IMPROVING ENGLISH VOCABULARY THROUGH CROSSWORD PUZZLE TO THE FIRST YEAR STUDENTS OF SMP KARTIKA WIRABUANA-5 POLEWALI MANDAR

THESIS

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BY

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THE LEGALIZATION OF THE THESIS

The thesis with the title " Improving English Vocabulary through Crossword Puzzle of the First year Students of SMP Kartika Wirabuana-5 Polewali Mandar", registration number 03 096 280, the student of English Program of Tarbiyah Department of the State Collage for Islamic Studies (STAIN) of Parepare was tested and up hold in assembly of "Munaqasah" at 17 December, 2005 M. / 16 Dzulqaiddah 1426 H., and it can be accepted as one of all condition to get title "Sarjana Pendidikan Islam (S.Pd.I) in English Program of Tarbiyah Department with correction.

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ABSTRACT

Reskianti, "*Improving English Vocabulary through Crossword Puzzle of the First Year Students of SMP Kartika Wirabuana-5 Polewali Mandar Polewali Mandar*. (Supervised by Nurdin Makka and Nurhamdah).

Vocabulary, therefore, is regarded as the most essential aspect in English language. The role of English teachers to improve the students vocabulary is very important to create good atmosphere in the classroom through efficient and effective teaching technique. And, one of ways to improving the students' vocabulary is through crossword puzzle.

This research intended to find out the answer to the problem: can the students improve the English vocabulary in learning English through crossword puzzle. This research used Quasi-experimental method with non equivalent control design. The population of this research was the first year students of SMP Kartika Wirabuana-5 Polewali Mandar in academic year 2005/2006. the sample of the experimental and control group were 48 students, eache group consisted 24 students.

The result of the research indicates that the experimental group got the mean score 8.54, while the control group got 6.87. this show that there is a significant difference on vocabulary achievement of students who are taught using pictures and the students who taught through conventional way of the first year students of SMP Kartika Wirabuana-5 Polewali Mandar.

After analyzing with t-test formula, the result of the t-test value (8.789) was geater than t-table value (2.013). this indicated that H_{a1} was accepted. The data analysis indicates, teaching English vocabulary through crossword puzzle is effective to improve English vocabulary command of the first year students of SMP Kartika Wirabuana-5 Polewali Mandar.

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CHAPTER I

INTRODUCTION

A. Background

In globalization era, it is known that English as International language. Vocabulary is the first material that the students learned. As it is known that English is a compulsory subject at Junior High School. Its function is for the student's development in gaining science and technology' and as a means of communication.

There are many aspects in teaching English that need attention. Some of them are reading, listening, speaking, structure and vocabulary. From all aspects of English as a foreign language, vocabulary is considered as the most significant factor. Since without mastering it, people will not be able to use the language.

Many students cannot read and understand of the text because they do not have a good command of vocabulary. Vocabulary as an element of language is considered as the most important factor in improving mastery of learning and teaching English. The students will not be able to mastering it if they are still lacking vocabulary. They cannot express their communicative needs (ideas, emotion, desires, and thoughts) to other people clearly if their not have sufficient vocabulary.

Vocabulary, therefore, is regarded as the most essential aspect in English language. The role of English teachers to improve the students vocabulary is very important to create good atmosphere in the classroom through efficient and effective

teaching technique. And, one of ways to improving the students' vocabulary is through crossword puzzle.

Quina (1989: 159) states that game and puzzle can be used to open students to new possibilities of "thinking and experiencing crossword puzzle. Crossword puzzle can be used to build language skill and verbal and mathematical puzzle can open students alternative modes of conceptualization".

Wharton (1995: 48) states that crossword puzzle are useful for learning and it reinforce vocabulary and provides help for the students to improve their communication strategies.

Based on the description above, the writer tries to apply a technique in improving the vocabulary of the students, that is the use of crossword puzzle through her study entitles Improving English Vocabulary Through Crossword Puzzle of the first year students of SMP Kartika Wirabuana 5 Polewali Mandar.

B. Problem Statement

Based on the background above, the writer formulates the research question as follow:

Can the students improve their vocabulary in learning English through crossword puzzle?

C. Objective of the Research

Based on the problem statement above, this research aims to find out whether or not crossword puzzle can improve the vocabulary of the students in learning English at the first year students of SMP Kartika Wirabuana 5 Polewali Mandar.

D. Significance of the Research

The result of the research is expected to be useful information for the English teachers especially in teaching vocabulary, the Junior High School students, and to be helpful contribution for further researcher who are interested in teaching and learning process.

E. Scope of the Research

The scope of the research restricted to the improving English vocabulary through crossword puzzle of the first year students of SMP Kartika Wirabuana 5 Polewali Mandar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings

There are some researchers who have conducted research by using few techniques in teaching vocabulary, they are:

a. Nikmawati (1993 :) who has found that teaching vocabulary using picture make the students memorizes the word easier and the lesson more interesting.

b. Miherab (1998) states that puzzle as a teaching aid can improve the vocabulary command of the students in learning English.

From the cited research findings above, the writers conclude that in teaching and learning vocabulary process teachers have to make the students interested toward the material and involved them in learning process by creating a good atmosphere or varieties of techniques in teaching English, particularly in teaching vocabulary.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Every one who wants to master a language, he (she) must learn the vocabulary. It can lead the way to the success of mastering the language skills such as speaking, reading, listening and writing. That is why vocabulary has an important role in learning a language.

It is important to know what vocabulary is. There are many definitions of vocabulary. According to Oxford Advanced Learner's Dictionary of Current English vocabulary is total number of words, which (with rules for combining them) make up language; (range of) words know to, or used by, a person, in a trade, profession, etc. (Hornby, 1986: 959).

2. Types of Vocabulary

Word in a language is a small element, which could make up a language and function to express an idea. Linguists classified vocabulary in two types of vocabulary used in English. They are active vocabulary and passive vocabulary. Active vocabulary consist of words that we know well to use it by ourselves. Passive vocabulary consist of words we understand approximately but we cannot use them.

Some classification of vocabulary are as follows. Leggelt. et. al (1982: 148-149) point out that there are two types of vocabulary;

a. Passive or recognition vocabulary, which is made up of the words. One recognizes in the context of reading material but he does not actually use himself,
b. Active vocabulary, which consist of working words is used daily in writing and speaking.

Harmer(1991:159) also divides vocabulary into two types, they are:

a. Passive vocabulary refers to words, which the students will recognize when they meet them but they will probably not be able to produce,
b. Active vocabulary refers to words that students have learned. They are expected to be able to use by the students.

When we come across a word, then, and try to decipher its meaning we will have to look at the context in which it is used. If we see a woman in a theatre arguing at the ticket office saying 'But I booked my tickets three weeks ago' we will obviously understand a meaning of the verb 'book' which is different from a policeman (accompanied by an unhappy looking man at a police station) saying to his colleague' We booked him for speeding.' In other words, students need to understand the importance of meaning in context.

There are facts about meaning, too. Sometimes words have meanings in relation to other words. Thus students need to know the meaning of Vegetable' as a word to describe any one of a number of other things- e.g. carrots, cabbages, potatoes, etc. "Vegetable" has a general meaning whereas 'carrot' is more specific. As far as meaning goes, then, students need to know about meaning in context and they need to know about sense relation,

b. Word Use

What a word means can be change stretched or limited by how it is used and this is something students need to know about.

Word meaning is frequently stretched through the use of metaphor and idiom. We know that the word 'hiss', for example, describes the noise that snakes make. But we stretched its meaning to describe the way people talk to each other (' "Don't move or you're dead," she hissed '). That is metaphorical use. At the same time we can talk about treacherous people as snakes ('He's a real snake in the grass.'). 'Snake in the grass' is a fixed phrase that has become an idiom like countless other phrases such as

'raining cats and dogs', 'putting the cat among the pigeons', straight from the horse's mouth'.

Word meaning is also governed by collocation-that is which words go with each other. In order to know how to use the word 'sprained' we need to know that whereas we can say 'sprained ankle', sprained wrist', we cannot say 'sprained thigh' or 'sprained rib'. We can have a headache, stomachache or earache, but we cannot have a 'throat ache' or a 'leg ache'.

We often use words only in certain social and topical contexts. What we say is governed by the style and register we are in. If you want to tell someone you are angry you will choose carefully between the neutral expression of this fact ('I'm angry') and the informal version ('I'm really pissed off). The latter would certainly seem rude to listeners in certain contexts. At a different level we recognize that two doctors talking about an illness will talk in a different register than one of them who then talks to the patient in question-who has never studied medicine.

Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in.

c. Word Formation

Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to tit different grammatical contexts. Thus the verb 'run' has the participles 'running' and 'run'. The

present participle 'running' can be used as an adjective and 'run' can also be a noun. There is a clear relationship between the words 'death', 'dead', 'dying' and 'die'.

Students need to know how words are spelt and how they sound. Indeed the way words are stressed (and the way that stress can change when their grammatical function is different-as with nouns and verbs, for example) is vital if students are to be able to understand and use words in speech. Part of learning a word is learning its written and spoken form.

Word formation, then, means knowing how words are written and spoken and knowing how they can change their form,

d. Word Grammar

Just as words change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns. Some examples will show what this means.

We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say 'one chair' or 'two chairs'. The latter can only be singular; we cannot say 'two furniture's'. This difference, then, has certain grammatical implications. 'Chair' can collocate with plural verbs (provided that it is pluralized) whereas 'furniture' never can (unless it is the name of a pop group, for example). There are also nouns that are neither countable nor uncountable but which have a fixed form and therefore collocate only with singular or plural verbs, e.g. 'people', 'the news', 'mathematics', etc.

Verbs trigger certain grammar, too. Tell' is followed by an object + to + infinitive, for example ('He told her to wake him up at six') and so is 'ask'. But 'say' does not work in the same way. Knowing modal verbs like 'can', 'must', etc. means also knowing that these verbs are followed by a bare infinitive without 'to'. When students don't have this kind of knowledge they come up with erroneous sentences which all teachers instantly recognize, e. g. *'He said me to come', 'I must to go', etc. What we have been saying in this section is that knowing a word means far more than just understanding (one of) its meaning (s). Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being aware students will be more receptive to the contextual behavior of words when they first see the min texts, etc. and they will be better able to manipulate both the meanings and forms of the word. (Manner, 1991: 156)

C. Definition of Crossword Puzzle

Before talking about the types of crossword puzzles, firstly we look at the definition of puzzle. Quina (1989: 159) state that "games and puzzle can be used to open students to new possibilities of thinking and experiencing crossword puzzle can be used to build language skills and verbal, and mathematical puzzle can open students to alternative modes of conceptualization."

According to Grolier Webster International Dictionary crossword puzzle is a puzzle in which words corresponding to given meanings are to be supplied and filled

into a particular figure divided into spaces, the letters being arranged both horizontally and vertically. (Webster's, 1975: 241).

There are various enjoyable and entertaining techniques that can be used in teaching vocabulary. One of these is puzzle that cannot avoid boredom. It is very helpful in increasing vocabulary of the students. In this case, the teacher should understand what the learners' need in teaching and learning process. The ingenuity of the teachers is very important to make the learners interesting in learning English class.

Here the writer would like to show crossword puzzles that can do by students to improve their vocabulary, as follows:

Example 1:

Find the words for the clothes in the box by connecting the letters horizontally and vertically.

D	R	E	S	S	A	B	C	S	O	K	S	Q		
T	N	E	I	A	J	L	J	D	S	I	P	P		
I	T	S	H	I	R	T	E	M	N	B	O	A		
E	T	G	L	H	W	K	A	O	A	E	R	T		
C	O	A	T	M	A	X	N	U	E	L	S	O		

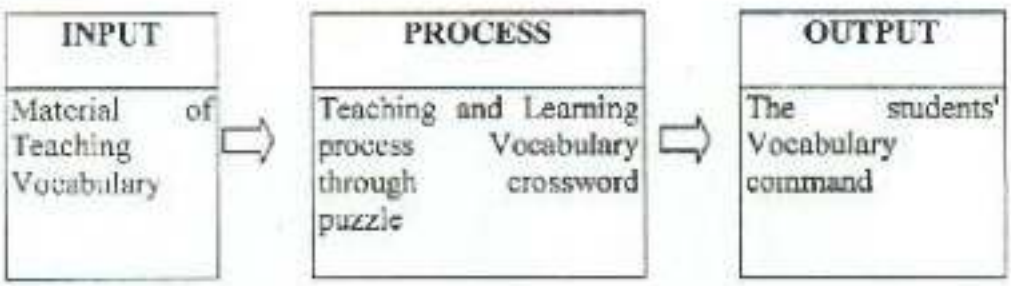
(Mustriana, 2000 :36)

D. Conceptual Framework

Vocabulary is one of the important language aspects for mastering English vocabulary. The mastery of vocabulary becomes very essential in supporting language as well as language skill.

The mastery of vocabulary is not easy to do, because there are many various meaning and form. Therefore, in teaching vocabulary, there are many techniques that teachers can used, one of them is through crossword puzzle. The teacher is expected to create exercise activities in order that they can improve their vocabulary.

The conceptual framework underlying this research is given in the following diagram:



Notes:

Input : refers to the materials (teaching through crossword puzzle).

Process : refers to the implementation of the input in the classroom.

Output : refers to the students' vocabulary command through crossword puzzle.

E. Hypothesis

- Null hypothesis (Ho) there is no a significant difference on vocabulary command of the students' who are taught through crossword puzzle and without crossword puzzle.
- The alternative hypothesis (Ha) there is a significant difference on vocabulary command of the students' who are taught through crossword puzzle and without crossword puzzle.

CHAPTER III

RESEARCH METHOD

This research deals with research design and variable, operational definition, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design and Variable

1. Research Design

The method was employed a quasi-experimental study that applies the nonequivalent control group design. This design is represented as follow;

E	O1	X1	O2
C	O1	X2	O2

Where;

E : An experimental group

C : A control group

O1 ; Pretest

O2 : Posttest

X1 : Treatment through crossword puzzle

X2 : Treatment through verbal explanation (Gay, 1981: 232)

2. Variable

There were two variables in this research, namely dependent and independent variable. The dependent variables are change as the experimenter introduces removes. The independent variables are characteristics that the experimenter manipulates in his. Students' vocabulary command as dependent variable, while improving vocabulary through crossword puzzle as independent

variable.

B. Operational Definition of Term

1. Vocabulary is the numbers of words receiving to make up language
2. Crossword puzzle is a puzzle in which words corresponding to given meanings are to be supplied and titled into a particular figure divided into spaces, the letters being arranged both horizontally and vertically,
3. Teaching is a process of transferring knowledge from the teacher to learners
4. Learning is a process of getting knowledge.

C. Population and Sample

1. Population

The population of the research was the first year students of SMP Kartika Wirabuana 5 Polewali Mandar, academic year 2005/2006. There were two classes, each class 24 students. So, the number of population was 44 students.

2. Sample

The writer used total sampling of this research because the number population was not big. Therefore, they were in two group, one group as experimental group and the other group as control group, there was 24 students for each group.

D. Instrument of The Research

1. Test

The instrument of data collection of this research applied of two kinds, namely a pre-test and post-test. The pre-test was used to check the know and unknown vocabulary of the students. The post-test was used to measure the students vocabulary command after given the treatment.

2. Material

a. Experimental Group

The materials of teaching on the experimental group were as follow:

The first meeting : Kinds of sport (1)

The second meeting: Kinds of sport (2)

The third meeting : Kinds of sport (.1)

The fourth meeting : Sports equipment (1)

The fifth meeting : Sports equipment (2)

The sixth meeting : Sports equipment (3)

b. Control Group

The material of teaching on the control group as the same as the material of teaching on experimental group, however in this case the researcher was not use the crossword puzzle.

E. Procedure of Collecting Data

The procedures of collecting data are as follows:

1. Pretest

Before doing the treatment, for the first meeting pretest was administered to both experimental and control group to check the known and unknown vocabulary of the students.

2. Treatment

The next step, the treatment was given to each group. The experimental group are treated by means of the technique of teaching through crossword puzzle and control group are treated through verbal explanation. The treatment carried out in four meetings to each group.

- Experimental Group

On the second meeting, the researcher carried out the first treatment by introducing vocabulary about "Kinds of Sports (I)". On the third meeting, the researcher carried out the second treatment about "Kinds of sports (2)'". On the fourth meeting, the researcher carried out the third treatment about "Kinds of sports (3)", On the fifth meeting, the researcher carried out the fourth treatment about "Sports

equipment, the researcher carried out the fifth treatment about "Sports equipment(2)". On the seventh meeting, the researcher carried out the sixth treatment about "Sports equipment (3)".Time allocation is 12 x 45 minutes.

The researcher gave the crossword puzzle every meeting or each materials. The steps in teaching vocabulary through crossword puzzle:

- The teacher showing the form of crossword puzzle
- Teaching vocabulary through crossword puzzle by showing the pictures and according to the instruction was given.
- Teaching vocabulary through crossword puzzle by giving some examples.
- Teaching vocabulary through crossword puzzle by giving exercises.

- Control Group

On the second meeting, the researcher carried out the first treatment by introducing vocabulary about "Kinds of Sports (1)". On the third meeting, the researcher carried out the second treatment about "Kinds of sports (2)". On the fourth meeting, the researcher carried out the third treatment about "Kinds of sports (3)". On the fifth meeting, the researcher carried out the fourth treatment about "Sports equipment (1)". On the sixth meeting, the researcher carried out the fifth treatment about "Sports equipment (2)". On the seventh meeting the researcher carried out the sixth treatment about "Sports equipment (3)". Time allocation is 12 x 45 minutes.

The researcher did not give the crossword puzzle every meeting or each materials.

The steps in teaching vocabulary through verbal explanation: - The teacher asks some question related of the theme

The teacher explained about the things that related of the theme Teaching vocabulary through verbal explanation by giving some examples Teaching vocabulary through verbal explanation by giving exercises

3. Posttest

After doing the treatment, for the eighth meeting, the posttest administered to each group to measure the students vocabulary command based on the material that had been learned. Time allocation 2 x 45 minutes.

F. Technique of Data Analysis

In analyzing the data from the research, the writer used four techniques, namely; scoring the students' answer mean score, standard deviation and t-test technique. The step undertaken in the analysis were as follows:

1. Scoring the students' answer

$$\text{Score} = \frac{\text{students' correct answer}}{\text{The total number of item}} \times 10$$

2. Calculating the mean scores of each group by using the formula:

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

Where:

$\bar{X}$: Mean score

$\sum X$: Total row score

N : Number of subjects

(Gay, 1981:298)

3. Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \qquad \text{in the which} \quad SS = \sum X^2 - \frac{\sum X}{n}$$

Where: SD : standard deviation

SS : the sum of squares

n : the number of students :

$(\sum X^2)$: the sum of all squares

$(\sum X^2)$: the squares of the sum of score

(Gay, J 98 1 : 298)

4. Calculating the value of t-test for independent sample (between the experimental and control group) to indicate the significance difference technique, the following formula:

$$t = \frac{X1 - X2}{\sqrt{\frac{SS1 + SS2}{N1 + n2 - 2}\left[\frac{1}{n1} + \frac{1}{n2}\right]}}$$

$$SS1 = X1^2 - \frac{(\Sigma X1)}{n1}$$

$$SS1 = X2^2 - \frac{(\Sigma X2)}{n2}$$

Where: $X1$: Mean score of experimental group

$X2$; Mean score of control group

SS1 : The sum of squares of experimental group

SS2 : The sum of squares of control group

$\Sigma X1$: The sum of all the squares of experimental group

$\Sigma X2$: The sum of all the squares of control group

$(\Sigma X1)^2$: The squares of the sum scores of experimental group

$(\Sigma X2)^2$: The squares of the sum scores of control group

n : Total number of subject of experimental group m

n : Total number of subject of control group

(Gay, 1981:327)

5. Classifying the scores of the students into the following criteria:

NO.	SCORE	CLASSIFICATION
1.	9.6 - 10	" Excellent"
2.	8.6 - 9.5	"Very Good"
3.	7.6 – 8.5	"Good"
4.	6.6 - 7.5	"Fairly Good"
5.	5.6 - 6.5	"Fair"
6.	3.6 - 5,5	"Poor"
7.	0.0 - 3,5	"Very Poor"

(Depdikbud, 1985:6)

The null hypothesis is accepted if the t calculation is smaller than the t critical value. However the null hypothesis is rejected if the t calculation value is larger than the t critical value. In this case the alternative hypothesis is accepted. The deletion level is set at a = 0.05. In this case the alternative hypothesis is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter consists of two sections, the findings and discussion of the findings.

A. Findings

1. Pretest

The data resulted from the pretest in both groups were calculated find out the mean score and standard deviation of the scores of each group.

Table 1. The mean score and standard deviation of pretest

No.	Group	Subject	Mean score	Standard Deviation
1.	Experimenta	24	5.71	1.149
2.	l Control	24	5.51	1.003

The data show that the mean score of the experimental group and control group in pretest was different. In which, the experimental group (5.71) was greater than the control group (5.51)

Table 2 The rate percentage of the pretest

No.	Score	Classification	Experimental		Control	
			F	%	F	%
1.	9.6-10	Excellent	0	0	0	0
2.	8.6-9.5	Very Good	0	0	0	0
3.	7.6-8.5	Good	0	0	0	0
4.	6.6-7.5	Fairly Good	8	33.33	4	16.67
5.	5.6-6.5	Fair	7	29.17	10	41.67
6.	3.6-5.5	Poor	7	29.17	9	37.5
7.	0.0-3.5	Very Poor	2	8.33	1	4.16
		Total	24	100	24	100

The table indicates that the rate percentage of the pretest in the experimental group, 8 (33.33%) students got 'Fairly Good' scores, 7 (29.17%) students got 'Fair' scores, 7 (29.17%) students got 'Poor' scores, 2 (8.33%) students got 'Very Poor' scores.

In the control group of pretest, 4 (16.67%)students got 'Fairly Good' scores, 10 (41.67%) students got 'Fair' scores, 9 (37.5%) got 'Poor' scores, and 1 (4.16%) students got 'Very Poor' score.

Table 3 The t-test of the Students' Pretest

Variable	t-test value	t-table value
Pretest	0.885	2.013

The data show that the t-test value (0.885) was greater than t-table (2.013), it means that there is no a significant difference between the students who are taught through crossword puzzle and without crossword puzzle.

2. Posttest

The writer analyzed the data of the posttest whether or not there was a significant difference in improving English vocabulary of the students through crossword puzzle and without crossword puzzle. The data resulted from the posttest in both groups were calculated to find out the mean score, standard deviation of the scores of each groups, and the t-test value to test the hypothesis.

Table 4 The mean score and standard deviation of posttest

No.	Group	Subject	Mean score	Standard Deviation
1.	Experimental	24	8.54	0.947
2.	Control	24	6.87	0.896

The data show that the students mean scores of the experimental and control group in posttest was different. In which, the experimental group (8.54) was greater than the control group (6.87).

Table 5 The rate percentage of the posttest

No.	Score	Classification	Experimental		Control	
			F	%	F	%
1.	9.6-10	Excellent	1	4.17	0	0
2.	8.6-9.5	Very Good	15	62.5	0	0
3.	7.6-8.5	Good	3	12.5	8	33.34
4.	6.6-7.5	Fairly Good	5	20.83	9	37.5
5.	5.6-6.5	Fair	0	0	2	8.33
6.	3.6-5.5	Poor	0	0	5	20.83
7.	0.0-3.5	Very Poor	0	0	0	0
		Total	24	100	24	100

The table shows that the rate percentage of the posttest in the experimental group was 1 (4.17%) students got 'Excellent' scores, 15 (62.5%) students got 'Very

Good' scores, 3 (12.5%) students got 'Good' scores, 5 (20.83%) students got 'Fairly Good' scores.

In the control group of posttest, 8 (33.34%) students got 'Good' scores, 9 (37.5%) students got 'Fairly Good' scores, and 5 (20.83%) students got 'Poor' scores. So, the rate percentage of experimental group was higher than the rate percentage of control group.

Table 6 The t-test of the students' posttest

Variable	t-test value	t-table value
Posttest	8.789	2.013

The data shows that the t-test value (8.789) was larger than t-table(2.013). it means that there is a significant difference on vocabulary command of the students' who are taught through crossword puzzle and without crossword puzzle. In other words, using crossword puzzle in learning English can improving the vocabulary command of the students.

B. Discussion

The data which have been analyzed indicate that there is a significant difference between both of these groups. Before treatment, the pretest scores of the experimental group was 137 ($\overline{x}_1$=5.71), the control group was 132.2 ($\overline{x}_2$ =5.51). After the treatment, the posttest scores of the experimental group was 205 (x_1 =8.54) while the control one was 164.8 (x_2 =6.87), After analyzing with the t-test formula, the result of t-test value of the posttest (8.789) was greater than the t-table (2.013). It means that

the HI is accepted. In other words, there is a significant difference on vocabulary command of the students' who are taught through crossword puzzle and without crossword puzzle.

The rate percentage of these two groups shows that teaching English vocabulary through crossword puzzle can improve the vocabulary command of the students. In the experimental group, there were no students got 'Very Poor' and 'Poor' score, and only one student got 'Excellent' score. While in the control group, there were no student got Very Poor" score, but there were 5 (20,83%) students got "poor" score, and no one students got "very good" and "excellent" score. It means that crossword puzzle is good in teaching and learning English, it can improve the students' vocabulary command.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, the writer concludes that "Using crossword puzzle in learning English can improve the vocabulary command of "the students". Before treatment, the pretest scores of the experimental group was 137 (x_1=5.71), the control group was 132.2 (x_2 =5.51). After the treatment, the posttest scores of the experimental group was 205 (x_1 =8.54) while the control one was 164.8 (x_2 =6.87). After analyzing with the t-test formula, the result of t-test value of the posttest (8.789) was greater than the t-table (2.013). It means that the Hl is accepted. In other words, there is a significant difference on vocabulary command of the students' who are taught through crossword puzzle and without crossword puzzle.

B. Suggestions

Since the writer thinks that through crossword puzzle can improve the English vocabulary of the students in learning English, She would be pleased if the teacher or the next researcher can improve the effectiveness in teaching and learning English vocabulary.

For the English teachers or other researchers who wants to make further research, the writer like to suggests the following:

1. The English teachers must he mastering the materials before she is teaching in the classroom.
2. The teachers have to look for the best technique in teaching English vocabulary.
3. The English teachers should give motivation to the students in improving their vocabulary command.
4. More interesting and attractive books on English vocabulary should be supplied in teaching and learning process.
5. In teaching and learning process with giving treatment through crossword puzzle, it doesn't mean the teacher must given a test in crossword puzzle form because there were student taught through crossword puzzle and without crossword puzzle.

To end this thesis, the writer hopes that her thesis will contribute something to its reader and anyone who is interest in teaching and learning English.

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APPENDIX A

PRETEST

A. Mention the name of the sports symbol as follows, then fill the crossword puzzle below! (Sebutkan nama symbol olah raga berikut, kemudian isilah teka-teki silang di bawah ini!)

Down:

1.

4.

6.

7.

9.

Across:

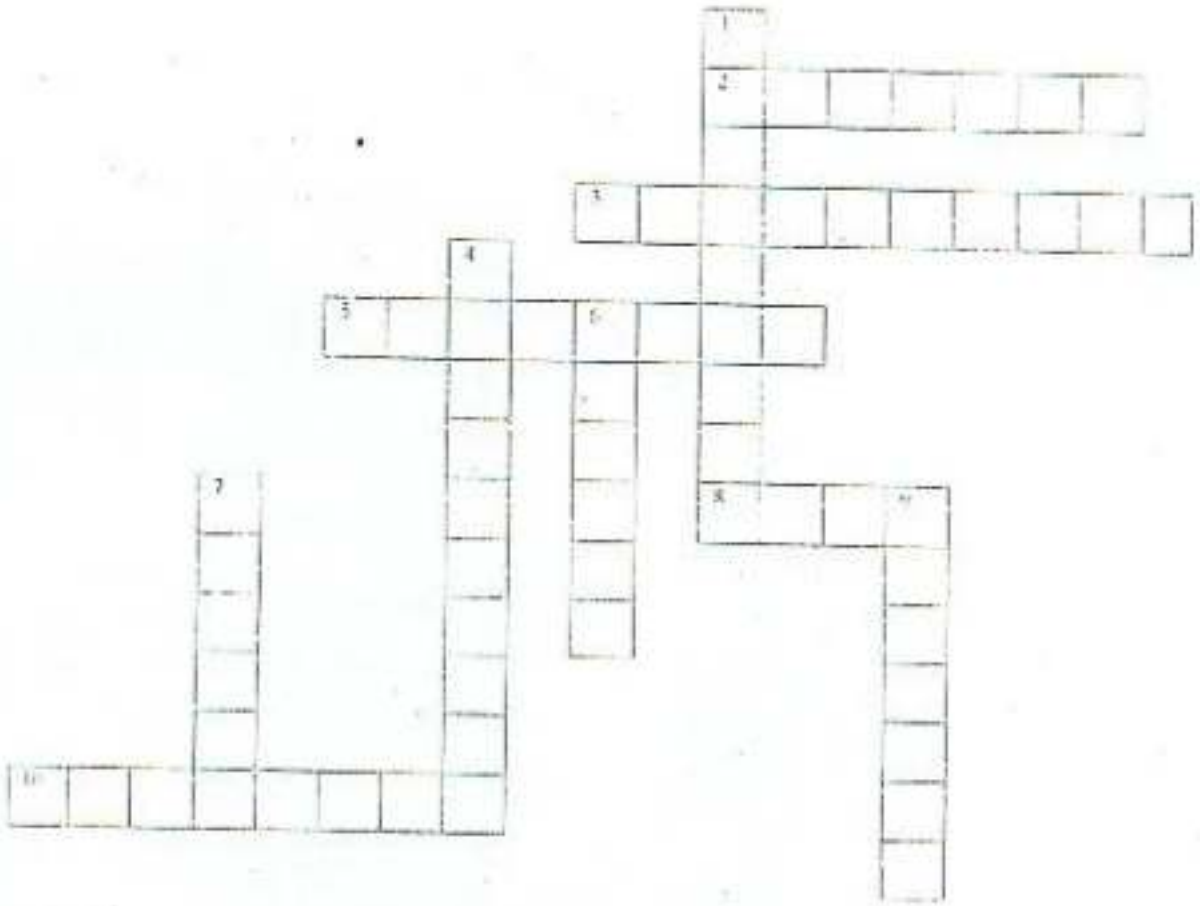
2.

3.

5.

8.

10.



B. Fill in the crossword puzzle by looking at their pairs of sport field with the athlete from each professional sport! (Lengkapilah teka-teki silang dengan melihat pasangan dari cabang olahraga dengan atlit atau pemainnya dari masing-masing olahraga profesional berikut!

Across:

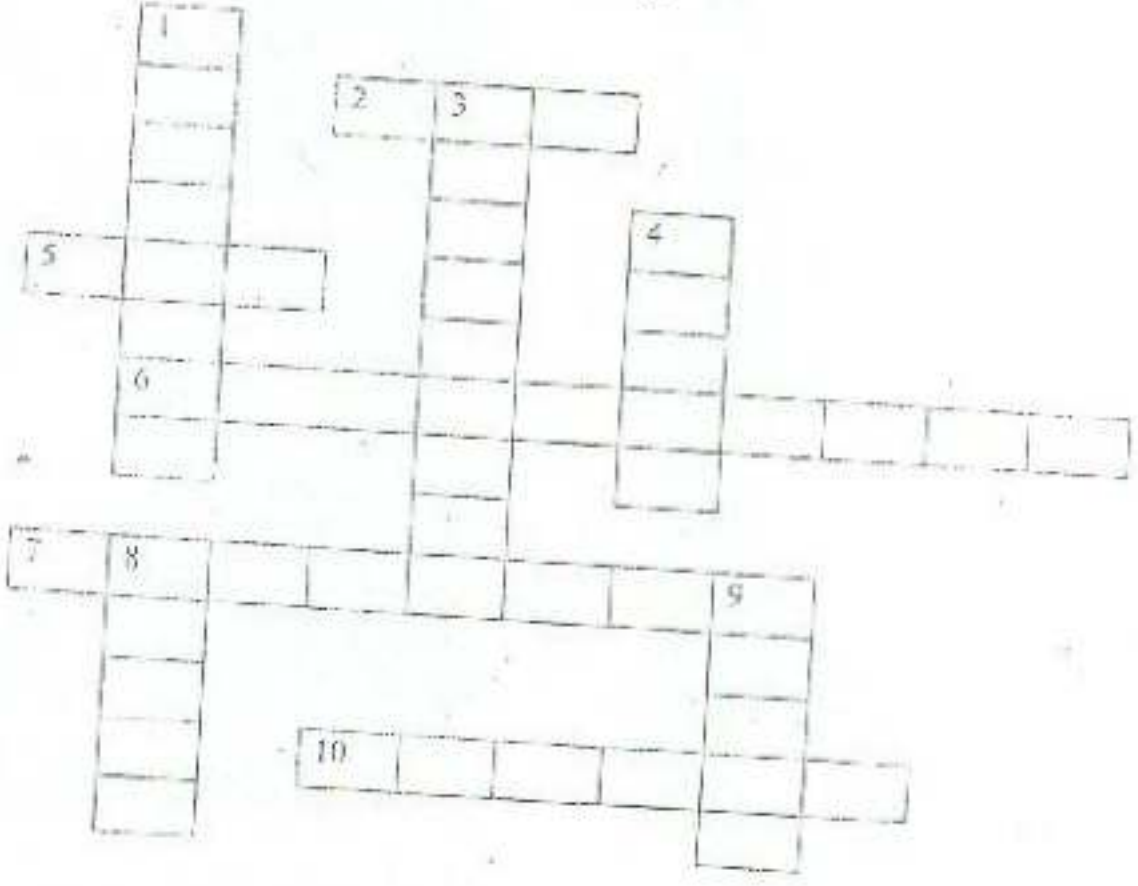
2. basketball
5. boxing
6. Yayuk Basuki
7. Mardi Lestari
10. football

Down:

1. Maradona
3. Susi Susanti
4. Mike Tyson
8. volleyball
9. Johny Pranata

Find the answers:

1. WBC
2. badminton
3. lown tennis
4. Boxer
5. Racer
6. football
7. keeper
8. Sprinter
9. NBA
10. PBVSI



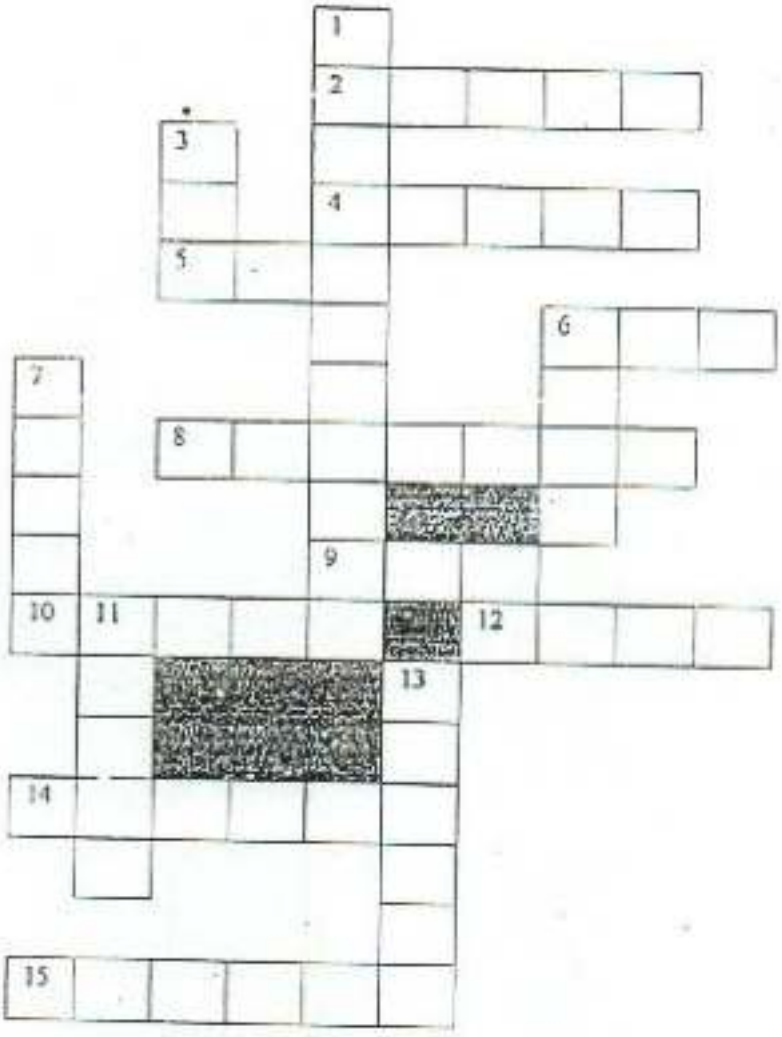
C. Find the words that relate of sports in the box by connecting the letters horizontally, vertically or diagonally. And translate them into Indonesian!

M	B	A	L	L	K	E	N	O	B
T	A	A	C	A	P	E	L	Y	I
E	D	G	T	S	T	I	C	K	C
N	M	S	L	A	G	O	L	F	Y
N	I	D	R	O	B	C	I	K	C
I	N	A	D	U	V	L	O	S	L
S	T	N	G	R	B	E	E	N	D
M	O	U	B	O	X	I	N	G	Y
G	N	A	I	K	A	R	A	T	E
S	W	I	M	S	U	I	T	O	R
L	A	B	A	S	K	E	T	Y	S

1. Ex. GUN: SENAPAN
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....
12. .....
13. .....
14. .....
15. .....

D. Solve this crossword puzzle. Mention the equipment or facility each sport needs.

(Pecahkanlah teka teki silang berikut. Sebutkan peralatan atau beberapa fasilitas yang dibutuhkan untuk olahraga).



Down

1. We need this to play badminton.
3. An equipment to shoot.
6. We need this to play tennis.
7. They make playing soccer more comfortable.

Across

2. We need this to ride on horseback.
4. A facility we need to do track and field competition.
5. A tennis player must hit the ball over it. Unless, he/she will lose the game.
6. A kind of racket which is made of wood. It is needed for playing table tennis.
8. A vehicle needed for racing in a velodrame.
9. If we play baseball we need this to cover our heads
10. A golfer needs this
12. This facility is needed for boxing
14. A boxer needs them to protect his hands from injury.
15. This equipment is needed for playing squash.

APPENDIX B

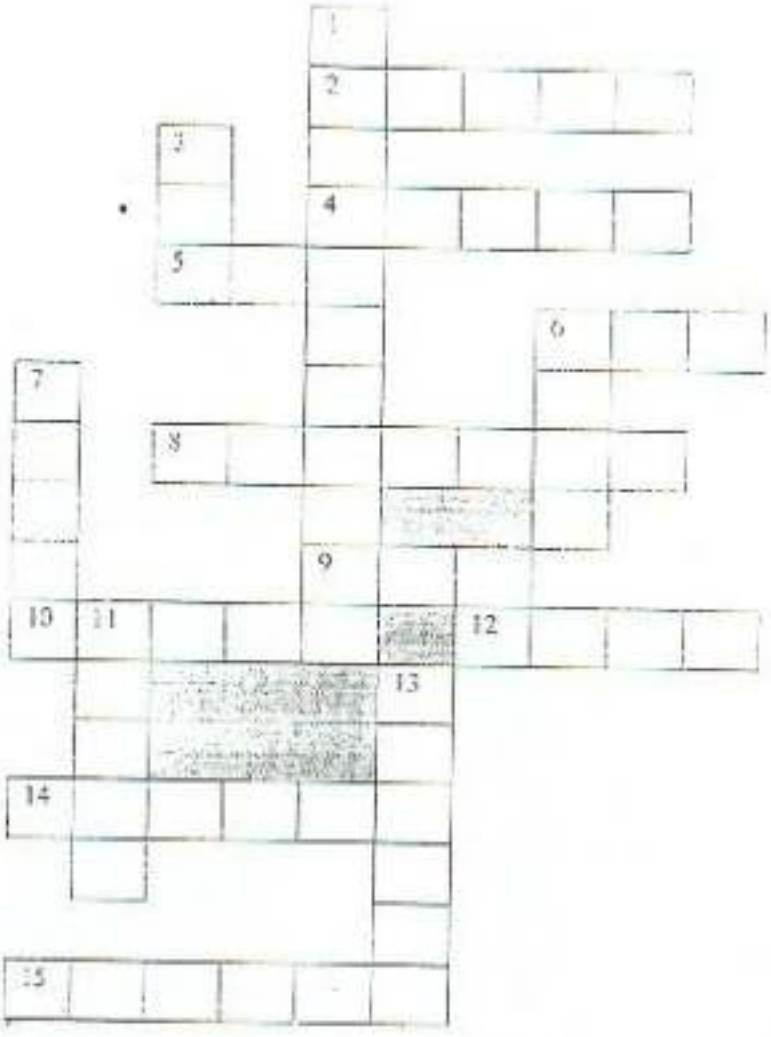
POSTTEST

A. Find the words that relate of sports in the box by connecting the letters horizontally, vertically or diagonally. And translate them into "Indonesian"

M	B	A	L	L	K	E	N	O	B
T	A	A	C	A	P	E	I	Y	I
E	D	G	T	S	T	I	C	R	C
N	M	S	I	A	C	O	L	E	Y
X	I	D	R	O	B	C	I	K	C
I	N	A	D	U	V	L	O	S	I
S	T	N	G	R	B	L	E	N	I
M	O	U	B	O	X	I	N	G	Y
G	N	A	T	K	A	R	A	T	E
S	W	I	M	S	U	I	T	O	R
L	A	B	A	S	K	E	T	Y	S

1. Ex CAP TOPI
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....
12. .....
13. .....
14. .....
15. .....

B. Solve this crossword puzzle. Mention the equipment or facility each sport needs. (Pecahkanlah teka teki silang berikut. Sebutkan peralatan atau beberapa fasilitas yang dibutuhkan untuk olahraga).



Down

1. We need this to play badminton.
3. An equipment to shoot.
6. We need this to play tennis.
7. They make playing soccer more comfortable.
11. We need this to play snooker.
13. Each theam will get a score if its players succeed in passing the ball through it.

11. We need this to play snooker.

13. Each team will get a score if its players succeed in passing the ball through it.

Across

2. We need this to ride on horseback.

4. A facility we need to do track and field competition.

5. A tennis player must hit the ball over it. Unless he/she will lose the game.

6. A kind of racket which is made of wood. It is needed for playing table tennis.

8. A vehicle needed for racing in a velodrome.

9. If we play baseball we need this to cover our heads.

10. A golfer needs this.

12. This facility is needed for boxing.

14. A boxer needs them to protect his hands from injury.

15. This equipment is needed for playing squash.

C. Mention the names of sports symbol as follows, than fill the crossword puzzle below! (Sebutkan nama simbol olahraga berikut, kemudian isilah teka-teki silang di bawah ini!)

Down: Across:

1.

2.

4.

3.

6.

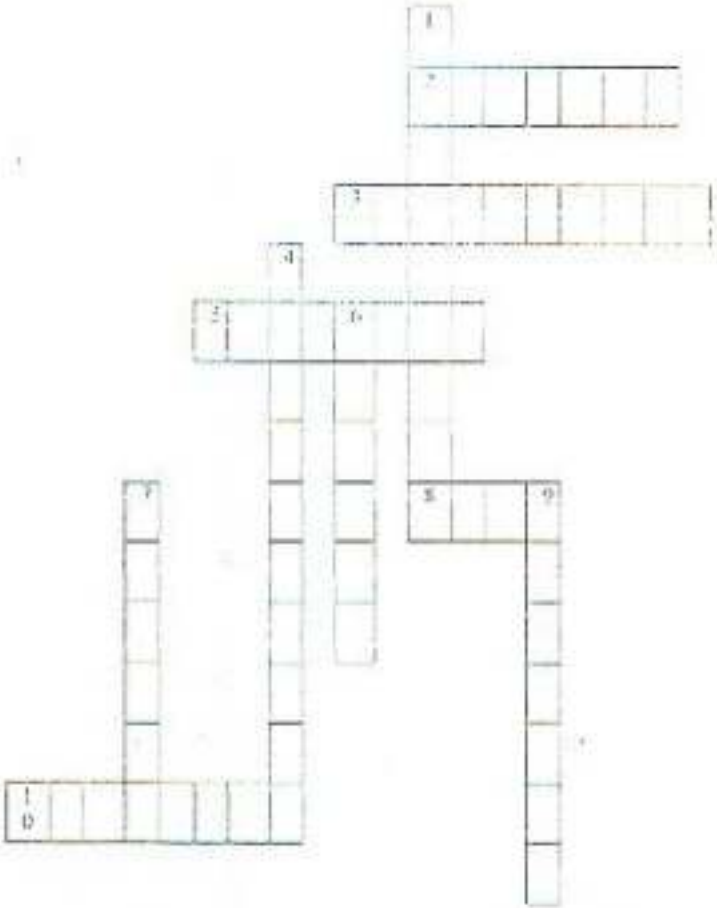
5.

7.

8.

9.

10.



D. Fill in the crossword puzzle by looking at their pairs of sport field with the athlete from each professional sport! (Lengkapilah teka-teki silang dengan melihat pasangan dari cabang olahraga dengan atlit atau pemainnya dari masing-masing olahraga profesional berikut

Across:

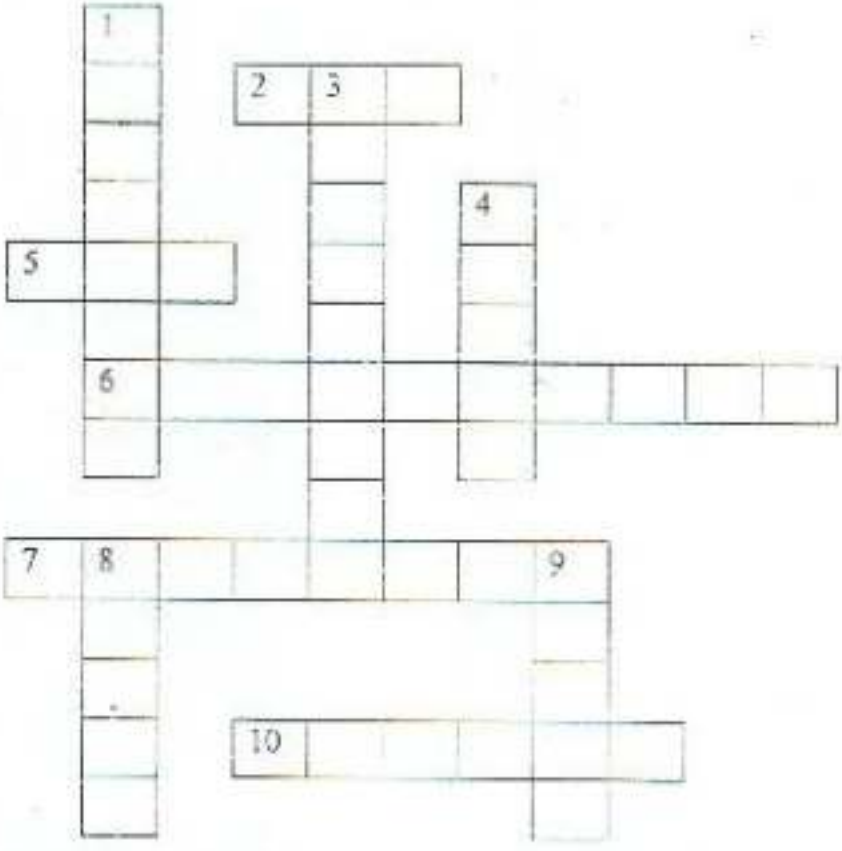
2. basketball
5. boxing
6. Yayuk Basuki
7. Mardi Lestari
10. football

Down:

1. Maradona
3. Susi Susanti
4. Mike Tyson
8. volleyball
9. Johny Pranata

Find the answers:

1. WBC
2. badminton
3. lown tennis
4. Boxer
5. Racer
6. football
7. keeper
8. Sprinter
9. NBA
10. PBVSI



KEY OF ANSWER

A. Down:

1. wrestling
4. volleyball
6. boxing
7. karate
9. fencing

Across:

2. running
3. basketball
5. football
8. golf
10. baseball

B. Across:

2. NBA
5. WBC
6. lowntennis
7. sprinter
10. keeper

Down:

1. football
3. badminton
4. boxer
8. PBVSI
9. racer

C. 1. gun: senapan
2. ball: bola
3. tennis: tennis
4. badminton
5. bicycle: sepeda
6. cap: topi
7. stick: tongkat
8. golf: golf
9. table: meja
10. glove: sarung tangan
11. boxing: tinju
12. karate
13. swimsuit: pakaian renang
14. basket: keranjang
15. net: jaring

D. Down:

1. shuttlecock
3. gun
6. ball
7. shoes
11. table
13. basket

Across:

2. horse
4. track
5. net
6. bat
8. bicycle
9. cap
10. stick
12. ring
14. gloves

APPENDIX C

Scoring the Students' Answer of Experimental Group

Number of sample	Item	Pre-test	Post-test
1	50	6	7.8
2	50	7	7
3	50	6.6	9.6
4	50	5	8.8
5	50	4.4	8.4
6	50	3	7
7	50	5	9.2
8	50	6.8	9.4
9	50	6.6	9.4
10	50	4.8	8.6
11	50	5	8.8
12	50	6.4	9.2
13	50	6	9.2
14	50	6.6	9.4
15	50	6.4	8.8
16	50	6	7.8
17	50	5	7
18	50	6.8	9.4
19	50	7	9.2
20	50	6	9
21	50	4.6	7
22	50	4.8	9
23	50	6	6.6
24	50	72	9.4

APPENDIX D

Scoring the Students' Answer of Control Group

Number of sample	Item	Pre-test	Post-test
1	50	6	7.2
2	50	5.2	7
3	50	7	7.8
4	50	6.6	8
5	50	6.6	7.8
6	50	5	7.6
7	50	6.4	7.4
8	50	7	7.6
9	50	5	7
10	50	6.2	7.4
11	50	4.4	5.8
12	50	4.2	6.8
13	50	4.4	5
14	50	6.4	8
15	50	6	7
16	50	3.6	5.4
17	50	6	6.8
18	50	5.6	6.4
19	50	5.6	7.8
20	50	6	5.4
21	50	5.6	8.2
22	50	5.4	5.4
23	50	3.2	5.4
24	50	4.8	6.6

APPENDIX E

Raw Data of Experimental Group

No.	Pre-test (X1)	X_1^2	Post-test (X2)	X_2^2
1	6	36	7.8	60.84
2	3	9	7	49
3	6.6	43.56	9.6	92.16
4	5	25	8.8	77.44
5	4.4	19.36	8.4	70.56
6	3	9	7	49
7	5	25	9.2	84.64
8	6.8	46.24	9.4	88.36
9	6.6	43.56	9.4	88.36
10	4.8	23.04	8.6	73.96
11	5	25	8.8	77.44
12	6.4	40.96	9.2	84.64
13	6	36	9.2	84.64
14	6.6	43.56	9.4	88.36
15	6.4	40.96	8.8	77.44
16	6	36	7.8	60.84
17	5	25	7	49
18	6.8	46.24	9.4	88.36
19	7	49	9.2	84.64
20	6	36	9	81
21	4.6	21.16	7	49
22	4.8	46.24	9	81
23	6	36	6.6	43.56
24	7.2	51.84	9.4	88.36
	$\Sigma x1 = 137$	$\Sigma x_1^2 = 813.72$	$\Sigma x2 = 205$	$\Sigma x_2^2 = 1772.6$

APPENDIX F

Raw Data of Control Group

No.	Pre-test (X1)	X_1^2	Post-test (X2)	X_2^2
1	6	36	7.2	51.84
2	5.2	27.04	7	49
3	7	49	7.8	60.84
4	6.6	43.56	8	64
5	6.6	43.56	7.8	60.84
6	5	25	7.6	57.76
7	6.4	40.96	7.4	54.76
8	7	49	7.6	57.76
9	5	25	7	49
10	6.2	38.44	7.4	54.76
11	4.4	19.36	5.8	33.64
12	4.2	17.64	6.8	46.24
13	4.4	19.36	5	25
14	6.4	40.96	8	64
15	6	36	7	49
16	3.6	12.96	5.4	29.16
17	6	36	6.8	46.24
18	5.6	31.36	6.4	40.96
19	5.6	31.36	7.8	60.84
20	6	36	5.4	29.16
21	5.6	31.36	8.2	67.24
22	5.4	29.16	5.4	29.16
23	3.2	10.24	5.4	29.16
24	4.8	23.04	6.6	43.56
	$\Sigma x1 = 132.2$	$\Sigma x_1^2 = 752.36$	$\Sigma x2 = 164.8$	$\Sigma x_2^2 = 1150.92$

APPENDIX G

THE T-TEST OF PRE-TEST

Experimental Group (X1)

$\Sigma x_1 = 137$

$\Sigma x_1^2 = 813.72$

$$\bar{X} = \frac{\Sigma x}{n1}$$

$$= \frac{137}{24}$$

$$= 5.71$$

$SS_1 = \ldots\ldots$

$Sd = \ldots\ldots$

$$SS = \Sigma x_1^2 - \frac{(\Sigma x_1)^2}{n1}$$

$$= 813.72 - \frac{(137)^2}{24}$$

$$= 813.72 - \frac{187.69}{24}$$

$$= 813.72 - 782.04$$

$$= 31.68$$

$$Sd = \sqrt{\frac{SS}{n1}}$$

$$Sd = \sqrt{\frac{31.68}{24}}$$

$$Sd = \sqrt{1.32}$$

$$= 1.149$$

Control Group (X2)

$\Sigma x_1 = 132.2$

$\Sigma x_1^2 = 752.36$

$$\bar{X} = \frac{\Sigma x}{n2}$$

$$= \frac{132.2}{24}$$

$$= 5.51$$

$SS_1 = \ldots\ldots$

$Sd = \ldots\ldots$

$$SS_1 = \Sigma x_1^2 - \frac{(\Sigma x_1)^2}{n1}$$

$$= 752.36 - \frac{(132.2)^2}{24}$$

$$= 752.36 - \frac{17476.84}{24}$$

$$= 752.36 - 728.20$$

$$= 24.16$$

$$Sd = \sqrt{\frac{SS}{n1}}$$

$$Sd = \sqrt{\frac{24.16}{24}}$$

$$Sd = \sqrt{1.007}$$

$$= 1.003$$

t-test

$$t = \frac{X_1 - X_2}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

$$t = \frac{5.71 - 5.51}{\sqrt{\left[\frac{131.68 + 24.16}{24 + 24 - 2}\right]\left[\frac{1}{24} + \frac{1}{24}\right]}}$$

$$t = \frac{0.2}{\sqrt{\left[\frac{55.84}{46}\right]\left[\frac{2}{48}\right]}}$$

$$t = \frac{0.02}{\sqrt{(0.214)(0.42)}}$$

$$t = \frac{0.2}{\sqrt{0.051}}$$

$$t = \frac{0.2}{0.226}$$

$$t = \mathbf{0.885}$$

APPENDIX II

THE T-TEST OF POST-TEST

Experimental Group (X1)

$\Sigma x_1 = 205$

$\Sigma x_1^2 = 1772.6$

$$\bar{X} = \frac{\Sigma x}{n1}$$

$$= \frac{205}{24}$$

$$= 8.54$$

$SS_1 = \ldots\ldots$

$Sd = \ldots\ldots$

$$SS_1 = \Sigma x_1^2 - \frac{(\Sigma x_1)^2}{n1}$$

$$= 1772.6 - \frac{(205)^2}{24}$$

$$= 1772.6 - \frac{42025}{24}$$

$$= 1772.6 - 1751.04$$

$$= 21.56$$

$$Sd = \sqrt{\frac{SS}{n1}}$$

$$Sd = \sqrt{\frac{21.56}{24}}$$

$$Sd = \sqrt{0.898}$$

$$= 0.947$$

Control Group (X2)

$\Sigma x_2 = 164.8$

$\Sigma x_2^2 = 1150.92$

$$\bar{X} = \frac{\Sigma x}{n2}$$

$$= \frac{164.8}{24}$$

$$= 6.87$$

$SS_2 = \ldots\ldots$

$Sd = \ldots\ldots$

$$SS_2 = \Sigma x_2^2 - \frac{(\Sigma x_2)^2}{n1}$$

$$= 1150.92 - \frac{(164.8)^2}{24}$$

$$= 1150.92 - \frac{27159.04}{24}$$

$$= 1150.92 - 1131.63$$

$$= 19.29$$

$$Sd = \sqrt{\frac{SS}{n1}}$$

$$Sd = \sqrt{\frac{19.29}{24}}$$

$$Sd = \sqrt{0.804}$$

$$= 0.896$$

CURRICULUM VITAE

Reskianti, the writer of this thesis, was born february 20, 1980 in Polewali Kab. Polewali. Mamasa. She is the second daughter of three brother in his family.

Her father is Rahman and mother is IIj. St. Ramlah. She started her elementary school in SDN TAAN GALUNG TAPALANG in 1987 and finished in 1992, she then continued to the secondary school in SMP KARTIKA WIRABUANA 5 POLEWALI and graduated in 1995 so in the same year, she went to her senior high school MAN LAMPA POLEWALI and finished in 1998.

She continued her study in State Institute for Islamic Studies Parepare in 2001

PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP KARTIKA WIRABUANA 5
POLEWALI MANDAR

SURAT KETERANGAN
NOMOR 13/SMP.K-5/XII/05

Yang bertanda tangan dibawah ini, kepala SMP Kartika Wirabuana 5 Polewali Mandar, Menerangkan bahwa :

Nama	: RESKIANTI
Nim	: 03.096.280
Jenis Kelamin	: Perempuan
Program Study	: Bahasa Inggris
Perguruan Tinggi	: Sekolah Tinggi Agama Islam Parc – Pare

Benar telah melakukan penelitian sesuai dengan permohonan izin penelitian nomor 070 /134 / KBKS danpenelitian dilaksanakan dari tanggal 2 s/d 3 Desember, dikelas I (Satu), SMP Kartika Wirabuana 5 , dalam rangka penyusunan skripsi berjudul :

"IMPROVING ENGLISH VOCABULARY THROUGH CROSSWORD PUZZLE OF THE FIRST YEAR STUDENTS OF SMP KARTIKA WIRABUANA 5 POLEWALI MANDAR"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya .

Polewali, 3 Desember 2005

Kepala Sekolah

Drs. Mukhtar Gazali.
Nip. 131 381 975