

**IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING PUZZLES**

**(An Action Research Conducted at the Sixth Grade Students of SD Negeri
Sidoharjo 2, Sragen in the Academic Year 2011/2012)**



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**Submitted to Teacher Training and Education Faculty of Sebelas Maret
University
as a Partial Fulfillment of the Requirements to Gain the Undergraduate
Degree of English Education**

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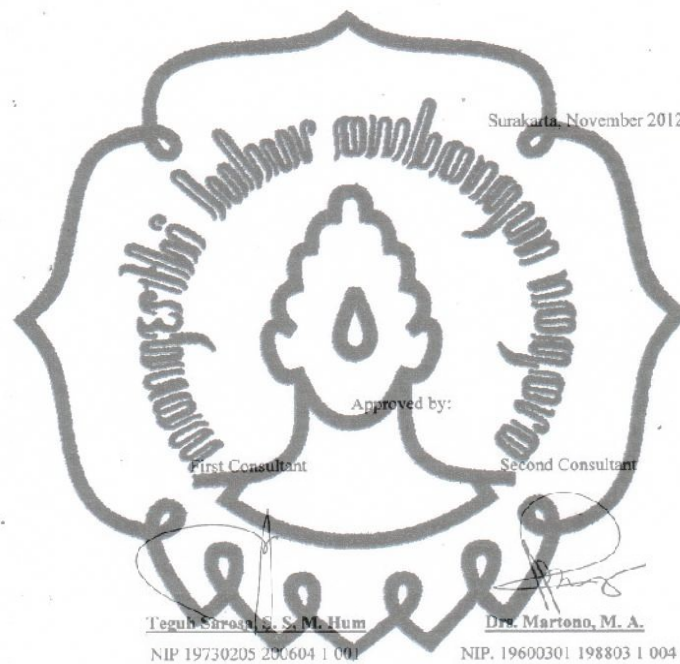
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ABSTRACT

Ari Sulistyowati. X2209007. IMPROVING STUDENTS' VOCABULARY MASTERY BY USING PUZZLES (AN ACTION RESEARCH CONDUCTED AT THE SIXTH GRADE STUDENTS OF SD NEGERI SIDOHARJO 2, SRAGEN IN THE ACADEMIC YEAR 2011/2012). A Thesis. Teacher Training and Education Faculty, Sebelas Maret University, Surakarta. 2012.

The objectives of the research are: (1) to know the extent of the students' vocabulary mastery improvement by using puzzle in the sixth grade students' class (2) to identify the class situation when puzzles are implemented in the sixth grade students' class of SD Negeri Sidoharjo, 2, Sragen of the academic year 2011/2012.

The study is a classroom action research that is carried out in two cycles from March 9th to March 30rd 2012 of the sixth grade students' class of SD Negeri Sidoharjo, 2, Sragen. The subject of the research is the students of the sixth grade that consist of 29 students, 18 males and 11 females. The data is in the form of qualitative and quantitative data. Qualitative data were collected by interview, questionnaire, students' diary, and field note, while quantitative data were collected by test (pre test and post test). The qualitative data are analyzed by using Burn method *analyzing action research data* while quantitative data are analyzed by using *descriptive statistic method*.

The research finding shows that the use of puzzle improves the students' vocabulary mastery in four aspects and English class situation. The improvement of students' vocabulary mastery includes: (a) the students' memorization improves in grasping the meaning (b) the students easily use the words in the context (c) the students make fewer mistakes in spelling the words (d) the students' pronunciation improves gradually. The improvement of students' vocabulary mastery can be proved by the students' achievement in vocabulary mastery from pre test and post test. In the pre test, the students' mean score is 4.34 while in the post test of first cycle the students' mean score is 7.89 and in the post test of second cycle the students' mean score is 8.99. Meanwhile, before the research was done, the students have low motivation and they are in active in teaching learning process. After the research was done, the class situation improves. The improvement of class situation includes: (a) the students are more motivated in teaching learning process and (b) the students are more active in teaching learning process.

By implementing the use of puzzle in teaching learning process, the students of SD Negeri Sidoharjo 2, Sragen can improve vocabulary mastery. Hopefully, the research can obtain the researcher's knowledge and the researcher suggests that the other English teachers be able to use puzzle in improving students' vocabulary mastery.

ABSTRAK

Ari Sulistyowati. X2209007. PENINGKATAN KOSAKATA SISWA DENGAN MENGGUNAKAN PUZZLE (Studi Kasus di Kelas Enam SD Negeri 2, Sidoharjo, Sragen, Tahun ajaran 2011/2012). Skripsi. Pendidikan Bahasa Inggris Universitas Sebelas Maret Surakarta. 2012.

Tujuan dari penelitian ini adalah (1) untuk mengetahui seberapa jauh peningkatan kosakata siswa dengan menggunakan puzzle di kelas enam (2) untuk meneliti situasi kelas ketika puzzle diterapkan dalam proses belajar mengajar di kelas enam SD Negeri Sidoharjo, 2, Sragen pada tahun ajaran 2011/2012.

Penelitian ini merupakan penelitian tindakan kelas yang diadakan dalam dua siklus yang dimulai dari tanggal 9 Maret hingga 30 Maret 2012 di kelas enam SD Negeri 2, Sidoharjo, Sragen. Subyek dari penelitian ini adalah siswa kelas enam yang terdiri dari 18 laki-laki dan 11 perempuan. Data pada penelitian ini dikumpulkan dalam bentuk kualitatif dan kuantitatif. Data kualitatif di peroleh dengan interview, kuisioner, diari siswa, dan catatan lapangan sedangkan data kuantitatif di peroleh dengan tes (pre tes dan pos tes). Data kualitatif dianalisa dengan menggunakan metode *Burn analyzing action research data*, sementara data kuantitatif dianalisa dengan menggunakan metode *descriptive statistic*.

Penemuan penelitian ini membuktikan bahwa penggunaan puzzle meningkatkan penguasaan kosakata Bahasa Inggris siswa dalam empat aspek dan meningkatkan situasi kelas. Peningkatan penguasaan kosakata siswa meliputi: (a) memori siswa meningkat dalam memahami arti kata (b) siswa menggunakan kata dalam kontek secara mudah (c) siswa membuat sedikit kesalahan dalam mengeja kata (d) pengucapan siswa meningkat dengan bertahap. Peningkatan penguasaan kosakata siswa dapat dibuktikan dengan nilai siswa dalam penguasaan kosakata dari pre tes dan pos tes. Dalam pre test, nilai rata-rata siswa 4,34, sementara nilai tes awal siswa 7,89 dan nilai tes akhir siswa sekitar 8,99. Sementara itu, sebelum dilakukan penelitian, siswa kurang termotivasi dan mereka tidak aktif dalam proses belajar mengajar. Setelah penelitian dilakukan, situasi kelas meningkat. Peningkatan situasi kelas meliputi: (a) siswa lebih termotivasi dalam proses belajar mengajar dan (b) siswa lebih aktif dalam proses belajar mengajar

Dengan penerapan penggunaan puzzle dalam proses belajar mengajar, siswa SD Negeri Sidoharjo 2, Sragen dapat meningkatkan penguasaan kosakata. Diharapkan, penelitian ini dapat menambah pengetahuan peneliti dan peneliti menyarankan kepada guru Bahasa Inggris lainnya untuk dapat menggunakan puzzle dalam meningkatkan penguasaan kosakata para siswa.

MOTTO

"Never give up"

"Ilmu itu lebih baik dibandingkan harta. Ilmu menjagamu, sedangkan harta kamulah yang menjaganya. Harta akan membuat hati menjadi keras, sedang ilmu menjadi penerang hati. Harta akan berkurang jika kamu pergunakan sedangkan ilmu akan semakin bertambah jika dipergunakan atau dimanfaatkan".

(Ali bin Abi Thalib r. a)

DEDICATION



I dedicated this thesis to:

- *My beloved family*
- *All of my friends*

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Surakarta, 2012

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CHAPTER I INTRODUCTION

A. Background of the Study

Language is a means of communication. It is used to express idea and share feeling. Through language an idea can be conveyed. Without language, people will get difficulties in conveying their ideas and messages. One of the languages which is often used as a means of communication is English. It is one of the most widely studied languages in the world. Almost all of countries use it as the first or second language and taught at all of schools in the world.

English is taught at all levels of curriculum from play group up to university. In the elementary school, English is a local content. It is taught from the fourth grade to the sixth grade of elementary school but some teachers taught it since the first grade. Indonesian education minister's decision No. 22/2006 states that English is the local content lesson in the elementary school and can be given from the fourth grade. This national policy is also used by the local governor to make local policy so that English lesson can start from the first grade. In the elementary school, the English teacher does not only teach English in written but the teacher also teaches English in spoken forms.

English is a means to communicate in spoken and written, while in communication needs the mastery of vocabulary. In elementary school, vocabulary is one of the important elements to learn language because vocabulary includes one of the language learning elements that should be mastered by the elementary students in learning foreign language. It is difficult to master foreign language without mastering vocabulary. Therefore, vocabulary is essential part of language learning and it is also basic step to learn English in written form as well as spoken form.

Vocabulary itself can be defined as a list of words for a particular language or set of words that individual speaker of language might use (Hatch and Brown, 1995:1).

Since vocabulary is important in language learning, the elementary students have to master vocabulary. In fact, vocabularies of the students are very low. The students have not mastered vocabulary well.

During pre-observation in English class, the researcher found the problems that exist. First, it is related to the condition of elementary students who have low motivation to learn English. When the teacher explains the material, they are full of activities with their friends. Sometimes, they draw the pictures in their book or saw something outside the class. Most of them open the dictionary in teaching learning process, but it is not suited with the lesson.

Second, the students were also passive during teaching learning process. They rarely had efforts to participate in teaching learning process like raising their hand when they want to answer the questions. They just keep silent. During the lesson only some students brought the book so when they did not bring it, they just keep silent without any efforts borrowing the book from another friend and they just sat down on their seats. This situation is not conducive so that the students cannot improve their vocabulary mastery and they cannot participate actively in class without the book.

In addition, they are also shy to come forward or participate in teaching learning process when the teacher asks them to answer the question on their seat or in front of the class because they feel worry if they make any mistakes and their friends will laugh of them. They pretend nodding the head when the teacher asks them to practice in teaching learning process. Thus, the students rarely practice English on their place or go forward in front of the class.

Besides, it is related to the students' capability in mastering vocabulary. Many students did not master vocabulary well. From the pre-observation and interview done by the researcher, the researcher found that the students have low vocabulary mastery. It was proved with the students' vocabulary pre test, they still having low score. Their mean score of vocabulary pre test are 4.34, while KKM (kriteria Ketuntasan Minimal) of passing English is 60. The indicators of the students' vocabulary mastery problems are (1) Students get difficulty in grasping meanings, sometimes they forget the meaning of the word when they asked to

mention (2) they still get difficulties in using new words, they cannot implement the words in the right contexts (3) they have difficulties in spelling the word correctly, they write a word as like its pronunciation (4) and they still get difficulties in pronouncing the words well, they pronounce it same with its writing.

Those problems are caused by the teacher who used inappropriate technique. In teaching English, the teacher only uses LKS (Lembar Kerja Siswa), so that they do not pay attention to the material taught by the teacher because the teacher does not use instruments to support teaching material such as picture show, game or media. Based on interview, the teacher said that she used a picture to teach students' vocabulary, but in fact she only teaches the students by using LKS. It makes the students feel bored; they are unmotivated and inactive in the class so they rarely participate to the lesson because there is no variation during English class.

From explanation above, it can be concluded that the students do not master vocabulary well. When the teacher explains the material, they do not pay attention. It can be said that the teacher also uses a less appropriate teaching in delivering material. She teaches the children by using conventional teaching technique. She presents the material without any supporting media while the students listen to her explanation during English lesson so the students feel bored in teaching and learning process. As the effect, the material cannot be received by the students well because they are unmotivated and inactive in teaching learning process so they have low vocabulary.

Young children learn language from word to word. Vygotsky in Cameron's book (1999:7) believes that words do have a special significance for children learning a new language. The word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language. Often too, we teach children words in the new language by showing them objects that they can see and touch, and that have single words labels in the first language. Therefore, the teacher should use an object as a media to teach students in order to

attract students' attention so that the students can participate actively in teaching and learning process.

Furthermore, young learners tend to change their mood every minute, and they find it extremely difficult to still sit. On the other hand, they show a greater motivation than adults to do things that appeal to them (Klein, 1993:14). In short, a young child is an active student and they like doing activities related to their interest.

From the statement above, it can be concluded that in teaching vocabulary, the teacher should be familiar with the characteristics of young learner. It is important to know young learners' characteristics in order to be easier in teaching vocabulary. A young learner is an active child. That is supported by Vigotsky in Cameron's book (1999:6) that the child is an active learner in a world full of other people. Those people play important roles in helping children to learn, bringing objects and ideas to their attention, talking while playing and about playing, reading stories and asking question.

Piaget, Vygotsky and Bruner (1962:5) also have same principle that child learns language in term of interaction in communicative situation. Children learn to speak since infant time. The infant begins with using single words, but these words convey whole messages, for example: when a child says a juice, she may mean *I want some more juice or my juice has spilt*. As the child's language develops, the whole undivided thought message can be broken down into smaller units and expressed by putting together words that are now units of talk. Moreover, the children try to communicate with people and surrounding environment. In short, it can be concluded that the children know how to communicate in a simple word and then they convey their idea to each other so that the children are able to understand communication in simple instructions.

In addition, to make an easy instruction for the students in teaching foreign language, the materials given to the students must be appropriate with the students' need and students' level. It is prepared to make the students not being stressful in doing the exercises. As a result is that they can carry out the exercises well related to their improvement vocabulary mastery.

Based on the problems and the reasons above, the researcher proposes one of the techniques as the solution in learning vocabulary. The teaching technique which is appropriate to overcome the problem is by using puzzle. Moreover, the researcher thinks that puzzle is appropriate to be applied in teaching English in the school because the students' vocabulary mastery need improvement and the teacher never uses puzzle in teaching learning process. Puzzle is chosen in this research. There are several reasons why the use of puzzles can improve the students' vocabulary mastery. According to Case (1994) puzzle involves less stress. In certain puzzle finding one answer often helps the students to find another answer. Puzzles are useful for language learners because of the enjoyment, satisfaction, reflection, and 'play' that can focus learners' attention on the language in a concentrated but non-stressful way.

On the other hand, Puzzle is a particularly baffling problem that is said to have a correct solution [http:// www.thefreedictionary.com/problem](http://www.thefreedictionary.com/problem). As a learning language, the students will get pleasure from doing the puzzle since puzzles have several shapes, colors and solutions for their exercises. Thus if the students answer the question in the puzzle correctly they will be satisfied and happy. In addition, puzzle can help develop child's reasoning. The goodness of puzzles is that puzzle can focus on learner's attention to the language itself.

Based on statements above, the researcher has strong belief that teaching vocabulary by using puzzle is effective to improve students' vocabulary mastery. Moreover the researcher decides to carry out a research entitled "Improving Students' Vocabulary Mastery by Using Puzzles (An Action Research Conducted at the Sixth Grade Students of SD Negeri Sidoharjo 2, Sragen in the Academic Year 2011/2012)".

B. Problem Statement

After knowing the identification of the problem, the writer states the problem as follows:

1. To what extent can puzzle improve the students' vocabulary mastery in learning English at the sixth grade of elementary school children?

2. What happens in the class when puzzle is implemented in teaching and learning process?

C. Objective of the Study

This research has some objectives:

1. To know the extent of the students' vocabulary mastery improvement by using puzzle in learning English at the sixth grade of elementary school children.
2. To know what happens in the class when puzzle is implemented in teaching and learning process.

D. Benefit of the Study

The researcher hopes that this research will give the benefit for teaching and learning process and it will give better results, especially for:

1. The teacher

The result of this research can give the contribution in teaching and learning process and the teacher can use the result of the study effectively. As an English teacher, she can choose the best technique to improve vocabulary mastery. In addition, the problem can be solved by using puzzle.

2. The Students

The students are easier to learn vocabulary mastery and have high motivation to learn English by using puzzle. In addition, this technique is an appropriate one in teaching vocabulary mastery to the students. As a result, the students are enthusiastic during the English teaching and learning process and class situation can be handled well.

3. The researcher

By doing this research, the researcher hopes that the researcher gets valuable experience by implementing technique. The researcher can implement this technique well to the students in the future as a teacher.

CHAPTER II

THEORETICAL REVIEW

A. The Review of Vocabulary

1. The Definition of Vocabulary

Burns and Broman (1975:201) define vocabulary as stock of the words used by person, class, or profession. Hatch and Brown state that vocabulary refers to a list or a set of words for a particular language or a list or set of words that individual speaker of a language might use (1995:1). While Hornby in *Oxford Advanced Learner's Dictionary* (1995:1331) defines vocabulary is a list of words with their meaning.

Harmer (1991:62) also states that teaching vocabulary not only teaching new meaning of words but also teaching how to spell and how to pronounce the words. In addition, Richard and Naton say in Lynne Cameron's book *Teaching Languages to Young Learners* (1976: 77-89) knowing about a word involves knowing about its form (how it sounds, how it is spelt, the grammatical changes that can be made to it), its meaning, (its conceptual content and how it relates to other concepts and words), and its use (its patterns of occurrence with other words, and in particular types of language use).

From the statements above, it can be concluded that vocabulary is a list of words with the meaning that need spelling and pronunciation appropriately used by the speaker. Related to English vocabulary taught in elementary school, vocabulary is defined as the list of English words with the meaning, that need spelling and pronunciation used by the students of elementary school in learning foreign language.

2. Vocabulary Mastery

According to *Oxford Advanced Learners* (1995:721) mastery is complete knowledge, great skill, and control. This definition supported by Webster (1984:777) who defines mastery is a possession or display of great skill or technique, skill or knowledge that makes one master of a subject.

Grolier (1992:237) states that mastery as through knowledge or skill in a specified field. The great skilfulness and knowledge of some subject or activity is called as “mastery” Collins English Dictionary (2003: 311). Meanwhile, Swannell (1994:656) states that mastery as comprehensive knowledge or use of a subject or instrument.

Based on definitions above, it can be concluded that vocabulary mastery is only described as the students’ problem previously means the competency to understand and use words related to student’s ability in doing the activities concerning spelling, meaning, pronouncing and using the words by the learners of elementary school.

3. Choosing Vocabulary

In teaching English, the teacher needs to pay attention the use of vocabulary that will be taught. The teacher needs to know what kinds of classroom activities that she can use to help their students gain new vocabulary. Some students have mastered vocabulary mastery really well, some only partially learnt and some that they have met once or twice but they do not remember it. It is not all of words can be understood by the student. Learning vocabulary may be ineffective if words are not consolidated and used regularly. Therefore, at least these words must be suitable with students’ need and their age. The teacher should choose vocabulary that relevant to the students.

There are certain guidelines on which the choice of vocabulary can be based. They are as follows:

a. Commonest words

It is important to choose words that are commonly used or word that students’ need. Any unusual word teacher teaches will take the place of a useful one in the student’s mind. The teacher is helped by the textbook where vocabulary is graded, and lists of the commonest words are also available.

b. Student’s needs

If student wants to know a special word, it is usually worth teaching it to him, because motivation will ensure that he remember it. However, don't teach it to the whole class unless they will all find it useful. As has been stated earlier, knowing students' background is of help. It will give the teacher an idea of what words students are most likely to need or want to know.

c. Students' language

If the students are from one language group, it will easier to learn language. Therefore it will be easy to learn language in the same language suit for students' need.

d. Word building

Teacher can choose some words to teach because a general rule can be formed. For instance, teach-teacher, work-worker, etc.

e. Topic area

In many ways, it is easier to teach vocabulary which belongs to one area of sequence, as the student will able to a pattern of interrelate words in his mind.

f. Cross reference

A lot of vocabulary is applicable to different situations or specializations. If we teach vocabulary connected with cars, it is worth choosing terms that are also common to other means of transportation, such as trains, aero planes, taxis, buses, etc.

g. Related structures

Many structures 'demand' their own vocabulary. Thus, teacher should choose vocabulary which is synchronized with its structure. For instance, if we teach 'have got' we tend to choose the names of personal possessions (Haycraft, 1978:44).

4. The Importance of Vocabulary

Thornburry (2002:13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Meanwhile Gower, Phillips and Walters in *Teaching Practice Handbook* (1995:76) state that

vocabulary is important to students. It is more than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they need to get by in the language.

Furthermore Cross (1995:1) states that a good store of words is crucial of understanding and communication. The major aim of most teaching program is to help students to gain a large vocabulary of useful words.

Zimmerman in Coady and Huckin (1997:5) state that vocabulary is central of language and a critical importance to the typical language learner. Nevertheless, the teaching and learning of vocabulary have been undervalued in the field of second language acquisition throughout its varying stage up the present day.

From definition above, it can be concluded that vocabulary is the basic to learn language. Vocabulary cannot be separated from the other language elements in the teaching and learning English. It is more important than grammar. The students' vocabulary will improve if they learn more words because they can say almost anything with words. The students who have adequate vocabulary, they are able to express their opinion, feeling and ideas more fluently and more easily. Especially in the early age, the students are motivated in learning new words. Moreover, by having a lot of vocabulary, the students will receive easily the material taught by the teacher because vocabulary influences their ability in learning English. Thus, vocabulary has important role to support English teaching and learning process to the students because vocabulary is the basic to learn the language.

5. Techniques in Teaching Vocabulary

Technique is classroom practices done by the teacher when presenting a language program. There are some techniques proposed by some experts. Allen (1983: 12) suggests there are three ways to show the meaning of vocabulary words. The first is picture, the second is explanation in the students' own language, and the third is definitions in simple English, using vocabulary that the students already know. Haycraft (1997: 47) mentions

some techniques that can be used to introduce new vocabulary to young learner. They are as follows:

a. Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.

b. Description or definition

You can also describe and define object. For example, the meaning of word 'star fruit' the fruit which has shape and taste.

c. Outside the classroom

Take your class and introduce words for things seen in a shop window, or in the street.

d. Object

There are many hundreds object already in the classroom. Others which can probably be seen through the window and others which can be brought in when needed.

e. Drawing

Even a teacher without too much skill can represent simple objects on the board. If he/she draws badly, a guessing game ensues to determine what he/she actually has drawn.

f. Opposites

A word can often be defined if the students know its opposites: a brave man isn't afraid; an ugly girl isn't pretty.

g. Mime

This is particularly useful for action: "drinking, eating, etc".

h. Synonyms

Words or expressions have the same meanings in some or all contexts word. For example: purchase=buy, big=large.

i. Translation

If you do translate vocabulary, make sure then exemplify the word in context, or the students will forget it easily.

j. Picture / flash cards

The existence of a wide assortment of magazines and illustrated advertisements means that picture can be easily found for special vocabulary area such as kitchens, clothes, and cars.

k. Wall charts

There are valuable because they also present vocabulary in a visual context, as long as they are clearly visible.

l. Word game

Another way in presenting vocabulary is using word games. There are a large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. Crossword puzzles are useful, particularly for group work or as homework.

From the explanation above, it can be concluded that technique in teaching vocabulary is very important because it gives feedback to the learner concerning form of the sentences. Besides, technique makes the objective of teaching more interesting and effective.

Although there are many techniques in teaching vocabulary, the researcher applies the technique in learning language by using puzzle because there are many types of puzzle that can be used in language teaching and learning process for beginner level. Therefore, the researcher will applies more than one puzzle in teaching vocabulary.

B. Teaching Media

1. Definition of Media

Gagne as quoted by Sadiman (1996:6) says media is component in student environment that can stimulate them to learn. Meanwhile, Briggs (1996:6) defined media is physical means provide message and stimulate students' learning. In addition, Sadiman himself said media is such things which enable to distribute from sender to receiver so it can stimulate brain, feeling, and students' attention in such way to build teaching learning process.

Based on definitions above, it can be concluded that media is one of the teaching aids that has an important role to attract students' attention in order to create teaching learning process run well.

2. Types of Teaching Media

There are many kinds of media implemented in teaching learning process such as games, songs, cassettes, cartoon movies, picture and so on. In general education, the types of teaching media can be seen as follows:

- a. Supplementary material such as: books, comics, magazines, bulletins.
- b. Audio Visual media can be grouped into three categories:
 - 1) Teaching media without projections include pictures, blackboard, flannel board, charts, and diagram.
 - 2) Teaching media using technical machinery include slides, filmstrip, recording, radio, cassette and electronic laboratories.
 - 3) Three dimension teaching media, items that belong to this type are models, physical object, dolls, globe, mask, etc.
 - 4) Other types of teaching media are games. There are many games that can be used in teaching vocabulary to children such as flashcard, guessing games, song, kinds of puzzles, jigsaw, and bingo.

C. Puzzle

1. Definition of Puzzle

There are many techniques in teaching vocabulary. One of them is by using game. Young learners like a game and have an amazing ability to absorb language through play and other activities which they find enjoyable. The young learners are also active students. That is why when the game is applied in teaching and learning process, they will be happy and motivated to study because they like a game. Therefore, the researcher uses a game to teach vocabulary mastery. Game which is used by the researcher is a puzzle. Puzzle has been known by all of people, of course in the world. A lot of people are interested in it, starting from young learners, teenagers, until adult because puzzles have various designs to meet the needs of people in different age.

Puzzle has many types. These are crossword puzzle, anagram, riddle, jigsaw and so on. Many people are interested in this game, because puzzle is one the games that tests ingenuity and offers challenge to be done. Adenan (1984: 9) states that puzzle is obvious types of self motivation material, it have a strong appeal. Puzzle is self motivation because it offers a challenge that can commonly be met successfully.

Puzzle is one of the games that is appropriate with vocabulary mastery in teaching and learning process. According to <http://www.ezinearticles.com> puzzle is a problem or enigma that challenges ingenuity. In a basic type of puzzle you piece together objects in a logical way in order to come up with some shape, picture or solution. Beside definitions above, there are still other definitions of puzzle, these are as follows: (1) A puzzle is a fun (2) Puzzle is a game which has solution; (3) Puzzle is also a particularly baffling problem that is said to have a correct solution. (4) Puzzle is an easier way for the students to learn English vocabulary. (5) Puzzle as a toy or other contrivance designed to amuse, be presenting difficulties to be solved by ingenuity or patient effort. (6) Puzzle is a thing that is difficult to understand or answer a mystery or a question or toy that is designed to test a person's knowledge, skill, intelligences. (7) A kind of game or toy to test one's thinking, knowledge or skill. Many puzzles designed amazing with the aim of making the young learner interested. The young learner are able be motivated to learn new words and they are more interested in learning English by using puzzle because they find an enjoyable way to master vocabulary. The learners' attitude can be more positive and they will think that English is not a boring even frightening subject.

From definitions above, it can be concluded that puzzle is a subspecies of game that is designed amazing in various types or solutions; and test someone's knowledge by presenting difficulties to be solved by students' effort which is appropriate with vocabulary mastery. In certain puzzle, there was a visual and verbal definition. The children are not only playing a game but also thinking in solving a problem, particularly in vocabulary mastery.

That is why the teacher should give the material in different way such as using puzzle. It is done with the purpose of improving the students' vocabulary mastery.

2. Types of Puzzle

There are many types of puzzle, but not all of puzzle appropriate in language learning. However, there are many widely-known puzzle types which adapt well to the language learning context. For example:

- a. Crossword puzzle in various formats,
- b. Anagrams and other re-arrangements of letters,
- c. Codes and other 'distortions' of text,
- d. Find-the-word grids and other ways of concealing words,
- e. Riddles and puzzles based on jokes,
- f. Puzzle involving sorting or categorizing (Doug Case, 1994:5).

In addition, these are the type of puzzles – as well as specially devised ones – which are used in English Puzzles.

According to <http://www.ezinearticles.com> there are many types of puzzles. Some of them are very popular, and some are not. Puzzles that have been created until now can be divided into several main categories.

Jigsaw puzzles are a well known and popular type of puzzle. A jigsaw puzzle is a puzzle that requires the assembly of numerous small pieces, and each piece has a small part of a picture on it. When all pieces are complete, a jigsaw puzzle produces a complete picture.

Word puzzles like Crosswords and Anagrams are the most popular type. A crossword is a word puzzle that takes the form of a square or rectangular grid of black and white squares. The goal is to fill the white squares with letters, forming words by solving some type of question or clues which lead to the answers. The black squares are used to separate the words or phrases. An Anagram is a type of word play puzzle, and by rearranging the letters of a word or phrase, you produce a new word or phrase by using all the original letters only once.

Logic puzzles include many different types of puzzles. Logic puzzles are math-based, like the well known and popular puzzle, Sudoku.

3. Choosing Puzzle

Ali Raza in <http://ezinearticles.com> states that there are different types of puzzles games in the market and this is probably due to the fact that they have been around for quiet sometime now. These are known to challenge the brain and search shows that people who participate in the same have a higher thinking capacity and are able to solve equations and problems with more ease. It is for this reason that they have been recommended for kids. They are designed to meet the needs of people in different age groups and for this reason, if puzzle will be conducted to the different age; it has to do so in accordance to the following.

- a. Beginners: There are some models that are designed for kids in the early stages and in most cases; they are known to be easy and attractively designed to hold the attention of kids. In addition to this, it is important to note that they have pictures and this go a long way to ensure that they are able to identify with the environment.
- b. Intermediate: As children age, they get the ability to solve advanced ones that do not have pictures and as such, we should upgrade them. It is important to look at the specified age group before making your choice in order to ensure that we do not buy a model that is too complex for them. Remember apart from learning, it should also be an opportunity for them to have fun. Note if the child has been playing puzzles for a long time, it is easier for them to handle more complex models.
- c. Advanced: When kids get to the age of nine or ten, they are able to handle advanced puzzle games and as such, we should consider getting them the same. However, during the initial stages, it is advisable to start working with them in order to keep them interested. Show them how they can work towards solving it. While this is the case, make sure that we do not do everything for them but rather, let them think through the process in order to place every detail in the right place.

- d. Online options: It is important to note that some of these are available online and we should consider letting the kid play the same. This will go a long way to ensure that they also gather some computer skills while having fun.

4. The Advantages and Disadvantages of Puzzle

Puzzles have long been a favorite learning toy of young children so they are interested in it. According to Sensory at <https://hubpages.com/signin/>, there are some advantages of learning using puzzle. They are as follows:

- a. Puzzles enhance cognitive skill: puzzles improve a child's problem solving and reasoning skills.
- b. Puzzle enhances fine motor skill: puzzles are fun way to improve motor skill. Fine motor manipulation is key for writing but children start learning this skill long before they can hold a crayon or a pencil.
- c. Hand-eye coordination: as a child places each piece in the puzzle they are manipulating it so see if it fits.
- d. Social skills: puzzles can be done alone but are also a great tool for fostering cooperative play.

Doug Case in *English Puzzle* defines that puzzles are useful for language learners because the enjoyment, satisfaction, reflection and 'play' can focus learners' attention on the language in a concentrated but non-stressful way.

Puzzles are thus a helpful complement to exercises. Exercises are useful and necessary, of course. A puzzle involves less stress. Solvers do not necessarily expect to find every single answer, although they hope to do so. The solution may have to be consulted for one or two answers, but as long as the puzzle is perceived as fair and interesting, it remains an enjoyable activity.

Also, exercises often contain discrete items – separate sentences to be completed, for example. In a puzzle, finding one answer often helps the solver to find other answers, thus giving more scope for reasoning and deduction. And the learner's attitude towards encountering unknown words may be more positive in a puzzle than in an exercise: a degree of mystery is a part of the

puzzle context, and unknown words may thus be less 'threatening'. Puzzles are often described as 'light relief' from 'serious' learning. This rather undervalues their usefulness. It would be better to describe them as enjoyable contribution to and reinforcement of learning (Doug Case, 1994:5).

From statements above, there are many advantages of using puzzle in language learning. However, there are also some disadvantages of using puzzle according to Lynda Acker in <http://contributor.yahoo.com/>. They are as follows:

a. Puzzles become frustration

It is always important to use age appropriate puzzles because you do not want a child to become frustrated.

b. Puzzles' task is difficult

As a child grows and develops certain skills and abilities, puzzles should become increasingly challenging but never frustrating. If a child demonstrates frustration too often, the puzzle is too difficult. Child will learn a great deal through observation. If a child observes a given task over and over and still cannot complete it, frustration not education will occur.

Doug Case in English Puzzle also defines that an exercise may be perceived as a 'test' and makes learners feel guilty or inadequate if they are unable to get all answer right (Doug Case, 1994:5).

D. Teaching Young Learners

1. The Definition of Young Learners

According to Sarah Phillips (1993:5) young learners' means children from the first of formal schooling (five or six years old) to eleven or twelve years of age. According to Klein (2007:6) young learner is from eight to ten years old at beginning level. Meanwhile Wendy A. Scott and Lisbeth H. Ytreberg (1990:1) defines the young learners are five to seven years old are all at level one, the beginner stage. The eight to ten years old may also be beginners, or they may have been learning the foreign language for some time.

From the definition above, it can be concluded that there are two levels of young learners. Five to seven years old are level one, while eight to twelve years old are level two.

Although the writer uses term: the student, the children, the learner, young children, and kids, all of them refer to young learners.

2. The Characteristics of Young Learners

Teaching young learner is different from teaching adults. Young learners tend to change their mood every minute, and they find it extremely difficult to still sit. On the other hand, they show a greater motivation than adults to do things that appeal to them (Kerstin Klein, 1993:14). Therefore, by knowing the students' interest, it will give good result to them in learning vocabulary because they are motivated in learning language. Besides, the young learners have more opportunities than adult. They are learning all the time without having the worries and responsibilities of adults: their parents, friends and teachers all help them in learning because as young learners, they still having opportunities to do things attract their attention.

Besides, as young learners in primary level, they will share these characteristics. Christopher Brumfit in his book *Teaching English to Children* (2006: V) said some of the characteristics which young learners share. They are as follows:

- a. Young learners are only just beginning their schooling, so those teachers have a major opportunity to would their expectations of live in school.
- b. As a group they are potentially more differentiated that secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school.
- c. They tend to be keen and enthusiastic learners, without the inhabitations which older children sometimes bring to their schooling.
- d. Their learning can be closely linked with their development or ideas and concept, because it is so close to their initial experience of formal schooling.
- e. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be better.

In addition, Wendy A. Scott and Lisbeth H. Ytreberg in *Teaching English to Children* (1990:3) said that the characteristic of young learners as follows:

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the difference between fact and fiction.
3. They ask question all the time.
4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and don't like doing.
7. They have a developed sense of fairness about what happens.
8. They are able to work with others and learn from others.

From the definitions above, it can be concluded that young learners are still beginner level. Their personalities are formed at the early age. They are also active students. They will look to be keen when physical movement implemented in teaching learning process and one of the characteristics is proved by asking questions all the time. Furthermore, learning English at beginner level will be the foundation for learning English at the higher level of

education because their basic concept has been formed at the early stages. Thus, young learners will learn better when they do activity that they like and use physical movement that can stimulate their thinking so that they will be active students in doing learning activity.

Moreover, teaching young children are not easy. Young children do not come to the language classroom empty handed. They are being with them an already well-established set of instinct, skill and characteristic which help to learn another language. Therefore, we need to identify those and make the most of them. For example, children:

1. Are already very good at interpreting meaning without necessarily understanding the individual words
2. Already have great skill in using limited language creatively
3. Frequently learn indirectly rather than directly
4. Take great pleasure in finding and creating fun in what they do
5. Have a ready imagination
6. Above all take great delight in talking (Halliwell, 1992:2).

From statement above, it can be concluded that young learners' characteristic are active learners. The young learners will learn better when they do activity in creating fun and taking great pleasure so that the teacher has to use an appropriate technique which should be attractive to them in teaching English vocabulary to improve their vocabulary mastery.

E. Providing the Material

In teaching learning process, the researcher needs to provide teaching aid to present the material. One of the important teaching aids that is needed by the researcher is puzzle. Crossword and jigsaw puzzle are chosen in the research. Anna Tower at http://www.ehow.com/how_6755399_make-crossword-puzzle-school.html states some steps to make crossword puzzle in the classroom, they are as follows:

- a. Choose the words with which you would like to make your crossword puzzle.

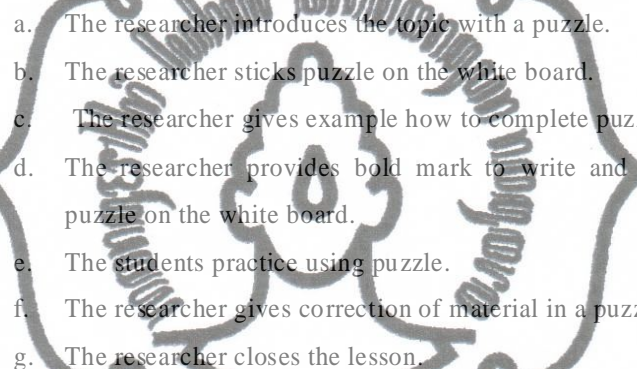
- b. Arrange your words in a pattern. They should intersect in both vertical and horizontal rows. Each word should connect with at least one other word. Some crossword puzzles are arranged to match as many words as possible with other words. The format of your puzzle will depend on the number of words in your list.
- c. Draw the puzzle on graph paper by outlining boxes to match the word arrangement you created. Outline a box for each letter used.
- d. Fill in the unused boxes in your puzzle to make it clear which boxes correspond with words and which boxes do not need to be considered when solving the puzzle.
- e. Number your words going across and down, starting from the number one to help the puzzle solver identify which definitions match the created boxes.
- f. Use a textbook or dictionary to look up the definitions for your words or write your own clues based on a given definition.
- g. Create two lists, "Across" and "Down", below your puzzle to list definitions or clues for your puzzle solver. List the numbers for the answers. Write down your definition or clue from next to each corresponding number.

Beside teaching vocabulary through crossword puzzle, the researcher also uses jigsaw puzzle to teach vocabulary. The steps of making jigsaw puzzle are taken from <http://www.mrsspinkler.hubpages.com/>. They are as follows:

- a. Step One: If you have enough space and time, the best thing to do is turn all your pieces out onto the table.
- b. Step two: Collect your edge pieces and put them together. This gives you the basis for the design and approximately where things go
- c. Step three: Look through the pieces and find the pieces with the same color or design on them. Put them to the side and start connecting them.
- d. Step four: After you are done or during the process of step three make sure to put the finished or connected pieces inside your edges.

- e. Step five: When you have gone as far as you can with the steps, start taking the non connected pieces and try to put them where they belong until it is completed.

After finishing of making puzzles above, the researcher presents the puzzle to the students. However, the researcher needs additional equipments to provide the interesting material in order to attract the students' attention. Thus, the puzzles that have been combined with provided material can be presented as follows:

- 
- a. The researcher introduces the topic with a puzzle.
 - b. The researcher sticks puzzle on the white board.
 - c. The researcher gives example how to complete puzzle.
 - d. The researcher provides bold mark to write and glue to stick puzzle on the white board.
 - e. The students practice using puzzle.
 - f. The researcher gives correction of material in a puzzle.
 - g. The researcher closes the lesson.

F. Procedures of Teaching Vocabulary by Using Puzzle

Procedure contains of the sequences how to teach vocabulary to the student in the classroom. In teaching vocabulary to the students in the classroom, the researcher applies a puzzle as a media in doing the activity of learning language in term of interaction communicative situation. The researcher sets all of activities that will are done by the students. Then, the students are able to carry out the task of the activity individually, in pair and in a group. Task is an activity where the students are urged to accomplish something or solve problem using their language and task may involve solving a word problem and creating puzzle. Willis (1996:38) defines the sequences of the activities teaching vocabulary in the classroom as follows:

- a. Pre task : Introduction to topic and task will be given. The teacher highlights useful words and phrases and helps the students understand task instruction.

The teacher introduces the topic by using a puzzle and then she gives example how to use puzzle in language learning.

- b. Task cycle : There are three stages which are conducted by the students.
1. Task : the students do the task.

A task is vocabulary in the puzzle to encourage the students using vocabulary in the context. The students carry out the task of vocabulary in four aspects individually, in pairs or small groups while the teacher monitors from a distance.

2. Planning : the students prepare to present the result.

Planning prepares for the next stage where the students are asked to tell how they do the task in the puzzle and what the outcome is.

3. Report : the students present their report.

The students report the task of the puzzle orally or in writing, and compare notes on what has happened.

- c. Language focus : There are two stages in language focus.

1. Analysis of the main task which has been conducted.

The teacher observes the students' task in the puzzle.

2. Guided by the teacher practicing to do the task correctly.

The teacher conducts practice activities as needed, based on the language analysis work already on the board and reflection of the task is done.

Based on the procedures above, the researcher summarizes it in which consist of three phases. They are as follows:

Pre task : the phase in which the students are involved in the introduction of topic and activity in a puzzle.

Main task : the phase in which the students do the task in a puzzle form.

Post task : the phase in which analysis of the vocabulary's task in the puzzle is done.

G. Related Researches

In teaching vocabulary to the students, the researcher proposes to use puzzles because there are many types of puzzle that can be applied in teaching vocabulary. Thus, to make sure that those puzzles are able to improve the students' vocabulary mastery, the researcher gives some results of the related research. Yuni Sya'bani Rahmatillah had done her research entitled *Improving The Students' Vocabulary Mastery Through Crossword Puzzle With Picture In SD Negeri Kroyo 3 Karangmalang In Academic Year Of 2010/2011 Of The Fifth Grade Students*. She taught the students by using crossword puzzle provided with pictures. She presented the material using picture first. Then she used crossword puzzle combined with the picture below the crossword puzzle to do exercises. The result of the tests were indicated that the mean score of pre test was 58.3, the mean score of post test 1 (cycle 1) was 76.5, and the mean score of post test 2 (cycle 2) was 81.6.

In addition, Yemi Iswati had done her research entitled *Improving Vocabulary Mastery By Using Puzzle In SD Negeri Blanceran 1*. She taught the students by using picture in the first meeting then in the next meeting she taught using crosswords puzzle. The result of the tests were indicates that the mean score of pre test was 40.9, the mean score of post test 1 (cycle 1) was 63.1, and the mean score of post test 2 (cycle 2) was 78.8. She used crossword puzzles combined with pictures in teaching vocabulary to the students.

Furthermore, Mei Lisa Rikawati had also done research entitled *The Effectiveness Of Using Puzzle As Teaching Media In Teaching English For Young Learner On The SD Negeri Candi Gatak 2, Boyolali In Academic Year 2006/2007*. She presented using crossword puzzle to teach vocabulary to the students. Then she gave the students crossword puzzle in doing exercise individually and group. She indicates that the mean score of pre test was 59 and the mean score of post test was 71.5. She used crossword puzzle and moving piece puzzle.

By knowing the result of the tests shown in teaching vocabulary mastery by using puzzles above, the researcher chooses crossword puzzle and jigsaw

puzzle to teach vocabulary to the students because teaching vocabulary mastery by using puzzles above can improve students' vocabulary mastery and in crossword puzzle finding one answer often helps the students to find another answer while in jigsaw puzzle having amazing design such as pictures, shapes, and color create the students have motivation to complete exercises, developing their reason, and attract the students' attention. In addition, according to Doug Case in *English puzzle*, puzzle gives enjoyment, satisfaction; reflection and 'play' can focus learners' attention on the language in a concentrated but non-stressful way.

H. Rationale

English is a Local Content in SD Negeri Sidoharjo 2, Sragen. It is learned by the sixth grade students of SD Negeri Sidoharjo 2, Sragen almost six years. However, the sixth grade students of SD Negeri Sidoharjo 2, Sragen still have low vocabulary although they have learned it almost six years. This is proved by pre-research, pre-test and interview done by the researcher to the sixth grade students. Therefore, the researcher uses puzzle to improve students' vocabulary mastery. The researcher applies puzzle in doing research because puzzle is a subspecies game that tests ingenuity and has solution designed amazingly in various shapes and pictures. In certain puzzle finding one answer often helps the students to find another answer. Besides, the students can play fun game using puzzle because puzzle has many interesting types of shapes and pictures that can be used to attract students' attention.

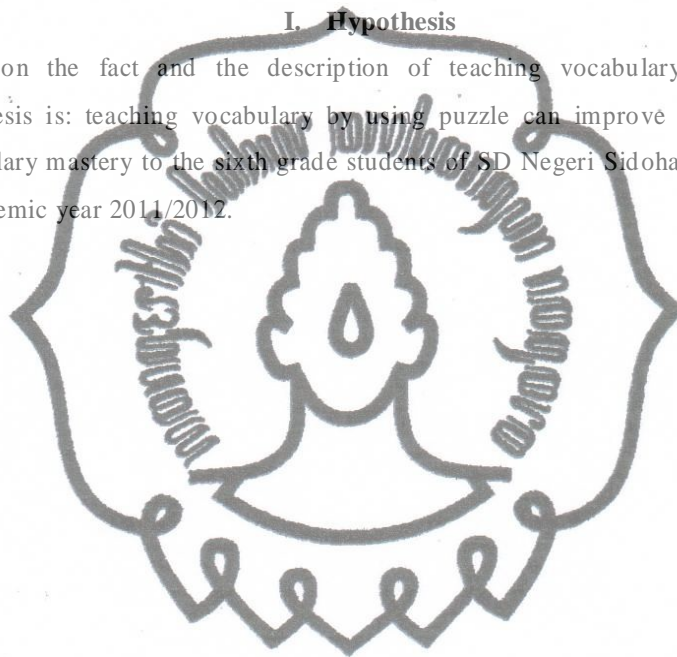
In addition, puzzle involves less stress. In certain puzzle, if the students are able to answer one word in a puzzle, another word will follow it. As long as puzzle is perceived as fair and interesting, it remains as an enjoyable activity. Therefore, by using puzzle in teaching vocabulary, the students are motivated to learn new words and they are more interested in learning English because they find an enjoyable way to learn vocabulary in a puzzle. If teaching and learning process is enjoyable, vocabulary will be memorable for the children's attention in

learning language. In addition, the children will have a sense of achievement which will develop motivation for further learning.

By using puzzle in vocabulary teaching in classroom action research, the researcher hopes that the problem faced by the students can be solved.

I. Hypothesis

Based on the fact and the description of teaching vocabulary above, the hypothesis is: teaching vocabulary by using puzzle can improve the students' vocabulary mastery to the sixth grade students of SD Negeri Sidoharjo 2, Sragen in academic year 2011/2012.



CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This action research is carried out at SD Negeri Sidoharjo 2, Sragen. It is located at Kleco Wetan, Sidoharjo, Sragen, Jawa Tengah. This school is surrounded by settlement and field. It is also far from main street so that teaching learning process can run well. This location can be reached by the students and the staff of elementary school easily although it is far from main street. The implementation of the research was carried out from March 9th to March 30th 2012.

B. The Subject of the Research

The subject of this research is the sixth grade students of SD Negeri Sidoharjo 2, Sragen 2011/2012. The class consists of 29 students: 18 boys and 11 girls. The researcher takes this class because the sixth grade students have still low vocabulary although they have been learning English almost six years.

C. The Method of the Research

Action Research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research. It is based on the following assumptions:

1. Teachers and principals work best on problems they have identified for themselves;
2. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently;
3. Teachers and principals help each other by working collaboratively;
4. Working with colleagues helps teachers and principals in their professional development (Heidi Watts, 1985:1).

According to Carr and Kemmis action research is simply a form of self – reflective enquiry undertaken by participants in social situations in order to

improve the rationality and justice of their own practices, their understanding, of these practices and the situations in which he practices are carried out (Carr and Kemmis, 1986:162).

Besides, Burns, cited in Cornwell action research involves a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by participants to be worthy of investigation in order to bring about critically informed changes in practice. (Burns, 1999: 5).

Burns (1999:30) makes some characteristics of action research taken from some experts' definition as follows:

1. It is small-scale, contextualized and local in character, identifying and investigating teaching-learning issues within a specific situation.
2. It involves evaluation and reflection aimed at bringing about changes in practice.
3. It is participatory, providing for communities of participants to investigate collaboratively issues of concern within their social situation.
4. It differs from the "intuitive" thinking that may occur as a normal part of teaching, as changes in practice are based on systematic data collection and analysis.

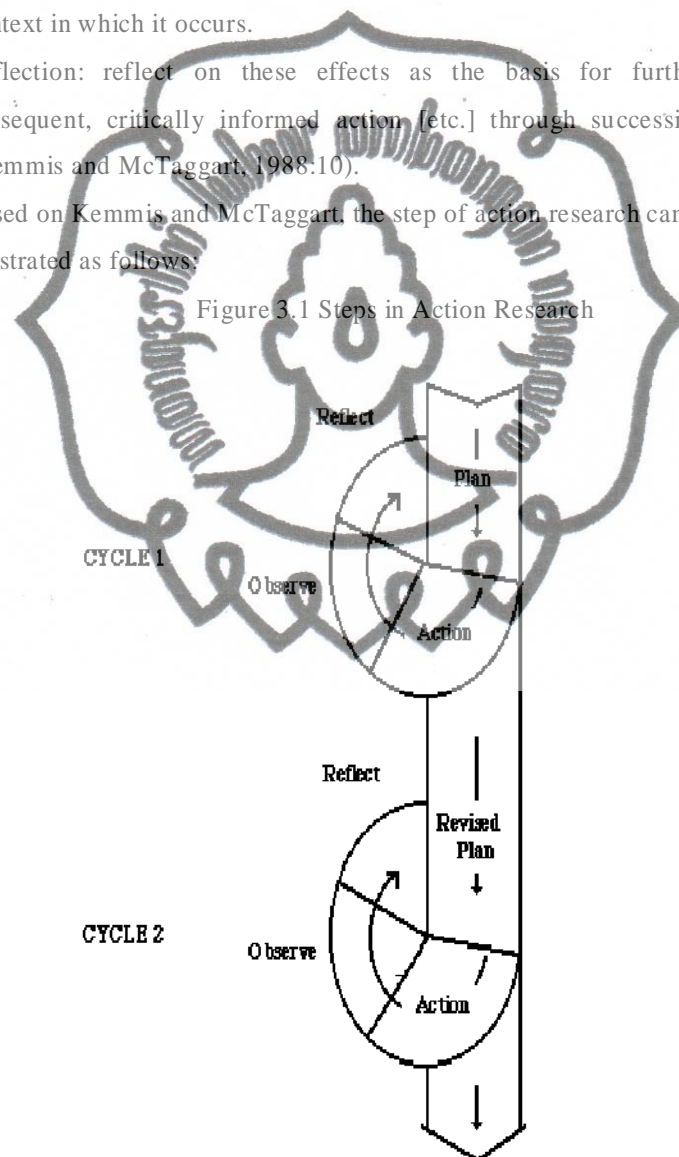
Meanwhile, Anna Uhl Chamot et al define that Action Research is classroom – based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/student learning.

From definitions above, the researcher makes conclusion that action research is research done by researcher to solve the problem faced in teaching and learning process systematically using the technique of the research.

D. The Model of Action Research

1. Planning: develop a plan of critically informed action to improve what is already happening.
2. Action: act to implement the plan.
3. Observation: observe the effects of the critically informed action in the context in which it occurs.
4. Reflection: reflect on these effects as the basis for further planning, subsequent, critically informed action [etc.] through succession of stages (Kemmis and McTaggart, 1988:10).

Based on Kemmis and McTaggart, the step of action research can be illustrated as follows:



E. The Procedure of Action Research

1. Identifying the Problem

The researcher identifies the problems first before planning the action. The problem refers to students' difficulty in mastering vocabulary during the lesson. The problems were identified by using three technique, they are:

a. Interview

The researcher interviewed the teacher and the students. The aim of the researcher interviewed the teacher to know the teacher and the students' problem in teaching learning process and the technique used by the teacher in teaching learning English.

b. Observation

The researcher observed the English class during teaching learning process to know the students' behaviour toward teaching English, and the class situation in teaching learning process.

c. Test

The researcher gave a vocabulary pre-test to know the students' ability in mastering vocabulary.

2. Planning

The researcher prepares everything needed in the action as follows:

- a. Preparing the material (making lesson plan about the topic that will be taught)
- b. Preparing list of students' name (to check the students' attendance)
- c. Preparing teaching aid (puzzle, glue, white board, bold mark, and eraser)
- d. Preparing camera (to take pictures during the teaching and learning process)
- e. Preparing sheets for classroom observation during the teaching and learning process (to know the student behavior and the situation in the class during teaching and learning process when puzzle is applied)
- f. Preparing post-test (to know whether students' vocabulary improve or not).

3. Implementing the Action

The researcher becomes a teacher who implements the activities written in the lesson plan. The researcher applies the action of teaching vocabulary by using puzzle to the students.

4. Observing the class

The researcher observes the students' activities in teaching and learning process by using puzzle. The researcher writes the students' action (the students' respond), and gives motivation to the students to create good atmosphere by giving suggestion or opinion to the students if they make any mistakes and giving a feedback for their effort during teaching learning process. In addition, the researcher makes collaboration with the English teacher to observe the students' activities during teaching learning process. As an observer, she also gives suggestion and input to the researcher.

5. Reflecting

The researcher makes an evaluation the activities during teaching learning process. Then, she finds the weaknesses (problem unsolved) and the strengths (problem solved) of activities that will be carried out using puzzle in teaching vocabulary mastery. The data of each step are analyzed, and the data will be used to determine the next step of action or cycle.

6. Revising the plan

Based on the weaknesses (problem unsolved) of the activities using puzzle, the researcher revises the plan for the next cycle. In classroom action research, the researcher takes one or two cycle to solve students' vocabulary mastery or it can be said until the goal of the research can be solved.

F. Technique of Collecting Data

In this research, the techniques used for collecting the data are qualitative and quantitative data. They are as follows:

1. Qualitative data

Qualitative data were collected from:

a. Observation

The researcher observes the students' action (students' respond) in the process of teaching learning vocabulary using puzzle. It is written on writing form that can be called field note. In addition, the researcher also takes photograph during teaching learning process.

b. Interview

Interviews are a popular and widely used means in collecting the data. The purpose of interview is to obtain information by actually talking to the subject (Selinger and Shohamy, 1989: 116).

The researcher interviews the teacher and the students to know the problem faced in teaching learning English, and the technique used by the teacher in teaching learning English.

c. Questionnaire

Questionnaires are printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously (Selinger and Shohamy, 1989: 116).

The researcher gives questionnaire to the students after the action to get information from their opinion about the students' difficulties in mastering vocabulary and their responses during teaching learning process using puzzle.

d. Students' diary

Diaries have been used in a number of second language acquisition studies, especially to collect data on subjects' experiences as students or as teachers of a second language (Bailey, 1983).

The researcher asked the students to write in a paper about their impression in learning experiences and valuable insights by using puzzle in the classroom.

2. Quantitative data

The researcher uses quantitative data for collecting the data that consist of test to measure the students' vocabulary improvement.

A test is procedure used to collect data on subjects' ability or knowledge of certain disciplines (Selinger and Shohamy, 1989: 116).

The researcher gives test to the students including pre-test and post test. Pre test was used to know the students' ability in mastering vocabulary before the action is applied while post test is used to know the improvement of students' vocabulary mastery after the action was applied using puzzle.

G. Technique of Analyzing Data

After the researcher collecting data above, the next step is analyzing the data. The data will be analyzed by using qualitative and quantitative ways.

1. Qualitative data

In analyzing the qualitative data the researcher uses qualitative technique suggested by Burns (1999: 156) the process of qualitative data analysis consists of five stages, they are as follows:

a. Assembling the Data

The first step is assembling the data. The researcher collects the data from field notes, interview, questionnaires, students' diary, photograph and test that have been collected over the period of the research.

b. Coding the Data

The second step is coding the data. Once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. Coding is a process of attempting to reduce the large amount of data that were collected to more manageable categories and concepts, themes or type. The researcher coded the data gotten from field notes, interview, questionnaire and students' diary. From the coding, the researcher can know the students' response in learning vocabulary

using puzzle that reflected the class situation are more alive because the students are more motivated in learning English by using puzzle proved by the students' attitude to be active during teaching learning process. If the students are motivated in learning English, they will pay attention and encourage participating actively in teaching learning process. As the result, they will have high motivation in teaching learning process and shows good attitude actively in the classroom and improvement students' achievement because they are enthusiastic and comfortable to participate in teaching learning process by using puzzle in the classroom.

c. Comparing the Data

At this stage, comparison can be made to see whether themes or pattern are repeated or developed across different data gathering techniques.

d. Building Interpretations

In this step, the researcher move beyond describing, categorizing, coding and comparing to make sense of the meaning of the data.

e. Reporting the Outcomes

The final stage, the researcher involves presenting an account of the research for others.

2. Quantitative data

The researcher uses *descriptive statistic method* to analyze quantitative data. It is done to compare the students' vocabulary mastery before and after the action or it can be called pre-test and post-test by dividing the sum of students' score with the number of students before and after the action. If the mean score of post test increases, it indicates that there is improvement of students' vocabulary mastery or the researcher is successful in teaching vocabulary mastery by using puzzle.

CHAPTER IV

THE RESULT OF THE STUDY

The aims of this research are to know the extent of the students' vocabulary mastery improvement by using puzzle and to identify what happen in the class when puzzle is implemented in teaching and learning process. This chapter presents the result of action research conducted in the sixth grade class of SD Negeri Sidoharjo 2, Sragen.

In doing action research, the researcher becomes a teacher who implementing the action in teaching learning process using puzzle while the English teacher becomes an observer. The English teacher is not only an observer but she is also a collaborator. The English teacher gives suggestion to the researcher including making lesson plan, teaching vocabulary to the students in the class, and discussing the result of the research to get better result.

A. The Process of the Research

The researcher divided the process of the research into three parts; they are situation before the research, research implementation and reflection of the action. Before doing the process of the research, the researcher did pre-research to know the problem happened in teaching learning process. The researcher conducted pre-research through observation, interview and pre-test. The situation before research can be presented as follows:

1. The Situation before Research

The researcher conducted pre-research on 11th March 2011. She did the class observation conducting interview and pre-test to identify class situation and the students' vocabulary ability during teaching learning process. Taken from collecting data, the situation before research can be seen as follows:

Table 4.1 The Situation before Research

Kinds of data	Scopes	Before action
A. Qualitative Data (Observation & Interview)	1. Class situation	<ul style="list-style-type: none"> ➤ The students had low motivation in learning English. ➤ The students were passive during teaching learning process.
	2. Vocabulary mastery	
	• Meaning	➤ The students get difficulty in grasping the meanings. Sometimes they forget the meaning of the words when they asked to mention.
	• Using	➤ The students still get difficulties in using new words; they cannot implement the words in the right context.
	• Spelling	➤ The students write a word as like its pronunciation.
	• Pronunciation	➤ The students still get difficulties in pronouncing the words well; they pronounce it like its writing.
B. Quantitative Data (Pre-Test)	Vocabulary mastery	
	• Meaning	• Most of the students get low score in pre-test, their mean score was: 2.31.
	• Using	• Most of the students get low score in pre-test, their mean score was : 4.03
	• Spelling	• Most of the students get low score in pre-test, their mean score was: 5.72.
	• Pronunciation	• Most of the students get low score in pre-test, their mean score was 5.27.

Based on condition before research above, the researcher found facts that there were some problems in the class situation and students' vocabulary mastery during teaching learning process. First of all, it related to the class situation. The students had low motivation in learning English. When the teacher explained the material, they were full of activity with their friends. Sometime, they drew the pictures on their book or see something outside the class because there was only monotonous teaching learning process. Some students opened the dictionary, but it was not suited with the lesson.

Second, the students were passive during teaching learning process. They rarely had efforts to participate in teaching learning process as like reach their hand when they want to answer the questions. They just keep silence. During the lesson, only some students brought the book so when they did not bring it, they just kept silent without any efforts borrowing the book from another friend and they just sat down on their seat. Furthermore, when the teacher asked the students to answer the question on their place or in front of the class, they were shy to come forward because they felt worry if they made any mistakes and their friends would laugh them. They pretended nodding the head when the teacher asked them to go in front of the class. Thus, the students rarely practiced vocabulary on their place or go forward in front of the class. This situation is not conducive so that the students could not improve their vocabulary mastery and they could not participate actively in the class without the book.

Third, related to the students' vocabulary mastery, most students had a low vocabulary. Taken from pre-observation and interview given to the students, they had low vocabulary. From interview done by the researcher to some students, they said that they had difficulties in mastering vocabulary especially in meaning, spelling and pronunciation. Meanwhile, from pre-test given to the students, they had low vocabulary in four aspects; those were meaning, using, spelling and pronunciation. In vocabulary pre-test, they had mean score 4.34 while KKM (kriteria Ketuntasan Minimal) of passing English in the sixth grade students of SD Negeri Sidoharjo 2 was 60. Therefore, from

the result of the vocabulary pre-test done by the students and the result of the students' interview, it indicates that the students had problem in vocabulary mastery.

Problems above caused by the teacher's techniques were inappropriate. In the observation done by the researcher, the researcher found that the teacher used conventional techniques in delivering the material to the students. She just used the material from LKS (Lembar Kerja Siswa) in teaching English. She did not use other instruments to support teaching learning process such as a game, media, or picture although in the interview the teacher said that she used the picture to teach students' vocabulary mastery. Meanwhile, as the elementary school students, they are still young learners. They still like playing. However, the teacher did not use additional instruments to teach them. As the effect, the students did not pay attention in teaching learning process because the teacher used conventional techniques. Thus, there was no variation during teaching learning process in delivering the material to attract the students' attention so the students feel bored, inactive and unmotivated.

Concerning facts above, the researcher decided to apply puzzles as the technique in teaching vocabulary through classroom action research to improve students' vocabulary mastery. Puzzles were chosen in this research. There were several reasons why the use of puzzles could improve the students' vocabulary mastery. According to Case (1994) puzzle involves less stress. In certain puzzle finding one answer often helps the students to find another answer. Puzzles are useful for language learners because the enjoyment, satisfaction, reflection, and 'play' that can focus learners' attention on the language in a concentrated but non-stressful way. Puzzle is a particularly baffling problem that is said to have a correct solution <http://artikata.com/index.php/>. As a learning language, the students will enjoy doing the puzzle because puzzles have many shapes, colors and solutions for their exercises. Thus, the students will be satisfied and happy if they were able to answer the question in the puzzle correctly.

From statements above, the researcher believed that the use of puzzles would help the students in learning foreign language easier than before because they were able to learn and play without any worries. Puzzles were also designed amazing and certain puzzle had solution to attract the students' attention so that the class situation could be handled well.

Before doing the action, the researcher prepared some materials related to the action in the research. The materials designed to attract the students' attention and give the students' motivation. Thus, if the material attracted the students' attention, they would be motivated participating in teaching learning process so they would be active students. If they were active, they would frequently participate in teaching learning process. Therefore, by using puzzle in teaching learning process, the students would be enthusiast participating to the lesson and they would join actively to the lesson and frequently practice that reflected they have high motivation in teaching learning process. As a result, the class situation would be alive because the class atmosphere supported the students to do action more active than before so they would be enjoyable and comfortable in teaching learning process. In short, the students would be motivated in teaching learning process; they shown a good attitude in the classroom and improvement achievement because they were interested and comfortable to participate in teaching learning process actively by using puzzle.

Before the action, the researcher prepared the materials, as like lesson plan, teaching aid, students exercise, post-test and everything related to the action to be implemented in the classroom.

2. Research Implementation

a. First Cycle

1) Planning the Action

The researcher made a lesson plan in the first cycle based on the problems that were indicated in the pre-observation, interview, and test, such as the students' difficulties in mastering vocabulary and their

behavior in the classroom. The researcher made lesson plan in teaching vocabulary to conduct a study by focusing on improving the students' vocabulary mastery by using puzzle. The procedure of teaching vocabulary by using puzzle can be seen as follows:

Table 4.2 The Procedure of Teaching Vocabulary Using Puzzle

Pre task
<p>The phase in which the students are involved in the introduction activity of task, topic and situation.</p> <ul style="list-style-type: none"> ➤ The teacher introduced and explained the material about public places and transportations.
Main task
<p>The phase in which the students do the task</p> <ul style="list-style-type: none"> ➤ The teacher gave the activity in crossword puzzle to the students individually or in a group including : <ul style="list-style-type: none"> • The teacher asked the students to write the spelling of public places by using puzzle, • The teacher asked the students to grasp the meaning of the word in crossword puzzle, • The teacher asked the students to pronounce the word in crossword puzzle, • The teacher asked the students to use the words in the right context.
Post task
<p>the phase in which analysis of the task is done</p> <ul style="list-style-type: none"> ➤ The teacher gave the correction to the students. ➤ The teacher ended the lesson.

In this action, the researcher used crossword puzzle conducting the material. The material based on the topic in which taken from LKS, the book and the internet that designed using crossword puzzle and appropriated the syllable. The topic was about “public places and transportation tools”. The first cycle was conducted in two meetings, on 9th March 2012 and 16th March 2012. The topic for the first meeting was “public places” and the second meeting was “transportation tools”.

The teaching learning process schedule of the first cycle can be seen as follows:

Table 4.3 The Teaching Learning Process Schedule of the First Cycle

Thursday, March 9 th 2012	07.30 am – 09.00 am	First meeting
Thursday, March 16 st 2012	07.30 am – 09.00 am	Second meeting
Friday, March 17 th 2012	07.30 am – 09.00 am	First Post test

2) Implementing the Action

a) First Meeting (07.30 am – 09.00 am)

The first meeting conducted in March 9th 2012. The topic was “public places”. The lesson started at 07.30 and ended at 09.00 am. The researcher was the teacher who helped by the English teacher, Mrs. PE (she was an observer). The researcher and the observer came to the sixth grade class. They felt happy proved by they soft laugh because previously they had met the researcher when researcher did pre research in their class. In the first meeting, the teacher still introduced the researcher to the students that the researcher would teach them. The students felt enthusiast proved by soft laugh, saw crossword puzzle that was brought researcher from the door up to she laid it on the table and they wanted to know the content of crossword puzzle by always seeing it. After all of students came, the English teacher sat down behind the class while the researcher began the lesson.

Before beginning the lesson, the teacher greeted “good morning students”, then they answered “good morning Miss”. The teacher checked students’ attendance and gave explanation that today they would learn English by using teaching aid that was brought by her. The teaching aid was the material in a crossword puzzle. The teacher introduced how to use it in English teaching learning process. Most of them gave response by seeing the teacher

and heard explanation so they understood the researcher's explanation. All of students presented, so there were no students missing the material delivered by the teacher.

The teacher began the learning by giving leading questions as brainstorming for the students, such as *"do you know public places? have you ever gone to public places? can you mention them? what are they?"* The purpose of those questions were the students were able to grasp the material that would be taught by the teacher and the students had the courage to answer so that they would participate in teaching learning process using crossword puzzle. There were some students gave respond by smiling and keeping silent in brainstorming. Two up to four students answered those questions, but there were still any mistakes in pronunciation.

After the students answered those questions, the teacher implemented the procedure of crossword puzzle as follows: the teacher stuck crossword puzzle on the white board. Before the teacher finished sticking crossword puzzle, suddenly she helped by two students (Febi and Remy) without asking help them to stick crossword puzzle on the white board.

After finishing to stick puzzle on the whiteboard, the teacher gave instruction to the students by giving example how to complete crossword puzzle related to the material that would be taught. The teacher gave clues or definitions of each item in crossword puzzle to the students and how the students complete crossword puzzle. The students heard the teacher's instruction. There was a student asked the question "Miss, kok gambar e berwarna, apik ya Miss?" There were some students wanted to try complete crossword puzzle in front of the class. Most students paid attention when the other friends complete crossword puzzle in front of the class. However, some students were still afraid if they

made any mistakes and their friends laugh them, but they did not nod the head anymore.

After the teacher gave example of spelling in crossword puzzle, the teacher asked the students pronounced the word. Before the teacher asked them, the teacher had given example. The teacher pointed the words in crossword puzzle and then the students pronounced it together. Some students made mistakes in pronouncing the words, for example: when they said "mju:'zi:□m", they pronounced "musium", when they said "ste□□□n" they pronounced "stasiun".

In the next step, the teacher wrote the sentence on the white board. The teacher asked question to the students and they must answer related to the words in crossword puzzle. Then, the students practiced simple conversation in pairs. However, the teacher had given the example before. The sentence as follows:

A: "Where are you going?"

B: "I am going to the" (Student mentioned one of the public places in pairs).

Crossword puzzle was stucked on the white board. The teacher gave the definition on the white board by writing the sentences. It was used to show the usage. When the teacher wrote the definition on the white board, the students competed to answer the question and they looked serious finding the answer. Most of answers in the sentences were correct.

In implementation of meaning, the teacher drew crossword puzzle on the white board. There were some pictures beside crossword puzzle. Then, the students were asked to match the pictures and the words in crossword puzzle by numbering the word

in crossword puzzle. Some students reached their hand before the teacher pointed them.

Each step had been implemented. The teacher gave correction to the students. Then, the students took a note on their book.

In closing, the teacher summarized the lesson by asking the material that had been taught to memorize the students about the lesson using crossword puzzle and their difficulties during teaching learning process. The teacher gave the tasks to learn their notebook at home. The teacher ended the teaching learning process by saying goodbye.

b) Second Meeting (07.30 am – 09.00 am)

Bell rang at 07:30. The students came to the class for studying English. When the researcher and the teacher came to the class, some students softly laugh; low speak with the classmate and felt happy to get the English lesson. There were some students said *“hore, Miss Ari datang. Miss, belajar pakai puzzle lagi Miss. Ayo Miss, tak bantu nempel puzzlenya”*. After all of students came to the class, the teacher greeted to the students, checked the students' attendance and reviewed the last lesson.

The teacher set position in front of the class and introduced the material that would be taught to the students. The topic was about *“Transportation Tools”*. She gave leading question as a brainstorming as follows: *“have you ever ridden transportation tools? can you mention them? what are they?”* The purpose of those questions were the students were able to grasp the material that would be taught by the teacher and the students had the courage to answer so that they would participate in teaching learning process using crossword puzzle. Some students answered in Indonesian and English, but most of them were able to answer in brainstorming.

The teacher stuck crossword puzzle on the white board. Before sticking crossword puzzle, there was a student in front of the teacher's table said to the teacher "Miss, tak bantu nempel". Then, she helped by another student.

In doing the spelling the teacher gave one letter in the first box of crossword puzzle. The students asked to complete the spelling in front of the class. There were many students reached their hand in spelling the words. In spelling, they reached their hand as soon as possible to get attention from the teacher. They tried to give attention by running in front of the class faster than the other students to complete crossword puzzle, because they had known the way to complete crossword puzzle by finding one answer often helped the other students to find other answers in a puzzle easily. Thus, completing crossword puzzle in front of the class spent little time than before.

The next step was pronunciation. The teacher asked the students to pronounce the words together in crossword puzzle. The students pronounced loudly so there was another teacher came to the sixth grade class. She considered that there was no English teacher in the classroom. However, some students looked bored in pronunciation without any activities proved by some students made noisy.

Spelling and pronunciation of the words had finished. Then, the teacher asked the students about the meaning of word in English by asking question as follows:

X : "What is the meaning of kereta in English?"

Y : ... (Mention the meaning of transportation above).

X : "How will you go to the market?"

Y : "I will go by train."

After giving example, the students practiced simple conversation in pairs. Almost all of them practice with their friends in grasping the meaning. Sometime, they answered longer, but most of them grasped in correct meaning.

Crossword puzzle was stucked on the white board. The teacher wrote the sentences on it. It was used to fill the word in the contexts. The students must fill the sentences by choosing the word in crossword puzzle. In this step, the students divided into the group. When the students did the activity on the white board, they helped each other completing the answer if there were difficult word. They were active to find the answer proved by whispering to each other in finding the answer to be written in front of the class.

The teacher gave correction to the students' exercise. The material ended, the teacher asked the question to the students "any questions?" There was one student (perempuan: Renata) asked the question the word in the puzzle. The question as follows "kan ada kata *"car"* dalam pelajaran tadi Miss, apa beda kata *"car"* dengan *"cut"*". The teacher answered "(ada perbedaan dalam penggunaan, arti dan pengucapan. Car dibaca lebih panjang, daripada cut, sementara arti cut adalah memotong dan mempunyai pengucapan yang agak pendek), there were differentiation of using, meaning, and pronunciation. Car read longer than cut, while the meaning of cut was *memotong* and had shorter pronunciation. Then, the teacher asked the students to write the words into their book after finishing the question.

In closing, the teacher summarized the lesson by asking the material that had been taught to memorize the students about the lesson using crossword puzzle and their difficulties during teaching learning process. The teacher also gave the students tasks to learn their notebook at home and announced the test. The teacher ended the teaching learning process by saying goodbye.

3) Observing the Action

During implementation of vocabulary using puzzles, the researcher helped by the English teacher to observe the students' behavior and wrote all of the activities in the field note. The researcher also obtained photograph in observing the action. The result of the observation can be explained as follows:

a) First Meeting

In the first meeting, the teacher still introduced the researcher to the students that the researcher would teach them. They were happy and enthusiast in the first meeting, proved by:

"They felt happy proved by they soft laugh because previously they had met the researcher when researcher did pre research in their class". First Field note (09/03/2013).

"The students felt enthusiast proved by soft laugh, saw crossword puzzle that was brought researcher from the door up to she laid it on the table and they wanted to know the content of crossword puzzle by always seeing it". First Field note (09/03/2013).

Before beginning the lesson, the teacher greeted "good morning students", then they answered "good morning Miss". The teacher checked students' attendance, and gave explanation that today they would learn English by using teaching aid that was brought by her. Most students paid attention.

Most of them gave response by seeing the teacher and heard explanation so they understood the researcher's explanation. First Field note (09/03/2013).

There were also two students helped the teacher stuck crossword puzzle without asking their help, they were "Febi and Rxy". They helped the teacher until finishing the lesson.

“Before the teacher finished sticking crossword puzzle, suddenly she helped by two students (Febi and Remy) without asking help them to stick crossword puzzle on the white board”. First Field note (09/03/2013). First field note (09/03/2012).

Some students were enthusiastic to achieve the lesson using crossword puzzle shown. Most of them respond the lesson well, although there were some students respond the teacher explanation by seeing the teacher and heard explanation, but most of them understood the teacher's explanation.

They looked serious finding the answer proved by whispering to each other in the groups, they reached their hand. Most of them paid attention when the other friends complete crossword puzzle in front of the class. However, there were some students pronounced the words as like its writing, for example: when they said “mju:’zi:əm”, they pronounced “musium”, when they said “ste:ʃən” they pronounced “stasiun”. Besides, most students were still shy to spell the word in front of the class because they were shy if their friends would laugh them.

Briefly, in the first meeting, the students felt happy and enthusiast toward teaching learning process using crossword puzzle. By using crossword puzzle in teaching learning process, they were motivated to participate and active to the lesson. However, there were some students tended to pronounce the word like its writing and they were still shy to join the lesson.

b) Second Meeting

In the second meeting the students felt happy. They felt active and enthusiastic joining the lesson. They reached their hand as high as possible to get attention from the teacher.

They were more active to find the answer proved by whispering to each other in finding the answer to be written in front of the class". Second field note (16/03/2012)

Most students repeated the pronunciation after the teacher. Since they were so enthusiast to say the teacher's pronunciation, there was another teacher came to their class. She considered that there was no the teacher in the sixth grade. However, there were some students who were bored. They looked bored in pronunciation without any activities, so they made noisy.

Briefly, most students looked happy when they got English lesson. They felt enthusiast so they were active joining the lesson. However, the students look bored in pronunciation without any activities, so some students made noisy.

4) Reflecting the Action

After observing and analyzing the result of the observation using puzzle in the first cycle, the researcher noted that there was improvement of students' achievement, and students' response. However, there were also some problems had not overcome during teaching learning process in the first cycle. The process of learning and the improvement of students' achievement can be seen in table 4.4., while the problem unsolved and revised the plan can be seen in table 4.5.

Table 4. 4 The Learning Process and Improvement of Students' Achievement at the First Cycle

Kinds of Data	Scopes	Before Action	After First Action
A. Qualitative Data (Observation)	1. Class Situation	<p>• The students had low motivation in learning English. When the teacher explained the material, they were full of activity with their friends. Sometime, they drew the pictures on their book or see something outside the class because there was only monotonous teaching learning process. Most of them open the dictionary, but it was not suited with the lesson.</p>	<p>• There was an improvement of students' motivation. The students were interested in teaching earning process using puzzle so they paid attention.</p> <p><i>"Most of them gave response by seeing the teacher and heard explanation so they understood the researcher's explanation. First field note" (09/03/2012).</i></p> <p><i>There was a student asked the question "Miss, kok gambar e berwarna, apik ya Miss?" First field note (09/03/2012).</i></p> <p><i>The students felt enthusiast proved by soft laugh, saw crossword puzzle that was brought researcher from the door up to she laid it on the table and they wanted to know the content of crossword puzzle by always seeing it. First field note (09/03/2012).</i></p>

		<ul style="list-style-type: none"> • The students were also passive during teaching learning process. They rarely had efforts to participate in teaching learning process as like reach their hand when they want to answer the questions. They just keep silence. During the lesson only some students brought the book so when they did not bring it, they just keep silent without any efforts to borrow the book from another friend and they just sit down on their seat. They are shy to come forward or participate in the teaching learning process when the teacher asks them to answer the question on their seat or in front of the class because they feel worry if they make any mistakes and their friends will laugh them. They pretended nodding the head. 	<ul style="list-style-type: none"> • They were active in teaching learning process. They actively answered the crossword puzzle individually or in a group. <i>They were active to find the answer proved by whispering to each other in finding the answer to be written in front of the class". Second field note (16/03/2012)</i> • They had effort to participate in teaching learning process by helping the teacher without being asked for help. <i>Before the teacher finished sticking crossword puzzle, suddenly she helped by two students (Febi and Rexy) without asking help them to stick crossword puzzle on the white board. First field note (09/03/2012).</i> • Some students were confidence and happy during teaching learning process because implementation of puzzle gave impression and puzzle is a fun and interesting. There were students said: <i>"Hore, Miss Ari datang. Miss, belajar pakai puzzle lagi Miss. Ayo Miss, tak bantu nempel puzzlenya". Second field note (10/03/2012).</i> <i>"When the researcher and the teacher came to the class, some students softly laugh; low speak with the classmate and felt happy to get the English lesson". Second field note (16/03/2012).</i>
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		<p><i>students competed to answer the question and they looked serious finding the answer". First field note (09/03/2012).</i></p> <p><i>When the students did the activity on the white board, they helped each other completing the answer if there were difficult word.</i></p> <p><i>Second field note (16/03/2012).</i></p>
3. Spelling	<ul style="list-style-type: none"> The students have difficulties in spelling the word correctly, they write a word as like its pronunciation. 	<p>The students more understand to spell the words in crossword puzzle, so they could spell the words easier than before. Thus, it spent less time than before and the aspect of spelling improved gradually.</p> <p><i>There were some students wanted to try complete crossword puzzle in front of the class. First cycle (09/03/2012).</i></p> <p><i>There were many students reached their hand in spelling the words".</i></p> <p><i>Second field note (16/03/2012).</i></p>
4. Pronunciation	<ul style="list-style-type: none"> The students still get difficulties in pronouncing the words well; they pronounce it like its writing. 	<ul style="list-style-type: none"> The students were more enthusiasts and their achievement more improved than pre-test. However, they still made any mistakes in pronunciation.

B. Quantitative Data (Pre Test & Post Test First Cycle)	Vocabulary Mastery				<i>The students pronounced loudly so there was another teacher came to the sixth grade class". Second field note (16/03/2012).</i>
		1. Meaning		The students' mean score of meaning in pre-test was : 2.31	The students' mean score 9.20 in first post test. It increased 6.89 from the pre-test.
		2. Use		The students' mean score of using in pre-test was : 4.03	The students' mean score 7.51 in first post test. It increased 5.2 from the pre-test.
		3. Spelling		The students' mean score of spelling in pre test was 5.72	The students' mean score 8.68 in first post-test. It increased 2.96 from the pre-test.
		4. Pronunciation		The students' mean score of pronunciation was 5.21.	The students' mean score 5.96 in final post test. It increased 0.69 from the pre-test.
		Final Score		The mean score of pre-test was 4.34 and There were only 3 students got the score more than KKM, their score was 6, 7.25 and 8.5.	The mean score of the post test first cycle was 7.84. It increased 3.5 from the pre-test. There were only 4 students who did not reached the passing grade. The number of students reached the passing grade increased from 3 students to 25 students.

Table 4.5 Problems Unsolved in the First Cycle and Revised Plans

Scope	Aspect	Problem	Revised Plan	Implementations
Vocabulary Mastery	Meaning	<p>Vocabulary Mastery</p> <p>When the researcher used crossword puzzle in the first cycle, some students were still having long term to grasp the meaning in pairs, but it had best result than the other aspects and the pre-test.</p>	<p>The researcher gave the material of tourist objects and holiday. They were asked to grasp the meaning in English based on the jigsaw puzzle stuck on the white board in order to memorize easily than before.</p>	<p>The teacher gave piece of pictures in front of the class. It can be used individually and in a group.</p> <p>In a group can be seen as follows: One of the students from another group stuck piece of pictures in front of the class. Then, s(he) from another group must grasp the meaning on the puzzle. S(he) represented the group to grasp the meaning.</p>

		<p>Class Situation</p> <p>Based on the result of the first post test, the meaning was the best score from the others. Their memorization of meaning improved gradually. However, the researcher gave them more interesting material than before that was implemented in another puzzle so the students were more interested and their vocabulary in meaning aspect more improve.</p>	<p>In the first meeting, the students divided into the group. In the second meeting the students grasped the meaning individually. It was done to make the students were not bored and there were any various class situations so they could grasp the meaning faster than before and class situation were more alive.</p>	<p>The researcher implemented jigsaw puzzle in all meeting of second cycle.</p>
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				<p>The researcher implemented jigsaw puzzle in all meeting of second cycle.</p>
			<p>In the second cycle the researcher gave them exercise in a group. It was done in order to be easy doing the exercise in a single sentence or in a simple conversation because they could discuss to each other so the exercise could be done easily.</p>	<p>In the first meeting, one member of the groups stuck piece of pictures. S(he) went in front of the class to represent the group. In the second meeting, the students did the exercise on the worksheet.</p>
		<p>Vocabulary Mastery</p> <p>The students' mean score improved. However, there were some students still were difficulty in using the word in the contexts, for example when the students did first post test some students still made mistakes in conversation (asking and answer).</p>	<p>Class Situation</p> <p>The students looked seriously doing the exercise in a group on the white board. However, it would be better to make variation in doing the exercise. The researcher gave exercise to the students on the blackboard and the worksheet. Thus, they focused on the lesson so they were more enthusiastic doing the exercise.</p>	
	Use			

	<p>Spelling</p>	<p>Vocabulary Mastery</p> <p>Although the result of the students' first post test better than pre-test, some students still wrote spelling as like pronunciation.</p> <p>Classroom Situation</p> <p>Most of them still were shy spell the words in front of the class. They were still afraid if they make any mistakes and their friends would laugh them.</p>	<p>The researcher gave one letter to begin next letters under or over jigsaw puzzle. The researcher also gave underline to complete the next letters.</p> <p>The researcher gave the students jigsaw puzzle that designed amazing to attract their attention so they have the courage to participate in the lesson because they wanted to know piece of interesting pictures and spell the letters. As a result, they would not be shy to participate to the lesson so they show the confidence by participating in front of the class.</p>	<p>The researcher implemented jigsaw puzzle in all of meeting of second cycle</p>
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	<p>Pronunciation</p>	<p>Vocabulary Mastery</p> <p>Sometime, there were some students forgot the words and they made mistakes in pronunciation, for example: when they pronounced "mju:zi:m", they pronounced "musium", when they pronounced "ste□□□n" they pronounced "stasiun".</p> <p>Classroom Situation</p> <p>The students looked bored in pronunciation without any activities, so they made noisy.</p>	<p>The researcher implemented jigsaw puzzle combined drilling to make the activity of students' pronunciation was better than before.</p> <p>The researcher gave the drilling individually, in a row, and in a class combined jigsaw puzzle.</p> <p>Individually, the teacher asked one of the students to arrange picture in front of the class then another student answer it when he/she was pointed.</p>	<p>The researcher implemented jigsaw puzzle combined drilling in all meeting of second cycle.</p>
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5) Revising the Plan

a) Problem Unsolved

The plan of second cycle made based on the reflection gotten from the observation so it got better results. The revised plan consisted of two scopes; they were vocabulary mastery and class situation when puzzle implemented to the students in the classroom. The revised of the plan can be seen in the table 4.5. In the second cycle the researcher applied jigsaw puzzle combining drilling. The problem unsolved can be seen as follows:

Meaning : The students' meaning aspect improved in the first cycle and the mean score of meaning aspect is the best from the others. However, there were some students had long term in grasping the meaning although they answer correctly. Therefore, the researcher gave the more interesting material using jigsaw puzzle so the students more interested and their vocabulary in meaning aspect more improved.

Use : Some students still made mistakes in conversation (asking and answer). In the second cycle the researcher gave them exercise in a group. It was done in order to be easy and clear doing the exercise in a single sentence or in a simple conversation on the white board or on the worksheet because they could discuss to each other so the exercise could be done easily.

Spelling : Only some students still wrote spelling as like pronunciation. However, some students were shy to complete crossword puzzle. Therefore, the researcher gave jigsaw puzzle to attract their attention because jigsaw puzzle designed

amazing. The researcher gave one letter under or over jigsaw puzzle as a clue to begin next letters. The researcher also gave underline to complete the next letters. Thus, they have the courage to participate in the lesson because they wanted to know piece of interesting pictures and spell the letters. As a result, most students would not be shy to participate the lesson so they shown more confidence by participating in front of the class.

Pronunciation : There were some students made mistakes in pronunciation for example: when they pronounced “mju”zi”m”, they pronounced “musium”, when they pronounced “ste”n” they pronounced “stasiun”. The students also bored without any activities in pronunciation so they made noisy. In the second cycle the researcher implemented jigsaw puzzle combined drilling to make the activity more effective so they spent less time to be noisy. As the result, the students’ pronunciation was better than before.

b. Second Cycle

1) Planning the Action

The researcher and the teacher made lesson plan consisting of preparing the materials, teaching media, students exercise, and everything related to the action. The researcher and the teacher also discussed jigsaw puzzle combining drilling that would be presented to the sixth grade students in the class. The second cycle was conducted in two meetings, on 22nd March 2012 and 29th March 2012. The topic

for the first meeting was “tourism” and for the second meeting was “holiday”. The schedule of the second cycle can be seen as follows:

Table 4.6 The Teaching Learning Process Schedule of the Second Cycle

Thursday, March 22 nd 2012	07.30 am-09.00 am	First meeting
Thursday, March 29 nd 2012	07.30 am-09.00 am	Second meeting
Friday, March 30 th 2012	07.30 am-09.00 am	Final post test

2) Implementing the Action

a) First Meeting (07.30 am – 09.00 am)

The teacher conducted the lesson on Thursday. She prepared the material used for teaching learning process such as: puzzle, bold mark, and everything related to the action. Before the teacher implemented puzzle, she had made procedure of teaching vocabulary using jigsaw puzzle as follows:

Table 4.7 The Procedure of Teaching Vocabulary Using Jigsaw Puzzle

Pre task
<p>The phase in which the students are involved in the introduction activity of task, topic and situation.</p> <p>➤ The teacher introduced and explained the material about tourism and holiday.</p>
Main task
<p>The phase in which the students do the task</p> <p>➤ The teacher gave the activity in jigsaw puzzle to the students individually or in a group including :</p> <ul style="list-style-type: none"> • The teacher asked the students to write the spelling of transportations by using puzzle, • The teacher asked the students to grasp the meaning of the word in jigsaw puzzle, • The teacher asked the students to pronounce the word in jigsaw puzzle, • The teacher asked the students to use the words in the right context.
Post task
<p>the phase in which analysis of the task is done</p> <p>➤ The teacher gave the correction to the students.</p> <p>➤ The teacher ended the lesson.</p>

The teacher came to the class. As usual, she checked students' attendance and reviewed the last meeting. Some students answer the question; it shown that they still remembered the last lesson by answering English and Indonesian.

The teacher introduced the material that would be learned by the sixth grade students. The topic was "tourist objects". Then she began the learning by giving leading question as follows: *have you ever gone to tourist object? can you mention it? (The students could answer by saying "yes, I have/can"). with whom do you go to tourist objects?* (There were some students answered father, mother, and family). There was a student answer immediately "temple" and the other students competed in English and Indonesian.

The teacher explained to the students about the puzzles that would be used in teaching learning process was different from the last meeting. She used jigsaw puzzle (puzzle that requires the assembly of numerous small pieces, and each piece has a small part of a picture on it. When all pieces are completed, a jigsaw puzzle produces a complete picture) which formed “tourist objects”. Then, she gave example how to stick piece of pictures on the white board.

The teacher took out piece of pictures on the table. After finishing the small pieces of picture the teacher asked question to the students “what is it?” the students said “gua”, but the teacher corrected their answer by saying “it is a cave”. The students repeated the teacher’s pronunciation. They pronounced it individually and in a class. Most of them pronounced it.

In finding the spelling, the teacher gave one letter under or over the pictures as a clue in order to be able to write the correct spelling. There were two up to four students wanted to go in front of the class. They said to the teacher “Miss, tak cobane dulu, salah gak pa pa ya?” The teacher said “ok, please”. The unconfident students had the courage to stick it and spell the letters in front of the class because they were interested to the piece of the pictures. The other students also tried to solve it. They focused on the picture by paying attention assemble picture, so they spent less time in being loud.

After the students finished in spelling, the teacher divided the students into a group in meaning aspect. The group was different from the day before. It was done to make the class situation different from the day before, the students were not bored to practice vocabulary with the same group in the class, and they were full of curious to overcome activity using jigsaw puzzle. The teacher made a game. The rules of game as follows: Each one

member of the groups stuck assemble picture in front of the class. S(he) represented the group. The other members must grasp the meaning of the picture. If s(he) could answer correctly, the group have point, while if s(he) could not answer, the point was zero. In fact, when they played a game, they felt enthusiast participating to the lesson in a group by competing each other to get better score, so the class situation more alive. They grasped the meaning easier than before.

After the picture completed, the teacher gave the original pictures to look piece of pictures clearly and the students repeated the pronunciation individually and in a class. Most of them pronounced well. Their pronunciations were better than before because they did more drills than the day before. However, there was a student said to the teacher “Miss, mbok di ulang lebih banyak lagi ucapannya”, and some students agreed her.

In the next step, the students were still in a group. The students use the words in the contexts. The teacher wrote sentences on the white board, for example:

Borobudur is the big

It is located in central java.

Most students cooperated to complete the sentences. Each member in a group whispered to each other. They grasped the words which one the correct answer to be told the member who was in front of the class so the students focused on the exercise and spent less time to be noisy.

The teacher discusses the answer of the exercises with the students gave correction. Then, the students read the sentences together. The winner was the group who had the most answers.

Afterward, the teacher asked the students to write the words into their book.

In closing, the teacher summarized the lesson by asking the students' difficulties, and asking them to learn LKS. The teacher ended the lesson by saying goodbye.

b) Second Meeting (07.30 am – 09.00 am)

Bell rang; the students and the teacher came to the class. She greeted to the students. Then, she said "apa kalian sudah siap menerima pelajaran Bahasa Inggris yang akan diberikan oleh Miss Ari?" The students said "sudah Miss, ayo Miss". The another student said "Miss, gambarnya bagus ya Miss, warna – warni, pakai puzzle lagi ya Miss?"

The teacher reviewed the last lesson in few minutes, but previously she checked the students' attendance. She presented the English lesson by introducing the material conducted jigsaw puzzle and gave leading question as follows : "how do you spend your holiday?, where did you go last holiday? with whom did you spend your holiday?"

The teacher took out small pieces of picture. She stuck it on the white board. The students asked to grasp the meaning after the picture completed. Suddenly, there were some students reached their hand before the other pictures completed. Before she opened another small piece of picture, the students had competed to arrange piece of pictures on the white board. When the teacher would ask the students in front of the class, the other students reached their hand as high as possible to participate to the lesson.

Then, the teacher asked the students to grasp the meaning in English. When the teacher would present the meaning in English, suddenly there were some students grasp the word in correct English. The teacher asked to one of the students and then

she said “karena tadi malam saya belajar, terus buka kamus Miss, lha tiba-tiba kata itu muncul disini, jadi masih ingat” and another student also said “ya Miss, saya juga buka LKS Miss”.

The teacher gave first clue to guide them in doing jigsaw puzzle. After piece of pictures arranged, the teacher gave one letter in each picture. The students asked to write the spelling. Most of them answer in correct spelling because they study last night.

After the meaning and the spelling done, the teacher asked the students to pronounce the words in a row and in a class. They felt happy and kept spirit when pronounced the words that reflected better pronunciation. Most of them pronounced the words well in a row and in a class; they were not ashamed anymore participating in teaching learning process because most of them had learned English last night and they were more interested on puzzle implemented in teaching learning process.

In pronunciation, the teacher also asked the students to pronounce the word individually in front of the class. The teacher asked one of the students to arrange piece of pictures in front of the class. Then, another student answered it when he/she was pointed. Most of students paid attention on it. Almost all of them kept silence because they prepared themselves to be pointed, so they focused on the pictures that would be pronounced. Thus, it reduced the noises and practiced pronunciation. After the students had gotten a turn answered by pronouncing the word, they softly laugh and felt satisfied. Then, the teacher gave drills of pronunciation once again to the students by pronouncing individually, in a row and in a class.

In the next step, the teacher made group and distributed worksheet to be done in each group. Each group could do exercise well in completing sentences. After the teacher distributed copy of worksheet in different puzzle to the students, they looked

interested. Jigsaw puzzle attracted the students' attention and focused on the lesson, so that they did not make noisy. Their attention member of each group referred to the exercise. They did exercise in jigsaw puzzle and focused on the piece of picture in the exercise to be done correctly. They did by low voice in doing the exercise. There were some member of groups argue the answer to be tested which one the correct answer was.

After finishing, the exercises were collected and the teacher gave correction to the students' exercise. The winner of the group felt happy and clapped their hand. However, the teacher gave support to the looser group by saying "yang kalah, tidak berarti bodoh, tetapi kalian harus lebih giat belajar lagi biar nanti dalam tes Bahasa Inggris yang diberikan Miss Ari selanjutnya bisa lebih baik lagi secara perorangan, ok?" The students said "Iya Miss". The teacher gave time to write the words into notebook.

Bell rang; it was time for taking a rest. The teacher summarized the lesson and announced that next meeting she would give them a test. Then, the teacher ended the lesson by saying goodbye.

3) Observing the Action

a) First Meeting

All of activities during the implementation in second cycle were observed by using the same technique which was used in the cycle one but in different topic and puzzle. In the second cycle, the researcher chose another puzzle, which was combined with drilling to improve students' vocabulary mastery and to overcome the students' problem in the classroom. In the first meeting the material was tourist object. A lot of students answer the leading question given by the teacher.

“There was a student answer immediately “temple” and the other students competed in English and Indonesian”. Second field note (22/03/2012).

There were two up to four students wanted to go in front of the class to complete jigsaw puzzle because they were interested to piece of the pictures. They said to the teacher *“Miss, tak cobane dulu, salah gak pa pa ya?”* Second field note (22/03/2012).

In addition, when the teacher presents the material using jigsaw puzzle to the students, they tried to participate in the lesson. Besides, most students cooperated to complete the sentences. In doing the exercise, each member in a group cooperated to each other. They whispered and grasp the words, which one the correct answer to complete the sentences so the class situation more alive and the students focused on the exercise. They more motivated and active in joining the lesson in a group. However, there was a student said to the teacher *“Miss, mbok di ulang lebih banyak lagi ucapannya”, and some students agreed her.* Second cycle (22/03/2012).

Briefly, the teaching learning process has a better result in second cycle than first cycle. The students were more motivated and active in teaching learning process. However, there were some students wanted to have drills more in pronunciation.

b) Second Meeting

As usual, the researcher greeted and checked the students' attendance. Then, she review the last meeting and introduced the topic that would be learned by them. Suddenly, before the teacher implemented jigsaw puzzle to the students, they had said *“Miss, gambarnya bagus ya Miss, warna – warni”. Pakai puzzle lagi ya Miss?”* second cycle (29/03/2012). When the researcher would

present the meaning aspect, there was student grasped correct meaning because they had learned last night.

“karena tadi malam saya belajar, terus buka kamus Miss, lha tiba-tiba kata itu muncul disini, jadi masih ingat” and another student also said *“ya Miss, saya juga buka LKS Miss” second cycle (22/03/2012).*

Besides, when the teacher would ask the students to stick piece of pictures in front of the class, the other students reached their hand as high as possible to participate the lesson. They also shown enthusiast attitude. There were some students reached their hand before the other pictures completed. Most of them answer in correct spelling because most of them study last night. They felt happy and kept spirit when pronounced the words that reflected correct pronunciation. Most of them pronounced the words better when the teacher gave them drilling combined jigsaw puzzle in a group and individually. They softly laugh and felt satisfied if they had been pointed and could answer it. In addition, they were not ashamed participating in teaching learning process because they like puzzles implemented in teaching learning process and they had learned English the day before. They also focused on the small pieces of pictures that would be pronounced so they kept silent and spend less time to be noisy. When the teacher distributed copy of exercise to each group, their attention member of each group referred to the exercise. They did the exercise by low voice in each group. There were some member of the groups argue the answer to be tested which one the correct answer was.

Briefly, jigsaws puzzle combining drilling focus on the lesson so that they spent less time in being noisy. Besides, jigsaw puzzle combining drilling attracts students' interest. They more active to participate in teaching learning process so it practiced their confidence and there was improvement of pronunciation.

They pronounced the words better than previous meeting. In short, they were more interested, enthusiast and motivated to learn English using jigsaw puzzle combining drilling. They were also active in teaching learning process that reflected they were not ashamed to participate and there were improvements of students' vocabulary mastery.


4) Reflecting the Action

Based on the observation result on the second cycle, the teaching learning process improved better than the first cycle. The researcher found that the use of jigsaw puzzle combining drilling in teaching learning process overcome the students problem in two scopes, those are vocabulary mastery and the class situation. The achievement of vocabulary mastery and learning process of second cycle can be seen as follows:

Table 4.8 The Students' Achievement and Learning Process on the Second Cycle

Scope	Problem	Action after First Cycle	Action after Second Cycle
1. Class Situation	<p>➤ The students had low motivation in learning English.</p> <p>When the teacher explained the material, they were full of activity with their friends. Sometime, they drew the pictures on their book or see something outside the class because there was only monotonous teaching learning process. Most of them open the dictionary, but it was not suited with the lesson.</p>	<p>➤ There was an improvement of students' motivation. The students were interested in teaching learning process using puzzle so they paid attention.</p> <p><i>"Most of them gave response by seeing the teacher and heard explanation so they understood the researcher's explanation. First field note" (09/03/2012).</i></p> <p><i>There was a student asked the question "Miss, kok gambar e beryarna, apik ya Miss?" First field note (09/03/2012).</i></p> <p><i>The students felt enthusiast proved by soft laugh, saw crossword puzzle that was brought researcher from the door up to she laid it on the table and they wanted to know</i></p>	<p>➤ The students were more motivated in teaching learning process using puzzle.</p> <p><i>"In fact, when they played a game, they felt enthusiast participating to the lesson in a group by competing each other to get better score, so the class situation more alive." Second field note" (23/03/2012).</i></p>

		<p><i>the content of crossword puzzle by always seeing it. First field note (09/03/2012).</i></p>	
<p>➤ The students were also passive during teaching learning process. They rarely had efforts to participate in teaching learning process as like reach their hand when they want to answer the questions. They just keep silence. During the lesson only some students brought the book so when they did not bring it, they just keep silent without any efforts to borrow the book from another friend and they just sit down on their seat. They are shy to come forward or participate in the teaching learning</p>	<p>➤ They were active in teaching learning process. They actively answered the crossword puzzle individually or in a group. <i>They were active to find the answer proved by whispering to each other in finding the answer to be written in front of the class". Second field note (16/03/2012)</i></p> <p>➤ They had effort to participate in teaching learning process by helping the teacher without being asked for help. <i>Before the teacher finished</i></p>	<p>➤ The students were more active during teaching learning process. There were many students participate in teaching learning process, for example: there were improvement of unconfidence students to be confidence students by participation in the class "<i>Miss, tak cobane dulu, salah gak pa pa ya?</i>". <i>Second field note (23/03/2012).</i></p>	

	<p>process when the teacher asks them to answer the question on their seat or in front of the class because they feel worry if they make any mistakes and their friends will laugh them. They pretended nodding the head.</p>	<p><i>sticking crossword puzzle, suddenly she helped by two students (Febi and Remy) without asking help them to stick crossword puzzle on the white board. First field note (09/03/2012).</i></p> <p>➤ Some students were confidence and happy during teaching learning process because implementation of puzzle gave impression and puzzle is a fun and interesting. There were students said:</p> <p><i>"Hore, Miss Ari datang. Miss, belajar pakai puzzle lagi. Miss, Ayo Miss tak bantu nempal puzzlenya". Second field note (10/03/2012).</i></p> <p><i>"When the researcher and the teacher came to the class, some students softly laugh; low speak with the classmate and felt happy to get the English lesson".</i></p> <p><i>Second field note (16/03/2012).</i></p>	

Vocabulary Mastery	Meaning	<p>➤ The students get difficulty in grasping meanings. Sometimes they forgot the meaning of the words when they were asked to mention.</p>	<p>➤ When the researcher used crossword puzzle in the first cycle, the students still having long term to grasp the meaning in pairs.</p>	<p>➤ The students' memorization improved. When the researcher gave the material using puzzle in the first cycle, they had been interested. Then, in the second cycle, the teacher also implemented different puzzle to be done individually and in a group with more interesting material. They more interested and they grasped the meaning easier than before because they had also learned at home. Thus, by using puzzles in teaching learning process the students made fewer mistakes in identifying meaning of the words.</p>
	Use	<p>➤ The students still get difficulties in using new words; they cannot implement the</p>	<p>➤ The students' mean score improved. However, there were some students still were difficulty in using the word in the contexts, for example when</p>	<p>➤ In the first cycle, the students were able to use the words in the right contexts but it tended to simple sentences. In the second cycle, the students gave the single</p>

	words in the right context.	the students did first post test some students still made mistakes in conversation (asking and answer).	sentences and simple conversation in a group. As a result, they discuss each other in a group and they could use the words in the context easily. In the post test, they used the words in the right contexts, so they made fewer mistakes implementing the words in the right contexts.
Spelling	<ul style="list-style-type: none"> ➤ The students write a word as like its pronunciation. 	<ul style="list-style-type: none"> ➤ The students more understand to spell the words in crossword puzzle, so they could spell the words easier than before. Thus, it spent a little time than before and the aspect of spelling improved gradually. However, some students were still ashamed participated to the lesson. 	<ul style="list-style-type: none"> ➤ A lot of students interested to the puzzle so, the teacher still used different puzzle in the second cycle. Many students participated to the lesson without being asked by the teacher before. It proved that they more confident to spell the letter in front of the class and most of them answer in correct spelling because they also had learned the day before so they made fewer mistakes in spelling.
Pronunciation	<ul style="list-style-type: none"> ➤ The students still get difficulties in pronouncing the 	<ul style="list-style-type: none"> ➤ Sometimes, there were some students forgot pronounced the words and made mistakes in 	<ul style="list-style-type: none"> ➤ In the second cycle, the students' pronunciation improved gradually because the researcher gave them

	words well; they pronounce it like its writing.	pronunciation, for example: when they pronounced "mju:zi:m", they pronounced "musium", when they pronounced "ste□□□n" they pronounced "statium".	more drills combined activities in jigsaw puzzle to be done individually and in a group than the day before, so they were not bored. As a result, they focused on the drilling combined jigsaw puzzle and spent less time to be noisy.
The achievement of students' vocabulary mastery			
	Meaning	Most of the students get low score in pre-test, their mean score was: 2.31.	The students' mean score 9.20 in first post test. It increased 6.89 from the pre-test.
	Use	Most of the students get low score in pre-test, their mean score was : 4.03 .	The students' mean score 7.51 in first post test. It increased 3.2 from the pre-test.
	Spelling	Most of the students get low score in pre-test, their mean score was: 5, 72.	The students' mean score 9.34 in second post-test. It increased 1.83 from the first post-test.
			The students' mean score 9.51 in second post test. It increased 0.82 from the first test.

	Pronunciation	Most of the students get low score in pre-test, their mean score was 5.31	The students' mean score 5.96 in final post test. It increased 0.69 from the pre-test.	The students' mean score 7.20 in second post test. It increased 1.24 from the first post test.
	Final Score	The mean score of pre-test was 4.34 and There were only 3 students got the score more than KKM; their score was 6, 7.25 and 8.5.	The mean score of the post test first cycle was 7.84. It increased 3.5 from the pre-test. There were only four students who did not reached the passing grade. The number of students reached the passing grade increased from 3 students to 25 students.	The mean score of the post test first cycle was 8.99. It increased 1.15 from the first post test. All of students had reached the passing grade. The number of students reached the passing grade increased from 25 students to 29 students.

5.) Revising the Plan

Based on the result in the second cycle, the researcher divided to stop the research because the sixth grade students would have a test. The researcher assumed that the second cycle had been enough to overcome the problem in two scopes, those were students' vocabulary and class situation. The research finding can be seen as follows:

- 1.) The use of puzzle in teaching English improved students' vocabulary mastery. They could master vocabulary in four aspects well (meaning, using, spelling and pronunciation). The use of puzzle implemented in different creation attracted the students' attention, for example: the students found the way to learn English individually or in a group by using puzzle. Therefore, implementation of puzzle gave the students good impressions. As a result, their vocabulary improved.
- 2.) The use of puzzle in teaching English created the class situation more alive.

B. Discussion

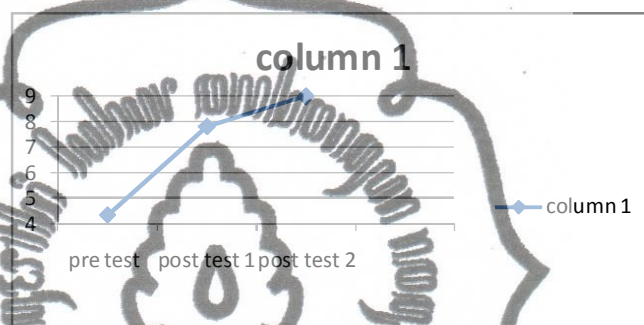
After analyzing the research result, the researcher could summarize the research finding as follows:

1. The improvement of students' vocabulary mastery

The result of vocabulary means score of the second cycle were more improved than the pre-test and the students mean score more than the passing grade. In the pre test, the students mean score was 4.34 while in the post test of first cycle the students' mean score was 7.89 and in the post test of second cycle the students' mean score was 8.99. There were no students got low score in

vocabulary mastery of the second cycle. The improvement of students' vocabulary mastery can be seen from the improvement of students' mean score that can be shown on the graphic below:

Chart 4.1 The Improvement of Students' Mean Score



2. The improvement of classroom atmosphere

- a. The students were more motivated in teaching learning process. Before research, the students had low motivation; they did not pay attention in teaching learning process. However, when the use of puzzles implemented in different creation, the students felt enthusiast. They more paid attention and students' concentration focused on the lesson so they spent less time to be noisy. They felt enjoy doing exercise in the puzzle. They can play and learn to have fun using puzzle without any worries and they focused on the language. Doug Case in *English Puzzle* defines that *puzzles are useful for language learners because the enjoyment, satisfaction, reflection and 'play' can focus learners' attention on the language in a concentrated but non-stressful way.*

- b. The students more active participate to the lesson.

The students felt happy and interested to the lesson because puzzle attracted their attention. They often participate in teaching learning process without being pointed the teacher. When the students did the exercise in a group or individually including spelling, meaning, using and pronunciation, they felt satisfied and happy if they can do correctly. They did not think that the exercise as a test because they can learn and play at the same time using puzzle. The students did many activities including spelling, meaning, using, and pronunciation that implemented in teaching learning process using puzzle combining drilling so they were not bored in the teaching learning process. As stated by Doug Case in *English Puzzle: puzzles are thus a helpful complement to exercises. Exercises are useful and necessary, of course.*

Besides, the students were more confidence participating in teaching learning process.

The students have more confidence participating to the lesson because puzzles attracted their attention so they spent less time to be noisy. The students' concentration also focused on doing the exercise individually and in a group. They frequently asked questions to the teacher.

Based on data above, it can be seen that the students gave good attention to the English lesson by using puzzle. They were more interested to the teaching learning English because they can play and learn at the same time without any worries.

The implementation of puzzles gave the good impression to the students. The students enjoyed the lesson. They were not bored using puzzle in the lesson. The students more understood to the lesson by using

puzzle than teaching learning process given by the English teacher without any media.

Besides, implementation of puzzles tested their ingenuity. By using puzzle in teaching learning process, the students focus on the lesson. They are easier to remember the lesson than before proved by they still remembered the last lesson's material so there were improvements of students' achievement from the pre test to the post test.

In addition, in the second cycle the researcher implements different puzzle combining drilling, so it obtains the amazing of puzzle that designed in different color and shape. Thus, the data above shown that the students interested and motivated in teaching learning process. They actively participate in teaching learning process. It indicates that the students more comfortable joining to the lesson using puzzle. By having the students' comfortable joining the teaching learning process, the class situation more alive. As the result, the students' vocabulary mastery was improved. Therefore, it can be said that teaching English by using puzzles in the classroom is effective proved by the improvement of students' vocabulary mastery and students' problem can be solved.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the result of the research which aims to increase the students' vocabulary mastery by using puzzle to the sixth grade students of SD Negeri Sidoharjo 2, Sragen, the researcher finds that the use of puzzle effectively improves the students' vocabulary mastery and class atmosphere in teaching learning process. The research finding can be concluded as follows:

1. Teaching vocabulary by using puzzles improve students' vocabulary mastery.
 - a. The students' memorization improves in grasping the meaning.
They were easier grasped the meaning of vocabulary by using puzzle implemented in teaching learning process. Thus, by using puzzle in teaching learning process the students made fewer mistakes in identifying meaning of the words.
 - b. The students easily use the words in the context by using puzzle in the classroom. They made fewer mistakes implementing the words in the right contexts.
 - c. The students made fewer mistakes in spelling the words. Most of them answer in correct spelling. Thus, most of them write the words are not like its pronunciation but most of them write the words in correct spelling so they made fewer mistakes in spelling the words.
 - d. The students' pronunciation improved gradually. They pronounce the word better than the day before.

From explanations above, it can be also proved by the score of students' vocabulary test before and after the action. The mean score of pre test before the

research is 4.34 while the mean score of final post-test after the research improve to 8.99.

2. Teaching vocabulary by using puzzles improve the classroom situation. It is proved by:

- a. The students more motivated in teaching learning process. They are more enthusiasts involved to the lesson.
- b. The students more active in teaching learning process. They actively answered the crossword puzzle individually or in a group. There was improvement of students' attitude. They helped the teacher without asking for help to them and they were more confidence participating in teaching learning process. They frequently practice English in front of the class, individually or in a group.

Finally, puzzle as a media can be used to facilitate teaching learning process. Most of them give advantages in learning language. Puzzle gives better result to the student, which is puzzle had improved the students' vocabulary mastery and the classroom atmosphere in the sixth grade students of SD Negeri Sidoharjo, 2, Sragen.

B. Implication

From the result of the study, the writer presents some points of implication. Those are the improvements of students' vocabulary mastery, the students' attitude, and the classroom atmosphere.

Teaching English by using puzzles test the students' knowledge individually and group. However, puzzles designed amazing in various shapes and colors in order not to be stressful in doing the exercise. The students spell the letters and grasp the meaning easily by using puzzle. They also learn how to pronounce and use the words in the context easily combined drilling and game. They can play and learn at the same time but they do not realize that they are

learning while playing. They are not only playing a game but also thinking in solving a problem, particularly in vocabulary mastery. They can play but their playing focus on the language itself.

In addition, the students are happy when puzzles are implemented in teaching learning process. The kinds of activities presented in the puzzle create the students to be more active but they focus on the language itself so they more motivated during teaching learning process because puzzle designed attractive and the students' attitude make the classroom situation more pleasure and alive. Thus, it can be implied that puzzle is a media that designed amazing in various types and focused on the learner's attention to the language itself in which appropriates with vocabulary mastery.

C. Suggestion

Based on the implication above, the researcher proposes some suggestions. The research hopefully can be useful for the English teacher, the students, the others researcher and the institution which can increase the students' vocabulary mastery.

1. The teacher

It is expected that the result of this research can give the contribution in teaching and learning process and the teacher can use the result of the study effectively. It is better to use various puzzles as one of English teaching technique. Teaching English by using puzzle can improve students' vocabulary mastery. They are more active during teaching learning process. They can play and learning at the same time without any worry. Thus, as an English teacher, she can choose the best technique to improve students' vocabulary mastery. In addition, the problem can be solved by using puzzle.

2. The students

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 teaching vocabulary mastery to the students. As a result, the students are enthusiastic during the English teaching and learning process.

3. The other researchers

By doing this research, the researcher hopes that the research will be useful for the other researchers as reference to do the others research and used as the teaching aid which is appropriated to the students' level.

4. The institution

The institution should provide the complete facilities to support teaching learning process. As a result, the teaching learning process runs well.

