

**TEACHING VOCABULARY BY USING CROSSWORD PUZZLE AT THE
FIRST SEMESTER OF THE SEVENTH GRADE STUDENTS OF
MTS MA'ARIF NAHDLATUL ULAMA (NU) 08 MATARAM
BARU IN EAST LAMPUNG IN THE
ACADEMIC YEAR OF 2016/2017**

A Thesis

Submitted in a Partial Fulfillment of the Requirements for S1-Degree

By

**NURLAILY SABIQOH
NPM. 1011040111**

Study Program: English Education

Advisor : Iwan Kurniawan, M. Pd

Co. Advisor : Nurul Puspita, M. Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG**

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ABSTRACT
**TEACHING VOCABULARY BY USING CROSSWORD PUZZLE AT THE
FIRST SEMESTER OF THE SEVENTH GRADE STUDENTS OF MTS
MA'ARIF NAHDLATUL ULAMA (NU) 08 MATARAM BARU IN EAST
LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

This research is about teaching vocabulary by using crossword puzzle at the first semester of the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017. The objective of this research are to describe process of teaching vocabulary by using crossword puzzle, to describe the teacher's problems and students' problem in teaching and learning proces.

In this research, the researcher used descriptive qualitative research. The researcher used purposive sampling technique to determine the sample. The researcher chose class VII C as sample which consisted of 30 students. In collecting the data, the researcher used three kinds of instruments, they are: observation, interview, and questionnaire. The researcher used three major of data analysis: they were data reduction, data display and conclusion drawing or verification.

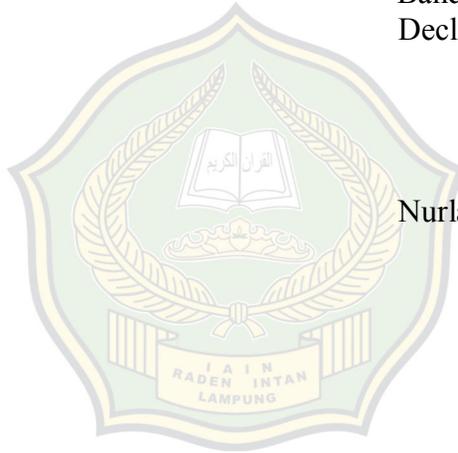
From the data analysis, the researcher found in teaching vocabulary by using crossword puzzle at MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru In East lampung were as follows: The first, the teaching and learning process by using crossword puzzle was running well, the classroom atmosphere was the students looked active in classroom but some of them lokeed less respons. The second, the teacher got some problems. They were: The teacher had difficulties to handling the class because the students made over-crowded by themselves, fulty method of teaching, and demand to share some words of vocabulary in meeting but the students only could master some of them. The third, the students got some problems in learning vocabulary, they were : the students consider the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it is difficult for them to use the words based on the appropriate context.

Keywords : *Crossword Puzzle, Descriptive Qualitative Research Method, Teaching Vocabulary*

DECLARATION

I hereby state that this thesis entitled “ Teaching Vocabulary by using Crossword Puzzle At MTs Ma’arif Nahdatul Ulama (NU) 08 Mataram Baru in East Lampung“ is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in this text.

Bandar Lampung, 2016
Declared by,

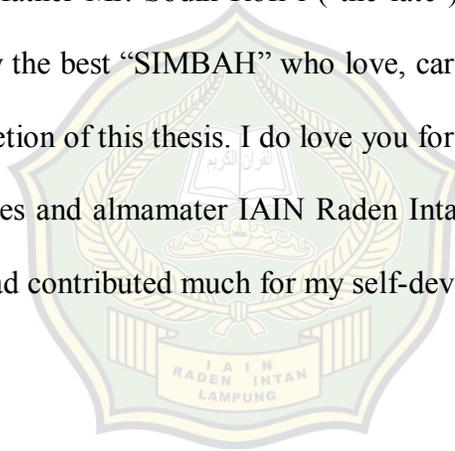


Nurlaily Sabiqoh

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and love me. I would like to dedicate this thesis to :

1. My beloved parents, Mr. Drs. Satibi (the late) and Mrs. Qomariyah, S. Ag who always love me and keep on praying for my life and succes. Thanks for all the motivation. I love you forever.
2. My beloved grandfather Mr. Sodik Rofi'i (the late) and grandmother Mrs. Sodik Rofi'i as my the best "SIMBAH" who love, care, support and cheer me up until the completion of this thesis. I do love you forever.
3. My beloved lectures and almamater IAIN Raden Intan Lampung, who make me grow up and had contributed much for my self-development.



CURRICULUM VITAE

The name of researcher is Nurlaily Sabiqoh. She is called Lely. She was born on March 02nd, 1993 in Bandar Lampung. She is the only one daughter of Satibi (the late) and Qomariyah.

She accomplished her formal education at kindergarten at TK Aisyah Mataram Baru East Lampung and finished in 1998. The researcher entered elementary school at SD N 2 Mataram Baru East Lampung and finished in 2004. Then, she continued her school at junior high school at SMP N 1 Bandar Sribawono East Lampung and finished in 2007. Next, she continued her school at SMA N 1 Bandar Sribhawono East Lampung and finished in 2010. And in the same year she continued her study at Islamic University of Raden Intan Lampung. In 2012 the researcher leave her study thus, she worked on MI NU Mataram Baru as a teacher. Then, she continued her study in 2014.

The Researcher

Nurlaily Sabiqoh

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First of all, praise to Allah the Almighty, the most merciful, the most beneficent for his blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutation be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “Teaching Vocabulary by using Crossword Puzzle At MTs Ma’arif Nahdatul Ulama (Nu) 08 Mataram Baru in East Lampung 2016/2017” is presented to the English Education Study Program of Islamic University of Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-Degree.

Then, the researcher would like to thanks the following people for their ideas, time and guidance for this thesis:

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9. My beloved friendship mba Anggun, Diar, bear Angga, penyuk Ayu, adek Ani, Aci, Kidut, Dila, Tinggik, Mumun, mba Erna, Septi, Alfa, Uwo, Tete, Ngah who support and cheer me up until finishing my study. And all my Friends of English Education of Islamic University of Raden Intan Lampung, especially Indah, Amel, Endrys, Nurul, Mentari, Septizana, Mira, Ade, Nisa, Uwi, Ade, Rani, Erika, Vivi, Ade, Adela, Rika and others.

Finally none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heardly welcome.

Bandar Lampung, 2016

The Researcher,

Nurlaily Sabiqoh

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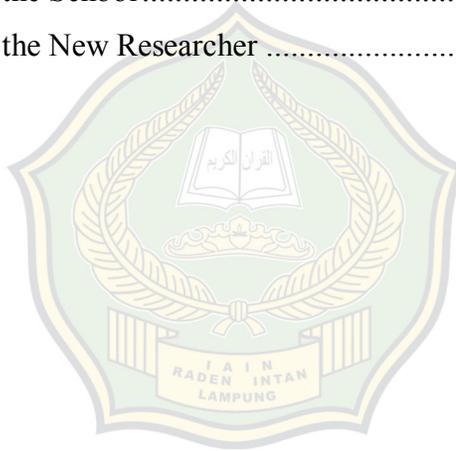
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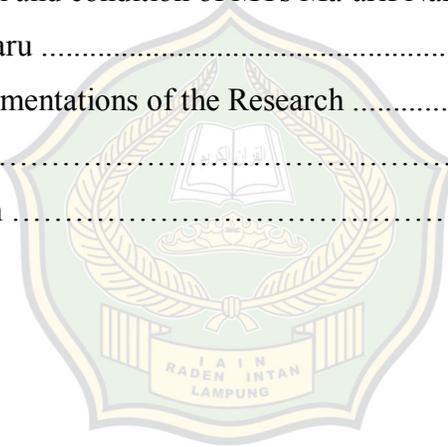
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is a set rules used by human as tool of their communication.¹ By using a language, people are able to communicate each other. People can interact one to another communicatively, share their experiences, thoughts, feelings, and knowledge with other people from different countries. It means that language is a mean used to express ideas, opinions and feelings to other people.

There are a lot of languages used by human being, so we need the same language for communication in over the world, and it is English because it has been used by almost all countries in the world either as native (primary), first or foreign language.²

In Indonesia, English has been introduced as a foreign language. English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life.³ It means that English is as foreign language used in Indonesia that will help Indonesian to communicate with other notions and to understand knowledge in English.

In learning English, there are three basic components that need to be taught, and they are pronunciation, grammar, and vocabulary. All of them have important roles that need to be taught, but vocabulary have a big contribution to support the successful students' of learning English, because without grammar very little thing can be

¹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta, Graha Ilmu, 2008), p.1

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York, Longman, 2002), p.17.

³ Geoffrey Broughton, *Teaching English as Foreign Language*, (New York, Longman, 1980), p. 6.

conveyed, without vocabulary nothing can be conveyed.⁴ It means that vocabulary is very important thing in learning English. If the students have lack of vocabulary, they cannot express their ideas, and it is impossible to communicate effectively among people.

Everyone cannot master a lot of vocabulary easily. Nevertheless, even for students, they are demanded to master as much as vocabulary based on the curriculum created by government. Some students can master it easily, but some cannot. Therefore, it needs ways in order to help the students to master vocabulary easily, and one of the ways is by applying game in teaching learning process.

Crossword puzzle is a game that can be used to teach vocabulary. Webster states that crossword puzzle is an arrangement of numbered squares to be filled in with words, in where a letter is to each square so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically, and numbered synonyms and definitions are given as clues for the words.⁵ Moreover, Njoroge, Ndung'u and Ganthigia define that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.⁶ Then, crossword puzzle is a suitable game used to help students to master vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary, for there will be many words given as cues that should be understood by them in order to be able to fill the squares

⁴ Scott Thornburry, *How to Teach Vocabulary*, (New York, Longman, 2002), p.13

⁵ Tino, *Crossword Puzzle*, Available on: <http://ozi379.blogspot.com/2011/04/crossword-puzzle.html>, 2015, Accessed on December 10th 2015

⁶ <http://www.journalcra.com/article/use-crossword-puzzles-vocabulary-learning-strategy-case-english-second-language-kenyan-secon> , accessed on December, 20th 2015

with the suitable words too. It exactly will grow and increase their curiosity and motivation to do the game and increase their vocabulary mastery. Hence, the students will not feel bored in learning vocabulary because they are not demanded to memorize the words monotonously, but they will memorize the words with the correct spelling, the use of the context and the pattern, as well as enjoy the game.

Based on the preliminary research conducted at MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung on June 2016, it was known that teaching vocabulary by using crossword puzzle has been applied there. From the result of interview the teacher, Winda Prastika Ningrum, S.Pd, the teacher faced difficulty to teach vocabulary, especially when she wanted to apply games because some students did not pay attention to the teacher's instruction, for the class was noisy. Furthermore, the restriction of suitable and various books to teach vocabulary became a problem for the teacher too, so she often only used monotonous textbook to teach. Hence, these cases exactly affected the students' vocabulary mastery.

Moreover, interview was also done to some seventh grade students (Resti, Lara, Anton, Ahmad, Zahra, and Siti) of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru. It was found that most of the students at the seventh grade students had difficulties in mastering vocabulary, especially in mastering noun. They were still confused about how they could memorize some words that teacher asked to do enjoyably. Moreover, they often forgot the spelling of the words, how to pronounce the words and when to use them in appropriate context. For example, one of the words that had been remembered was 'my father is a police and works at the police ...', and some of them answered 'station', but the true answer was 'station' for the

spelling, or it can be 'office'. In addition, they made mistakes in remembering what the words given by the teacher are in English, such as translating 'kamar mandi' into 'bedroom', whereas it had to be 'bathroom'. Consequently, there should be solution to solve the problems in order that the students could master vocabulary enjoyably and effectively.

The point that should be considered is that the students' capability to master vocabulary is different. There are students who are good at memorizing something, but there are also students who are weak at memorizing something. Therefore, the teacher has to find the best solution to make all the students are able to memorize the vocabulary that should be mastered enjoyably and effectively. One of the ways to do is by applying an interesting game.

According Murcia games are fun and nearly everyone would agree that if learning can be made enjoyable, then students will learn more.⁷ The game that can be used to increase students' vocabulary is crossword puzzle. Furthermore, Njoroge, Ndung'u and Ganthigia defines that the crossword puzzle is a game that makes the teaching-learning process attractive and fun, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.⁸ Crossword puzzle game is an alternative way to do by the teacher to increase students' vocabulary mastery, included of noun, that students faced difficulty to memorize well based on the preliminary research above.

Crossword puzzle had been applied at MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung by the teacher. Even though it is an interesting game,

⁷ Celce-Murcia M. Intosh Lois Mc, *Teaching English as a First or Foreign Language*, (Rowley, Newbury House Publisher, Inc. 1989), p. 120

⁸ Njoroge, M.C., Ndung'u, R.W., and Gathigia., *Loc. Cit.*, p.1

there had been something wrong because the students' vocabulary mastery was considered still low.

As such, the researcher wanted to know the teaching and learning process of English subject in MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung by observing the game used by the English teacher in teaching vocabulary, that is the use of crossword puzzle game. In addition, the researcher wanted to find information about the causes of low score of the students, the problems that are faced by the teacher and students in the teaching learning process of vocabulary.

Based on Yusfik' thesis which is similar to this research, crossword puzzle is the good game which can be implemented in the process of teaching learning English vocabulary. In addition, there were no significant problems faced by the teacher during the teaching learning activity. The teacher could use crossword puzzle in teaching English vocabulary well and could handle the whole of the teaching learning activity. Moreover, the researcher found out the students' problem, and that was the students' interest low. Most of the students had difficulties in comprehending English material as general. However, they showed good motivation and participated actively. From Yusfik's thesis, it can be seen that crossword puzzle is good to teach vocabulary, including about noun.⁹

From the explanation before, the researcher is interested to conduct a research on teaching vocabulary through crossword puzzle. Therefore, this research is entitled 'Teaching Vocabulary By Using Crossword Puzzle at the First Semester of the

⁹ Yusfik. *Teaching Irregular Verbs through Crossword Puzzle at the First Semester of the Seventh Grade Students of SMP N I Gunung Pelindung Lampung Timur in 2013/2014 Academic Year*. (Unpublished Thesis. 2014). p. 62, IAIN Raden Intan, Lampung

Seventh Grade Students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the Academic Year of 2016/2017'.

1.2 Identification of the Problem

Seeing the background of the problem above, the researcher identifies that there are some problems:

1. The teacher had applied crossword puzzle but the students' ability in mastering vocabulary is still low
2. The students face difficulty in mastering vocabulary.

1.3 Limitation of the Problem

In this research, the researcher focused on the process of teaching learning vocabulary especially about noun by using crossword puzzle in the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017, and the obstacles faced by both the teacher and the students in the teaching learning process. Noun is chosen because it is one of the most important part of speech and it is the basic tool for giving names and talk about things and concept.

1.4 Formulation of the Problem

The researcher formulated the problem of the research are as follows:

1. How is the process of teaching learning vocabulary by using crossword puzzle in the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017?
2. What obstacles does the teacher face in the process of teaching vocabulary by using crossword puzzle in the seventh grade students of MTs Ma'arif Nahdlatul

Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017?

3. What obstacles do the students face in the process of learning vocabulary by using crossword puzzle in the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017?

1.5 Objective of the Research

The objectives of the research are as follows:

1. To know how the process of teaching learning vocabulary by using crossword puzzle in the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017.
2. To know the obstacles faced by the teacher in the process of teaching vocabulary by using crossword puzzle in the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017.
3. To know the obstacles faced by the students in the process of learning vocabulary by using crossword puzzle in the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017.

1.6 Uses of the Research

The researcher expected that there are some uses of the research as follows:

1. For the students

By using crossword puzzle, it is hoped that the students are more interested and motivated in learning English so that their English vocabulary especially about

noun will be developed and it will give positive effect on their English achievement.

2. For the teacher

By using crossword puzzle, the teacher can improve their creativity in teaching process so that the goal of learning can be achieved.

3. For the institution

It is expected that this research can provide useful input in improving the quality of teaching learning process in the school.

1.7 Scope of the Research

The researcher has determine the scope of the research as follows:

1. Subject of the research

The subject of the research was the students of the seventh grade of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic year of 2016/2017.

2. Object of the research

The object of the research was the use of crossword puzzle in teaching learning vocabulary.

3. Place of the research

The research was conducted at MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung.

4. Time of the research

The research was conducted at the first semester in the academic year of 2016/2017.

CHAPTER II

REVIEW OF LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Teaching English as a foreign language means English as taught to people whose main language is not English and who live in a country where English is not the official or main language. While teaching English as *second language* is a language which is not their native language but which they use at work or at school, Native English speaker is a person whose mother tongue is English, regardless of whether s/he is from the UK, the USA, Australia or any other English speaking country. English native speaker is an English person (i.e. born in England). In other words that teaching English as a foreign language and teaching English as a second language is not necessarily different.¹⁰

For most learner in Indonesia where they learned English only in school and they seldom use it to speak in their daily live. In other side such as in America or Malaysia where they learn English well in the school and fluency in conversation in their daily live. They acquire English because they are exposed to language in the society, they

are not always aware of process of gaining the language. Referring to the theory of gaining a target language, Krashen (1985: 8) in Teaching English as a foreign language differentiates two different ways of gaining a target language: acquisition and learning. So gaining English in Indonesia is regarded more as a learning while in Malaysia more as acquisition. Acquisition is defined as a subconscious process that is

¹⁰Ag. Bambang Setiyadi, *teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.21

identical to the process used in first language acquisition in all important ways, while learning is defined as conscious knowing about target language.¹¹

Kachru in Harmer describes the world of English in terms three circles. In the inner circle he puts countries such as Britain, the USA, Australia, etc, in addition, English is the primary language. The outer circle contained countries where English had become an official or widely-used second language, these included India, Nigeria, Singapore, etc. Finally, the expanding circle represented those countries where English was learnt as a foreign language such as Poland , Japan, Mexico, Hungary, etc.¹² It means that in some countries, English is not used as first language but as a second language, such as in Malaysia, Nigeria, Singapore, etc, and as a foreign language, such as in Indonesia, Japan, Mexico, and Poland and many more.

Based on the explanation above the researcher concludes that teaching and learning english as a foreign language is to make the students master language. The teachers are able to create a comfortable class and use creative technique and motivate the students in learning english. The objective of teaching English as a foreign language is to provide the students with the skills which enable to communicate with the speaker of other nationalities who also learn English.

2. Concept of Teaching Vocabulary

Teaching is a teacher's work and a need of students in order that the students can do learning. In th'e case of vocabulary, McCarten states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly

¹¹Ibid, p. 141

³Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p.17.

learned words many times before they can be said to have learned them.¹³ The words that have been memorized need to be called and used correctly not only once but for many times in order to be used effectively based on the correct context by the learners. In this case, teaching vocabulary is needed to be done in order that the learners or students are able to learn the use of appropriate vocabulary based on the context.

Furthermore, Harmer states that teaching vocabulary is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary that he or she will teach. Teacher and students need to know how it works about language at various points during teaching and learning.¹⁴ It means that the students will learn what the teacher asks them to know, but before that the teacher should determine what words will be taught whether it is suitable or not for the students, so the students not only memorize the word but also know the use and context.

Teaching vocabulary plays an important role in learning foreign language. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum. To achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught.

In teaching vocabulary, the students will know that some words seem easier to learn than others. Some factors that make some words more difficult than others are:

¹³Jeanne Mc Carten., *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*, (New York, Cambridge University Press, 2007), p.21

¹⁴Jeremy Harmer, *Loc. Cit.*, p. 34

- a. Pronunciation; research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
- b. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. Length and complexity; long words seem to be no more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
- d. Grammar; also problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome.
- e. Meaning; when two words overlap in meaning, learners are likely to confuse them. Words with multiple meanings can also be troublesome for learners.
- f. Range, Connotation, and Idiomaticity; words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.¹⁵

Teaching vocabulary can be done through four phases:

- a. Introducing : The teacher introduces new words with clearly and correctly pronounced pronunciation.
- b. Modeling : The teacher gives an example and acts as a model.
- c. Practicing : The teachers train the students to imitate and practice.

¹⁵Scott Thornbury, *Op. Cit.*, p.27-28

d. Applying : The students applying in the right situation with the help the teacher.¹⁶

Based on the explanation above, it can be stated that teaching vocabulary is very essential especially for understanding English in the class in which teacher should pay attention to the teaching by choosing and applying some teaching techniques and media which are suitable with the students' needs based on curriculum through some phases.

3. Problem in Teaching and Learning Vocabulary

a. Teacher's Problem in Teaching Vocabulary

There are some teacher's problems in teaching vocabulary which affect the outcomes of teaching learning vocabulary in the class. There are six problems that explained by Thakur as the following explanation.

- 1) Over-crowded classes: teachers of English experience a lot of problems in handling such a big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.
- 2) Lack of competent teachers: Incompetent teachers are the main source of trouble as far as the teaching of English in schools. They are either trained in old methods and have never cared to look for something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer this subject while under training.

¹⁶*Ibid.*, p. 29

- 3) **Faulty methods of teaching:** the teaching of English suffers from the faulty methods of teaching. In most of the schools, the Translation Method is the sole favorite with the teachers. The teacher picks up the reader, translates the paragraph, writes the meanings of difficult words on the blackboard and assigns some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so that when they pass out, they are as ignorant as they were when they first entered the English class.
- 4) **Non-availability of good text-books:** the text books of English used in schools are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the text books.
- 5) **Apathy to new techniques and procedures:** most of the teachers working in middle and high schools are both ignorant and apathetic to the new techniques and procedures of teaching of English. The new generation of teachers is being given training in new methods but the teachers fail miserably when they are actually put on the job.
- 6) **Inadequate provision of teaching aids:** a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well.¹⁷

Furthermore, according to Nation the main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt

¹⁷Jyoti Thakur, *Journal of Educationia Confab* Vol. 2, No. 1, January 2013: Challenges and Prospects in Teaching English, (Punjab, Chitkara University, 2013), pp. 127-128

with at any one time. Teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it.¹⁸ When the teacher should teach some words in a meeting, sometimes it is difficult to share because the students only can understand and memorize some of them. It will make students confused if there are too many words, whereas they have to know much knowledge by learning on the moment. Hence, the target is less successful because the students only can catch some words or vocabulary that the teacher asks them to know.

There are some teacher's problems in teaching vocabulary, and they are: a. Overcrowded classes, b. Lack of competent teacher, c. Faulty methods of teaching, d. Non-availability of good text-books, e. Apathy to new techniques and procedures and f. Inadequate provision of teaching aids. Besides, the teacher is sometimes demanded to share some words or vocabulary in a meeting but the students only can master some of them.

b. Students' Problem in Learning Vocabulary

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, so students should acquire an adequate number of words and should know how to use them accurately in context.¹⁹ How the students can master as many as possible words to use in appropriate context can be difficult for them. Whereas, they have to do it in order to be able to have ability in all of the language skills.

¹⁸Paul Nation, *Teaching Vocabulary*, (Wellington, Victoria University of Wellington, 2015), p.1

¹⁹Jeremy Harmer, *Op. Cit.*, p. 153

Azwani states that most students learn vocabulary passively due to several factors as follows:

- a. They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring.
- b. Students only think of vocabulary learning as knowing the primary meaning of new words.
- c. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.
- d. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different context.²⁰

From the explanation above, it can be concluded that in learning vocabulary, the students may have some problems and difficulties. Some of those problems are that the students consider the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it is difficult for them to use the words based on the appropriate context.

4. Concept of Learning

Learning is the process by which change in behavior, knowledge, skills, and so on that comes about through practice, instruction or experience and the result of such a

²⁰Azwani, *Method of Teaching Vocabulary*, (Jombang, A Research Paper, 2010), p. 30

process.²¹ In addition, according to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.²² It means that finally there will be change as the result that is gotten through process continuously. Therefore, we can say that the knowledge gotten by the students or learners will last for long time if it is gotten by practicing whether it is by study, experience, or instruction, so finally the knowledge can give effect to their behavior.

Learning is that people construct new knowledge and understandings based on what they already know and believe.²³ New knowledge must be constructed well from existing knowledge, so teacher need to pay attention to the incomplete understanding in order to what the teacher intends is same as students' understanding. There will be ability in mastering new knowledge that we do not know before, and then we know and understand what it is.

Furthermore, Hanna Domunt also state that learning is a long-lasting change in the learner's knowledge attributable to the learner's experience. It means that there are three main points. The first is that it is long-lasting change. The second is that the change is the learner's knowledge, and the last is that the change is from what the learner experiences.²⁴ Learning makes the learners can develop their knowledge for

²¹Jack Richard, *Longman Dictionary of Language Teaching and Applied Linguistics* (London, Longman, 2002), p. 298

²²H.D Brown, *The principle of language learning and teaching*, (New Jersey, Prentice Hall, 2000), p.7

²³John D. Bransford, Ann L. Brown and Rodney R. Cocking, *How People Learn*, (Washington DC, National Academic Press, 2000), p. 10

²⁴Hanna Dumont, David Istance, and Fransisco Benavides, *The Nature of Learning*, (Paris, Organization for Economic Co-operation and Development, 2010), p. 183

long time through their experiences. Whatever the experiences happen to the learners that give them opportunities to study exactly will get them to learn.

Based on the explanation above, it can be concluded that learning is the process resulting or constructing relatively long-lasting or permanent changes or tendency of knowledge, skill, understanding or behavior from what people already know and believe through continuous practice, study, instruction or experience, so the real changes of knowledge, skill, understanding and behaviour which are lack before will grow and appear as the result of the process passed.

5. Concept of Vocabulary

Vocabulary is defined as a total number of words and a language, all the words known to person or used, and it is list of words with their meaning.²⁵ Furthermore, Lehr, Osborn and Hiebert, in Hanson and Padua, state that vocabulary refers to words we use to communicate in oral and print language.²⁶ Hence, we know that vocabulary is word included in the list which has meaning approvingly, so we use it as language to communicate in oral and print language. It means that in learning vocabulary we have to know the meaning of it and also understand how to use it with suitable context, so at the last we can communicate easily when we have a lot of vocabulary and are able to use them with appropriate context.

²⁵Hornby, *Oxford Advanced Learner's Dictionary*, (New York, Oxford University Press, 1995), p. 1331

²⁶Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (Honolulu, Pacific Resources for Education and Learning, 2011), p. 5

In addition, Hatch and Brown in Indriarti's journal also state that vocabulary refers to a list or a set of words that individual speakers of language might use.²⁷ All the words in a language which has meaning that produced by human as the speakers beings to express their mind. They use words in communication to convey meaning so that others can understand them. To communicate, especially in speaking, what information we want to convey will be accepted and understood by the listener if there is vocabulary.

Vocabulary also can be said as the thing to convey or share information. Furthermore, Thornbury says that without grammar very little can be conveyed but without vocabulary nothing can be conveyed.²⁸ People cannot communicate effectively because they do not know many of word they need. It is impossible to share thoughts or ideas without vocabulary, so the use of appropriate vocabulary with correct grammar is better surely.

Based on the explanation above, it can be concluded that vocabulary is total number of words and a language or a list or set of words with their meaning that can be recognized and used by the user to communicate or to convey or share information in oral and print language.

6. Types of Vocabulary

According to Thornburry, there are four types of vocabulary: a. Adverb b. Adjective c. Noun, and d. Verb.²⁹

²⁷Indriarti, *Journal of English Language Teaching* ELT FORUM 3 (1) (2014): the Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery, (Semarang, Semarang State University), p.4, accessed on Desember 20th 2015

²⁸Scott Thornbury, *How to Teach Vocabulary*, (Harlow, Longman, 2002), p. 13

²⁹Scott Thornbury, *Op. Cit*, p.4

a. Adverb

Adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.³⁰ Moreover, Frank also states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.³¹ It means that adverb can be used to explain more information about verbs, adjectives, and other adverbs or even a whole sentence. The following words underlined in the sentences are the examples of adverbs.

- 1) Anne works hard.
S V Adv
- 2) John is very nice to me.
S V Adv Adj
- 3) Claire drives extremely fast.
S V Adv Adv
- 4) I work in the office.
S V Adv

In the first example, the adverb ‘hard’ modifies the verb ‘works’. Moreover, the adverb ‘very’ in the second example modifies the adjective ‘nice’, and the adverb ‘extremely’ modifies another adverb in the third example ‘fast’. Besides, in the last example, adverb ‘in the office’ explains a whole parts of the sentence. Eventually, adverb is words that can modify verbs, adjectives, other adverbs.

b. Adjective

Frank states that adjective is modifier that has the grammatical property of comparison.³² In addition, Harmer states that adjective is a word that gives more information about a noun or pronoun, and it can be used before or after noun.³³

³⁰Jeremy Harmer, *Op. Ci.*, p. 37

³¹Marcella Frank, *Modern English a Practical Reference Guide*,(New York, Prentice Hall, 1972), p.141

³²Marcella Frank,*Op. Cit*, p.109

³³Jeremy Harmer, *Loc. Cit*, p. 37

Besides, it can be a group of words. Hence, its most usual position is before the noun or pronoun that it modifies, but it fills other positions as well. For examples are the underlined words in the following examples.

- 1) a red apple
- 2) a beautiful garden
- 3) three boys
- 4) a girl sitting under the tree, and so on.

The firsts three examples are placed before the nouns that are modified, so the nouns get new explanation that can be imagined by the reader. Meanwhile, in the last example, the adjective is a group of words that is placed after the noun 'girl'. From the explanation above, it can be concluded that adjective is a word or a group of words that modify noun or pronoun and can be placed before or after the noun or pronoun.

c. Noun

Frank states that noun is one of the most important parts of speech.³⁴ It is the basic tools for giving names to and talking about things and concepts.³⁵ Furthermore, Harmer states that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea, and can be used as the subject or object of a verb.³⁶ By noun, we can call something or concept's name, and usually it can be a subject or the object in a sentence, for example:

- 1) The noun 'orange' in sentence 'orange is rich of vitamin C' is as subject.
- 2) The noun 'book' in 'I have a book' is as object the that sentence.

³⁴Marcella Frank, *Op. Cit*, p.6

³⁵Betty Schramper Azar, Barbara F. Matthies and Shelley Hartle, *Fundamental English Grammar*, (New York, Longman, 1985, 3rd ed), p. 73

³⁶Jeremy Harmer, *Loc. Cit*, p. 37

Eventually, we may say that noun is a word or a group of words that is the name of things, concepts, places, or activities that can take a role as a subject or object in a sentence.

d. Verb

Verb is a word (or group of words) which is used in describing an action, experience or state.³⁷ However, Frank states that verb is the most complex part of speech.³⁸ Its varying arrangements with nouns determine the different kinds of sentences statements, questions, commands, exclamations. Verb has the grammatical properties of person and number, properties which require agreement with the subject. The following words underlined are the examples of verbs.

- 1) Anne works in her office.
- 2) John was in Jakarta last week.
- 3) They come to my house.

Finally, it can be said that verb is a word (or group of words) which is used in describing an action, experience or state that has its own grammatical rule of the use in a sentence.

Types of vocabulary are adverb, adjective, noun and verb. All types of vocabulary need to be known and learnt for the successful vocabulary mastering.

³⁷*Ibid*, p. 37

³⁸Marcella Frank,*Op. Cit.*,p.47

7. Concept of Game

According Murcia, games are fun and nearly activity in which everyone would agree that if learning can be made enjoyable, then students will learn more.³⁹ Moreover, Agoestyowati says that using of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively.⁴⁰ Therefore, if the teacher uses game in teaching learning process, the students will not only get the knowledge that they have to own but also they enjoy the class. The material given by the teacher will understand easily without making them stressed. Game is an effective way for the teacher to teach as well as the students to learn the material.

Games also help teacher to create context in which the language is useful and meaningful. It can be used to give practice in all skill (listening, speaking, reading and writing), in all stages of teaching learning.⁴¹ The teacher can use game to help students to have ability in all of the English skills and in every stage. Therefore, the teacher is demanded to be creative to create and give interesting games for the students. As the result, the students will understand the material that the teacher wants them to know and the students also have interesting time of learning by the game.

Game is like a weapon to fight that can be used by the teacher. It will help him or her to get the target successfully. The teacher can teach effectively and the students can master the material as the goal of the learning without they become stressed. Either

³⁹Celce-Murcia M. Intosh Lois Mc, *Teaching English as a Second or Foreign Language*, (Rowley, Newbury House Publisher, Inc. 1989), p. 120

⁴⁰Agoestyowati, *102 English Games(From A to Z)*, (Jakarta, PT Gramedia Pustaka Utama, 2007), p. 35

⁴¹Andrew Wright, avid Betteridge and Michael Buckby, *Games for Language Learning*, (Cambridge, Cambridge University Press, 1994), p.1

the teacher or the students will enjoy the teaching learning process as well as the students still can master the material the teacher asks them to master.

There are two kinds of game: competitive game and co-operative games. Competitive game is in which players or teams race to be the first to reach the goal, and co-operative games is in which players or teams work together towards a common goal.⁴² In this case, there is a game called crossword puzzle game. This game can be a part of either competitive or co-operative game. If it is played by players to be the first, it means that it is included in competitive game. Meanwhile, when played by players together towards a common goal, it is included in co-operative game. Therefore, it is the teacher's choice to use this game whether as competitive or co-operative game, and as a note the goal is the students able to fulfill the crossword puzzle correctly as well as fast.

Based on the explanation above, it can be concluded that game is fun and nearly activity that is used to give students practices in all skills, and helps teacher in teaching to create process of teaching and learning enjoyable and interesting, so the students can learn and understand material that the teacher intends to teach more effectively.

8. Concept of Crossword Puzzle

Crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts.⁴³ Because the need to spell items correctly to complete the

⁴² J. Hadfield , *Intermediate Communication Games*, (England: Longman Ltd. 2004,) p. 89

⁴³Tricia M. Davis1a, Brooke Shepherd b, Tara Zwiefelhofer, *The Journal of Effective Teaching 2009, Vol. 9, No. 3, 2009, 4-10*: Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning? (Bloomer, Organization for Education , 2000), p. 5

puzzle, students will be able too to use the words correctly because they connect facts as the puzzle clue to the words which have to be known the spelling.

Njoroge, Ndung'u and Ganthigia define that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.⁴⁴

In this case, the atmosphere of teaching learning process exactly will be more interesting. Moreover, this game is suitable used to increase the students' vocabulary mastery based on the context and they can use the words correctly with good spelling and sentence pattern.

In addition, Bressan argues that crossword puzzles, among other things, enhance building, orthography and develop and test the student's knowledge of morphology.⁴⁵

Crossword puzzle has its form to be filled by the students, and it is very effective to teach vocabulary. Besides, there is usually clue given to help the students guess what word it is, so the students' understanding will increase as well as their vocabulary mastery. Eventually, the students' knowledge about vocabulary included morphology will be wide too.

Moreover, according to Wahyuningsih in Njoroge, M.C., Ndung'u, R.W., and Ganthigia, crossword puzzle is a game in which words guessed from their definitions are fitted into a diagram of white and black squares. The crossword has words written horizontally (across clues) and words written vertically (down clues). The pattern of black squares usually serves to separate each word from adjacent words. Correctly deciphering a crossword requires correct spelling, which for students means practising dictionary skills. Making inferences, evaluating choices, and drawing conclusions are important skills required for completing crossword puzzles.⁴⁶

⁴⁴ <http://www.journalcra.com/article/use-crossword-puzzles-vocabulary-learning-strategy-case-english-second-language-kenyan-second>, accessed on December, 20th 2015

⁴⁵ *Ibid*, p. 315

⁴⁶ *Ibid*, p. 315

Based on the explanation above, it can be concluded that crossword puzzle is a words guessed game fitted into a diagram which is effective as teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary and enhance building, orthography and the student's knowledge of morphology.

9. Procedures of Using Crossword Puzzle

Wharton in Widyasari states that crossword puzzle for use in the language classroom is really quite easy to create. First, teacher makes a list of words with which students should be familiar. Then, the teacher searches for a letter common to two words and students are off. The puzzle forms may be used in several ways:

- 1) The students find animals, colors, or plants in the puzzle.
- 2) The students find certain parts of speech: verb, noun, preposition, and so on.
- 3) Other categories may include the names of the days, the week, months, subjects and so on.
- 4) The student finds proper nouns: cities, states, countries, famous people, and so on.
- 5) The student finds certain kinds of activities: trades, professions, sport, hobbies, and so on.⁴⁷

Moreover, the following explanation is procedures of using crossword puzzle according to Pinuria *et al.*

⁴⁷ <http://perpus.iainsalatiga.ac.id/docfiles/abstraksi/68623e75cfc8b440.pdf>, accessed on December 21th 2015

a. Pre-teaching activity

Pre-teaching activity is the activity done before teaching process. They can give new information, and enhance students concentrations. Besides, that activity is useful to help them get started. Here are the procedures in pre-teaching activities. They are:

- 1) Teacher greets the students.
- 2) The teacher checks student's attendance.
- 3) After checking students attendance, the teacher reminds the students about previous subject taught in the last meeting.
- 4) The teacher introduces the new topic to the students.

b. Whilst-teaching activities

In whilst-teaching activities, the teacher instructs and asks the students to do some activities. They are:

- 1) The teacher asks the students about the crossword puzzle.
- 2) The teacher gives an example of the crossword puzzle to the students.
- 3) The teacher gives assignments to the students.
- 4) After the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the appropriate words as the the crossword puzzle answer.

c. Post-teaching activities

Post teaching activities are necessary as the follow up phase on what the students have studied. Here, there are some procedures in post-teaching activities. They are:

- 1) The teacher asks the students about the crossword puzzle.⁴⁸

⁴⁸<http://ejurnal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path%5B%5D=2334>, accessed on, December 21th 2015

Based on those procedure above there are two procedure to teach vocabulary by using crossword puzzle, the first one is by Wharton and the second one is Pinuria. However, the reseacher used Pinuria's theory because Pinuria's theory is more detailed in exploring crossword puzzle to use words. Then, Pinuria's theory is appropriate with the lesson plan. Thus, both teacher and students enjoyed and easy to apply and use crossword puzzle.

10. Strengths and Weaknesses of Crossword Puzzle in Teaching Vocabulary

The following is explanation about strength and weakness of crossword puzzle used in teaching and learning vocabulary.

a. The Strenght of Using Crossword Puzzle in Teaching Vocabulary

According to Franklin, Peat, and Lewis, there are three strenght of using crossword puzzle in learning vocabulary.

- 1) To make students enjoyable to study vocabulary.
- 2) To increase students ability in learning vocabulary.
- 3) To make students understand the meaning of words.⁴⁹

In addition, the following are also the strength of crossword puzzle.

- 1) Learners get to enjoy learning the target language because they are involved in their own learning. Crossword puzzles can also help learners gain interest and reduce boredom in learning by giving an alternative of varying teaching techniques and by helping learners see english as a learnable instead of a difficult subject.
- 2) The crossword puzzle offers a challenge that will motivate the students to try to fill in the puzzle. It gives much oppportunity to the students to practice and repeat

⁴⁹*Ibid.*, p. 5

the sentence pattern and vocabulary. The students find it fun, feel relaxed and enjoy participating in the learning activity; they memorize the vocabulary in different ways, that is by rewriting them. Crossword puzzles are associated with recreation, and can be less intimidating for students as review tools. Crossword puzzles can, therefore, be given at any point of time during a lesson, as a warmer, filler, or even end-of-lesson assessment.

- 3) Teacher find puzzle solving to be much less threatening and more like game play. Puzzle solving is a much more active type of learning, and will engage students with the material.⁵⁰

Furthermore, crossword puzzle reduces the need to explain directions, saving class time. Additionally, these puzzles are often perceived as being a recreational activity, therefore making them more enjoyable and less threatening than traditional teaching techniques besides, most studies look more closely at teachers' and students' attitudes toward the puzzles.⁵¹

Based on the explanation above, it is clear that there are many strenght of crossword puzzle, especially to teach vocabulary.

b. The Weaknesses of Using Crossword Puzzle in Teaching Vocabulary

According to Njoroge et al, besides its strenght, crossword puzzle has its weakness, and it is that crossword puzzle requares a lot of time to prepare.⁵² Therefore, the teacher wanting to teach by using this game needs to prepare the game and its

⁵⁰Njoroge, M.C., *Op. Cit.*, p. 317

⁵¹Tricia M. Davis1a, *Op, Cit.*, pp. 5-6

⁵²Ibid, p. 317

material before coming to the class. The teacher needs to have his or her own time to make the puzzle and suit it with the material that is going to teach to the students.

Moreover, in applying of crossword puzzle itself, there is also a weakness that is from the students. Because of the recreational connotation associated with crossword puzzles, some students may have not taken the task of completing the puzzles seriously, as they were perceived to be unimportant.⁵³ In fact, this game gives a lot of advantages to their vocabulary mastery.

Based on the explanation above, the strength of crossword puzzle is much more than the weakness. Therefore, this game is an effective game to teach vocabulary by the teacher as well as the students still enjoy the lesson

B. Assumption

In teaching vocabulary, an English teacher should be able to help students in mastering vocabulary. The teacher can use game to teach vocabulary because it can make students easily in mastering vocabulary that they have to master based on learning target in curriculum. Using game can make teaching learning atmosphere interesting.

Based on the theory above, crossword puzzle is one of the examples of game that can be used to teach vocabulary can be applied by the teacher. There are many kinds of vocabulary, and in this case crossword puzzle can be used in order to help students master many nouns as one of the kinds of vocabulary. The students will feel interesting and enjoy the class as well as they can reach the learning target and get knowledge.

⁵³Tricia M. Davis la, *Op. Cit.*, p. 9

Based on the theories mentioned before, the researcher assumed that using crossword puzzle in teaching can lead the students in mastering vocabulary more creative and make them easy to express their ideas. Therefore, using crossword puzzle will help the students master vocabulary included in mastering vocabulary about noun.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used the descriptive qualitative research. According to Fraenkel and Wallen, qualitative research is the research that investigates the quality of relationships, activities, situations or material. The natural setting is the direct source of data, and the researcher is the key instrument.⁵⁴ The data was collected in the form of descriptive data describing a given state of affairs as fully and carefully as possible. This research is included in qualitative research because the researcher will be the main instrument (an observer) in collecting the data in natural setting without doing any manipulation towards the source of data, and the data gotten was explained the real data of the relationships, activities, situations or material. By the research, the researcher focused on the teaching learning process by using crossword puzzle at the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in the academic of 2016/ 2017.

B. Research Subject

1. Population

According to Sugiyono, population is generalization area that consists of objects and subjects that have certain quality and character to be learned and to be conducted.⁵⁵ In this research, the population was the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in the academic of 2016/ 2017. The number of population of this research will be 89 students spread in 3 classes: VII A, B and C.

⁵⁴Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill, 2008). p. 422

⁵⁵Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung, Alfabeta, 2012), p. 216

Table3.1
The number of the seventh grade students of MTs Ma'arif Nahdlatul Ulama
(NU) 08 Mataram Baru in the academic of 2016/ 2017

No.	Classes	Total
1	VII A	29
2	VII B	30
3	VII C	30
Total		89

2. Sampling Technique

In this research, the researcher used purposive sampling technique. According to Sugiono, purposive sampling is sampling technique to determine the sample by judgment based on a specific purpose such as to balance: focus on research, scientific judgment, reason limited time, energy and money.⁵⁶

The researcher was takes the English teacher and one class as a sample of this research, it is appropriate with purposive sampling, that explain sampling is based on a specific purpose such as to balance: focus on research, scientific judgment, reason limited time, energy and money, and also students of this class have various capability so that the sample represents the population, for the students in this class have various ability.

3. Sample

Sample is a subset of the population.⁵⁷ The researcher took class VIIC as the sample of this research. It consists of 30 students. This class was be chosen as sample than other classes with consideration based on the students' score that the researcher gotten in the preliminary research. Their score was almost balance between the number of the students with score more than or same as 70 as the target score and with their with less score.

⁵⁶*Ibid.*, p.217

⁵⁵*Ibid.*,p. 216.

C. Data Collecting Technique

To collect the data, the researcher used some techniques in qualitative research. They are observation, interview, and questionnaire.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁵⁸ The researcher was not involved directly in the classroom activity. The researcher only made a note during the teaching learning process. In this case the researcher was only noted, analyzed and made inferences about the object under study. Nevertheless, before the teaching learning begun, the researcher and the teacher would prepare a lesson plan and discuss the material.

In this research, observation was used to get the data about process of teaching learning vocabulary by using crossword puzzle, the teacher's problem in teaching vocabulary by using crossword puzzle and the students' problems in learning vocabulary by using crossword puzzle at the first semester of the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in the academic of 2016/ 2017.

2. Interview

After observing their teaching learning process, the researcher was interview the teacher's problems in teaching vocabulary through crossword puzzle. Interview is a conversation between two people (the interviewer and interviewee) where questions will be asked by the interviewer to obtain information from the interview.⁵⁹ In

⁵⁸Jhon W Creswell, *Educational Research*, (New Jersey, Prentice Hall, 2005),p.213

⁵⁹Sugiono, *Metode Penelitian Kualitatif*, (Yogyakarta, Ar Ruz Media, 1972), p. 137

addition, this interview aim to make sure about the result of the observation and to get more data related to this research.

According to Lodico there are five types of interview, they are: one-to-one, group interviews, structured interview, semi-structured interviews, unstructured interviews.⁶⁰ The researcher will use one to one type's interview because this technique conducts to get the data from the teacher about the teaching learning process by using crossword puzzle. Moreover, the researcher was interviewing an English teacher to obtain the data about the teacher's problems in teaching vocabulary by using crossword puzzle at the first semester of the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in the academic of 2016/ 2017.

3. Questionnaire

Questionnaire is a list of questions used by reseacher to get data from the students directly through a process of communication or ask questions.⁶¹ The researcher was gave questionnaire to the students in order to know the further opinions about the students' problem in learning vocabulary by using crossword puzzle at the first semester of the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in the academic of 2016/ 2017. From collecting data through questionnaire, the researcher found out the students' respond toward the teaching and learning process.

⁶⁰MargueriteLodico, et.al, *Methods in Educational Research: from Theory to Practice*,(San Francisco,Jassey-Bass, 2006), p.139

⁶¹Jhon Hendri, *Merancang Kuosioner Riset Pemasaran*, Available on: <http://www.Stm.Kuosioner> Riset Pemasaran Universitas Gunadarma, edu, pdf., Accesed on February, 25 2016,p.1

The researcher was distributed the questionnaire after the process of teaching vocabulary through crossword puzzle. The aim was find out problems faced by the students in learning vocabulary through crossword puzzle. Furthermore, in this research, the researcher was used close-ended questions and give the questionnaire to the students. A close-ended question is a question format that limits respondents with a list of answer choose from which they must choice to answer the question.⁶²

D. The Research Instruments

In collecting the data, the researcher was used triangulation technique. According to Setiyadi, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.⁶³ It consists of observation, interview, and questionnaire. The description of those instruments is as follows:

1. Observation

Observation is the process of gathering open-ended, first hand information by observing people and places at a research sites. In this research was used observation manual that the researcher prepared it before. Observation was be used to observe the process of teaching learning vocabulary through crossword puzzle in the class, the teacher and students' problem in teaching learning process, and was conducted twice in this research. The aspects of teaching learning process are described as follows:

⁶²Marguerite Lodico, *Op.Cit*, p.143

⁶³ Ag Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing*, (Yogyakarta, GrahaIlmu, 2006), p. 246

Table 3.2
Observation Guideline

No	Component of observation	Pointer of observation
1	To know the process of teaching learning vocabulary by using crossword puzzle	Seven steps to apply crossword puzzle
2	To know the teacher's problems during the process while applying crossword puzzle	Seven teacher's problems in teaching vocabulary by using crossword puzzle
3	To know the students' problems in learning vocabulary by using crossword puzzle	Four student's problems in learning vocabulary by using crossword puzzle

2. Interview

The research was used one to one type's interview. In addition, this interview was aimed to make sure about the result of the observation and to get more data related to this research. The researcher was interview an English teacher to obtain the data about the teacher's problems in teaching vocabulary. The guideline of interview can be described as follows:

Table 3.3
Interview Guideline for the Teacher

No.	Component of Interview	No. Item
1.	To know the general process of English teaching learning activity, teaching learning vocabulary and by using crossword puzzle.	1,2,3
2.	To know whether crossword puzzle can improve the students' vocabulary mastery.	4,5,6,7
3.	To know the teacher's problems during the process while applying crossword puzzle in teaching vocabulary.	8,9,10,11,12,13,14,15

3. Questionnaire

The researcher was used the questionnaire to get the detail information of students' problems in learning vocabulary through crossword puzzle. The guideline of the questionnaire can be described as follows:

Table 3.4
Questionnaire Guideline for the Students

No.	Component of Questionnaire	No. Item
1.	To know the students' motivation and interest in learning vocabulary.	1
2.	To know the students' improvement in learning vocabulary by using crossword puzzle.	2
3.	To know the students' problem in learning vocabulary by using crossword puzzle.	3,4,5,6,7,8

E. The Research Procedure

To obtain the accurate data, the researcher will follow the procedures of research in the following steps based on Creswell's, Educational Research.⁶⁴

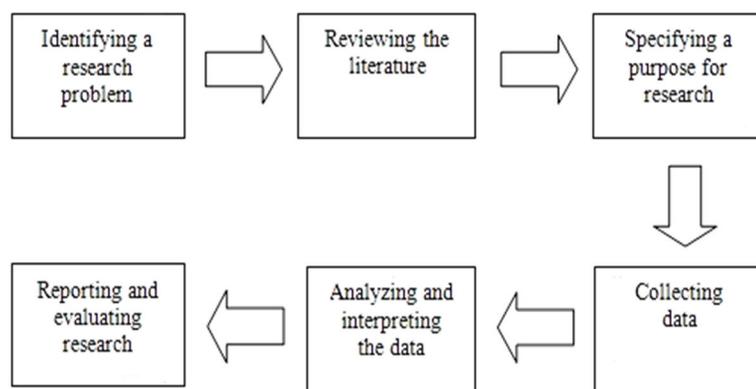


Figure 3.1 The Procedure of the Research

Those steps was the procedures of this research. Firstly, the researcher was identify a research problem. Here, the researcher was observed the process of teaching and learning vocabulary through crossword puzzle, and recognize the teacher's problem

⁶⁴Creswell, *Op. Cit.*, p.7

in teaching vocabulary through crossword puzzle and the students' problem in learning vocabulary through crossword puzzle. Secondly, the researcher was review the literature. It means that the researcher has some basic theories that related to her research. The grand theories that the researcher used in her research are the theory of vocabulary and crossword puzzle.

The third procedure of this research was specify a purpose for this research. The purposes of this research are the answers of research problem that the researcher has made. Next procedure will be collecting the data. The researcher was collected the data by observing, interviewing, giving questionnaire and documenting. Analyzing and interpreting the data will be the fifth procedure of this research. This procedure was done by the researcher after collecting the data. She will draw the conclusion; represent it in tables, figures, and pictures to summarize it and explain the conclusions in words to provide answers to the research questions. The last procedure will be reporting and evaluating research. After conducting the research, the researcher will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

F. Credibility and Transferability of the Data

1. Credibility of the Data

Credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context. The researcher

has an obligation to represent the realities of the research participants as accurately as possible and must provide assurances in the report.⁶⁵

There are some ways to measure credibility of qualitative data, and one of them is triangulation. According to Wiersma in Sugiono, triangulation is qualitative cross-validation which assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.⁶⁶ Thus, in this research, the researcher was used three kinds of triangulation. They are source, method and time triangulation.

a. Source triangulation

In this research, the researcher was get the data from different people, and they are from teacher and students.

b. Method triangulation

The researcher was used different method for collecting similar data. They are observation, interview and questionnaire.

c. Time triangulation

In this research, data collection was carried out from the same group with different time. The researcher will do observation three times, interview the teacher and give students questionnaire sheets in different time.

2. Transferability of the Data

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. Although the qualitative researcher typically does not have generalizability as a goal, it is the responsibility of

⁶⁵ Donald Ary, *Introduction to Research in Educatilon*, (Wadsworth: Nelson Education, 2010), p. 498

⁶⁶.Sugiyono. *Op.Cit.* p.373-374

the researcher to provide sufficiently rich, detailed, thick descriptions of the context so that potential users can make the necessary comparisons and judgments about similarity and hence transferability. This is referred to as descriptive adequacy.⁶⁷ The researcher will strive to provide accurate, detailed, and complete descriptions of the context and participants to assist the reader in determining transferability.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phrases of data analysis: data reduction, data display, and conclusion drawing or verification.⁶⁸ This following figure illustrates the component of data analysis by Miles and Huberman:

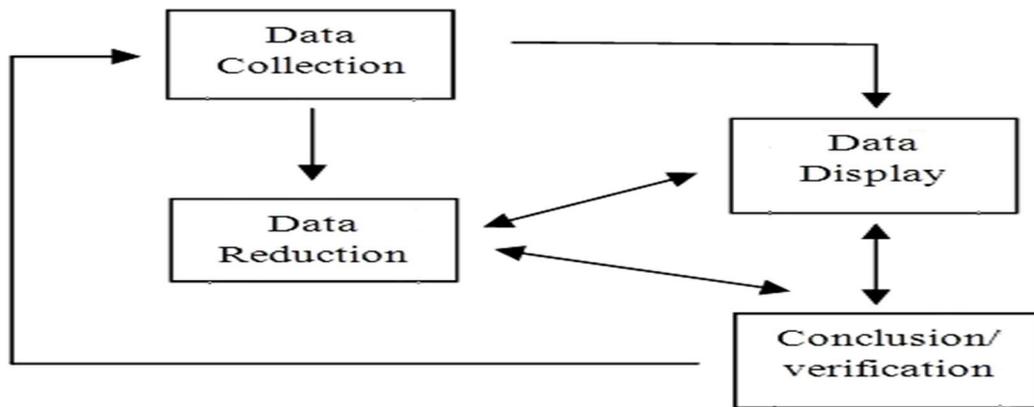


Figure 3.2 The Component of Data Analysis

It shows that qualitative data analysis is a continuous. Issues of data reduction, of display, and of conclusion drawing/verification come into figure successively as analysis episodes follow each other, but the other two issues are always part of the ground. These are clear explanation about data analysis process of this research.

⁶⁷ Donald Ary, *Op. Cit.*, p. 501

⁶⁸ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks, Sage Publications, 1994), p.12

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.⁶⁹ In this case, the researcher was selected the data that contain of observation on teaching learning process, interview to the teacher and questionnaire to the students.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.⁷⁰

The nation of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytical drawn. Displays may involve tables of data, tally sheets of themes, summaries or proportions of various statements, phrases or themes.

3. Conclusion Drawing/Verification

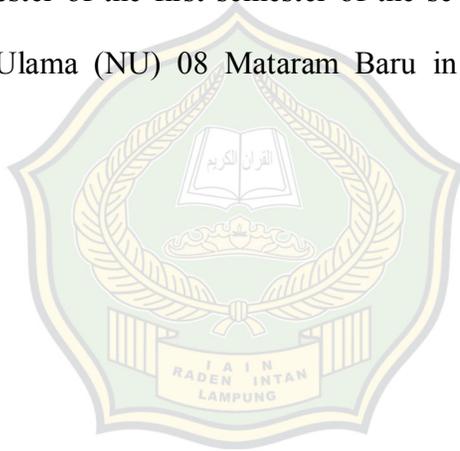
The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or

⁶⁹*Ibid*, p.10

⁷⁰*Ibid*, p.11

verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.⁷¹

In this step, the researcher will draw the conclusion and verified the answer of research question that were had been done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the researcher will get the conclusion about teaching vocabulary through crossword puzzle at the second semester of the first semester of the seventh grade students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the academic of 2016/ 2017.



⁷¹*Ibid*, p.11

CHAPTER IV RESULT AND DISCUSSION

A. Data Analysis

After collecting the data, the researcher analyzed the data containing of observation, interview, and questionnaire. According to Miles and Huberman there are three major phrases of data analysis, they are: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.⁷² In this case, the researcher selected which data that were used in her research. They were three instruments used to collect the data: observation, interview and questionnaire. Observation became the key instrument in this research, whereas interview and questionnaire became the supporting instrument. In this step, the researcher analyzed the data based on each instrument.

⁷²*Ibid*, p.10

a. Report of Observation

The researcher employed an observation (see appendix 3). The observation was conducted to know the process of teaching vocabulary by using crossword puzzle which was conducted in three meetings. Every meeting had the same activities and the same material. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. The meeting was the continuation of previous meeting.

The researcher observed the process of teaching vocabulary by using crossword puzzle, the teacher's and students' problems during teaching vocabulary by using crossword puzzle. In the observation process, the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion.

1) First meeting

The researcher conducted the first meeting on Monday, October 10th 2016 in the morning. Before teaching and learning began, the teacher prepared material in advanced.

a) Pre-activity (Introduction)

The teacher started the class by greeting the students and checked the students' attendance and built good relationship or made small talk with students before starting the lesson. After that, the teacher reviewed the previous lesson taught in the last meeting and introduced the new material and method that would be taught.

b) Main-activity

In the main-activity, first the teacher asked the students about crossword puzzle. Next, the teacher gave example how to play crosswold puzzle. Then, the teacher gave assigment to the students about material in crossword puzzle sheet. After that, the teacher checked the answer of students, and discussed with the students to make a sentence using the appropriate words using the crossword puzzle answer.

c) Post-Activity

In the post-activity the teacher asked the students about crossword puzzle. Next, the teacher gave homework to the students. The teacher closed the class.

2) Second Meeting

In the second meeting, the researcher conducted the research on Thursday, October 13th 2016, in the morning. Before teaching and learning began, the teacher prepared material in advanced.

a) Pre-activity (Introduction)

The teacher started the class by greeting to the students and checked the students' attendance. After that, the teacher reviewed the previous lesson taught in the last meeting and introduced the material and method that would be taught.

b) Main-activity

In the main-activity, first the teacher asked the students about crossword puzzle. Next, the teacher gave example how to play crosswold puzzle. And then, the teacher gave assigment to the students about material in crossword puzzle sheet. After that, the teacher checked the answer of students, and

discussed with the students to make a sentence using the appropriate words as the crossword puzzle answer.

c) Post-Activity

The post-activity the teacher asked the students about crossword puzzle. The teacher closed the class.

Based on the observations done by the researcher, the data gathered which were not based on the theory were reduced. The reduced data were as follows:

1. Pre-activity

a. The teacher built a good relationship or made small talk with students before starting the lesson.

2. Post-activity

a. The teacher gave homework to the students.

During the observation of teaching vocabulary by using crossword puzzle in the first and second meeting, the researcher found the problems as follow:

1. Teacher's Problems

a. Over-crowded classes

It was shown by some students who did not pay attention and made noisy by themselves such chatting with other friends. The teacher sometimes had difficulties in handling the crowded class.

b. Faulty methods of teaching

The teacher wrote the meanings of difficult words on the blackboard for the words that were in the column of crossword puzzle when the students did not know the meaning. It would be better if the students were given a chance to look for it by

themselves first, or the teacher could inform the meaning explicitly through clues related to the words asked that were asked.

- c. Demand to share some words or vocabulary in a meeting but the students only could master some of them

The students seemed hard to understand and memorize all words in list of crossword puzzle, so the teacher seemed confused also because of the students' expression of confusion too.

2. Students' Problem

- a. Students considered the teacher's explanations for meaning or definition, pronunciation, spelling and grammatical function are boring.

The students seemed confused when they did not know the meaning of the words. When they asked the teacher, the teacher just wrote on the whiteboard. In addition, for pronunciation, the teacher did not drill the students the correct pronunciation of the words. And, for grammar, the teacher only asked the students to make a sentence or arrange jumbled words to be a sentence by using the words without teaching them how to make a good sentence, so sometimes the students were still confused to do so because they still had no concept of good construction of sentence.

- b. Students only thought about of vocabulary learning as knowing the primary meaning of new words.

The students seemed to only know the meaning of the words. They were still confused how to pronounce the words correctly and how to spell the words correctly and orally. However, it was important to know not only the word of 'sepatu' as shoes in English but also the spelling of shoes and the pronunciation as well as the use in context.

- c. Students usually only acquired new vocabulary through new words in their textbook or when given by teachers during classroom lesson.

When the students did not know the answer of the word for column of crossword puzzle, they asked the teacher about the words in clue. Moreover, when they were asked to make a sentence by using the words of the answer, they sometimes faced difficulty to find words in English, so they asked the teacher.

b. Report of Interview

To support the data of observation, the researcher had employed an interview to the teacher in order to investigate the problem faced by the teacher and during the teaching and learning vocabulary by using crossword puzzle. There were fifteen questions that researcher asked to the teacher (see appendix 4). The first point of interview was to know the general process of English teaching learning activity, and teaching learning vocabulary that was consisted of three questions. The second point of interview was to know whether crossword puzzle could improve the students' vocabulary mastery that was consisted of four questions. The third point of interview was to know the teacher's problems during the process while applying crossword puzzle in teaching vocabulary that consisted of eight questions.

Based on the interview done by the researcher, the data gathered (see appendix 4) which were not based on thr theory were reduced. The reduced data were as follows:

1. Item number 1, How is process of teaching english generally in class VII C?
2. Item number 2, How is process of teaching English especially about vocabulary in class VII C?

3. Item number 3, How is process of teaching vocabulary by using crossword puzzle game?
4. Item number 4, In your opinion, is crossword puzzle a good game for teaching vocabulary?
5. Item number 5, How is the response of students in learning vocabulary by using crossword puzzle game?
6. Item number 6, In your opinion, does using crossword puzzle game in learning vocabulary can improve students' skill in aspects of vocabulary?
7. Item number 7, What are the advantages of using crossword puzzle game in learning vocabulary in the class?
8. Item number 10, Do you find it difficult to prepare and explain material of vocabulary to the students by using crossword puzzle game?
9. Item number 11, Does crossword puzzle game make you confused with teaching process on generally while you do *pre-teaching*, *whilst teaching* and *post-teaching*?
10. Item number 12, Do you have a lot of good lesson books to support teaching vocabulary using crossword puzzle game?
11. Item number 14, Does this school have media or complete facilities to help teaching activity?

c. Report of Questionnaire

The researcher also employed questionnaire to support the data from observation and interview. The questionnaire consisted of eight questions (see appendix 5). The first point was to know the students' motivation and interest in learning vocabulary. The second point was to know the students' improvement in learning vocabulary by using

crossword puzzle. The third till the eight point was to know the students' problem in learning vocabulary by using crossword puzzle. The questionnaire was given to the whole students in class VII C that consisted of 30 students. Based on questionnaire the researcher concluded that the student had some problems in learning vocabulary, they were; the students considered the teacher's explanation bored, and they thought of vocabulary learning as knowing the primary meaning of new words that were gotten only from textbooks or from the teacher, so it is difficult for them to use the words based on the appropriate context.

Based on the distributed the questionnaire done by the researcher, the data gathered the data (see appendix 5) which were not based on the theory were reduced. The reduced data were as follows:

1. Item number 1, Do you like learning English's vocabulary which is taught by using crossword puzzle?
2. Item number 2, In learning vocabulary by using crossword puzzle game can improve your English vocabulary mastery?

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.⁷³ In this step, the researcher analyzed the data that have been reduced in data reduction. In this case the analysis done based on data collected by each instruments.

⁷³*Ibid*, p.11

a. Observation

Based on the data showing in the data reduction, in this part the data are going to be identified and displayed for three meetings. The observation consisted of three points. They were pre-activity, main-activity and close-activity.

By considering that data gained before, it could be concluded that the process of teaching and learning vocabulary through crossword puzzle game at MTs Ma'arif Nahdatul Ulama (NU) 08 Mataram Baru from first until second meeting was not running well. Because the atmosphere of the class were over-crowded and some of the students face problems, in learning vocabulary by using crossword puzzle game, the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it is difficult for them to use the words based on the appropriate context. Then, students did not get the best performance because some of them felt shy and afraid if they made mistake.

b. Interview

To validate the observation data, the researcher employed an interview. The interview was given to the teacher to know her opinion about the process of using crossword puzzle and her obstacles in teaching vocabulary.

There were fifteen questions that the researcher asked to the teacher about the process of teaching vocabulary by using crossword puzzle. There were 11 questions reduced, so there were 4 questions gathered as the data display. The questions were not reduced were number 8, 9, 13 and 15. (see appendix 4).

From question number 8 in interview, we could know the difficulties faced by the teacher in applying crossword puzzle game in class. She said that she had no problem

in giving instruction for the students to practice the game because she had prepared all of the materials. However, she said too that she faced over-crowded students and the available time was not enough for teaching vocabulary by using crossword puzzle game.

In addition, from question number 9 in interview, we could know that the class size did not affect the learning process by using crossword puzzle game. However, the teacher also explained that sometimes when the students did not pay attention and just chatted with their friends. She felt difficult to handle the students' voice. Therefore, she said that to solve the problem, she had used appropriate method or media to avoid over-crowded class. Eventough the students were still crowded sometimes.

Furthermore, from question number 13 in interview, the teacher said that when she applied crossword puzzle game to teach vocabulary she usually used her own way. However there were some experts who had applied the game, but the teacher modified the procedure.

The last question in interview displayed was question number 15, we could know that the teacher had taught based on the syllabus. Nevertheless, the students only could master some material that the teacher hoped they could master all. Therefore, the teacher felt demanded with learning purpose that could not be achieved by the students. They had to master a lot of vocabulary, but they did some only.

Based on the data above it can be concluded that, the teacher's problems are as follows :

1. Over-crowded clases
2. Faulty method of teaching
3. The teacher is sometimes demanded to share some words or vocabulary in a meeting but the students only can master some of them.

c. Questionnaire

Based on the data number 1, 66% of the students stated that they liked learning vocabulary by using crossword puzzle game. There were 34% students stated that they were unhappy with crossword puzzle game in learning vocabulary in the class. It means that few of the students were interested in crossword puzzle game.

From the data number 2, 69% the students stated that they could improve the mastery of vocabulary by using crossword puzzle game in teaching learning process . There were 31% students stated that they could not improve the mastery of vocabulary by using crossword puzzle game in teaching learning process. It could be concluded that there were more students (69%) who could improve their vocabulary mastery by using crossword puzzle game in teaching learning process.

From the data number 3, 62% students stated that they felt difficult to master the vocabulary material using crossword puzzle game. There were 37% students stated that there was no problem in mastering and practice the vocabulary material using crossword puzzle game. It means that more than half of the students had problem in mastering and practice the vocabulary material.

From the data number 4, 59% students stated that the teachers could explain the material vocabulary using crossword puzzle game clearly and easily to understand. There were 41% students stated that the teachers could not explained the material vocabulary using crossword puzzle game with clearly and easy to understand. It

means that half of the students stated the teachers can explained the material of vocabulary.

From the data number 5, 62% students stated that they could get material vocabulary about *meaning or definition, pronunciation, and spelling*. There were 37% students stated that they could get material vocabulary about *meaning or definition, pronunciation, spelling*. It means that half of the students could understand material of vocabulary.

From the data number 6, 72% students stated that they thought that learning vocabulary was mastering word in English and knowing the meaning in Indonesian. There were 28% students stated that they did not think so. It can be concluded that most of the students thought about learning vocabulary was mastering word in English and knowing the meaning in Indonesian.

From the data number 7, 69% students stated that they increased vocabulary mastery not only from English textbook and teachers. There were 31% students stated that they did increase their vocabulary mastery not only from english textbook and just teacher. It means that most of the students could increase vocabulary mastery.

From the data number 8, 79% students stated that they were find difficulties in use vocabulary have been mastery in the right context. There were 21% students stated that there was no problem in use vocabulary have been mastery in the right context.

Based on the data above it can be concluded that, the teacher's problems are as follows :They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring. Students only think of vocabulary learning as knowing the primary meaning of new words. Students usually

only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. Many learners do not want to take risks in applying what they have learnt

3. Conclusion Drawing/Verification

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problem, and the students' problems in teaching vocabulary by using crossword puzzle game.

a. The Process of Teaching Vocabulary by using Crossword Puzzle Game

It was done in three meetings in VII C class. The researcher employed an observation, interview and questionnaire to know the process during teaching vocabulary by using crossword puzzle game. Observing teaching vocabulary by using crossword puzzle game was done twice and described as follows:

- a) In the first meeting the teacher ran the steps based on Pinuria et al.
- b) In the second meeting the teacher still run the steps based on Pinuria et al and his own.

It could be concluded that teaching vocabulary by using crossword puzzle game was the same of theory of Pinuria.

b. The Teacher Problem in Teaching Vocabulary by using Crossword Puzzle Game

The teacher could run the entire steps in teaching vocabulary. It means that the teacher was competent but she still had difficulties in teaching vocabulary by crossword puzzle game. According to the Thakur, there are six problems that may appear to teacher in teaching vocabulary, they are: a. Over-crowded classes b. Lack competent teacher c. Faulty methods of teaching d. Non-availability of good text books e. Apathy to new techniques and procedures f. Inadequate provision of teaching aids.⁷⁴

Based on the result of interview and observation could be concluded that the problems related to the story that appeared in this case was over-crowded class. The teacher could not handle the class well because some students were busy with their own business and had much laugh and kidding. The researcher also concluded that from the observation activity there was no problem appeared because the teacher could run all the steps well. It meant that the teacher was competent enough. The teacher had a good method in teaching. It could be seen from how the way the teacher explained the material. It means that the teacher was not apathy to new technique or procedures and the teacher adequated in teaching. The book that used by the teacher was sub-standard book. It could can be concluded that the book used by the teacher was good.

⁷⁴Jyoti Thakur, *Op. Cit.* p. 127-128

c. Students' Problem in Learning Vocabulary by using Crossword Puzzle Game

The researcher employed a questionnaire to know the students' problem in learning vocabulary by using crossword puzzle game. According to Azwani, that there are some problems in learning vocabulary, they are lack of the students consider the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it was difficult for them to use the words based on the appropriate context.

Based on result of questionnaire answered by the students, the problems that related to with the theory stated by Azwani were lack of the students consider the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it is difficult for them to use the words based on the appropriate context. Most of the problems faced by the students in learning vocabulary by using crossword puzzle game were happened.

E. Discussion of Findings

In this part, the researcher would like to discuss about the findings of the process of teaching vocabulary vocabulary by using crossword puzzle game the students' problems in learning vocabulary and the teacher problems in teaching vocabulary by using crossword puzzle game by the participants of seventh grade of MTs Ma'arif Nahdatul Ulama (NU) 08 Mataram Baru in the first semester in 2016/2017 academic year had been observed.

1. The Process of Teaching Learning Vocabulary by using Crossword Puzzle Game

Teaching and learning process was done in three meetings in VII C class. The researcher employed an observation, interview and questionnaire to know the process during teaching vocabulary by using crossword puzzle game.

The observation was conducted in two meetings, were described as follows :

- a) In the first meeting the teacher ran the steps based on Pinuria *et al.* In doing crossword puzzle by Pinuria's theory, the teacher used materials that appropriate with the syllabus (see appendices 8) and lesson planning (see appendices 9).
- b) In the second meeting the teacher modified Pinuria's theory with her own theory in doing crossword puzzle. The teacher used both theories in learning process by using crossword puzzle . In the Pinuria's theory the teacher does not give some homeworks. But, based on his ways in teaching vocabulary by using crossword puzzle, the teacher gives homework to the students.

From the data gained through observation, the researcher assumed that the teaching and learning process especially vocabulary by using crossword puzzle game was not quite effective. There were many obstacles faced by the teacher and his students, it did not give the big influence for teaching and learning process. Either English teacher or his students could anticipate or solve those obstacles.

The result of interview also showed that almost the problems were caused by the large of students in the class. The teacher had difficulties to calm and handle the students that seemed so noisy during learning activity. The result of questionnaire showed that most of the students had difficulties in learning vocabulary such as they

had limited vocabulary, wrong pronunciation and grammar. The students felt shy and afraid to make mistake.

It could be concluded that teaching vocabulary by using crossword puzzle at the First Semester of the Seventh Grade Students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in the Academic Year of 2016/2017 was the same of theory with Pinuria *et al.*

2. The Teacher's Problem in Teaching Vocabulary by using Crossword Puzzle Game

The teacher could run the entire steps in teaching vocabulary. It means that the teacher was competent but he still had difficulties in teaching vocabulary by using crossword puzzle game. It is supported by Thakur that there are six problems that may appear to teacher in teaching vocabulary, they are: a. Over-crowded classes b. Lack competent teacher c. Faulty methods of teaching d. Non-availability of good text books e. Apathy to new techniques and procedures f. Inadequate provision of teaching aids. All the steps has been applied but it is not running well because the teacher still find some problems that is explained.

Based on the result of interview and observation can be concluded that the problems related with the story that appeared in this case was over-crowded class. The teacher could not handle the class well because some students were busy with their own business and had much laugh and kidding. The researcher also concluded that from the observation activity there was no problem appeared because the teacher could run all the steps well. It means that the teacher was competent. The teacher had a good method in teaching. It can be seen from how the way the teacher explained the material. It means that the teacher was not apathy to new technique or procedures and

the teacher adequated in teaching. The book used by the teacher was sub-standard book. It can be concluded that the book that used by the teacher was good enough.

3. Students' Problems in Learning Vocabulary by using Crossword Puzzle Game

The researcher employed a questionnaire to know the students' problem in learning vocabulary by using crossword puzzle game. According to Azwani that there are some problems in learning vocabulary, they were lack of the students consider the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it was difficult for them to use the words based on the appropriate context. After the researcher has analyzed and found the finding of the research, the researcher tried to give contribution of the research to the teaching learning vocabulary for better way. It provides learners with a good encouraging and become positive about their own learning. Moreover, crossword puzzle that had been applied by some teachers is one of the ways that can be used in learning vocabulary because using crossword puzzle can develop the students' vocabulary mastery, exercise their pronountiation, spelling and so on even though either teacher and students still faced some problems when they apply the game. Therefore, actually the teacher can be suggested to apply the game based on expert's theory, so the good result of the using of the game can give good impact to the students ability in learning vocabulary.

CHAPTER V CONCLUSION AND SUGGESTION

After collecting data and analyzing the result of the research, the researcher drew some conclusion and suggestion in teaching and learning vocabulary by using Crossword Puzzle.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching and learning vocabulary by using Crossword Puzzle game did not run well. Although the teacher applied all the steps of teaching and learning vocabulary by using crossword puzzle game. The classroom atmosphere in teaching and learning vocabulary by using crossword puzzle game were overcrowded. It is caused some of the students were not serious and having noisy. And some of students' looked less interesting.
2. The teachers' problem in teaching and learning vocabulary by using crossword puzzle game were difficulties to calm and control the classes because some students were quite noisy because they were busy with their own activity like chatting and having noisy.
3. The students' problem in learning vocabulary by using crossword puzzle game were lack of the students consider the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it is difficult for them to use the words based on the appropriate context. Most of the problem faced by students in learning vocabulary happened.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions:

1. For the Teacher
 - a. Through crossword puzzle as alternative technique in teaching learning process is a good game to applied in the seventh grade students of MTs Ma'arif Nahdatul Ulama 08 Mataram Baru.
 - b. The teacher should prepare the material well before teaching by using this strategy such as lesson plan and teaching media.
 - c. The teacher should manage the class and the time well in order that the implementation of technique can run well and succesfully
 - d. The teacher should be more creative for creating class atmosphere.
2. For the students
 - a. The students should be more creative to look for the way to learn English easier at school and have a good motivation in learning and try to practice day by day with friends at school and out of the school.
 - b. The students should be more serious and never be afraid to make a mistake in learning English.
 - c. The students should learn and keep trying hard in learning.
3. For the school
 - a. The school provide much more English book to be read by the students so that they can increase their knowledge in learning English especially vocabulary.
4. For new researcher

The researcher hopes that order researcher will conduct other research about the effect of using crossword puzzle for increasing students vocabulary development, that can be related to improvement of students' English skill.



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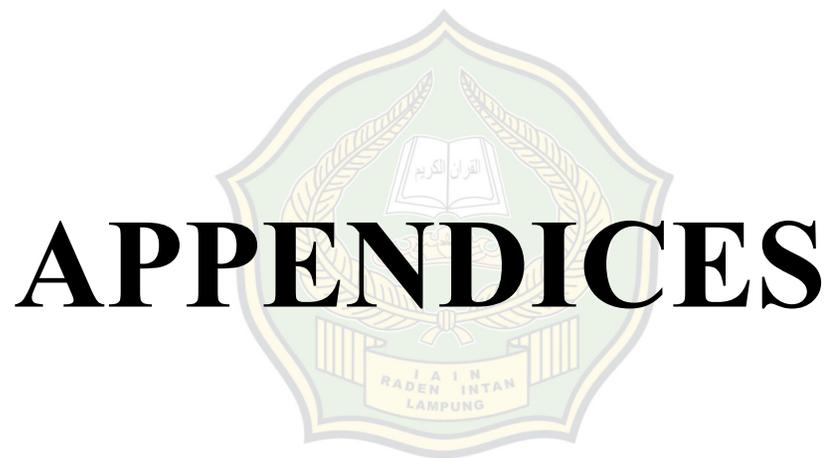
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APPENDIX 1

A. Interview for the Teacher in Preliminary Research

1. How long have you been teaching English?
2. Can you tell me your experience in teaching English especially in teaching vocabulary?
3. Do you have problems in teaching vocabulary? What are they?
4. Do you usually use game to make the teaching learning vocabulary in the class interesting?
5. Do you have a special game in teaching vocabulary?
6. Have you ever used crossword puzzle in teaching vocabulary?
7. How is the students' ability in vocabulary skill when you have applied the crossword puzzle game?

B. THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER IN PRELIMINARY RESEARCH

NO.	QUESTION	ANSWER	CONCLUSION
1.	How long have you been teaching English ?	I have taught since one year ago.	Based on the preliminary research, the teacher is new teacher in that school.
2.	Can you explain your experience in teaching English, especially in teaching vocabulary ?	It is difficult to teach them especially in vocabulary because some of them are still lack of vocabulary mastery and they still cannot use the words	The teacher said that he is hard to teach the students because some of them are still lack of vocabulary mastery and they still cannot use the words they have known in

		they have known in appropriate context.	appropriate context.
3.	Do you have problems in teaching vocabulary ? What are they ?	Exactly yes. That the students often make noisy in the class is a big problem I face. So, when I want to teach some vocabulary, only some of them can master the vocabulary. This happens the most when I want to apply game. Besides, the restriction of source of learning like also becomes my problem, so I only use textbook to teach.	Based on preliminary research, the teacher faces problems: students noisy and source of learning material.
4	Do you usually use game to make the teaching learning vocabulary in the class interesting?	Yes, sometimes only.	Based on preliminary research, the teacher uses game in teaching learning process in the classroom.
5.	Do you have a special game in teaching vocabulary?	No, I don't use any special game. I just use game sometimes.	Based on the preliminary research, the teacher do not have any special game to teach vocabulary.
6.	Have you ever used crossword puzzle in teaching vocabulary?	Of course. I like this game.	Based on the preliminary research, the teacher has ever used crossword puzzle to teach

			vocabulary.
7.	How is the students' ability in vocabulary mastery when you have applied the crossword puzzle game?	I think that their vocabulary mastery is still low.	Based on preliminary research, the students' vocabulary mastery is still low.

APPENDIX 2

A. Interview for the Students in Preliminary Research

1. Apakah kamu menyukai pelajaran bahasa Inggris?
2. Apakah kamu suka ketika guru mengajarkanmu tentang vocabulary?
3. Bagaimana pendapatmu ketika diminta untuk menguasai beberapa vocabulary? Apakah sulit menurutmu? Mengapa kamu merasa sulit menguasai vocabulary?
4. Apakah gurumu pernah menggunakan permainan (game) saat mengajar vocabulary?
5. Bagaimana sikap dan perasaanmu ketika guru menggunakan permainan (game) saat mengajar vocabulary?

B. The Result of Interview with the Students in Preliminary Research

No.	Students					
	Resti	Lara	Anton	Ahmad	Zahra	Siti
1	Ya. Saya menyukai.	Ya. Saya menyukai.	Ya. Saya menyukai.	Kadang-kadang karena kadang sulit.	Saya kurang menyukai arena sulit.	Ya. Saya menyukai.
2	Ya. Saya menyukai.	Ya. Saya menyukai.	Ya. Saya menyukai.	Kadang-kadang juga.	Kadang suka, kadang tidak.	Ya. Saya menyukai.
3	Kalau banyak ya sulit. Apalagi kalau disuruh translit dan tidak boleh lihat kamus. Masih sering salah ejaannya dan tidak tahu cara bacanya. Kadang guru sering meminta menghafal banyak kata, apalagi tentang benda-benda sekitar kita.	Kadang sulit, tapi saya suka menghafal. Tapi tidak tahu kapan dipakai kadang meski sudah tahu bahasa Inggrisnya.	Tidak ada masalah asalkan dijelaskan cara menggunakannya. Tapi kalau tidak ada contoh sebelumnya maka agak sulit.	Saya tidak suka menghafal, jadi saya tidak suka jika dijelaskan dan diminta menghafal vocabulary. Tapi kadang masih sering lupa tulisan dan cara bacanya dan tidak tahu dipakainya kapan karenakan bahasa Indonesia itu banyak artinya kadang di bahasa Inggris.	Kadang kalau gurunya menjelaskannya dengan jelas, jadi saya tidak bingung. Tapi kalau disuruh menghafalkan nya, saya sering lupa setelah hapal beberapa hari, apalagi tentang benda-benda sekitar kita, kan banyak sekali.	Tidak terlalu sulit dan biasa saja.
4	Ya, kadang-kadang.	Ya, kadang-kadang.	Ya, kadang-kadang.	Ya, kadang-kadang.	Ya, kadang-kadang.	Ya, kadang-kadang.
5	Senang karena jadi lebih mudah.	Senang karena jadi tidak membosankan.	Senang tentunya dan berharap guru sering memakai game daripada harus belajar dari buku sendiri.	Senang, tapi kadang bingung juga dengan gamenya.	Senang, tapi kadang bingung kalau tidak paham mau melakukan apa saat permainan.	Biasa saja.

APPENDIX 3 OBSERVATION

A. Observation Sheet in the First Observation

No.	Pointer of Observation	Yes	No	Note
A	Process			
	Pre-teaching activity			
1	Did the teacher start the lesson by greeting the students, checking the students' attendance and reminding them about the previous lesson?	✓		The teacher started the lesson by greeting the students, checking the students' attendance and reminding them about the previous lesson.
2	Did the teacher inform the students about the material that they are going to study?	✓		The teacher informed the students about the material that they were going to study.
	Whilst-teaching activities			
1	Did the teacher show an example of crossword puzzle completed with its list of words with certain category which had been prepared before. The teacher was suggested to use certain category only in order to prevent students confused in guessing the words and to help them to learn material in focus.	✓		The teacher showed an example of crossword puzzle completed with its list of words with certain category which has been prepared before.
2	Did the teacher give an example about how to do the crossword puzzle game with the word that the students were expected had been familiar, and another one which were not known enough by them?	✓		Teacher gave an example about how to do the crossword puzzle game with the word that the students were expected had been familiar, and another one which was not known enough by them.
3	Did the teacher give the students assignment to fill the squares crossword puzzle?	✓		The teacher gave the students assignment to fill the squares crossword puzzle.

4	Did the teacher and students check the answer of the task together?	✓		The teacher and students checked the answer of the task together.
5	Did the teacher ask the students to make a sentence by using the words of the crossword puzzle answer?	✓		The teacher asked the students to make a sentence by using the words of the crossword puzzle answer.
Post-teaching activities				
1	Did the teacher gives feedback about crossword puzzle and then closes the lesson?	✓		The teacher gave feedback about crossword puzzle and then closed the lesson.
B	Teacher's Problem			
1	Over-crowded classes	✓		The teacher felt difficult to handle the class because some of the students were busy with their own activities like having much kidding and laugh with friends.
2	Lack of competent teacher		✓	The teacher didn't have difficulties in lack of competent. It was shown by the teacher who could master the lesson.
3	Faulty methods of teaching	✓		The teacher did not use old way for teaching in the class. The approach that the teacher used was students center in which the students were active. But many of them looked less responding
4	Non-availability of good text-books		✓	The teacher use standart book which the content and its language were appropriate for teaching in the class
5	Apathy to new techniques and procedures		✓	The teacher did not apathy to new techniques and procedures
6	Inadequate provision of teaching aids		✓	The teacher used a chat which could help him for teaching in the class
7	Demand to share some words or vocabulary in a meeting but the students only can master some of them	✓		Students only could master some of them

C	Students' Problem			
1	Students consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring.	✓		Students considered the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring.
2	Students only think of vocabulary learning as knowing the primary meaning of new words.	✓		Students only thought of vocabulary learning as knowing the primary meaning of new words
3	Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.	✓		Students usually only acquired new vocabulary through new words in their textbooks or when given by teachers during classroom lessons
4	Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different context.	✓		Students might recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different context

B. Observation Sheet in the second Observation

No.	Pointer of Observation	Yes	No	Note
A	Process			
	Pre-teaching activity			
1	Did the teacher start the lesson by greeting the students, checking the students' attendance and reminding them about the previous lesson?	✓		The teacher started the lesson by greeting the students, checking the students' attendance and reminding them about the previous lesson.
2	Did the teacher inform the students about the material that they are going to study?	✓		The teacher informed the students about the material that they were going to study.

Whilst-teaching activities			
1	Did the teacher show an example of crossword puzzle completed with its list of words with certain category which had been prepared before. The teacher was suggested to use certain category only in order to prevent students confused in guessing the words and to help them to learn material in focus.	✓	The teacher showed an example of crossword puzzle completed with its list of words with certain category which has been prepared before.
2	Did the teacher give an example about how to do the crossword puzzle game with the word that the students were expected had been familiar, and another one which were not known enough by them?	✓	Teacher gave an example about how to do the crossword puzzle game with the word that the students were expected had been familiar, and another one which was not known enough by them.
3	Did the teacher give the students assignment to fill the squares crossword puzzel?	✓	The teacher gave the students assignment to fill the squares crossword puzzel.
4	Did the teacher and students check the answer of the task together?	✓	The teacher and students checked the answer of the task together.
5	Did the teacher ask the students to make a sentence by using the words of the crossword puzzle answer?	✓	The teacher asked the students to arrange the words by using the words of crossword puzzle answer into good sentence.
Post-teaching activities			
1	Did the teacher gives feedback about crossword puzzle and then closes the lesson?	✓	The teacher gave feedback about crossword puzzle and then closed the lesson.
B	Teacher's Problem		
1	Over-crowded classes	✓	The teacher felt difficult to handle the class because some of the students were busy with their own activities like having much kidding and laugh with friends.
2	Lack of competent teacher		✓ The teacher didn't have difficulties in lack of competent. It was shown by the teacher who could master

				the lesson.
3	Faulty methods of teaching	✓		The teacher did not use old way for teaching in the class. The approach that the teacher used was students center in which the students were active. But many of them looked less responding
4	Non-availability of good text-books		✓	The teacher use standart book which the content and its language were appropriate for teaching in the class
5	Apathy to new techniques and procedures		✓	The teacher did not apathy to new techniques and procedures
6	Inadequate provision of teaching aids		✓	The teacher used a chat which could help him for teaching in the class
7	Demand to share some words or vocabulary in a meeting but the students only can master some of them	✓		Students only could master some of them
C	Students' Problem			
1	Students consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring.	✓		Students considered the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring.
2	Students only think of vocabulary learning as knowing the primary meaning of new words.	✓		Students only thought of vocabulary learning as knowing the primary meaning of new words
3	Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.	✓		Students usually only acquired new vocabulary through new words in their textbooks or when given by teachers during classroom lessons
4	Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different context.	✓		Students might recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in

				different context
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APPENDIX 4

INTERVIEW WITH THE ENGLISH TEACHER

1. How is process of teaching english generally in class VII C?

Answer :The teaching and learning process in the class run well. But sometimes, there are some problems faced in the class, especially the problem created by the students such as some of them did not pay attention and chatted with other friends.

2. How is process of teaching English especially about vocabulary in class VII C?

Answer : Usually the English learning including vocabulary only follows intructions from a book which has been prepared by the school and some of the ekstra materials will be prepared by the teachers. There is no special vocabulary learning in particular. The exercises also follow from exciting book.

3. How is process of teaching vocabulary by using crossword puzzle game?

Answer : The process of teaching and learning vocabulary by using crossword puzzle game was have not run very well yet because the students were over-crowded and some of the students were not serious and had a lot of jokes with friends.

4. In your opinion, is crossword puzzle a good game for teaching vocabulary?

Answer : *I think, yes. Crossword puzzle game is a good game to teach vocabulary because students can derive the meaning and spell words by knowing information of the words.*

5. How is the response of students in learning vocabulary by using crossword puzzle game?

Answer : *The response was quite good. Students were active enough to follow the learning process. Usually VII C was quite difficult to be controlled, but when using crossword puzzle, the students turned out to interact and carry out the instruction properly.*

6. In your opinion, does using crossword puzzle game in learning vocabulary can improve students' skill in aspects of vocabulary?

Answer : *Yeah, learning vocabulary by using crossword puzzle can improve students' skill.*

7. What are the advantages of using crossword puzzle game in learning vocabulary in the class?

Answer : *It can make the students enjoyable to study, so the students can understand the meaning of words.*

8. What is your difficulties in applying crossword puzzle for teaching vocabulary in the class?

Answer : *I think, I do not have problem in giving instruction for the students to practice the game because I have prepared all of the materials. But sometimes, there were some over-crowded students. In addition, the available time is not enough for teaching vocabulary by using crossword puzzle.*

9. In your opinion, does the class size affect the learning process using crossword puzzle game?

Answer : *I think, there is no affect. But sometime, when the students not pay attention and chatting with their friends I felt difficult to handle their voice. Therefor, the more the students, the more the efforted we need to do. I have to used appropriate method or media to affoid over-crowed class. But, sometimes there are still crowed already.*

10. Do you find it difficulty to prepare and explain material of vocabulary to the students by using crossword puzzle game?

Answer : *Yes. To preapare the material requires considerable time and when I explaining the material in front of the class, some of students did not pay attention.*

11. Does croosword puzzle game make you confused with teaching process on generally while you do *pre-teaching, whilst teaching and post-teaching*?

Answer : *No, because I have been teaching some years and teach everyday. But, sometimes i'm confused to chose strategy in each activity.*

12. Do you have a lot of good lesson books to support teaching vocabulary using crossword puzzle game?

Answer : *No, I usually make by me my self or search in internet.*

13. Do you use crossword puzzle game in your own procedure?

Answer : *I often modify the procedure with my own procedure.*

14. Does this school have media or complete facilities to help teaching activity?

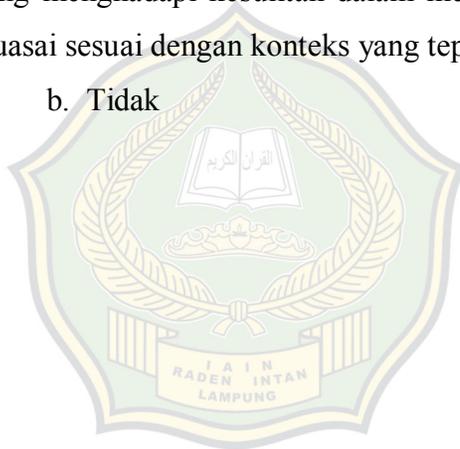
Answer : *Yes, but sometimes I have to make by my self.*

15. Do you feel any demand to teach with learning purpose which asks students to master a lot of vocabulary while there are some problems that you face in teaching?

Answer : *Yes, I have teach based on the syllabus. But, sometimes the students only can master some materials, not all.*



- a. Ya b. Tidak
6. Apakah menurut Anda belajar *vocabulary* adalah tentang menguasai kata dalam bahasa Inggris dan mengetahui terjemahannya dalam bahasa Indonesia?
- a. Ya b. Tidak
7. Apakah Anda biasa meningkatkan penguasaan *vocabulary* tidak hanya dari buku teks pelajaran bahasa Inggris dan guru saja?
- a. Ya b. Tidak
8. Apakah Anda sering menghadapi kesulitan dalam menggunakan *vocabulary* yang telah Anda kuasai sesuai dengan konteks yang tepat?
- a. Ya b. Tidak



Appendix 9. LESSON PLAN

9.A Lesson Plan in the First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Ma'arif Nahdatul Ulama (NU) 08 Mataram Baru

Kelas/Semester : VII/2

Mata Pelajaran : Bahasa Inggris

Topik : Shopping List

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.6 memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (*label*) dan daftar barang (*list*), sesuai dengan konteks penggunaannya.

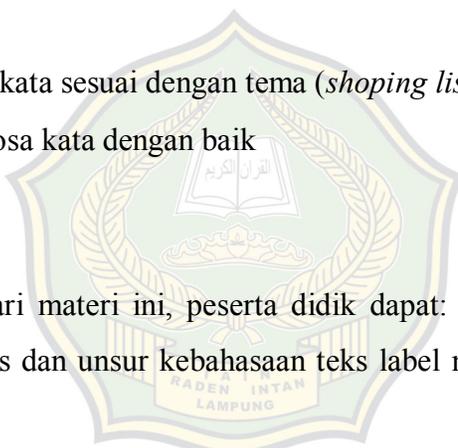
4.7 menyusun teks tulis label nama (*label*) dan daftar barang (*list*), dengan memperhatikan fungsional, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- Menyebutkan kosakata sesuai dengan tema (*shopping list*)
- Menemukan arti kosa kata dengan baik

D. Tujuan Pembelajaran

1. Setelah mempelajari materi ini, peserta didik dapat: mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks label nama (*label*) dan daftar barang (*list*)
2. Setelah mempelajari materi ini, peserta didik dapat: menyusun teks tulisan label nama (*label*) dan daftar barang (*list*).
3. Peserta didik dapat menyebutkan kosakata sesuai dengan tema.
4. Peserta didik dapat menemukan arti kosa kata bahasa Inggris dengan baik.



E. Materi Pembelajaran

Fungsional

Mengenalkan, mengidentifikasi.

Struktur teks

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

Are they your toys? Which one is your book?

The hospital is near the post office

The police station is in the corner. Dan sebagainya.

Shopping List adalah daftar belanja seseorang

Diar's Shopping List

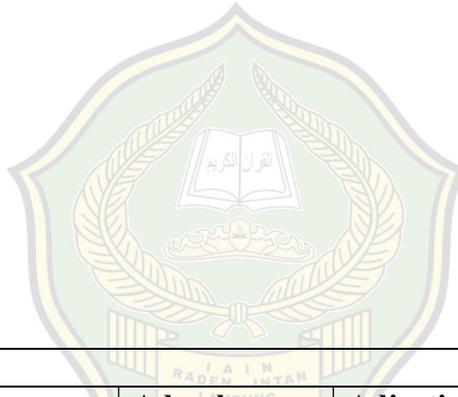
Jacket

Shoes

Coat

Necklace

Trouser



Daftar Vocabulary

Noun	Verb	Adverb	Adjective
Jacket	Give	Everyday	Beautiful
Shoes	Buy	Always	Thick
Coat	Take	Yesterday	Delicious
Necklace	Make	Tomorrow	Sweet
Shall	Bring	Now	Sour
Trouser	Put		Bitter

- *Recalling Vocabulary*
- Tanya jawab tentang *Vocabulary*

F. TEKNIK PEMBELAJARAN

Crossword Puzzel Game

G. MEDIA DAN ALAT PEMBELAJARAN

Media : *Crossword Puzzle Sheet*

Alat : Spidol, Papan Tulis

Sumber : Buku Paket Siswa ‘ When English Rings The Bell’

H. LANGKAH – LANGKAH PEMBELAJARAN

No.	Kegiatan Pembelajaran	Alokasi Waktu
1.	Pendahuluan <ul style="list-style-type: none">• Mengucap salam dan berdoa *	10’
2.	<ul style="list-style-type: none">• Mengecek kehadiran siswa *• Mengulang materi pembelajaran minggu lalu *• Menyampaikan materi pembelajaran yang baru.*	30’
3.	Kegiatan Inti <ul style="list-style-type: none">• Guru memberkan penjelasan tentang <i>crossword puzzle game</i> *• Siswa memahami materi yang diberikan oleh guru• Guru memberi contoh <i>crosswod puzzle game</i> *• Siswa diberikan beberapa kosakata terkait topik yang diberikan	15’
4.	<ul style="list-style-type: none">• Siswa diberi tugas untuk mengerjakan <i>crossword puzzle game</i> *• Guru mengoreksi hasil kerja siswa dan mendiskusikan bersama siswa.*	10’
	Menanya <ul style="list-style-type: none">• Siswa menanyakan topik terkait yang diberikan oleh guru	15’
	Mengasosiasi <ul style="list-style-type: none">• Setiap kelompok wajib menulis <i>English Vocabulary</i> yang didapat dengan cara mengisi tabel <i>crossword puzzle</i>	
	Kegiatan Penutup <ul style="list-style-type: none">• Guru dan siswa mengulang materi yang telah dipelajari.*• Siswa menuliskan permasalahan dalam menggunakan	

	<p>bahasa Inggris untuk memaparkan jatidiri dalam jurnal belajar (<i>learning journal</i>)</p> <ul style="list-style-type: none">• Menyampaikan rencana pembelajaran untuk pertemuan berikutnya• Guru memberikan pekerjaan rumah kepada siswa *• Salam.	
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I. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian

Tes Tulis

2. Bentuk

Tes Tertulis



3. Instrument

Across

2. Something you wear in winter to keep your warm
4. Man wear them on their legs (us)
5. You wear it to keep the top half of your body warm in winter
6. When you enter a japanese house, you should,..... Your shoes (two words)
8. You wear them on your feet
10. It can have long sleeve or short sleeve
11. In the morning you,..... your clothes (two words)
12. A kind of shirt for woman
13. You wear it around your neck in winter
14. You wear it to hold up your trouser
15. Young men often wear one on their head backwards (two words)

Down

1. Men wear them on their legs
- 3.. You wear it around your neck
4. You wear it when your training (two words)
5. You wear them in summer to keep your legs cool
7. Jewelry you usually wear two of them
9. You wear them on your feet
10. The bottom half of a girl's scholl uniform

4. Answer

Across

2. Coat
- 4.. Trousers
5. Sweater
6. Take Off
8. Sock
10. Shirt
11. Put On
12. Blouse
13. Scarf

14. Belt
15. Baseball Cap

Down

1. Pants
- 3.. Tie
4. Track Suit
5. Shorts
7. Ear Rings
9. Shoes
10. Skirt

Aspek penilaian pengetahuan :

1. Setiap jawaban benar mendapat nilai 10
2. Nilai maksimal = 100
3. Nilai siswa = $\frac{\text{jumlah jawaban} \times 100}{\text{Jumlah soal}}$

Jumlah soal

Penilaian Sikap :

No.	Aspek yang Dinilai	Kriteria	Score
1.	Santun (Respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2.	Bertanggung Jawab (Responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3.	Jujur (Honest)	Sangat sering menunjukkan sikap kerjasama	5

		Sering menunjukkan sikap kerjasama	4
		Beberapa kali menunjukkan sikap kerjasama	3
		Pernah menunjukkan sikap kerjasama	2
		Tidak pernah menunjukkan sikap kerjasama	1
4.	Disiplin (Discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5.	Percayadiri (Confidence)	Sangat sering menunjukam sikap percaya diri	5
		Sering menunjukam sikap percaya diri	4
		Beberapa kali menunjukam sikap percaya diri	3
		Pernah menunjukam sikap percaya diri	2
		Tidak pernah menunjukam sikap percaya diri	1

Total Skor :

Mengetahui
Kepala MTs Ma'arif NU 08

S U M A R N I, S.Pd.i

Mataram Baru, 2016

Guru Pelajaran

Winda Prastika Ningrum, S.Pd

9.B Lesson Plan in the Second Meeting

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Ma'arif Nahdatul Ulama (NU) 08 Mataram Baru
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Topik : There are Many Things Around Me
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

- 3.6 memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar barang (list), sesuai dengan konteks penggunaannya.
4.7 menyusun teks tulis label nama (label) dan daftar barang (list), dengan memperhatikan fungsional, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- Menyebutkan kosakata sesuai dengan tema (*there are many things around me*)
- Menemukan arti kosa kata dengan baik

D. Tujuan Pembelajaran

1. Setelah mempelajari materi ini, peserta didik dapat: mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks label nama (*label*) dan daftar barang (*list*)
2. Setelah mempelajari materi ini, peserta didik dapat: menyusun teks tulisan label nama (*label*) dan daftar barang (*list*).
3. Peserta didik dapat menyebutkan kosakata sesuai dengan tema.
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E. Materi Pembelajaran

Fungsional

Mengenalkan, mengidentifikasi.

Struktur teks

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

Are they your toys? Which one is your book?

The hospital is near the post office

The police station is in the corner. Dan sebagainya.

Shopping List adalah daftar belanja seseorang

Diar's Shopping List

Jacket

Shoes

Coat

Necklace

Trouser

Daftar Vocabulary

- Nama – nama benda yang bisa ditemukan di dalam tas : *pen, pencil cas, books*
- Nama – nama bagian dari rumah : *bathrom, living room, kitchen, bedroom, etc*
- Nama – nama binatang yang bisa ditemukan di sekolah dan rumah : *snake, frog, butterfly, worm, rabbit, etc*
- Kata – kaya yang berhubungan dengan tema
- *Recalling Vocabulary*
- Tanya jawab tentang *Vocabulary*

F. TEKNIK PEMBELAJARAN

Crossword Puzzel Game

G. MEDIA DAN ALAT PEMBELAJARAN

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4.	<ul style="list-style-type: none">• Siswa diberi tugas untuk mengerjakan <i>crossword puzzle game</i> *	10’ 15’

	<ul style="list-style-type: none"> • Guru mengoreksi hasil kerja siswa dan mendiskusikan bersama siswa.* <p>Menanya</p> <ul style="list-style-type: none"> • Siswa menanyakan topik terkait yang diberikan oleh guru <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap kelompok wajib menulis <i>English Vocabulary</i> yang didapat dengan cara mengisi tabel <i>crossword puzzle</i> <p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru dan siswa mengulang materi yang telah dipelajari.* • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jatidiri dalam jurnal belajar (<i>learning journal</i>) • Menyampaikan rencana pembelajaran untuk pertemuan berikutnya • Guru memberikan pekerjaan rumah kepada siswa * • Salam. 	
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I. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian

Tes Tulis

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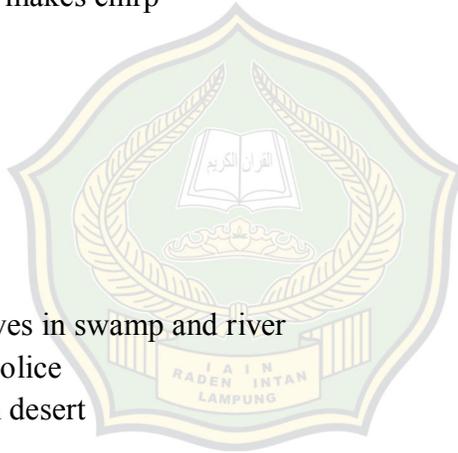
3. Instrument

Across

1. A baby sheep
- 5.. The famous animal from Australia
9. A baby dog
10. An animal that gives dengue fever
11. The animal that llives in the hair or fur
12. An animal that always makes chirp
14. A male chicken
15. A female chicken

Down

1. The king of the jungle
2. An wild animal that lives in swamp and river
3. An animal that helps police
4. An animal that lives in desert
- 6.. A baby cat
7. The animal that has eight legs
8. An animal that helps farmer to dig up fields
9. The famous animal from china
12. The animal that produce honey
13. An animal that produce milk



4. Answer

Across

1. Lamp
- 5.. Kangaroo
9. Puppy
10. Mosquito
11. Lice
12. Bird
14. Rooster
15. Hen

Down

1. Lion
2. Crocodile
3. Dog
4. Camel
- 6.. Kitten
7. Spider
8. Buffalo
9. Panda
12. Bee
13. Cow

Aspek penilaian pengetahuan :

4. Setiap jawaban benar mendapat nilai 10
5. Nilai maksimal = 100
6. Nilai siswa = $\frac{\text{jumlah jawaban} \times 100}{\text{Jumlah soal}}$

Jumlah soal

Penilaian Sikap :

No.	Aspek yang Dinilai	Kriteria	Score
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		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
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		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3.	Jujur (Honest)	Sangat sering menunjukkan sikap kerjasama	5
		Sering menunjukkan sikap kerjasama	4

		Beberapa kali menunjukkan sikap kerjasama	3
		Pernah menunjukkan sikap kerjasama	2
		Tidak pernah menunjukkan sikap kerjasama	1
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		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5.	Percayadiri (Confidence)	Sangat sering menunjukam sikap percaya diri	5
		Sering menunjukam sikap percaya diri	4
		Beberapa kali menunjukam sikap percaya diri	3
		Pernah menunjukam sikap percaya diri	2
		Tidak pernah menunjukam sikap percaya diri	1

Total Skor :

Mengetahui
Kepala MTs Ma'arif NU 08

S U M A R N I, S.Pd.i

Mataram Baru, 2016

Guru Pelajaran

Winda Prastika Ningrum, S.Pd

**APPENDIX 8 SYLLABUS
SILABUS PEMBELAJARAN**

Sekolah : MTs Ma'arif Nahdatul Ulama (NU) Mataram Baru

Mata Pelajaran : Bahasa Inggris

Kelas : 7

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Menyukai kesempatan yang dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan	<p>Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, mengidentifikasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks. Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan 	6 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan</p>	<p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>It's my cricket.</i></p> <p><i>They are my cats. There are many fireflies in the farm.,</i></p> <p><i>What is it?</i></p> <p><i>Are they your toys?</i></p> <p><i>Which one is your book?</i></p> <p><i>How many cows do you have?</i></p> <p><i>The hospital is near the post office.</i></p> <p><i>The police station is in the corner.</i></p> <p>dan semacamnya.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Nama benda dan binatang di sekitar rumah dan sekolah</p>	<p>binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan</p>	<p>publik</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN :</p> <p>Unjuk kerja</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan</p>	<p>siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes.</i></p> <p>(2) Nama bangunan umum: <i>the post office, the bank, the hospital.</i></p> <p>(3) Kata tanya <i>What? Which one? How many?</i></p> <p>(4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(5) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(6) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(7) Kata kerja yang menunjuk tindakan</p>	<p>arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>a. Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam proses pembelajaran</p>	<ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyebutkan dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>n siswa sehari-hari.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. 	<p>menanyakan nama dan jumlah binatang, benda, dan bangunan publik ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya. 	dalam melaksanakan komunikasi		
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan</p>	<p>Teks tulis label nama dan daftar barang (list)</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, mengidentifikasi, menginventarisasi.</p> <p><i>Struktur text</i></p> <p>Nama benda, dengan atau tanpa jumlah.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Artikel a, kata benda plural</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca /mendengar contoh nama-nama benda / daftar barang sesuai dengan pengelompokannya dengan memperhatikan fungsi sosial, struktural teks dan unsur kebahasaan Siswa meniru/menyalin contoh-contoh secara terbimbing. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan 	<p>KRITERIA PENILAIAN :</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks Tingkat ketepatan unsur kebahasaan: tata 	2 x 4 JP	<p>Sesuai dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran.</p> <ul style="list-style-type: none"> Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur</p>	<p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku</p>	<p>n antara lain perbedaan antar ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan/penyampaian dari berbagai sumber. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa Membaca/mendengar/menulis contoh-contoh teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis 	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Tingkat kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN :</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta 		<p>dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VC D/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dari buku teks Bahasa Inggris Teks dari buku non- teks

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>disiplin, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>teks dengan memperhatikan fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan dari jenis teks yang sedang dipelajari.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan dari guru dan teman tentang karya yang dihasilkan/ pesan yang ditangkap dan disampaikan, dll. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, 	<p>damai,</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menulis teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>) <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan pekerjaan siswa yang mendukung proses teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>) berupa: draft, revisi, dan editing • Kumpulan karya siswa 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (<i>learning journal</i>).</p>	<p>yang mencerminkan hasil atau capaian belajar teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</p> <ul style="list-style-type: none"> • Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklis t, penilaian. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar,</p>		

