

**THE INFLUENCE OF USING CROSSWORD PUZZLE TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER
OF THE SEVENTH GRADE OF SMPN 24 BANDARLAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

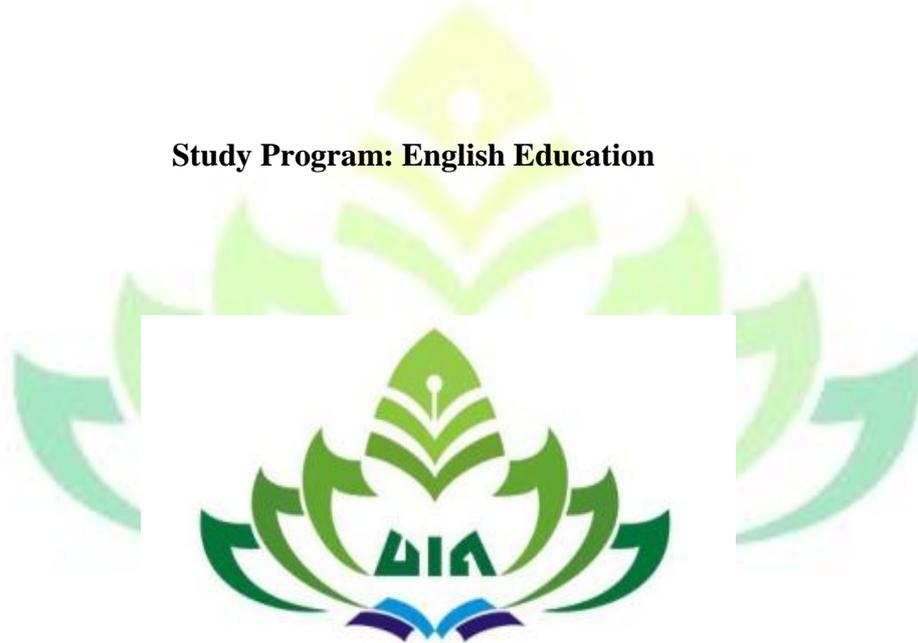
A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By

**ANISAH KASOR
NPM.1311040092**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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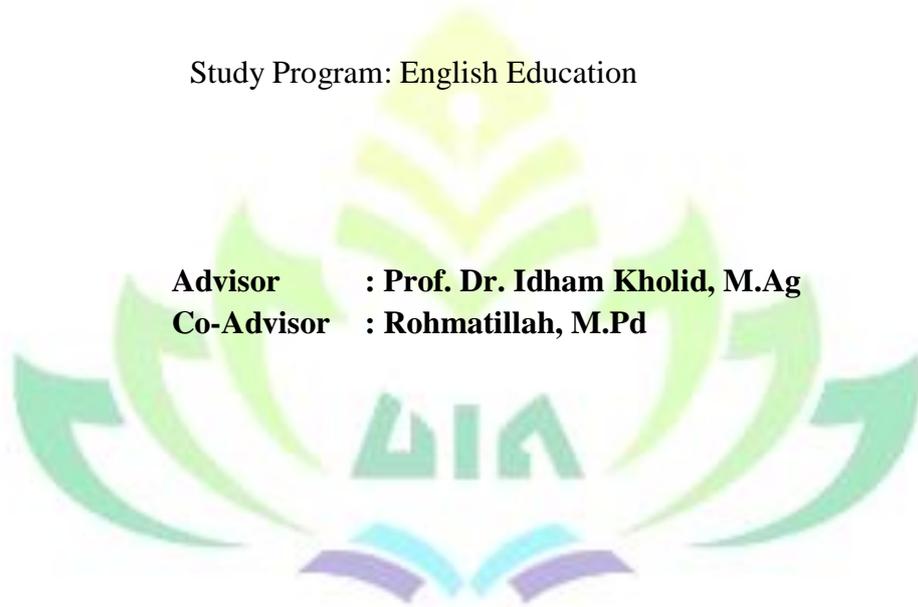
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RADEN INTAN STATE ISLAMIC UNIVERSITY
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2018**

ABSTRACT

THE INFLUENCE OF USING CROSSWORD PUZZLE TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMPN 24 BANDARLAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:

Anisah Kasor

Vocabulary is very important in language. Without vocabulary people cannot develop the language skills namely, listening, speaking, reading and writing. One of the difficulties of students in English learning activity was vocabulary. The students' vocabulary mastery in SMPN 24 Bandar Lampung was still low. The objective of this research was to know whether there was an influence of using crossword puzzle towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

The methodology of this research was quasi experimental design with the treatment held in five meetings for each class and it consisted of one meeting for pretest, three meetings for treatment and one meeting for posttest. In the experimental class the researcher applied Crossword puzzle as treatment and in control class, the researcher applied Bingo game. The population of this research was seventh grade students of SMPN 24 Bandar Lampung. In collecting the data, the researcher used test. the researcher took the sample by using cluster random technique and the reseacher determind that VII A as the experimental class and VII B as the control class. the researcher used instruments, pre-test and post-test. The instrument of this research was vocabulary test. After giving the post-test, the research analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of using crossword puzzle towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

Key Word: crossword puzzle, quasi experimental design, vocabulary



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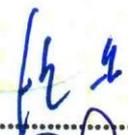
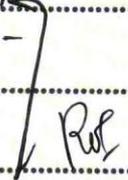
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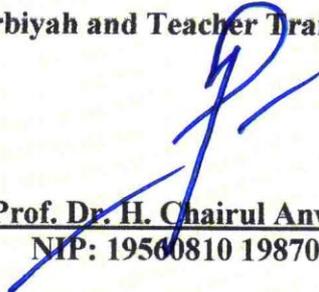
ADMISSION

A thesis entitled: “ **THE INFLUENCE OF USING CROSSWORD PUZZLE TOWARDS STUDENTS’ VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMPN 24 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**”, by: **ANISAH KASOR, NPM: 1311040092, Study Program: English Education** was tested and defended in the examination session held on: Wednesday, June 9th 2018

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

كُنْتُمْ صَادِقِينَ

“And He taught Adam the nature of all things; then He placed them before the angels, and said: “Tell me the nature of these if you are right.” (Al-Baqarah: 31)¹



¹Departemen Agama RI, *Al-Qur'an dan Terjemahnya*. (Jakarta : Sygma, 2005), p.6

DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

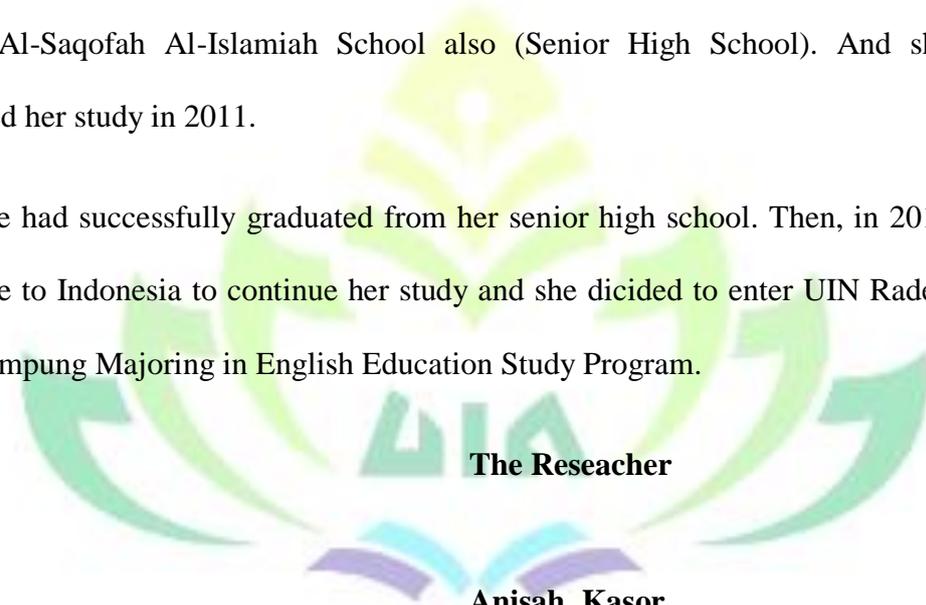
1. Allah SWT who always loves and keeps me everywhere and every time.
2. The greatest inspiration in my life, my beloved father and mother Mr. Abdul Aziz and Mrs. Saripah, for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending.
3. My beloved grandmother, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
4. My beloved sisters and brothers, Zulkiflee Kasor, Ahamad Kasor, Sarina Kasor, Usman Kasor and all of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.
5. My beloved almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The researcher is Anisah Kasor. She was born in Songkhla Southern part of Thailand, on July 1st, 1992. She is the third of 5 children of Mr. Abdul Aziz and Mrs. Saripah. She has two sisters and two brothers named Zulkifli Kasor, Ahamad Kasor, Sarina Kasor and Usman Kasor.

The researcher graduated from SD Kanga School (Elementary School) in 2005, and then she continued her school to Mahad Al-Saqofah Al-Islamiah School (Junior High School) and graduated in 2008, and she continued her study in Mahad Al-Saqofah Al-Islamiah School also (Senior High School). And she graduated her study in 2011.

After she had successfully graduated from her senior high school. Then, in 2013 she came to Indonesia to continue her study and she decided to enter UIN Raden Intan Lampung Majoring in English Education Study Program.



The Reseacher

Anisah Kasor

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First of all, praise is 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 salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “The Influence of Using Crossword Puzzle towards Students’ Vocabulary Mastery at the Seventh Grade of SMPN 24 Bandar Lampung at Second Semester in the Academic Year of 2017/2018” is presented to the English Education Study Program of UIN 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 thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity to study until the end of this thesis composition.
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8. All of my big family in Patani of Thailand, who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.

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

Bandar Lampung, Mei 11th 2018

The Researcher,

Anisah Kasor

DECLARATION

I hereby state that this thesis entitled: The Influence of Using Crossword Puzzle towards Students Vocabulary Mastery at the Second semester of the Seventh Grade of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018 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 the text.

Bandar Lampung, Mei 11th 2018

Declared by,

Anisah Kasor
1311040092

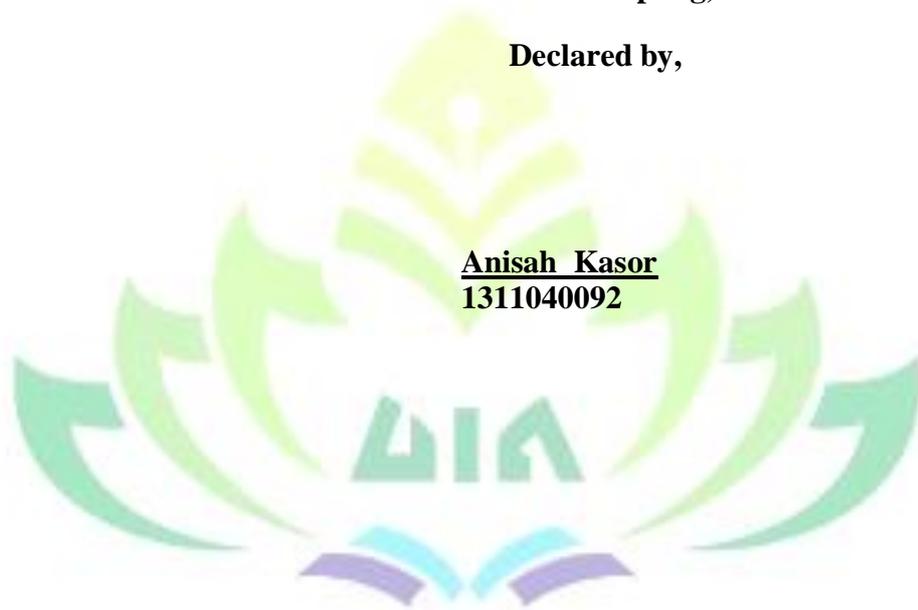


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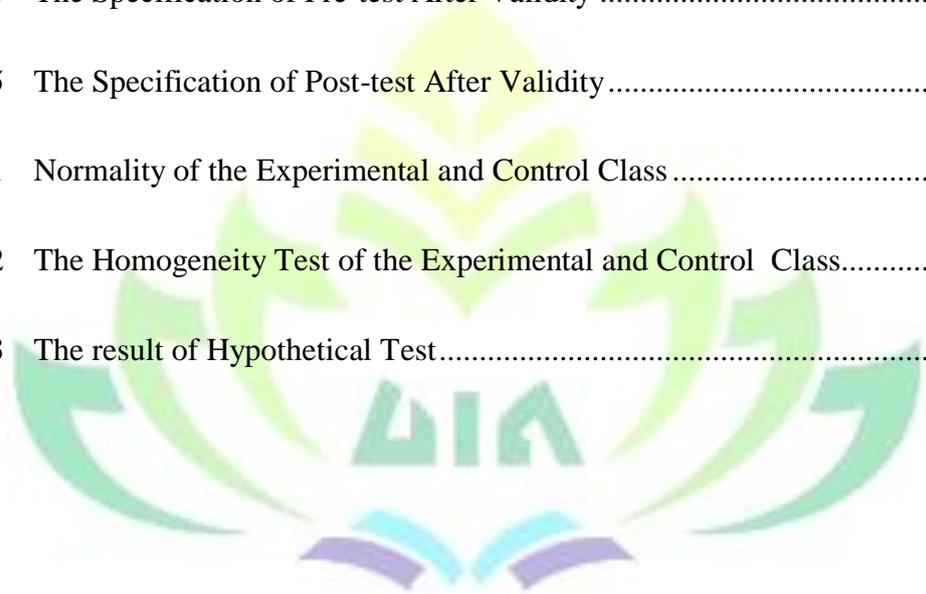
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CHAPTER I

INTRODUCTION

A. Background of the Problem

As human being who live in society, people need to interact among others to express pleasure, pain, friendliness, annoyance, etc. To express those all, people use language as a tool of communication. Language is a system for expression of meaning; primary function interaction and communication. All human being used language since childhood. As Brown states that language is more than a system or communication. It involves whole person, culture, educational, developmental communicative process.² It means language is considered as a tool of communication and it is difficult to do all activities without language. There are many languages in the world, one of them is English. English is as tool of communication both orally and in written form. The communication is aimed to understand and express information, thought, and feeling to develop knowledge, sciece, technology, and culture by using its language. The competence of communication in a whole means discourse competence.

In learning English, there are four skills that should be mastered by students, there are listening, speaking, reading, and writing. To support those four skills, there are language elements that should be mastered by students as well, among them are vocabulary, pronunciation, and grammar. Vocabulary is one of the elements of

² H.Douglas Brown, *Teaching By Principle An interactive Approach to language pedagogy*, New Jersey, 1994, page. 70.

language, because it will help students in making sentences easily and correctly both in oral and written form.

According to Thornbury, without vocabulary, nothing can be conveyed. It means that without vocabulary there is not value meaning that can be transferred to the others in communication.³It helps the learners to understand the message of the communication. By mastering vocabulary, the students will be easy to learn English. Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the word in Al-Qur'an Surah Al-Baqarah in the 31-33th verce:

ن كُنْتُمْ إِن هَتُوا لَاءِ بِأَسْمَاءِ أَنْبِيُونِي فَقَالَ الْمَلَكَةُ عَلَى عَرْضِهِمْ ثُمَّ كُلُّهَا الْأَسْمَاءِ آدَمَ وَعَلَّمَ
يَتَادَمُ قَالَ ۞ الْحَكِيمُ الْعَلِيمُ أَنْتَ إِنَّا نَكُ عَلَّمْتَنَا مَا إِلَّا لَنَا عَلَّمَ لَا سُبْحَانَكَ قَالُوا ۞ صَدَقَ
لَأَرْضِ السَّمَوَاتِ غَيْبًا عَلَّمَ إِنِّي لَكُمْ أَقْلُ الْمَقَالَ بِأَسْمَاءِ بِهَمْ أَنْبَاهُمْ فَلَمَّا بِأَسْمَاءِ بِهَمْ أَنْبَاهُمْ
تَكْتُمُونَ كُنْتُمْ وَمَا تَبْدُونَ مَا وَعَلَّمَ وَأ

“And He taught Adam the nature of all things; then He placed them before the angels, and said: “Tell me the nature of these if you are right (31). They said: Glory to Thee: of knowladge we have none, save what thou has taught us: in truth it is thou art perfect in knowledge and wisdom (32). He said, “ O Adam! Tell them the name. When we had told them, Allah said: “Did I tell you that I know the secrets of the heaven and earth, and I know what ye reveal and what ye conceal?”

³Departemen Agama RI, *Al-Qur'an dan Terjemahnya*. (Jakarta : Sygma, 2005), p.6

Based on the verse above, it describes the teaching process that is giving by Allah almighty to prophet Adam for the education process firstly. This means that education has been exemplified by the Almighty from the first creation of man. So at least the first the verse shows, that man was created in a state of not knowing anything (not knowledgeable). Learning vocabulary can be seen from the process teaching as Allah taught Adam the name of the whole thing. When education is as a process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the thing. It is fact that man can communicate well if he know the names of something.

By mastering vocabulary, it can help the student to have good speaking, reading and writing ability. The students that have enough vocabulary will not be difficult to understand the meaning of words so that they are easier to know the meaning of the text. To get the meaning and read easily, the student should know the structure, pronunciation and vocabulary.

Based on the researcher's preliminary research, the researcher found some problems in teaching English at the seventh grade of SMPN 24 Bandar Lampung. The problem such as students' vocabulary mastery was still low, students found difficulties in learning English and their English achievement was still low. Sometimes they do not understand what the teacher said in English and they are difficult to remember new vocabularies that they have learned. Moreover, the students are still difficult to communicate using English. The students did not give

attention when the teacher explained the material in the class.⁴ So, most of students just acquire a few vocabularies. It was showed by the students who often get bad score when the students doing a test. Besides, the teacher said that score of KKM (criteria of minimum mastery) in SMPN 24 Bandar Lampung is 71.⁵Based on KTSP 2006, students should be able to master around 1000 vocabulary. Moreover, the researcher assumed that the students' vocabulary mastery needs to be improved by applying a technique.

Table 1.1
English Vocabulary Score at the Second Semester of the Seventh Grade of SMPN 24 Bandar Lampung

No	Class	Score		Total	Percentage	
		≥ 71	<71		≥ 71	<71
1	VII A	14	16	30	19.1%	13.0%
2	VII B	14	18	32	19.1%	14.6%
3	VII C	11	20	31	15.0%	16.2%
4	VII D	12	22	34	16.4%	17.8%
5	VII E	12	22	33	16.4%	17.8%
6	VII F	10	25	35	13.6%	20.3%
Total		73	123	195	37.4%	63.0%

Sources: Documentation of the seventh class of SMPN 24 Bandar Lampung

Based on the data above, it can be said that the vocabulary score of the Seventh class in SMPN 24 Bandar Lampung is still low. Because the number of students who got score under 71 is 63.0% students and above 70 is 37.4% students. It

⁴An Interview, *Students at the Seventh Grade of SMPN 24 Bandar Lampung* , April^{24th}, 2017

⁵Leni, SPd. *An English Teacher of SMPN 24 Bandar Lampung*. April 24th, 2017

means that the English score should be increased because the criteria of minimum mastery (KKM) in SMPN 24 Bandar Lampung is 71.⁶

Another problem found the English teachers who only using bingo game teaching in the class. There was no variation or other teaching technique used by the teachers. This technique in teaching made the students sometimes felt bored. They need various techniques to increase the students' vocabulary mastery.⁷

From the statement above, it seems that applying technique is very important to make students enjoy in their lesson. Hence, teacher should use various technique and appropriate media to help the students to acquire new vocabularies.

To solve that problem, the teacher needs to provide some techniques or methods in teaching and learning process. There are many kinds of teaching technique, one of them is Crossword puzzle game. Using Crossword puzzle is one ways to process subject information especially to support teaching vocabulary, so that the students developed their memorizing in vocabulary mastery.

Another reason why the researcher used crossword puzzle game is that it will be easier for the students to figure the meaning of the target word, to memorize it, and to use it when they find the right situation based on the context clues they have known. It is also fun so that the students will find that learning language is enjoyable.

⁶An Interview, *English teacher at SMPN 24 Bandar Lampung*, April^{24th}, 2017

⁷ An Interview, *Students at the Seventh Grade of SMPN 24 Bandar Lampung* , April^{24th}, 2017

The research about crossword puzzle game has been done by Tarwoko from UIN Raden Intan Lampung on 2013, with the title “The Influence of Using Crossword Puzzle Towards Students Vocabulary at the Second Semester of the Seventh Grade at SMP NEGERI 1 Tanjung Bintang South Lampung in 2012/2013 academic year”⁸ He used Crossword Puzzle to teach vocabulary focused on noun and adjective, the materials were about job, feeling and emotion and sports. The result was significant. He said that teaching vocabulary by using crossword puzzle could influence the students’ vocabulary mastery.

Another research conducted by Munjayanah from IAIN Salatiga on 2016, with the title “Improving Students’ Reading Comprehension Through Crossword puzzle (A Classroom Action Research of the Seventh Grade Students of SMP N 3 Tengeran In The Academic Year 2015/ 2016)”⁹. This research explained about the implementation of crossword puzzle in teaching reading comprehension at SMP Negeri 3 Tengeran. She used Class Action Research as her methodology of research. The result of her research was 81.8% of the students can reach values >71 and has achieved the minimum passing criterion (KKM)

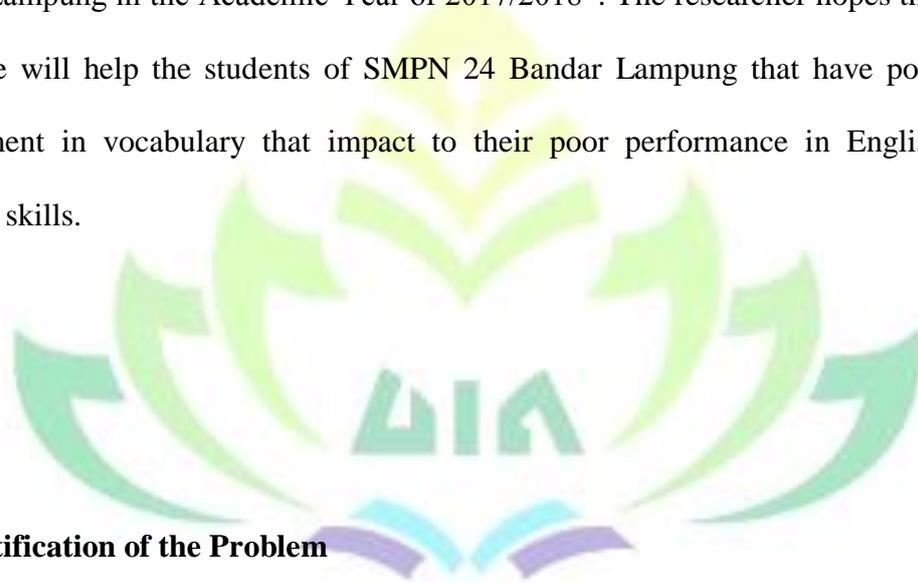
Based on the explanation of previous studies, it can be concluded that there is a significant difference of previous studies to this research. The differences between this research and the previous researcher are the researcher focuses on the influence of using crossword puzzle towards students vocabulary mastery

⁸Tarwoko, *The Influence of Using Crossword Puzzle Towards Students Vocabulary at the Second Semester of the Seventh Grade at SMP NEGERI 1 Tanjung Bintang South Lampung in 2012/2013 academic year*, Unpublished

⁹Munjayanah, Siti, *“Improving Students’ Reading Comprehension Through Crossword puzzle (A Classroom Action Research of the Seventh Grade Students of SMP N3 Tengeran in the academic year 2015/ 2016)”* Unpublished

especially in noun and verb about materials describing animal, place and people. While the previous research from Munjayanah, she implemented crossword puzzle to teach reading comprehension to junior high school. She used Class Action Research (CAR) as his methodology research. While in this research the researcher uses quasi experimental class as a methodology research.

Based on the background above the researcher was interested in conducting the research entitled “the Influence of Using Crossword Puzzle toward Students’ Vocabulary Mastery at the Second semester of the Seventh grade at SMPN 24 Bandar Lampung in the Academic Year of 2017/2018”. The researcher hopes this technique will help the students of SMPN 24 Bandar Lampung that have poor achievement in vocabulary that impact to their poor performance in English language skills.



B. Identification of the Problem

Based on the background of the problem, the researcher identified the problems as follows:

1. The students’ vocabulary mastery is still low.
2. The students are difficulties to develop their vocabulary.

C. Limitation of the problem

In this research, the researcher focused on the Influence of using Crossword Puzzle towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problem as follows:

Is there a significant influence of Using Crossword Puzzle toward students' vocabulary mastery at the second semester of the seventh grade of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018?

E. Objective of the Research

Based on the problem formulation above, the objective of the research was to know whether there is a significant influence of Using Crossword Puzzle towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

F. Significance of the Research

1. Theoretical Contribution

For the theoretical contribution, the result of this research was expected to support the previous theories about the influence of using crossword puzzle towards students' vocabulary mastery.

2. Practical Contribution

For practical contribution, the result of this research was expected that the teacher can improve the students' vocabulary in teaching noun and verb, also the students

can increase their vocabulary mastery through crossword puzzle. For the next researcher can use this technique to increase students' vocabulary mastery in different level.

G. Scope of the Research

1. Subject of the Research

The subject of this research was the students at the second semester of seventh grade of SMP N 24 Bandar Lampung the academic year of 2017/2018.

2. Object of the Research

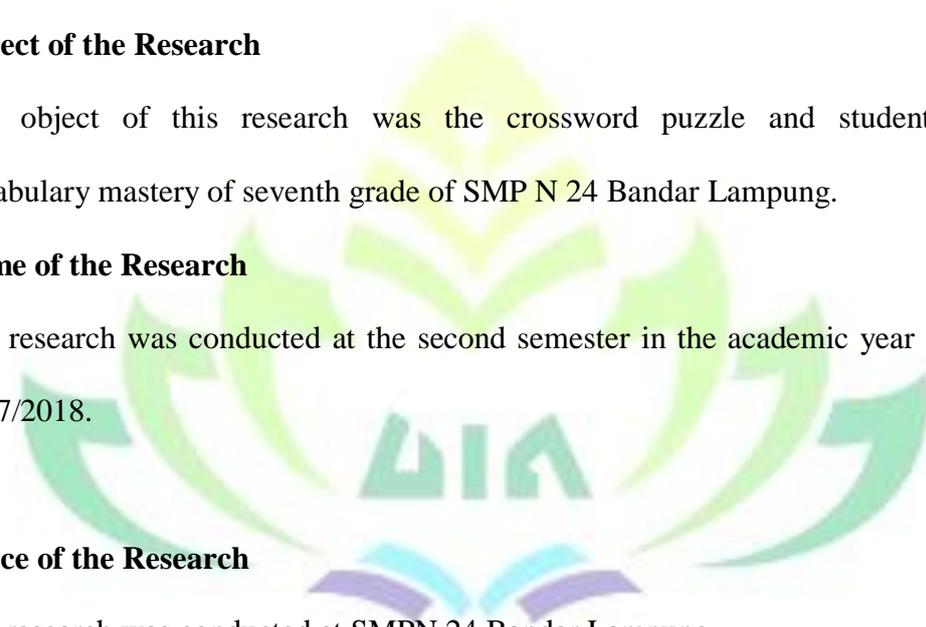
The object of this research was the crossword puzzle and students' vocabulary mastery of seventh grade of SMP N 24 Bandar Lampung.

3. Time of the Research

The research was conducted at the second semester in the academic year of 2017/2018.

4. Place of the Research

The research was conducted at SMPN 24 Bandar Lampung.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

One of the language in the world is English, English is the international language. International English is the concept of the English as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.¹⁰ It means that English is a way to communication with other people. English is the only way to talk with somebody that we do not know their mother language. So with English we can share and understand what the people want to states with us no matter that we have different mother tongue. In another word, English is a channel to unifier of state.

Therefore, English is the language of the people around the world. It is a language of trade and industry. English is full of knowledge and information. English is the language that is used for connecting peoples having different tongues.¹¹ It means that even though we have different country, culture and tongue, but English can be a bridge to communicate to other people.

In Indonesia, English is known as foreign language. English is only learnt in formal education like school. That is why for most Indonesians English tends to be very difficult because the Indonesia language has tenses that are similar to the

¹⁰M.F. Patel, *English Language Teaching*, (Jaipur. Sunrise Publishers and Distributors, 2008), p 6

¹¹*Ibid*, p. 2

tenses of English.¹² It means that English in the most students' mind are something hard to be learnt. That is why the students get difficult in learning English. In this case, the teachers should be creative to make the students enjoyable and interested to learn English in teaching learning process.

Teaching can be defined as an interactive process as well as intentional activity. The content of teaching may be facts, procedures, skill and ideas and value.¹³ It mean that teaching is a process that involves the teacher and students working together and have influence on each other to increase students' ability.

Meanwhile, teaching English as a foreign language is a process of teaching from the teacher to the students about language which is not the mother language. The students who learn English as a foreign language have little opportunities to use their English in real life situation. In this case, the teacher has to know what students need and what the teacher should do. Brown states that teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. Teaching also means giving instruction guiding in study of something, providing with knowledge, and causing to know or understands.¹⁴

Based on those explanations, it can be concluded that teaching English as foreign language is a process to comprehend about content of English. It is learned by

¹²Ag BambangSetiyadi, *Teaching English as Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p. 10

¹³George Brown, *Effective Teaching in Higher Education*, (New York: Routledge, 2002), p. 2

¹⁴ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New jersey : Longman, 1994), p.7

people through teaching and learning process including transferring the material and knowledge to practice it in real life situation. The teaching learning process will be successful if the teacher knows how to teach it well, the teacher should be able to create technique that is fun in the classroom and it is appropriate for students.

2. Vocabulary

a. Concept of Vocabulary

English teachers have to improve their students' vocabulary, because vocabulary is a basic component in English skill. In other words, the students should get the vocabulary as the introduction of language. According to Thornbury cited by Dellar and Hocking "If you spend most of your time studying grammar, your language will not improve very much. You will see most improvement if you learn more words and expression. You can very little with grammar, but you can say almost anything with words".¹⁵ From this statement, vocabulary plays an important role because of words will obtain new idea, easy communication and expression. Then the limit of word is the limit of communication.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to listen speak, read, and write nicely. The above basic skill cannot be successfully learned or mastered before mastering vocabulary first. It is supported by Cameron. He says that to know a

¹⁵Scott Thornbury. *How to teach Vocabulary*. Bluestone Press England, 2002. P. 13

word if they can recognize its meaning when they see it.¹⁶ It means that in learning vocabulary the people have to know the meaning and can use it in context. Effendy states that vocabulary is one of the things that must be mastered by the learners of foreign languages to be able to acquire the language skill to communicate with language itself.¹⁷

Considering the statement above, the researcher assumes that vocabulary is an important thing to communicate each other. Furthermore, language can be used to convey our intention and to express the message clearly. However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantages in developing extensive vocabulary.

Moreover, Wallace who states “If we have the vocabulary we need, it is usually possible to communicate fluently.”¹⁸ In short, if someone who wants to communicate with each other what they are talking they need vocabulary to express their idea clearly.

Everybody should have many words to communicate. If they have a few words they must learn about new words. We can learn about new words as long as we live. Because if we study many words so many ideas will appear of our mind, especially in foreign language communication.

¹⁶Lynne Cameron, 2001. *Teaching language to Young Learner*, Cambridge University press, New York p. 75

¹⁷Ahmad Faud Effendy 2005, On Firta Noviana script, 2013. *Pendekatan Method Teknik Metodologi Pengajaran Bahasa Arab*, Misykat, Malang p. 96

¹⁸Michael Wallace. 1998. *Teaching Vocabulary*. London : Heinemann Educational Books. P:9

It is supported by Napa who states “the more words we learn, the more ideas we should have, and so we can communicate the ideas more effectively”¹⁹. The aim of learning vocabulary is to make students to master the vocabulary and students able to find the meaning of unfamiliar words, and able to explain their words.

From the statement above, it seems that for teaching vocabulary to the students, the teacher should give the students understanding the meaning of vocabulary items. And the teacher should also use a good and appropriate technique to teach vocabulary. In this case, in order the students can increase their vocabulary mastery. By using appropriate technique, it is hoped that the students are motivated and interested in learning vocabulary, and also the students can learn more vocabulary fun with a good technique. It also supports students’ success on the words in their mind optimally. Besides they can use the vocabulary for communication with other people all offer the world.

Furthermore, Brown explains that there are many kinds of classes of word that have to be mastered by the learner, they are: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Determiners.²⁰ In this research, the researcher focuses on noun and verb because these materials are appropriate with the syllabus.

b. Concept of Vocabulary Mastery

¹⁹Napa A.P. 1991. *Vocabulary Development Skills*. Yogyakarta: Kanisus p:6

²⁰Douglas H Brown. (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. Second Edition. Longman Inc.p: 14

Language is formed by word. If there are no words there will be no language. According to Thornbury, he states that all language have words. He also says “by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.”²¹ It means that vocabulary is vital part of language. A language is formed by words, so we can make our communication well, we will easy to share our point to our partner of speaking.

Then Brown states that vocabulary is seen its central role, contextualized meaningful language.²² Based on the statement, it is important for the teacher to create some ways in teaching vocabulary. In teaching learning must be lively and enjoyable, so that the students can receive and understand it easily. Moreover, it is hoped by mastering great number of vocabulary. It will be easier to learn a foreign language and use it for communication.

In activity learning language, a learner can try to use the language by using vocabulary onto certain sentences in order to be able to communicate and transfer their ideas. Thornbury states that without grammar very little things can be conveyed, without vocabulary nothing can be conveyed.²³ We can still understand the language even if we nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language, which make the language meaningful

²¹Scott Thornbery, *Op.cit*, p.1

²²H Douglas Brown, *Op.cit*, p. 377

²³Scott Thornbury, *Log. Cit*, p.13

According to Guskey and Anderman, “Mastery is a term that all educators use and believe they understand well.”²⁴ According to Rahman, “Vocabulary mastery is essential part of English as a foreign language.”²⁵ Mastering a large number of vocabularies is very important for foreign language learners.

Based on statement above, it can be concluded vocabulary is one component should be mastered in language learning especially in teaching and learning English as a foreign language. In teaching the four language skill (listening, speaking, reading and writing), vocabulary is one basic component to be mastered. Without having adequate vocabulary, a language learner will not be able to master the language skill. Vocabulary mastery means the student having ability in understanding and using the vocabulary well especially noun and verb.

c. Aspect of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:²⁶

1. Word meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

a) Polysemy

²⁴Thomas r. Guskey and Eric m. Anderman, “*In search of a useful definition of mastery*”. Journal education leadership, volume. 71 number. 4 (December 2013/January 2014), p.1.

²⁵Septia mursanti candrarahman, “*improving students’ vocabulary mastery through riddle game*”, accessed on march 5 th, 2016 at 20.56, p.2.

²⁶Jeremy Harmer, *The Practice of English Language Teaching*, Cambridge: London.1998. p.18

Polisemy are only resolved when we see the word in context, that allows to say which meaning of word in the particular instance is being used. For example: the house is at the foot of the mountains.

b) Antonym

The term antonym is used for opposite meaning of word. For example: "full" is an antonym of "empty".

c) Synonyms

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d) Hyponyms

It means Items that serve as specific examples of a general concept. For example: the animals are dog, cat, and horse.

e) Connotation

A less obvious component of the meaning of an item is its connotation. The association, positive or negative feelings it evokes, which may or may not be indicated in dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: "slim" has favorable connotation, while "thin" has unfavorable; so that one could describe something as "slim body" not "thin body".

2. Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched through the set of metaphorical and idiom use. For example: “as sick as parrot” this idiom expression become so widely used that it began to irritate everybody, except, perhaps.

3. Word combinations

Although words can appear as single item which are combined in a sentence. (*The mongoose bit the snake*), they can also occur in two or more items groups (*The normally lightning-quick reactions of the reptile let it down*). They often combine with each other in ways which component speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4. Word grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.²⁷

²⁷Jeremy Harmer, *Ibid.* p.18-21

From those statements, it can be concluded there are aspects of vocabulary. They are word meaning, extending word use, word combination, and word grammar. In this research the researcher will focus on the word meaning and extending word use.

d. Concept of Teaching Vocabulary

One of the very important parts of learning a new language is mastering vocabulary of the language we want to learn. It is clear that teaching and learning is important because when we teach a certain language it is the same as we teach vocabulary at the same time.

Learning English as foreign language is more effective if the learners are actively involved in the process. To lead the students to get involved, the teacher has to think of the activities that are interesting to them, especially of teaching vocabulary; vocabulary is learned by using activities. The teacher has to make interesting activities. The teacher should consider some factors as follows:

1. The level of the learners
2. The learners' likely familiarity with the words
3. The difficulty of the items.
4. The students' "teach ability". Whether the students can be easily explain or demonstrate.
5. Whether items are being learned for production (in speaking and writing) or for recognition only.²⁸

²⁸Scott Thornbury, *Op.cit*, P:76

There are many ways or technique in teaching vocabulary in teaching vocabulary. It is realized that in presenting new vocabulary, an English teacher cannot only give the students list of words but also relate them to context of word in motivating the students, it will be better to the teacher creates some ways in teaching vocabulary. In other words the teacher does not teach English but also makes teaching learning activity enjoyable though the technique, so the students will be interested to learn. It's better for teacher in teaching vocabulary mastery, because students will be easier to make sentence with their own experience.

According to Thornbury states "Teaching vocabulary is one of the most important areas for teacher. It has often been remarked how strength it is that comparatively little has been written on the teaching and learning of foreign language vocabulary. Because there is the sense in which learning a foreign language is basically a matter of learning the vocabulary of that language, not being able to find the words the students need to express themselves is the most frustrating experience in speaking another language".²⁹

Based the statement above, the researcher assumed that teacher must teach the materials which should be suitable with their level and the words should be familiar, so that the students will memorize the words if the teachers should be also use a good and appropriate technique to teach vocabulary.

²⁹Thornbury, *Op cit*, p:91

By using appropriate technique, it is hoped that the students are motivated and interest in learning vocabulary; it also supports students' success on gaining the words in their mind optimally.

e. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by experts. One of the explanations is explained by Thornbury. He explained that there are eight types of vocabulary, There are: a. Adverb b. Adjective c. Noun d. Verb e. Pronoun f. Preposition g. Conjunction h. Determine

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1. Noun

There are some definitions about verb that proposed noun is one of the most important parts of speech.³¹That noun is refers to a person, place, animal or thing.³²From the statements before, it can be concluded that noun is one of the most important parts of speech to refer to a person, place, animal or thing. Example: child, school, book, knowledge, students, and tiger.

2. Verb

Frank states that verb is the most complex part of speech and shows action or a state of being. Example: run, tell, stand and sing.³³

3. Adjective

²¹Thornbury, *Op.Cit*, p. 4.

³¹Marcella frank, *Modern English a Practical Reference Guide*, New York University, 1972, p.6

³²Burgmeier and arline, 1936. *Lexis: Academic vocabulary study*. (New Jersey: Prenticehall)., p.193

³³MarcellaFrank, *op cit* p. 47

There are some definitions of adjective that proposed adjective is modifier that has the grammatical property of comparison.³⁴ That adjective is modifies or describes nouns and specifies size, color, number, and other characteristics.³⁵

From the statements before, it can be concluded that adjective is a word that describe noun and has the grammatical property of comparison and modifies or describes nouns and specifies size, color, number, and other characteristics. For example: beautiful, fat, comfortable, short and perfect.

4. Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are word that describe or modify verbs, adjective, and other adverbs.³⁶ And can explain how, when, or where something happened. For example: Carefully, nicely, really, softly, slowly.

5. Pronoun

There are some definitions about pronoun that proposed by the experts. Howard states that pronoun is a word that takes the place of a noun.³⁷ While Altenberg and Robert that pronoun are words that replace nouns in a sentence.³⁸

From the statements before, it can be concluded that pronoun is a word that takes the place replace nouns. For example: she, he, they and we.

6. Preposition

³⁴Marcella Frank. *Op cit*. P. 109

³⁵Burgmeier and Arline. *Op cit*, P.249

³⁶Marcella Frank, *Op cit*, p 141

³⁷Howard Sargeant, *Basic English grammar for English language learners*, (United states,2007),p.24

³⁸Evel YN P. Altenberg and Robert M.Vag, *English grammar understanding the basis*, (Cambridge : University Press), 2010, p. 81

There are some definitions about prepositions that proposed by the experts. Howard states that prepositions are words that show a connection between other words.³⁹ While Altenberg and Robert that prepositions are words, usually small, that typically indicate information about direction, location, or time.⁴⁰

From the statements before, it can be concluded that preposition are words that show a connection between other words and typically indicate information about direction, location, or time. For example: at, from, in, on, and to.

7. Conjunction

There are some definitions about conjunctions that proposed by the experts. Howard states that conjunctions are words used to link words, phrases or clauses.⁴¹ While Altenberg and Robert that conjunctions are connectors that join words, phrases and sentences together.⁴²

From the statements before, it can be concluded that conjunctions are words used to link words and connectors that join words, phrases and sentences together. For example: I saw Mary and John at the store, I thought that he was crazy.

8. Determine

There are some definitions about determiners that proposed by the experts. Howard states that determiners or noun signals, are special adjectives used before nouns.⁴³ While Altenberg and Robert that determiners are words that can occur directly before a noun, tell us a bit more about that noun, and introduce it.⁴⁴

³⁹ Howard Sargeant, *Op. Cit*, p. 101

⁴⁰ Altenberg and Robert, *Op.Cit*, p. 65

⁴¹ Howard Sargeant, *Op. Cit*, 109

⁴² Evel YN P. Altenberg and Robert M.Vag, *Op.Cit*, p. 69

⁴³ Howard Sargeant, *Op. Cit*,

⁴⁴ Evel YN P. Altenberg and Robert M.Vag, *Op.Cit*, p. 45

From the statements before, it can be concluded that determiners are special adjectives used before nouns and words that can occur directly before a noun. For example: I milked the cow, John has more money.

From the explained above it can be concluded they are many types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronoun, preposition, conjunction and determine. In this case the researcher will do the research to know the students' vocabulary mastery especially noun and verb.

f. Concept of Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. According to Frank, types of noun, some nouns may belong to more than one of the types given below.

1.) Proper Nouns

Begins with a capital letter in writing. It includes personal names, names of geographic units such countries, cities, rivers, etc. Names of nationalities and religions, names holidays. Example: Mr. John Smith (names personal), Canada (name city) , Jakarta (name city), etc.

2.) Concrete or Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a

word for a concept it is an idea that exist in our minds only (beauty, justice, mankind).

3.) Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (one girl, two girls, one book, two books, bag, bags). A uncountable noun is not used in plural. There are words for concrete objects stated in an undivided quantity (iron, sugar, sand, soil)

4.) Collective Noun

A collective noun is a word for group of people, animal or object considered as a single unit. Examples of collective nouns are audience, committee, class, crew, faculty, family, government, group, majority, national, press, team, etc.

5.) Common Noun

A common noun can usually be made a thing. Examples (cat, book, hat, house dog, tree).⁴⁵

Based on the statement concept of noun, noun is using to name unived thing, life thing and even abstract thing. Noun also has type or kind, there are seven kinds of noun namely proper nouns, concrete and abstract noun, countable and countable noun, collective noun and common noun. Proper nouns are a specific noun that is created with capital letter in front of word. This noun is presenting the specific

⁴⁵Marcella frank,*Op cit*, p 6-7

things like name of people, place, organization, day, and institution. Meanwhile, concrete nouns are a noun that can be felt with sense. It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. Abstract noun cannot be felt with human sense, it is like honesty, weakness, and strength. Countable nouns are noun that can be calculated. This noun is divided in two kinds, they are singular and plural. While uncountable noun is noun that cannot be calculated, it reverses of countable noun. Collective nouns are names for a collection or a number of people or things. Words like group, herd, and array are collective nouns examples. And common nouns are word that names a person, animal, place, thing, or idea. All nouns can be further classified as proper of common. Common nouns are words used to name general items rather than specific ones. In this research the researcher only focuses on countable noun and uncountable noun.

g. Concept of Game

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological element.

Game can be used on teaching a language as motivation to learn it. There are hundred games that can be used in connection with language teaching. Most of students naturally like game in their life. Game is fun and make relaxation and enjoyable situation of class. Everybody likes game, because it is challenging and usually there is reward besides it. Such as score or points, it makes situation on the

game lively and the player does not feel bored and try to be the best on the game based on their team.

Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the objective of games cannot be achieved. Based on the statements above, the researcher assumes that game help students achieved certain words without feeling bored and the motivation will increase to follow the lesson that teachers have given in the classroom.

According to Murcia, “game will help many learners sustain interest and motivation on their work though meaningful play in the language learning classroom. The game is an activity with rules, a goal and an element of fun. It has been told using game students will participate in lively and activity in the lessons where they do most of talking and not the teacher, student used their English more naturally less self consciously”⁴⁶.

Game based learning that deals with applications that have defined learning outcomes. Generally they are designed in order to balance the subject matter with the game play. Games often have a fantasy element that engages players in a learning activity and children are allowed to express themselves as individuals while learning and engaging in social issues.

⁴⁶Celce Murcia. 2001. *Teaching English as the Second Language*. California. Heineman Educational Book Ltd p:8

Harmer states, by using games they will be more creative, can motivate the student⁴⁷. By using games students will be more creative in teaching and learning process and also it very helps the teacher as a tool to distribute their knowledge in the other side.

Furthermore, Harmer states, “Games are a vital part of a teacher’s equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used any stage of a class to provide and amazing and challenging respite of a long day to send the students away feeling cheerful about their English class⁴⁸”

Based on the explanations above, the researcher assumes that using games in teaching and learning vocabulary cannot be denied. However, the teachers need to choose the suitable games, so learning vocabulary will be more effective and interesting. Thus we can see that games are at the heart of teaching vocabulary and not just an activity to fill the odd moments when the teacher and students have nothing better to do.

3. Crossword Puzzle

a. Concept of Crossword Puzzle

Most of learners enjoy playing games. Most of teachers use games convinced of their value for language teaching. One of language game is Crossword puzzle. Crossword puzzle is simply to apply for teaching vocabulary where this game the

⁴⁷Jeremy Harmer. (2001). *The Practice of English Language*. Fourth Edition. London: Longman p: 102

⁴⁸*Op cit*, p: 101

players have to produce much more words to make their team win or each player adds a new element. This game gives a chance to open students' thinking freedom and break monotonous situation and make the player enjoy doing it.

Crossword puzzle can be used in teaching learning process. It will be helpful for students to master vocabulary because it is one of the game that is played using word. Karim and Hasbullah state that one of interesting techniques in teaching language is using crossword puzzle.⁴⁹ Crossword puzzle is more helpful in teaching and learning process. The students will be motivated to join and participate in the activity because they are interested in the game which is used to facilitate learning.

Tarigan states that crossword puzzle is a kind of a play on words by filling in the empty boxes as an answer to the question or question specified in the crossword puzzle. Using crossword puzzle can make the students more focused in learning and the game can be used in teaching and learning a language. Because they will use their logic to fill in the empty boxes. Crossword puzzle is one form of the games that can be applied in teaching students.⁵⁰

Crossword puzzle gives the students chances to improve their vocabulary mastery. Hornby states that crossword puzzle is a puzzle in which word have to be written vertically (clues down) and horizontally (clues cross) in spaces

⁴⁹Karim, M and Hasbullah, F, A, 1986. *Language Teaching Media*. Jakarta, Universitas Taerbuka. P: 36

⁵⁰Tarigan, H.G. 2011. *Pengajaran Kosakata*. Bandung: Angkasa p: 299

onchequersquare.⁵¹ Thus, crossword puzzle is a puzzle in which words have to be guessed from clues and written in spaces in a grid vertically and horizontally.

Based on the theory above, the researcher assumed that crossword puzzle is a word game on paper, in which the answers to question called clues are written in rows of squares that cross each other so that some letters are shared.

From the statement above, we can conclude that Crossword puzzle is a game to exercise the mind which is normally takes form of square or rectangular grid of white and shade square. The form of the puzzle consist of two parts. The first part consists of some grids with a certain arrangement and the second is clues. The grids are arranged based on the number of the letters of each clue answers both vertically and horizontally. Using games is an activity with rules a goal and an element of fun. In our daily live, It can be an exercise our mind which is done in our freetime as a filler. In teaching vocabulary, it can be a game which help the students to increase vocabulary mastery.

b. Procedure of Crossword Puzzle

Crossword puzzle is popular game in the learning English. Some sequences of material presentation though crossword puzzle game in the class proposed by Rini as follow⁵²:

- 1) Teacher divides the students into some small groups consisting of 3-4 students

⁵¹Hornby. (1995). *Oxford Advance Learners Dictionary*. London: Oxford University Press. P: 208

⁵²Rini Ayu. 2008. *Popular English game*. Jakarta: Pustaka Mina p:47

- 2) Teacher gives the crossword puzzle to the students.
- 3) Teacher explains how the puzzle works and the rules to the students.
- 4) The teacher asks the students to the puzzle by certain of time.
- 5) The students are forbidden to work it out of their group.
- 6) While the students are playing, the teacher will be monitor them.
- 7) Teacher asks the students to submit their works.
- 8) Teacher asks them to exchange their works.
- 9) Teacher asks one students to write the answer on the board, while the others from the same group are spelling the letter

c. Strengths and Weaknesses of Teaching Vocabulary through Crossword Puzzle

1.) Strengths of Teaching Vocabulary through Crossword Puzzle

- a) There are so many vocabularies will appear.
- b) The students are active and busy on the game.
- c) It creates fun and enjoyment lesson.
- d) It creates competitive and cooperative situation.

2.) Weaknesses of Teaching Vocabulary through Crossword Puzzle

- a) The crowded class will happen.
- b) Only the creative students can play this game.

4. Bingo game

a. Concept of Bingo game

Bingo is a game of chance, in which the player uses a score card or an electronic representation there of bearing numbers and who plays by marking or

covering numbers identical to numbers drawn by chance and called by a caller, whether manually or electronically.⁵³ Bingo is kind of game that consist of some players and play with the numbers which mentioned the caller number and the players should match the numbers on a card with the chosen by the caller.

The Bingo Game is an holistic, experiential strategy which provokes personal reflection.⁵⁴ Furthermore, Richardson mentioned that Bingo is one of the most popular of all games, playing vocabulary bingo also lets teachers work with words in a relaxed atmosphere. Bingo is also an excellent game to play as a review. Most of the students enjoy the competition and participate enthusiastically. Bingo can be played in any content area. It has modified to educate the learners by using bingo game as the alternative way to teach vocabulary.⁵⁵

From the definitions above, bingo game is kind of games which use cards and numbers on it and match the cards as the caller called. The card consists of numbers are drawn and players have to match those numbers on it or matrix which has been printed or created.

b. Procedure of Teaching Vocabulary through Bingo game

According to Richardson the steps in playing vocabulary bingo are as follows:

⁵³Swiss Institute of Comparative Law. *Study of Gambling Services in the Internal Market of The European Union*. Lausanne: Swiss Institute of Comparative Law. 2006, p. 8

⁵⁴ Angela, Coco. et, al, "Bingo for Beginners: A Game Strategy for Facilitating Action Learning", vol. 29, Nu. 4. 2001 P. 3

⁵⁵J.S, Richardson, and Morgan, R.F. 2007. *Reading to Learn in the Content Areas*. Belmont, CA: Cengage Learning. 2007 p.334

- 1) Students make a bingo card from a list of vocabulary items. (The game works best with at least 20 words.) Students should be encouraged to select words at random to fill each square.
- 2) The teacher reads definitions of the words aloud, and the students cover the word that they believe matches the definition. (It's handy to have the definitions on 3-by-5-inch cards and to shuffle the cards between games.) The winner is the first person to cover a vertical, horizontal, or diagonal row.
- 3) Check the winner by rereading the definitions used. This step not only keeps everyone honest but serves as reinforcement and provides an opportunity for students to ask questions.⁵⁶

c. **Advantages and Disadvantages of Bingo game**

According to Richardson Bingo game has a lot of advantages meanwhile the disadvantages.

1. Advantages of Bingo game

- d. Bingo game is a game that suitable for all ages.
- e. More motivation for using while learning how to play.
- f. Be able to help the students remember some vocabularies which are difficult to be memorized.
- c) Invites students to think quickly.

2. disadvantages of Bingo game

- a. Makes the class difficult to be controlled.

⁵⁶Richardson, and Morgan, *Op cit*, p. 332

b. Students will be asked to make games continuously more than the material.⁵⁷

B. Frame of Thinking

Vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication. Without mastering vocabulary well, learners cannot communicate well to the other people. In teaching and learning English, teaching vocabulary is important. The objective of teaching vocabulary is not only memorizing the list of words, but also the learners have to understand the meaning of that word, how to pronounce the word well, and how to use the word into the sentences.

There are many kinds of techniques in teaching and learning. Teachers should have ability to choose the appropriate and implement the technique in the teaching learning process to obtain the teaching and learning goal. The use of interesting techniques. In teaching vocabulary, the teacher should have a game which not only made the students fun, but also educated. In this case, the teacher can teach the students by using crossword puzzle as the technique. By using this game, the researcher hopes that students can learn more and be more active in the class.

A crossword is a word puzzle that normally takes the form of a square or a rectangular grid of white and shaded squares. The goal is to fill the white squares with letters, forming word or phrases, by solving clues which lead to the answer. In language that are written left-to-right, the answer words and phrases are placed

⁵⁷Richardson, and Morgan, *Op cit.*

in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.

Based on the theories used in this chapter the researcher assumes that crossword puzzle game can help the students enjoy in learning English especially vocabulary. Because applying technique in teaching can give the students with fun and and exciting. This technique help the students to think on the object, a word, an activity or other things. The students also can think freely by using their sentencec based on their experiences and btheir vocabulary knowledge.

C. The Hypothesis

The reseacher formulated the hypothesis of this research as follows:

H_o = There is no influence of Using Crossword Puzzle towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 26 Bandar Lampung in the academic year of 2017/2018

H_a = There is significant influence of Using Crossword Puzzle towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 26 Bandar Lampung in the academic year of 2017/2018

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research. According to Creswell experimental design is the traditional approach to conducting quantitative research.⁵⁸ According to Sugiyono, experimental research is a research method used to looking for the influence of a certain treatment towards others in a controlled condition and this research there is treatment.⁵⁹ He also states “There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental, and Quasi experimental.”⁶⁰ Particularly, in conducting this research the researcher used Quasi experimental are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.⁶¹ It means that the researcher chooses quasi experimental design because the researcher randoms the class.

Based on explanation the researcher used two classes, the first class is an experimental class which is taught by using Crossword puzzle and the other class as control class which is taught bingo game of the seventh grade of SMPN 24 Bandar Lampung.

This research was conducted to found out the result of the application of using Crossword puzzle towards student' vocabulary mastery

⁵⁸ John W, Creswell, *Educational Research : Planning, conduting and evaluating quantitative and qualitative research* 4th ed, (Boston: Pearson Education, 2012), p. 294.

⁵⁹ Sugiyono, *metode Penelitian Pendidikan* (pendekatan kuantitatif, dan R & D), (Bandung: Alfabetha, 2013), p.107.

⁶⁰ Sugiyono, *Ibid.* p.73.

⁶¹ Donald Ary, et,al, *Introduction to research in Education*, 8th Ed. (Canada: Cengage Learning, 2010), p.316

Where:

$$G1 = T1 \text{ X } T2$$

$G1 = T1 \text{ X } T2$
$G2 = T2 \text{ O } T2$

G1 : Experimental Class

G2 : Control Class

T1 : Pre- Test

T2 : Post- Test

X : Treatments by crossword puzzle

O : Treatments by bingo game

B. Variable of the Research

There are two variable that has been investigated in this research, they are:

1. Independent Variable

The independent variable in this research is crossword puzzle game that is symbolized by (X)

2. Dependent Variable

The dependent variable in this research is student's vocabulary mastery that is symbolized by (Y)

C. Operational Definition of Variable

The operational definitions of variable are as follows:

1. Crossword puzzle isa game to exercise the mind which is normally takenform of square or rectangular grid of white and shade square.

2. The students' vocabulary mastery is their ability to use or understand the properties of words in English including noun and verb in the topics of describing animal, place, and people.

D. The Population, Sample, and Sampling Technique

1. Population of Research

Population is all subject of the research.⁶² The population of this research is the students at the seventh grade of SMPN 24 Bandar Lampung in 2017/2018, which consist of six classes.

Table 2.1
The Total Students of the Seventh Grade at SMPN 24
Bandar Lampung in 2017/2018

No	Grade	Gender		Total
		Male	Female	
1	VII A	15	15	30
2	VII B	15	14	29
3	VII C	16	14	30
4	VII D	18	12	30
5	VII E	12	14	26
6	VII F	10	16	26
Total		86	85	171

Source: Documentation at the seventh grade students of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018

2. Sample of Research

In this research, the researcher conducted the research at the seventh grade that was divided into two classes. The sample was the group on which information

⁶² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Rineka Cipta, Jakarta, 2006) p. 130

was obtained.⁶³The researcher took two classes, one as control class and the other as experimental class.

3. Sampling Technique

It was quasi-experiment builds in both pre-test, post-test and experimental and control groups. Further to this, a process randomization will be applied to the selection of the control and experimental groups to ensure that members of the two groups are alike in their skills and capacities before the intervention takes place.⁶⁴ It means that the researcher can choose the experimental class and control class randomly. This research used cluster random sampling technique. Cluster random sampling is the selection of groups, or cluster of subject a number of intact classes. The researcher used this sampling because the population is in the groups. The researcher took the sample from the group (class) where one class as control class and one class as experimental class. The researcher used a lottery to choose the experimental and control classes, the steps are:

1. The first, cut a paper into pieces.
2. Next, wrote the name of class in the small piece of papers.
3. Then rolled the papers and put it into the glass.
4. After that, shook the glass and took the pieces of paper one by one.
5. Finally, the first paper was the experimental class and the second paper was the control class.

E. Data Collecting Technique

⁶³ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (4th Edition), (New York: McGraw-Hill, 2009), p.90

⁶⁴ David Scott and Marlene Morrison, *Key Ideas in Educational Research*, (New York: Continuum, 2005), p,104

Arikunto said that test is a number of statement or question used to measure skill, knowledge, intelligence or talent belonged to individual and group.⁶⁵ Based on the definition above, in collecting data, the researcher used the following techniques:

1. **Trying out the instrument.** The researcher gave try out the instrument to one of seventh grade class in SMP N 24 Bandar Lampung. Try out to the students in order to find out whether test items good or not in validity and reliability.
2. **Conducting Pre-test.** It is to know the students' vocabulary mastery before treatments. The researcher used the type of the test, that was multiple choice questions.
3. **Conducting the treatments.** The treatment was done in 3 meetings in the experimental class taught by crossword puzzle and in control class taught by bingo game.
4. **Conducting post-test.** It is used to know the students' vocabulary mastery after they are taught by using crossword puzzle and to know whether there is significant influence of using crossword puzzle to improve students' vocabulary mastery or not.

F. Instrument of the Research

The research instrument is a tool to get data that used by the researcher. In this research the researcher used a test to get the data about vocabulary mastery with the noun, and verb

Table 2.2

⁶⁵ Suharsimi Arikunto, Op. Cit, p. 223

Table of Specification of Pre-test Before Validity Test

No	Aspect	Subject		Item Number	
				Even	Odd
1	Word Meaning	Noun	Countable	25, 27, 29	22, 24
			Uncountable	35, 37	36, 38, 40
		Verb		21, 23, 31, 33, 39,	26, 28, 30, 32, 34
2	Word Use	Noun	Countable	1, 3, 7	2, 6
			Uncountable	9, 13	16, 18, 20
		Verb		5,11, 15, 17,19	4, 8, 10,12,14
Total				20	20
				40	

Based on table 2.2, it can be concluded that there are 40 questions for try out test in the instrument. There was 20 odd questions and 20 even questions.

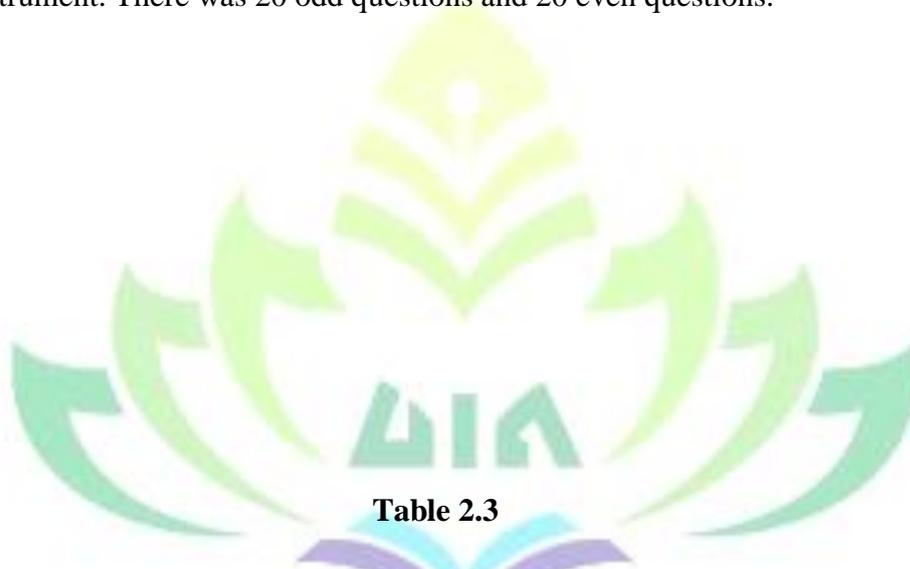


Table 2.3

Table of Specification of Post-test Before Validity Test

No	Aspect	Subject		Item Number	
				Even	Odd
1	Word Meaning	Noun	Countable	27, 29, 31	22, 24
			Uncountable	33, 39	28, 30, 36
		Verb		21, 23, 25, 35, 37	26, 32, 34, 38,40
2	Word Use	Noun	Countable	1, 3, 5	2, 8
			Uncountable	7, 15	10, 12, 20
		Verb		9,11, 13, 17, 19	4, 6, 14,16,18
Total				20	20
				40	

Based on table 2.3, it can be concluded that there are 40 questions for try out test in the instrument. There was 20 odd questions and 20 even questions.

Table 2.4
Table of Specification of Pre-test After Validity Test

No	Aspect	Subject		Item Number	
				Even	Odd
1	Word Meaning	Noun	Countable	13, 15, 17	10, 12
			Uncountable	21, 23, 25	20, 22
		Verb	9, 11, 19	14, 16, 18, 24	
2	Word Use	Noun	Countable		
			Uncountable	5, 7	
		Verb	1, 3	2, 4, 6, 8	
Total				13	12
				25	

After try out was done, the researcher used *anatestto* to measure quality of an instrument. Try out was held on March 20th, 2018, with VII D as the try out class for pretest and posttest instrument. In this step there were 25 items number of pretest instrument which valid. It can be concluded that the total items in pretest try out were 25 items (see appendix 5)

Table 2.5
Table of Specification of Post-test After Validity Test

No	Aspect	Subject		Item Number	
				Even	Odd
1	Word Meaning	Noun	Countable	15	18
			Uncountable	23	20
		Verb	17, 19, 21	16, 22, 24	
2	Word Use	Noun	Countable	1, 3	6
			Uncountable	5, 9, 11	8, 14
		Verb	7, 13	2, 4, 10, 12	
Total				12	12
				24	

While, the total items in posttest try out were 24 items number of posttest instrument which valid (see appendix 6)

G. Scoring Procedure

The researcher used formula to get the score of students' work. The idea high score is 100. The score of pre-test and post-test calculated by using formula:

$$S = \frac{r}{n} 100$$

Notes:

S = The score of the test

r = The total of the right answer

n = The total items.

H. Research Procedure

There was some steps that will be planned by the researcher to apply the research procedure. The procedure of the research are:

1. Administering try out to the test

Try out is kind of test that gives to the students before pre-test. A total number of the test is 40 items with 4 options. Then the researcher evaluated the test items to get good items that will be tested in pre-test and post-test.

2. Conducting Treatment

In conducting the treatments, the researcher as the teacher gave the material about describing by using crossword puzzle game at the same time. In the crossword

puzzled game activity, the students guessed the clues and filled the grid that were arranged based on the letters of each clue answers.

3. Administering Pre-test and Post-test

The pre-test administered to measure the students' prior knowledge. After gave the pre-test, several treatments of crossword puzzle gave to the sample. In the end, the post test held to investigate whether there is a significant difference between students' vocabulary mastery before and after treatments. The form of the pre-test and post-test is the multiple choice vocabulary tests.

I. Validity and Reliability of Test

1. Validity of Test

a. Content Validity

Content validity concerns whether the test is good reflection of the materials that need to be test. Content validity refers to instruments that are parallel with the matter that measure. In this research the test intend to measure students' vocabulary mastery of the seventh grade students of junior high school, the test is given to the students is the test that can measure students' mastery about vocabulary which is based on what they have learn before based on the curriculum.

To get the content validity of the vocabulary test, the researcher tries to arrange the material based on the objective of teaching in the school based

on the curriculum for the seventh grade of SMPN 24 Bandar Lampung. Add then the researcher consults the instrument to the English teacher of SMPN 24 Bandar Lampung, to make sure that the instrument is valid.

b. Construct Validity

Construct validity is connected with whether the test is actually in line with the theory of what it means to know the language. It means that the items should really test the students whether they are measure vocabulary.

c. Item Validity

The reseacher will gave some questions to know valid or not the questions that will gave the students. The item validity will use to measure the validity of the test items. In this case, the reseacher will use ANATES to calculate the data obtain from the try-out to find the item validity of each item.

2. Reliability of Test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.⁶⁶ A good test must have high validity. This can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

⁶⁶ Donal Ary, *Op.Cit.*, p.236

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to anoher and from one set of items to another.⁶⁷ Reliability refers to the consistency of the test. The researcher will use *Anates* to reliability of test. *Anates* can help analysis of item quickly, eassy and accurately. *Anates* is necessary in the research to assess the good instrument or not. The criteria of reliability test are:⁶⁸

J. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that must be done before the researcher analyzes the data by using independent sample t-test.

1. Fulfillment of the Assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They are the normality test and the homogeneity test.

a. Normality Test

The normality test used to measure whether the data in the experimental class and control class are normally distributed or not. In this reserach, the researcher used

⁶⁷ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: Mc Graw-Hill, 2009), p. 154

⁶⁸ Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 310

statistical computation by using SPSS (*Statistical Package for Social Science*)16 for normality.

The hypotheses for the normality test are formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 accepted if $\text{Sig.} > a$

H_a accepted if $\text{Sig.} < a$

b. Homogeneity Test

Homogeneity test is use to determine whether the data obtained from the sample homogeneous or not. In this research, the reseacher will use statistical computation by using SPSS for homogeneity of test. The test of homogeneity employing Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 : The variances of the data are homogeneous

H_a : The variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 accepted if $\text{Sig.} > a = 0.05$

H_a accepted if $\text{Sig.} < a = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher will use independent sample t-test. In this case, the researcher will use statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this research is to practicality and efficiency in the study.

The hypotheses are:

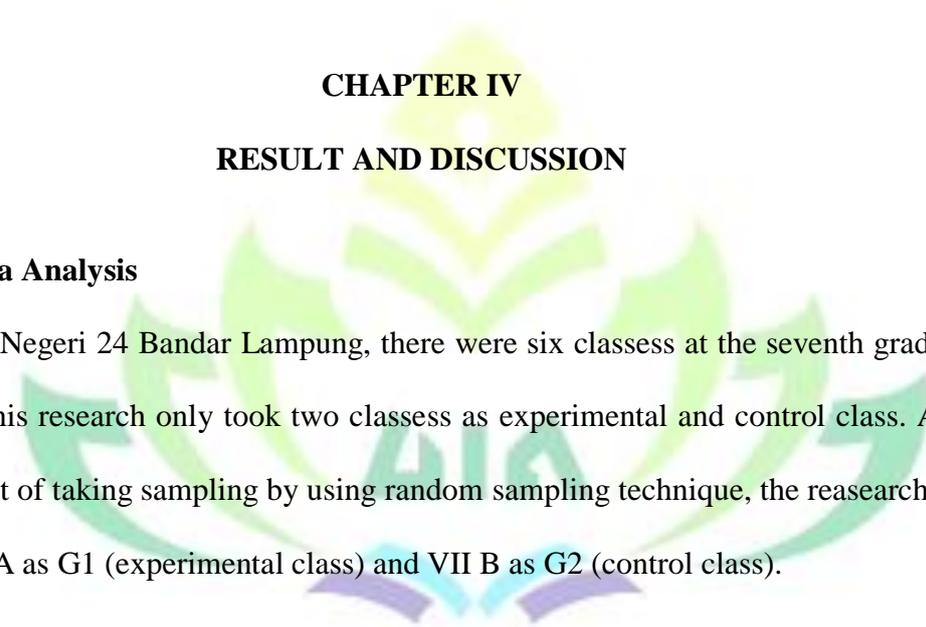
H_o = There is no any significant influence of using Crossword puzzle towards students' vocabulary mastery at seventh grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018

H_a = There is significant influence of using crossword puzzle towards students' vocabulary mastery at seventh grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018

While the criteria of the hypothetical test are:

H_o is accepted, if the score of $t_{observed} > t_{critical}$.

H_a is accepted, if the score of $t_{observed} < t_{critical}$.



CHAPTER IV
RESULT AND DISCUSSION

A. Data Analysis

In SMP Negeri 24 Bandar Lampung, there were six classes at the seventh grade. But in this research only took two classes as experimental and control class. As the result of taking sampling by using random sampling technique, the reasearcher got VII A as G1 (experimental class) and VII B as G2 (control class).

After doing the research, the researcher got the result of the research such as pre-test and post-test. After the researcher gave the pre-test and post-test both experimental and control class, the researcher got the score that would be compared to know whether there was any significant influence for the students' vocabulary mastery after they were given the treatment by using crossword puzzle.

1. Result of the Pre-test

The pre-test was administered on March, 19th Monday, 2018 in class VII A as the experimental class and VII B as the control class. After conducting the pre-test both classes, the researcher collected and analyzed the data to know the students' vocabulary mastery.

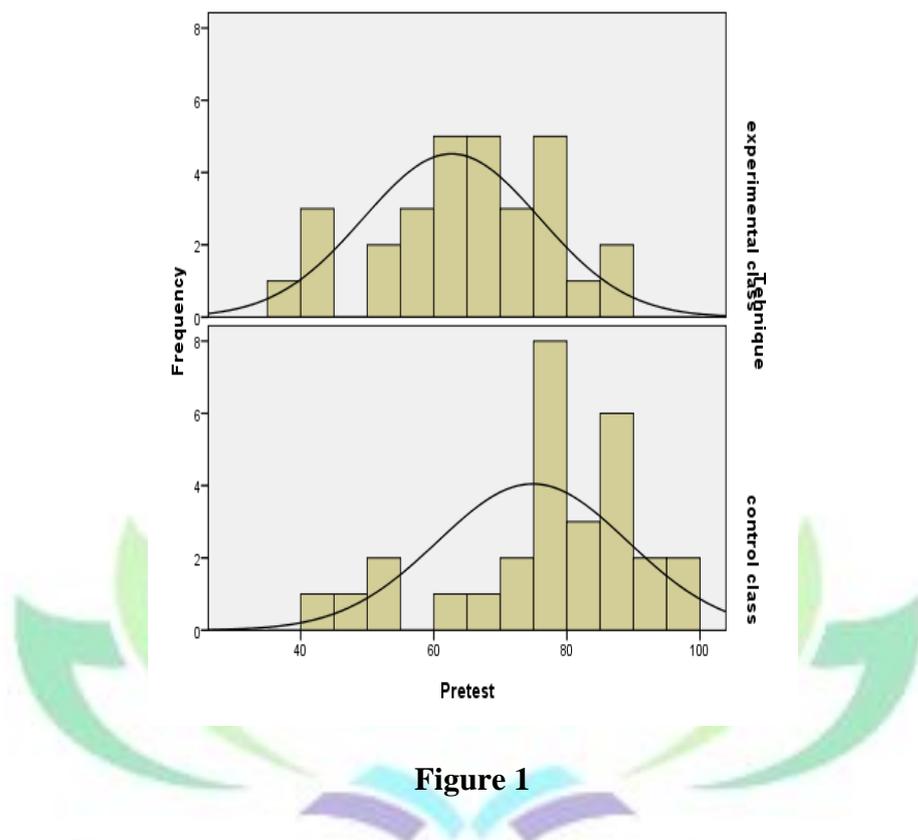


Figure 1

The result of pretest in experimental class and control class

Based on score that was gotten from pre-test, the researcher analyzed the data. The analysis showed that the mean of students' score in the experimental class was 62.67. The highest score was 85 and the lowest score was 35. The median score was 65 and and variance was 175.402. In control class the mean was 74.86. The highest score was 96 and the lowest score was 40. The median score was 75 and variance was 204.123. (See Appendices 11)

2. Result of Post-test

After experimental and control class got the treatment in three meetings, the researcher gave post-test to the students. The researcher conducted the post-test in order to see whether the students' score increased or not. The post-test was administered on April, 2nd Sunday, 2018 both experimental and control class.

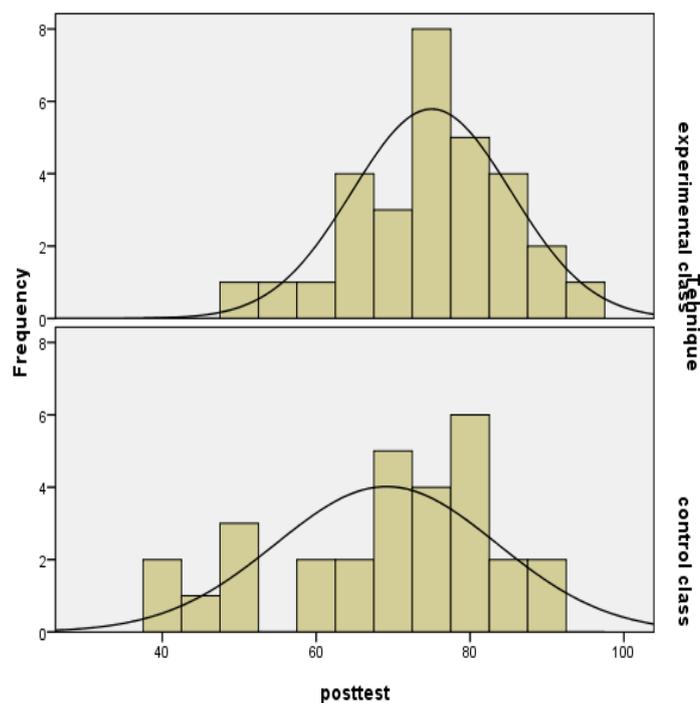


Figure 2
The result of posttest in experimental class

Based on score that was gotten from post-test, the researcher analyzed the data. The analysis showed that the mean of the students' score in the experimental class was 76.17. The highest score was 95 and the lowest score was 50. The median score was 75 and variance was 108.075. In control class the mean was 66.21. The highest score was 90 and the lowest score was 40. The median score was 70 and variance was 224.384. It can be concluded that the score in

experimental class was increased and score in control class was not increased.

(See Appendices 12)

3. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) to calculate normality test.

The Hypothesis for the normally test were formulated as follows:

H_o = the data are normally distributed

H_a = the data are not normally distributed

The criteria for normally test as follows:

H_o accepted if $\text{Sig.} > \alpha$

H_a accepted if $\text{Sig.} < \alpha$

Table 3.1
Normality of the Control class and Experimental class

Technique	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Gain Crossword Puzzle	.139	30	.147	.953	30	.202
Binggo game	.185	29	.013	.950	29	.187

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the Table 3.1, it could be seen that the P_{value} (*Sig.*) for experimental class was 0.147 for Kolmogorov-Smirnov^a and 0.202 for Shapiro-Wilk. While *Sig.* for control class was 0.013 for Kolmogorov-Smirnov^a and 0.187 for Shapiro-Wilk. Because *Sig.* (P_{value}) of experimental class $> \alpha = 0.05$ it means for control class $> \alpha = 0.05$ it means H_a is rejected. So, it can be concluded that the data in experimental and control class have normal distribution. It was calculated based on the gain of the experimental and control class.

4. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this case the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) to calculate homogeneity test by employing Levene test.

The hypothesis for the homogeneity test were formulated as follows:

H_o = the variances of the data were homogeneous.

H_a = the variances of the data were not homogeneous.

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_o accepted if $\text{Sig.} > \alpha = 0.05$

H_a accepted if $\text{Sig.} < \alpha = 0.05$

Table 3.2
Homogeneity of Experimental Class and Control Class

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	1.002	1	57	.321
	Based on Median	.726	1	57	.398
	Based on Median and with adjusted df	.726	1	44.735	.399
	Based on trimmed mean	1.011	1	57	.319

Based on the Table 3.2, it can be seen that *Sig.* (P_{value}) based on mean was 0.321, and $\alpha = 0.05$. It means that $Sig. (P_{\text{value}}) > \alpha$ and H_0 is accepted. So, it can be concluded that the data have same variance or homogenous.

5. Result of Hypothetical Test

After the researcher calculated the normality and homogeneity test, thus the researcher would calculated the hypothetical test by using independent sample t-test by using computation of SPSS (*Statistical Package for Social Science*).

The hypotheses were:

H_0 : There is no any significant influence of using Crossword puzzle towards students' vocabulary mastery at seventh grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

H_a : There is significant influence of using crossword puzzle towards students' vocabulary mastery at seventh grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

The criteria of the hypothetical test as follows:

H_0 was accepted, if the score of $t_{\text{observed}} > t_{\text{critical}}$.

H_a was accepted, if the score of $t_{observed} < t_{critical}$.

In this case, the researcher used the level of significant $\alpha = 0.05$

Table 3.3
Result of Hypothetical Test
Independent Samples Test

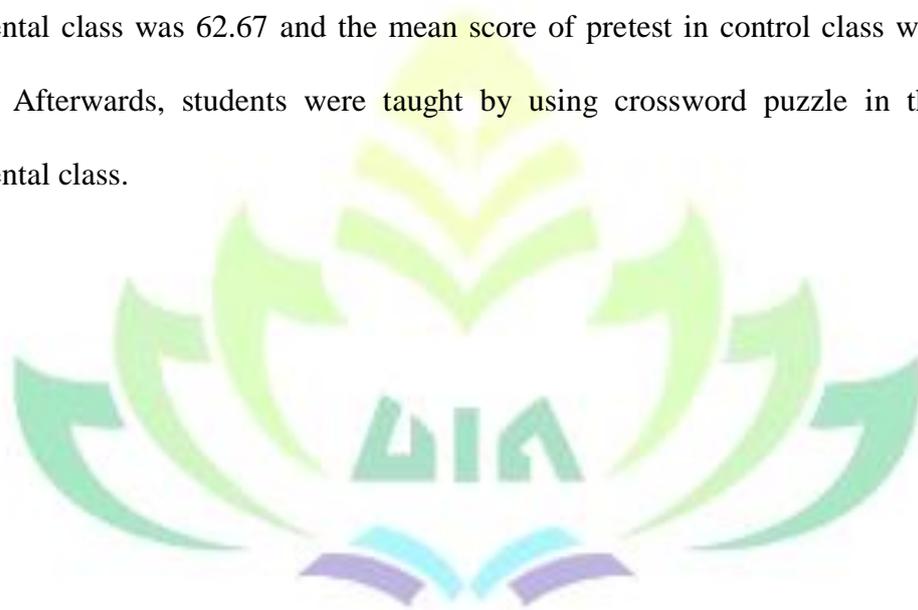
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.002	.321	4.096	57	.000	19.586	4.782	10.010	29.163
Equal variances not assumed			4.071	49.673	.000	19.586	4.811	9.921	29.252

Based on the results obtained in the independent sample t-test in Table 3.3, that the value of significant generated $Sig.(P_{value}) = 0.000 < \alpha = 0.05$. So, H_0 was rejected and H_a was accepted. Based on the computation, it could be concluded that there was a significant influence of using Crossword puzzle towards students' vocabulary mastery at seventh grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

B. Discussion of Finding

The researcher found the problem that the students were difficult to understand English due to they have lack of vocabulary. It was the reason from the researcher to conduct the research. At the beginning of the research, the pre-test was administered to know students' achievement in vocabulary mastery before they were given treatments by the researcher.

The researcher did pre-test for one class out of experiment and control classes. On the other hand, the result showed that the mean score of pretest between experimental and control class was slightly different. The mean score of pretest in experimental class was 62.67 and the mean score of pretest in control class was 74.86. Afterwards, students were taught by using crossword puzzle in the experimental class.



Before doing the crossword puzzle the researcher explained what is the crossword puzzle and how to do the procedure of crossword puzzle. In the beginning of the treatment the researcher ask the students about vocabulary and explained it to the students.

The researcher did the treatment for three times in class VII A as the experimental class. The first meeting was conducted the pre-test on Tuesday, March 20th, 2018. The researcher gave the pre-test in experimental class and control class. Experimental class consists of 30 students and control class consists of 29 students. The second meeting was conducted on Wednesday, March 22nd, 2018. In this meeting the researcher began to give a treatment. The treatment was conducted in three meetings. On Wednesday, March 29th, 2018 the treatment was done. For the last meeting, the students in experimental class and control class were given the post-test on Tuesday, April 3rd, 2018. In this meeting all the students both experimental and control class allowed to follow the post-test.

As the first step, the researcher was administered the pre-test in order to find out students' vocabulary mastery. The mean score of pre-test in experimental class was 62.67 and mean of control class was 74.86. After that students in experimental class were taught by using crossword puzzle as long as three meetings.

As the next step, the researcher as the teacher gave treatment both experimental class and control class. The first meeting the researcher gave the material about describing an animal by using crossword puzzle in class VII A as the experimental class and bingo game in the VII B as the control class. The second

meeting the topic was about describing people and for the last topic was about describing a place.

As the last step, the researcher gave a post test in order to investigate the effect of the treatment toward students' vocabulary mastery. The mean score of post-test in experimental class was 76.17 and mean of post-test in control class was 66.21. After the researcher calculated the data by using computation of *SPSS* the independent sample t-test, $Sig.(P_{value})$ was 0.000 and $\alpha = 0.05$ it means that $Sig.(P_{value}) < \alpha = 0.05$ and H_a is accepted. The result showed that there was a significant influence of using crossword puzzle towards students' vocabulary mastery at seventh grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

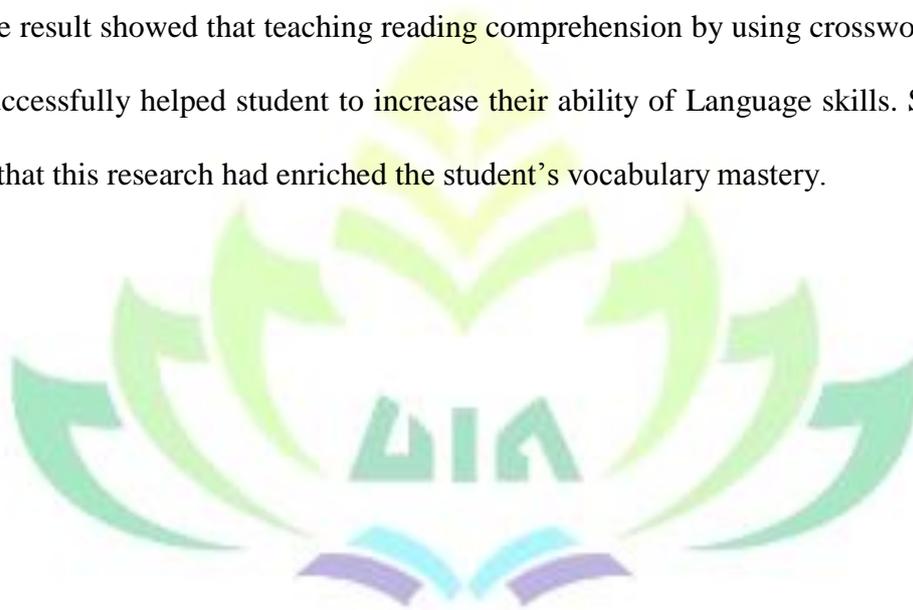
Crossword puzzle is more helpful game in teaching and learning process especially in teaching vocabulary. It is because the students will be motivated to join and participate in the activity. As stated by Karim and Hasbullah who said that crossword puzzle is one of interesting techniques in teaching language.⁶⁹

By using crossword puzzle the students also will be active in the activity of teaching and learning process because the students will play and study in one time. As stated by Tarigan who said that in the crossword puzzle the students will

⁶⁹ Karim, M and Hasbullah, F, A, 1986. *Language Teaching Media*. Jakarta, Universitas Taerbuka. P: 36

play on words by filling an empty boxes as an answer to the question. Also the students more focused because they will use their logic to fill the empty boxes.⁷⁰

The researcher concluded that crossword puzzle make the students play more active and also it can give them a chances to improve their vocabulary mastery. The result of this research was done by the researcher showed that there was a significant influence of using crossword puzzle in towards students' vocabulary mastery. The result of this research also supported by the result of Munjayanah's research who conducted at the seventh grade students of SMPN 3 Tangerang in 2016. The result showed that teaching reading comprehension by using crossword puzzle successfully helped student to increase their ability of Language skills. So it means that this research had enriched the student's vocabulary mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

⁷⁰ Tarigan, H.G. 2011. *Pengajaran Kosakata*. Bandung: Angkasa p: 299

A. Conclusion

After conducting the research and analyzing the data, the researcher drew a conclusion as follows:

There is a significant influence of using crossword puzzle towards students' vocabulary mastery. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher's assumption is true that is to say, crossword puzzle can give a significant influence to improve students' vocabulary mastery.

It can be seen from the scores achieved by those students in which they got higher scores after the researcher gave the treatment by crossword puzzle as a technique in teaching vocabulary. It could be showed by a mean score of pretest in experimental class was 62.67 and post-test in experimental class was 76.17 and the mean score of pretest in control class was 74.86 and the mean score of posttest in control class was 66.21. It showed that the students' pretest and posttest score in experimental class were higher than students' posttest score in control class.

So, it can be concluded that there was an influence of using crossword puzzle towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 24 Bandar Lampung in the academic year of 2017/2018. It was supported by the activities that students have done in process of conducting the research in three meetings of each class. In experimental class, the students more active than in control class. It because they feel excited to learn. They felt curious

about learning vocabulary using crossword puzzle. The class became more fun and the students did not feel bored anymore.

B. Suggestion

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. For the Teacher

The researcher found out that crossword puzzle could increase students' vocabulary mastery. It can be done by providing stimulators such as the list of questions. It will help the teacher make the students understand faster. It means that using crossword puzzle is suitable for teaching process that can be applied in the seventh grade of SMPN 24 Bandar Lampung to increase their vocabulary. The teacher should give more guidance and supports to the students to be more active, and let the students do several practices. So that, they could increase their vocabulary.

2. For the Students

Based on the result that was conducted, the researcher suggested; the student should learn harder and seriously to develop their vocabulary. The student had to pay attention and memorize the words in the learning process because English lesson needs many vocabularies. The students should practice their English regularly to improve their vocabulary mastery even with their friends or teacher.

3. For the Next Researcher

The researcher applied that crossword puzzle was the best game to increase students' vocabulary mastery. Another researcher can find out the appropriate technique to increase students' vocabulary mastery. The next researcher can use crossword puzzle with another theme because this technique also appropriates with other themes. In this research, the researcher did the research at junior high school. The next researcher can do it with different level.



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Documentation



The teacher gave the Pre-test





The students while doing Pre-test



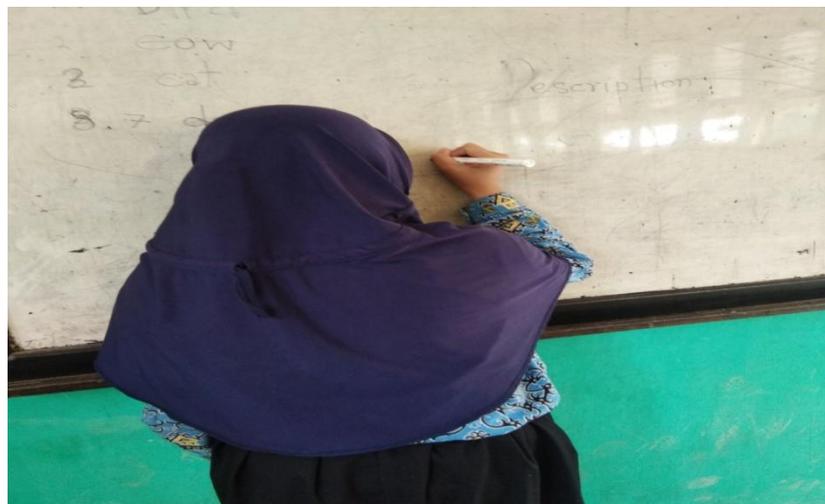
The researcher while explain the lesson in the learning process



The researcher while introducing crossword puzzle game to every group and introducing to do it



While the students are playing, the researcher will be monitor them



The researcher asks one students to write the answer on the board



While the others from the same group are spelling the letter