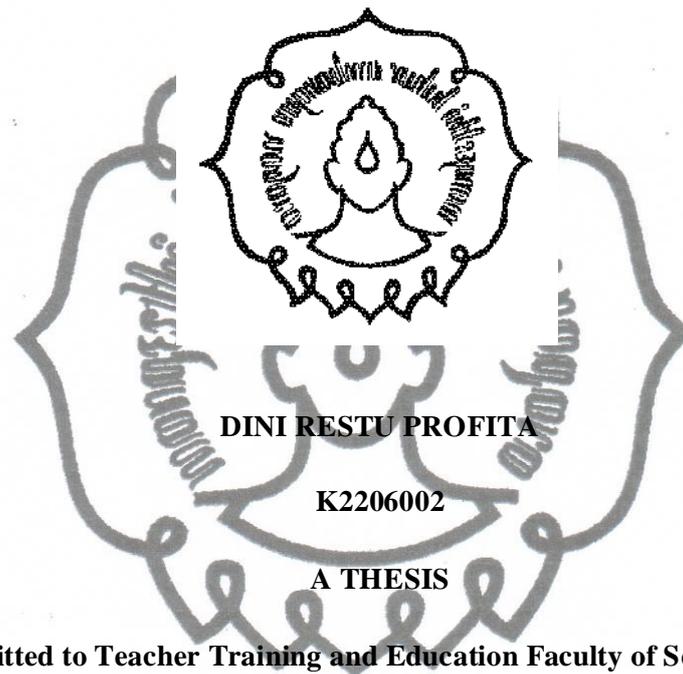


**IMPROVING ENGLISH VOCABULARY MASTERY
BY USING CROSSWORD PUZZLE**

(A Classroom Action Research at The Fourth Grade Students of SD NEGERI
Pakurejo, Bulu Temanggung in Academic year 2011/2012)



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

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2012**

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ABSTRACT

Dini Restu Profita. K2206002. **IMPROVING ENGLISH VOCABULARY MASTERY BY USING CROSSWORD PUZZLE** (A Classroom Action Research at the Fourth Grade Student of SD Negeri Pakurejo, Bulu, Temanggung in the Academic Year 2011/2012). A Thesis, Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, 2012

The objectives of this research are finding out: (1) The improvement of the students' vocabulary mastery through crossword puzzles and (2) The effect of teaching learning process when teaching vocabulary by using crossword puzzles is done.

The action research was conducted at SD Negeri Pakurejo, Bulu, Temanggung, from 7th May 2012 until 31th May 2012. There were 20 students in fourth grade. It was carried out in two cycles. Both the first cycle and the second cycle consist of three meetings. Each cycle consists of identifying the problem, planning, implementing, observing, reflecting, and revising the plan. The techniques for collecting data were observation, interview, questionnaire, field notes, photograph and test. The technique for analyzing the data were assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

The result of this action research shows the improvement of students' vocabulary mastery and the effect of teaching learning process. The improvement of students' vocabulary mastery could be seen in the increase of the mean score of pre-test: 50, post-test 1: 69 and post-test 2: 80. The students could memorize the vocabularies taught and their meanings and pronounce the words correctly. So, the students' pronunciations improved. The effect of teaching learning process was be indicated by the following evidences: the students were more active in following the lesson; most of the students were not ashamed to answer the question; students became less noisy so that they could focus more on the lesson and could actively follow teacher's instruction.

PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled **“IMPROVING ENGLISH VOCABULARY MASTERY BY USING CROSSWORD PUZZLE”** (A Classroom Action Research at the Fourth Grade Student of SD Negeri Pakurejo, Bulu, Temanggung in the Academic Year 2011/2012). It is not a plagiarism or made by others. Anything related the other’s work is written in quotation, the source of which is listed on the bibliography. If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 24 September 2012



Dini Restu Profita

K2206002

APPROVAL

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

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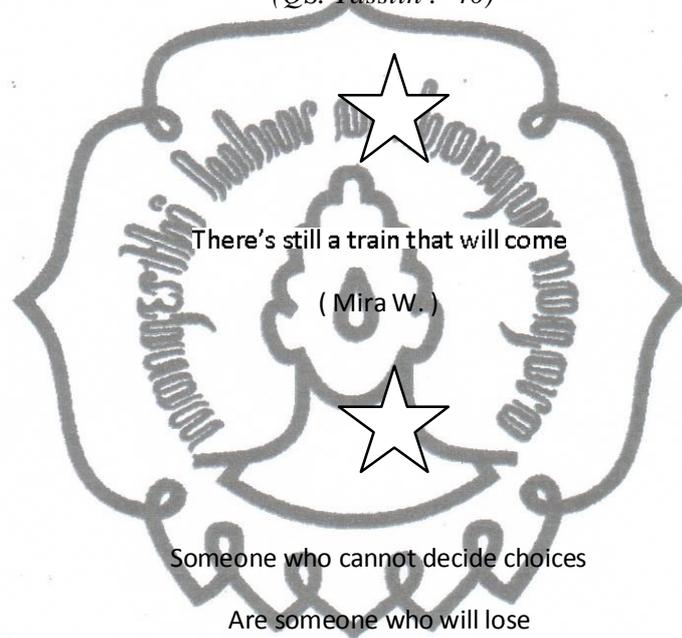


Prof. Dr. H. Muhammad Furqon Hidayatullah, M.Pd

NIP 19600727 198702 1 001

MOTTO

*It's impossible both the sun chase the moon
And the night precede the day.
Each revolve in their orbit.
(QS. Yassiin : 40)*



There's still a train that will come
(Mira W.)

Someone who cannot decide choices
Are someone who will lose
(Aan Merdeka Permana)

commit to user

DEDICATION



This thesis is dedicated to:

My father,

My mother,

My brother ,

My boyfriend,

All my friend, (thanks for accompany me, pray and support)

commit to user

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Alhamdulillah rabbil'alamin. Praise and thank to God the Almighty for His blessing so that the writer can accomplish the writing of this thesis. In this occasion she would like to express her deepest gratitude and appreciation to the following:

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Surakarta, 24 September 2012

The writer

Dini Restu Profita

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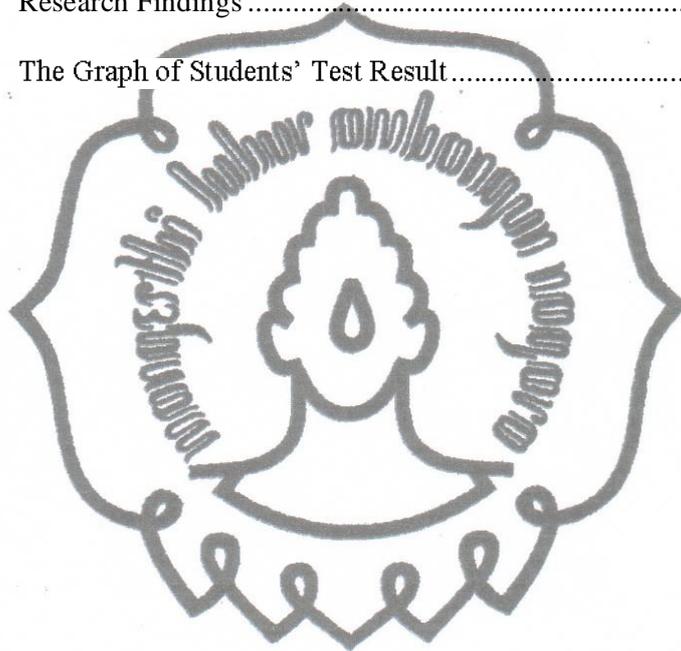
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CHAPTER I

INTRODUCTION

A. Background of the problem

Language is very important in human life. It is used by people to communicate with one to another. Without language, it will be difficult for us to convey our idea to others. There are many languages, which are used and learned by people in many different places in many different ways.

English is one of the language used by people to interest each other. As one of the international languages, English is used and learned much by people in the world. In Indonesia, English is the first foreign language learned and taught in most school. It starting from the elementary school until university. Wilkins (1983: 153) affirms that wherever the second language occupies a position in daily life of the community we are likely to find that it is introduced at the primary level of education.

English in Indonesia has been taught to the students since they were in the elementary school and even in the kindergarten until university. It because teaching English for primary level of schooling is important. Brewster (1992: 23-24) states the reason for starting to learn a foreign language earlier. First, teaching English for children is aimed at increasing the total number of year spent learning the language. Second, the way in which foreign language is taught will take account of the methods and the pace of primary school teaching. Third, the

indisputable fact that young children have a greater facility for understanding and imitating what they hear than adolescent.

Thus, the teaching of English as a foreign language for primary level students in Indonesia is very important. English which is learned in state schools, however, is automatically taught differently compared to that taught in private courses. In private courses, the goal they want to reach is based on the kind of English learning to be developed in the institution. In state schools, it is different. The English teaching learning process is based of the content of the curriculum prepared by the government. It is the elementary school curriculum as follow:

Mata pelajaran Bahasa Inggris di SD/MI bertujuan agar peserta didik memiliki kemampuan sebagai berikut :

- 1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara teratur untuk mengiringi tindakan (language accompanying action) dalam konteks sekolah.*
 - 2. Memiliki kesadaran tentang hakikat pentingnya Bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global.*
- (Kurikulum tahun 2004 Mata pelajaran Bahasa Inggris untuk SD/MI)*

Based on curriculum, the aim of teaching English is to develop the students' ability in communication. Then, teaching English is needed for preparing the globalization era and developing the science. So, we can increase the competition with world community. To master all, they should prepare them self with vocabularies. Vocabulary is one of the language component that support the student in learning language.

Vocabulary according to Webster (1990: 1320) is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge.

Vocabulary plays important role in learning language. It is implemented an all kind of language skill such as listening, speaking, reading and writing. Candlin in Taylor (1990, ix) states that vocabulary is central to language teaching and learning.

Vocabulary is used by people as the basic knowledge of learning language in order to make communication and interaction among them in their daily life. Allen (1983: 5) states that communication will stop when learners lack the necessary words. So without using vocabulary, it is impossible for someone to learn language. Vocabulary is the biggest component of language in learning language successfully, without it someone will not be able to make a meaningful communication. It is important for someone or student to master the vocabulary of language because vocabulary is essential part of communication.

There are a lot of teaching methodologies and techniques teaching which can be used but not all them are helpful for the students. Concerning with the characteristic of young learners, teacher should not only use the textbook methods in teaching English language. Burns and Broman (1975: 42) argue that in primary years, English as a second language should be taught orally, informally, and it an atmosphere of play. In student of primary level of schooling, it is needed to teach English in atmosphere of play. For presenting language to children, it can be enjoyable and appropriate situation based on children's experience.

One of the technique in teaching vocabulary is using crossword puzzles. Webster (1990: 310) states that crossword puzzle is a puzzle on which word are filled into a pattern of numbered squares in answer to correspondingly numbered

clues and in such way that the words read across and down. Case (1994: 5) states that puzzle are useful for language learners because the enjoyment, satisfaction, reflection, and play can focus learners attention on the language in a concentrated but nonstressful way.

Based on the observation, the writer finds out that the students' vocabulary mastery in SD Negeri Pakurejo is still low, about 75% students get the bad mark (under six). This problem can be seen from their low scores in vocabulary. The causes of this problem are:

1. The teacher uses the same technique each time in teaching vocabulary. It made the students feel so bored.
2. The technique that teacher used cannot motivate the student to learning English.
3. The source that teacher used is only from a textbook.

Based on the fact, the students' vocabulary mastery needs improvement. So, the writer brings the way of teaching vocabulary by using crossword puzzles, to improve the students' vocabulary mastery. It facilitates the students to get better mastery of vocabulary. Because crossword puzzle is useful and enjoyable technique for student in learning vocabulary. A puzzle involves less stress. The puzzle is perceived as fair and interesting, it remains an enjoyable activity. It help the student to remember words and write the words correctly.

Based on the problem found in SD Negeri Pakurejo and the theories starting that improving students' vocabulary mastery can be done through crossword puzzles, the writer conducted an action research entitled:

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IMPROVING ENGLISH VOCABULARY MASTERY BY USING CROSSWORD PUZZLE

**(An Action Research at the fourth Grade of SD Negeri Pakurejo, Bulu,
Temanggung in Academic Year 2009/2010)**

B. Problem Statement

The problem that will be analyzed in the research are:

1. Can crossword puzzles improve the students' vocabulary mastery?
2. What are the effect when crossword puzzles are used?

C. The Objective of the Research

Based on the problem statement, the objective of the research are aimed to find out :

1. The improvement of the students' vocabulary mastery through crossword puzzles.
2. The effect when teaching vocabulary by using crossword puzzles.

D. Benefits of the Study

The research result is expected to be able to give some benefits for the teacher and the students as follow:

1. For the students, they can improve their vocabulary mastery. Then the student can implement in the next chapter of English such as listening, speaking, reading and writing.

2. For the teacher, they can use crossword puzzles as a technique of teaching vocabulary. In teaching vocabulary, they use many techniques, but not all these technique can improve students' vocabulary mastery. So by the research result, the teacher is more selective in choose the useful technique in teaching vocabulary.



CHAPTER II

THEORITICAL REVIEW

E. Review of Students' Vocabulary Mastery

1. The Definition of Vocabulary

There are several definitions of vocabulary. According to *The Random House Dictionary of English Language*, vocabulary is the words of a language. Vocabulary can also be defined as “a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge” (Webster, 1990: 1320).

Burns and Broman (1975: 295) state the definition of vocabulary in general. They say that vocabulary may be defined as the stock of words uses by a person, class, or profession. Almost every individual uses several different vocabularies, all having much in common, yet each distinctly different. The most basic of these vocabularies are often designated as hearing, speaking, reading and writing. Words are symbols of ideas; to express and communicate ideas, one needs facility in the use of words. Teacher must give attention to developing the vocabularies of each child through carefully planned instruction and, to do so, must be aware of what words are and how concept are formed.

Vocabulary is really needed in both English teaching learning. Coady (1997: 5) states that vocabulary is central of language and of critical

importance to typical language learner. While Candlin in Taylor (1990, ix) states that vocabulary is central to language teaching and learning.

Haycraft (1997: 44) argues the distinction vocabulary in language teaching. He makes a distinction between active vocabulary and passive vocabulary. Active vocabulary is words which the student understand, can pronoun correctly and uses constructively in speaking and writing then passive vocabulary is words that student recognizes and understands when they occur in context, but which he cannot produce correctly himself.

From the definition above, vocabulary can be defined as stock of words employed by a language, group, individual, or work or in a field of knowledge. And it is especially for beginner because of its importance of the basic matter in language learning.

2. Vocabulary Mastery

In all languages, a vocabulary plays an important role in learning and understanding language. Webster states, "Vocabulary is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge" (1990: 1320). Then Burns and Broman (1975: 295) also state that vocabulary is the stock of words uses by a person, class, or profession. Almost every individual uses several different vocabularies, all having much in common, yet each distinctly different. From the definition above, it can be concluded that vocabulary is stock of words uses by every individual in understanding the language.

According to *The Random House Dictionary of English Language*, mastery is expert skill or knowledge. Mastery can also be defined as skill or knowledge that makes one master of a subject (Webster, 1990: 732). Based on *Longman Dictionary of Contemporary English*, mastery is great skill or knowledge in a particular subject or activity. According to *Grolier New Webster's Dictionary*, mastery is thorough knowledge or skill in a specific field. Based on *The American Everyday Dictionary*, mastery is the action of mastering, as a subject. According to *The Oxford English Dictionary*, mastery is the skill or knowledge which constitutes a master.

It can be concluded that vocabulary mastery is expert in understanding the meaning of the words, in spelling the right words, in writing the words into sentences and in pronouncing the correctly words.

3. The Importance of Learning Vocabulary

Language is the most important in human life to communicate to each other. Without language life is silence and lonely. The most part of language is word. The word makes the one lives in the world is significant. We can imagine that nothing word in our life. The conversation may not be recognized. So the words plays an important role in construction language. Taylor says:

In order to live in the world, we must name it. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event, a feeling. Naming is the mean whereby we attempt to order and structure the chaos and flux of existence which would otherwise be an undifferentiated mass. By assigning names we impose a pattern and a meaning which allows us to manipulate the world (1990: 1)

Sapir in Lado (1979: 75) says that the linguistic student should never make the mistake of identifying a language with its dictionary. On the other hands, one cannot deny or ignore the existence of the word as a tangible unit of language. Based on statement above, we can say that words cannot be separated from language. In other words, words are the basic unit in conform the language.

Hockett (1958) in Nunan (1998: 117) argues that vocabulary was the easiest aspect of second language to learn and that it hardly required formal attention in the classroom. Rivers (1983) in Nunan (1998: 117) also argues that the acquisition of an adequate vocabulary is essential for succesfull second language use because, without an extensive vocabulary, we will unable to use the structures and functions we may have learn for comprehensible communication.

Those mean that vocabulary is important aspect in learning language. To be successful in language learning, vocabulary is a component must be required. By mastering vocabulary, students will produce many sentence either in spoken or written easily. So they can communicate to other people fluently and they can explain their idea conveniently. Then the successful in learning language will come true.

4. Teaching Vocabulary

It is important for students to enrich vocabulary continually because vocabulary is the most important component of language to improve English as a second language. According to Burns and Broman (1975: 296-311) there are numerous ways of teaching vocabulary technique:

a. Firsthand Experiences

Concrete experiences permit the words to be associated with real situation; consequently school should try to extend the experiences of children. The nature and quality of educative experiences that children meet both inside or outside the classroom are primary factors that determine speaking, writing, reading and hearing vocabularies.

Teacher should try to discover what experiences the children lack, because children learn early to conceal their inadequacies by silence.

b. Books

Books are another significant source of vocabulary growth, particularly books that provoke question and discussion. Pupils need a variety of interesting, easy-to-read books so that new words and ideas can be learned from the context.

c. Context Clues

Children who read extensively can learn many words just through use of context. Wide reading provides the opportunity for context to illuminate word meaning when it is essential to the on-flow of thought. Through a variety of reading material, the reader can begin to recognize the subtleties and varied meanings of words.

The structure of the phrase, sentence or paragraph often serves as a clue to the meaning of what is written. Rhetorical aid are also guides to reading comprehension of paragraph, conjunction and certain adverb being very common links.

d. Visual and Other Instructional Aids and Materials

Visual aids should be utilized frequently, not only to illustrate words that have been used but to suggest other words. Other instructional aids and materials include the thesaurus and trade books. In addition to many children's dictionaries, beginning thesauri are now available to help children enrich their vocabularies.

e. Content Area

In every subject field, teacher should develop vocabulary carefully. They need to be sure that words mean elementary mathematic, health, science, and social studies have real significance. The importance of this cannot be overemphasized. Children's understanding of concept is often vague and inaccurate. Note the vocabulary demands made upon the pupil by the following sentences.

The selection of textbooks that avoid complicated verbiage and explain new terms clearly when they are introduced is one important way of reducing the vocabulary problem to teachable proportions.

f. Oral and Written expression

Teacher should encourage variety in oral and written expression. A conscious effort needs to be made by teachers to encourage use of words that express though exactly, rather than words that perform omnibus service.

g. Teacher-model

The teacher can use new words, sometimes in reading aloud, sometimes in providing explanation. New words use in oral reports may be taught also.

Particularly in the primary years, when most pupils are mainly occupied with developing recognition of words already in their understanding, reading, and speaking vocabulary, the teacher needs to read and tell many stories to the group. In reading to children, it is inadvisable to simplify the vocabulary. After reading a story, new words may be discussed and in later retelling or dramatization, the use of the new words should be encouraged.

Pupils are great imitators and if the teacher employs good vocabulary, they tend to approach his level of expression.

h. Morphology Study

Such study includes antonyms, synonyms, homonyms, homograph, root words, figures of speech (metaphor, simile and personification), exaggerations, word associations, and inflectional devices. The slight differences of meaning, especially with synonyms can be given some attention.

The best way to develop a real understanding of figurative or indirect language is through practice in paraphrasing.

i. Other Recommended Activity

The following items maybe listed in vocabulary notebooks: new words heard in conversation or discussion, adjectives that are vivid and effective, new words encountered in general reading, descriptive words heard over radio or television.

A learning station is also an appropriate means of providing children with further experience in classifying words into descriptive categories.

Based on Haycraft (1997: 44) there are certain guidelines on which the choice of vocabulary can be based:

a. Commonest Words

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

b. Students' Needs

If a student wants to know a special words, it is usually worth teaching it to him because motivation will ensure that he remembers it. However, don't teach it to the whole class unless they will all find it useful. If, for instance, a student is passionately interested in butterfly and wants to know all the parts of a butterfly's body, it is probably best to suggest he does some research on his own with a dictionary.

c. Students' language

If you are teaching a class from one language group, a knowledge of their language will tell you which words are similar in their language and English and therefore easily learnt. It is needed to be careful with word that sound the same in the students' language, but in fact mean something quite different in English.

d. Word Building

It is often worth choosing a word because a general rule can be formed, such as teach-teacher, work-worker.

e. Topic Areas

In many ways, it is easier to teach vocabulary which belong to one area of sequence, as the student will be able to form a pattern of interrelated words in his mind. Beware, however, of being carried away by the teaching situation.

f. Cross Reference

A lot of words are applicable to different situation or specialization. You thus make the application wider and more useful and you can revise the vocabulary later in different situations.

g. Related Structures

Many structures demand their own vocabulary. If you are teaching 'have got' you will tend to choose the names of personal possessions. If you are teaching 'going to' you are likely to introduce a vocabulary connected with plans. This is the most natural way to choose vocabulary, but you have still got to be careful that you choose common words, and not too many of them.

F. Review of Crossword Puzzle

1. Definition of Crossword Puzzle

Webster (1990: 310) states that crossword puzzle is a puzzle on which word are filled into a pattern of numbered squares in answer to correspondingly numbered clues and in such away that the words read across and down. According to *The Random House Dictionary of English Language*, crossword puzzle is a puzzle on

which word corresponding to numbered clues or definition are fitted into a pattern of horizontal and vertical squares so that most letters form part of two words.

Case (1994: 5) states 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 nonstressful way.

Nation (1986: 1) states that puzzles are one obvious type of self-motivating material. For native speakers, puzzles of various sorts have a strong appeal. Puzzles are self-motivating because they offer a challenge that can usually be met successfully.

According to the Jones (1992), the crossword puzzles can be used in a variety of ways: to teach new vocabulary, to help students to memorize what they already know.

So it can be concluded that crossword puzzle is a puzzle on which word corresponding to numbered clues are fitted into a pattern of horizontal and vertical squares to measure somebody's knowledge.

2. Types of Crossword Puzzle

According to Case (1994: 5), not all puzzle are involve language. Among puzzle which do involve language, some are not particularly suitable for foreign language learning. There are, however, many widely-known puzzle types which adapt well to the language learning context, for example:

- a. Crosswords in various formats.

- b. Anagrams and other re-arrangements of letters
- c. Find-the-word grids and other ways of concealing words
- d. Riddles and puzzles based on jokes
- e. Puzzles involving sorting and categorizing

3. The Usefulness of Crossword Puzzle in Language Learning

Case (1994: 5) states 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 nonstressful way.

Crossword puzzles is useful for language learning especially in teaching vocabulary because it can be solution in solving the problem student faced in learning vocabulary. So it can help student in increasing the vocabulary and memorize it. Case says:

Puzzles are helpful complement to exercises. Exercises are useful and necessary. However, an exercise may be perceived as a test and make learners feel guilty or inadequate if they are unable to get all the answers right. A puzzles involve less stress. Solver do not necessarily expert to find every single answer, although they hope to do so. The solution may have to be consulted for one or two answer, but as long as the puzzles is perceived as fair and interesting, it remains an enjoyable activity.(1994: 5)

4. Teaching Vocabulary by Using Crossword Puzzles

According to Case (1994: 5), the puzzles are designed to be incorporated alongside the practice the student. In the classroom, puzzles can be used in the way

students would normally use in written exercises or reading comprehension tasks.

They are:

- a. Crossword puzzles can be done by students individually. All students have the same puzzles, or some students have one puzzle. Another students are comparing the solutions and then a full-clas check on the solutions.
- b. Crossword puzzles can be done in pairs or in small groups. All groups may work on the same puzzle, or there may be several puzzles used at the same time in different groups, with inter-group comparisons and full-class checking as above. Or each group may have a set of three puzzles to solve (all groups have the same three puzzles), with an element of competition being introduced between the groups.
- c. Artwork puzzles is relatively easy to imitate by hand (those involving grids, such as crossword), teacher may like to reproduce the grid on the blackboard while the students are solving the puzzle, and use this blackboard grid in the checking of the solution.
- d. Most of the puzzles are self-contained, the final aim is to arrive at the solution. Some, however, are accompanied by a question which can lead on to brief follow-up discussion if desired.
- e. Crossword puzzles may also be used for homework, as they can provide an enjoyable supplement to exercises, reinforcing the language areas the students have been practising in class.

- f. Crossword puzzles may also be used in a self-access centre, if the school has one. In this case, it would be useful to make the indexes available to the users, so that they themselves can also locate the particular puzzles they may wish to do.

G. Review of Young Learner

Nowadays, teaching English as a foreign language in school is neglected. It starts from elementary school. All the students become a participant including children. According to Phillips (1993: 5) Young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. In learning language opportunity, children have the same right as adults. They are also encouraged to learn foreign language, although they are very different from adults. Children have certain characteristics than adults. Brumfit (1995: v) states the characteristics of young learners:

1. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectation of life in school.
2. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures and new to the conformity increasingly imposed across cultural groupings by the school.
3. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.
4. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.

5. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be, the better.

Learning English as second language for student is more difficult than the mother tongue or traditional language itself. Most of the student and secondary or high school is hard in learning English. And even some of them can't be active in learning activity and finally they fail. To solve the problem faced, it is necessary for teacher to concern in primary level student. The children has a good potential in learning English. Pretending the blank piece of paper, nothing negative's or positive's thinking. So this is the best opportunity to fill their blank with the useful activity such as learning foreign language. Brumfit argues that "children are learning all the time without having the worries and responsibilities for adults" (1995: vi). It mean that in that age, they doesn't have responsibilities. Children doesn't have a some problem that destroy their way of thinking. So they can learn language easily. Phillips also argues that "Young children are quickly to learn words, slower to learn structure" (1993: 74). The children is more able to analyze the language they hear and see. Actually, it is good opportunity to the language as one of they learn in their class. Brumfit (1995: vii) states the main explanation for better learning that have been suggested are these:

1. That the brain is more adaptable before puberty than after, and that acquisition of language is possible without self-consciousness at an early age.

2. That children have fewer negative attitudes to foreign languages and cultures than adults, and that consequently they are better motivated than adults.
3. That children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language.
4. That children devote vast quantities of time to language learning, compared with adults, and they are better because they do more of it.

Huebener (1965: 198) states the argument supporting the earlier start in learning language as following:

1. Only by an early start can language mastery be assured.
2. Preadolescent can learn a foreign language without self-consciousness. They are free of the inhibitions of the adult learner.
3. The early start instills respect for other people and fosters tolerance.
4. Appreciably more children will be eager to study a foreign language later on.
5. The student who began early will be much further along in high school and in college.

H. Review of Effective Teaching

The common reason of teaching students are to transfer the knowledge or new information to student. The effective teaching the students are indicated by the students' achievement. In teaching the students, there are several ways and several combination of to reach the effective teaching.

1. Teacher

Teacher is the most important figure in education. The effective teacher is one of important element in determining the effective teaching. Sadker and sadker (1997: 47) state that effective teacher must be more than good classroom managers, however; they must also be good organizers of academic content and instruction.

Sadker and sadker (1997: 66) are characterized the good teacher :

- a. Know their subject matter.
- b. Are organized.
- c. Spend the major part of class time on academic activities.
- d. Structure learning experiences carefully.
- e. Clearly present both directions and content information.
- f. Maintain high student interest and engagement.
- g. Actively monitor student progress.
- h. Ensure that students have sufficient time to practice skill.
- i. Involve all student in discussions (not just volunteers).
- j. All both higher- and lower-order questions as appropriate to abjectives of the lesson.
- k. Use adequate wait time.
- l. Provide clear academic feedback.
- m. Teach content at a level that ensure a high rate of success.
- n. Vary student activities and procedures.

- o. Hold high expectations for students.
- p. Are enthusiastic about teaching and their subject matter.
- q. Have high regard for students and treat them with respect.
- r. Connect new learning to prior knowledge.
- s. Develop deep rather than shallow knowledge.
- t. Build classroom learning communities.

2. Academic Learning Time

Sadker and sadker (1997: 71) state that the way in which the teacher allocates time spent on academic content affects student achievement. Sadker and sadker (1997: 41) state how this allocated time is used in the classroom is the real key to student achievement. In order to study the use of classroom time, they have developed the following term to aid their analysis :

a. Allocated time

Is the mount of time a teacher schedules for a particular subject.

b. Engaged time

Is that part of allocated time in which students are actively involved with academic subject matter.

c. Academic learning time

Is engaged time with a high succes rate.

3. Classroom Management

Classroom management is a skill that can lead to high student achievement. It involve planning effectively, establishing rule that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly (Sadker and sadker, 19997: 71).

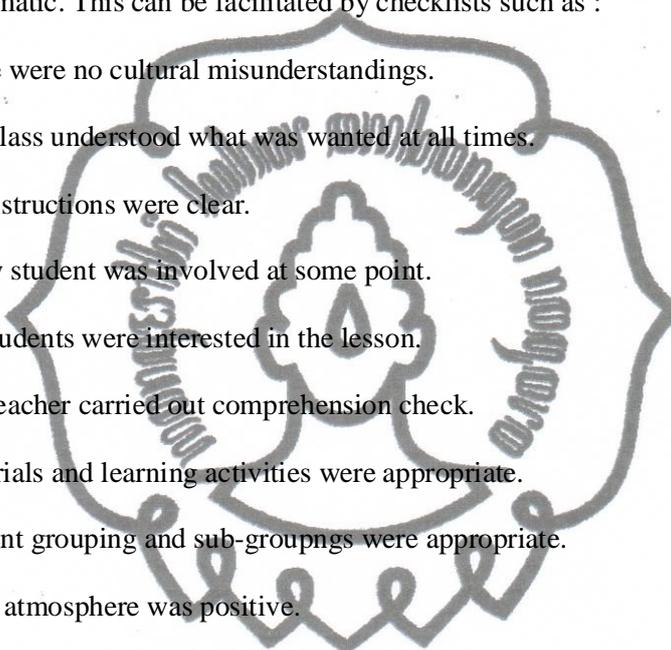
Sadker and sadker (1997: 43) show that effective classroom managers are nearly always good planners. They do not enter room late, after noisy and disruption have had a change to build. They are waiting at the door when the children come in. Starting from the very first day of school, they teach the rule about appropriate student behavior. They do this actively and directly. Sometimes they actually model the procedure for getting assistance, leaving the room, going to the pencil sharpener, and the like. The more important rule of classroom behavior are written down, as are the penalties for not following them. There are two basic principles for setting class rules: they should be few in number and they should seem fair and reasonable to students.

Good manager also carefully arrange their classroom to minimize disturbance and make sure that instruction can proceed efficiently. They set up their rooms according to the following principles:

- a. Teacher shoul be able to see all students at all times.
- b. Teaching materials and supplies should be readily available.
- c. High-traffic areas should be free of congestion.
- d. Student should be able to see instructional presentations.

- e. Procedures and routines should be actively taught in the same way that academic content is taught.

Based on Nunan (1988: 147), it is important for classroom observation to be systematic. This can be facilitated by checklists such as :

- 
- a. There were no cultural misunderstandings.
- b. The class understood what was wanted at all times.
- c. All instructions were clear.
- d. Every student was involved at some point.
- e. All students were interested in the lesson.
- f. The teacher carried out comprehension check.
- g. Materials and learning activities were appropriate.
- h. Student grouping and sub-groupings were appropriate.
- i. Class atmosphere was positive.
- j. The pacing of the lesson was appropriate.
- k. There was enough variety in the lesson.
- l. The teacher do not talk too much.
- m. Error correction and feedback was appropriate.
- n. There was genuine communication.
- o. There was teacher skill in organising group work.
- p. There was opportunity for controlled practice.
- q. Student were enthusiastic.
- r. General classroom management was good.

4. The Pedagogical Cycle

Arno Bellack in Sadker and sadker (1997: 48) argues that he has analyzed verbal exchanges between teacher and students and likened them to a pedagogical game. The game is so cyclical and occurs so frequently that many teachers and students do not even know that they are playing. There are four moves :

a. Structure.

The teacher provides information, [rovides direction, and introduces the topics. Effective structuring sets the stage for learning and typically occurs at the beginning of the lesson. An effective academic structures are :

1) Objectives.

Let the student knoe the objectives of each lesson. They, like the teacher, need a road map of where they are going and why.

2) Review.

Help students review prior learning before presenting new information. If there is confusion. Reteach.

3) Motivation.

Creat an “anticipatory set” that motivates students to listen to the presentation. This can be done through an intriguing question, an anecdote, a joke, or interesting teaching materials.

4) Transition.

Relate new information to previously attained student knowledge and experience. Provide ties and connections that will help students integrate old and new information.

5) Clarification.

Break down a large body of information. Do not inundate students with too much too fast. This is particularly true for young children and slower learners, although it also applies to older and faster learners.

6) Examples.

Give several examples and illustration to explain main points and ideas.

7) Directions.

Give directions distinctly and slowly. If student are confused about what they are supposed to do, repeat or break information into small segment.

8) Enthusiasm.

Demonstrate personal enthusiasm for the academic content. Make it clear why the information is interesting and important.

9) Closure.

Close the lesson with a brief review or summary.

b. Question.

The teacher asks a question. Good questioning is at the very core of good teaching. As Jhon Dewey said:

To question well is to teach well. In the skillful use of the question more than anything else lies the fine art of teaching; for in it we have the guide to clear and vivid ideas, and the quick spur to imagination, the stimulus to thought, the incentive to action (1997: 51)

Bloom in Sadker and Sadker (1997: 52), differentiate the lower level of question to higher level of question such as:

1) A lower-order question

Is one that can be answered through the processes of memory and recall.

Ask low-order question when:

- a) Students are being introduced to new information.
- b) Students are working on drill and practice.
- c) Students are reviewing previously learned information.

2) A higher-order question

Is one that requires more demanding thought for response. These questions may ask for evaluations, comparisons, causal relationship, problem solving, or divergent, open ended thinking.

Ask high-order question when:

- a) A content base has been established and you want student to manipulate information in more sophisticated ways.

- b) Students are working on problem-solving skill.
- c) Students are involve in creative or affective discussion.
- d) Student are ask to make judgment about quality, aesthetics, or ethics.

c. Respond.

The student answers the question, or tries to. There are several instructional skill that this teacher is using effectively. This is a well-managed classroom. The students are on task, engaged in a discussion appropriate to the academic content. Mary Bude Rows in Sadker and sadker (1997: 57), says that classroom interaction is changed in several positive ways such as:

- 1) The length of student response increases dramatically.
- 2) Students are more likely to support their statement with evidence.
- 3) Speculative thinking increases.
- 4) There are more student questions and fewer failures to respond.
- 5) More students voluntarily participate in discussion.
- 6) There are fewer discipline problems.
- 7) Student achivement increases on written tests that measure more complex levels of thinking.

Ornstein and lasley (2000: 43) state that the teacher should look for nonverbal student behavior to determine wether the student is attentive (engaged in an appropriate activity) or inattentive (not engaged). This awareness on the part of the teacher should take place regardless of the

classroom activity. Below are cues that are useful in recognizing attentiveness and inattentiveness.

Attentive behaviors :

- 1) Raising a hand to volunteer a response.
- 2) Maintaining eye contact with the teacher.
- 3) Working on the assigned activity; academically engaged.
- 4) Turning around to listen to a student who is speaking.
- 5) Engaging in some task during a free activity or independent study period.
- 6) Being prepared (with pencil, pen, notebook).
- 7) Exhibiting alert, energetic, positive facial expressions.

Inattentive behavior

- 1) Moving around the room without permission or at an inappropriate time.
- 2) Reading a book or doing homework during class discussion.
- 3) Doodling with a pencil; drawing instead of doing the assigned activity.
- 4) Laying head on desk.
- 5) Gazing out the window or at someone in the hallway.
- 6) Staring fixxedly at an object not related to a class activity.
- 7) Sitting with elbows on desk or hands underneath thigh.
- 8) Poking or annoying a classmate.
- 9) Being unprepared (with pencil, pen, notebook).
- 10) Tipping the chair back and forth.

d. React

The teacher reacts to the student's answer and provides feedback. The teacher generally use four types of reactions :

1) Praise.

Positive comments about student work.

2) Acceptance.

Comment such as "uh-huh" and "okay", which acknowledge that student answers are acceptable.

3) Remediation.

Comment that encourage a more accurate student response or encourage student to think more clearly, creatively, logically.

4) Criticism.

A clear statement that an answer is inaccurate or a behavior inappropriate.

5. Variety in Process and Content

Variety is the spice of life, the saying goes. The spice of lesson also, variety is related to teaching effectiveness and student achievement. Effective teacher provide variety in both process and content. In elementary school, variety in content involves moving from one subject area to another.

I. Rationale

In a fact, there are a lot of teaching methodologies and techniques teaching which can be used but not all them are helpful for the students. Concerning with the characteristic of young learners, teacher should not only use the textbook methods in teaching English language. Burns and Broman (1975: 42) argue that in primary years, English as a second language should be taught orally, informally, and in an atmosphere of play. In student of primary level of schooling, it is needed to teach English in atmosphere of play. For presenting language to children, it can be enjoyable and appropriate situation based on children's experience.

One of the technique in teaching vocabulary is using crossword puzzles. Webster (1990: 310) states that crossword puzzle is a puzzle on which word are filled into a pattern of numbered squares in answer to correspondingly numbered clues and in such away that the words read across and down. Case (1994: 5) states that puzzle are useful for language learners because the enjoyment, satisfaction, reflection, and play can focus learners attention on the language in a concentrated but nonstressful way.

Puzzles are helpful complement to exercises which are useful and necessary. A puzzle involves less stress. The puzzle is perceived as fair and interesting, it remains an enjoyable activity.

J. Action Hypothesis

Considering the theory underlying vocabulary and the using of crossword puzzles, the hypothesis is: the use of crossword puzzles can improve the student's vocabulary mastery and give good effect in teaching learning process of the 4th grade students of SD Negeri Pakurejo, Bulu, Temanggung in 2011/2012 Academic Year.



CHAPTER III

RESEARCH METHODOLOGY

K. The Setting of the Research

The writer conducted the research in SD Negeri Pakurejo, Bulu, Temanggung, in academic year 2011/2012. It was conducted at 7th May 2012 until 31th May 2012. It was conducted through teaching and learning process in the classroom of fourth grade.

L. The Subject of the Research

The subject of this research was the fourth grade students of SD Negeri Pakurejo, Bulu, Temanggung. The number of students were 20, consisting 6 boys and 14 girls.

M. The Methods of the Research

The research method in this study is an action research. For starting point, it is necessary to give a definition of action research. Mills (2000: 6) says that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the way that their particular schools operate, how they teach, and how well the students learn. This information is gathered with the goal of gaining insight, developing reflective practice, effecting positive change in the school environment (and on educational practices in

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general), and improving students outcomes and the lives of those involves. Elliot (1991: 69) defines that action research is the study of social situation with a view to improving the quality of action within it. It aims to feed practical judgement in concrete situation, and the validity of the theories or hypotheses it generates depends not so much on scientific test of truth, as on their usefulness in helping people to act more intelligently and skillfully.

Nunan (1992: 17-18) states that action research has a distinctive feature that is affected by planned changes have a primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the result in strategies tried out in practice. Kemmis and Mc. Taggart (1988) in Nunan (1992: 17) argue that there are three characteristic of action research. They are: 1) Action research is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; 2). Action research is collaborative; 3). Action research is aimed at changing system. According to Cohen and Manion (1985) in Nunan (1992: 18), action research is first and foremost situational, being concerned with the identification and solution of problem in specific context. the identification of collaboration is an important feature of this type of research and the aim of action research is to improve the current state of affairs.

Elliott (1991: 9) makes some characteristics of action research based on his experience as follow:

1. It is a process which is initiated by practising teachers in response to a particular practical situation they confront.

2. The practical situation is one in which their traditional curriculum practices have been destabilized and rendered problematic by the development of student resistance or refusal to learn.
3. The innovation propose arouse controversy with staff group, because they challenge the fundamental beliefs embodied in existing practices about the nature of learning, teaching and evaluation.
4. Issues are clarified and resolved in free and open collegial discourse, characterized by mutual respect and tolerance for other' view, in the absence of power constraints on the discussion's outcomes.
5. Change proposal are treated as provisional hypotheses to be tested in practice within a context of collegial accountability to the whole staff group.
6. The management facilitates a buttom up rather than a top down approach to the development of curriculum policies and strategies.

Burns (1995: 9-10) gives the reason why action research should be regarded as an acceptable and viable alternative to experimental educational research as follow:

1. It is a systematic form of investigation.
2. The research is grounded, or in other words embedded within a real social context, in our case that of the language classroom within a large-scale organization.

3. The data collection methods used are generally multidimensional, allowing for a variety of data collection tool and methods as well as the perspective of different participants in the research context.
4. It is genuinely exploratory and interpretive and responds to real and pressing question which are central to the success of the curriculum innovation.
5. It breaks down the traditional dichotomy between researcher and practitioner and theory and practice.

Based on the definition of action research proposed by the expert above, the writer summarizes that action research is a systematic action in the field of education conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching or learning environment to solve problem or change situation in order to get improvement.

Action research is a research that is conducted in cycles. As there are many expert give the definition of action research, there are many expert that give the models of action research too. In this research, the writer followed Kemmis and McTaggart model of action research. They refer to four basic steps or moment of action research: planning, action, observation and reflection. Their action research spiral is presented in the following scheme:

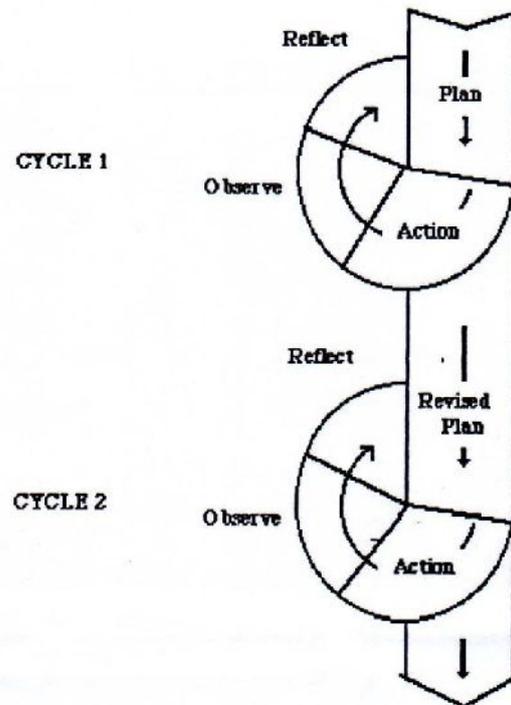


Figure 1 simple action research model

N. The Procedure of the Research

The procedures of action research in this research are as follow:

1. Identifying the problem

The problem about the student's vocabulary is still low.

2. Planning

Having identified the problem, the writers then makes some plan to prepare everything related to the action.

3. Acting

In this section, the teacher conducts the teaching and learning activity of vocabulary using crossword puzzles.

4. Observing

During the teaching learning process, the teacher observes the teaching and learning process in the classroom. Then the teacher can create the better way of teaching.

5. Reflecting

After observing, the teacher gives a test to measure the students' vocabulary mastery. Based on the result of the test and the observation, the teacher makes an investigation of what she has done to find the weakness teaching learning process.

6. Revising

The teacher revises the plan to the next cycle to overcome the student's problems in mastering vocabulary found in the first cycle.

O. The Technique of Collecting Data

In this research, the writers uses five instrument to collect the data. They are: observation, interview, researcher's diaries, photograph and test.

1. Observation

The observation was done by the teacher as a researcher. The aim is to know the student's behavior and activity that happened during the teaching and learning process. The observation was focused on the student's motivation in learning English. Then the researchers make field note of all activity done.

2. Interview

Interview is the way to know everything about teaching and learning process and the situation during teaching and learning process. Here the researcher done the interview with the English teacher and the students.

3. Field Notes

Field notes are some notes written by the researcher during teaching and learning process to record the analysis, interpretation and reflection. It was

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used to observe the students' behavior, students' development and everything related to teaching learning activity.

4. Photograph

Photograph are to record activities happen in the class. It could give the real description about teaching learning process.

5. Test

Test is used to measure the improvement of students' achievement in vocabulary mastery. This research used pre-test and post-test in each cycle. Pre-test was given before the material was implemented. Post-test was given after each cycle finished.

P. The Technique of Analyzing Data

The data are analyzed to get conclusion of each cycle. The qualitative data is analyzed by Burns method. While the quantitative is presented in the form of mean score.

1. Qualitative Technique.

In analyzing qualitative data, the researcher uses Burns method. Burns (1999:157) give several steps in analyzing qualitative data. The steps are given as follows:

a. Assembling the Data

The first step was assembling the data that have been collected over the period of research: field notes, interviews, questionnaire and the result of reading tests. At this stage, the researcher selected the data to know which can be grouped for teacher analysis.

b. Coding the data

When coding the data, researcher reduces large amount of data that have been collected to make it more manageable categories. In this step, the researcher made some code label to all variables. For example, dealing with the classroom situation, the researcher labeled it with code: CS.

c. Comparing the data

After all the data have been categorized, the researcher compared the data to see any frequencies of occurrences, behaviors, or responses during the research.

d. Building interpretations

This is the stage where the researcher moves beyond describing, categorizing, coding, and comparing to make sense of the meaning of the data. At this stage the researcher rethink and pose questions after coming back to the data several times.

e. Reporting the outcomes

In this final stage the researcher presents the report of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.

2. Quantitative Technique

Quantitative technique is used to analyze data from the result of the students achievement. It is done by comparing the result of pre-test and post-test. Then the writer will account the average of the results of the test by using descriptive statistics. It is used to know whether there is improvement of students' vocabulary mastery or not. The formula of the mean of the pre-test and the post-test is as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{Y} = \frac{\sum Y}{N}$$

Where:

\bar{X} = means of pre-test scores

\bar{Y} = means of post-test scores

N = the number of sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the prior situation of the research, research implementation and research result as well as its discussion. This action research conducted in the fourth grade of SD Negeri Pakurejo, Bulu, Temanggung.

A. Prior Situation of the Research

In this action research, the researcher worked collaboratively with an English teacher of SD Negeri Pakurejo, Bulu, Temanggung as collaborator. Before conducting this action research, the researcher had got her permission to conduct the action research in Class IV. She would also help the researcher to observe her teaching.

Before conducting the action research, the researcher did pre-observation, interviewed the teacher and gave pre-test to the students. From the observation and interview results, the researcher found these problems: 1) the students' vocabulary mastery was still low: 2) the effect of teaching English was not good.

From the observation and interview results in pre-research, the researcher found a fact that the English teacher taught English by using a textbook. She taught manually. When she was teaching English, she wrote the words from textbook on the blackboard. She read and pronounced the word correctly and then asked the students to repeat after her. In this way, the teacher did not raise students' motivation. She did not take another way that was useful for students.

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As the result, the students were not active in the teaching learning process. In addition, the students' score for English was low. About 75% students get the bad score (less than six). The students' mean score was 50 in the scale of 0-100. The writer concluded that the students' vocabulary mastery was still low.

The problems above could make the classroom situation inefficient. The students were not active. They kept silent when teacher asked them some questions because they did not know the answer. The method and the materials made them bored and not active in teaching learning process. The causes of this problem are: (1) The teacher used the same technique every time she taught vocabulary. It made the students feel so bored. (2) The technique that teacher used could not motivate the student to learn English. (3) The source that teacher used was limited, only from a textbook.

B. Research Implementations

After conducting the pre-research, the researcher began her research. She taught the students by using crossword puzzles, while the English teacher observed the class situation.

The classroom action research was conducted in two cycles. Each cycle was conducted in three meetings. Each meeting was about 70 minutes. The first cycle was conducted from 7th May 2012 until 17th May 2012. The second cycle was conducted from 21st May 2012 until 31st May 2012. This research was conducted about one month.

1. Cycle 1

Table 4.1 *Research Implementation of cycle 1*

Problem Identified	<ol style="list-style-type: none"> 1. The students' vocabulary mastery was still low 2. The the effect of teaching English was not good.
Proposed Solution	Teacher and the researcher used crossword puzzles in teaching vocabulary.
Class used for AR	Class IV
Cycle	2 Cycles
Implementation Cycle 1	Three meetings
Planning	<ol style="list-style-type: none"> 1. The researcher prepared the lesson plans, the teaching material and students' worksheet for the first cycle.
Action	<ol style="list-style-type: none"> 1. The researcher introduced English words (parts of the body) to the students by using crossword puzzles. 2. The researcher distributed folded paper to all groups. She asked the member of groups to write the letter written into the blank box on the blackboard. 3. She taught to students how to spell and pronounce words correctly. 4. She explained to the students about the meaning of the word. 5. She gave post-test 1 to the students
Observation	<p>The observation results were:</p> <p>The positive results:</p> <ol style="list-style-type: none"> 1. The students paid attention in teaching learning activity because the students took part in that activity. 2. The use of crossword puzzles warmed up the students' motivation to learn English. 3. The use of crossword puzzles built enjoyment situation because it was simple and easy for students. So, they could enjoy as they were playing a game. 4. The class was alive as the students actively followed the teacher's instruction. 5. Some of students were brave to write the letter on the blackboard and speak up the English word. <p>The negative results:</p> <ol style="list-style-type: none"> 1. Some students fell into chaos and confusion in arranging the groups. 2. Some students had to struggle to come to the front of the class to write the letter on the blackboard. 3. The class was noisy.

	<p>4. Some students still had difficulty in pronouncing the words.</p> <p>5. Some students still had difficulty in remembering the words and their meaning.</p> <p>6. Some students were afraid to answer the questions.</p> <p>7. Some students twitted the those who failed to answer the questions correctly.</p> <p>The achievement of students' post-test 1:</p> <ol style="list-style-type: none"> 1. The students' mean score of post-test 1 was 69.
Reflection	<p>The reflections were:</p> <ol style="list-style-type: none"> 1. Some students still had difficulty in pronouncing the words. 2. Some students still had difficulty in memorizing the meaning of the words. 3. Some students were still afraid to answer the question. 4. Some students made noise and did not pay attention the the teacher's instructions.
Revising the plan	<p>The next cycle was focused on:</p> <ol style="list-style-type: none"> 1. The researcher should focus more in teaching pronunciation. 2. The researcher should focus more in explaining the meaning of the words. 3. The researcher should give more practice to help students how to pronounce word and memorize the word. 4. The researcher should warm up the studens' motivation to be active in teaching learning process. 5. The researcher should pay more attention to the students who made chaos and noise during teaching and learning process.

The cycle involves: (1) identifying the problem; (2) planning the action; (3) implementing the action; (4) observing the action; (5) reflecting the observation result; (6) revising the plan. The steps of the cycles can be explained as follows:

a. Identifying the problem

According to the pre-research, the researcher found out a lot of problems faced by the students in learning English, especially vocabulary mastery. The problems were identified as follows: (1) the students' vocabulary mastery was still low; (2) the effect of teaching English was not good. The causes of these problems were: (1) The teacher used the same technique every time she taught vocabulary, (2) The technique that teacher used could not motivate the student to learn English. (3) The source that teacher used was limited, only from a textbook. It made the students feel so bored. As a result, they were not active and did not pay attention in teaching learning process.

b. Planning the action

To solve the problems, the researcher tried to implement an action research by using crossword puzzles, an appropriate technique to improve students' vocabulary mastery. Before implementing the action, the researcher conducted a pretest to know the students' vocabulary mastery. The test consisted of 10 multiple choice items, 5 matching items and 5 pronunciation test items. The pretest was held on Saturday, 5th May 2012. The result of the pretest was bad. The students' mean score was 50.

Before starting the action, the researcher made lesson plans and the teaching materials for the first cycle. She implemented the action plan, while the teacher observed the teaching learning process in the classroom.

c. Implementing the action

The researcher implemented the action by using crossword puzzles. The first cycle was conducted in three meetings.

1) The first meeting

The first meeting was aimed to improve the English vocabulary such as introducing the words, spelling, pronunciation and the meaning of the words. The lesson started at 7 a.m. after the students were ready to study, Researcher addressed the student by saying hello and checked the students' attendance. The researcher told the students about the purpose of learning English that day. Students looked embarrassed and a bit hesitant, perhaps it was because they were unfamiliar with the researcher. Researchers asked "What lesson had been taught by your teacher ? ". Some students responded enthusiastically. A student answered "table". There was also another student who responded, "what's your name?", One answered "hello". The atmosphere then turned into fun. The students looked busy with themselves. There were girls who walk around the classroom. The researcher then had them go back to their seats. The researcher told the students that this time she would teach them about the human body.

After that, the researcher began the activity. First of all, she asked the the students to work in pairs. The studens made noise and became confused. Some student could easily find their partners, some others could not. Some of them did not get any partner. Finally, the researcher helped them to find their partner. After that, the researcher drew empty boxes on the blackboard.

After all students have got a partner, the researcher began distributing folded paper to all pairs. Researchers asked a student of a pair to open a folded paper and wrote the letter written on the paper onto the blackboard. The student was ashamed to come forward. So, the researcher persuaded him to write on the blackboard. This activity was continued to the next pairs until all the empty box had been filled with letters and could form an English word. The researcher asked the students that receive an empty folded paper (not inscribed letters) to spell out the letters written on the blackboard.

The researcher then spelled out the letter written in the box. She asked the students to repeat after her. Students also spelled out correctly. She then asked students to read out the word. The first word was "eye". All students read together "eye" just the way it was written, /eye/. The word "knee" is pronounced /ken/. The other word such as *hair*, *head*, *ear*, *cheek* and *neck*, were read in the same way. The researcher told them that they had pronounced the word incorrectly. They even challenged, "*Lalu, yang benar gimana, Bu?*" Then, the researcher read these words with correct pronunciation. There were some students who say "oh", maybe they were surprised. Students also repeated what the researchers said, and they repeatedly mimicked till they could make it correct.

The researcher said "eye" and asked the students "Who knows the meaning of *eye*?" There was a boy named "F" replied "mata". The researcher thumbed up to "F" as a sign of his correct answer. The other students said "Oh, it's eye." The researcher said "yes". The researcher asked the students about the meaning of other words one by one. But they answered "I don't know". The

researcher touched her eye while saying "eye". Students were asked to imitate her. Then, the researcher touched other the parts of her body while saying their name and the students imitated the same way.

After that, the researcher repeated the question to the students about the meaning of the word "eye, cheek, ear, hair, head, neck, and knee". They just said "mata". When researcher asked the meaning of the other words, they did not dare to answer. They were afraid. Finally, the researcher told them the meaning of the words in Bahasa Indonesia. Then, the researchers repeated her question to review. They answered correctly. However, there were some students who were still confused. She then asked over and over again. She touched each part of her body corresponding the words and asked the students to mention the English names and their meaning.

2) The second meeting

The second meeting was aimed to improve the English vocabulary such as introducing the words, spelling, pronunciation and the meaning of the words. The lesson started at 7 a.m. when the students were ready to study, the researcher addressed the students by saying hello and asked the class leader to lead them pray. Then the researcher checked the presence of the students. The day, all students were present. The students had got used to being taught by the researcher. They even would ask her, "What lesson will you teach today, Mom?" The researcher told the students that the day's lesson was about the human body.

The researcher then asked the students to sit down with their partners just as what they did in the previous meeting. After all students had found their partners, the researcher drew empty boxes on the blackboard.

After that, the researcher began distributing folded paper to all pairs. Before the researcher asked the first pair to open its folded paper, another pair asked for her permission to open its folded paper and write the letter that was written on it to the blackboard. She said to that pair to patiently wait their turn to do it. The first group opened the folded paper and one of the members wrote the letter in the empty boxes depicted on the blackboard. It was followed by the next pairs, until all blank boxes had been filled with letters and formed an English word. The researcher asked the students that receive an empty folded paper (not inscribed letters) to spell out the letters written on the blackboard.

The researcher then spelled out the letter written in the box. She asked the students to repeat after her. Students also mimicked correctly. She then asked them to read the word. The first word was "hand". They read /hen/, almost right. The word "face" was pronounced /fas/, like its spelling. In addition, the other word, like "tooth" was pronounced /tot/ in accordance with its spelling. The researcher confirmed the pronunciation, by giving examples of correct the pronunciation of the words. Students also imitated what the researcher said. They repeatedly mimicked till they could pronounced the words correctly.

Then, the researcher said "hand" and asked the students "What is the meaning of *hand*?" All the students were silent, they did not know the answer. She then asked them another question, she said "face" and asked the students "Who

knows the meaning of *face*?" Student C said, "hidung". Even though her answer was wrong, the researcher appreciated her. The researcher told the students not to be afraid to answer even though their answer was wrong. The researcher then asked the meaning of other words one by one. But they answered, "I do not know". The researcher held her hands while saying "hands". Students were asked to imitate. Then, she touched other parts of her body while saying their names and the students did the same.

The researcher repeated the question to the students about the meaning of the words "hand, face, lip, leg, nose, elbow and tooth". They only answered "I do not know", maybe they were not confident to answer. Finally, the researcher told them the meaning of the words in Bahasa Indonesia. Then, she repeated her questions once again. They were answered correctly by the students. However, there were some students who were confused. The researcher asked them over and over again. She then researcher touched her body parts and asked the students to mention their names and meanings.

3) The third meeting

The third meeting was conducted on 14th May 2012 with the same topic "human body". The third meeting was aimed to improve the English vocabulary such as introducing the words, spelling, pronunciation and the meaning of the words. Before she began the activity, she asked the class leader to lead them pray. The researcher asked students to sit with their partners.

After all students had sat with their partners, the researcher began distributing folded paper to all pairs. She asked the first pair to open a folded

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paper and wrote the letter that was written on it to the blackboard. It was followed by the rest pairs until all of the blank boxes had been filled with letters and formed a word in English. The researcher asked the students that received an empty folded paper (not inscribed letters) to spell out the letters written on the blackboard. Noone would like to spell, they handed it over to each other. Finally, the researcher asked them to spell. They also spelled out the letters together.

The researcher then spelled out the letter written in the boxes. She asked the students to repeat after her. The students also mimicked correctly. She asked them to read the word. The first word was "finger". They read /finger/, as it was spelled. The word "tongue" was pronounced /tongue/, the same as its spelling. When the researcher asked the students to read the word "eyebrow", they read with the correct pronunciation, /ai brau/. Other words, such as: *tooth*, *mouth* and *arm* were read in the same way as their spellings. The researcher told the students that their pronunciation was wrong. Some students said that they did not know how to pronounce the words. The researcher pronounced the words correctly. Students also imitated what the researcher said. They repeatedly mimicked till they could correctly pronounced the words. Researchers asked the students "who knows the meaning of this word?". They simultaneously answered "no". Hearing it, the researcher and the students giggled. The researcher held parts of her body one by one while saying the words. Students were asked to imitate.

Researcher repeated the question to the students about the meaning of the word "finger, tongue, tooth, eyebrow, mouth and arm". From the previous modeling, there were some students who captured and predicted the meaning of

the words. When researcher asked them about the meaning of the word "finger, tongue and tooth", they answered correctly. The researcher said the meaning of the words in Indonesian language. Researchers asked more the meaning of the word is in Bahasa Indonesia, they could answer correctly. Researcher asked over and over - again. Next, the researcher held one of parts of her body and asked the students to mention their names and meanings. After that, she asked the students to do an exercise, that was to answer some multiple choice question.

d. Observing the action

When the researcher was implementing the action, the collaborator observed the classroom situation and teaching learning process by using crossword puzzles. The effect of teaching learning process by using crossword puzzles was better for students than before. It can be seen from the students' progression in teaching learning process. The students were more active; the students actively followed teacher's instruction. They actively imitated what the teachers said and tried to focus on teaching learning activity. They paid attention in teaching learning activity because they took part in this activity. It was simple and easy for students. So, the student could enjoy the activity. The use of crossword puzzles warmed up the students' motivation to learn English. They were enthusiastic to struggle to come forward to the class. They were confident to write the letters on the blackboard and speak up the English word. They could answer the question although their answer was often false.

The results of post-test showed an improvement comparing with the pre-test. They could do the task and answer the question. The main score of the pre-test was 50, while the post-test one score was 69 from the level 0-100.

There were several problems coming from students. For one thing, the students were noisy. It saw when the teacher divided the students into some pairs, they fell into chaos and confusion. For another thing, some of the students had difficulty in pronouncing the words and remembering the English words and their meaning. Furthermore, some students were still afraid to answer the questions because some of students blamed the other students who made mistakes in answering the question.

e. Reflecting the observation result

According to the observation result, the researcher found some problems during the teaching and learning activity which should be solved in the second cycle were: 1) the students still had difficulty in remembering the English word and its meaning, 2) the students had difficulty in pronouncing the words, 3) the students were afraid to answer the question, 4) the students blamed the other students who made mistakes in answering the question, 5) The students were noisy and did not pay attention the the teacher's instructions. The causes of the problem were: 1) the researcher only asked the student to fill the crossword puzzle by letter which write in folded paper and it can not trigger the students' memory to remember the word, 2) in practicing pronunciation, the researcher asked all the students to imitate what teacher say collectively and it can not control the pronunciation individually, 3) the researcher did not pay more attention to the students who made chaos and noisy during teaching and learning process.

f. Revising the Plan

Based on the result of reflection above, the teacher and the researcher planned to solve the problem which had occurred in cycle one. The researcher planned to change the form of crossword puzzle. In first cycle, the researcher
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made a game to fulfill the crossword puzzle. The researcher used folded paper as media. And the researcher found some problem. The researcher solved the problem with solution in second cycle, the researcher would not make a game. To trigger the students' memory about the English word, the researcher would ask the student to fill the uncomplete crossword puzzles by their knowledge. By using it, students would try to remember the English word and would practice to be brave in writing the answer in front of the class. The researcher would focus more in teaching pronunciation. She would give more practice pronunciation to all students one by one. It was done to help students how to pronounce word correctly. The researcher would pay more attention to the students who made chaos and noisy during teaching and learning process. She would warm up the students' motivation to be active in teaching learning process.

2. Cycle 2

Table 4.2 *Research Implementation of Cycle 2*

Cycle Two	Three meetings
Planning	The researcher prepared the lesson plans, the teaching material and students' worksheet for the second cycle.
Action	<ol style="list-style-type: none"> 1. The researcher introduced English words (part of the body) to the students by using crossword puzzles. 2. She taught more to students how to pronounce words correctly. 3. She explained more to the students about the meaning of the word. 4. She gave post-test two to the students.
Observation	<p>The observation results were:</p> <ol style="list-style-type: none"> 1. The students could pronounce the word correctly. 2. The students could remembered the vocabularies taught and its meaning. 3. The students were more active in following the lesson. 4. The use of crossword puzzles built positive interactions among the member of each pairs.

Reflection	<ol style="list-style-type: none"> 5. Most of the students were not ashamed to answer the question. 6. The students were easier in doing the post-test two. 7. The score of post – test two was increase <p>The reflections were:</p> <ol style="list-style-type: none"> 1. Most of the students could pronounce the word correctly. 2. Most of the students remembered the vocabularies taught and its meaning. 3. The students were active in following the lesson. 4. The students were not ashamed to answer the question. 5. The students' mean score of post-test two was 80
General Reflection	<ol style="list-style-type: none"> 1. Generally, crossword puzzles could improve student's vocabulary mastery and be effective methode in teaching learning activity. Each cycle of the research showed an improvement. The mean score of students' test from pre-test, mid-test and post-test also showed an improvement. The score are 50, 69, and 80. The students could pronounce the word correctly. The students could remember the vocabularies taught and its meaning. By using crossword puzzles, the effect of teaching learning process was good. The students were more active in following the lesson because the use of crossword puzzles built the students' motivation in following the lesson. So, the students could focus more on teaching learning activity. Most of the students were not ashamed to answer the question. There were weaknesses in the first cycle, though. Those weaknesses were revised in the next cycle. The researcher decided to stop the cycle as the cycle two showed a better improvement on the students' vocabulary mastery. 2. For the next study, crossword puzzles is an appropriate methode to solve the learning problems especially vocabulary. crossword puzzles is an effective methode which can be used to increase the teaching learning process.

a. Identifying the problem

Based on the result of first cycle, there were several problems. The problems were: 1) the students still had difficulty in remembering the English word and its meaning, 2) the students had difficulty in pronouncing the words, 3) the students were still afraid to answer the question, 4) the students blamed the

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other student who made mistake in answering the question, 5) The students were noisy and did not pay attention the the teacher's instructions.

b. Planning the action

The researcher discussed the problems with her collaborator. She and teacher planned to solve the problem. She prepared the materials, lesson plan, and other equipments related to the action before conducting cycle two with the teacher. From the discussion, the researcher should focus more on teaching pronunciation, paid more attention to students who are noisy and motivated the students to answer the question.

c. Implementing the action

1) First meeting

The first meeting of cycle two focused more on teaching pronunciation and explaining the words and its meaning. The researcher conducted the first meeting in the classroom at 7 a.m. She entered the class while greeting the student. First, she asked the class leader to lead them pray. Then, she checked the students' attendance. She told the students about the activity the day. The activity was different from the previous meeting, but still used crossword puzzles.

The researcher asked the students to sit with their partners. She drew the blank boxes on the blackboard. She wrote some letters inside the boxes. Some of the boxes were empty. The empty boxes would be filled by students.

The researcher asked one of the students in the first pair to come forward and write the letter on the blank box correctly. The first group could fill it properly. Next, she gave the turn for the second pair, who filled incorrectly. The

box should contain the letter "C, H, E, E, K" but rather the students write the letter "A" so that it became "C, H, E, A, K". Then the researcher erased the wrong letters, and handed it over to the third groups to come forward. The third pair wrote letters correctly. Then followed by the fourth, fifth and sixth group to write into blank boxes the correct letters that form the word "ear, hair, head". When it came to the turn for the seventh pair, no one of the students would come forward because they did not know the answer. Finally, the researcher asked the eighth pair and they also shook their heads, meaning that they did not know the answer either. Then, the researcher pointed the ninth pair, the female student of which then came forward and wrote the letter correctly. The last pair was the tenth one, one of its members confidently came to the front of the class and wrote letters in the empty boxes correctly. All boxes were filled with letters.

After that, the researcher asked the second, seventh and eighth pairs to read the words written on the black board in turn. The third group could not read the words with the correct pronunciation. There were some words that were read incorrectly such as "hair" and "ear". The researcher also read these words with correct pronunciation. The students also repeated what the researchers said. She asked all groups (group 1 to 10) to pronounce the words correctly one by one. She randomly pointed out the student to pronounce the word correctly. This was repeated several times.

The researcher asked the students about the meaning of the words in Bahasa Indonesia. All the students said the meaning of the words correctly. The

researcher praised them. They were so happy. They clapped their hands and said, "yee".

The research explained to the students about the function of certain parts of the body. For example, "eye is for seeing, ear is for hearing ". Students imitated what the researcher read. The researcher mentioned each part of her body and asked its function. Students mentioned the functions of these parts of the body correctly. She then held the parts of her body and the students mentioned their names and functions properly. It was repeated several times. She held her body parts and asked the students to mention their names in accordance with the correct pronunciation.

Before closing the lesson, researcher gave advise to students not to be afraid to answer the question although the answer was wrong. she motivated the students to learn English more.

2) Second meeting

The second meeting was conducted on wednesday, 23rd May 2012. The second meeting of cycle two focused more on teaching pronunciation. The topic was the parts of body. The researcher greeted the student and checked the students' attendance. Before doing the lesson, the researcher asked the students some vocabulary, to remind the students of the vocabularies they had learnt in the previous meeting. The students could answer the questions.

The researcher then asked the students to sit with their partners as usual. Just like the previous days, the researcher wrote several letters in the blank boxes and left some boxes empty to be filled by students.

The researcher asked the first pair to come forward and write letters on a blank box. The first pair could fill it properly. Next, followed by second pair and the answer was correct. Turning to third pair, the member of the pairs fought to come forward. Finally, the researchers gave them permission to come forward and fill in two different boxes. Both students were able to write correctly. Turning to the fourth pair, the student wrote the wrong letter. However, the researcher appreciated their willingness to try. On the board left one blank box to be filled, and the last turn was for the fifth pair. The fifth pair wrote correctly. Here the researcher felt proud, because students could be active in following the lesson.

The researcher asked the sixth, seventh, eighth, ninth and tenth groups to read the word in turn. The third group still could not read the words with the correct pronunciation. There were some words that are read incorrectly, such as "lip" and "face". The researcher then read these words with correct pronunciation. Students also mimicked what the researchers said. She asked all groups (group 1 to 10) to pronounce the words correctly one by one. She asked students to pronounce the word correctly one by one. This was repeated several times. The researcher held her body parts and asked the students to mention their names with the correct pronunciation. This was repeated several times.

Then, the researcher asked the first pair about the meaning of the word "leg" in Bahasa Indonesia. They could answer correctly. Researchers also gave her thumb-up to the first group. The researcher asked the last group about the meaning of the word "hands" and "nose". They were able to answer correctly. She also asked the students about the meaning of the word "face". There were male

students named "F" loudly replied correctly. Researcher also asked Student F about the meaning of the word "lip". He could answer correctly. Once again, researcher praised him. Then she asked about the meaning of the word "elbow". They answered correctly. Finally, the researcher repeated the same questions and students answered correctly.

The researcher explained to the students about the function of certain parts of the body. For example, "legs are for walking, hands are for touching". Students imitated what the researcher read. The researcher mentioned the parts of the body and asked the students to mention their functions. She then held the parts of her body. Then, students mentioned their names and functions properly. The researcher repeated this activity several times. After that, she asked the students to do the task, that was to answer the optional question.

3) Third meeting

The last meeting of cycle two reviewed the lesson taught before such as spelling, pronunciation and the meaning of the words. The researcher entered the class at 7 a.m. She greeted the students and checked their attendance. Before doing the lesson, the researcher asked the students some vocabulary, to remind the students of the vocabularies they learnt in the previous meeting. The students could answer the questions.

Researcher asked students to sit with their partners as usual. Just like the previous days, the researchers wrote several letters in the blank boxes and left some empty boxes to be filled by students.

As usual, the researcher asked the first pair to come forward. The first pair was eventually to go ahead and write letters in the empty box correctly. It was followed by the second to the eight groups. There was also a pair that wrote the wrong answer, the fourth pair. Seeing his friend wrote wrong answers, the other students laughed and said "phew". Researcher told the students not to mock and laugh at each other.

The researcher then asked all pairs to read the word written on the board in turn. Again and again, Student F raised his hand and said that he wanted to read. The researcher let him read. He could pronounce the word correctly. The researcher then read these words with correct pronunciation. Students also mimicked what the researchers said. The researcher held parts of her body and asked the student to mention their names with the correct pronunciation. The researcher asked student individually to pronounce the word correctly. All students pronounced the words correctly. This was repeated several times. She also offered students if they wanted to read. There were three students who raised their hands, namely: Student A, Student L and Student C. She let them to read in turn. They all could pronounce the word correctly.

The researcher then mentioned each part of the body and asked the meaning to the students one by one. All students answered correctly.

Next, the researcher explained to the students about the function of certain parts of the body. For example, the "mouth is for speaking, tongue is for tasting". Students imitated what the researchers read. The researcher held parts of her body, and the students mentioned their names and functions properly. She repeated this several

times. After that, she asked the students to do an exercise, the multiple choice question.

d. Observing the Action

The observation toward the research implementation in Cycle 2 was also done by the collaborator. The teaching learning process by using crossword puzzles in the cycle also showed the students' improvement on vocabulary mastery and the effect of teaching learning process.

The result of observation showed the improvement on vocabulary mastery. The score of post-test two is better than the one of post-test one. The mean score of post-test two was 80. Besides, students had motivation in following the lesson. Those showed better improvement from the previous test.

The effect of teaching learning process by using crossword puzzle was indicated by the following facts. First, the students were more active in following the lesson. Second, most of the students were not ashamed to answer the question. Third, students became less noisy. They could focus more on the lesson. Fourth, the use of crossword puzzles in teaching learning activity could warm up the students' motivation to learn English. Finally, the students paid attention in teaching learning activity because the student took part in that activity. It built an enjoyable situation because it was simple and easy for students. So, they could actively follow teacher's instruction.

e. Reflecting the observation result

Based on the observation result, teacher and the researcher reflected the implementation of cycle two as follows: 1) the students could pronounce the word

correctly, 2) the students remembered the vocabularies taught and their meaning, 3) the students were active in following the lesson and became more focused on the lesson, 4) the students were not ashamed to answer the question.

The teacher and the researcher concluded that the use of crossword puzzles could improve student's vocabulary mastery and make the teaching learning activity effective. Each cycle of the research showed an improvement. The achievement of the students' vocabulary mastery increased. The mean score of post test one was 69. The mean score of post test two was 80. The students could pronounce the word correctly and more fluently than before. So, the students' pronunciations improved. The students could remember the vocabularies taught and its meaning.

The teaching English by using crossword puzzle gave the good effect to students. The students were more active in following the lesson because the use of crossword puzzles built the students' motivation in following the lesson. So, the students could focus more on teaching learning activity. Most of the students were not ashamed to answer the question given by the researcher.

f. Revising the plan

The teacher and researcher decided to stop the cycle as the cycle two showed a better improvement on the students' vocabulary mastery.

C. Research Result

After analyzing the research results from several sources of data: pre-research observation, field notes, research diary, photograph, the score of pre-test

and the post test, lesson plan, interview results, students' diary and questioners, the researcher got several findings which answered the research questions. The research findings included the improvement of students' vocabulary mastery. The findings can be seen in the table below:

Table 4.3 *Research Findings*

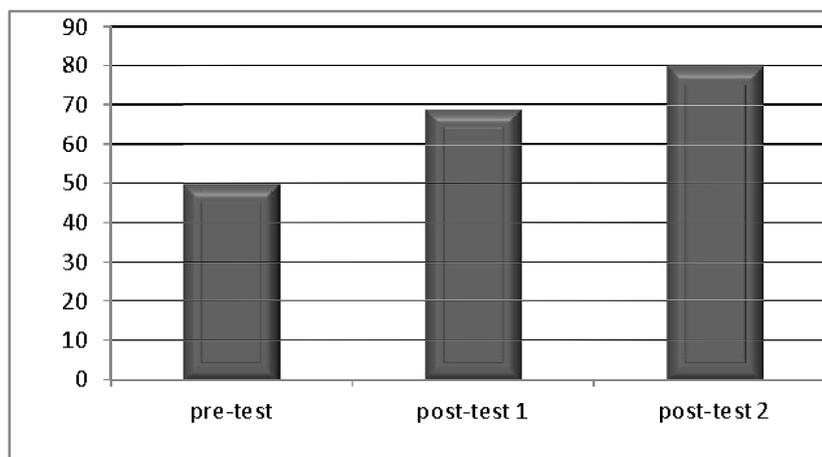
Research Findings	Before Action Research	After Action Research
1. Factor Causing Low Vocabulary Mastery a. From the Teacher b. From the Students	<ul style="list-style-type: none"> • The teacher used the same technique every time she taught vocabulary. • Students were passive during teaching learning process. 	<ul style="list-style-type: none"> • The teacher could use crossword puzzles as appropriate technique in teaching English. • Students were more active during teaching learning process
1. The students' vocabulary mastery improvement a. The students' vocabulary mastery b. The achievement of students test score	<ul style="list-style-type: none"> • The students' vocabulary mastery was still low • the students had difficulty in pronouncing the words. • the students had difficulty in remembering the words the and its meaning. • The students had difficulty in doing the test. • The achievement of the students' vocabulary test was low. The mean score of pre-test was 50 	<ul style="list-style-type: none"> • The students' vocabulary mastery improved • The students could pronounce the word correctly. • The students could remember the vocabularies taught and its meaning. • The students found it easier to do the test. • The achievement of the students' vocabulary mastery increased. • The mean score of post test one was 69 • The mean score of post test two was 80

<p>2. The effect of teaching learning process</p>	<p>The effect of teaching learning process was not good.</p> <ul style="list-style-type: none"> • The students were noisy during teaching learning process • The students were passive in teaching learning process • The students did not pay attention to the teacher's instructions. • The students were afraid to answer the question. • The students blamed the other students who answer the question wrong. 	<p>The effect of teaching learning process was good.</p> <ul style="list-style-type: none"> • The student were not noisy during teaching learning process • The students were active in following the lesson. • The student paid attention to the teacher's instructions. • The students were not ashamed to answer the question. • The students respect to the students who answered the question.
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The table above shows some findings of the research which include: 1) crossword puzzles could improve students' vocabulary mastery, 2) crossword puzzles could warm up the students' motivation in teaching learning process.

The improvement of students' vocabulary mastery could also be seen through their test-result which are illustrated on the graph below:

Table 4.4 *The graph of students' test result*



The illustration on the graph shows that there was an improvement of students' test-result after the researcher used crossword puzzles in teaching vocabulary. The mean score of the pre-test was 50. The mean score of post-test 1 increased to 69, and the mean score of post-test 2 increased to 80. The result of the students' test score indicated that using crossword puzzles in teaching new English words was an appropriate technique in improving students' vocabulary mastery.

D. Discussion

The last step of this action research was discussing the result of the research as a final reflection. Firstly, teacher and researcher identified some problems as follow: (1) the students' vocabulary mastery was still low; (2) the effect of teaching learning process was not good. The causes of this problem are: (1) The teacher used the same technique each time in teaching vocabulary. (2) The technique that teacher used cannot motivate the student to learning English. (3) The source that teacher used was limited, only from a textbook. It made the students feel so bored. So, they were not active and did not pay attention in teaching learning process.

Based on the problem found, one of the appropriate method in teaching vocabulary is using crossword puzzles. The use of crossword puzzle could improve English vocabulary mastery especially in spelling, pronouncing, using and meaning. Crossword puzzle was a method to introduce the new word to students especially young learner. In this activity, the students write the blank box with the

letter. After the letter could form an English word, the teacher spelled it followed by students. There was a distinction between English language and Indonesian language. In English language, the written was different with the pronunciation. So, the teacher taught how to pronounce the word correctly. The students imitated after the teacher till they could pronounce the word correctly. To introduce an English word, the teacher mentioned the meaning of this word into Indonesian language. She asked the student to memorize the word so that they could use this word in a sentence.

The action research had been implemented in two cycle. In the first cycle, the researcher introduced new English words to students about parts of the body by using crossword puzzles. She explained the new words and their meaning to student. She also taught them how to spell and pronounce the words correctly. They were also drilled in pronouncing the words, such as: *eye, cheek, ear, hair, head, knee, neck, face, hand, nose, elbow, lip, legs, mouth, tooth, finger, arm, eyebrow, tongue, and toe*. They practiced to pronounce the word although they made mistakes in pronouncing the words. The result was not good enough. The mean score of pre-test was 50. The mean score of post-test 1 was 69. Some of the students had difficulty in pronouncing the words and remembering the English word and its meaning.

Based on the classroom situation, the effect of teaching learning process was better than before. It could be seen through their participating in teaching learning process. The students were more active although there were some students who made noisy. It was seen when the teacher divided the students into

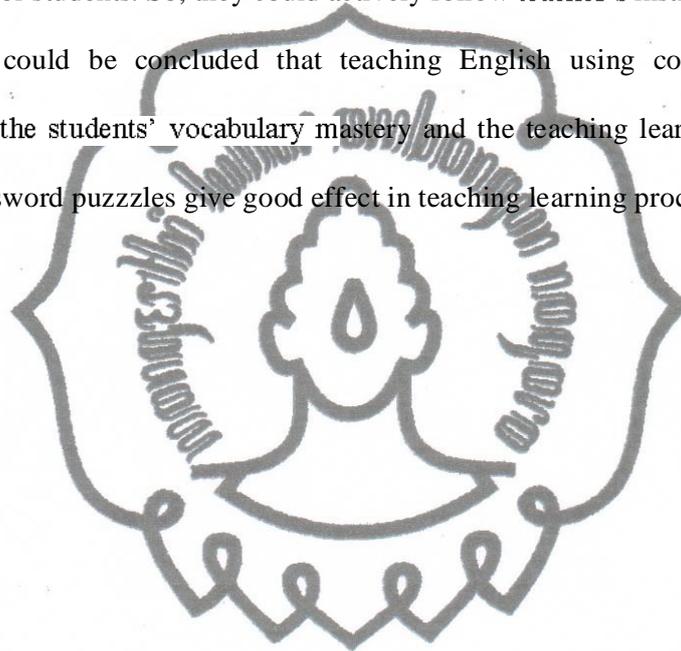
some group. They fell into chaos and confusion. The students actively followed the teacher's instruction. They actively imitated what the teachers said and tried to pay attention in teaching learning activity because they took part in this activity. They were enthusiastic to struggle to come forward to the class. Some students bravely wrote letters on the blackboard and spook up the English word. They could answer the question although their answer was false. But some students were still afraid to answer the question because there were some of students who blamed the other student who made mistake in answering the question.

Based on the problem found in the first cycle, teacher and researcher planned to improve the teaching learning activity in cycle two.

In the cycle two, the use of crossword puzzles of parts of the body could show the improvement of students' vocabulary mastery and the effectiveness of teaching learning process; the improvement of students' vocabulary mastery included: 1) The mean score of post-test 2 increased to 80; 2) The students could memorize the words and its meaning; 3) The students could pronounce the words correctly. The effect of teaching learning process could be indicated by: 1) The students were more active in following the lesson; 2) Most of the students were not ashamed to answer the question; 3) The students became less noisy; 4) They could focus more on the lesson and could be actively follow teacher's instruction. The students could pronounce the word correctly and more fluently than before. So, the students' pronunciations increased. The students could memorize the vocabularies taught and their meaning.

From the discussion above, it can be stated that the use of crossword puzzles in teaching learning activity could warm up the students' motivation to learn English. The students paid attention in teaching learning activity because the student took part in that activity. It built enjoyable situation because it was simple and easy for students. So, they could actively follow teacher's instruction.

It could be concluded that teaching English using crossword puzzles improves the students' vocabulary mastery and the teaching learning process of using crossword puzzles give good effect in teaching learning process.



CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

This chapter presents the conclusion, implication and suggestions of the Action Research conducted in the fourth grade students of SD Negeri Pakurejo, Bulu, Temanggung in academic year of 2010/ 2011. They are presented as the final discussion from the research findings.

A. Conclusion

The result of this action research could show the improvement of students' vocabulary mastery and the effect of teaching learning process; the improvement of students' vocabulary mastery could be seen in the increasing of mean score of pre-test 50, post-test 1 69 and post-test 2 80, the students could memorize the vocabularies taught and their meaning and pronounce the words correctly. So, the students' pronunciations increased. The effect of teaching learning process could be indicated by: The students were more active in following the lesson, most of the students were not ashamed to answer the question, students became less noisy so, they could focus more on the lesson and could be actively follow teacher's instruction.

From the statements, it can be concluded that crossword puzzle is able to improve the students' vocabulary mastery and the teaching learning process of using crossword puzzles give good effect to students.

B. Implication

In teaching vocabulary to children, the appropriate technique or method could give good effect in process and result of teaching and learning process. Based on the result's discussion, the researcher concludes that the teaching vocabulary by using crossword puzzle as a medium can improve the students' vocabulary mastery. The characteristics of crossword puzzle are: interesting and motivating medium. The students can be active and motivated when they taught using crossword puzzle. This can help the teacher to develop learners' motivation, attention and comprehension. Besides, this medium creates enjoyable atmosphere to the class and makes the students more active. By this medium, the students focus to join the lesson and actively involved in teaching learning process in the classroom. So, by using crossword puzzle as a medium in teaching vocabulary, the students' vocabulary mastery can be improved.

C. Suggestion

Based on the research findings, the researcher would like to give some suggestions related to the teaching of writing.

1. For the Teachers

The teacher can use crossword puzzles as a technique of teaching vocabulary. In teaching vocabulary, the teacher should be creative in using various techniques and media. The teacher should be more selective in choose the useful technique in teaching vocabulary. They should also create a good atmosphere in the class, so that the teaching and learning process can run well.

2. For the Students

They can improve their vocabulary mastery. They should practice more in learning English. They can implement in the next chapter of English such as listening, speaking, reading and writing.

3. For Institution

For institution, it is necessary to encourage the English teacher to improve the quality of teaching. The use of appropriate facilities and media in class will support the teaching learning process. So, teaching learning process can run more effectively.

