THE APPLICATION OF CROSSWORD PUZZLE MEDIA BY USING ALPHABET CARD FOR IMPROVING STUDENTS' VOCABULARY MASTERY

(A Classroom Action Research at Rumah Tahfidz Nurul Mubin Langsa)

SKRIPSI

By

Juwita Nurul Alda
1042016017

Degree (S1)
Study Program : English Department
Tarbiyah and Teacher
Training Faculty

THE MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA
2020 M / 1441 H

STATEMENT OF APPROVAL

THE APPLICATION OF CROSSWORD PUZZLE MEDIA BY USING ALPHABET CARD FOR IMPROVING STUDENTS' VOCABULARY MASTERY
(A Classroom Action Research at Rumah Tahfidz Nurul Mubin Langsa)

Submitted to the Tarbiyah and Teachers Training
State Institute for Islamic Studies Langsa as Fulfillment of the
Requirements For The degree of *Sarjana Pendidikan (S.Pd)* of
English Education

By

Juwita Nurul Alda
1042016017
English Education Department

Approved by :

Acc to sidang
8/11/2020 Supervisor I

Supervisor II

Shafrida Wati, MA

Dessy Kurniasy, M. Hum

STATEMENT OF CERTIFICATION

THE APPLICATION OF CROSSWORD PUZZLE MEDIA BY USING ALPHABET CARD FOR IMPROVING STUDENTS' VOCABULARY MASTERY
(A Classroom Action Research at Rumah Tahfidz Nurul Mubin Langsa)
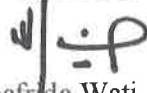
By

Juwita Nurul Alda
1042016017

Has been defended in *Sidang Munaqasyah* by the board of Thesis Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teacher Training Faculty on:
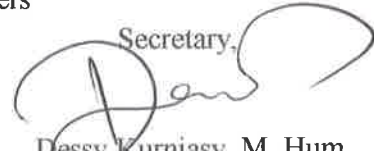
Wednesday, August 26th 2020 M
7 *Muharam* 1442 H

Council of Thesis Examiners

Chairman,	Secretary,
Shafrida Wati, MA	Dessy Kurniasy, M. Hum
NIDN. 2004098402	NIDN. 0112128204
Examiner I,	Examiner II,
Dr. Zulfitri, MA	Wahidah, M.Ed
NIP. 19720712 199905 1 001	NIP. 19830126 201503 2 003

Certified by :
The Dean of Tarbiyah and Teachers Training Faculty
Institute for Islamic Studies (IAIN) Langsa

Iqbal, S.Ag, M.Pd
30606 199905 1 003

PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini :

Nama : Juwita Nurul Alda

NIM : 1042016017

Fakultas / Prodi : FTIK / Pendidikan Bahasa Inggris (PBI)

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **"The Application Of Crossword Puzzle Media By Using Alphabet Card For Improving Students' Vocabulary Mastery (A Classroom Action Research at Rumah Tahfidz Nurul Mubin Langsa)"** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, July 9th 2020

Yang membuat pernyataan

Juwita Nurul Alda
Nim. 1042016017

ACKNOWLEDGEMENTS

بِسْـــــــــــــــــــــمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

TABLE OF CONTENTS

Certified by:
The dean of Tarbiyah and Teachers Training Faculty
State Institute for Islamic Studies Langsa

Dr. IQBAL, S.Ag, M.Pd

ABSTRACT

Nurul Alda, Juwita. 2020. The Application of Crossword Puzzle Media by Using Alphabet Card for Improving Students' Vocabulary Mastery (A Classroom Action Research at Rumah Tahfidz Nurul Mubin Langsa). *Skripsi* English Department, Tarbiyah and Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

Supervisor (1). Shafrida Wati, MA, **(2).** Dessy Kurniasy, M. Hum

The objective of this study was to improve students' vocabulary mastery through crossword puzzle by using alphabet card at Rumah Tahfidz Nurul Mubin. This study was a Classroom Action Research (CAR). It consisted of two cycles with three meetings in each one. The subjects of the study were students at Rumah Tahfidz Nurul Mubin consist of 17 students (11 females and 6 males). The data collecting technique used observation, interview, and test. Observation was conducted during the teaching and learning process and interview the teacher and the students conducted after the test. The steps of the study used Kemmis and Mctaggart of with CAR design consisted of planning, implementation, observations, and reflections. The finding of this study revealed that the use of crossword puzzle as media by using alphabet card improve students' vocabulary mastery at Rumah Tahfidz Nurul Mubin Langsa. Minimum Mastery Criterion (KKM) that has been determined is 75. The results of the research showed that there is improvement of the students' vocabulary, as can be seen at cycle I, students' mean score was still 62,64. Then, in cycle II improve to 86,11. There was an improvement in the percentage of learning who reach the standard score (≥75) which was about 35,29% at the first cycle. The number then rose significantly up to 100% in cycle 2. Implementing alphabet cards the students became more confident to arrange the word, spell the word and easier to memorize new words. It also engaged the students to participate more in the learning activities and they also get more chance to practice. It can be concluded that, the implementation of crossword puzzles develops the students' vocabulary mastery.

Keywords : *Vocabulary, Crossword Puzzle, Alphabet Card.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a set rules used by human as tool of their communication.[1] By using a language, people are able to communicate each other. There are a lot of languages used by human being, so people need the same language for communication accross all over the world. English has been used by almost all countries in the world either as a native language or a foreign language. In Indonesia, English is one of foreign languages which is taught in elementary school, junior high school, and senior high school. For many years ago the material of English was emphasized in the structure of language, the students were expected be able to recall the pattern of tenses. Many students, find it difficult so that they are lazy to learn English. Beside that, the students are also unable to speak English because they have lack of vocabulary.

English is a means to communicate both spoken and written. In order to be able to communicate the mastery of vocabulary is needed. It is impossible to master the foreign language without mastering vocabulary. Therefore, vocabulary is an essential part of language learning and it is also the basic step to learn English in written form as well as in spoken form. Vocabulary itself can be defined as a list of words for particular language or set of words that individual

---

[1] Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), 1.

speaker of language might use.[2] In learning English, there are three basic components that need to be taught, there are pronunciation, grammar, and vocabulary. All of them have important roles that need to be taught. Vocabulary has a big contribution to support the successful of students' learning English. It means that if students have lack vocabulary, they cannot express their ideas and it is impossible to communicate effectively.

Everyone cannot master a lot of vocabulary easily. Nevertheless, all students demanded to master as much as vocabulary. Some students can master it easily, but some cannot. In high school level, listening, speaking, reading, and writing are skills that should be mastered by students. Before mastering those skills, students need to master vocabulary. Without having enough lexical knowledge, they will not be able to listen, speak, read, or write in English well.

However, lack of vocabulary is a problem faced by most of students. This is due some of the teachers do not pay special attention on this matter. They prefer to teach students by asking them to write list of words and by looking up thick dictionary only and doing exercise in the work sheet without focusing on teaching vocabulary in English. Listing words from thick dictionary makes students feel bored and giving question in work sheet makes students confused because they have given questions in English without knowing how to answer them English. Those activities can also be recognized as factors that make problem in learning English. Thus, knowing more vocabularies is a qualification for being successful

---

[2] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education* (Cambridge: Cambridge University Press, 1995), 1.

in language learning since it can develop other four skills. Thus, teaching vocabulary should be applied in high school.

The indicators of the students' vocabulary mastery problems are the first, students get difficulty in grasping meanings, sometimes they forget the meaning of the word when they asked to mention. The second, they still get difficulties in using new words, they cannot implement the words in the right contexts. The third, they have difficulties in spelling the word correctly, they write a word as like its pronunciation and the last, they still get difficulties in pronouncing the words well, they pronounce it same with its writing.

Actually, vocabulary can be learnt through many interesting ways. One of the ways is by using a crossword puzzle. Crossword Puzzle is an interesting and enjoyable activity with a set of rules which is played individually or group. Crossword Puzzle can make the teaching learning process enjoyable and fun. If the students have been fun in learning, the materials can be easily understood. That was the reason for the researcher to choose crossword puzzle for teaching vocabulary. One of games chosen here was named as Crossword Puzzle game. Crossword Puzzle is a suitable game that can be used to teach vocabulary and help students to master vocabulary easily by giving opportunity for them to memorize vocabulary as much as possible. There will be many words given as cues that should be understood by them in order to be able to fill the squares with the suitable words too.[3] It exactly will grow and increase their curiosity and motivation to do the game and increase their vocabulary mastery. So the students

---

[3] Njoroge M.C, R.W Ndung'u, and Gathigia."*The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary Schools*". International Journal of Current Research. Vol.5 No.2. 2013, 313-321.

will not feel bored in learning vocabulary because they are not demanded to memorize the words monotonously, but they will memorize the words with the correct spelling, use the context and the pattern, as well as enjoy the game.

By doing this Crossword Puzzle, students can get new method in learning vocabulary. They can find many new vocabularies in a fun way, enhance their knowledge, and the students will learn English by sharing with their friends to finish the Crossword Puzzle.[4] The researcher will use the Crossword Puzzle to teach vocabulary for students at Rumah Tahfidz Nurul Mubin. Most of them are Junior high school and Senior high school students. Students at Rumah Tahfidz Nurul Mubin need vocabulary as their first step to enrich the knowledge about vocabulary. It is also help them learning English easily. Crossword Puzzle game could make the teaching learning process fun. From the explanation above, the researcher is interested in conducting a research on teaching vocabulary through crossword puzzle. Therefore, this research is entitled **"The Application of Crossword Puzzle Media By Using Alphabet Card For Improving Students' Vocabulary Mastery (a CAR at Rumah Tahfidz Nurul Mubin Langsa)".**

B. Research Question

Based on the background of study, the research question of this study: How Crossword Puzzle by using alphabet card improve students' vocabulary mastery at Rumah Tahfidz Nurul Mubin Langsa?

---

[4]Edward Sallis. *Total Quality Management in Education,* (Jogjakarta: IRCiSoD, 2006), 74.

C. Objectives of Study

To find out how Crossword Puzzle by using alphabet card improve students' vocabulary mastery at Rumah Tahfidz Nurul Mubin Langsa.

D. Significances of Study

Based on the above research objective, the results of this study are expected to be useful both theoretically and practically as described in the following sections:

a. Theoretically

1. To support theories related to the learning of vocabulary especially about Crossword Puzzle.

2. To be a reference for other researchers who conduct similar research.

3. To solve the students' vocabulary problems, and to the teachers that have the similar problem with this researcher.

b. Practically

1. To provide information to English teachers about Crossword Puzzle.

2. To improve the students' vocabulary in teaching learning process.

3. To encourage students' to develope their English by using Crossword Puzzle.

CHAPTER II

REVIEW OF LITERATURES

A. Theoretical Frameworks

a. Vocabulary

a.1 Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important part of language because it affects the four language skills, there are listening, speaking, reading, and writing. Related into the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign language. Generically, vocabulary is the knowledge of meanings of words.

According to Jackson, Vocabulary is the stock of words in a language, or that is known by individual, or that is associated with particular activity. By having or mastering a stock of words, someone can communicate with other people with easy and fluency and one can understand the information that one obtains from reading many English books.[5] Vocabulary is defined as a large numbers of words that students

---

[5] Howard Jackson, *Grammar and Vocabulary*, (London: Rouletdge, 2002), 202.

have to know; not only memorizing the form of the word but also understands the meaning.[6]

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.[7] Vocabulary is all the words that a person knows or uses.[8] According to Hornby, Vocabulary is a total number of words which make up a language with definition or translation. It shows that vocabulary is the important aspect for students who learn English, if they did not know the meaning of word they will get difficulties in understanding the language.[9]

Meanwhile, Schmitt and McCharty as cited in Setiawan state that vocabulary is "Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge".[10] Receptive knowledge is words that the learners recognize and understand when they present in a context. While productive knowledge relates to words which the learners understand, and able to pronounce correctly and use constructively in speaking and writing.

The definition of vocabulary is clear enough as almost cases of human life use set of words. The use of words itself classified

---

[6] Hani Sutrisna, *Vocabulary for Daily Conversation*, (Yogyakarta: Kawah Media, 2012), 2.

[7] Jim Scrivener, *Learning Teaching* (English: Heinemann Publishers Oxford, 1194), 74.

[8] Oxford Dictionary, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), 495.

[9] A. S. Hornsby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 2006), 985.

[10] Nobert Schmitt & Michael McCharty, *Vocabulary Description Acquisition and Pedagogy.* (UK: Cambridge University Press, 1997), 326.

according to the field, person, class, or profession. Researcher has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

a.2 Type of Vocabulary

Harmer distinguish two types of vocabulary, there are:[11]

a. Active Vocabulary

Active Vocabulary is the words that have been learned and used by the students in their daily life to interact with others. The learners use them in speaking and writing, which is also called productive vocabulary. To use the productive vocabulary, the students must know how to pronounce them well, able to use grammar of the target language, get familiar with and understand the meaning of the word. In fact, the active vocabulary is more difficult to practice because if the vocabulary is lacking, it will be wrong to say. This type of vocabulary is often used in speaking and writing.

b. Passive Vocabulary

Passive Vocabulary refers to all words that the students recognized and understood when they interacted with others. The learners use them in listening and reading. It is also called as receptive vocabulary. Passive vocabulary is all words being heard or read by the students, the vocabulary used encourage the students to

---

[11] J.Harmer, *The Practice of English Language Teaching*. (United Kingdom : Longman Publications, 2002), 159.

remember its meaning. Passive vocabulary is divided into three, there are:[12]

1. Little or empty words

Little or empty words belong to grammatical category and it has only grammatical meaning. Grammatical meaning cannot stand alone but is always associated with other words or even the 10 whole sentences. The example are a, an, these, but, although and the.

2. Content words

Content words are words that have the content or meaningful word. It can be expected to find its meaning in the dictionary. They are also called open-class words. Open classes accept the addition of new morphemes such as compounding, derivation, and inflection.

The example are:

- Nouns (Nicky, class, tree).

- Adjectives (red, old, small).

- Verbs (look, sit, sing).

- Adverbs (frequently, very, also).

3. Cluster of words

Cluster of word such as verb that convey special concept when used with given pronoun or preposition. The researcher called it idiom. Idiom is a short group of words which are often used together

---

[12] Nelson Brooks, *Language and Language Learning* (New York : Harcourt, Brace & Word Inc, 1964), 182.

and have particular meaning or an expression that has a representative, or sometimes exact meaning.

The example are:

- This is a piece of cake! = A task will be easy.

- It takes two to tango = Actions or communications need more than one person.

a.3 Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Vocabulary mastery is competence to know words and meaning. Nation proposes there are different kinds of knowledge that a person must master to know a word. They are the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behaviour of the word, the collocation of the word, the register of the word, the associations of the word, and the frequency of the word.

Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession.[13]Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills

---

[13] Napa, *Vocabulary development skills*.(Yogyakarta: Kanisius,1991), 88.

(listening, speaking, reading, and writing). Vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.[14]

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

Majority Indonesian students face many problem in learning a target language especially in vocabulary, because they cannot understand the connection between the vocabulary they have learned and the function of the word. Then, they can not apply the new vocabulary in practice. A term used to classify word based on their functional categories is called part of speech. The classification of the words of a language in this way is depend on its function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain places in sentences and serve special function. In English, the functional categories include pronouns and interjections.

---

[14] Martha, *"Definition of Vocabulary Mastery",*
(http://id.scribd.com/doc/18475644/vocabulary-mastery) , Accessed on December 28th 2016, 2010)

Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities. Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things. Adjective is a word used to qualify a noun or pronoun. Adverb is a word which modifies a verb, adjective or another adverb.

There are several strong reasons for which the vocabulary components a language course needs to be carefully planned. Firstly, because different vocabulary give a greatly different return for learning. It is important to make sure that learners have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course makes vocabulary learning more difficult. It is important to vocabulary. Grouping, the opposites, synonyms, and items in lexical courses. Interference that result in confusion is a simple matter to avoid problems in learning vocabulary. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

b. Crossword Puzzle

b.1 Definition of Crossword Puzzle

According to Oxford Learner's dictionary, Crossword is puzzle in which words have to be guessed from clues and written in spaces in a

grid.[15] Crossword Puzzle is printed game in which words are fitted into numbered square and a game which is consists of words in the grid that has to think carefully to guess from the clue and can be exercise the mind.[16]

A Crossword Puzzles means puzzles in which word have to be written and stated spaces on a chequered square (from number clues) vertically (=clues down) and horizontally (=clues across).[17] Neufeldt states Crossword Puzzles is an arrangement of numbered squares to be filled in with words, a letter to each square, so that a letter appearing in a word placed vertically: numbered synonym and definition are given as clues for the words. The words which are formed in the blank squares mostly contain of the synonym, definitions, and so on.[18]

Dhand states that, Crossword Puzzle as a puzzle with sets of squares to be filled in with words or numbers, one letter or number to each square.[19] The goal is that the using of crossword puzzle in teaching vocabulary to be filled with letters both horizontally and vertically (across and down) in relation to number clues (the definitions). It means that, in filling the Crossword Puzzle, the students have to pay attention to the number of clues horizontally and vertically.

---

[15] A. S. Hornsby, *Oxford Advanced…*, 683.

[16] Longman Handy, *Learners' Dictionary of American English* (USA: Pearson Education, 2000), 99.

[17] A. S. Hornsby, *Oxford Advanced…*, 985.

[18] V.Neufeld, *Webster's New World College Dictionary (3rd edition).* (USA: Simonand Schuster, inc, 1996), 32.

[19] H. Dhand, *Techniques of Teaching*. (New Delhi: APH Publishing, 2008), 55.

Shortly, a Crossword Puzzles is a kind of games used the teacher to teach vocabulary by filling in the blank from with letters forming words which is readable horizontally dan vertically from the numbered clues related to the questions provided. Usually, the materials used in a Crossword Puzzles consist of the definition of terms, antonym, and preposition, name of tools or things and so on.

b.2 Crossword Puzzles as a Game

In the definition above shows that crossword puzzle is a game. In our daily live, It can be an exercise our mind which is done in our free time as a filler. In teaching learning process, it can be a game which helps the students in improving vocabulary. Crossword Puzzles which are mainly focused on vocabulary and spelling practice. Crossword Puzzle can improve the students' vocabulary by filling the words in the clues and reading the clues of Crossword Puzzle. Sometimes the teacher gives the clues of Crossword Puzzle orally, so the students listen and write down the clues. It can train the students' spelling and listening.

a. Definition of Game

Game is an interesting and enjoyable activity that has a set of rules and played individually or in group. It is also a form of competitive play or sport. Nowadays, game is also used as one of teaching strategy in school. Game is technique, which helps and encourages many learners to sustain their interest and work. Games

also help the teacher to know which the language is useful and meaningful.[20]

Based on the explanation above it can be concluded that to teach English vocabulary in the beginning level it needs suitable technique. The teacher must choose the techniques, which make the students easy to understand the material and enjoy in their study. One of the techniques which can make the students easy to understand the material and enjoy their study is though game.

b. The Important Role of Game in Vocabulary Teaching

In teaching learning process, vocabulary has been considered as a boring subject for a long time. Traditional way of learning vocabulary by copying and remembering a lot of new words has shown to be a tiring activity. Therefore, finding another interesting way as using game is an excellent idea. Many experts of language teaching also agree that playing games is a good way to learn vocabulary.

Games can be admitted to give practice in all language skills and components of language and can also be used for different types of communication. To assess the effectiveness of learning vocabulary through games in class room, it is very important to find out whether learners benefit from such experience. Moreover, it is

---

[20] Andrew Wright. *Games for Language Learning, New Edition*. (Cambridge: Cambridge University Press, 1993), 107.

crucial to see whether games can be effective in helping learners feel more comfortable and interested in the subject of vocabulary.

Harmer explained that games give learners a feeling of competition to participate in the process of learning vocabulary and motivates them to repeat them with enthusiasm.[21] He also maintains that games which depend on an information gap encourage learners to negotiate with a partner to solve a puzzle, draw a picture, and find similarities and differenced between the pictures. Games are associated with a feeling of joy and happiness. For this reason, most learners will appreciate games and enjoy participating in them even if they are not actually familiar with the rules. Then, it is obvious that game has a role as an interesting strategy to help teachers in managing class to be more effective, pleasant, attractive, enjoyable, interesting, and not boring for students. It is because game has a lot of benefits, usages, or advantages in teaching learning vocabulary.

b.3 Kinds of Crossword Puzzle

In teaching vocabulary by using Crossword Puzzle, some kinds of Crossword Puzzles which can be implemented to the students, there are:

1. Oral Crossword

The oral crossword is the crossword which is the clue is given orally by the teacher, and the students just get the blank

---

[21] J. Harmer, *The Practice of English..*, 56.

crossword.Only give the students the puzzle with no clues what so ever. Give the clues orally. In a foreign language class, this can be an excellent listening activity. Tell students to fill in what they can and then repeat the clues once more at the end.

2. Picture Crossword

Picture crossword is the crossword which is the clue consist of picture. Only give the students the puzzle with no clues. For each clue, hold up a picture. This works especially well with a unit that involves a lot of new vocabulary. This game is about learning vocabulary by using a crossword and pictures as a media.using picture games in the classroom would make the students fun that they would learn better and faster.[22]

Two examples of games are using pictures and Crossword Puzzles. Pictures not only bring images of reality, but can also function as a fun element in the class. Sometimes it is surprising how the pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere.[23] The Picture can help the students to imagine "the thing" of the word. Besides, students tend to remember what they see than what they think. Meanwhile, a crossword is a word puzzle that normally takes the form of a square or a rectangular grid of white and black shaded

---

[22]M. Syaeful Rizki U et al, *"English Education Journal",* (http://journal.unnes.ac.id/sju/index.php/eej/article/download/2716/2504/, Accessed on 3rd of february 2013, 2013)

[23]Kateřina Joklová, *Using Pictures in Teaching Vocabulary* (Czechia: Masaryk University, 2009), 3.

squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers.[24] Crossword puzzles and alphabet cards make the students have a lot of chances to speakout, memorize the spelling and also read the words. Consequently, students get easier in recognizing and memorizing the English vocabulary given to them.

3. Object Crossword

The object crossword is the crossword in which the clue is written on the object. Only give students the blank puzzle with no clues. Place the items around the room, each labeled with their clue number. Have students rotated around the room to different stations and allow them to pick up the objects as they complete the puzzle. This tactile version of the puzzle is great for those students who are hands-on learners. This type of puzzle works well for units with a lot of vocabulary.

b.4 Characteristics of Crossword Puzzle

The characteristics that can be found in teaching using Crossword Puzzle, there are the Crossword Puzzle is a popular game using words that has been learnt by children, the clues of Crossword Puzzle can be a picture, definition or sentence based on the student level, crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid.

---

[24] (https://en.wikipedia.org/wiki/Crossword)

Meanwhile, Crossword Puzzle normally is written in capital letters in grid, though lower case is equally possible. Besides the clues of Crossword Puzzle should be familiar for students or has been learnt by them. From some definitions above, the researcher can conclude some definition of crossword puzzle:

1. Crossword Puzzle is a game that one have to think carefully the consisted words that are written in space in a grid.

2. Crossword Puzzle is a game to exercise mind which consisted of words that are written in space in a grid.

3. Crossword Puzzle is a game that one has to think carefully which is normally takes the form of a square or rectangular grid of white and shade square.

4. Crossword Puzzle is a game to exercise mind which is normally takes form of square or rectangular grid of white and shade square.

b.5 Crossword Puzzle Procedures

In teaching vocabulary by using Crossword Puzzle, teacher is expected to use some various rule of giving it to students. It needs to anticipate students' boredom of learning and make the learning process be more interesting. Lee shows some rules of playing crosswords, those are:

1. Everybody has the same crossword and solves it individually with the help of the clues.

2. Each small group has different crossword, and everyone in the group helps to solve it.

3. First of all, everybody works at the crossword individually, and then they work with a group. This makes it more likely that every member of a group will give something.

4. There is a crossword on the board, but no written clues. Give this orally and solve the crossword step by step in conversation with the class. Students come to the board and print the words in one by one, each then using differently coloured chalk. They can be written in on individual copies too.

5. Crossword relay, there are two crossword frames on the board (more than two if there are more than two teams) consisting entirely of blank squares. Somebody says "go" or "begin" and a student from each team hurries out, prints in one letter on the team crossword, and so on. All the members of each team do this, and try to build up words. Thus there must be enough square at least 16 if each team has 16 members. If there are more squares than members of the team, the first student to go out continuous writing in letters. Scoring is based on the number of letters in words which appear. There can also be a limit, to encourage speed.

It is even better to have one 'crossword' for each group. If there are five students in a group, there can still be, say 25 squares in the 'Crossword', and each player will go out and add letter five

times. The advantages of basing the game on group than relatively large teams is that easier for the members of a compact group than relatively large teams is that it is easier for the members of a compact group to consult one another quickly on what to write in the next.[25]

Crossword Puzzle consists of a crossword and clues. The clues are the guidance for solving Crosswords Puzzle. There are three kinds of clue. The first is Picture, The clue is consisting of picture which shows something, so the learner can guess the word. For example, what is this animal? (The answer is cat). The second is Definition, This clue is by giving the meaning of word in Crossword Puzzle. For example, be no longer valid (The answer is Expire). The third is Sentences completion, this clue is consisting of sentence in which the answer is by fill the missing word. For example, my father's brother is my.... (The answer is uncle)

b.6 Advantages and weakness of Crossword Puzzle

The advantages of Crossword Puzzle in learning vocabulary are:

1. Crosswords Puzzles have been used successfully in many different disciplines showing their versatility and flexibility.

---

[25] W.R. Lee, *Language Teaching Games and Context: 2nd Edition,* (Oxford: Oxford University Press, 1980), 64-65.

2. They are also a useful tool as most people are already familiar with them,   which reduce the need to explain directions and saving class time.

3. These puzzles are often perceived as an engaging activity, therefore making students more enjoyable and less threatening than using traditional teaching techniques.

4. Crossword Puzzles have been shown to be effective teaching tools to learn vocabulary with its terminologies, definitions, spellings, and pairing key concepts with related names, resulting in greater retention and memorization of facts.

5. Crossword Puzzles are helpful in identifying areas of understanding as well as of comprehension and areas of weakness.

6. These puzzles increase students' motivation and interest in the topic at hand.

7. When students identify answers correctly, they may have an increase in their confidence.

8. This contributes to a positive effect on grades, as self-efficacy has been shown to be connected to performance, and satisfaction has been shown to reinforce learning.

Another advantages reasons to use Crossword Puzzle are it is full of enjoyment, giving challenges and stimuli to students in learning a language, it forces the students to see appropriately the words as the

important aspect in developing vocabulary, it rains the students to make them gain many words based on its instructions given.

The weakness of Crossword Puzzle in learning vocabulary are:

1. Constructing cross word puzzle may students frustrating and time consuming because the students often have trouble matching up the squares.

2. The students were active and make noisy. So it was difficult for the teacher to control the students. By doing riddle game the teacher only had a little time to explain the material and gave some new vocabularies. So, there was no longer time for teacher to explain more and help students to memorize all the new words.

B. Previous Study

Such research has been conducted by Heru Susanto in 2016 entitled *The Effect of the Crosswords Puzzle on the Students' Vocabulary Mastery at the Second Grade of SMP Muhammadiyah Palangka Raya*. The purpose of this study was to measure the effect of the Crossword Puzzle on the Students' Vocabulary Mastery at the Second Grade of SMP Muhammadiyah Palangka Raya. The study included in quantitative research with Quasy Experimental Design.The researcher designed the lesson plan, conducted the treatment and counted the students' score by pretest and posttest. The population of study was the second grade at SMP Muhammadiyah Palangka Raya which consisted of ten classes. The researcher took the sample of two classes are VIII-2 as control group and VIII-1

as experimental group.The sample was determined using cluster sampling technique.

Another research was conducted by Rachmanita Oktaviani entitled *The Effectivenessof Crossword Puzzle towards Students'Vocabulary Mastery at the Seven Grade Students of SMP Islamiyah Sawangan in Academic Year 2017/2018.* The purpose of this study was to obtain the empirical evidence about the effectiveness of Crossword Puzzle toward students' vocabulary mastery. The method use in this study was quasi experimental which included experimental group and controlled group design with pre-test and post-test. The samples of this study are 54 students which are 27 students as experimental class and 27 students as controlled class. The sample was determined using cluster sampling technique.

The differences between this research and previous studies are on its purposes of study, methodology, subject and place of study. The purpose of this study was to find out how Crossword Puzzle by using alphabet card Improve students' vocabulary mastery at Rumah Tahfidz Nurul Mubin Langsa. The action research was conducted at Rufidz NM Langsa. The participant of this research was one class consisted of 17 students most of them Junior high school and Senior high School students. The study included in qualitative research with Classroom Action Research (CAR). It was carried out in two cycles. Both the first cycle and the second cycle consist of three meetings. Each cycle consists of identifying the problem, planing, implementing, observing, reflecting. The techniques for collecting data were observation, interview, and test. The sample was determined using purposive sampling.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research method of this study was an action research. Elliot defines that action research is the study of social situation with a view to improve the quality of action within it. It aims to feed practical judgement in concrete situation, and the validity of the theories or hypotheses it generates depends not so much on scientific test of truth, as on their usefulness in helping people to act more intelligently and skillfully.[26] Mills says that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the way that their particular schools operate, how they teach, and how well the students learn.[27] Action research is a research that is conducted in cycles.

Kemmis and McTaggart in Kunandar stated that classroom action research is implemented through a dynamic and complementary process which consisting of four essential momentum, namely planning, acting, observing, and reflecting. Those four momentums are called the steps in implementing classroom action

---

[26] John Elliott. *Action Research for Educational Change*. (Philadelpia: Open University Press, 1991), 69.
[27] G. E. Mills, *Action research: A guide for the teacher researcher*. (Upper Saddle River, NJ: Prentice-Hall, 2000), 6.

research. Those are four steps in one cycle.[28] The visualization design arranged

by Kemmis and McTaggart describe in Figure 3.1.
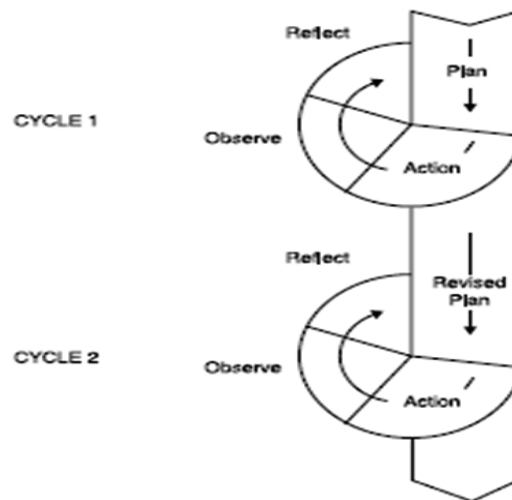
Figure 3.1: Kemmis and Mc Taggart CAR Cycles

(Source : Arikunto, Suharsimi. 2006)[29]

This research used the model of action research that is developed by

Kemmis and McTaggart which consisting four aspects:

1. Planning. Develop a plan of critically informed action to improve what is

   already happening.

   Some plan designed in these steps. Those were:

   a. Selecting the material which would be taught during the research.

   b. Design lesson plans or teaching scenario.

   c. Preparing media.

   d. Preparing observation sheets for both teacher and student.

   e. Prepating the test which would be given to the students at the end of

   each cycle.

---

[28] Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru.* (Jakarta: Rajawali Pers, 2008), 70-71.

[29] Arikunto, S., *Prosedur penelitian suatu…,* 132.

2. Action. Act means to implement the plan. In action step, the classroom action research was implemented based on the lesson plan prepared. In this phase, the collaborating teacher would teach using the media provided, that is a Crossword puzzle by using an alphabet card. At the end of each action, there would be an evaluation to measure students' vocabulary mastery.

3. Observation. It is to observe the effects of the critically informed action in the context in which it occurs. Observation carried out together with action. "Observation has the function of documenting the effects of critically informed action. It looks forward, providing the basis for reflection now, but more so in the immediately future as the present cycle runs its course".[30] The observation woulds be done to observe teacher and students activity in the class.

4. Reflection. It is to reflect on these effects as the basis for further planning, subsequent, critically informed action, etc.[31] In this phase, the result of the observation would be evaluated and reflected in order to know students' vocabulary mastery by using alphabet card. The result of reflection was considered to do the next cycle.

In the research, the technique use for collecting the data is qualitative data. This research is conducted through interviews, observations, and tests. According to Strauss and Corbin in Cresswell, the definition of qualitative research is a kind of research that produces inventions that can not be

---

[30] Kemmis and McTaggart, *The Action Research…*, 32.

[31] Kemmis and McTaggart, *The action research planner (3rd ed.)*(Geelong: Deakin University, 1988), 10.

achieved/gained by using statistical procedures or other means of quantification (measurement). Qualitative research in general can be used for research on people's lives, history, behavior, engineering organizations, social activities and more. One reason to use a qualitative approach was the experience of researchers in which this approach can be used to find and understand what is hidden behind the phenomenon that sometimes is something difficult to grasp in satisfactory.[32] Qualitative research aims to explain in-depth data collection. This research does not prioritize population size or sampling. If the data collected is deep and can explain the phenomenon under study, then there is no need to look for sampling.

B. Research Time and Setting

This research was conducted on July 2020 for 6 days which began on friday, July 3rd 2020 up to Wednesday, July 8th 2020. The research took place at Rumah Tahfidz Nurul Mubin in Jl. Ahmad Yani Dusun Pahlawan Gg.Makmur 2 Gp. Pb. Seuleumak Kec. Langa Baro - Kota Langsa. Rumah Tahfidz Nurul Mubin has 160 students, 15 teachers and some facilities such as 1 Classroom, 1 teacher room, 1 office room, and 2 toilets. The students were taught by English teachers graduating from state university (S1 Degree). There were 160 students consisting of 90 male students 70 female students. The English class was scheduled into one day in a week. Students usually learn English by using media such as vocabulary picture supported with other resources.

---

[32] Pupu Saeful Rahmat.*"Penelitian Kualitatif"*. Journal of Equilibrium. Vol.5 No.9. 2009, 2.

C. Subject of The Research

Research subjects are people who ask to provide information about a fact or opinion. As explained by Arikunto, the research subject is the subject that the researcher intends to study. So the research subject is a source of information that was dug up to uncover the facts in the field.[33] Determination of research subjects or samples in qualitative research is different from quantitative research. Sugiyono argued that, determining the sample in qualitative (naturalistic) research was very different from determining the sample with conventional (quantitative) research. Determination of the sample is not based on statistical calculations. The sample chosen serves to get more information, not to generalize.[34]

Based on the explanation above, research subjects is chosen to get the information needed clearly and in-depth. The determination of the subject or respondent in this study done by Purposive Sampling. According to Djam'an Satori Purposive Sampling is a sampling technique that determines by adjusting to specific research aims or considerations. Purposive Sampling is often called judgment sampling, simply interpreted as selecting a sample that adjusted to a specific purpose.[35]

So taking research subjects or respondents by using Purposive Sampling expressed by the research problem the researcher discussed, namely the determination of the subject based on the researcher's goal in expressing the issues raised in the study. The subject of the study determined based on the person who

---

[33] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek,* (Jakarta: PT.Rineka Cipta, 2006), 145.

[34] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alvabeta, 2016), 301.

[35] Djam'an Satori, *Metodologi Penelitian Kualitatif,* (Bandung : Alfabeta, 2007), 6.

considered to know the most information needed in the study, so that it would be easier for researchers to trace the situation under study. The researcher determines the research subject based on the problem to be studied about the application of crossword puzzle media by using alphabet card for improving students' vocabulary mastery. So, the research subject is Rufidz NM students. The researcher determined the main subjects in this study amounted to 17 students, 10 female students and 7 male students, most of them middle and high school students.

D. Data Collecting Techniques

The data collected through the test, interviews and classroom observations. The respondents of interview were the English teacher and the students. It carried out at the end of each meeting. Related to the observation, the researcher observed the class from the observation stage up to the last meeting of the implementation. The test is usually done after the researcher explains the material.

1. Test

Arikunto stated that a test refers to a set of questions or other practices or devices used to measure the skills, intelligence, ability and talent of an individual or a group.[36] Test is an important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is almost impossible to work in either field without being constantly concerned with the other. Tests may construct primarily as devices to reinforce learning and to motivate the students' performance

---

[36] Arikunto, S., *Prosedur penelitian suatu pendekatan praktik*, (Jakarta: Rineka Cipta, 2010), 193.

in the language. The test that used in this research is to memorize words and match the word. The researcher gave the test three times. First the test is given to memorize the word. After that, the researcher gave the test at the end of teaching and learning process, matching the word with alphabet card.The researcher carried out the memorize test in this research. Memorizing test represent someone's ability in using a language. Memorizing is an appropriate test for measuring the students' mastery of the whole language aspects that have taught in the teaching and learning process.

2. Interview

Interview is a conversation between two people (the interviewer and interviewee) where questions will be asked by the interviewer to obtain information from the interview.[37] Suwartono states that interview is a way to get information or data by using verbal interaction.[38] The teacher and the students interviewed after implementing the action in every cycle. The researcher did an interview with the students and the teacher.The interview aimed to find out the students perception in learning vocabulary by using the Crossword Puzzle.

Here, the researcher used In-depth interview at Rufidz NM. In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or

---

[37] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif…*, 137.
[38] Suwartono, *A Good Teacher of EFL Speaks the Language in the Class,* (Jakarta: Human Resource Development in English Language Teaching, 2007), 25.

situation. For example, the researcher asks students and teachers about their experiences and expectations related to the research and about any changes they perceive in themselves as a result of their involvement in the research. The primary advantage of in-depth interviews is that they give much more detailed information than what is available through other data collection methods, such as surveys. Students may also give a more relaxed atmosphere to collect information. Students may feel more comfortable about their learning.[39]

3. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.[40] The researcher involved directly in the classroom activity. In this research, observation aim to get the data about the process of teaching, learning vocabulary by using crossword puzzle, the teacher's problem in teaching vocabulary by using crossword puzzle and the students' problems in learning vocabulary by using crossword puzzle at Rufidz NM Langsa. Observation carried out together with action. "Observation has the function of documenting the effects of critically informed action. It looks forward, providing the basis for reflection now, but more so in the immediate future as the present cycle runs its course".[41] Arikunto states

---

[39] Boyce, C. and Neale, P, *"Conducting In-Depth Interview: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input",* (http://www.pathfind.org/site/DocServer/m_e_tool_series_indepth_interviews. Accessed on 27th of August 2006, 2006)

[40] Jhon W Creswell, *Educational Research,* (New Jersey: Prentice Hall, 2005), 213.

[41] Kemmis and McTaggart, *The Action Research...,* 32.

that observation is a common term means all forms of accepting data by recording events, counting, measuring, and writing it.[42] Here, the researcher used a qualitative research approach to phenomenology, an approach in which the researcher observes the participant to express the concept or phenomenon of experience that occurs in the participant's life. The phenomenological research data were obtained through in-depth interviews or vignettes of observation at Rufidz NM as a methodological tool in focus group, in-depth, or survey interviews to draw students' progress upon their experience in learning.[43] Vignettes are "short stories about hypothetical characters in hypothetical circumstances, to whose situation the interviewee is invited to respond."[44]

E. Data Analysis Techniques

According to Sugiyono, the procedure of data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, documentation, by organizing data into categories, describing it into units, synthesizing, arrange into patterns, choose what is important and what will learned, and make conclusions so that it is easy to understand.[45]

In this study, the researcher used procedure of data analysis based on Miles and Huberman which is involving three steps:[46]

---

[42] Arikunto, S., *Prosedur penelitian suatu…,* 222.
[43] Katrina Eddles-Hirsch. "Phenomenology and Educational Research,". International Journal of Advanced Research. Vol. 3. No.8, 2015, 251.
[44] Janet Finch, "The Vignette Technique in Survey Research,". Journal of Sociology. Vol .21. No.1.1987, 105.
[45] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif…,* 89.
[46] David Hopkins, *A Teacher's Guide to Classroom Research* (New York: McGraw-Hill), 138.

1. Data reduction. Data reduction refers to the process of selecting, focusing, simplyfying, abstracting and transforming the 'raw' data that appear in written up field notes. As data collection procceds, the are further episodes of data reducting (doing summaries, coding, teasing out themes, making clusters, making partitions, writing memos and the data reduction/transforming process continues after fieldwork, until a final reportis complete.

2. Data display. The second major flow of analysis activity is data display. We define a 'display' as anorganised assembly of information that permits conclusion drawing and action taking. Looking at displays helps us to understand what is happening and to do something-further analysis or action-based on that understanding.

3. Conclusion drawing/verification. The third steam of analytic activity is conclusion drawing and verification. From the beginning of data collection, the [classroom research] is beginning to decide what things mean, is noting regularities, patterns, explanation, possible configurations, causal flows and propositions. The competent researcher holds these conclusions lightly, main taining openness and scepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded.

From description above, data analysis can described in the figure 3.2 below:
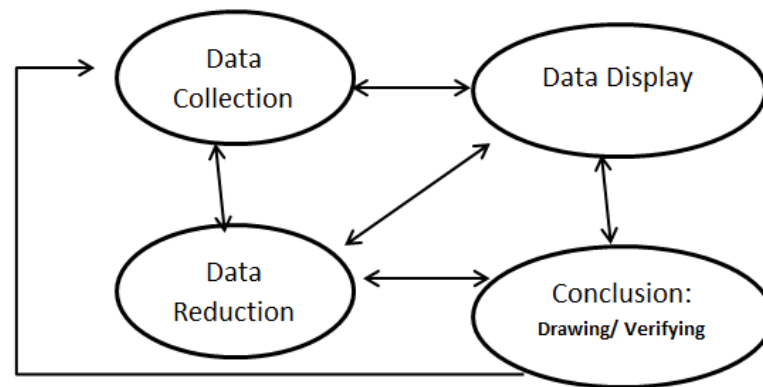
Figure 3.2: Flow Model of Data Analysis by Miles and Huberman. 1984)[47]

Meanwhile, to calculate the results of tests uses percentage correction.

The formula to calculate it is:[48]

$$P = \frac{f}{n} \times 100\%$$

Where :

P = The class percentage

f = Total percentage score in each students/Empirical score

n = Number of students/Maximum score of question items

---

[47] M.B Miles and A.M Huberman, *Qualitative Data Analysis* (Newbury Park, CA: Sage, 1984), 16.

[48] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif…*, 43.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

The research was conducted at Rumah Tahfidz Nurul Mubin Langsa. The problems were the students had low vocabulary mastery and the class situations needed to be improved by using puzzle. There were three cycles in teaching vocabulary to the students. The first cycle was conducted in three meetings. The implementation of puzzle in the class consisted of four stages. They were planning, action, observation and reflection.

a. Cycle I

1. Meeting 1

   a) Planning

   Before conducting the research, the researcher prepare the instrument of research, those are:

   1) Lesson plan. Lesson Plan as a guide for teacher' activities in class, so teaching learning process can be controlled.

   2) Materials. The topic was about School Supplies.

   3) Crossword puzzle. Crossword puzzle was used in teaching vocabulary. It was consist of clues and a grid squares. The students found the words in the grid square by guessing the clues.

   4) Sheet for classroom observation. The researcher provided the observation sheet to take a note about process of teaching learning process by crossword puzzle.

5) Test. The researcher carried out the memorizing test about School Supplies. The researcher gave the test at the end of teaching and learning process, matching the word with alphabet card.

b) Acting

On Friday, July 3rd 2020 the researcher began to teach. The researcher told the student about the topic that day. The topic was School Supplies, and then the researcher asked to the students about School Supplies. However, most of students just kept silence. The researcher asked the students to open their book and write the vocabulary contained on the board. The researcher gave memorize vocabulary test for 20 minutes. The pronounciation of students was still considered weak. Students pronounced the words as its writing and students found it hard to spell words in English. Some of them also found it difficult to memorize vocabulary well.

The next lesson was learning vocabulary about school supplies by using crossword puzzle. The researcher asked to the students whether the students know crosswords puzzle. Then, the researcher explained to the students that crossword puzzle and how to do that crosswords puzzle. The situation in class was being conducive while the teacher distributing a clues picture of crossword puzzles to each group and do the crossword on the researcher's guidance. Because the time was over, the teacher continued the meeting in the following day.

c) Observing

   In the first cycle meeting 1, the researcher obtained the field note by monitoring the student's activity in this action, the researcher saw that the students still difficult to memorize the vocabulary. It showed that the students had less vocabulary. In addition, to know there as a significant improvement of vocabulary, the researcher analyzed by using test.

d) Reflecting

   After analyzing the result of action in cycle I meeting I, the researcher concluded that the students vocabulary was poor. It showed by most of students obtained score not more than Minimum Mastery Criterion (KKM) that has been determined is 75, futhermore the students still difficult in the pronounciation, students pronounced the words as its writing and students was difficult to spell words in English. Some of students also found it difficult to memorize vocabulary well. Therefore in the next meeting, the researcher motivated the students in order to get better.

2. Meeting 2

   a) Planning

      Before conducting the research, the researcher prepared the instrument of research, those are:

   1) Lesson plan. Lesson Plan as a guide for teacher' activities in class, so teaching learning process can be controlled.

   2) Materials. The topic was about Hospital.

3) Crossword puzzle. Crossword puzzle was used in teaching vocabulary. It was consist of clues and a grid squares. The students found the words in the grid square by guessing the clues.

4) Sheet for classroom observation. The researcher provides the observation sheet to take a note about process of teaching learning process by crossword puzzle.

5) Test. The researcher carried out the memorizing test about Hospital. The researcher gave the test at the end of teaching and learning process, matching the word with alphabet card.

b) Acting

On Saturday, July 4th 2020 the researcher began to teach.The researcher told the student about the topic that day. The topic was Hospital, and then the researcher asked to the students about Hospital. However, most of students just kept silence. Suddenly there is one student answer that Hospital is Rumah Sakit. The researcher asked the students to open their book and write the vocabulary contained on the board about Hospital. The researcher gave memorize vocabulary test for 20 minutes. The pronounciation of students was still considered weak. Students pronounced the words as its writing and students found it hard to spell words in English. Some of them also found it difficult to memorize vocabulary well.

The next lesson was learning vocabulary about Hospital by using crossword puzzle. The researcher asked to the students whether the

students know crosswords puzzle. Then, the researcher explained to the students that crossword puzzle and how to do that crosswords puzzle. The situation in class was being conducive while the teacher distributing a clues picture of crossword puzzles to each group and do the crossword on the researcher's guidance. Because the time was over, the researcher continued the meeting in the following day.

c) Observing

In the first cycle meeting 2, the researcher obtained the field note by monitoring the student's activity in this action, the researcher saw that the students still difficult to memorize the vocabulary. It showed that the students had less vocabulary. In addition, to know there was a significant improvement of vocabulary, the researcher analyzed by using test.

d) Reflecting

After analyzing the result of action in cycle I meeting 2, the researcher concluded that the students vocabulary was still poor. It showed by most of students get score not more than Minimum Mastery Criterion (KKM) that has been determined is 75, futhermore the students still difficult in the pronounciation, students pronounced the words as its writing and students was difficult to spell words in English. Some of students also found it difficult to memorize vocabulary well because the vocabulary about Hospital rarely heard. Therefore in the next meeting, the researcher motivated the students in order to get better.

3. Meeting 3

   a) Planning

   Before conducting the research, the researcher prepared the instrument of research, those are:

   1) Lesson plan. Lesson Plan as a guide for teacher' activities in class, so teaching learning process can be controlled.

   2) Materials. The topic was about On The Farm.

   3) Crossword puzzle. Crossword puzzle was used in teaching vocabulary. It was consist of clues and a grid squares. The students found the words in the grid square by guessing the clues.

   4) Sheet for classroom observation. The researcher provided the observation sheet to take a note about process of teaching learning process by crossword puzzle.

   5) Test. The researcher carried out the memorizing test about On The Farm. The researcher gave the test at the end of teaching and learning process, matching the word with alphabet card.

   b) Acting

   On Sunday, July 5th 2020 the researcher began to teach.The researcher told the student about the topic that day. The topic was On The Farm, and then the researcher asked to the students about On The Farm. Most of students just kept silence. Some of students answered that On The Farm was Peternakan. The researcher asked the students to open their book and write the vocabulary contained on the board about

On The Farm. The researcher gave memorize vocabulary test for 20 minutes. The pronounciation of students was still weak. But one by one of students can spell vocabulary well. Some of student can memorize vocabulary well.

The next lesson was learning vocabulary about On The Farm by using crossword puzzle. The researcher asked to the students whether the students know crosswords puzzle. Then, the researcher explained to the students that crossword puzzle and how to do that crosswords puzzle. The situation in class was being conducive while the teacher distributing a clues picture of crossword puzzles to each group and do the crossword on the researcher's guidance. Because the time was over, the researcher continued the meeting in the following day.

c) Observing

In the first cycle meeting 3, the researcher obtained the field note by monitoring the student's activity in this action, the researcher saw that the students still difficult to memorize the vocabulary. It showed that the students had less vocabulary. In addition, to know there was a significant improvement of vocabulary, the researcher analyzed by using test.

d) Reflecting

After analyzing the result of action in cycle I meeting 3, the researcher concluded that the students vocabulary was slightly increased. It showed by some of students obtained score more than Minimum Mastery Criterion (KKM) that has been determined is 75, futhermore

pronounciation some of students has better than before. Therefore in the next cycle, the researcher motivated the students in order to get better.

After done the entire activities, the researcher got the result of students memorize vocabulary. So, the researcher can conclude that mean score of meeting 1, meeting 2, and meeting 3 in cycle 1. Here is the result:

Table 4.1 Score of Test in Cycle I

No	Student's Name	Meeting Cycle I		
		Meeting 1	Meeting 2	Meeting 3
1.	AIF	60 (Good)	65 (Good)	85 (Excellent)
2.	AA	15 (Inacceptble)	50 (Fair)	70 (Good)
3.	AL	25 (Inacceptable)	50 (Fair)	60 (Good)
4.	AKP	50 (Fair)	50 (Fair)	75 (Good)
5.	CDL	55 (Good)	70 (Excellent)	80 (Excellent)
6.	CMA	35 (Fair)	35 (Fair)	55 (Good)
7.	DF	25 (Inacceptable)	30 (Fair)	45 (Fair)
8.	HD	45 (Fair)	50 (Fair)	75 (Good)
9.	KR	25 (Inacceptable)	50 (Fair)	50 (Fair)
10.	KK	30 (Fair)	30 (Fair)	75 (Good)
11.	M	25 (Inacceptable)	45 (Fair)	45 (Fair)
12.	MJ	25 (Inacceptable)	30 (Fair)	50 (Fair)
13.	MY	50 (Fair)	30 (Fair)	55 (Good)
14.	MH	35 (Fair)	45 (Fair)	45 (Fair)
15.	PA	25 (Inacceptable)	40 (Fair)	65 (Good)
16.	SSR	65 (Good)	65 (Good)	75 (Good)

17.	SAA	20 (Inacceptable)	30 (Fair)	60 (Good)
Total Score		$\sum x = 610$	$\sum x = 765$	$\sum x = 1.065$

b. Cycle II

1. Meeting 1

   a) Planning

   Before conducting the research, the researcher prepared the instrument of research, those are:

   1) Lesson plan. Lesson Plan as a guide for teacher' activities in class, so teaching learning process can be controlled.

   2) Materials. The topic was about Part of Body.

   3) Crossword puzzle. Crossword puzzle was used in teaching vocabulary. It was consist of clues and a grid squares. The students found the words in the grid square by guessing the clues.

   4) Sheet for classroom observation. The researcher provides the observation sheet to take a note about process of teaching learning process by crossword puzzle.

   5) Test. The researcher carried out the memorizing test about Part of Body. The researcher gave the test at the end of teaching and learning process, matching the word with alphabet card.

   b) Acting

   On Monday, July 6th 2020 the researcher began to teach.The researcher told the student about the topic that day. The topic was Part of

Body, and then the researcher asked to the students about Part of Body. Some of students answered that Part of Body was Bagian Tubuh. The researcher asked the students to open their book and write the vocabulary contained on the board about Part of Body. The researcher gave memorize vocabulary test for 20 minutes. The pronounciation of students was still weak, but one by one of students can spell vocabulary well. Some of them can memorize vocabulary well.

The next lesson was learning vocabulary about Part of Body by using crossword puzzle. The researcher asked to the students whether the students know crosswords puzzle. Then, the researcher explained to the students that crossword puzzle and how to do that crosswords puzzle. The situation in class was being conducive while the teacher distributing a clues picture of crossword puzzles to each group and do the crossword on the researcher's guidance. Because the time was over, the researcher continued the meeting in the following day.

c) Observing

In the second cycle meeting 1, the researcher obtained the field note by monitoring the student's activity in this action, the researcher saw that the students still difficult to memorize the vocabulary. It showsed that the students had less vocabulary. In addition, to know there was a significant improvement of vocabulary, the researcher analyzed by using test.

d) Reflecting

After analyzing the result of action in cycle II meeting 1, the researcher concluded that the students' vocabulary was improved than before. It showed by some of students get score more than Minimum Mastery Criterion (KKM) that has been determined is 75, futhermore pronounciation some of students has better than before. Therefore in the next meeting, the researcher motivated the students in order to get better.

2. Meeting 2

a) Planning

Before conducting the research, the researcher prepared the instrument of research, those are:

1) Lesson plan. Lesson Plan as a guide for teacher' activities in class, so teaching learning process can be controlled.

2) Materials. The topic was about Transportation.

3) Crossword puzzle. Crossword puzzle was used in teaching vocabulary. It was consist of clues and a grid squares. The students found the words in the grid square by guessing the clues.

4) Sheet for classroom observation. The researcher provided the observation sheet to take a note about process of teaching learning process by crossword puzzle.

5) Test. The researcher carried out the memorizing test in research about Transportation. The researcher gave the test at the end of teaching and learning process, matching the word with alphabet card.

b) Acting

On Tuesday, July 7th 2020 the researcher began to teach.The researcher told the student about the topic that day. The topic was Transportation, and then the researcher asked to the students about Transportation. Most of students answered that Transportation was Transportasi. The researcher asked the students to open their book and write the vocabulary contained on the board about Transportation. The researcher gave memorize vocabulary test for 20 minutes. Most of students pronounciation was slightly improved. Most of student can memorize vocabulary well.

The next lesson was learning vocabulary about Transportation by using crossword puzzle. The researcher asked to the students whether the students know crosswords puzzle. Then, the researcher explained to the students that crossword puzzle and how to do that crosswords puzzle. The situation in class was being conducive while the teacher distributing a clues picture of crossword puzzles to each group and do the crossword on the researcher's guidance. Because the time was over, the researcher continued the last meeting tomorrow.

c) Observing

In the second cycle meeting 2, the researcher obtained the field note by monitoring the student's activity in this action, the researcher saw that most of students are able to memorize the vocabulary. It showed that the students had more vocabulary. In addition, to know there was

a significant improvement of vocabulary, the researcher analyzed by using test.

d) Reflecting

After analyzing the result of action in cycle II meeting 2, the researche concluded that the students' vocabulary was improved than before. It show by some of students get score more than Minimum Mastery Criterion (KKM) that has been determined is 75, futhermore pronounciation Most of students had better than before. Therefore in the next meeting, the researcher motivated the students in order to get better.

3. Meeting 3

a) Planning

Before conducting the research, the researcher prepare the instrument of research, those are:

1) Lesson plan. Lesson Plan as a guide for teacher' activities in class, so teaching learning process can be controlled.

2) Materials. The topic was about Animals.

3) Crossword puzzle. Crossword puzzle was used in teaching vocabulary. It was consist of clues and a grid squares. The students found the words in the grid square by guessing the clues.

4) Sheet for classroom observation. The researcher provided the observation sheet to take a note about process of teaching learning process by crossword puzzle.

5) Test. The researcher carried out the memorizing test about Animals. The researcher gave the test at the end of teaching and learning process, matching the word with alphabet card.

b) Acting

On Wednesday, July 8th 2020 the researcher began to teach.The researcher told the student about the topic that day. The topic was Animals, and then the researcher asked to the students about Animals. All of students answered that Animals was Binatang. The researcher asked the students to open their book and write the vocabulary contained on the board about Animals. The researcher gave memorize vocabulary test for 20 minutes. All of students pronounciation was improved. All of students can memorize vocabulary well.

The next lesson was learning vocabulary about Animals by using Crossword Puzzle. The researcher asked to the students whether the students know crosswords puzzle. Then, the researcher explained to the students that crossword puzzle and how to do that crosswords puzzle. The situation in class was being conducive while the teacher distributing a clues picture of crossword puzzles to each group and do the crossword on the researcher's guidance. Time was over, the researcher ended the meeting.

c) Observing

In the second cycle meeting 3, the researcher obtained the field note by monitoring the student's activity in this action, the researcher saw that

All of students are able to memorize the vocabulary. It showed that the students had more vocabulary. In addition, to know there was a significant improvement of vocabulary, the researcher analyzed by using test.

d) Reflecting

After analyzing the result of action in cycle II meeting 3, the researcher concluded that the students' vocabulary was improved than before. It showed by some of students obtained score more than Minimum Mastery Criterion (KKM) that has been determined is 75, futhermore pronounciation all of students had better than before. Therefore the researcher finished the test at the second cycle meeting 3.

After the entire activities had paid off, the researcher measured students' memorize vocabulary result as in cycle I. From their work, the researcher could figured the mean score of students' writing result. Here is the result:

Table 4.2 Score of Test in Cycle II

No	Student's Name	Meeting Cycle II		
		Meeting 1	Meeting 2	Meeting 3
1.	AIF	85 (Excellent)	95(Good)	100 (Excellent)
2.	AA	75(Good)	85(Fair)	80 (Excellent)
3.	AL	60 (Good)	80 (Fair)	85 (Excellent)
4.	AKP	60 (Good)	85 (Fair)	90 (Excellent)
5.	CDL	80 (Excellent)	90 (Excellent)	100 (Excellent)
6.	CMA	65 (Good)	80 (Excellent)	80 (Excellent)

7.	DF	30 (Fair)	75 (Good)	80 (Excellent)
8.	HD	70 (Good)	80 (Excellent)	80 (Excellent)
9.	KR	45 (Fair)	70 (Good)	80 (Excellent)
10.	KK	60 (Good)	85 (Excellent)	85 (Excellent)
11.	M	50 (Fair)	80 (Excellent)	80 (Excellent)
12.	MJ	55 (Good)	80 (Excellent)	80 (Excellent)
13.	MY	75 (Good)	85 (Excellent)	85 (Excellent)
14.	MH	70 (Good)	80 (Excellent)	80 (Excellent)
15	PA	65 (Good)	80 (Excellent)	80 (Excellent)
16	SSR	75 (Good)	85 (Excellent)	100 (Excellent)
17	SAA	75 (Good)	85 (Excellent)	100 (Excellent)
Total Score		$\sum x = 1.095$	$\sum x = 1.400$	$\sum x = 1.465$

c. Analysis of the Whole Cycle

From those cycle which had been explained before, it can be analyzed that in the cycle I, most of students had difficulties in memorize vocabulary. It can be seen from the result of meeting 1, meeting 2, and meeting 3.

1. Cycle I

   a) Meeting 1

$$\overline{X} = \frac{\sum X}{\sum n}$$

$$\overline{X} = \frac{610}{17}$$

$$\overline{X} = 35,8$$

So, the mean of meeting 1 in cycle I is 35,8.

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{0}{17} \times 100\%$$

$$= 0\%$$

So, the percentage in cycle I meeting 1 is 0%.

b) Meeting 2

$$\overline{X} = \frac{\sum X}{\sum n}$$

$$\overline{X} = \frac{765}{17}$$

$$\overline{X} = 45$$

So, the mean of meeting 2 in cycle I is 45.

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{0}{17} \times 100\%$$

$$= 0\%$$

So, the percentage in cycle I meeting 2 is 0%.

c) Meeting 3

$$\overline{X} = \frac{\sum X}{\sum n}$$

$$\overline{X} = \frac{1.065}{17}$$

$\overline{X} = 62{,}64$

So, the mean of meeting 3 in cycle I is 62,64.

$$P = \frac{f}{n} \text{ x } 100\%$$

$$P = \frac{6}{17} \text{ x } 100\%$$

$$= 35{,}29\%$$

So, the percentage in cycle I meeting 3 is 35,29%.

From the achievement above, the students average of cycle I meeting 1 score was so poor and unsatisfactory. The researcher was aware that most of them still had difficulties to memorize vocabulary. The students could not arrange well words. According to the test result, the average of the students in treatment cycle I meeting 2 was 45 and the persentage is 0%. it increased 62,64 from cycle I meeting 3 and the persentage is 35,29% and it could be consider that the cycle I is not quite successful there are still many students who have difficulty memorizing vocabulary and composing vocabulary. Based on the problem above, the researcher applied cycle II in order to improve memorizing vocabulary and composing vocabulary.

2. Cycle II

a) Meeting 1

$$\overline{X} = \frac{\sum X}{\sum n}$$

$$\overline{X} = \frac{1.095}{17}$$

$$\overline{X} = 64,41$$

So, the mean of meeting 1 in cycle II is 64,41.

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{6}{17} \times 100\%$$

$$= 35,29\%$$

So, the percentage in cycle II meeting 1 is 35,29 %.

b) Meeting 2

$$\overline{X} = \frac{\sum X}{\sum n}$$

$$\overline{X} = \frac{1.400}{17}$$

$$\overline{X} = 82,35$$

So, the mean of meeting 2 in cycle II is 82,35.

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{16}{17} \times 100\%$$

$$= 94,11\%$$

So, the percentage in cycle I meeting 2 is 94,11%.

c) Meeting 3

$$\overline{X} = \frac{\sum X}{\sum n}$$

$$\overline{X} = \frac{1.464}{17}$$

$$\overline{X} = 86,11$$

So, the mean of meeting 3 in cycle II is 86,11.

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{1}{17} \times 100\%$$

$$= 100\%$$

So, the percentage in cycle II meeting 3 is 100%.

The cycle II shown the better improvement than the last cycle. It could be seen from their memorizing vocabulary result. The average of the students in treatment cycle II meeting 3 was 86,11 and the persentage is 100%. It can be said that the students' vocabulary achievement was good there was a contribution in crossword puzzle by using alphabet card. The cycles were stopped by considering the criteria of Minimum Passing Grade had reached.

Table 4.2 The score of Cycle I and Cycle II

Meeting	Mean		Persentage		Total Student	
	Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II
1	35,8	64,41	0%	35,29%	0	6
2	45	82,35	0%	94,11%	0	16
3	62,64	86,11	35,29%	100%	6	17

In the Cycle I meeting 1 and meeting 2, there was no students who passed the exam. The results had shown the improvement of the students clearly. In the cycle I meeting 3, the students who got score 75 to up was 6 students. But, in the cycle II meeting 3, the students who got score 75 up to have improved became 17 students. The persentage in cycle I meeting 3 was 35,29% and in cycle II meeting 3, the percentage was 100%.

B. Discussion

The use of Crossword Puzzle improve students' ability in vocabulary because the media which is used to arrange vocabulary is very creative so the students are more interested and focused on the learning process to memorize vocabulary. Based on the data presented on the table above, it could be stated that Crossword Puzzle by using alphabet card in each test is improved. Generally, students have never learned to use media. At first, it was very difficult for the students to compose vocabulary because there was no media available and there were still many students who did not memorize vocabulary. The technique of composing these words also took a short time. But at the next meeting the students were more active in composing vocabulary because they memorized the vocabulary that was given. Crossword Puzzle can develop the imagination of students, can enchance the activity and can entertain the students.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclussions

Based on the result of the research which aims to develop the students' vocabulary mastery by using puzzle at Rumah Tahfidz Nurul Mubin Langsa, the researcher found that the use of Crossword Puzzle effectively improve the students' vocabulary mastery. The class atmosphere in the teaching learning process is also engaging. The research finding can be concluded that teaching vocabulary by using crossword puzzles improve the students' vocabulary mastery in four aspects, those are:

a. The students are able to memorize vocabulary and grasp the meaning. The students made fewer mistakes in identifying meaning of the words.

b. The students easily used the words in context by using Crossword Puzzle in the classroom. They made fewer mistakes in implementing the words in appropriate contexts.

c. The students can spell word correctly. Most of them wrote words were not base on its pronunciation but base on its spelling.

d. The students' pronunciation improved gradually. They pronounced the word better than before the treatment. Futhermore, the Minimum Mastery Criterion (KKM) of students in cycle I was 62,64. Then it improved to 86,11 in cycle II and it reached the KKM ehich was 75.

In conclussion, Crossword Puzzle as a media can be used to facilitate teaching learning process. It gives advantages in learning language to students.

Puzzle gives better result to the student and improved the students' vocabulary mastery at Rumah Tahfidz Nurul Mubin Langsa.

B. Suggestions

From the conclusions above, the researcher made some suggestions related to the teaching of vocabulary as mentioned below.

1. For the teacher

It is expected that the result of this research can give contribution in teaching and learning process and the teacher can use the results of the study effectively. It is better to use various puzzles as one of English teaching techniques. Teaching English by using Crossword Puzzle can improve students' vocabulary mastery. Students are more active during the teaching learning process. They can play and learn at the same time without any worries. Thus, an English teacher can choose the best technique to improve students' vocabulary mastery. Crossword Puzzles also can solve problems in learning vocabulary.

2. For the Students

It is expected that the students are easier to learn vocabulary mastery and have high motivation to learn English by using puzzle. Besides, this technique is an appropriate one in learning vocabulary.

3. For the Rumah Tahfidz Nurul Mubin

The institution should provide complete facilities to support teaching and learning process in order to run maximally.

BIBLIOGRAPHY

al, M. Syaeful Rizki U et. *English Education Journal.* 2013. http://journal.unnes.ac.id/sju/index.php/eej/article/download/2716/2504/ (accessed on 3rd of february 2013).

Arikunto, Suharsimi. *Prosedure Penelitian : Suatu Pendekatan Praktek.* Jakarta: PT.Rineka Cipta, 2006.

⎯⎯⎯⎯⎯⎯, *Prosedure Penelitian : Suatu Pndekatan Praktek.* Jakarta:PT.Rineka Cipta, 2010.

Brooks, Nelson. *Language and Language Learning.* New York: Harcourt, Brace, 1964.

Brown, Evelyn Hatch and Cheryl. *Vocabulary, Semantic, and Language Education*. Cambridge: Cambridge University Press, 1995.

Boyce, C. and Neale, P. *Conducting In-Depth Interview: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input.* 2006. http://www.pathfind.org/site/DocServer/m_e_tool_series_indepth_intervie ws.

Creswell, Jhon W. *Educational Research.* New Jersey: Prentice Hall, 2005.

Dhand, H. *Techniques of Teaching.* New Delhi: APH Publishing, 2008.

Dictionary, Oxford. *Oxford Learner's Pocket Dictionary.* New York: Oxford University Press, 2008.

⎯⎯⎯⎯⎯⎯, *Oxford Learner's Pocket Dictionary* . New York: Oxford University Press, 2003.

Elliot, John. *Action Research for Educational Change.* Philadelpia: Open University Press, 1991.

Field, Joo Ann Aeborsold and Mary Lee. *From Reader to Reading Teacher* . New York: Cambridge University Press, 1998.

Finch, Janet. "The Vignette Technique in Survey Research." *Journal of Sociology*, 1987: 105.

Handy, Longman. *Learners' Dictionary of American English.* USA: Pearson Education, 2000.

Harmer, J. *The Practice of English Language Teaching.* United Kingdom: Longman Publications, 2002.

Hopkin, David. *Teacher's Guide to Classroom Research.* New York: McGraw-Hill, 2008.

Hornby, A. S. *Oxford Advanced Learner's Dictionary.* Oxford: Oxford University Press, 2006.

Huberman, M.B Mils and A.M. *Qualitative Data Analysis.* Newbury Park, CA: Sage, 1984.

Jackson, Howard. *Grammar and Vocabulary.* London: Rouletdge, 2002.

Joklová, Kateřina. *Using Pictures in Teaching Vocabulary.* Czechia: Masaryk University, 2009.

Kunandar. *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru.* Jakarta: Rajawali Pers, 2008.

Lee, W.R. *Language Teaching Games and Context: 2nd Edition.* Oxford: Oxford University Press, 1980.

Martha. *Definition of Vocabulary Mastery.* 2010. http://id.scribd.com/doc/18475644/vocabulary-mastery (accessed on December 28th 2016).

McCharty, Nobert Schmitt & Michael. *Vocabulary Description Acquisition and Pedagogy.* UK: Cambridge University Press, 1997.

McTaggart, Kemmis and. *The action research planne.* Geelong: Deakin University, 1988.

Mills, G. E. *Action Research : A Guide forthe Teacher Researcher.* Upper Saddle River NJ: Prentice-Hall, 2000.

Napa. *Vocabulary development skills.* Yogyakarta: Kanisius, 1991.

Njoroge M.C, R.W Ndung'u, and Gathigia. *The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary School. International Journal of Current Research* , 2003.

Rahmat, Pupu Saeful. ""Penelitian Kualitatif"." *Journal of Equilibrium*, 2009: 2.

Sallis, Edward. *Total Quality Managemen in Education.* Jogjakarta: IRCiSoD, 2006.

Satori, Djam'an. *Metodologi Penelitian Kualitatif.* Bandung: Alfabeta, 2007.

Scrivener, Jim. *Learning Teaching* . English: Heinemann Publishers Oxford, 1194.

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,.* Bandung: Alvabeta, 2016.

Sutrisna, Hani. *Vocabulary for Daily Conversation.* Yogyakarta: Kawah Media, 2012.

Suwartono. *A Good Teacher of EFL Speaks the Language in the Class.* Jakarta: Human Resource Development in English Language Teaching, 2007.

Siahaan, Sanggam. *The English Paragraph* . Yogyakarta: Graha Ilmu, 2008.

V.Neufeld. *Webster's New World College Dictionary (3rd edition).* USA: Simonand Schuster, inc,, 1996.

Wright, Andrew. *Games for Language Learning, New Edition.* Cambridge: Cambridge University Press, 1993.