah Al-Baqarah 31 is all human will have new venerable generation that knowing what is good or true and what is bad.All the names Allah taught Adam is all things and case and also message from Allah to all the people in earth, what is true and good and what is bad, what one ought to do and ought not to do.Allah SWT taught Adam as the names (of everything). Allah SWT taught Adam as by Angle. Angle taught Adam as about names of Angles and family of Adam as. Then Allah SWT asked to Angle about the names studied by Adam. Then Angle said to They (Adam) “Those things and its names”. After that, Allah SWT said to Adam as “Told Me the names of these if you truthful”.

Then, this is the teaching to all the people, especially from elementary or basic. The important teaching and learning is Messenger from Allah to Adam and Adam taught to all the people the basic names/ vocabulary (of everything) and knowledge in life. The students could communication or interaction to another people, but in communication must be known good meaning because good

⁵Muhammad Taqi'ud-Din Al-Hilqidan Muhammad Musin Khan, *Translation of the Meanings of the Noble Qur'an in the Language*, (Madinah: K. S.A,1445), p. 842.

communication could help good interaction by another people. As a language component, vocabulary is introduced at elementary school.

Vocabulary is also important in four skills of English; in listening, speaking, reading and writing. In understanding of four skills needed many vocabularies. The students which only have little vocabulary, they will get difficulties in understanding of four skills. Vocabulary as the base of all, without vocabulary the students could not develop of four skills.

Vocabulary as a major part in English language has to be taught effectively, because students should feel glad and interesting in learning vocabulary. If the process of learning is going on without giving and holding the interesting condition of learning, students will easy to bored, and finally they cannot master and memorize vocabulary well. If this case actually happened, process of learning English is not running well, because students cannot understand vocabulary as the root of English. So, how come they will have ability for all aspect in English without mastering vocabulary, like the case that happened at SD Muhammadiyah 1 Padangsidempuan. As an English teacher Khairunnisah Nasution, S.Pd, said:

The students felt boring in studying English vocabulary by conventional teaching (without media) was given by their English teacher. By using opening the dictionary technique in finding out new vocabulary make students tired and lazy to study English. The student would be happy learning vocabulary with game more than books and dictionary because imagination, simulation, and motivation will be easy to memorize from students.⁶

⁶*Private Interview*, English teacher of Grade VI, (Sigiring-giring: SD Muhammadiyah 1 Padangsidempuan, August 13th, 2012 on 09 pm).

The problems need to be solved, in teaching vocabulary there are many techniques can be used such as reading books and find new words or difficult words from what the students read about, from pictures, opening dictionary, and crossword puzzle. It is a teaching technique with game in relaxation and fun for students, thus help them learn and improve spelling and pronunciation.⁷ By using crossword puzzle technique hope students have competence which permanent.

From the four techniques above, the researcher chose to employ crossword puzzle technique. Crossword puzzle technique is:

A much more type of learning and will engage students with the material more than passive types of review technique do. It is the game in learning that interesting and can improving motivate, can create real situation and keep memorize. The elementary school will be very fun and happy with the games than seriously in the learning. The case says that the elementary school still has spirit games than study.⁸

So, effective and efficient in teaching vocabulary in elementary school is crossword puzzle technique because spirit's students in studying can be applied. Technique and method is parable way in learning and teaching on Islamic concept Allah said in Al-A'raf verse 175 states:

الْغَاوِينَ مِنْ فَكَانَ الشَّيْطَانُ فَاتَّبَعَهُ مِنْهَا فَانْسَلَخَ آيَاتِنَا الَّذِي نَبَأَ عَلَيْهِمْ وَأَتَلُ



⁷Sudjana, *Metode dan Teknik Pembelajaran Partisipatif*, (Bandung: Production, 2005), p.35.

⁸*Ibid.*, p. 36.

The meaning:

“And recite to them the story of him to whom We gave Our ayat(proofs, edvences, verses, lesson,sign, revelations,etc),but he threw them away,so Satan follow him up and he became of those who went astray”.(175)⁹

It can be concludes that teaching and learning all knowledge from verse of Al-Qur’an needed some tools as parable to easy understood knowledge. Some techniques and methods made to more understood and interest motivation. Allah told to Prophet and Prophet said to human until human have good knowledge and have Akhlakulkarimah for another human. In life must be better to get better in the communication to Allah, parents and another people. In the world is a place to get all knowledge that needed for life in the world and the end the day to approach self to God and happy in life in the world and the end of the day.

Based on the above background, to solve the problems the researcher conducteda classroom action research for students who needed the facilitate learning English class as at sixth grade SD Muhammadiyah1Padangsidimpuan. The researcher believed that this method could motivate students to study English and improved their vocabulary in study. This research title was **Improving Students’ Vocabulary Mastery through Crossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan.**

⁹Muhammad Taqi’ud-Din Al-Hilqidan Muhammad Musin Khan, *Translation of the Meanings of the Noble Qur’an in the Language*, (Madinah: K. S.A,1445), p. 842.

B. Identification of the Problems

Problems of the research based on the background of the problem were needed to be identified in order to be characterized as they should be presentation of the identification makes researcher being easier to search them intensively. Identification of the problems based on the above background was:

First; English is a set of convention of communicative signal used by human for communication, students are difficult to speak English because students cannot master and memorize vocabulary well. Second; English teacher only gave the lesson just from one book to the students. Third; students felt boring in time studying English vocabulary by using picture and conventional teaching (without media). The last; the method was opening the dictionary in finding out new vocabulary that made students lazy and tired to study.

C. Limitation of the Problem

Based on identification of the problems above, the researcher limited the problem of students' ability in vocabulary mastery through crossword puzzle. Then the researcher also limited the vocabulary mastery into nouns, there are eight nouns in the theoretical description. But here, the researcher just intended to limit noun into common, proper, countable and uncountable nouns. So, the researcher supposed to find out what extend could crossword puzzle improve the students' vocabulary mastery at grade VI SD Muhammadiyah 1 Padangsidimpuan.

D. Formulation of the Problem

Based on limitation of problem mentioned above, the problem of the research can be formulated as “To what extend can crossword puzzle improve the students’ vocabulary mastery at grade VI SD Muhammadiyah 1 Padangsidempuan?”.

E. Aim of the Research

Based on the formulation of the problem above, the aim of the research was to find whether crossword puzzle could improve the students’ vocabulary mastery at grade VI SD Muhammadiyah 1 Padangsidempuan.

F. 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 were:

1. Headmaster of SD Muhammadiyah 1 Padangsidempuan, to develop and encourage English teachers, and to teach English best.
2. Teachers of SD Muhammadiyah 1 Padangsidempuan, to develop their capability in teaching vocabulary as result of this research hopefully would be a source guidance to conduct the more effective vocabulary in class to improve students’ vocabulary mastery.
3. Students and readers to broaden their knowledge of vocabulary mastery.

4. This researcher would be the one of the research literatures that can be source to get information about the research focus for other researchers who are interesting in conducting research relates to his research.

G. Definition of the Terminologies

1. Improving

Improving is a verb that has made something or became better.¹⁰ So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. Crossing these in a step by step process is called improving.

2. Student

Student is a person who is studying ata school, college, University, etc. A.S. Hornby states “Student means anyone who studies or who is devoted to the acquisition of knowledge”.¹¹ While in *Kamus Besar Bahasa Indonesia*, the student is a learner especially on the grade of elementary, junior and senior high school.¹² In addition, student can be defined as a raw material in transformation process in education.¹³ So, based on those definitions above, the researcher concluded that the student is a person

¹⁰ A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 682.

¹¹ *Ibid.*, p. 1525.

¹² Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

¹³ Rama Yulis dan Samsul Nizar, *Filsafat Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 169.

who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

3. Vocabulary

Vocabulary is all words in particular language and the words that people use when they are talking about a particular subject.¹⁴ All words are the basic of a language. It is used for communication or expression, in particular art or skill. Vocabulary is more than a list of target language words.¹⁵ Then vocabulary is the stock of words on which people can draw in expressing yourself. Most of us do not use nearly as many words in speaking or writing as we recognize or understand when hear or see.¹⁶ So, vocabulary is all words that people use and express in four language skills; speaking, listening, reading and writing. Vocabulary so important to know all around life and know all Allah give for life in the world.

4. Mastery

It is stated on Oxford Advanced Learner Dictionary by Hornby that mastery is a complete knowledge or great skills.¹⁷ While in Indonesian dictionary it is stated that mastery is comprehension or capability to use knowledge or

¹⁴A. S. Hornby, *Op. Cit.*, p. 1506.

¹⁵ David Nunan, *Practical English Language Teaching* (New York: Mc. Graw-Hill Companies Inc, 2003), p.258.

¹⁶Richard D. Mallery, *How to Enlarge and Improve Your Vocabulary* (New York: Blakiston Company, 1947), p. 1.

¹⁷A. S. Hornby, *Op. Cit.*, p. 822.

skill. Thomas Nelson says “Mastery is the power or authority at a master, power to understand or skill manager”.¹⁸

So, based on those definitions above, the researcher concluded that mastery is great skill of people to understand, skill to manage or complete knowledge in education.

5. Crossword Puzzle

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.¹⁹ 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.²⁰ Then, Kamus Besar Bahasa Indonesia defines Teka-teki silang adalah suatu tesai yang samar-samar, itu biasanya meningkatkan daya ingat, berpikirdan itusebagai suatu permainan. Teka-teki seperti tesai atau beberapa pertanyaan yang berbentuk kotak-kotak kosong.²¹

It means crossword puzzle is the disguisedly essay, it usually for making students' mind to be sharpens, thinking and it is also the game. 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

¹⁸ Thomas Nelson, *The word Compact English Dictionary*, (London: Award Publication, 1985), p. 612.

¹⁹ Collin “What is Meant by Crossword Puzzle?”, (<http://www.Collinsdictionary.com/dictionary/English/crossword-puzzle> at June 20, 2013 retrieved on 10 a. m).

²⁰ A.S. Hornby, *Op. Cit.*, p.317.

²¹ Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), p. 123.

remember about all knowledge in answer the essay or question to take empty boxes.

6. Elementary School.

Elementary School same with SD (Sekolah Dasar). Elementary school is a school for children between the ages of about six until twelve.²² Then, Kamus Besar Bahasa Indonesia defines Elementary School is a place to get education as basic of knowledge to school more higher.²³ So, Sekolah dasar same with Elementary School, where is a place to study about basic of knowledge for human know all particular subject in around their, especially for young learners. Elementary school is a place to process learning and teaching, and a place to know basic all language and all knowledge for life became better.

H. The Hypothesis Action

The hypothesis needed to show the researcher's thinking and expectation the outcomes of the research related to this research. The hypothesis was crossword puzzle can improve students' vocabulary mastery at SD Muhammadiyah 1 Padangsidempuan.

I. The Indicator of Action

Action research is any systematic inquiry conducted by teachers' researchers, principals, school counselor or other stakeholders in the teaching

²²A.S. Hornby, *Op. Cit.*, p. 427

²³Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, *Op. Cit.*, p.1013

learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information was gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment out tomes and the lives of those involved.

Action means the activities that would be done. The researcher made the teaching program; lesson plan about crossword puzzle that was used to teach vocabulary to improve students' vocabulary mastery till the end of the actions had been done. In this research, the researcher collaborated with the teacher to be a team work who work together to solve the students' problem in increasing students' vocabulary mastery.

J. Systematic of the Thesis

This thesis consisted of five chapters. In the first chapter discussed about background of the problems, identification of the problems, limitation of the problems, formulation of the problems, aim of the research, significances of the research, the definition of the terminologies, the hypothesis action and the indicator of action.

The second chapter consisted of theoretical description. It included theory of vocabulary, vocabulary mastery, kinds of vocabulary, the aspect of vocabulary, teaching vocabulary, principles for teaching vocabulary and crossword puzzle (the concept of crossword puzzle, advantage and disadvantage of crossword puzzle), review of related findings and conceptual framework.

The third chapter is about the research methodology. It included place of the research, time and schedule, research design, participants, instrumentation, the procedures for classroom action research, and technique of data analysis.

The fourth chapter is the research result. There researcher completed report of findings of the classroom action research in each cycle. It was presented to describe the found data as the answer of the research questions and forward to state the purpose of the research. It described the data description, first cycle, second cycle that had been done, comparative result of the action, discussion of the research findings, and threats of the research.

In the last chapter is the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

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

A. Vocabulary

1. The Concept of Vocabulary

Vocabulary is one of component for the language, where is vocabulary help people to speaking and language in communication. It is a part of language that so important to all aspect in life. Thomas Nelson considered that vocabulary is a list of word usually in alphabetical order and with explanation of their meanings less complete than a dictionary.¹ Then, ShirlyBurnidge says “Vocabulary is all the words in language list of word in lesson or books, all the word that one person knows”.² Next, Hornby says “Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject”.³ So, vocabulary is all the words that use to speaking, writing and communication, it is all alphabetical in form word to tell all subjects.

According to Jack C. Richard and Willy A Renandya say“Vocabulary is a core component of language proficiency and provides much of the basis for

¹Thomas Nelson, *The Award Compact English Dictionary*, (London: Award Publication, 1985), p. 612.

²Shirley Burnidge, *Oxford Basic English Dictionary*, (New York: Oxford University Press, 1981), p. 477.

³A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p.1506.

how well learners speak, listen, read and write”.⁴ It means words can be noun, verbs, adjectives, adverbs, preposition, and conjunction to use language. Then language has some words or vocabulary for speaking, writing, reading and listening.

So, it could be concluded that vocabulary as all words that people know or use and also as the core component of words that is list in the alphabetical order.

2. The Concept of Vocabulary Mastery

Vocabulary is one aspect should 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”.⁵ It means that vocabulary is a collection of English words or it can be another language has a part and to make that collection be easier to find out.

Penny Ur also defines “Vocabulary as the words we teach in foreign language”.⁶ It means vocabulary is the list of words that work in language and it is taught by the teacher based on the student’s level. Next, vocabulary discusses words meaning, how words extend their use, how words combine

⁴Jack C. Richard &Williy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*,(USA: Cambridge University Press, 2000), p. 255.

⁵Howard Jackson, *Words, Meaning and Vocabulary*, (London: Creswell, 2000), p. 118.

⁶Penny Ur, *A Course in Language Teaching*, (United Kingdom: University Press, 2000), p. 60.

and the grammar of words.⁷ It means that vocabulary may discuss about the extent of words, how combine words based on grammar to get the right meaning in a text.

Then, Hornby says “Mastery is great knowledge about understanding of a particular thing”.⁸ In Cambridge dictionary stated that mastery as a skill or complete control of something. It is also said that if someone has a mastery of something, they are extremely skill at it.⁹ So, it could be concluded that vocabulary mastery is the great knowledge, control or skill of all words that the SD Muhammadiyah 1 Padangsidempuan students know or use when they are telling about particular subject, especially in English subject.

3. Kinds of vocabulary

According to Thornbury in Harmer, there are two kinds of vocabulary, as follows: Receptive vocabulary or Passive vocabulary and Productive vocabulary or Active vocabulary.¹⁰ The further explanation is:

- a. Receptive Vocabulary or Passive Vocabulary
Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.
- b. Productive Vocabulary or Active Vocabulary
Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct

⁷Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 16.

⁸A. S. Hornby, *Op.Cit.*, p. 822.

⁹Walter, Elizabeth, *Cambridge Advanced Learner's Dictionary*, (England: Cambridge University Press, 3rd Ed, 2008), p. 126.

¹⁰JeremyHarmer, *Op. Cit.*,p. 158.

grammatical patterns along with the words that usually collocate with.¹¹

Based on the quotation above, the researcher took a conclusion about receptive or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies, while productive or active vocabulary will be easy understand by using concentration patterns and grammatical word to get vocabulary.

According to Haycraft, vocabulary can be classified into two kinds.

They are:

a. Active vocabulary

Active vocabulary is the words which the student understands, can pronounce correctly and use constructively in speaking and writing.

b. Passive vocabulary

Passive vocabulary is the words which the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.¹²

Based on the quotation above, the researcher took a conclusion about kinds of vocabulary. Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they needs only to comprehend especially in reading and listening. Vocabulary is very useful for anyone who is studying a foreign language. So, vocabulary must be introduced in many methods, because if the students have many words, they can make the sparkling communication with others.

¹¹ *Ibid.*, p. 159.

¹² John Haycraft, *An Introduction to English Language Teaching* (Harlow: Longman, 1983), p.

4. The Aspect of Vocabulary

There are some aspects that have to be understood in understanding vocabulary. Vocabulary or words can be used to describe actions, show relationship and to combine words or sentences. Which are frequently used in speech or writing are called by the eight parts of speech. They are:

a. Noun

Noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun.¹³ It means that noun category includes words denoting all kinds of physical objects (people, animals, places, things) and substances: apple, dog, fire, London, sister, water, etc. Then Rodney and Geoffrey say, “Noun is a grammatically distinct category of words which includes those denoting all kinds of physical objects, such as persons, animals and inanimate objects”.¹⁴ According Sharon Shorenson, noun is the name of a person, place, or thing.¹⁵ Example; *Walking* in the *woods* is fun for *Jason*. (*Walking* is the name of a thing; *woods* are the name of a place; and *Jason* is the name of a person).

So, Noun is the name of things and all words such as name of people, object, place, and other words have meaning. Nouns used to add

¹³JayanthiDakshinMurthy, *Contemporary English Grammar*, (Delhi: Shivam Printers, 2003), p.5.

¹⁴Geoffrey K. Pullum and Rodney Huddleston, *A Students' Introduction English Grammar*,(Cambridge: University Press,2007), p.83.

¹⁵Sharon shorenson, *Webster's New World Student Writing Handbook*, (USA: Wiley Publishing, 2010), p.404.

word to another word, to say something, to speaking something have some words that is some nouns.

According to Jayanthi, Noun has eight kinds:

- 1) Common Noun
Common Noun is the name given in common to every person or thing of the same class or kind. Example: boy, teacher, city (Jakarta, America, etc), place, region, district, dramatist, traveler, table, clock, class, house, school, tree, bird, pencil, pen, monkey, dog, shark, tree, vegetable, food, fish.
- 2) Proper Noun
Proper Noun is the name of some particular person or place. Example: James Watt, Japan, Airlangga, December, Friday, Sun, Car Avf, Computer Acer, teacher English, Medan, April, Holstein cow, Holland, Shell, October, Chair, Guava, Coke, Bean sprout, Jakarta.
- 3) Collective Noun
Collective Noun is the name of collection of things or persons. Example: crowd, team, block, family, class, committee.
- 4) Concrete Noun
Concrete Noun is the name of a thing that can be touched or seen. Example: girl, room, gold.
- 5) Abstract Noun
Abstract Noun is the name of a quality, action, or state. Example: liberty, goodness, freedom, truth, life, etc.
- 6) Countable Noun
Countable Noun is the name of a thing that can be counted or divided into singular or plural. Example: student, book, pen, camera, man, studio, paper, pencil, pen, hat, .
- 7) Uncountable Noun
Uncountable Noun is the name of a thing that cannot be counted or divided into singular and plural. Example: milk, rice, ink, oxygen, wool, ice, tea, coffee, Fluid, Glue, Wool, Fur, Snow, Storm.
- 8) Material Noun
Material Noun is the name of a material or substance out of which things are made. Example: gold, silver, wood, milk, air, tea, butter, water, paper.¹⁶

¹⁶JayanthiDakshinMurthy, *Op. Cit.*, p. 10-11

So, Noun has eight kinds that appropriate function of noun. Then, category of noun have name or kinds in form common noun, proper noun, abstract noun, uncountable noun, countable noun, collective noun, concrete noun, and material noun. That is all kinds of nouns; they are vocabularies that use to complete sentences.

b. Adjective

According Barbara and Dykes, the word ‘adjective’ is from Latin *adjacer* meaning ‘throw to’ or ‘add’. In the grammatical sense, this means to add the characteristics of something.¹⁷ Then, adjective is a word used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective. Examples: beautiful, charm, fundamental, regional, happy, black, earthly, glorious, nice, and glad.

So, adjective is a words use to another word as attribute and predicate that explain quantity, quality and number from character of words. Adjective is also to complete and combine the meaning of words that difficult to understand.

c. Pronoun

The word ‘pronoun’ comes from the Latin *pronomem* meaning ‘for a noun’. As the word implies, pronouns are the words that we use *in place of* nouns. Pronoun is a word used in place of noun is known as a pronoun.

¹⁷Barbara andDykes, *Grammar for Everyone*, (Australia: Acer Press,2007), p. 53

Example: I, You, They, We, She, He, It, my, your, their, our, her, his, and its.¹⁸ So, Pronoun as the word to use in place of things.

d. Verb

A verb is a word that tells or asserts something about a person or thing. Verb is described as a word which is used to indicate an action, a state of being of existence or possession.¹⁹ Verb is a word to describe action and completely sentence to subject. Examples: is, am, are, wait, work, read, write, speak, listen, go, study, send, try, act, say, look, and sleep.

e. Adverb

Adverb is a word which modifies the meaning of a verb, an adjective. An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective). Examples: quickly, fairly, unfortunately, gracefully, probably, there, here, yesterday, soon, now, for a moment, just now, once, seldom, never, occasionally and twice.²⁰

So, an adverb is a word that describes a verb. It tells you about an action, or the way something is done. A lot of adverbs end in -ly. Adverbs as complete of sentence that make a sentence have good meaning.

¹⁸*Ibid.*, p. 35

¹⁹ Wren & Martin, High School English Grammar and Composition, (New Delhi : Ram Nagar, 1986), p. 84

²⁰JayanthiDakshinMurthy, *Op. Cit.*, p. 186

f. Preposition

A preposition is a word used to explain the relation between two grammatical words. Preposition is a word placed before a noun and pronoun to show its relation to some other word in the sentence.²¹ Then, Prepositions make up a much smaller class of lexemes than the open categories of verb, noun, adjective and adverb. There are only about a hundred prepositions in current use. Example: about, with, in, after, down, etc. Example in sentence; She is angry *with* me, I felt thirsty *after* run, He live *beside* my house.

So, Preposition is a word that connects one thing with another, showing how they are related and tell about position/place. Pronoun or noun that follow preposition must have position as object.

g. Conjunction

A conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences. A conjunction may link two or more than two words or sentences. The words before, after, as, when, while, until, since, are also conjunctions. They tell when something happens, so they are called conjunctions of time.²² Then, Jayanthi says "Conjunction is a word which joins together sentences or words and clauses. Example; I like Padmaja *and* Madhavi."²³ So,

²¹*Ibid.*, p.190

²²Anne Seaton. Y. H. Mew, *Basic English Grammar for English Language Learners*, (USA: Saddleback back, 2007), p. 136-137.

²³Jayanthi Dakshina Murthy, *Op. Cit.*, p.213.

Conjunction is a word to connect words or sentences to easy understand of the meaning word or sentence. It is also a word that can be sentence to another sentence have relationship and easy to know meaning of sentences.

h. Interjection

Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content. *Interjections* are sudden, interrupting words or phrases that are also known as *exclamations*. Common interjections include wow, well, hey, bravo, and oh. An *interjection* expresses strong emotion or surprise; it functions independently within a sentence. Example: Wow! Look at that!²⁴. So, interjection is the *worst* firewood we have had ion is words that use to explain expression, emotion and situation. Interjections also add or complete of sentence to know meaning and expression from the speaking, writing, and reading.

5. Teaching Vocabulary

Vocabulary teaching and learning must fit into the boarder framework of language course. One way to make sure that there is balanced range of learning opportunities is to see a language course as consisting of four strands. They are as follow: learning from meaning-focused input, learning from

²⁴Gabriele Stobbe, *Just Enough English Grammar*, (US: McGraw Hill, 2008), p. 137.

meaning-focused output deliberate learning or language study and fluency development. The further explanation as follows:²⁵

- a. Learning from meaning-focused input
The learning from meaning-focused input strands involves learning from listening and reading. In vocabulary learning, learners need to know 98 percent of the running words already. For example, in the text, there should be only one unknown word in every fifty running word. This one unknown word in fifty is something that can be learned through guessing from context and which does not stop comprehension of the text.
- b. Learning from meaning-focused output
The learning from meaning-focused output strands involves learning through speaking and writing where the learners' main attention is on communicating messages. It may seem a little strange to see the productive skills as sources of vocabulary learning, but using vocabulary productively can strengthen learning and push learners to focused on aspect of vocabulary knowledge that they did not need to attend to when listening and reading.
- c. Deliberate learning or language study
The deliberate learning strand is sometimes called form-focused instruction, language- focused learning, or language study. It involves paying deliberate attention to language features such as sounds, spelling, vocabulary, grammar, or discourse that are presented out of context.
- d. Fluency development
Vocabulary must not only be known, it must be readily available for use. The fluency development strands of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading and writing needing to be independently in each of these skills.

It can be concluded that teaching vocabulary that has learning opportunities language are learning from meaning-focused input, learning from meaning-focused output deliberate learning or language study and fluency development. Which teaching vocabulary have process learning from meaning

²⁵David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Grow Hill, 2003),p. 133-134.

input and output, deliberate learning, fluency development and balance learning from meaning to deliberate learning to focus teaching vocabulary that use to vocabulary mastery.

Adrian Doff stated that teacher has to evaluate technique and methodology of teaching from the learners' point of view to make the learning more effectively.²⁶ Especially for elementary students, teachers need to find out the suitable method that can encourage students to master vocabulary fluently. The young learner especially for elementary students has a special characteristic which cannot be treated the same as adult students, they need to be explored and they must be taught attractively by using interesting technique.

It means that because of the special characteristic of elementary students, they have to be exploring more effectively and attractively. Moreover they have to evaluate also from their point of view not just from the teacher's point of view.

6. Principles for Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The principle for teaching vocabulary for the teacher that must be conducted making the vocabulary teaching and learning are running well as follows:

²⁶Adrian Doff, *Teach English, a Training Course of Teachers*, (New York: Cambridge University Press, 1990), p. 9.

- a. Focus on the most useful vocabulary first
Some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the word *help* can be used to ask for help, to describe how people work with others, to describe how knowledge, tools, and materials can make people's work easier and so on.
The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families of English.
- b. Focus on the Vocabulary in the Most Appropriate Way
The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word parts, guessing from context, using word cards, and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.
- c. Give Attention to the High Frequency Words across the Four Strands of a Course.
High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.²⁷

From the statements above, the researcher concluded that principles for teaching vocabulary is a part of important language learning, because if the teacher focuses on the most useful vocabulary first, focus on the vocabulary in the most appropriate way, gives attention to the high frequency words across the four strands of a course, and gives attention to the high frequency words across the four strands of a course, teaching vocabulary will be an interesting and funny teaching.

Then, here are the indicators that used by the researcher are: Common Noun, Proper Noun, Countable Noun, Uncountable Noun. Where the Common

²⁷David Nunan, *Op.Cit.*, p. 135-139.

Noun indicators are about pencil, pen, class, monkey, tree, vegetable, food, fish. Proper Noun are about Medan, April, Car Avf, Holstein cow, Holland, Shell, Coke, Bean sprout, Jakarta. Countable Noun are about Paper, Scissor, Crayon, Hare, Mango, Belt, Egg, Tomato, Potato. Uncountable Noun are about Fluid, Glue, Oxygen, Wool, Fur, Snow, Storm, Ice cream, Rice, Milk, Tea. So, some lattice work of indicator is vocabulary so easy and interesting to grade six at SD Muhammadiyah 1 Padangsidempuan.

B. Crossword Puzzle

1. The Concept of Crossword Puzzle

Crossword Puzzle is one of the games that used in teaching learning process. It will challenge the student's tube creative in the classroom. Crossword Puzzle is a puzzle or wordplay which has a pattern of white and black space are to be filled with the letters that from word vertically and horizontally. 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.²⁸ So, crossword puzzle makes a terrific educational tool. Crossword puzzle is a funny way to practice spelling and improve vocabulary.

Crossword puzzle is a funny way to practice spelling and vocabulary that can be used and practice. The students know where and how use a word in English context. It is easy processes to teach and learn and will be happy get

²⁸ Kerry Jones, Educational Games English for Teaching, *in Journal*(USA: Cambridge University Press, 1995, p. 4

vocabulary. Sudjana agrees that using crossword puzzle in teaching learning process train the students think quickly and enjoy in studying.²⁹ Crossword puzzle is an interesting technique to improve motivation, skill, and knowledge of students.

Thus, it can be concluded that Crossword puzzle is an activity that can be used 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.

2. The Advantages and Disadvantages of Crossword Puzzle

There are some advantages of using crossword puzzle in the classroom they are:

- a. They are motivating and challenging.
- b. Learning a language requires a great deal of effort.
- c. Crossword Puzzle helps students to make and sustain the effort of learning.
- d. Crossword puzzle provides language practice in the various skills-speaking, writing, listening and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.
- g. Crossword Puzzle usually involves friendly competition and they keep students interested in learning the language.
- h. Crossword puzzle can help them (children) learn and hang on to new words more easily.³⁰

²⁹Sudjana, *MetodedanTeknikPembelajaranPartisipatif*, (Bandung: Falah Production, 2001), p.138.

³⁰FauzanBachrie, “SkripsiBahasaInggris Increasing” (<http://fauzan-bachrie.educationalnet.com/2012/11/.html> accessed at June 20th, 2012 retrieved on 11 pm).

While, Crossword puzzle is a part of game that is used by the teachers as a teaching technique. Crossword puzzle as a game in teaching technique can help teacher and students to be good in communication in subject material. Advantage of game is advantage of crossword puzzle. The other statement advantages in using crossword puzzle are:

- a. Game make the students can enjoy in subject material.
- b. Game will support the students to communication and interaction in the classroom.
- c. Give motivation to students learn and learn, but also a challenge.
- d. The teachers able to teach much learning material than if the teachers only use conventional method.
- e. Doesn't need action or material to give element of game in the class.³¹

So, it can be said that using crossword puzzle has many functions and significances. It can be motivating and challenging, 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 and more develop in the learning material.

Beside the Advantages, there are many disadvantages of using crossword puzzle in the classroom:

- a. Player elimination. Players can get knocked out of the game early. Who wants to watch other people play a game?
- b. Too dependent on luck. Once all the properties are bought & traded, the game is just rolling the dice until everybody goes bankrupt.
- c. Doesn't scale well to the number of players.³²

³¹ David Betteridge and Micheal Bucky in DiyanYulianto, *BelajarBahasaInggrisdenganRagamPermainan Kata*, (Jogjakarta: Diva Press, 2010), p.12.

³²FauzanBchrie, "SkripsiBahasaInggris Increasing" (<http://fauzan-bachrie.educationalnet.com/2012/11/.html> accessed at June 20th, 2012 retrieved on 11 pm).

The other statements about disadvantages of using crossword puzzle are:

- a. The way of game deemed like a gambling.
- b. Emerge feeling to burn down and don't for collaborator.
- c. Need skill to search and develop tools that some with condition of area.
- d. Sometimes over time that have certainly.³³

Based on the advantages and disadvantages above, it can be concluded that games of crossword puzzle can help the students to improve knowledge and give motivation to easy and interest in learning vocabulary. Student's vocabulary mastery through crossword puzzle will make students more enjoy and fun to practice language, to write English letter, easy guess new word. Disadvantage of crossword puzzle is a difficult key word to find a word or meaning of word and then students not focus to another word that relationship meaning.

C. Review of Related Findings

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

KhoirulBahriLubis in his thesis: *The Effect of Using Crossword Puzzle in Reinforcing Activity toward Students' Vocabulary Mastery*.³⁴ He found that using crossword puzzle in reinforcing activity is very useful toward the improvement of students' vocabulary at elementary school with score 69.3 from score vocabulary just in 48-50 score.

³³Sudjana, *Op. Cit.*, p.140.

³⁴KhoirulBahriLubis, "The Effect of Using Crossword Puzzle in Reinforcing Activity Toward Students' Vocabulary Mastery at Fifth Grade of Islamic Elementary School(MIN) Pampangan Padang2011" (*A Thesis : IAIN Imam Bonjol Padang, 2011*), p. 57.

Related AhmadinAzhar in his thesis is The Effect of Using Media VideoDoraThe Explorer. He found that studying vocabulary by using media video Dora the Explorer at SD negeri 200201/4 Padangsidimpuan has a significant.³⁵ It is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 93.26 is better than 83.04.

Then, 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 50.³⁶

So that, from the above description, the researcher concluded that many methods can increase the students’ vocabulary mastery. Next, the writer hopes that crossword puzzle method can increase the students’ vocabulary mastery in crossword puzzle. So that, the researcher was interested to make the research about *“Improving Students’ Vocabulary Mastery through Crossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan”*.

³⁵AhmadinAzhari, “The Effect of Using Media VideoDoraThe Explorer to students’ vocabulary Mastery at SD Negeri 200201/4 Padangsidimpuan 2011/2012 Academic Year ” (A Thesis: STAIN Padangsidimpuan, 2012), p. 73.

³⁶WirdaHalwi, “Improving Grade V students’ vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 RantoJior”, (A Thesis : STAIN Padangsidimpuan, 2012), p. 39.

D. The Conceptual Framework

Vocabulary is an 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 of listen, look, and speak. One of games to increase vocabulary is Crossword puzzle.

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. Crossword Puzzle is a puzzle or wordplay which has a pattern of white and black space are to be filled with the letters that from word vertically and horizontally.

Teaching vocabulary can start from elementary school when the students still in optimum grow up. In teaching vocabulary can be 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:

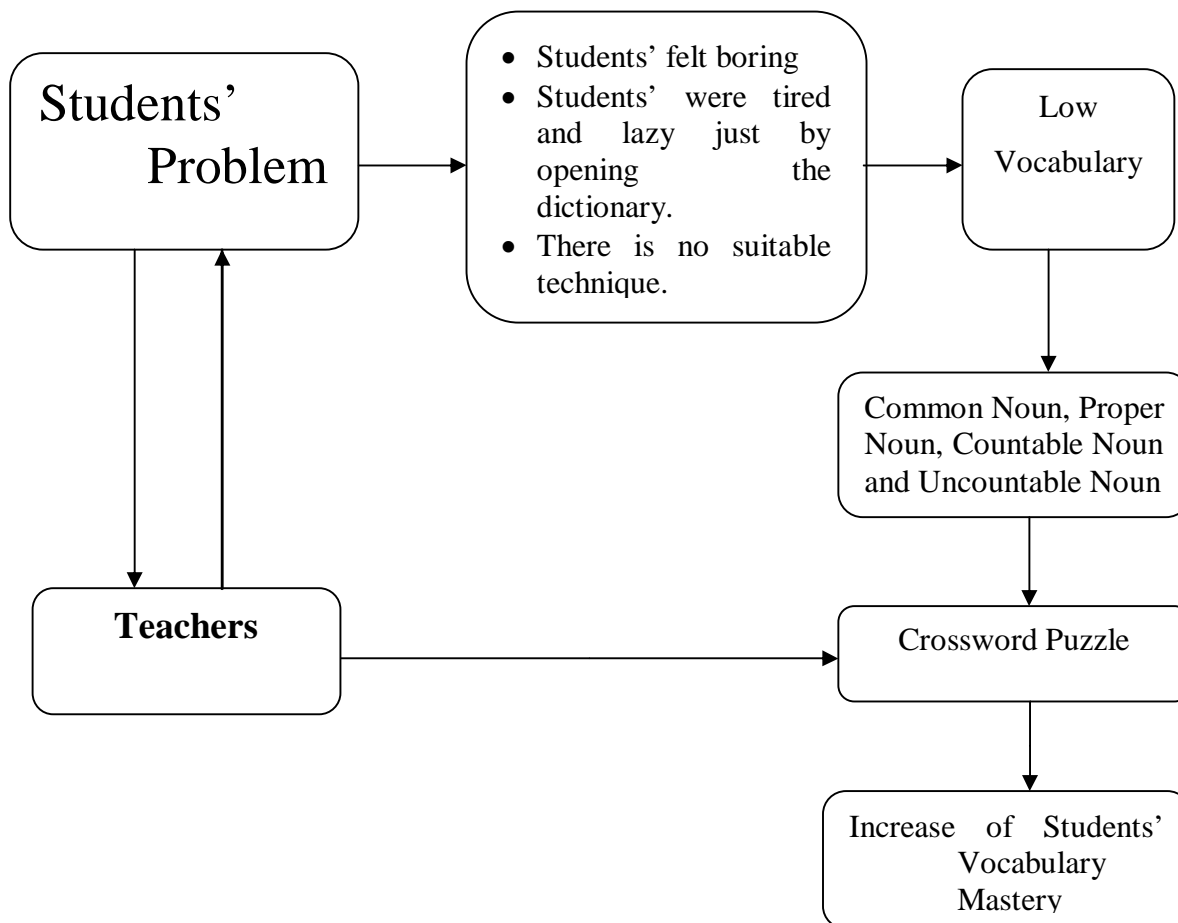


Figure 1 : Research Conceptual Framework

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

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

1. Place of the Research

The research had been conducted at SD Muhammadiyah 1 Padangsidempuan that is located on Jln. JendralSudirman No. 279 Padangsidempuan. It is on the district of North Padangsidempuan and sub district of Timbangan/Sigiring-giringPadangsidempuan, North Sumatera, Indonesia.

2. Time and Schedule of the Research

This research had been conducted in academic year 2013/ 2014. The researcher's actions were accomplished in the classroom only a half of semester to be sufficient for research completion that needed effective learning as usually happened in the classroom. It was started from July 2013 up to May 2014.

Table 1
Schedule Activities of the Research

No.	Activities	Year/Month/Day												
		2013						2014						
		7	8	9	10	11	12	1	2	3	4	5		
1.	Proposal	July 7 th	√	√	√	√	√							
2.	Seminar Proposal							Jan 24 th						
3.	Revision of Proposal								√					
4.	Guidance of Thesis								√					
5.	Research								√					
6.	Finish of the Research									√				
7.	Guidance of Thesis after Research										√			
8.	ACC Thesis													√

B. The Research Design

Classroom action research had been applied. 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.¹It means that the researchneedsactiontotackleproblems ineducationand implemented within theclassroomorschools that goaltoimprove and enhancethe quality of learning.

¹Kasihani kasbolah & I Wayan Sukarnyana, *Penelitian Tindakan Kelas: PTK*, (Malang: UM Press, 2006), p.10.

Then, Wallace states that classroom action research is different from more conventional types of research.² Furthermore, Gay and Airasian define classroom action research as follow:

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 conducted which is used to improve the teacher's practice in the classroom for vocabulary mastery teaching, teaching applies crossword puzzle or changing students' 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 concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means

²Michael J. Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998), p. 18.

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

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

implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

C. The Participants

The participants were the students at Grade VI SD Muhammadiyah 1 Padangsidempuan in academic year 2013/ 2014 where totally 28 students. Researcher chose it because the researcher found the problems of vocabulary mastery in this class.

Then, an English teacher of SD Muhammadiyah 1 Padangsidempuan collaborated with the researcher. The researcher observed the execution while the teacher was doing an action in this class. Then, teacher also helped the researcher analyzed the data from the observation and made plans for each cycle.

D. The Instrumentations

There are three instrumentations in the research. They are:

1. Test: researcher would use vocabulary test, which was 20 items up and down essay for filling crossword puzzle test. Brown defined test a technique of measuring a person's ability; knowledge or performance in a given domain.⁵The researcher used administrating a test, which were essay tests. These test type could be scored objectively and measured learning out come directly. In this research, the test consisted of 20 essay tests with 4 options to

⁵H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

prepare the students' vocabulary mastery. The test gave for each student to find out the scores of each student's answer, the researcher gave 5 scores for each item. Thus, the maximum score of the test was 100.

Table 2
Indicators of Vocabulary Mastery

No	Indicators	Items	Score	Total Score
1.	Common Noun	5	5 items X 5 scores	25
2.	Proper Noun	5		25
3.	Countable Noun	5		25
4.	Uncountable Noun	5		25
				100

Based on above indicator, the scales are shown as follows:

Table 3
Score of the Result Test.⁶

Range of Real Score	Category
81-100	Excellent/ very good
61-80	Good
41-60	Enough
21-40	Poor

Based on above indicator, the students' scales score is categorized into enough if they 41-60 range score of 12 essay test \times 5 score. The students' scales score is categorized into good if they 61-80 range score of 15 essay test \times 5 score. The students' scales score is categorized into very good if they 81-100 range score of 15 essay test \times 5 score.

2. Observation: researcher would use observation type field notes. Gay and Airasian pointed out field notes are the observer's record of what s/he will have been seen, heard, experienced, and thought about during an observation

⁶Riduwan, *BelajarMudahpenelitianUntuk Guru-KaryawanPenelitiPemula*, (Bandung: Alfabeta, cet.1, 2005), p.89.

session.⁷ So, the research concluded that observation is doing the research directly to the location of the research to see the location. Observation was used for looking the students and teacher' learning and teaching process in English.

3. Interview: the researcher would use the interview to know the condition of the students. Hornby stated that interview is to talk somebody and asked them questions at a formal meeting to find out if they are suitable for job or study.⁸ Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁹

In this research, the researcher used 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 was about the methods and systems that were often used by the teacher for making the students more comprehensive and improve English especially in vocabulary.

E. The Procedures for Classroom Action Research

In collecting data, the researcher as the key instrument would use vocabulary test, observation and interview. The main data would be observed by field notes as the qualitative data. It would be used to describe data which are not amenable to being counted or measured in an objectively, and are therefore subjective, this kind of data will be gathered through field notes. The data will be

⁷Mary Louse Holly, et all, *Action Research For Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p. 144.

⁸A. S. Hornby, *Op. Cit.*, p. 788.

⁹Gay & Arasian, *Education Research Competences for Analysis & Application*, (U.S.A: Prentice Hall, 2000), p.219.

used to describe the situation in the classroom during the learning process by crossword puzzle in the term of students, teacher and influential factors.

Then, the quantitative data will be used to present what will have been measured and it is considered as the objective data. This data form as the students' performance data to help the teacher assess the crossword puzzle effectiveness on students' vocabulary mastery.

This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting. The model is described in the following:

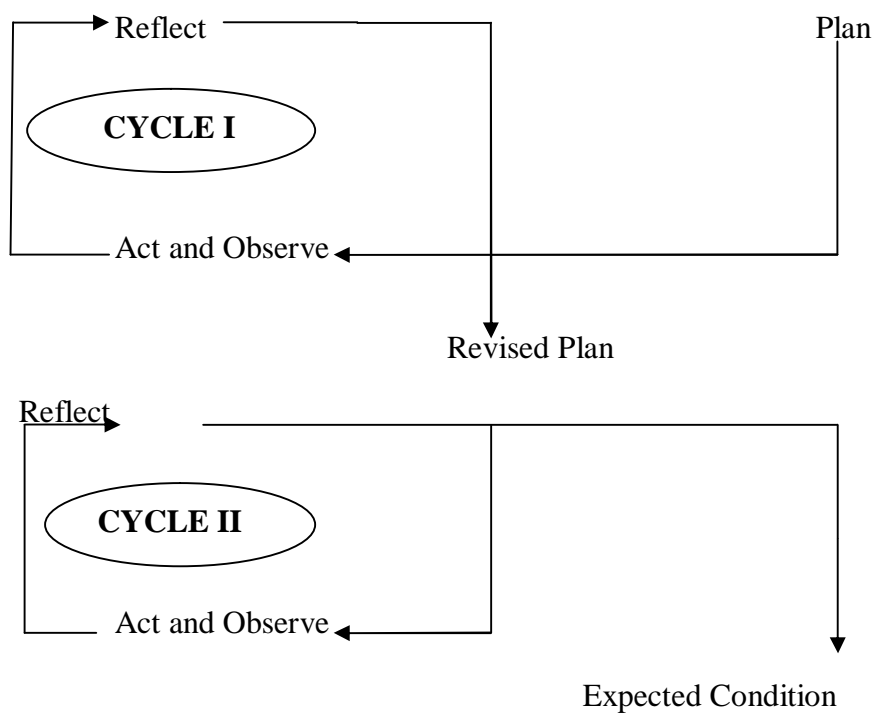


Figure 2: Action Research Spiral.¹⁰

14. ¹⁰Ortrun Zuber Skerrit, *New Direction in Action Research*, (London: The Falmer Press, 1996), p.

In this research, the researcher would apply two cycles. Each cycle consisted of four meetings. Each meeting consisted of 70 minutes. So, there were eight meetings during research process. Each cycle consisted of four steps; planning, acting, observing, and reflecting.

CYCLE 1: in the cycle 1, the research procedures were:

1. Planning
 - a. Arranging the lesson plan.
 - b. Determining the lesson material was about vocabulary mastery, which was about Back to School and Animal Wonders.
 - c. Designing a procedure teaching vocabulary through crossword puzzle technique.
 - d. Preparing the test each cycle.
 - e. Preparing the instruments was used by students.
 - f. Preparing instruments for teacher and observer' observation.
2. Action
 - a. Arranging seat formation.
 - b. Telling the purposes of learning.
 - c. Giving the topic for the students.
 - d. Introducing the procedures of crossword puzzle activity.
 - e. Giving students function was acted.
 - f. Tasking students to execute the activity to test the students' vocabulary mastery.
 - g. Discussing together the crossword puzzle done.

- h. Encouraging and concluding learning.
 - i. Observing the classroom.
3. Observation
- a. Observing the execution of the crossword puzzle technique.
 - b. Observing the students' vocabulary mastery.
 - c. Evaluating students' by taking the score of students' vocabulary mastery based on the crossword puzzle essay.
4. Reflection
- a. Discussing with collaborator about the action.
 - b. Making any decision for the next cycle.
 - c. Developing another environment to be simulated.
 - d. Analyzing the found data.
 - e. Clarifying the found problems in the activity whether in the case of students or teacher.

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

1. Planning: researcher arranged the lesson plan based on the reflection in the cycle1. Those were:
 - a. Arranging lesson plan.
 - b. Determining the lesson material was about The Clothes We Wear and The Food We Eat vocabulary mastery.
 - c. Designing procedures of teaching.
 - d. Preparing the instrument for students, teacher and observer.

2. Action: researcher applied crossword puzzle based on the lesson plan that was the result of reflection in cycle 2.
 - a. Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.
 - b. Rearranging the classroom arrangement.
 - c. Changing the new scenario.
 - d. Explaining that the students; students' vocabulary mastery must be better than cycle 1.
 - e. Celebrating the achievement together.
 - f. Helping students to keep their vocabulary mastery that just were gotten.
 - g. Observation: both teacher and observer observed students' vocabulary mastery and activity of the learning by using crossword puzzle technique.
 - 1) Observing the procedure that had been arranged whether worked.
 - 2) Observing students' vocabulary mastery is that better than before or not.
 - 3) Observing students' vocabulary mastery by using the instrument.
3. Reflection: Researcher reflects the all cycles and analyzes to have conclusion of the using crossword puzzle technique in improving students' vocabulary mastery in English learning.

F. Techniques of Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The

process of data analysis involves making sense out of text and image data. It 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.¹¹ The qualitative data is analyzed from observation sheet.

Quantitative data was used to analyze the score of students. The quantitative data was collected and analyzed by computing the score of vocabulary test. To know the means of students' score for each cycle, the researcher applied the following formula:

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

Where: X : the mean of the students.

$\sum x$: the total score.

N : the number of the students.

Finally, researcher summarized quantitative data by six steps as suggested by Creswell as in the following:¹²

Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

¹¹*Ibid.*, p. 190.

¹²John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p. 190.

Step 3: beginning detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking Crossword puzzle data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advancing how the description and themes are represented in the quantitative crossword puzzle. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was researcher’s personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

RESEARCH RESULT

As mentioned in earlier chapter, in order to evaluate the students' vocabulary mastery by using crossword puzzle, the researcher has calculated the data using vocabulary test which is crossword puzzle test. Applying quantitative analysis, the researcher used the formulation of mean score. Next, the researcher described the data as follows:

A. The Data Description

This chapter is focused on the research result. It explains 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. 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 Test, 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 2×35 minutes or 70 minutes. So, two meetings were done for 4×35 minutes or 145 minutes.

After making all the material in planning step in cycle 1; arranging the lesson plan, determining the lesson plan 1 and 2 about *Back to School* and

Animal Wonderstopic. The researcher came to the class with co-teacher, an English teacher of grade VI SD Muhammadiyah 1 Padangsidimpuan. The researcher conducted the action first. It was about *Back to School*topic. The researcher observed all the activities in the classroom.

Based on the observation on 08:20 a.m. February 07th, 2014 that was done by the co-teacher, the English teacher of grade VI SD Muhammadiyah 1 Padangsidimpuan, used field notes or “Students’ Activity in Teaching Learning Process” and used indicator checklist also “Teacher Activity in Teaching Learning Process” to observe the teaching learning process. Some students felt interesting and funny in learning vocabulary mastery by the researcher’s teaching vocabulary technique; crossword puzzle. However, some students were still uninterested yet. The researcher applied crossword puzzle technique in teaching vocabulary mastery.

Classroom activities should maximize opportunities to students to use target language for meaningful purpose; with attention on the message the students have many vocabularies. In the classroom activities, the researcher as a teacher started the lesson by saying greeting and introduced patiently to the students. Before introducing the first topic *Back to School*, the teacher explained the importance of the research for the students so that they could be motivated in the learning process and cooperate with the researcher. The students looked too enthusiasm and made the teacher were very optimism in explanation, too. After giving explanation about the importance of the research, the teacher hanged the big blank crossword puzzle (it can be looked in the

Lesson Plan 1) in the black board and it was the first test. It was about the topic that just explained before. The essay questions of the blank test were only in a black format.

After several minutes, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the blank crossword puzzle together by discussing what the correct answers were. The researcher asked the students also to fill the correct answers in the big blank crossword puzzle that was hanged in the black board.

After analyzing the first test data which was done by the grade VI students, the researcher found that the students' vocabulary mastery was categorized into enough categories. It was 61.42. It can be looked on Appendix 4: Students' Vocabulary Mastery of the First Test. In addition, students' problems must be solved immediately. The students' vocabulary mastery was enough because the topic and learning method that was adopted by the researcher was too nice. It was very nice and familiar. In the first test meeting, most of students were interested in learning vocabulary mastery. As AfifFahrulRifqi said,

“Sayatertarikbelajar vocabulary, apalagikalaugurunyamemberiteknik yang menarik, sepertiteknikteka-tekisilang. Kemudian, itujugalucudanmateri yang dikenal (kembalikesekolah). Jadi, itumembuatsayamudahuntukmengisiteka-tekisilang yang kosong”.¹

(I am interested in learning vocabulary, even if the teacher gave the interesting technique, like the crossword puzzle technique. Then, it is also in

¹AfifFahrulRifqi, The Student of Grade VI in Academic Year 2013/ 2014 SD Muhammadiyah 1 Padangsidempuan, *Interview* on February 14th 2014.

the funny and familiar material (*Back to School*). So, it makes me easy to fill the blank crossword puzzle).

Even though, most of them were interested in filling the blank crossword puzzle test but some students were not interested yet. It can be stated from the means score of the test that given that had been explained above, it was 61.42. Therefore, the researcher planned the more active activities than before for the Lesson Plan 2.

Then, the researcher applied the action again in Lesson Plan 2, it was about *Animal Wonders*. It was done for looking the students' vocabulary mastery after analyzing the students' first test score. It means that the researcher conducted the crossword puzzle technique again, but it was in the changing material and more active than before. In observing the action, the teacher used also field notes or "Students' Activity in Teaching Learning Process" and the English teacher of grade VI at SD Muhammadiyah 1 Padangsidempuan as an observer used indicator checklist "Teacher Activity in Teaching Learning Process" to observe the teaching learning process.

Based on it, teacher explained the targeted language context. From the observation sheet, it has found that the teacher came to the class in time, said greeting and also motivated the students in participating in the class process. The teacher was active also in teaching learning process and discussed the problems together.

For the students, most of students were too enthusiastic in teaching learning process. It was because of the interesting material. Even though the

material was interesting, some of them still made noisy in the class. It was because of some students did not bring the dictionary or they did not know the meaning or the answer, they made noisy by asking the other friends.

After giving explanation about the importance of the research, the teacher hanged the big blank crossword puzzle (it can be looked in the Lesson Plan 2) in the black board and it was the second test. It was about the topic that just explained before. The essay questions of the blank test were in a color format, it was red and green. On 09:15 a.m in February 07th2014, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the blank crossword puzzle together by discussing what the correct answers were. The researcher asked the students also to fill the correct answers in the big blank crossword puzzle that was hanged in the black board.

The result was that most of them still did not know and comprehend in common, proper, countable and uncountable noun. Looking to those conditions, the researcher realized that the result of the activities that had been done were not so successful in solving the students' problems in vocabulary mastery. So, the activities should be improved and change. The changing activities were about material, the essay questions, and the teacher learning process.

The last, reflecting related to the process and the effects of the action. It was also the evaluation of the action that has been done. The evaluation covered evaluating the students' vocabulary mastery scores in the second test and the result of observation which purposed to analyze the situation and made

conclusion. Then, the result of the second test was used to take further action for the next cycle. Because of there were still problems in students' vocabulary mastery, the teacher concluded to improve it in the next cycle. The students' vocabulary mastery in second test was 62.14.

It can be looked on the Appendix 8: Students' Vocabulary Mastery of the Second Test. The researcher with co-teacher, the English teacher of SD Muhammadiyah 1 Padangsidempuan, concluded that the second cycle had to re-plan the gotten problems in the first cycle. In the next learning, lesson plan 3 and 4, it was needed to overcome motivation and enthusiastic of students in the learning process. Re-planning of crossword puzzle technique in the first cycle which resolved in the second cycle clearly is figured in the following table:

Table 4
The First Cycle Problems and Resolution

No	Problems in the First Cycle	Resolutions
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.	The material, blank crossword puzzle and essay questions given were not interesting and funny. They were made in the black form. So, it was monotone way.	Teacher had to change the material, blank crossword puzzle and essay questions given became interesting and funny. They were made in the colorful form. Then, the essay questions made in the sentence essay.
3.	Students were low in vocabulary mastery:	Students had to have full attention in vocabulary mastery:
	a. Students were enough in common noun.	a. The teacher should make the students' vocabulary mastery in common noun into good, even into very good category.

	b. Students were still low in proper noun.	b. The teacher explained more about proper noun.
	c. Students were still low in countable noun.	c. The teacher explained more about countable noun.
	d. Students were still low in uncountable noun.	d. The teacher explained more about uncountable noun.

2. Second Cycle

The first cycle was conducted for two meetings, too. Two meetings here mean that it was conducted for two lesson plans and two tests too (Lesson Plan 3, Third Test, Lesson Plan 4 and Fourth Test). One meeting for two sessions, they were Lesson Plan 3 continued to Third Test and Lesson Plan 4 continued to the Fourth Test. Then, every meeting was done for 2×35 minutes or 70 minutes. So, two meetings were done for 4×35 minutes or 145 minutes.

The different conditions here were the teacher should motivate the students so that they should be enthusiastic, not too (agak) enthusiastic, but very enthusiastic and active, the teacher had to change the material, blank crossword puzzle and essay questions given became interesting and funny. They were made in the colorful form. Then, the essay questions made in the sentence essay. The teacher should make the students' vocabulary mastery in common noun into good, even into very good category. It was as stated above in table 4: The First Cycle Problems and Resolution.

In the second cycle conducted in four meetings (Lesson Plan 3, Third Test, Lesson Plan 4 and Fourth Test). The teacher directly conducted the teaching learning vocabulary process. It was Lesson Plan 3. In opening the

class, the teacher motivated the students more to do the lesson. The researcher also motivated them to explore more their vocabulary mastery and be more active in teaching learning vocabulary mastery process. The teacher gave the other topics. The topic in this lesson plan which had been explained above was *The Clothes We Wear*.

In observing on 08:10 a.m in February 21st2014 of the action in this cycle were similar with the previous cycle. Based on the observation sheet, there was an improvement on students' enthusiastic in teaching learning vocabulary mastery process. The teacher came to the class in time, said greeting, introduced patiently and also did the orientation of teaching learning activity. The teacher motivated all students to participate in teaching process and set down its result on paper that is provided.

Then, the teacher hanged the big blank crossword puzzle in the red and blue color (it can be looked in the lesson plan 3) in the black board about the third test, it was *The Clothes We Wear*. The essay questions of the blank test were in a colourful format, it was red and black color. After several minutes, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the blank crossword puzzle together by discussing what the correct answers were. The researcher asked the students also to fill the correct answers in the big blank crossword puzzle that was hanged in the black board.

After conducting the lesson plan, the researcher as teacher gave the students the third test. It was also about *The Clothes We Wear* topic. Then, the

researcher analyzed their score in the third test. The researcher found that their vocabulary score was 84.28. It can be looked on Appendix 12: Students' Vocabulary Mastery of the Third Test. It can be categorized into good. It was improved, but it has not really improved because as the researcher explained above, the researcher wanted to improve students' vocabulary mastery into excellent or very good category. It was about 90-100 score.

Therefore, the researcher conducted the action again. It means that the researcher had to conduct the crossword puzzle technique again in Lesson Plan 4. The researcher conducted the teaching learning activities like in the previous lesson too. The teacher said greeting, introduced patiently did the orientation of teaching learning activity and told the topic was *The Food We Eat*. The teacher motivated all students to participate in teaching process and set down its result on paper that is provided.

Then, the teacher hanged the big blank crossword puzzle in the red and blue color (it can be looked in the Lesson Plan 4) in the black board about the topic which was explained before *The Food We Eat*. The essay questions of the blank test were in a colorful format, it was white and red color. It was also in the pictorial essay questions. It included into fourth test. On 09:00a.m in February 21st 2014, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the blank crossword puzzle together by discussing what the correct answers were. The researcher asked the students also to fill the correct answers in the big blank crossword puzzle that was hanged in the black board.

Next, after analyzing and counting the fourth data test, it was about *The Food We Eat* too. It was done for showing the evidence that the researcher as a teacher could improve the students' vocabulary mastery score into excellent or very good category. It was about 90-100 score. It is surely that after analyzing the students' fourth test sheet, the researcher found their score category was 91.78. It means that the students' vocabulary mastery could be improved into excellent or very good category. It can be looked on Appendix 16: Students' Vocabulary Mastery of the Fourth Test.

In addition, it means that the students were more and more active and enthusiastic in doing the teaching learning process in the lesson plan 4. Based on the field notes "Teacher Activity in Teaching Learning Process", it showed that teacher mastery in teaching vocabulary mastery process was done well. Test scores had shown an improvement in the first to the second cycle. They were 61.42, 62.14, 84.28, and 91.78. By using crossword puzzle technique, the students' vocabulary mastery improved significantly

B. The Comparative Result of the Action

The students' vocabulary score improved from the first to the fourth crossword puzzle test. The researcher gave the test in each lesson plan meeting. After teaching them, the researcher gave the test directly by using blank crossword puzzle which was hanging in the blackboard. The tests from the first to the fourth meeting were about *Back to School*, *Animal Wonders*, *The clothes We Wear*, and *The Food We Eat*. The evidences can be looked from the mean score of the first to the fourth test; they were 61.42, 62.14, 84.28, and 91.78. It can be looked on

appendix 19: Students' Mean Score Improvement. It means that during the research, it was found that the students' score kept improving from the first to the fourth test. By application crossword puzzle technique, the students' score was significantly improved. There were differences in the lowest and the highest of students' vocabulary mastery score in each test which was given during the research. The differences showed that there was a significant improvement of students' vocabulary mastery.

Then, it can be looked also from the table below:

Table 5
Comparison Score of Students' Vocabulary Mastery

Category	First Test	Second Test	Third Test	Fourth Test
	Cycle 1		Cycle 2	
Lowest Score	40	45	50	80
Highest Score	75	80	100	100
Students	28	28	28	28

From the table above, it can be seen that the students' score kept improved. In first test, the lowest score was 40 and the highest score was 75. In second test, the lowest score was 45 and the highest score was 80. In the third test, the lowest score was 50 and the highest score was 100. The last is in the fourth test, the lowest score was 80 and the highest score was 100. It showed the significant improvement in students' vocabulary mastery.

In the first cycle, the researcher did the action first and directly gave first test to know their vocabulary mastery and their problems in vocabulary mastery. There were four topics that the students could do. The first test was *Back to School*, the second test was *Animal Wonders*, the third test was *The Clothes We Wear*, and

the last test was *The Food We Eat*. They had to fill out the blank crossword puzzle given. Many students were lack in vocabulary (common, proper, countable and uncountable noun). In the result of the research, the researcher applied 4 meetings. Two meetings for the Lesson Plan 1, First Test, Lesson Plan 2, and Second Test. Two meetings more for the Lesson Plan 3, Third Test, Lesson Plan 4, and Fourth Test. It means those two meetings for the first cycle and two meetings for the second cycle. It can be looked from the mean score of the students in every test.

1. The First Test

In the first test, it was talking about *Back to School*. Most of the students were less in common, proper, countable and uncountable noun. It means that they were less in all aspect of vocabulary that had been limited by the researcher. There were 3 students got 40 score or categorized into poor category. There was one student got 45 score, 5 students got 50 score, one student got 55 score, and 2 students got 60 score or categorized into enough category. There were 3 students got 65 score, 8 students got 70 score, and 5 students got 75 score or categorized into good category. It can be concluded that from 28 students, 12 students got 40 to 60 score. In addition, 16 students got 60 to 75 score. Then from analyzing all the students' mean score, the researcher counted that their mean score in this test was 61.42. It was enough categories, too. It means that they were far into good, even excellent or very good category.

2. The Second Test

In the second test, it was talking about *Animal Wonders*. Most of the students were less in proper, countable and uncountable noun. It means that they were less in most of the aspect of vocabulary that had been limited by the researcher. There were 4 students got 45 score, 5 students got 50, one student got 55 score, and 2 students got 60 score or categorized into enough categories. There were 4 students got 65 score, 6 students got 70 score, 5 students got 75 score, and only one student got 80 score or categorized into good category. It can be concluded that from 28 students, 12 students got 45 to 60 score or bottom of 60 score. In addition, 16 students got 60 to 80 score. Then from analyzing all the students' mean score, the researcher counted that their mean score in this test was 62.14. It was still into enough categories. It means that they were still far into good, even excellent or very good category.

3. The Third Test

In the third test, it was talking about *The Clothes We Wear*. Most of the students were less in proper noun. It means that they almost got most of the aspect of vocabulary that had been limited by the researcher. There were 3 students got 70 score, one student got 75 score, and 8 students got 80 score or categorized into good category. There were 3 students got 85 score, 7 students got 90 score and 5 students got 100 score or categorized into excellent or very good category. It can be concluded that from 28 students, nobody got bottom of 60 score. In addition, all the students got up 60 score. It concluded that the

students' vocabulary mastery improved well. Then from analyzing all the students' mean score, the researcher counted that their mean score in this test was 84.28. It was good categories, but it has not really improved because as the researcher explained above, the researcher wanted to improve students' vocabulary mastery into excellent or very good category. It was about 90-100 score.

4. The Fourth Test

In the fourth test, it was talking about *The Food We Eat*. Most of the students had been improved in all the aspect of vocabulary that had been limited by the researcher; common, proper, countable, and uncountable noun. It means that they had mastered in four indicators. It can be looked into which 7 students got 80 score or categorized into good category. There were onestudent got 85 score, 5 students got 90 score, 5 students got 95 score and 10 students got 100 score or categorized into excellent or very good category. It can be concluded that from 28 students, nobody got bottom of 60 score. In addition, all the students got up 60 score. It concluded that the students' vocabulary mastery improved very good or excellent. Then, after analyzing and counting the fourth data test, it was done for showing the evidence that the researcher as a teacher could improve the students' vocabulary mastery score into excellent or very good category. It was about 90-100 score. It is surely that after analyzing the students' fourth test sheet, the researcher found their score category was 91.78. It means that the researcher' hypothesis that crossword puzzle could improve the students' vocabulary mastery at SD

Muhammadiyah1 Padangsidempuan was accepted. Here is the calculation of the cycle result can be looked from the table below:

Table 6.

No	Name of students	First test	Second test	Third test	Fourth test
1.	AdadNarendra	75	75	85	100
2.	AfifFahrulRifqi	75	80	90	95
3.	Ahmad Fauzi	75	75	90	85
4.	Ahmad Sulaiman	50	50	85	80
5.	AjieFebrian	70	75	80	95
6.	AgungPermana	55	55	80	90
7.	AnggaAuliaNst	70	70	100	90
8.	AndikaAbadi	70	70	85	100
9.	AyuJuhairiyah	50	50	80	100
10.	DesiArisanti	50	65	100	100
11.	DoharMarihot	50	50	100	100
12.	FitriFadillah	70	50	80	100
13.	HafizulFitra	70	70	90	100
14.	HasanBasri	70	70	100	95
15.	HerlindyahAngraini	60	65	100	100
16.	KhofifahRizkiah	70	70	75	100
17.	Khoirunnisa	65	50	50	80
18.	MahrainiRambe	60	60	70	80
19.	MartuaH	40	45	80	80
20.	Mhd. Darwis	40	45	80	80
21.	MuasFadil	65	65	90	80
22.	RahmadMulyadi	75	75	90	90
23.	RasyidAkram	75	75	90	90
24.	Ratih	50	60	90	100
25.	Riswan Salman	40	45	80	95
26.	ShofiyatulHusnah	65	65	80	95
27.	Santos Drey	70	70	70	90
28.	WulanSuci	45	45	70	80
Sum		1720	1740	2360	2570
Mean Score		61.42	62.14	84.28	91.78

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' vocabulary mastery expanded.

C. Discussion of the Research Findings

Classroom activities in using crossword puzzle technique should maximize opportunity to the students to use target language for meaningful purposes; with attention on the message the students have many vocabularies rather than always looking to their dictionary. Students are given opportunities to explore their own learning process and developing of appropriate method for autonomous learning. The teacher gave various topics to expand the students' vocabulary mastery and enlarge their funny material. After making the students feel funny in learning the language, it seems advisable to challenge them get their many new vocabularies. By using crossword puzzle technique, the students' vocabulary mastery would improve.

The researcher organized all the quantitative data from all meetings. In every two meetings, the researcher conducted one vocabulary mastery test. From the first evaluation, it was found that the students' achievement in vocabulary mastery was still low in the level active vocabulary. They could not fill what the words should be in the blank crossword puzzle given. Next, the first cycle of classroom action research was conducted and the students were given treatment of crossword puzzle method at the first time. Although they still had problems, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analyzed data to support this research finding beside the quantitative data (vocabulary test score), the qualitative data were taken from observation and list of interview sheet. Observation result showed that the students gave their well attitudes and responses during the teaching learning process. Even though they got problems at the first time but they could solve their difficulties and enjoyed their lesson by the process of time. They became more active and enthusiastic in vocabulary mastery. The list of interview showed that the students agree that the application of crossword puzzle technique had helped them in vocabulary mastery. These all qualitative data supported the research findings which based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the application of crossword puzzle technique had successfully improved the students' achievement in vocabulary mastery.

In this study, it had found that the improvement of the students' vocabulary score. In the first meeting, the mean of the students were 61.42. In the first cycle, the mean of the students were 62.14. In the second cycle, the mean of the students were 84.28 and improved again in 91.78 score. It means that the research findings from cycle had shown students' vocabulary mastery improved well by crossword puzzle technique. The researcher also analyzed data to support this research finding besides vocabulary mastery test score. Based on the result, it was found that the application of crossword puzzle technique had successfully improved the students' vocabulary mastery.

D. The Threats of the Research

In doing the research, the researcher found the threats in this research. The researcher found the students' problems in the classroom teaching learning vocabulary process. The students did not have good even very good vocabulary mastery categorized because the teacher did not conduct the funny technique, so it would make them lazy, bored and confused with essay of crossword puzzle to learn out the topic given. The students were not controlled when the test giving. The students their selves never try to ask the teacher the other funny technique and material. So that is why the researcher did the treatment in the research.

Moreover, crossword puzzle technique created a good environment in teaching learning vocabulary in which students became enthusiastic and active in the classroom, focused the students' mind to the teacher's explanation, shared together and it made them involved in teaching learning vocabulary process. Crossword puzzle technique also created an interactive process where the students interacted not only with the essay questions they answered, but also with the context of the topic given.

This research used human instruments in English vocabulary mastery learning. The observation of researcher as a teacher and the indicator checklist were done by the English teacher of SD Muhammadiyah 1 Padangsidempuan. So, it means that the observation of researcher and the students' vocabulary mastery were done by researcher herself and the co-teacher. The data in this research was taken by the test with any objective assessment. The result paper of material or lesson plan assignment and the test of the test are needed to make the mark more objective, and

the learning process more effective and efficient. The monitored activities of the students in the classroom were presented as the real situation at the research time.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed and presented the data in the previous chapter, conclusion of the research was that the using of crossword puzzle technique in teaching vocabulary mastery can give positive effect on students' achievement. The technique attracts or motivates the students to improve their vocabulary mastery. Based on the result of the classroom action research, it was concluded that crossword puzzle technique improved students' vocabulary mastery at grade VI SD Muhammadiyah 1 Padangsidempuan. It based on the students' vocabulary mastery mean score in which was in cycle 1 were 61.42 and 62.14 become 84.28 and 91.78 in cycle 2.

B. Suggestion

It had been described before that crossword puzzle technique improved students' vocabulary mastery and implication of the result goes to English teachers of Elementary School. The English teachers can apply the crossword puzzle technique in teaching and learning process. By crossword puzzle technique, students will feel funny and active learning. Crossword puzzle with all structures creates students' vocabulary mastery be better than before and it must be relevant to the social environment and real situation of the children in grade VI SD Muhammadiyah 1 Padangsidempuan.

The result of this study showed that using of crossword puzzle technique improved students' vocabulary mastery. The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are offered:

1. Crossword puzzle is such activities can create interest and relieve tension in difficult curriculum areas, and can be used as an alternative way of English teaching.
2. For the teacher, it is very wise to use crossword puzzle technique in teaching vocabulary mastery because this method can enlarge and expand students' vocabulary mastery and the students' vocabulary mastery will be improved directly.
3. For the students, it is hoped that by using crossword puzzle technique, the students more funny and active in studying English vocabulary mastery, because crossword puzzle technique provides well changing to improve the students' vocabulary mastery.

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