THE IMPLEMENTATION OF TEACHING VOCABULARY THROUGH CROSSWORD PUZZLE AT THE EIGHTH GRADE STUDENTS OF SMPN 02 RAMBIPUJI IN ACADEMIC YEAR 2020/2021

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
In Partial Fulfillment of the Requirements
A Bachlor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
J E M B E R

By:

Mochammad Sibaweh
NIM. T20166066

STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
TEACHER TRAINING AND EDUCATION FACULTY
OCTOBER 2021

THE IMPLEMENTATION OF TEACHING VOCABULARY THROUGH CROSSWORD PUZZLE AT THE EIGHTH GRADE STUDENTS OF SMPN 02 RAMBIPUJI IN ACADEMIC YEAR 2020/2021

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
In Partial Fulfillment of the Requirements
A Bachlor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

Mochammad Sibaweh
NIM. T20166066

APPROVED BY:

ADVISOR:

Nina Hayuningtyas, M.Pd
NIP. 19810814 201411 2 003

ii

THE IMPLEMENTATION OF TEACHING VOCABULARY THROUGH CROSSWORD PUZZLE AT THE EIGHTH GRADE STUDENTS OF SMPN 02 RAMBIPUJI IN ACADEMIC YEAR 2020/2021

THESIS

It has been examined and approved by the board
Examiners in partial fulfillments of the requirement
For the bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day   : Tuesday
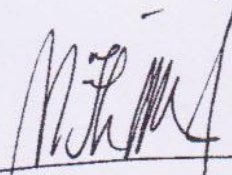Date   : 9th of November 2021

The Board of Examiners

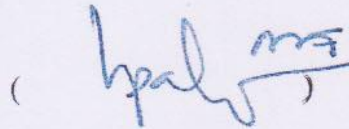Chairperson   Secretary

As'ari, M.Pd.I   **Mega Fariziah Nur Humairoh, M.Pd.**
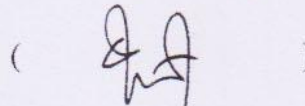NIP. 197609152002011004   NIP. 199003202019032010

Members:

1. H. Moch. Imam Machfudi, Ph.D.   (   )

2. Nina Hayuningtyas, M.Pd.   (   )

Approved By
Dean of Faculty of Tarbiyah and Teacher Training

Prof. Dr. Hj. Mukni'ah. M.Pd.I
NIP. 196405111999032001

iii

MOTTO

ٱدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ ۖ وَجَٰدِلْهُم بِٱلَّتِى هِىَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِٱلْمُهْتَدِينَ

۱۲۵

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided." **(Q.S An-Nahl : 125)[1]**

---

[1] Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, *Translation of the meanings of the Noble Qur'an in the English Language*, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 281

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Saufi and Suna who always pray for me, give support and spirit to me in gaining success.

2. My beloved brothers, Abd. Rohman and Abdul Kholiq, and all my family who always give me support and motivation.

3. My beloved advisor, Nina Hayuningtyas, M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.

4. My beloved teacher of SMPN 02 Rambipuji, Rini Widyastuti, S.Pd, and The students of SMPN 02 Rambipuji who helped me a lot.

5. My beloved friends of English Department 2 (Universe Class) and my friends, A Fawazien Ready, M. Suhil, Samsul Arifin and Ely Muawanah who always help me and give support each other.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this thesis completely. I would like to say thank you very much for all the affection they gave.

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Alhamdulillah, all praises be to Allah, Lord of the world, The Most Graceful, and The Most Merciful, who blesses the writer and gives guidance until finishing this thesis with the entitled "The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji". Peace may always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life.

The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Dr. Babun Soeharto, S.E., MM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.

2. Prof. Dr. Hj. Mukni'ah, M.Pd.I. as The Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq of Jember. Thanks for giving permission for the researcher's research.

3. As'ari, M.Pd.I. as the Head of English Education Department. Thanks for giving permission for the researcher's research.

4. Nina Hayuningtyas, M.Pd as the Advisor who has given her time to guide the researcher until thesis finished. Thanks for the advice, suggestions, and guidance.

5. Rini Widyastuti, S.Pd as the English Teacher and the eighth grade students of

vi

SMPN 02 Rambipuji who helped me to conduct this research.

I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, 9th November 2021
The writer

Mochammad Sibaweh
SRN. T20166066

vii

ABSTRACT

Mochammad Sibaweh, 2021: *The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji in Academic Year 2020/2021*

Keyword: *Teaching Vocabulary, Crossword Puzzle*

This research is about the implementation of teaching vocabulary through crossword puzzle. It is recognized that vocabulary is the foundation for students in learning English. Thus, teaching vocabulary by using appropriate method is needed. Crossword puzzle has been implemented to teach vocabulary mastery in SMPN 02 Rambipuji and it proved success in teaching vocabulary mastery.

This research set this topic and this subject with the research questions; 1) what are the goals of teaching vocabulary through crossword puzzle? 2) What is material used in teaching vocabulary through crossword puzzle? 3) How is the procedure of teaching vocabulary through crossword puzzle? 4) How is the evaluation of teaching vocabulary through crossword puzzle?

This research employed qualitative as the method of the research. It was conducted in SMPN 2 Rambipuji at the eighth grade D class. The data were gathered by observation, interview and document review. Source and technique triangulation were used to validate the data.

The result of this research showed that; 1) The goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji were building students' enthusiasm in learning vocabulary, giving opportunity to students to master their vocabulary as like they are able to practice and repeat the sentence pattern and vocabulary, helping the students to understand and remember the vocabulary in the material that has been learned easily. 2) The material in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was about the first form of a verb. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*". 3) The procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was easy to be followed by the teacher and students. There are no serious problems faced by them. While, the procedures consisted of three steps namely, *Pre-activity*, the teacher set the preparation of teaching and explained the material. *While-activity,* the teacher tells about the crossword puzzle that would be used to teach the first form of a verb. *Post-activity*, the students are asked giving conclusion about the material given. 4) The evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

1. Declaration of Authenticity

2. Matrix of The Research

3. Interview Guide

4. Lesson Plan

5. Research License Letter

6. Research Finished Letter

7. Research Journal

8. School Plan

9. Documentation

10. Biodata

CHAPTER 1

INTRODUCTION

This chapter presents the research background, research questions, research objectives, research significance, definition of key terms and systematic discussions.

A. Research Background

English has four skills that should be learned by students. They are speaking, listening, reading, and writing. In addition, the students should also be able to master the language components such as vocabulary, pronunciation, and grammar. All of them have important roles that need to be taught, but vocabulary has a big contribution to support the successful students in learning English, because learners who have lack of vocabulary will find some difficulties in using the language in written and oral form.[2] Hence, students have to master the vocabulary, so they can express what they mean and communicate with other people in English.

According to Hornby, he states that vocabulary is defined as a total number of words and a language, all the words known to person or used in a particular book, subject, etc., and it is list of words with their meaning.[3] It means that vocabulary is a basic skill which becomes the most important skill to master as the reason that language is the unity of words to be a sentence and the vocabulary is a part of the skill. Thus, vocabulary mastery is

---

[2] Scott Thorburry, *How To Teach Vocabulary*, (England: Pearson Education Limited, 2002), 13.
[3] Horrnby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), 1331.

1

important to develop in the language teaching in a purpose of achieving the target of the language acquisition.

Furthermore, Harmer defines that vocabulary is one of aspects in English. It is very important for studying English. Learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. However, learner who just learns vocabulary or just reads text or open dictionary will be able to say something.[4] It shows that there is a relationship between vocabulary and language learning. If students know the meaning of words, they will be able to comprehend it. Based on the Qur'an Surah Al-Baqarah (2:31):

$$\text{وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ}$$
$$\text{هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ۝}$$

Meaning: And He taught Adam the nature of all things; then He placed them
        before the angels, and said: tell me the nature of these if you are
        right (Qs. Al-Baqarah: 31).[5]

In the context of Surah above, Allah taught Adam as His first human creator about all names of all things, and that are related to the importance of language for human being. Language foundation is a word that is arranged to be a sentence. That means Allah shows us that we have to master the vocabulary, so we can use the language for doing and making meaningful sentences in communication with others.

---

[4] Zunita Widyasari, "The Use Of Crossword Puzzle To Improve Vocabulary Mastery" (Thesis, English Department Of Education Faculty State Islamic Studies Institute, Salatiga, 2010), 2.
[5] Abdullah Yusuf Ali, *The Holy Quran original Arabic text with English Translation & Selected Commentaries*, (Kuala Lumpur: Saba Islamic Media, 2004), 27

Students, unfortunately, still have problems with the four language skills due to lack of vocabulary achievement. It is difficult for them to develop their vocabulary because the students sometimes forget with the vocabulary materials that the teacher has explained. Occasionally, the students feel afraid of following the teaching learning process, because they do not understand about the meaning of words.[6] It can be said that students have the difficulty to master a lot of vocabularies easily, especially for students in Junior High School, they are demanded to master vocabulary based on the curriculum created by government. This should be solved, because some students can master it easily, but some cannot. Thus, teaching vocabulary is not easy to do. It really needs a good strategy in order that the target of vocabulary mastery is achieved. In the other hand, the teacher can be more creative to appropriate method in teaching learning process that can help students to master vocabulary easily.

Once the researcher wants to make SMPN 02 Rambipuji as the subject of the research, the researcher has ever done the school internship. The researcher was ordered to teach in the eighth D Grade. In the first meeting of teaching practice, the researcher was surprised knowing that the students' vocabulary mastery was fair good enough. Thus, the researcher was a curious to know what the English teacher taught in the class. Based on the researcher's observation and interview with the English teacher in SMPN 02

---

[6] Charis Zul Hilmi, "The Effectiveness Of Using Crossword Puzzle To Increase The English Vocabulary Mastery Of The Second Grade Students Of Mtsn 3 Boyolali In The Academic Year Of 2018/ 2019" (Thesis, English Education Department Cultures And Languages Faculty The State Islamic Institute, Surakarta, 2019), 20.

Rambipuji, there were some information that teacher applied the crossword puzzle as the method in teaching vocabulary. She said that crossword puzzle is a strategy which can help students master vocabulary and make them feel enjoy in learning vocabulary.

While, Case states that a crossword puzzle is helpful for language learning since it gives enjoyment, satisfaction, reflection, and play that can focus learners' attention on the language in concentrated but non-stressful way.[7] It means that a crossword puzzle becomes an appropriate strategy to make students feel fun and more active in learning vocabulary.

In addition, Plaister in Rimbayanti explains that in teaching vocabulary, there are some advantages of using crossword puzzle that can be taken, they are; (1) Learning vocabulary by doing, because doing action would be more meaningful and motivating students. (2) By doing puzzle, students are trained to involve in the problem solving. (3) It is interesting and challenging for students. It can avoid students' boredom of monotonous learning. In this case, puzzle tries to increase students' attention, their lesson materials and this procedure better learning. (4) The puzzle in group or classroom discussion students is trained to be more critical thinking. (5) The puzzle in group will make the students feel fun, enjoy in their learning English. This is meaningful and helpful for students' in learning English. It can encourage students' to participate in their learning English.[8]

---

[7] Charis Zul Hilmi, The Effectiveness, 22.
[8] Yayang Taofik Anwar and Efransyah, "Teaching English Vocabulary Using Crossword Puzzle Game At The Seventh Grade Students," *Professional Journal of Englih Education*, Vol.01, No.03, (May,2018): 237

The researcher also found some previous studies which related with this study conducted by Elysa Putri Mahanani, a thesis 2019 of IAIN Jember under the title "The Influence of Crossword Puzzle to Increase Students Vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019". She found that there was a significance effect on the result learning of vocabulary after using Crossword Puzzle as the strategy in teaching students.

Similarly, the other research conducted by Zunita Widyasari State Islamic Studies Institute (STAIN) Salatiga (2010). "The Use of Crossword to Improve Vocabulary Mastery of the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year of 2009/ 2010" showed that crossword puzzle is really effective in teaching the vocabulary to the students.

Based on the explanations and some previous studies above, the researcher has an intention to conduct a research under the title "The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji in Academic Year 2020-2021".

B. Research Questions

Based on the background of the research as previously presented, the research focuses to formulate the problem of study as follow:

1. What are the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?

2. What is material used in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?

3. How is the procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?

4. How is the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji

C. Research Objectives

Based on the research questions above the aims of the research are as follow:

1. To identify the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji.

2. To describe the material of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji.

3. To describe the procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji.

4. To identify the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji

D. Research Significance

This research is expected to give contributions to the language teaching-learning process as follows:

1. Theoretically

The result of this research, the researcher hopes that will be helpful for the readers, especially to contribute ideas or concepts, theories related to

the implementation of crossword puzzle in teaching vocabulary.

2. Practically

    a. For the researcher

        The result of this research is expected to give the researcher more knowledge and experience in doing research about the implementation of crossword puzzle in teaching vocabulary.

    b. For students of English Department

        The result of the research is expected to be useful for students of the English Department in learning English. This research can be used as a reference or a reading material to get further knowledge of the implementation of crossword puzzle in teaching vocabulary.

E. Definition of Key Terms

To avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain. The terms are as follows:

1. Teaching Vocabulary

    Teaching vocabulary is the way to showing somebody to study, giving instruction, guiding, providing with knowledge to mastery student's vocabulary, and it use through some methods, techniques, and media.

2. Crossword Puzzle

    Crossword puzzle is a game which consists of words from the clue that has to be guessed and thought carefully in space in a grid, and this game can exercise the mind players.

F. Systematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter.[9] The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

The first chapter consists of the research background, research questions, research objective, research significance, and definition of key terms.

The second chapter consists of the previous research and theoretical framework.

The third chapter consists of the research approach, research location, research subject, data collection method, data analysis, data validity, and research procedures.

The fourth chapter consists of the research object description, findings and discussions.

The fifth chapter consists of conclusions and suggestions.

---

[9] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2018), 48.

CHAPTER II

REVIEW OF RELATED LITERARURE

This chapter deals with theories used as the basis for supporting the research.

A. Previous Research

In this part the writer described some previous studies which are relevant to this thesis.

1. **A thesis is written by Charis Zul Hilmi "The Effectiveness Of Using Crossword Puzzle To Increase The English Vocabulary Mastery Of The Second Grade Students Of MTsN 3 Boyolali In The Academic Year Of 2018/ 2019".**

   The study found in that thesis is that the crossword puzzle is an effective way to learn English in special for the vocabulary mastery. The existence of this study is due to the importance of vocabulary in studying all skills in language. But the learning is not always affective in the process in the class. Thus, there should be fun and educated strategy in learning vocabulary mastery. The aim of this research was to find out the effectiveness of Crossword Puzzle to teach the English vocabulary mastery of the second grade students of MTsN 3 Boyolali in the academic year of 2018/ 2019.

   This research was an experimental design with a quantitative approach. In this research, the research design used by the researcher is pre-experimental design in the form of one-group pre-test and post-test. The population of this research was students of the eighth grade of MTsN

9

3 Boyolali in the academic year of 2018/ 2019. The result of this research has proven that Crossword Puzzle is effective to teach the English vocabulary mastery of the second grade students of MTsN 3 Boyolali in the academic year of 2018/ 2019.

2. **A thesis is written by Nur Laily Sabiqoh** "**Teaching Vocabulary By Using Crossword Puzzle At The First Semester Of The Seventh Grade Students Of Mts Ma'arif Nahdlatul Ulama (Nu) 08 Mataram Baru In East Lampung In The Academic Year Of 2016/2017".**

The existence of the study was to describe the implementation of crossword puzzle in the teaching vocabulary. The aim of this research are to describe process of teaching vocabulary by using crossword puzzle, to describe the teacher's problems and students' problem in teaching and learning process. It used the qualitative descriptive research and tried to describe all happening in the class.

The result of the research found that the strategy was running well, the teacher was getting some difficulties in managing the strategy as the reason that the class was crowded and the teacher could not hold on the class. Moreover, the teacher had some error management in doing the strategy of crossword puzzle.

3. **A journal is written by Yayang Taofik Anwar and Efransyah, 2016, "Teaching English Vocabulary Using Crossword Puzzle Game at the Seventh Grade Students".**

This study is about teaching English vocabulary through crossword puzzle game in the VII.E class at SMPN 10 Cimahi. The aim of the

research is to figure out if the crossword puzzle game is effective to improve the students' vocabulary or not. It used the quantitative research, and the pre-experimental research design conducted in one class. The populations of this research are the seventh grade students. And the sample is one class of the seventh grade students, which is class VII.E that consists of 32 students. The data is collected with the pretest and posttest as an instrument. The result of this research showed that teaching English vocabulary using crossword puzzle game is effective to improve the students' vocabulary.

4. **An article is written by Aan Erlyana Fardhani and Sugeng Ariyanto "Using Crossword Puzzles to Improve the Eighth Grade Students' Vocabulary Mastery at SMPN 1 Bangsalsari Jember in Academic Year 2015/2016".**

This article is the summary of the research findings of the thesis entitled "Improving the Eighth Grade Students' Vocabulary Mastery by Using Crossword Puzzles at SMPN 1 Bangsalsari Jember written by Bagus Prasetyo (2016)". The existence of the study was to describe the result of the research on improving students' vocabulary mastery by using crossword puzzles. It used the Classroom Action Research.

The research subject and area of the research were the students of class VIII-G at SMPN 1 Bangsalsari Jember were determined by using purposive method. The research data collection methods were vocabulary mastery test, observation, interview, and documentation. The collected

data were analyzed by using percentage formula. The result of observations showed that the students were categorized active students and it increased up to 79% in Cycle 2. Further, the result of vocabulary mastery test indicated that the students achieved the standard minimum score in Cycle 2. Therefore, using crossword puzzles could improve the VIII-G students' vocabulary mastery and their active participation.

5. **A thesis is written by Suci Kurnia Sari, 2016, "The Effectiveness of Crossword Puzzle Game towards Students' Vocabulary Mastery (An Experimental Study at the Second Grade of SMP Puspita Bangsa Ciputat)".**

The aim of this study was to obtain about the empirical evidence from the effectiveness of crossword puzzle game towards students' vocabulary mastery. The result of this study found that using crossword puzzle game was effective towards students' vocabulary mastery at the second grade of SMP Puspita Bangsa Ciputat.

The method of this study is an experimental by taking the sample 70 students from 99 students of populations which divided into two classes: 35 Students for experimental class and 35 students for controlled class. Before giving the treatment, the writer gave pre-test. Then the writer taught in experiment class with crossword puzzle game, and in controlled class without crossword puzzle game. After three meetings, the writer gave the post-test to both classes. The scores of pre-test and post-test were collected from twenty-five multiple-choice questions, after

it was analyzed by using t-test. The result of this research showed that

using crossword puzzle game is effective towards students' vocabulary

mastery at the second grade of SMP Puspita Bangsa Ciputat.

Table 2.1
The Similarities and the Differences
Between the Previous Research with the Research
Conducted by the Researcher

NO	Name/Thesis Title	Similarities	Differences
1	2	3	4
1.	Charis Zul Hilmi, The Effectiveness Of Using Crossword Puzzle To Increase The English Vocabulary Mastery Of The Second Grade Students Of MTsN 3 Boyolali In The Academic Year Of 2018/ 2019.	a. Both researchers had the same strategy that was about crossword puzzle b. Both researchers had the same subject of the research that was on the students of junior high school.	a. The previous research used the quantitative method meanwhile this research used the qualitative research. b. The previous research focused on the examination whether crossword puzzle had an impact or not, while this research described the crossword puzzle activity in the class.
2.	Nur Laily Sabiqoh, Teaching Vocabulary By Using Crossword Puzzle At The First Semester Of The Seventh Grade Students Of Mts Ma'arif Nahdlatul Ulama(NU) 08 Mataram Baru In East Lampung In The Academic Year Of 2016/2017	a. Both researchers had the same strategy that was the crossword puzzle and teaching vocabulary. b. Both researchers had the same method of research that was qualitative method.	a. The subject of previous research was on the seventh grade while this research was on the eighth grade of junior high school.
3.	Yayang Taofik Anwar and Efransyah, Teaching English Vocabulary Using Crossword Puzzle	a. Both researchers had the same strategy that was the crossword puzzle and	a. The previous research used the classroom action research meanwhile this research used the qualitative research.

1	2	3	4
	Game At The Seventh Grade Students of SMPN 10 Cimahi 2016	teaching vocabulary. b. Both researchers had the same subject of the research that was on junior high school level.	b. The previous research aimed to improve the student's vocabulary mastery by using crossword puzzles, while this research described the crossword puzzle activity in the class.
4.	Aan Erlyana Fardhani and Sugeng Ariyanto, Using Crossword Puzzles to Improve the Eighth Grade Students' Vocabulary Mastery at SMPN 1 Bangsalsari Jember in Academic Year 2015/2016	a. Both researchers had the same strategy that was about crossword puzzle. b. Both researchers have the same subject of the research that was on the eighth grade students of junior high school	a. The previous research used the quantitative method meanwhile this research used the qualitative research. b. The previous research aimed to figure out if the crossword puzzle game was effective to improve the students' vocabulary or not, while this research described the crossword puzzle in teaching vocabulary.
5.	Suci Kurnia Sari, The Effectiveness of Crossword Puzzle Game towards Students' Vocabulary Mastery at the Second Grade of SMP Puspita Bangsa Ciputat 2016	a. Both the same strategy that was crossword puzzle. b. Both had the same subject of the research that was on the eighth grade of junior high school.	a. The previous research used the experimental design, while this research used the qualitative research. b. The previous research aimed to obtain about the effectiveness of crossword puzzle game towards students' vocabulary mastery, while this research described the crossword puzzle in teaching vocabulary

The uniqueness of this research that made it distinct from the five previous studies was about the type of the research. Most of the previous studies above used quantitative method, classroom action research (CAR),

and also quasi experimental design. Meanwhile, in this research, the researcher was more interested to use qualitative descriptive as the kind of research to describe about the implementation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji.

B. **Theoretical Framework**

1. **Teaching Vocabulary**

   a. Teaching

      1) The components of Teaching

         a) Goals

            The goal of teaching English is to develop the language skills and to communicate written and orally dealing with the development of science and technology in the globalization era.[10] Therefore, the teacher should choose and apply some teaching techniques and media to achieve the goal of teaching English.

            In teaching vocabulary also needs some goals to make the learning process running well and achieving the target of the language acquisition. Through Crossword puzzle, it is hoped to help the students to master vocabulary, make the students enjoy and focus while learning vocabulary, and give the students more opportunity to practice using a

---

[10] Muhamad Erfan Nugroho, "Teaching English Vocabulary To Seventh Grade Students Of Smp Muhammadiyah 5, Surakarta" (Thesis, English Departement Muhammadiyah University, Surakarta, 2015), 32

vocabulary in the grammatical form and the real context of a vocabulary itself.

b) Materials

Teaching materials are a key component in most language programs. Whether the teacher uses textbook, institutionally prepared materials, or makes use of his or her own materials, instructional materials generally serve as the basic for much the language input learners receive and the language practice that occurs in the classroom. There are some forms of teaching materials, they are;

(1) Printed materials; books, workbooks, worksheets, or readers.

(2) Non-print materials; cassette or audio materials, videos, or computer-based materials.

(3) Materials that comprise both print and non-print sources; self-access materials and materials on the internet.

(4) Materials not designed for instructional use; magazines, newspaper, and TV materials.[11]

In addition, Bahri Djamarah explains that the learning material is the substance that will be delivered in the

---

[11] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

teaching and learning process.[12] This means that the materials in teaching can support students to increase target language or English in the learning process.

c) Procedures

The three basic steps in teaching approach are planning, implementation, and evaluation.

(1) Planning

One of the factors can achieve in success learning, is the lesson planning made by the teacher before teaching learning process. In oxford dictionary, the planning is arrangement for doing something, considered in advance, intention.[13] While, George R. Terry, he states that planning is determining job to be done by group to achieve the goal. Planning is about decision, because it constitutes election of decision alternatives.[14]

The planning of the learning process is namely lesson plan. It is the most operational plan of the teacher before the teacher carries out learning.[15] It can be concluded that the lesson plan described the

---

[12] Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

[13] Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition*, (New York: Oxford University Press, 2011),334.

[14] George R. Terry, *Prinsip-prinsip Manajemen*, (Jakarta: PT Bumi Aksara, 2014), 17.

[15] Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran*, (Malang: UIN Maliki Press, 2010), 133

procedure and learn management to reach one or more basic competencies in syllabus.

(2) Implementation

The second step of the teaching process is implementing. In the implementing step, it is also divided into three steps namely pre activities, main activity, and post activity.[16]

(a) Pre-activity

In this step, the teacher gives motivation to students, focuses attention, and knows what has been mastered by students related to the material to be learned. There some ways that can be conducted in pre-activity, such as:

A. Open the class by praying together

B. Checking the students' attendance list

C. Giving some illustration about the material that will be discussed

D. Apperception or assessing the basic skill/knowledge

E. Creating the initial conditions of learning through efforts to create enthusiasm and

---

[16] Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya),104.

readiness for learning through teacher's guidance to the students.

(b) Main activity

The main activity include four things, namely the delivery of learning objectives, delivery of material, giving guidance for students' understanding, and conducting examination.

(c) Post activity

In the post activity, teacher provides confirmation or conclusions and provides an assessment of the mastery of the material given to the main activity.

d) Evaluation

According to the National Education System Year 2003 states that evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes.[17] Broadly, it can be said that evaluation is an assessment of the growth and progress of students towards the goals set out in the law.[18]

In addition, Mansyur mentions that there are two kind of evaluation in the learning process. The first is

---

[17] Sekretariat Negara RI, Undang-Undang no 20 tahun 2003 tentang Sistem Pendidikan Nasional.

[18] Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Rineka Cipta, 2003), 277

formative evaluation and the second is summative evaluation. The explanations are as follows:

(a)   Formative Evaluation

Formative evaluation is an evaluation conducted at the end of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or call attention to an error, that feedback was offered to improve the learner's language ability.[19]

(b)   Summative Evaluation

Summative evaluation is carried out in every end of a unit of time which more than one subject is included, and it is intended to determine the extent which the students have been able to move from one unit to the next unit.[20]

b.   Vocabulary

Vocabulary is as a language element that links the four language skills including listening, speaking, reading, and writing in

---

[19] H. Douglas Brown, *Language Assessment : Principles and Classroom Practices* (San Francisco: Longman, 2003), 6.

[20] Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15

learning a foreign language.[21] It can be said that vocabulary is a basic skill which becomes the most important skill to master as the reason that language is the unity of words to be a sentence and the vocabulary is a part of the skill. Thus, vocabulary mastery is important to develop in the language teaching in a purpose of achieving the target of the language acquisition. Further, Cahyono states that vocabulary is the building block of a language. Without sufficient vocabulary, one could not communicate efficiently and effectively.[22] It shows that students have to master the vocabulary, so they can use the language for doing and making meaningful sentences in communication with others.

In addition, Hornby defines that vocabulary in three senses, they are;

1) The total number of the words which make up a language

2) All the words known to a person or used in a particular book, subject, etc.

3) A list of words with their meaning as a total number of words and a language,[23]

From the definitions above, the researcher can conclude that vocabulary is a total number of words in language components of

---

[21] Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery," *Jurnal Bahasa Lingua Scientia*, Vol. 09, No. 02, (November, 2017): 294

[22] Dzir Rohmah, "The Effectiveness Of Using Crossword Puzzle To Improve Student's Vocabulary At First Grade Of Students In SMPN 2 Sumbergempol" (Thesis, English Education Department Faculty Of Tarbiyah And Teacher Training State Islamic Institute,Tulungagung 2016), 10.

[23] Hornby, 1331.

English four basic skills that should be learnt by students, because vocabulary mastery can help the students to express and make meaningful sentences in communication.

Vocabulary has many classifications in its types. These classifications can make the teacher to be easy when they will learn English especially about vocabulary According to Thornburry, he classifies that the kinds of vocabulary are into eight word classes such as nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determiners.[24]

1) Noun

There are some definitions about noun that proposed by the expert. Noun is one of the most important parts of speech. It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence.

2) Pronoun

A pronoun is a word that replaces one or more than one noun20. There are two types of pronoun; they are personal pronoun and reflexive pronoun.

3) Verb

Verb is a word or groups of words that expresses an action, an event or a state. For example: eat (an action), happen (an event), and exist (a state). The verb is used after subject, or

---

[24] Rif'atun Nadilah, "The Implementation Of Teaching Vocabulary By Using Charade Games As Media At 8th Grade Students Of Smpn 1 Jenggawah In Academic Year 2019/2020" (Thesis, English Education Department of State Institute Of Islamic Studies, Jember 2020), 17.

before object or complement. It is also the most complex part of speech. Verb has the grammatical properties of person and number, properties which require agreement with the subject. The following words underlined are the examples of verbs. 1) Anne works in her office. 2) John was in Jakarta last week. 3) They come to my house.[25]

4) Adjective

Adjective are words like short, old, cheap, happy, nice, and electric. Most adjectives express quality; they tell us what something is like. An adjective always has the same form, except for comparison. Adjective is a word that describes a person, a thing, for example big, red, and clever in red wine, and c*lever idea*. For example is *cheap shirt*. Cheap (adjective) describes shirt (noun).

5) Adverb

An adverb is another word category. As far as meaning is concerned, adverbs often add information in relation to circumstances of manner, time, or place. In other words, they answer the questions 'How?', 'When?', 'Where?'

6) Preposition

Prepositions belong to small group or class of words which express relations of place, direction, time or possession.

---

[25] Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice Hall, 1972), 141.

Words belonging to this include: *of, in, on, at, to, from, till, with, for, beside, against, by, towards,* and so on.

7) Conjunctions

Conjunctions are the word that "joins". A conjunction joins two parts of a sentence and helps to show the connection between two parts of sentence.

8) Determiner (Article)

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

a) Definite and Indefinite Articles

b) Demonstratives

c) Possessive.

c. Teaching Vocabulary

Brown states that teaching is the way to give some new information by giving instruction, guiding in the study and deliver new information or understand about something.[26] The teacher have to be facilitator and guide to shape the students have good behavior and improve their knowledge. Yet, vocabulary is a total number of words in language components of English four basic skills that should be learnt by students, because vocabulary mastery can help

---

[26] H. Douglas Brown , *Principles of Language Learning and Teaching* (San Francisco State University: Addison Wesley Longman, 2000), 7.

the students to express and make meaningful sentences in communication.

Jeanne Mc Carten states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.[27] It shows that teachers need or a unit of ways to make the students improve or master vocabulary effectively based on the correct context in learning vocabulary.

From the explanation above, the researcher can sees that teaching vocabulary is a process or a unit of ways to make the students learn or master vocabulary in which presented by the teacher.

English vocabulary teaching made the learners to be active in the learning of word and memorizing of new words that can be reinforced if they are used to express personally and relevant meanings.[28] Further, Cahyono and Widiati, they state that the goal of teaching vocabulary is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes.[29] It can be said that to achieve the goal of teaching vocabulary, the students have to use a word in a written or spoken form correctly. The teacher should

---

[27] Jeanne Mc Carten, *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*,,(New York: Cambridge University Press, 2007), 21.

[28] Scott Thorburry, *How To Teach Vocabulary*, (England: Pearson Education Limited, 2002), 14.

[29] Dewi Nur Asyiah, 296.

know the aspect of vocabulary that has to be taught to their students in learning vocabulary.

According to Penny Ur, he states that there are six aspects that are needed to be taught by the teacher, they are;

1) Form: Pronunciation and Spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and on or other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that these two aspects are accurately presented and learned well.

2) Grammar

The grammar of new items needs to be taught if it is not covered by general grammatical rules. When teaching a new verb, for example, we might also give its past form, if this is irregular (think, thought), when teaching a noun, we may wish to present its plural form irregular (mouse, mice) or draw learners attention to the fact that it has no plural at all (advice, information).

3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound "right" or "wrong" in a given context. So this is another pieces of

information about a new item which it may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by note in parenthesis.

4) Aspects of meaning

a) Denotation

Denotation can define as the meaning of a word, denotes a kind of animal: more specifically, a common, domestic carnivorous mammal and both dank and moist slightly wet.

b) Connotation,

A connotation is the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. For example, dog, for British people has positive connotations of friendships and loyalty; in contrast with Arabic, the word "dog", has negative associations with dirt and inferiority.

c) Appropriateness

A more subtle aspect of meaning that often needs to be taught is whether a particular word is appropriate to be taught or not. It is very important for learners to know that a certain word is very common or relatively, rare, or taboo. For example, the word "weep", is virtually synonymous

with the word "cry", but it tends to be used in writing rather than in speech, and it is much less common than the word "cry".

5) Meaning Relationships

   It is useful to know that the meaning of one item may have any relationship with another meaning. Here are some main relationships between those items:

a) Synonyms: Items that mean the same, or nearly the same: For example bright, clever, and smart are the synonyms of intelligence.

b) Antonyms: Items that mean the opposite: Rich is the opposite of poor.

c) Hyponyms: Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.

d) Co-hyponyms or Co-ordinates: Other items that are the same kind of thing: red, blue, green, and brown are co-ordinates.

e) Super ordinates: General concepts that cover specific items: Animal is super ordinate dog, lion, horse.

f) Translation: Words or expressions in the learners "mother tongue that is (more or less) equivalent in meaning to item being taught. There are also other ways of associating meaning that are useful in teaching. For instance, we can

relate parts to a whole (relationship between arm and body): or associate items that are part of the same real-world context (tractor, farmer, milking, and irrigate are all associate with agriculture).

6) Word formation

One word or multi-word, vocabulary item can often be broken down into small component or "bits". It is very useful information to know how these small components or bits are put together. If teachers want to teach the common prefixes and suffixes, if the learners know the meaning of *sub-, un-, and – able*, this will help them guess the meanings of words like *substandard, ungrateful,* and *untranslatable.* The students have to be warned that in many common words the affixes no longer has any obvious connection with their root meaning (*for example, subject, comfortable*). New combinations using prefixes are not unusual, and the reader hearer would be expected to gather their meaning from an understanding of their components (*ultra, modern, and superhero*). Another way vocabulary items are built is by combining two words (two nouns, or a gerund and noun a noun, or a noun and a verb) to make one item: a single compound word, or two separate,

sometimes hyphenated words (*bookcase, follow-up, swimming pool*).[30]

2. **Crossword Puzzle**

a. Definition of Crossword Puzzle

Crossword puzzles have been around since the beginning of the twentieth century and have been used in Language teaching since the 1950s at least. Crossword puzzles are not only a fun way to acquire and revise vocabulary; they also exercise your brain.[31] It can be said that if crossword puzzle has been used since the 1950s which is not only for fun but also exercises students' mind in learning vocabulary. In Longman Handy Learners' Dictionary of American English says that crossword puzzle is printed game in which words are fitted into numbered square. Crossword puzzle is a game which is consists of words in the grid that has to think carefully to guess from the clue and can exercise the mind.[32] It means that crossword puzzle is a game in which words from the clue are filled and guessed carefully in grid that can help players to exercise their mind.

While, Hornby defines that crossword is puzzle or wordplay in which words have to be written from numbered clues vertically and horizontally in spaces on a squared, meanwhile puzzle is problem

---

[30] Penny Ur, *A Course in Language Teaching practice and theory* (Cambridge: Cambridge University Press, 1991), 60-62.
[31] Jeffrey Hill, *101 Thematic Crossword Puzzles Sample for learners of English* (Le Havre, France: www.crosswordenglish.com, 2016), 6.
[32] Zunita Widyasari, 16.

designed to test a person's knowledge.[33] It shows that crossword and puzzle have differences of each their meaning, but both of them have relationship. Crossword is for the development of word mastery and the puzzle is for the test of knowledge in general. Thus, one game, crossword puzzle, can have two advantages in learning activities.

From the definition above, it can be concluded that crossword puzzle is a fun game which consists of words from numbered the clue vertically and horizontally that has to be guessed and thought carefully in a grid, and this game can help to exercise the mind students in learning vocabulary.

b. The Use of Crossword Puzzle in Teaching Vocabulary

Crossword puzzle game is suitable to be used to increase the students' vocabulary mastery based on the context and they can use the words correctly with good spelling and sentence pattern.[34] The crossword puzzle is to build and develop vocabulary mastery. This game is to build brain nerves that provide a refreshing effect on memory so that the brain function becomes optimal again, because the brain is used with relaxed in learning process continuously, and it can makes students understand more and easily to enter into students' memories which students will not forget easily the material that has

---

[33] Horrnby, *Oxford Advanced Learner's Dictionary*, 959.
[34] Nur Laily Sabiqoh, 40

been taught.[35] It means that using crossword puzzle can make students will find it easier to train their memory in mastery of vocabulary, especially English, and students will be more happy and active in the learning process. In addition, Hadfield states that crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts.[36] This means that learners need to spell words correctly to complete the puzzle squares, and they have to connect facts as the puzzle clue to the words which have to be known the spelling, so that they will be able to use the words correctly.

Haryono states that the crossword puzzle in learning is to hone the student's thinking skill in vocabulary learning or materials in a subject. The crossword puzzle game can build enthusiasm and enjoyment in learning without having to deal with drab situation.[37] Meanwhile, MC. Njoroge, R.W. Ndung'u and M.G. Ganthia defines that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.[38]

---

[35] Yheni Siwi Utami, "Improving Students' Vocabulary Mastery Using Crossword Puzzles For Grade VII Of SMPN 02 Srandakan In The Academic Year Of 2013/2014" (Thesis, English Education Department Faculty Of Languages And Art Yogyakarta State University, Yogyakarta 2014), 31.

[36] Nurul Puspita dan Nurlaily Sabiqoh, "Teaching Vocabulary by Using Crossword Puzzle," *English Education: Jurnal Tadris Bahasa Inggris*, Vol.10, No.2 (2017): 310.

[37] Alfiani Prihastuti dan Ahmad Agung Yuwono Putro, "Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbasis Teka-Teki Silang (TTS) Siswa Kelas III SD Muhammadiyah Kemadang,"*Jurnal PGSD Indonesia*, Vol.3, No.2 (2017)

[38] Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Ganthia, "The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan

It can be said that crossword puzzle is a proper game that used to help students to master the vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary.

Based on the explanations above, the researcher sees that the use of crossword puzzle in teaching vocabulary is to make students enjoy and focus in the learning process, so it give them a lot of opportunity to master vocabulary and it boosts students to use their target language or English in the learning process.

c. The Procedure of Using Crossword Puzzle

There are some procedures in applying Crossword puzzle in teaching learning;

1) The first step is to brainstorm some key terms or names that related to the lesson.

2) Arrange the simple crossword puzzle that covered as many items as you can.

3) Share puzzles to students with a group or individually

4) Enter the words that match the length in space on a box continuously until all the boxes are filled.

5) The rules of filling the words are related to the matching of the number of characters in filling the words into the puzzle box

6) Fill the puzzle vertically and horizontally in spaces on a box.

7) Set a time limit

Secondary Schools. Nairobi," *International Journal of Current Research,* Vol. 5, no.2 (2013): 313- 321.

8) Give rewards to individuals or groups who do most quickly and correctly.[39]

In other hand, Pinuria *et al* mentions that there are some procedures in implementing crossword puzzle in classroom as follow;

1) Pre-teaching activity

   a) Teacher greets the students.

   b) The teacher checks student's attendance.

   c) After checking students' attendance, the teacher reminds the students about previous subject taught in the last meeting.

   d) The teacher introduces the new topic to the students.

2) Whilst-teaching activities

   a) The teacher asks the students about the crossword puzzle.

   b) The teacher gives an example of the crossword puzzle to the students.

   c) The teacher gives assignments to the students.

   d) After the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the appropriate words as the crossword puzzle answer.

3) Post-teaching activities

   The teacher asks the students about the crossword puzzle.[40]

---

[39] Syifa S. Mukrimaa, *53 Metode Belajar dan Pembelajaran* (Bandung: Sifa Siti Mukrimah of Student's Business Management of Education Indonesian University of Education Bumi Siliwangi, 2014), 176.

[40] Nurul Puspita dan Nurlaily Sabiqoh, 314-315.

According to Lee, he states that in presenting crossword puzzle, the teacher can do the various ways. The procedure of presenting crossword puzzle must make the students are interested to do the crossword puzzle, the various procedures are possible;

1) The teacher gives the same crossword for each student. They solve individually with the help of written clues.

2) The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.

3) Teacher gives crossword puzzle for all of students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answer to finish their crossword in their group. The teacher write crossword on the board, but no written clues.

4) The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group come to the board and writes the words in one by one.[41]

---

[41] Zunita Widyasari, 18.

Wharton in Widyasari states that crossword puzzle for use in the language classroom is really quite easy to create. First, teacher makes a list of words with which students should be familiar. Then, the teacher searches for a letter common to two words and students are off. The puzzle forms may be used in several ways:

1) The students find animals, colors, or plants in the puzzle.

2) The students find certain parts of speech: verb, noun, preposition, and so on.

3) Other categories may include the names of the days, the week, months, subjects and so on.

4) The student finds proper nouns: cities, states, countries, famous people, and so on.

5) The student finds certain kinds of activities: trades, professions, sport, hobbies, and so on.[42]

In addition, the crossword puzzle is consists of a crossword and clues. The clues are the guidance for solving crosswords puzzle. There are three kinds of clue:

1) Definition

This clue is by giving the meaning of word in crossword puzzle. For example: Be no longer valid (The answer is expiring)

---

[42] Nurul Puspita dan Nurlaily Sabiqoh, "Teaching Vocabulary by Using Crossword Puzzle," *English Education: Jurnal Tadris Bahasa Inggris*, Vol.10, No.2 (2017): 309.

2) Picture

   The clue is consisting of picture which shows something, so the learner can guess the word. For example:

What is this animal? (The answer is <u>Lion</u>)

3) Sentences completion

   This clue is consisting of sentence in which the answer is by fill the missing word. For example: Tara is as .... as Tata. (*Tinggi*). (The answer is <u>Tall</u>).

   Based on the kinds of clue above, the researcher shows that the English teacher in SMPN 02 Rambipuji used the sentences completion as the clue of crossword puzzle in teaching vocabulary, because it makes the students easy to master vocabulary that is suitable at the Eighth Grade Students of Junior High School subjects.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents several technical methods which were used in this research.

A. Research Approach

This research used a qualitative method. According to Lodico, Dean, and Katherine "qualitative research reports data in a narrative (using words rather than numbers) form".[43] Further, Donal Ary stated that "qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data''.[44] It can be said that the data in this research was analyzed in the form of description and identification or analysis of the text.

The researcher used descriptive as a kind of research. Cresswell states that qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or pictures.[45] This means that the researcher should be interested in the process, meaning, and understanding then described it in the form of words or pictures. The researcher chose qualitative descriptive because the researcher described the

---

[43] Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegtl, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Fransisco: Jossey-Bass,2010), 143.

[44] Donal Ary, et. al, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 29.

[45] John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches* (California: SAGE Publicitatitons, Inc, 1994), 162.

data taken. It described the goals, material, procedure, and evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji in Academic year 2020/2021.

B. Research Location

This research was conducted at SMPN 02 Rambipuji which is located at Widuri Street, No.1, Pecoro, Rambipuji, Jember, Jawa Timur. This location was determined based on some considerations. Firstly, one of the English teachers had applied a crossword puzzle in teaching vocabulary. Secondly, the situation and condition had been known because the researcher practiced field experience in the school. Thirdly, it was possible to get permission to conduct the research in the school.

C. Research Subject

Research subjects are informants who are used as data sources to report data sources that are related to the research questions. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data was sought and captured so that its validity can be guaranteed. The subjects in this study are:

1. English Teacher

In this research, the English teacher involved as a research subject because she was the one who knew and did the teaching and learning process.

2. The students of VIII D class

In this research, the VIII D class was chosen to be observed by the researcher, because in the first meeting of teaching practice, the

researcher had surprised knowing that the students' vocabulary mastery was fair good enough in VIII D class so that the researcher was a curious to know what the English teacher taught in the class. Apparently, the English teacher had applied the crossword puzzle in this class. The researcher chose two students as the research subject because of some considerations. First, student was very active in the class. Second, student was smart in the class.

D. Data Collection Technique

In qualitative research, the following data collection can be utilized: interview, observation, case studies, personal experiences, and documents.[46] To obtain the data of this research, the researcher used observation, interview, and document review.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The observation can be done in two terms, they are;[47]

a. Participant Observer

A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe.

---

[46] Larra . Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia's Pulp Mill in Uruguay", Master's Thesis, (December, 2016), 31.
[47] John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223

b. Non Participant Observer

A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants.

In this research, the researcher used non-participant observation to observe the eighth-grade students of SMPN 02 Rambipuji where the researcher only observe what the teacher and students do in the class without teaching or being student there. By doing observation, the researcher could see the teacher's technique in English language teaching and the students' activities in class. The specific information obtained by this method was:

1) The goals of teaching vocabulary through crossword puzzle.

2) The material of teaching vocabulary through crossword puzzle.

3) The procedure of teaching vocabulary through crossword puzzle.

4) The evaluation of teaching vocabulary through crossword puzzle.

2. Interview

Interview is one of data collection method which the researcher becomes an interviewer who asks a question to the people interviewed in direct communication to obtain information from interview.[48] By

---

[48] Sugiyono, *Metode Penelitian Kualitatif* (Yogyakarta: Ar Ruz Media, 2006), 137.

interviewing, the researcher can explore important questions that are not thought of in the research plan.

In this research, the researcher used semi-structured interview to create flexible and relax situation, so the informants felt comfortable to share their information they had. The researcher interviewed the English teacher and two students. First, student was very active in the class. Second, student was smart in the class.

The data that the researcher obtained by using interview technique were:

a.   The goals of teaching vocabulary through crossword puzzle.

b.   The material of teaching vocabulary through crossword puzzle.

c.   The procedure of teaching vocabulary through crossword puzzle.

d.   The evaluation of teaching vocabulary through crossword puzzle.

3.   Document Review

Document review is the effort to collect data by investigating the written object.[49] Document review is obtained from the variable or things of the transcripts, photos, records or tapes, books, inscription and so on.[50]This method was used to collect data dealing with geographical location, profile, lesson plan, documentation or photos of teaching vocabulary and learning process in English subject. Here the following documents related to the research:

a.   History of SMPN 02 Rambipuji

b.   Profile of SMPN 02 Rambipuji

---

[49] Mundir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 86
[50] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2013), 201.

    c.   Vision and mission of SMPN 02 Rambipuji

    d.   Data of the teachers of SMPN 02 Rambipuji

    e.   Students data of SMPN 02 Rambipuji

    f.   Lesson plan

E. Data Analysis

This research used data analysis developed by Miles, Huberman, and Saldana which state that there are three stages in conducting data analysis process in qualitative research. Those stages are explained as follow;[51]

1. Data Collection

Data Collection is the first stage in data analysis. In the early stages, the researcher met with the principal to seek information regarding lesson schedules, school profiles, learning tools and the number of students. The researcher met with the teacher and two students to conduct interviews, documentation and observations. Then the researcher recorded the words of the sources, along with observing the process according to the research question in accordance with the research guidelines. Furthermore, the researcher looked for some additional references in accordance with data obtained in the field.

2. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the writer text (observation's note, interview transcript, and documents).

---

[51] Miles and Huberman, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014). 10-11

In this process, the researcher managed the data or information to get the important points which related to the research.

3. Data Display

In this process, the researcher managed the information and description of data that have been obtained by the researcher in order to draw conclusion. The information and description of the data were about implementation of teaching vocabulary through crossword puzzle which included the teaching objective, teaching materials, and teaching procedure. The researcher displayed the data by using description based on the field notes from interview and observation.

4. Conclusion Drawing

The researcher had drawn the conclusion of the observation to know the implementation of teaching vocabulary through crossword at the eighth grade students of SMPN 02 Rambipuji. The researcher has concluded the results of the research that found.

F. Data Validity

The validity of the research is very important in research. The researcher can uses triangulation as one of the data validity techniques.[52] Moleong explains that "triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data".[53]

---

[52] Nusa Putra, Metode Penelitian Kualitatif Pendidikan (Jakarta: Raja Grafindo Persada, 2012), 103.
[53] Lexy J Moleong, Metodologi Penelitian Kualitatif (Bandung: PT Remaja Rosdakarya, 2008), 303.

In this research, the researcher used source triangulation and technique triangulation. Source triangulation means to test the credibility of what data was done by checking the data that have been obtained through multiple sources or different source to get the same data. The researcher had checked the data by using different sources and those data were checked to get a valid data.

Whereas, triangulation technique can be done by collecting the same data use different technique or method of collecting data such as observation, interview, and document review. The researcher had collected the data by comparing data from interview, observation, and document review.

G. Research Procedures

This section explains the process of the research, start from research background, the study of design, the actual research, and the writing of the reports.[54] The steps of this research are as follow:

1. Pre-field research stage

   The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

   a. Developing research designs

      In compiling this plan, the researcher established the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

---

[54] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: CV Alfabeta, 2018), 274.

b.   Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field was in SMPN 02 Rambipuji.

c.   Permit processing

Before conducting research, researcher took care of licensing in advance to the campus. Thus, researcher could immediately carry out the stages of research after getting permission to conduct research at the site.

d.   Assessing the state of the field

After being given permission, researcher began to explore and assess the field to know better the background of the research object. This was done in order to make it easier for researcher to dig up the data.

e.   Prepare research equipment

After all done, the researcher prepared the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2.   Field research stage

After all preparations were considered mature, the next step is to carry out research. In carrying out this stage, the researcher collected the data needed by using several methods, including observations, interviews, and document review.

3. Data analysis stage

    After all the data was collected, analyzed the whole data and then described it in the form of a report and consulted with the supervisor. This activity continued to be carried out by researcher so that the supervisor stated the results of this study were ready to be tested.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is the report of the result of the research. It consists of research findings and discussions.

A. Description of the Research Object

1. History of SMPN 02 Rambipuji

   SMP Negeri 02 Rambipuji was established on 1983, it located in Jl. Widuri No.1 Pecoro, Rambipuji, Jember. The headmaster of this school now is Moh. Rokhim, M.Pd. Along with the development of education, there are several changes in school leadership, as follows: [55]

   a. Hadi Ponidjo (1983-1989)

   b. Drs. Suwono (1989-1995)

   c. Djuanah, S.Pd (1995-2000)

   d. Dra. Warsini (2000-2005)

   e. Drs. Hj. Sunarti (2005-2009)

   f. Sigit Suyitno, S.Pd (2009-2014)

   g. Moh. Rokhim, M.Pd (2014-now).

   For the infrastructure, the condition building was better than before, and facilities were complete also. SMPN 02 Rambipuji was also active in joining some competitions in Jember, such as football competition, volleyball competition, dance, etc. This school has been being one of the referral schools in Jember.

---

[55] Document Review, 3rd of March 2021

2. The Profile of SMPN 02 Rambipuji

    a. School Identity

        1) School Name   : SMPN 2 RAMBIPUJI

        2) Address   : Jl.Widuri No.1 Pecoro-Rambipuji-Jember

        3) No. Telephone   : 0331-711411 Fax : -

        4) Coordinate   : Longitude : 8,2001000

        5) Latitude   : 113,5948000

        6) NPSN   : 20523862

        7) Accreditation   : A

        8) The headmaster   : MOH. ROKHIM, M.Pd

        9) No. Telephone   : 085259415687

        10) Construction   : Government

        11) Status   : 15.125 M2

        12) Area of buildings : 1643 M2

        13) Land area   : 13.482 m2

        14) No. Rec.   : 0032910891

        15) Bank Name   : East Java

        16) Branch   : Jember

    b. Student Number

        1) VII Class   : 188 Students

        2) VIII Class   : 178 Students

        3) IX Class   : 189 Students

c. Teacher Number

1) PNS   : 17 Teachers

2) GTT   : 11 Teachers

3) TU   : 11 staffs

3. Vision and Mission of SMPN 2 Rambipuji

a. Vision: The realization of curriculum development at educational unit level with an effective and efficient learning process.

b. Mission: Improve fun and quality learning activities and enhancing a culture of discipline, orderly and good manners.

Consistent in providing educational services is one of the keys of this school in order to be accepted by the people. This service is shown through professional and experienced teachers who always provide learning material and learning motivation to the students.[56]

B. Findings

The researcher collected the data using observation, interview, and document review techniques. Based on the results of observation, interviews, and document review, the researcher found the data about the implementation of teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji.

The data were displayed and analyzed based on research questions, such as; 1) What are the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, 2) What is

---

[56] Document Review, 3rd of March 2021

material used in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, 3) How is the procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, 4) How is the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji were obtained the data as follow:

1. **The Goals of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

    According to English teacher at the eighth grade students, the goals of teaching vocabulary through crossword puzzle were:

    > "As we know that the majority of students like a game in the learning process, the crossword puzzle is a game, thus, I implemented this for the purpose; the students can play and build their enthusiasm in learning process. Otherwise, in teaching vocabulary, this game is to help students increase their vocabulary, and to make the students easier to understand and remember the vocabulary to be learned as like I have implemented the crossword puzzle in present tense material, I want that they can understand the meaning of words well, and also able to use such vocabularies in a right way such as understanding the use of the first form of a verb and the addition to the verb with S/ES in the sentence".[57]

    From the interview above that the goals of teaching vocabulary through crossword puzzle are 1) the students can play and build their enthusiasm in learning process. 2) To help students to increase their vocabulary. 3) To make the students easier to understand and remember the vocabulary to be learned as like they are able to understand the meaning of verbs well and use the first form of a verb or the addition to

---

[57] The teacher, *Interview*, Jember, 8th of March 2021

the verb with S/ES in the sentence.

It was also supported by the student one of the eighth D class, she said:

> "I like this game because it makes us more spirit in learning process of vocabulary. We can also play such as solving the clue given to be filled and put into the puzzle column although we need a strong concentration to fill the proper answer. That is a challenge for us and we are happy for that".[58]

The other was supported by the student two of the eighth D class, he said:

> "I not only add the new verb vocabularies in playing this game, but also i can understand using the verbs in the present tense sentence with the right grammar such as whether the verbs should be added by S/ES or not. In this game, we have to fill the square of puzzle by questions that should be solved, the question is about the sentences, and we were obligated to complete a sentence with the proper verb or the use of adding S/ES as a verb in present tense, so we could understand on the use of verb in sentence".[59]

From the interviews above that students felt happy in learning vocabulary through crossword puzzle, because they could play in learning process. They also got the new verb vocabularies and understand using the verbs in the present tense sentence with the right grammar such as whether the verbs should be added by S/ES or not in playing that game.

The interviews above were also confirmed on lesson plan point C about the learning objectives that the students were able to:

a. After learning this material, the students can arrange and use the verb in the sentence of simple present tense

---

[58] The student one , *Interview*, Jember, 15th of March 2021
[59] The student two, Jember, 17th of March 2021

b. The students can understand the meaning of English Vocabularies well

c. The students can mention the English Vocabularies well.[60]

From the observation in the classroom, the researcher found that implementing crossword puzzle could build enthusiasm for students in learning vocabulary. The students had a great enthusiasm in learning vocabulary through crossword puzzle because they got fun to play it and focus to solve the clues of crossword puzzle in learning process. The teacher implemented this game to make a good atmosphere of learning vocabulary in order not to be boring, so when she implemented the game, the students felt happy as well as getting an attention and their spirit to start the game soon.

The students also got the happiness when the clue was solved. In learning process when students looked for the verb "*Menghukum*" in the dictionary and found the word "Punish", after that, the word was matched in the blank of puzzle squares, and it was absolutely matched, in this case, the students were faced very happy and satisfied of their job. In addition the teacher would give the gift to the students who can finish the game early, it was one thing that made students more spirit and happier in playing the game. The students had a lot of spirit in playing or doing those questions as like they were having competition with other fellows and focused on their own to finish the work. It was proven by the student's busy activity of looking for a verb in the dictionary and they

---

[60] Lesson Plan, *Document Review*, 25th of November 2020

also focused on correcting the answer by the grammatical rules. Although some students were still confused written some words that made them ask to the teacher and other friends to ensure whether their answer was right or not.

In other sides, crossword puzzle had a lot of advantages for students to practice and enhance their vocabulary mastery better because this game gave students opportunity to students not only to add their new vocabularies or know the meaning of such vocabularies but also use such verbs in the right way based on grammatical rules. In learning process, students should think and guess what the verb that was missing in the sentence was, then they had to look for that English verb in the dictionary, after that they had to see the clues at first based on the grammar in order that the verb was matched with the sentence, and they also matched the verb on the puzzle squares because that could help students ensure the answer and when an answer has been filled, another alphabets would have connection to the next horizontal or vertical question. That would be a clue for students to ensure whether their answer was right or not. After finishing the game, some students had to stand up in their own seat to explain their answer and some others had to give an attention on it while correcting if there was a wrong answer. By those, this game had a lot of opportunities to students understand and remember the verb and the use of it in the sentence.

Crossword puzzle also had a lot of changes for students in enhancing their pronunciation because when they had done the game, the teacher asked them to pronounce the verb written in the puzzle. In learning process, the teacher asked the students to pronounce or spell every verbs started with spelling the alphabet of the verbs and continued with the full words of the verbs, at the time, the teacher ordered them to spell *"S-M-E-L-L-S"* and followed by pronouncing the word *"Smells"*. Although there were some error pronunciation on the students, the teacher kept taking care of the students to correct their mistakes by giving them the right example, After that, the teacher asked to all students to pronounce the word in a loud voice, in this phase, there were a lot of students who were interested and spirit like spelling and pronouncing the word continuously.[61]

Based on the interview, document review (lesson plan), and observation above, it could be concluded that the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji as follow: first, it built students' enthusiasm in learning vocabulary. Second, it gave opportunity to students to master their vocabulary as like they are able to understand and use the vocabulary correctly. Third, it helped students easier to understand and remember the vocabulary that has been learned.

---

[61] Observation, 2nd of December 2020

2. **The material of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

According to English teacher at the eighth grade students, the material of teaching vocabulary through crossword puzzle was:

"Actually the materials were about noun (job, things), adjective, adverb, preposition, verb, etc. While in the book "When English Bell" there were kinds of vocabulary topics that can be taught by using crossword puzzle such as descriptive text, comparison degree, tenses, etc. This time, the material was about simple present tense. I focused on the first form of a verb or an additional verb S/ES in teaching vocabulary through crossword puzzle game. I used a clue sentence completion as the question of crossword puzzle, because this clue was suitable to teach the first form of a verb or an additional verb S/ES. Like, students should complete the sentences by the verbs in grammatically. I took from the Google and some are from the book "When English Rings a Bell"."

She added:

"In this material, the reason why I did not choose noun, adjective, and adverb in teaching vocabulary because in this material, besides, I want to teach a verb, there were also a lot of students who were not able to use the verb in a sentence or manage the addition of S/ES in a verb such as the way on how the verb should be added by S/ES or not and the way on how we should add the verb using S or using ES. Thus, verb was more important to teach and learn by the students in this material through crossword puzzle game".[62]

From the interview above, the researcher found that the material was about simple present tense. The teacher focused on the first form of a verb or an additional verb S/ES in teaching vocabulary through crossword puzzle because she wanted to teach verb and also there were a lot of students who were not able to use the verb in a sentence or manage the addition of S/ES in a verb. Thus, the teacher chose a clue sentence

---

[62] The teacher, *Interview*, 8th of March 2021

completion as the question of crossword puzzle that was taken from the Google and some on the book which this clue was suitable to students learn a new verb and use such verb in the right way based on grammatical rules as like they should complete the sentences by the verbs such as the use of adding S/ES as a verb in present tense.

It was also supported by the student one of the eighth D class, she said:

> "The teacher gave us the question of present tense sentences in the crossword puzzle game. Then, the teacher asked us to guess the missing word on the sentences then look for a verb in the dictionary, when we found the word. Next, we had to see the clues grammatically whether using an additional verb S/ES. After that we matched the verb on squares of crossword puzzle to validity the answers".[63]

The other was supported by the student two of the eighth D class.

He said:

> "We learned about a verb of simple present tense such as; leave, rise, celebrate, etc. If the sentence has subject; she, he, and it, so the verb should be added by S/ES like leaves, smells, replies, etc. Through the crossword puzzle game we not only learned about verb and looked for it in the dictionary, but also we could understand the use of the verb in the sentence".[64]

From the interviews above that students learned about present tense. For the first, the teacher gave them the question of present tense sentence then asked to complete the first form of a verb or an additional verb S/ES and put it in the puzzle square. Through the crossword puzzle game they not only learned a verb and looked for it in the dictionary, but also they could understand the use of the verb in the sentence.

---

[63] The student one, *Interview,* 15th of March 2021
[64] The student two, *interview*, 17th of March 2021

The interviews above also confirmed by the lesson plan point D about the learning material as follows:

> "The Learning material: Giving some sentence examples and verbs of Simple Present Tense".[65]

Based on the observation, the researcher found that the material of vocabulary that included in the book "*When English Ring a Bell*" were descriptive text, tenses, comparison degree, etc. While, in this time the teacher used simple present tense such as the first form of a verb or an additional verb S/ES as material in teaching vocabulary through crossword puzzle game. In learning process the teacher used a clue sentence completion as the question of crossword puzzle game which students should complete the sentences by the verbs. The clues that were given by the teacher made students interest to know those verbs or the answers. It could be seen when they wanted to solve the clues such as "*The sun rises in the east*", "*Orange contains a vitamin C*", etc. They responded that they knew the missing word in those clues so that they were interested to look for the verbs in the dictionary. The teacher also gave some clues that make student able to use the verb in their daily activities such as; *reply, fix, search, move, pass, spend etc*.

The teacher designed this material not only to teach new verbs to students but also use such verb in the right way based on grammatical rules or the use of addition verb S/ES or not in the sentence as like she gave a clue "*My friends .... into their new home next week*" in learning

---

[65] Lesson Plan, *Document Review*, 25th of November 2020

process, the students had to see the clues grammatically such as the subject "*My friends*", is this subject plural or singular and whether the verb uses the addition of S/ES or not such as *"Move"* or "*Moves*", and also the teacher gave the verbs which students had to know whether the verb is added S or ES such as *"Fix-Fixes"*, *"Reply-Replies"*, *"Push-Pushes"*, *"Spend-Spends"*, etc.

In addition, the puzzle squares also helped students to know that the answer was right or not, because every square is filled with one letter to form a word such as the verb "*M-O-V-E*" that has four words, when the amount of the verb is same with the puzzle squares, the answer was surely right. And also when one question was filled in the square, so the next question would be easier to do by the students because the question of crossword puzzle had twelve questions that were mixed and consisted of horizontal and vertical that was connected one another. Thus, it seemed that this material was suitable to be taught using that game which students could get new verbs and understand the use of the first form of a verb in the right way. It was also proven that when the researcher interviewed some of them. They could mention all of the verbs and remember the use the verbs addition of S/ES or not in the sentences.[66]

Based on the interview, document review, and observation above, the researcher concluded that the material used in teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02

---

[66] Observation, 2rd of December 2020

Rambipuji was about simple present tense such as the first form of a verb or an additional verb S/ES. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*" as the clues of the game. This material was suitable to be taught by using that game which students could learn a new verb and understand the use of the first form of a verb in the right way based on grammatical rules such as the use of adding S/ES as a verb in present tense.

3. **The Procedure of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

According to English teacher at the eighth grade students, the procedures of teaching vocabulary through crossword puzzle were:

"First of all, after taking prayer and open the class, I checked the student's present lists while asking the students who did not bring the dictionary. When one of them did not bring it, I punished them by looking for a dictionary in other class or where ever they could find it. Then, I explained a little material that was going to be taught. After that the ways that I implemented the crossword puzzle to teach vocabulary were First, I told them that crossword puzzle consists of two parts they are questions or clues given and the boxes. Second, I gave them explanation that both the clues and the boxes have two parts also namely horizontal and vertical part. Third, I explained the way how to play the crossword puzzle such as asking them to look at the clue given then filling the answer according to the number of the clues. For example when they read the clue number 1 in horizontal part, it means that they should fill in the horizontal box number 1. In this way, I used a sentence completion as a clue so that I asked them to complete the sentence by filling the verbs. Fourth, before playing the crossword puzzle, I asked the students to put their dictionary on their side in order that they can do the questions of crossword puzzle in smooth way and ensure every student handle their own dictionary. Fifth, when they played the crossword puzzle, I went around the class to help them, and then when they found difficulties to play it, I gave them direction and helped them to solve it. Sixth, after doing the question of the game, I asked them to collect their own work, and

sometimes, i gave a gift to the students who finished the work at first time in right way. Seventh, I appointed some of them in a mixed to fill their duty in the white board. Eighth, I gave them feedback on their explanation with discussing together to correct their wrong work and asked them to explain whether their work is right or not in accordance with grammar rules. Ninth, I asked them to pronounce the words correctly while I gave them feedback as they were wrong to pronounce it. The last, I asked them to conclude that material, and also I asked all students to read the sentences loudly, and I closed by praying together."

She added.

"When I implemented this game in the class, I found this game easy to use to teach a verb and verb addition of S/ES. The procedure was very simple to follow as this game was very familiar to the students. Almost all of the students ever played crossword puzzle. Moreover, I did not feel difficult to arrange and make the puzzle squares and set up the clue to be horizontal and vertical because this could be made by PUZZLEMAKER App. I just needed the topic material and designed the clue to teach not only a verb but also the verb addition of S/ES. "

She also added.

"During the teaching process, I found no difficulties because there were some factors supported on the teaching, such as; first, they were happy and spirit either when I warned them this game was going to be used or when I was implementing this game. The Second, before implementing the crossword puzzle, I explained and gave a sentence about present tense, I asked them to mention some verbs and make a sentence using such verbs. And we corrected some sentences together either the sentence meaning or the grammatical sentence. So that when I explained the ways of play this game to them, they seemed that they understood my instruction and were interested to play this game. The third, when I checked their job while going around the class, there were a lot of students who could solve the clue given although some of them were still confused, but I could overcome it well and I thought that was not difficult to do. For example, they could not guess what verb that was missing in the sentence so I gave them more clues that could help them easy to answer. Next, When they were confused to analyze the subject that is plural or singular, so I asked other students to explain first and in this case, other students could explain it well that I just added their explanation a little. When they asked that the verb was not matched in the puzzle squares, I asked

them to check the answer carefully whether the verb must be added by S or ES. When I checked their job, some students were wrong to add the verb addition. Then, I asked other students to explain about the rules of adding a verb with S/ES. And that was success to make all students able to answer the question. The fourth, all students had their own dictionary, so it made them focus on their own work and looked for the word that they did not understand. Thus, it made them easy to finish this game and made me easy to implement this game. On other hand, this game also helped me to teach pronunciation easily because the verbs in the puzzle squares are easy to spell and pronounce." [67]

From the interview above, there were some steps used by the teacher. First, the teacher opened the class by greeting and praying, she then checked the student's present lists while asking the students who did not bring the dictionary. Then, the teacher explained a little material that was going to be taught, after that she asked students to mention some verbs and make a sentence using such verbs. And then the teacher corrected some sentences with students.

Furthermore, the teacher explained the ways of play the crossword puzzle. After that, the teacher asked the students to put their dictionary on their side before playing the game. When the students played the game, the teacher went around the class to help and give the direction when they found difficulties to play it. After the students finished the game, the teacher asked them to collect their work. Then, the teacher appointed some of them in a mixed to get forward to fill their answer in the white board and asked them to explain whether their work is right or not in accordance with grammar rules. Next, the teacher gave them

---

[67] The teacher, *Interview,* 8th of March 2021

feedback on their explanation with discussing together. After that, the teacher asked them to pronounce the words correctly while she gave the feedback as they were wrong to pronounce it. Then, the teacher asked students to conclude that material, and ordered all students to read again the sentences loudly. The last, the teacher closed by praying together.

In addition, this game was easy to be implemented by the teacher, because there were some factors supported on her teaching process, as follows; students were happy and spirit in playing the game as it was new way for them to learn tenses (verb 1), the teacher illustrated the material of the game in ordered that students understand what to do in the game, teacher went around the class to solve when students found difficulties to play it but there were no serious problems faced by them, and all students had their own dictionary, so it made them easy to finish this game.

It was also supported by the student one of the eighth D class, she said:

> "This game was not difficult to play such as looking for the missing word, then finding the answer in the dictionary after that deciding the verb addition S/ES or not, because the teacher also explained the material of present tense before we started to play the crossword puzzle game that made us easy to play it. For example, the teacher explained and gave us the example of present tense such as "She writes a book for her best friend" while presenting why the verb "Writes" was added by "S/ES" and presented the use of Verb 1 or the additional S/ES to verb in present tense. After that, the teacher asked us to mention some verbs then asked us to make a sentence through some verbs such as the verb "Hide" to be a sentence "Rizal hides a ball in the class". And then, the teacher corrected some sentences that we had made, and we discussed our some errors in the use of verbs."

She added.

"During the learning process, when we were hesitant to the answer, we can ensure it through matching the verb with the puzzle squares. It is also easy to answer the next question because the answers in the puzzle were connected and gave us more clues. The teacher also came and helped us when some of us were confused in finishing this game. It was like, when my friend was not able to answer the missing verb and confused of not matching verb with the puzzle, in this moment, the teacher gave him other clues and ordered us to help him explain more about the verb addition S/ES. When the teacher also asked us to pronounce the verbs in the puzzle, we could spell and pronounce them easily although some of us still felt difficult to pronounce correctly, then the teacher also helped us to correct our pronunciation in a patient way as like she asked us to repeat spelling the word many times till we were all good and ordered us to pronounce it loudly. So we could pronounce the verbs very well."[68]

The other was supported by the student two of the eighth D class,

he said:

"I was very happy when the teacher implemented this game. because, during the teaching process, this puzzle made me and my friends spirit, moreover, we could play and have fun although we had to focus to guess the missing word and decide the verb addition of S/ES or not. That game really helped me to understand the material easily. In addition, After we finished this game, the teacher appointed me and some of us to get forward and write the answers in the whiteboard, as like when some of us had wrong answers, we also had to explain why we added S/ES to a verb, how if the subject used I, You, They, We, or She, He, It and whether the verb was corrected or not by matching the verb and the squares of puzzle, and also asked us to translate that sentence into Indonesian. Then the teacher corrected our work written in the puzzle while discussing with us. Furthermore, in the last activity, the teacher also asked us to explain about how to use the additional verbs, and asked us to read and repeat the sentences after her on the whiteboard."[69]

From the interviews above that crossword puzzle game was not

difficult to play such as looking for the missing word, then finding the

---

[68] The student one, *Interview,* 17th of March 2021
[69] The student two, *Interview*, 15th of March 2021

answer in the dictionary after that deciding the verb addition S/ES or not. Because the teacher explained the material of present tense before students started to play the game. They were also asked to mention some verbs and make a sentence, and then the teacher corrected some sentences, and discussed some errors in the use of verbs together. When they were hesitant to the answer, they could match the verb with the puzzle squares.

The students were also easy to answer the next question because the answers in the puzzle were connected and gave them more clues. The teacher also helped them when they were confused in finishing this game. This game also encouraged them, moreover, they could play and have fun although they had to focus to guess the missing word and decide the verb addition of S/ES or not. That game helped them to understand the material easily.

After the students finished this game, they also had to explain why they added S/ES to a verb, how if the subject used I, You, They, We, or She, He, It and whether the verb was corrected or not by matching the verb and the squares of puzzle, and also they had to translate that sentence into Indonesian. In the last activity, they also explained about how to use the additional verbs. In addition, they also pronounced the verb correctly, although some of them still felt difficult to pronounce it, the teacher helped them to correct their pronunciation patiently until they can pronounce it well.

The result of the interview above was also supported and appropriate with the lesson plan point G about the implementation of teaching vocabulary through crossword puzzle as follows:

"1) Teacher Greets Students. 2) Teacher asks one of the students to lead the prayer. 3) Teacher checks students' attendance list. 4) Teacher gives the Brain Storming.5) Teacher illustrates the materials. 6) Teacher explains what is going to be taught. 7) Teacher asks the students to mention the vocabularies connected with the material. 8) Students make a sentence consist of the mentioned vocabularies. 9) Teacher corrects the sentences by discussing with the students. 10) Teacher Explains about crossword puzzle game. 11) Teacher gives the example way of playing the game. 12) Students are ordered to do the game. 13) Teacher asks the students to collect the job. 14) Teacher appoints some students to get forward and fill in the question in the whiteboard while they have to explain the correctness of their job. 15) Teacher gives feedback to the students' work and discuss with students.16) Teacher asks students to pronounce the words well and correctly. 17) Teacher gives question to some students to check their understanding. 18) Students give the conclusion on the material. 19). Teacher closes the class by praying and greeting".[70]

Based on the observation in the classroom, the procedure of crossword puzzle in teaching vocabulary consisted of three steps. *Pre-Activity*, the teacher opened the lesson by Salam and asked one of the students to lead the prayer. The teacher then checked the attendance list while asking the students who did not bring the dictionary. There were three students who did not bring the dictionary, and then the teacher gave them punishment by giving them five minutes to find the dictionary in other classes or in the library. While waiting for three students, the teacher illustrated the vocabulary learning through crossword puzzle game. They were so curious to play the game.

---

[70] Lesson Plan, *Document Review*, 25th of November 2020

Main activity, first, teacher asked one student to draw the puzzle squares and some questions in the white board, while the student was writing in the white board, the teacher explained the material about present tense, at the time, the teacher explained about the use of the first form of a verb and the addition of S/ES to the verbs, after that, the teacher gave them an examples. Then, the teacher asked them to mention the verbs that they knew. A student mentioned a verb in Indonesian language, and then the teacher asked him to look for the English form in the dictionary. After that, the students mentioned some verbs and the teacher asked them to make a sentence using those verbs. In this process, some students still opened the dictionary to make a sentence. After the students made a sentence, they were ordered to raise their hand to show their answer while standing up. There were a lot of students rising up their hand. Then, the teacher only chose two of them to show their sentence and the teacher wrote the sentences in the white board. One sentence was right and other one was wrong. The teacher repaired the sentence while showing the students which part of sentence that was wrong.

Furthermore, the teacher started to play the crossword puzzle and asked them to write the questions and puzzle in their own book. When the teacher went around the class while checking the student's work, the teacher found that five students only wrote questions without the puzzle. The teacher was not angry with them, once explained them to write both

of question and puzzles. When the students were writing, the teacher explained the ways how the crossword puzzle could be played. It seemed that they understood the teacher's instruction. After that, when the game was about to start, the teacher ordered the students to prepare their tools including the dictionary. All students handled their own dictionary. The teacher then started the game that the students should finish the question in 30 minutes.

Yet, the students focused doing their work, the teacher gave them motivation while going around the class to check the students' work. The teacher boosted them by the positive words such as "*Ayo kalian pasti bisa, gampang kok clue nya, nanti yang cepet selesai duluan terus jawabannya bener semua, saya kasih hadiah*", she also said "*very good*" when some students showed their work. When some students were confused, the teacher came to them and helped to solve it by giving them other clues and asked other students to explain. It was like when they asked the verb that was not matched in the puzzle squares, the teacher asked them to correct the answer carefully whether the verb must be added by S or ES. Then, she asked other students to explain about the rules of adding a verb with S/ES. And it succeeded in making the students answer the questions well.

After they finished the game, the teacher ordered them to collect their work in her desk. Then the teacher asked twelve students to fill the answer in the white board. Other students looked so ambitious to come

forward even they did not have a turn. After all puzzle squares were filled, the teacher appointed them to explain the reason why their answer could be like that, and sometimes, the teacher asked some of them to translate the sentence into Indonesian. Four students answered the wrong answer then the teacher asked other students to improve the mistake. The teacher also added the students' explanation by her own explanation. After all the question in the white broad were right, the teacher asked the students to pronounce or spell every alphabet in the verbs and continued with the full words of the verbs, at the time, the teacher asked them to spell *"R-I-S-E-S"* and followed by pronouncing the word *"Rises"*. When there were some error pronunciations on the students, the teacher corrected their mistakes by giving them the right example. At last, all students were ordered to pronounce all the words in a loud voice by teacher.

In Post-activity, teacher asked students whether they understood the lesson or not. The students answered that they got the lesson. Then, the teacher asked a student to give the conclusion while giving the example. Before closing the class, the teacher read the full sentence while followed by the students in a loud voice. After that, the teacher announced that the result of their job would be given back in the next meeting, and the best score would get the price. Then the teacher closed the class by praying together and greeting.[71]

---

[71] Observation, 2ʳᵈ of December 2020

Based on the interview, document review, and observation about the implementation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, the researcher found that the teacher was easy to implement this game, because there were some factors supported on her teaching process, as follows; first, students were happy and spirit in playing the game although they had to focus to guess the missing word and decide the verb addition of S/ES or not. Second, the teacher illustrated the material of the game in ordered that students understand and easy to follow the instructions. Third, when students were hesitant of the answer, they could match the verb with the puzzle squares. They were also easy to answer the next question because the answers in the puzzle were connected and gave them more clues. Fourth, all students had their own dictionary, so it made them easy to finish the game. Fifth, the teacher went around the class to solve when students found difficulties to play it. Sixth, the teacher was easy to teach pronunciation through this game because the verbs in the puzzle squares were easy to be spelled and pronounced by students.

While, the procedures of implementing the crossword puzzle game consisted three steps namely opening, main and closing activities, as follows; *Opening activity*, the teacher opened the class then checked the attendance list, after that the teacher explained the material that was going to be taught. *Main-activity*, the teacher explained the ways of play the crossword puzzle then asked them to do and answer the crossword

puzzle. After that the students were asked to pronounce the words correctly. *Closing activity*, the teacher asked students to conclude the material then ordered to read or repeat the full sentence after her in a loud voice.

4. **The Evaluation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

According to English teacher at the eighth grade students, the evaluation of teaching vocabulary through crossword puzzle was:

"After I explained the vocabulary related to simple present (verb 1). I gave the students the questions included in crossword puzzle and asked them to complete the empty boxes according to questions given. Then, I asked them to explain their work. After that, I gave the feedback their work. I did it to ensure they understood about the first form of a verb, at the last, I asked them to pronounce the question's answer loudly."

From the interview above, the evaluation used by the teacher was giving feedback for students that could master their vocabulary (verb 1). Besides, the teacher also used oral test by asking the students to explain their work in the puzzle squares.

It was also supported by the student one of the eighth D class, he said:

"In the end of teaching-learning process, the teacher used to give questions about the material having been taught. I had ever been asked a vocabulary and ordered to mention the meaning of word "*terjaga dari tidur*". At the time, the topic was about habitual action, I answered "get up", and my teacher said the actual answer should be "wake up", because 'get up" is used to express that we were not in sleep."

The other was supported by the student two of the eighth D class, she said:

> After explaining the material, the teacher gave us the questions about the vocabulary of present tense with a crossword puzzle such as we were asked to answer the verb in the puzzle squares. During the learning process, when I was not able to answer the missing verb and confused of not matching verb with the puzzle, the teacher gave me other clues and ordered the others to help me explain more about the verb addition S/ES. We also had to explain why we added S/ES to a verb, how if the subject used I, You, They, We, or She, He, It and whether the verb was corrected or not by matching the verb and the squares of puzzle. Then she corrected our work written in the puzzle while discussing with us. Furthermore, in the last activity, the teacher gave us some questions and asked us to conclude the material given.

From interviews above that the teacher helped the students when they were confused in finishing the game. The teacher also gave the feedback their work. In the end teaching-learning process, the teacher gave the questions and asked the students to conclude the material that had been learned.

Based on the observation in the classroom, the teacher gave the motivation when going around the class to check the students' work. The teacher boosted them by the positive words such as "*Ayo kalian pasti bisa, gampang kok clue nya, nanti yang cepet selesai duluan terus jawabannya bener semua, saya kasih hadiah*", she also said "*very good*" when some students showed their work. When some students were confused, the teacher came to them and helped to solve it by giving them other clues and asked other students to explain. The teacher also gave feedback and correction when the students explained their work. In the

last activity, the teacher asked students whether they understood the lesson or not. The students responded that they got the lesson. Then, the teacher gave some questions and asked the students to give the conclusion.

Based on the interview and observation about the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, the researcher found that the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

Based on the results of the data description presented above, the results and findings of the research could be concluded. The conclusion of the results or research findings would be explained in the following table:

Table 4.1
Results or Research Findings

No	Research Focus	Research Findings
1	2	3
1.	What are the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?	There were three points; first, it built students' enthusiasm in learning vocabulary. Second, it gave opportunity to students to master their vocabulary as like they are able to understand and use the vocabulary correctly. Third, it helped students easier to understand and remember

1	2	3
		the vocabulary that has been learned.
2.	What is material used in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?	The material used in teaching vocabulary was about simple present tense such as the first form of a verb or an additional verb S/ES. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*". This material was also suitable using the crossword puzzle game which students could learn a new verb and understand the use of the first form of a verb in the right way based on grammatical rules such as the use of adding S/ES as a verb in present tense.
3.	How is the procedure of crossword puzzle in teaching vocabulary at eighth grade students of SMPN 02 Rambipuji?	The teacher was easy to implement this game, because there were some factors supported on her teaching process, as follows; first, students were happy and spirit in playing the game. Second, the teacher illustrated the material of the game. Third, teacher went around the class to solve the students' problems. While, the procedures of implementing the crossword puzzle game consisted three steps namely opening, main and closing activities, as follows;

1	2	3
		Opening activity, the teacher opened the class then checked the attendance list, after that the teacher explained the material that was going to be taught. *Main-activity*, the teacher explained the ways of play the crossword puzzle then asked them to do and answer the game. After that the students were asked to pronounce the words correctly. *Closing activity*, the teacher asked students to conclude the material then ordered to read or repeat the full sentence after her in a loud voice
4.	How is the assessment of teaching vocabulary through crossword puzzle?	The teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

C. Discussions

After describing the research's result, the data were presented and analyzed through finding discussion, as the result of the main ideas or research questions that have been discussed in the previous section. Here the discussion:

1. **The Goals of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

The goals finding of implementing teaching vocabulary crossword puzzle in eighth grade students of SMPN 02 Rambipuji as follow: first, it built students' enthusiasm in learning vocabulary. Second, it gave opportunity to students to master their vocabulary as like they are able to understand and use the vocabulary correctly. Third, it helped students easier to understand and remember the vocabulary that has been learned. This was relevant with Haryono's statement, he stated that the goal of crossword puzzles in learning is to hone the student's thinking skill in vocabulary learning or materials in a subject. This game can build enthusiasm and enjoyment in learning without having to deal with drab situation.[72] Another theory was stated by MC. Njoroge, R.W. Ndung'u and M.G. Ganthia that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.[73]

This finding also related to the theory of Hadfield, he stated that crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater

---

[72] Alfiani Prihastuti dan Ahmad Agung Yuwono Putro, Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbasis Teka-Teki Silang (TTS) Siswa Kelas III SD Muhammadiyah Kemadang, Jurnal PGSD Indonesia, Vol 3 No 2 Tahun 2017

[73] Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Ganthia, 313- 321.

retention and memorization of facts.[74] It was supported by the statement of Yheni Siwi Utami which argue that the crossword puzzle is to build and develop vocabulary mastery as like this game build brain nerves that provide a refreshing effect on memory so that the brain function becomes optimal again, because the brain is used with relaxed in learning process continuously, and it can makes students understand more and easily to enter into students' memories which students will not forget easily the material that has been taught.[75]

In conclusion, the goals of implementing teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji were related with the theories above, so they could be concluded that it built students' enthusiasm in learning vocabulary, then it gave opportunity to students to master their vocabulary as like they are able to practice and repeat the sentence pattern and vocabulary, and made students easier to understand more and remember the vocabulary in material that has been learned.

2. **The Material of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

The material finding in teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji was about simple present tense such as the first form of a verb or an additional verb S/ES. The teacher used a clue sentence completion that was taken from the

---

[74] Nurul Puspita dan Nurlaily Sabiqoh, 310.
[75] Yheni Siwi Utami, 31

Google and the book "*When English Rings a Bell*". This material was also suitable using the crossword puzzle game which students could learn a new verb and understand the use of verb in the right way based on grammatical rules such as the use of adding S/ES in present tense. The teacher focused to teach about the first form of a verb in teaching vocabulary. Through crossword puzzle, students could understand the use of the additional verbs S/ES in sentences. This is in accordance with what was stated by Frank that the verb is a word or groups of words that expresses an action, an event or a state. The verb is used after subject, or before object or complement. It is also the most complex part of speech. Verb has the grammatical properties of person and number, properties which require agreement with the subject. The following words underlined are the examples of verbs; *Anne <u>works</u> in her office*, *John <u>was</u> in Jakarta last week,* and *They <u>come </u>to my house*.[76]

Another theory was supported by Wharton, he states that crossword puzzle for use in the language classroom is really quite easy to create. First, teacher makes a list of words with which students should be familiar. Then, the teacher searches for a letter common to two words and students are off. The puzzle forms may be used in several ways: animals, colors, plants, parts of speech; *verb, noun, preposition, and so on*, the names of the days, *the week, months, subjects*, etc.[77] It was also relevant with Sabiqoh's statement that crossword puzzle game is suitable

---

[76] Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice Hall, 1972), 141.

[77] Nurul Puspita dan Nurlaily Sabiqoh, 309.

to be used to increase the students' vocabulary mastery based on the context and they can use the words correctly with good spelling and sentence pattern.[78]

The teacher used a clue sentence completion as the question of crossword puzzle that students should complete the missing word by a verb, and the sentences were taken from the Google and some were the book. It was relevant with Lee's theory that the crossword puzzle is consists of a crossword and clues. The clues are the guidance for solving crosswords puzzle. There are three kinds of clues such as *definition, picture*, and *sentences completion*. The clue sentence completion is consisting of sentence in which the answer is by filling the missing word.[79]

This was also supported by the statement of Richard and Renandya which mentioned that there are some form of teaching materials, they are; first, printed materials such as books, workbooks, worksheets, or readers. The second, non-print materials such as cassette or audio materials, videos, or computer-based materials. Third, materials that comprise both print and non-print sources such as self-access materials and materials on the internet, forth, materials not designed for instructional use such as magazines, newspaper, and TV materials.[80] It

---

[78] Nur Laily Sabiqoh, 40.
[79] Zunita Widyasari, "The Use Of Crossword Puzzle To Improve Vocabulary Mastery" (Thesis, English Department Of Education Faculty State Islamic Studies Institute, Salatiga, 2010), 18.
[80] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

could be said that the teacher used materials that comprise both print and non-print sources in teaching materials.

The materialof teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji from the finding and theory could be concluded that the material was about the first form of a verb. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*".

3. **The procedure of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

The procedure finding of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, The teacher was easy to implement this game, because there were some factors supported on her teaching process, as follows; first, students were happy and spirit in playing the game. Second, the teacher illustrated the material of the game Third, when students were hesitant to the answer, they could match the verb with the puzzle squares. They were also easy to answer the next question because the answers in the puzzle were connected and gave them more clues. Fourth, all students had their own dictionary, so it made them easy to finish the game. Fifth, teacher went around the class to solve when students found difficulties to play it. Sixth, the teacher was easy to teach pronunciation through this game because the verbs in the puzzle squares were easy to be spelled and pronounced by students. This is in accordance with what was stated by Rosemary that it is easy to

devise crossword to practice vocabulary teaching point (pronunciation, word formation, spelling, grammar etc.) in fact the enterprising teacher could create a whole collection of such crossword, each one dealing with particular problem area of a language. Crossword puzzle activities could be used as a follow up exercise to reinforce the learning of particular items and are suitable both for individual or group work.[81] It was also supported by statement of Dhand, he states that how crossword puzzles help the students in learning, as follows: first, the technique of crossword puzzle is a good way to teach and enrich vocabulary because the definition or synonyms of the words are right there to provide reinforcement. Second, Crossword puzzle can also be used to encourage the use of dictionary or thesaurus or to learn terminology used in a particular subject, they can be used as a quiz or review at the end of a unit/chapter or a lesson. Third, Crossword puzzles can be easily made by the teacher and presented to students.[82]

While, the procedures of implementing the crossword puzzle game consisted three steps namely opening, main and closing activities, as follows; *Opening activity*, the teacher opened the class then checked the attendance list, after that the teacher explained the material that was going to be taught. *Main-activity*, the teacher explained the ways of play the crossword puzzle then asked them to do and answer the crossword puzzle. After that the students were asked to pronounce the words

---

[81] Rosemary Khoo, *Variation of Crossword, Guidelines for Language Games*. No. 2/8/80, pp. 96-102.

[82] Yheni Siwi Utami, 31.

correctly. *Closing activity*, the teacher asked students to conclude the material then ordered to read or repeat the full sentence after her in a loud voice.

This finding related to the theory of Pinuria et al that there are some procedures in implementing crossword puzzle in classroom as follow; *Pre-teaching activity,* the teacher greets the students, the teacher checks student's attendance, after checking students attendance, the teacher reminds the students about previous subject taught in the last meeting, and the teacher introduces the new topic to the students. *Whilst-teaching activities*, the teacher asks the students about the crossword puzzle, the teacher gives an example of the crossword puzzle to them; the teacher gives assignments to the students, after the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the appropriate words as the crossword puzzle answer. *In post-teaching activities*, the teacher asks the students about the crossword puzzle.[83]

The teacher taught students in enhancing their pronunciation as like they pronounce or spell every alphabet in the verbs and continued with the full words of the verbs in learning process. The teacher also designed this game not only to teach the verb but also learn a grammar such as the verb with the addition of S/ES. Those were relevant with the Penny Ur's theory that the learner has to know what a word sounds like

---

[83] Nurul Puspita dan Nurlaily Sabiqoh, 314-315.

(*its* pronunciation) and what it looks like (*its spelling*). These are fairly obvious characteristics, and on or other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that these two aspects are accurately presented and learned well. Yet, the grammar of new items needs to be taught if it is not covered by general grammatical rules. When teaching a new verb, for example, we might also give its past form, if this is irregular (*think, thought*), when teaching a noun, we may wish to present its plural form irregular (*mouse, mice*) or draw learners attention to the fact that it has no plural at all (*advice, information*).[84]

The implementation of crossword puzzle in teaching vocabulary at the eighth grade students of SMPN 02 Rambipuji from the finding and theory could be concluded that this game was easy to be implemented by the teacher and students. There were no serious problems faced by them. While, the procedures consisted of three steps namely, *Pre-activity*, the teacher set the preparation of teaching and explained the material. *While-activity,* the teacher told about the crossword puzzle that would be used to teach the first form of a verb. *Post-activity*, the students were asked giving conclusion about the material given.

---

[84] Penny Ur, *A Course in Language Teaching practice and theory* (Cambridge: Cambridge University Press, 1991), 60.

4. The evaluation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji

The evaluation finding of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, the researcher found that the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned. This was in accordance with what was stated by Brown that formative assessment could be in the form of giving students comment or a suggestion or call attention to an error, that feedback was offered to improve the learner's language ability.[85]

The evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji from the finding and theory could be concluded that the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

---

[85] H. Douglas Brown, *Language Assessment*, 6.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusions of the research and the suggestions.

A. Conclusions

Based on the result of qualitative research with observation techniques, interviews and document review, carried out at SMPN 02 Rambipuji about The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji the conclusions were presented as follows;

1. The goals of teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji as follow: first, it built students' enthusiasm in learning vocabulary. Second, it gave opportunity to students to master their vocabulary as like they are able to practice and repeat the sentence pattern and vocabulary. Third, it helped students easier to understand and remember the vocabulary in the material that has been learned.

2. The material in teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji was about the first form of a verb. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*".

3. The procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was easy to be implemented by the teacher and students. There were no serious problems faced by them. It consisted of three steps namely, *Pre-activity*, the teacher set the preparation of teaching and explained the material. *While-activity,* the teacher told about the crossword puzzle that would be used to teach the first form of a verb. *Post-activity*, the students were asked giving conclusion about the material given.

4. The evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.
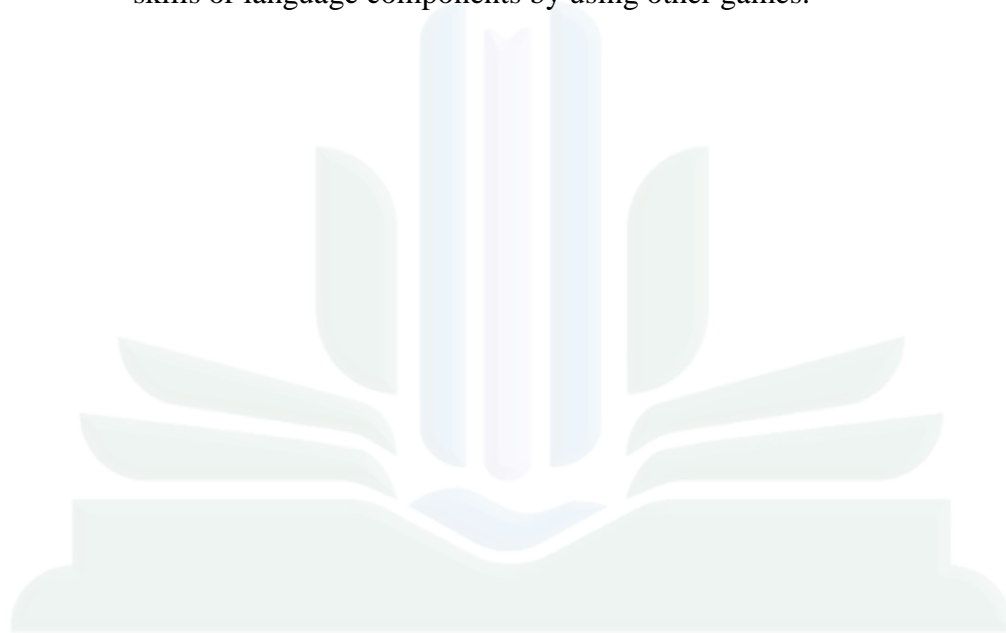
B. Suggestions

Based on the research results and conclusions above, the researcher put forward some suggestions in order to succeed in the success of learning English in SMPN 2 Rambipuji. The suggestions are as follow:

1. For the teacher.

It is better for the teacher to increase their creativity in making learning strategies or teaching media that are fun and easily accepted by students. In that way, the students will be more enjoy and enthusiast in learning process.

2. For others researcher.

   For other researchers, the researcher suggests using this research as a reference in doing similar research by using Crossword puzzle game to teach vocabulary. Whereas, they also can teach vocabulary and other skills or language components by using other games.

REFERENCES

AL-Hilali, Muhammad Taqi'ud Din and Muhammad Muhsin Khan. *Translation of the meanings of the Noble Qur'an in the English Language*. Madinah: King Fahd Complex for the Printing of the Holy Quran, K.S.A.

Ali, Abdullah Yusuf. *The Holy Quran original Arabic text with English Translation & Selected Commentaries*. Kuala Lumpur: Saba Islamic Media, 2004.

Anwar, Taofik Yayang and Efransyah. "Teaching English Vocabulary Using Crossword Puzzle Game At The Seventh Grade Students." *Professional Journal of Englih Education*, 2018.

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: PT Rineka Cipta, 2013.

Ary, Donal et. al. *Introduction to Research in Education, 8ᵗʰ Edition* (Belmont USA: Wadsworth, 2010.

Asyiah, Dewi Nur. "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery." *Jurnal Bahasa Lingua Scientia*, 2017.

Brown, H. Douglas. *Principles of Language Learning and Teaching*. San Francisco State University: Addison Wesley Longman, 2000.

Brown, H. Douglas. *Language Assessment : Principles and Classroom Practices*. San Francisco: Longman. 2003.

Bull, Victoria. *Oxford Learner's Pocket Dictionary: Fourth Edition*. New York: Oxford University Press, 2011.

Carten, Jeanne Mc. *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*. New York: Cambridge University Press, 2007.

Cresswell, John .W. *Research Design: Qualitative and Quantitative Approaches.* California: SAGE Publicitatitons, Inc, 1994.

Creswell, John .W. Educational Research Fourth Edition, Boston: Pearson Education, 2012.

Frank, Marcella. *Modern English a Practical Reference Guide*, New York: Prentice Hall, 1972.

G Lodico, Marguerite, Dean T Spaulding, and Katherine N. Voegtl. *Methods in Educational Research, 2ⁿᵈ Edition: From Theory to Practice.* San Fransisco: Jossey-Bass, 2010.

Harjanto. *Perencanaan Pengajaran*. Jakarta: PT Rineka Cipta, 2003.

Hill, Jeffrey. *101 Thematic Crossword Puzzles Sample for learners of English*. Le Havre, France: www.crosswordenglish.com, 2016.

Hilmi, Charis Zul. "The Effectiveness of Using Crossword Puzzle to Increase the English Vocabulary Mastery of the Second Grade Students of Mtsn 3 Boyolali." Thesis, English Education Department Cultures And Languages Faculty The State Islamic Institute, Surakarta, 2019.

Horrnby. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press, 1995.

Majid, Abdul. *Perencanaan Pembelajaran.* Bandung; PT Remaja Rosdakarya.

Mansyur et al. *Asesmen Pembelajaran di Sekolah*. Yogyakarta: Pustaka Pelajar, 2015.

Miles and Huberman. *Qualitative Data Analysis 3ʳᵈ Edition*. London: Sage, 2014.

Moleong, Lexy .J. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya, 2008.

Mukrimaa,Syifa .S. *53 Metode Belajar dan Pembelajaran*. Bandung: University of Education Bumi Siliwangi, 2014.

Mundir. *Metode Penelitian Kualitatif dan Kuantitatif.* Jember: STAIN Jember Press, 2013.

Nadilah, Rif'atun. "The Implementation Of Teaching Vocabulary By Using Charade Games As Media At 8th Grade Students Of Smpn 1 Jenggawah." Thesis, English Education Department of State Institute Of Islamic Studies, Jember, 2020.

Nugroho, Muhamad Erfan. "Teaching English Vocabulary To Seventh Grade Students Of Smp Muhammadiyah 5, Surakarta." Thesis, English Departement Muhammadiyah University, Surakarta, 2015.

Njoroge, Martin, C. Ruth W. Ndung'u and Moses Gatambuki Ganthia, "The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary Schools. Nairobi." *International Journal of Current Research*, 2013.

Porras, Larra . "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia's Pulp Mill in Uruguay.", Master's Thesis, 2016.

Prabowo, Sugeng Listyo and Faridah Nurmaliyah. *Perencanaan Pembelajaran.* Malang: UIN Maliki Press, 2010.

Prihastuti, Alfiani and Ahmad Agung Yuwono Putro. "Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbasis Teka-Teki Silang (TTS) Siswa Kelas III SD Muhammadiyah Kemadang." *Jurnal PGSD Indonesia*, 2017.

Putra, Nusa. *Metode Penelitian Kualitatif Pendidikan*. Jakarta: Raja GrafindoPersada, 2012.

Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press, 2002.

Rohmah, Dzir. "The Effectiveness of Using Crossword Puzzle to Improve Student's Vocabulary at First Grade of Students in SMPN 2 Sumbergempol." Thesis, English Education Department Faculty of Tarbiyah And Teacher Training State Islamic Institute Tulungagung, 2016.

Sekretariat Negara RI. Undang-Undang no 20 tahun 2003 tentang Sistem Pendidikan Nasional.

Sugiyono. *Metode Penelitian Kualitatif.* Yogyakarta: Ar Ruz Media, 2006.

Sugiyono. *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta, 2018.

Terry, George .R. *Prinsip-prinsip Manajemen*. Jakarta: PT Bumi Aksara, 2014.

Thorburry, Scott. *How To Teach Vocabulary*, England: Pearson Education Limited, 2002.

Ur, Penny. *A Course in Language Teaching practice and theory*. Cambridge: Cambridge University Press, 1991.

Utami, Siwi Yheni. "Improving Students' Vocabulary Mastery Using Crossword Puzzles For Grade VII Of SMPN 02 Srandakan." Thesis, English Education Department Faculty Of Languages And Art Yogyakarta State University, Yogyakarta, 2014.

Widyasari, Zunita. "The Use Of Crossword Puzzle To Improve Vocabulary Mastery." Thesis, English Department Of Education Faculty State Islamic Studies Institute, Salatiga, 2010.

Appendix 1

DECLARATION OF AUTHENTICITY

I, the undersigned below:

Name	: Mochammad Sibaweh
Student's Number	: T20166066
Study program	: English Education Department
Institution	: UIN KHAS of Jember

Declare that this thesis entitled "The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji in the Academic Year 2020/2021" is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, 9th November 2021
I declared

Mochammad Sibaweh
NIM.T20166066

digi

Appendix 2

MATRIX OF THE RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Question
The Implementation of Teaching Vocabulary through Crossword Puzzle at The Eighth Grade Students of SMPN 02 Rambipuji in The Academic Year 2020/2021	The Implementation of Teaching Vocabulary through Crossword Puzzle	1. The goals of Teaching Vocabulary through Crossword Puzzle 2. The material in Teaching Vocabulary through Crossword Puzzle 3. The Procedure of Teaching Vocabulary through Crossword Puzzle 4. The evaluation of Teaching Vocabulary through Crossword Puzzle	Informant English Teacher Non English Teacher Students	**1. Approach and kinds of research** a. Qualitative b. Descriptive **2. Data collection method** a. Observation b. Interview c. Document Review **3. Data analysis technique: Data collection, condensation, display, and conclusion drawing**. 4. **Validation of data :** Triangulation of sources and methods	1. What are the goals of at the eighth grade students of SMPN 02 Rambipuji? 2. What is material used in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji? 3. How is the procedure of crossword puzzle in teaching vocabulary at the eighth grade students of SMPN 02 Rambipuji? 4. How is the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?

Appendix 3

The interview's guide to English teacher

School	
Address	
The English teacher's name	
NIP	
Day/date	

1. What are the goals of teaching vocabulary through crossword puzzle?
2. What is material used in teaching vocabulary through crossword puzzle?
3. How is the procedure of teaching vocabulary through crossword puzzle?
4. How is the evaluation of teaching vocabulary through crossword puzzle?
5. What difficulties are faced in implementing crossword puzzle?

The interview's guide to students

School	
Address	
Student's name	
NIS	
Day/date	

1. What do you think about crossword puzzle?
2. What is material used by the teacher in teaching vocabulary through crossword puzzle?
3. Are there any difficulties to play the crossword puzzle?
4. How is the procedure of teaching vocabulary through crossword puzzle?

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : SMP Negeri 2 Rambipuji

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII D /Genap

Materi pokok   : Simple Present Tense

Alokasi Waktu   : 2 Jam Pelajaran (80 menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
1	3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan	3.7.1. Menentukan fungsi sosial yang terkait dengan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.7.2. Menentukan struktur teks yang terkait tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.7.3. Menentukan unsur kebahasaan yang terkait dengan tindakan memberi dan meminta informasi

	kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*)	terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
2	4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan /kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.7.1 Membuat teks pendek terkait terkait keadaan/ndakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 4.7.2. Melakukan percakapan terkait keadaan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum

Fokus Penguatan Karakter: Disiplin, Percaya diri, Tanggung jawab

C. Tujuan Pembelajaran

1. Setelah mempelajari materi ini, peserta didik dapat: mengdentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks *simple present tense*
2. Setelah mempelajari materi ini, peserta didik dapat: menyusun dan menggunakan kata kerja pada kalimat *simple present tense*
3. Peserta didik dapat memahami arti kosa kata bahasa inggris dengan baik.
4. Peseta didik dapat menyebutkan kosa kata dengan benar.

D. Materi Pembelajaran
Contoh Kalimat Simple Present Tense

1. **Simple Present Tense dalam He/She/It**

   a. He loves to play basketball.
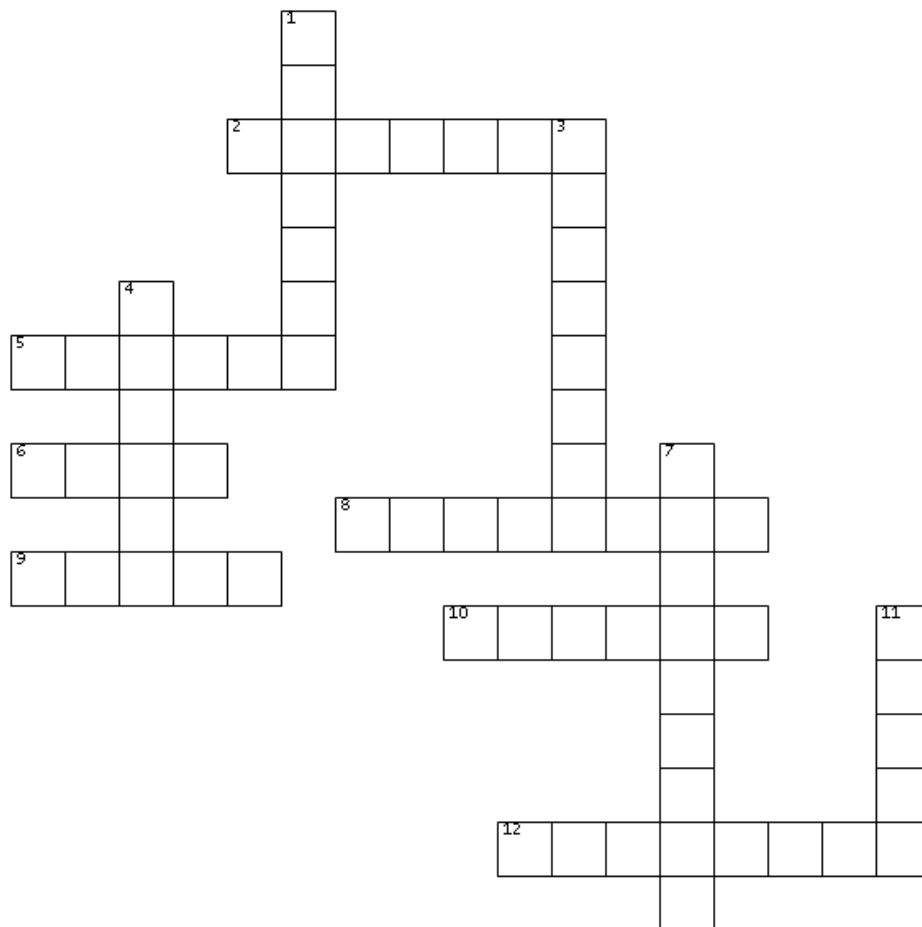
   b. She thinks she is very stupid.

2. **Simple Present Tense dalam They/We/I/You**

   a. We can go to the museum every Sunday.

   b. They sleep in my room tonight.

   c. We cook fried rice almost every day.

3. **Kosa Kata**

   - **Love** = **suka**
   - **Think** = **berfikir**
   - **Go** = **pergi**
   - **Sleep** = **tidur**
   - **Cook** = **memasak**

CROSSWORD PUZZLE!

ACROSS

2. He usually.... my message quickly

5. It..... very delicious in the restaurant.

6. My friends.... into their new home next week

8. Teacher.... Rio because he is always late.

9. The sun.... in the east.

10. He always.... that street every morning.

12. Orange.... a vitamin C.

DOWN

1. Soni.... his time in the beach

3. She always.... for her favorite artist's news in the Google.

4. The train to Rambi's station..... at 6.00 a.m.

7. I and My family.... the party in the Cafe.

11. My father.... the broken floor.

E. Metode Pembelajaran : Crossword Puzzle Game

F. Media/Alat, Bahan dan SumberBelajar

1. Media/Alat

   - Gambar

   - Spidol dan Papan Tulis

   - Kertas Lembar Kerja

2. Sumber Belajar

   - Google

   - Buku Paket

G. Langkah Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
Kegiatan Pendahuluan	1. Guru memberi salam. 2. Guru meminta salah satu siswa untuk memimpin doa sebelum pembelajaran dimulai. 3. Guru memeriksa kehadiran siswa. 4. Guru mengkondisikan suasana belajar yang menyenangkan. 5. Guru memberikan ilustrasi tentang materi yang akan dipelajari.	**10 menit**

Kegiatan Inti	1. Guru memberikan sedikit penjelasan terkait materi yang akan diajarkan.	60 menit
	2. Guru meminta siswa menyebutkan beberapa kosa kata tentang materi tersebut	
	3. Siswa diminta membuat beberapa kalimat tentang kosa kata yang di sebutkan.	
	4. Guru mengkoreksi kalimat–kalimat tersebut dengan berdiskusi.	
	5. Guru memberikan penjelasan tentang *crossword puzzle game*	
	6. Guru memberi contoh cara bermain *crossword puzzle game*	
	7. Siswa diberi tugas untuk mengerjakan *crossword puzzle game*	
	8. Setelah selesai mengerjakan tugas tersebut, guru meminta siswa mengumpulkan tugasnya.	
	9. Guru menunjuk beberapa siswa untuk maju kedepan kelas untuk mengisi soal-soal tersebut sambil menjelaskan hasil kerjanya	
	10. Guru memberikan *feedback* tentang pekerjaan siswa	
	11. Guru meminta siswa untuk mengucapkan kosa kata tersebut dengan baik dan benar.	
Penutup	1. Guru memberikan pertanyaan kepada siswa untuk memeriksa pemahaman siswa terhadap materi yang telah dipelajari	10 menit
	2. Siswa menyimpulkan materi pembelajaran yang telah dipelajari	
	3. Doa dan salam.	

H. Penilaian Hasil Pembelajaran

1. Sikap

Nama Siswa :
NIS :
Kelas :

No.	Aspek Penilaian	1	2	3	4	5
1	Tanggung Jawab					
2	Disipin					
3	Peduli					
4	Cinta Damai					

Keterangan:
1= Sangat Kurang 2= Kurang 3= Cukup 4= Baik 5= Sangat Baik

2. Pengetahuan

Nama	Kosa Kata	Ketepatan Makna	Memahami Tujuan Komunikatif	Nilai Rata-rata

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Kosa Kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan Komulatif	Memahami tujuan komunikatif	60-100

3. Keterampilan

Kegiatan: Menulis dan berbicara

Aspek Penilaian				
Nama	Pronounciation	Intonation	Grammer	Nilai Rata-rata

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Pronounciation	Ketepatan pengucapan kata/ kelancaran pengucapan	60-100
Intonation	Ketepatan penekanan kata (stressing)	60-100
Grammer	Ketepatan penggunaan kata secara tatanan bahasa	60-100

Jember, 25 November 2020

Mengetahui,

Kepala SMP Negeri 2 Rambipuji   **Guru Mata Pelajaran**

MOH. ROKHIM, M.pd   **Rini Widyastuti, S.Pd.**
NIP. 196801 13 198901 1 001   NIP.196904282008012013

Appendix 5

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136 Website :
www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor   : B. 0788 /In.20/3.a/PP.00.9/02/2021   04 Februari 2021
Sifat   : Biasa
Lampiran : -
Hal   : **Permohonan Ijin Penelitian**

Yth. Kepala Sekolah SMPN 2 Rambipuji
Jl. Widuri No. 1 Pecoro, Rambipuji, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama   : Mochammad Sibaweh
NIM   : T20166066
Semester   : IX (Sembilan)
Jurusan   : Pendidikan Bahasa
Prodi   : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai model pendidikan multikultural pada pembelajaran pendidikan agama Islami di SMPN 2 Rambipuji.

Adapun pihak-pihak yang dituju adalah sebagai berikut:
1. Kepala Sekolah SMPN 2 Rambipuji.
2. Guru Bahasa Inggris SMPN Rambipuji.
3. Staf dan Karyawan SMPN 2 Rambipuji.
4. Siswa-siswi Kelas VIII D SMPN 2 Rambipuji.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.
Wassalamualaikum Wr Wb.

A.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

Appendix 6

S U R A T - K E T E R A N G A N
No. 800 / 517/ 413.16.20523862/2021

Yang bertanda tangan dibawah ini   :

N a m a	:	**MOH. ROKHIM , M.Pd**
N I P	:	19680113 198901 1 001
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 2 Rambipuji

Menerangkan dengan sebenarnya bahwa nama tersebut dibawah ini :

N a m a	:	**MOCHAMMAD SIBAWEH**
N I M	:	T20166066
Program /Jurusan	:	Tadris Bahasa Inggris
Jenjang	:	Strata (S.1)
Fakultas	:	Tarbiyah

Terhitung Tanggal 01 Maret sampai dengan 19 Maret 2021 yang bersangkutan telah selesai melaksanakan penelitian di SMP Negeri 2 Rambipuji , dengan judul Tesis : " **The Implementasi Of Teaching Vocabulary at 8 th Grade Students Of SMP Negeri 2 Rambipuji Academic Year 2020/2021 ".**

 Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Rambipuji , 21 April 2021
Kepala Sekolah

MOH.ROKHIM, M.Pd
NIP.19680113 198901 1 001

Appendix 7

<div align="center">

JURNAL PENELITIAN

</div>

Nama   : Mochammad Sibaweh

Nim   : T20166066

Judul   : The Implementation Of Crossword Puzzle in Teaching Vocabulary At 8th Grade Students of SMPN 02 Rambipuji In Academic Year 2020/2021

Lokasi   : SMPN 2 Rambipuji Jember

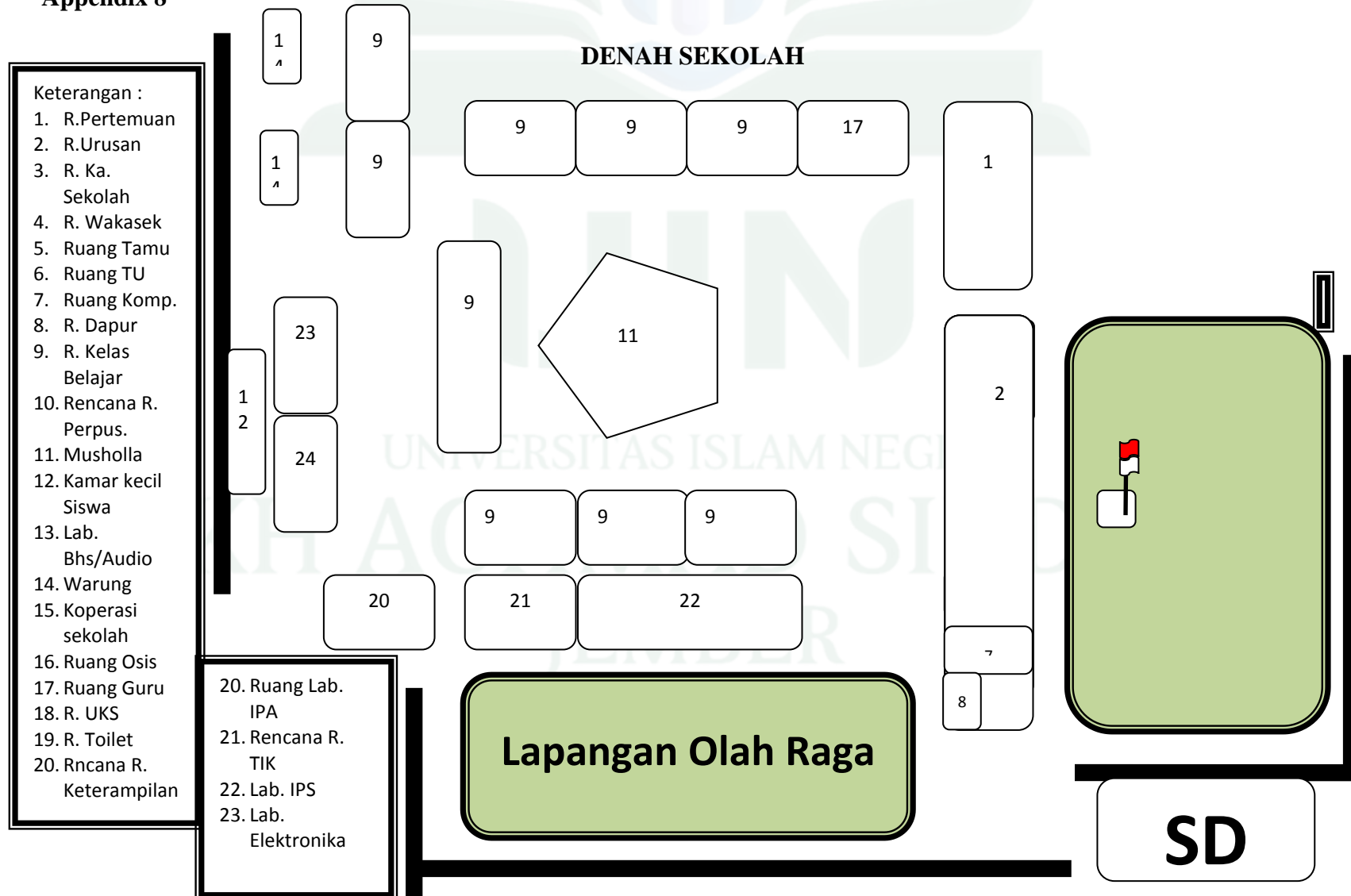| No	Tanggal	Jenis Kegiatan	Tanda Tangan
1.	01st Maret 2021	Menyerahkan surat ijin penelitian ke SMPN 02 Rambipuji Jember	
2.	03^{d} Maret 2021	Pengambilan data tentang sejarah SMPN 02 Rambipuji, profil, visi dan misi, struktur organisasi, dll.	
3.	08th Maret 2021	Melakukan wawancara dengan Mrs. Rini selaku guru bahasa Inggris VIII D	
4.	15th Maret 2021	Melakukan wawancara dengan Murid kelas VIII D (Indri)	
5.	17th Maret 2021	Melakukan wawancara dengan Murid kelas VIII D (Rifky)	
6.	19th Maret 2021	Pengambilan surat selesai penelitian	

Jember, 22 Maret 2021

Kepala sekolah SMPN 02 Rambipuji

Moh. Rokhim, M. Pd
NIP. 19680113198901001

Appendix 8

DENAH SEKOLAH

Keterangan :
1. R.Pertemuan
2. R.Urusan
3. R. Ka. Sekolah
4. R. Wakasek
5. Ruang Tamu
6. Ruang TU
7. Ruang Komp.
8. R. Dapur
9. R. Kelas Belajar
10. Rencana R. Perpus.
11. Musholla
12. Kamar kecil Siswa
13. Lab. Bhs/Audio
14. Warung
15. Koperasi sekolah
16. Ruang Osis
17. Ruang Guru
18. R. UKS
19. R. Toilet
20. Rncana R. Keterampilan

20. Ruang Lab. IPA
21. Rencana R. TIK
22. Lab. IPS
23. Lab. Elektronika

1 | 9
1 | 9
1 | 9
9 | 9 | 9 | 17 | 1
23 | 9 | 11 | 2
1 2 | 24
9 | 9 | 9
20 | 21 | 22 | 7
8

Lapangan Olah Raga

SD

Appendix 9
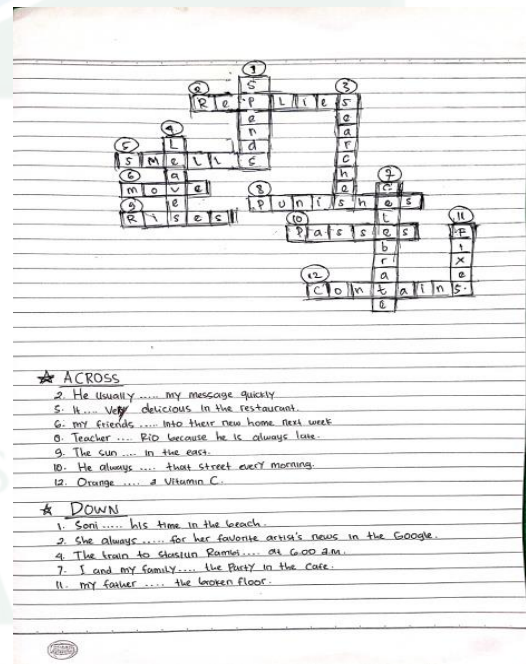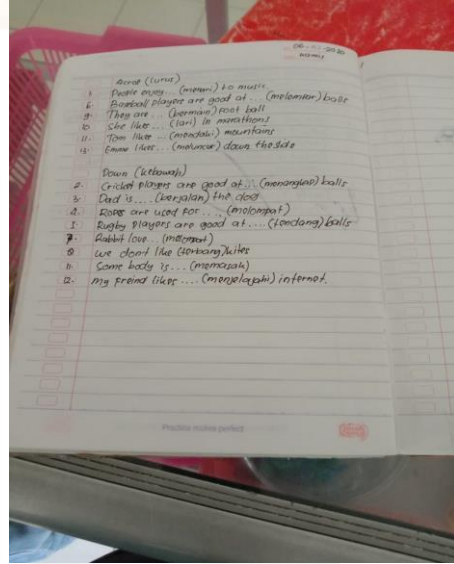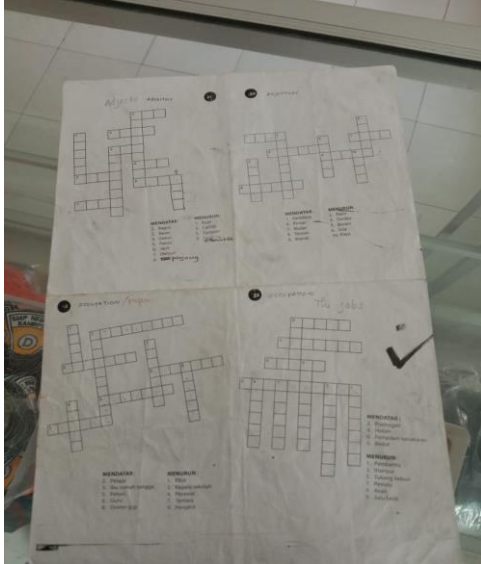
DOCUMENTATION

(Interview with Mrs. Rini)

(Interview with Rifky)

(Interview with Indry)

(The classroom's condition and situation at VIII-D)

(The Materials of Crossword Puzzle)

Appendix 10

<div align="center">

BIODATA

</div>

Name	: Mochammad Sibaweh
Date of birth	: 15th of December 1996
Gender	: Male
Age	: 24
Address	: Laweyan, Kec. Sumberasih, Kab.Probolinggo
Religion	: Islam
Nationality	: Indonesian
Phone	: 085606602791
Email	: sibawehmochammad@gmail.com

EDUCATION DETAIL

2005-2010	: SDN Laweyan II
2010-2013	: MTs Wali Songo
2013-2016	: MAN 2 Kota Probolinggo
2016-Nowaday	: English Education Department, UIN KHAS Jember

THE IMPLEMENTATION OF TEACHING VOCABULARY THROUGH CROSSWORD PUZZLE AT THE EIGHTH GRADE STUDENTS OF SMPN 02 RAMBIPUJI IN ACADEMIC YEAR 2020/2021

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
In Partial Fulfillment of the Requirements
A Bachlor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

Mochammad Sibaweh
NIM. T20166066

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ OF JEMBER TEACHER TRAINING AND EDUCATION FACULTY OCTOBER 2021

THE IMPLEMENTATION OF TEACHING VOCABULARY THROUGH CROSSWORD PUZZLE AT THE EIGHTH GRADE STUDENTS OF SMPN 02 RAMBIPUJI IN ACADEMIC YEAR 2020/2021

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
In Partial Fulfillment of the Requirements
A Bachlor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

Mochammad Sibaweh
NIM. T20166066

APPROVED BY:

ADVISOR:

Nina Hayuningtyas, M.Pd
NIP. 19810814 201411 2 003

ii

THE IMPLEMENTATION OF TEACHING VOCABULARY THROUGH CROSSWORD PUZZLE AT THE EIGHTH GRADE STUDENTS OF SMPN 02 RAMBIPUJI IN ACADEMIC YEAR 2020/2021

THESIS

It has been examined and approved by the board
Examiners in partial fulfillments of the requirement
For the bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day   : Tuesday
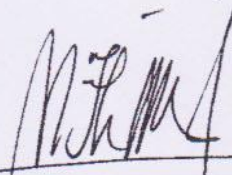Date   : 9th of November 2021

The Board of Examiners

Chairperson   Secretary

As'ari, M.Pd.I   **Mega Fariziah Nur Humairoh, M.Pd.**
NIP. 197609152002011004   NIP. 199003202019032010

Members:

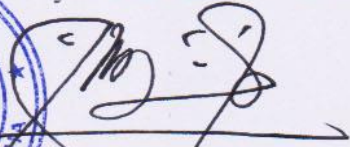1. H. Moch. Imam Machfudi, Ph.D.   (   )

2. Nina Hayuningtyas, M.Pd.   (   )

Approved By
Dean of Faculty of Tarbiyah and Teacher Training

Prof. Dr. Hj. Mukni'ah. M.Pd.I
NIP. 196405111999032001

iii

MOTTO

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِ ۖ وَجَٰدِلۡهُم بِٱلَّتِى هِىَ أَحۡسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ

﴿١٢٥﴾

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided." **(Q.S An-Nahl : 125)[1]**

---

[1] Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, *Translation of the meanings of the Noble Qur'an in the English Language*, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 281

iv

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Saufi and Suna who always pray for me, give support and spirit to me in gaining success.

2. My beloved brothers, Abd. Rohman and Abdul Kholiq, and all my family who always give me support and motivation.

3. My beloved advisor, Nina Hayuningtyas, M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.

4. My beloved teacher of SMPN 02 Rambipuji, Rini Widyastuti, S.Pd, and The students of SMPN 02 Rambipuji who helped me a lot.

5. My beloved friends of English Department 2 (Universe Class) and my friends, A Fawazien Ready, M. Suhil, Samsul Arifin and Ely Muawanah who always help me and give support each other.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this thesis completely. I would like to say thank you very much for all the affection they gave.

ACKNOWLEDGEMENT

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

Alhamdulillah, all praises be to Allah, Lord of the world, The Most Graceful, and The Most Merciful, who blesses the writer and gives guidance until finishing this thesis with the entitled "The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji". Peace may always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life.

The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Dr. Babun Soeharto, S.E., MM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.

2. Prof. Dr. Hj. Mukni'ah, M.Pd.I. as The Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq of Jember. Thanks for giving permission for the researcher's research.

3. As'ari, M.Pd.I. as the Head of English Education Department. Thanks for giving permission for the researcher's research.

4. Nina Hayuningtyas, M.Pd as the Advisor who has given her time to guide the researcher until thesis finished. Thanks for the advice, suggestions, and guidance.

5. Rini Widyastuti, S.Pd as the English Teacher and the eighth grade students of

SMPN 02 Rambipuji who helped me to conduct this research.

I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, 9th November 2021
The writer

Mochammad Sibaweh
SRN. T20166066

vii

ABSTRACT

Mochammad Sibaweh, 2021: *The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji in Academic Year 2020/2021*

Keyword: *Teaching Vocabulary, Crossword Puzzle*

This research is about the implementation of teaching vocabulary through crossword puzzle. It is recognized that vocabulary is the foundation for students in learning English. Thus, teaching vocabulary by using appropriate method is needed. Crossword puzzle has been implemented to teach vocabulary mastery in SMPN 02 Rambipuji and it proved success in teaching vocabulary mastery.

This research set this topic and this subject with the research questions; 1) what are the goals of teaching vocabulary through crossword puzzle? 2) What is material used in teaching vocabulary through crossword puzzle? 3) How is the procedure of teaching vocabulary through crossword puzzle? 4) How is the evaluation of teaching vocabulary through crossword puzzle?

This research employed qualitative as the method of the research. It was conducted in SMPN 2 Rambipuji at the eighth grade D class. The data were gathered by observation, interview and document review. Source and technique triangulation were used to validate the data.

The result of this research showed that; 1) The goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji were building students' enthusiasm in learning vocabulary, giving opportunity to students to master their vocabulary as like they are able to practice and repeat the sentence pattern and vocabulary, helping the students to understand and remember the vocabulary in the material that has been learned easily. 2) The material in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was about the first form of a verb. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*". 3) The procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was easy to be followed by the teacher and students. There are no serious problems faced by them. While, the procedures consisted of three steps namely, *Pre-activity*, the teacher set the preparation of teaching and explained the material. *While-activity,* the teacher tells about the crossword puzzle that would be used to teach the first form of a verb. *Post-activity*, the students are asked giving conclusion about the material given. 4) The evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

TABLE OF CONTENTS

LIST OF TABLES

xi

LIST OF APPENDICES

1. Declaration of Authenticity

2. Matrix of The Research

3. Interview Guide

4. Lesson Plan

5. Research License Letter

6. Research Finished Letter

7. Research Journal

8. School Plan

9. Documentation

10. Biodata

CHAPTER 1

INTRODUCTION

This chapter presents the research background, research questions, research objectives, research significance, definition of key terms and systematic discussions.

A. Research Background

English has four skills that should be learned by students. They are speaking, listening, reading, and writing. In addition, the students should also be able to master the language components such as vocabulary, pronunciation, and grammar. All of them have important roles that need to be taught, but vocabulary has a big contribution to support the successful students in learning English, because learners who have lack of vocabulary will find some difficulties in using the language in written and oral form.[2] Hence, students have to master the vocabulary, so they can express what they mean and communicate with other people in English.

According to Hornby, he states that vocabulary is defined as a total number of words and a language, all the words known to person or used in a particular book, subject, etc., and it is list of words with their meaning.[3] It means that vocabulary is a basic skill which becomes the most important skill to master as the reason that language is the unity of words to be a sentence and the vocabulary is a part of the skill. Thus, vocabulary mastery is

---

[2] Scott Thorburry, *How To Teach Vocabulary*, (England: Pearson Education Limited, 2002), 13.
[3] Horrnby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), 1331.

1

important to develop in the language teaching in a purpose of achieving the target of the language acquisition.

Furthermore, Harmer defines that vocabulary is one of aspects in English. It is very important for studying English. Learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. However, learner who just learns vocabulary or just reads text or open dictionary will be able to say something.[4] It shows that there is a relationship between vocabulary and language learning. If students know the meaning of words, they will be able to comprehend it. Based on the Qur'an Surah Al-Baqarah (2:31):

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسۡمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ﴿٣١﴾

Meaning: And He taught Adam the nature of all things; then He placed them before the angels, and said: tell me the nature of these if you are right (Qs. Al-Baqarah: 31).[5]

In the context of Surah above, Allah taught Adam as His first human creator about all names of all things, and that are related to the importance of language for human being. Language foundation is a word that is arranged to be a sentence. That means Allah shows us that we have to master the vocabulary, so we can use the language for doing and making meaningful sentences in communication with others.

---

[4] Zunita Widyasari, "The Use Of Crossword Puzzle To Improve Vocabulary Mastery" (Thesis, English Department Of Education Faculty State Islamic Studies Institute, Salatiga, 2010), 2.
[5] Abdullah Yusuf Ali, *The Holy Quran original Arabic text with English Translation & Selected Commentaries*, (Kuala Lumpur: Saba Islamic Media, 2004), 27

Students, unfortunately, still have problems with the four language skills due to lack of vocabulary achievement. It is difficult for them to develop their vocabulary because the students sometimes forget with the vocabulary materials that the teacher has explained. Occasionally, the students feel afraid of following the teaching learning process, because they do not understand about the meaning of words.[6] It can be said that students have the difficulty to master a lot of vocabularies easily, especially for students in Junior High School, they are demanded to master vocabulary based on the curriculum created by government. This should be solved, because some students can master it easily, but some cannot. Thus, teaching vocabulary is not easy to do. It really needs a good strategy in order that the target of vocabulary mastery is achieved. In the other hand, the teacher can be more creative to appropriate method in teaching learning process that can help students to master vocabulary easily.

Once the researcher wants to make SMPN 02 Rambipuji as the subject of the research, the researcher has ever done the school internship. The researcher was ordered to teach in the eighth D Grade. In the first meeting of teaching practice, the researcher was surprised knowing that the students' vocabulary mastery was fair good enough. Thus, the researcher was a curious to know what the English teacher taught in the class. Based on the researcher's observation and interview with the English teacher in SMPN 02

---

[6] Charis Zul Hilmi, "The Effectiveness Of Using Crossword Puzzle To Increase The English Vocabulary Mastery Of The Second Grade Students Of Mtsn 3 Boyolali In The Academic Year Of 2018/ 2019" (Thesis, English Education Department Cultures And Languages Faculty The State Islamic Institute, Surakarta, 2019), 20.

Rambipuji, there were some information that teacher applied the crossword puzzle as the method in teaching vocabulary. She said that crossword puzzle is a strategy which can help students master vocabulary and make them feel enjoy in learning vocabulary.

While, Case states that a crossword puzzle is helpful for language learning since it gives enjoyment, satisfaction, reflection, and play that can focus learners' attention on the language in concentrated but non-stressful way.[7] It means that a crossword puzzle becomes an appropriate strategy to make students feel fun and more active in learning vocabulary.

In addition, Plaister in Rimbayanti explains that in teaching vocabulary, there are some advantages of using crossword puzzle that can be taken, they are; (1) Learning vocabulary by doing, because doing action would be more meaningful and motivating students. (2) By doing puzzle, students are trained to involve in the problem solving. (3) It is interesting and challenging for students. It can avoid students' boredom of monotonous learning. In this case, puzzle tries to increase students' attention, their lesson materials and this procedure better learning. (4) The puzzle in group or classroom discussion students is trained to be more critical thinking. (5) The puzzle in group will make the students feel fun, enjoy in their learning English. This is meaningful and helpful for students' in learning English. It can encourage students' to participate in their learning English.[8]

---

[7] Charis Zul Hilmi, The Effectiveness, 22.
[8] Yayang Taofik Anwar and Efransyah, "Teaching English Vocabulary Using Crossword Puzzle Game At The Seventh Grade Students," *Professional Journal of Englih Education*, Vol.01, No.03, (May,2018): 237

The researcher also found some previous studies which related with this study conducted by Elysa Putri Mahanani, a thesis 2019 of IAIN Jember under the title "The Influence of Crossword Puzzle to Increase Students Vocabulary of XI Social Class at SMAN 4 Jember Academic Year 2018/2019". She found that there was a significance effect on the result learning of vocabulary after using Crossword Puzzle as the strategy in teaching students.

Similarly, the other research conducted by Zunita Widyasari State Islamic Studies Institute (STAIN) Salatiga (2010). "The Use of Crossword to Improve Vocabulary Mastery of the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year of 2009/ 2010" showed that crossword puzzle is really effective in teaching the vocabulary to the students.

Based on the explanations and some previous studies above, the researcher has an intention to conduct a research under the title "The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji in Academic Year 2020-2021".

B. Research Questions

Based on the background of the research as previously presented, the research focuses to formulate the problem of study as follow:

1. What are the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?

2. What is material used in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?

3. How is the procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?

4. How is the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji

C. Research Objectives

Based on the research questions above the aims of the research are as follow:

1. To identify the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji.

2. To describe the material of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji.

3. To describe the procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji.

4. To identify the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji

D. Research Significance

This research is expected to give contributions to the language teaching-learning process as follows:

1. Theoretically

The result of this research, the researcher hopes that will be helpful for the readers, especially to contribute ideas or concepts, theories related to

the implementation of crossword puzzle in teaching vocabulary.

2. Practically

    a. For the researcher

        The result of this research is expected to give the researcher more knowledge and experience in doing research about the implementation of crossword puzzle in teaching vocabulary.

    b. For students of English Department

        The result of the research is expected to be useful for students of the English Department in learning English. This research can be used as a reference or a reading material to get further knowledge of the implementation of crossword puzzle in teaching vocabulary.

E. **Definition of Key Terms**

    To avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain. The terms are as follows:

1. Teaching Vocabulary

    Teaching vocabulary is the way to showing somebody to study, giving instruction, guiding, providing with knowledge to mastery student's vocabulary, and it use through some methods, techniques, and media.

2. Crossword Puzzle

    Crossword puzzle is a game which consists of words from the clue that has to be guessed and thought carefully in space in a grid, and this game can exercise the mind players.

F. Systematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter.[9] The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

The first chapter consists of the research background, research questions, research objective, research significance, and definition of key terms.

The second chapter consists of the previous research and theoretical framework.

The third chapter consists of the research approach, research location, research subject, data collection method, data analysis, data validity, and research procedures.

The fourth chapter consists of the research object description, findings and discussions.

The fifth chapter consists of conclusions and suggestions.

---

[9] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2018), 48.

CHAPTER II

REVIEW OF RELATED LITERARURE

This chapter deals with theories used as the basis for supporting the research.

A. Previous Research

In this part the writer described some previous studies which are relevant to this thesis.

1. **A thesis is written by Charis Zul Hilmi "The Effectiveness Of Using Crossword Puzzle To Increase The English Vocabulary Mastery Of The Second Grade Students Of MTsN 3 Boyolali In The Academic Year Of 2018/ 2019".**

The study found in that thesis is that the crossword puzzle is an effective way to learn English in special for the vocabulary mastery. The existence of this study is due to the importance of vocabulary in studying all skills in language. But the learning is not always affective in the process in the class. Thus, there should be fun and educated strategy in learning vocabulary mastery. The aim of this research was to find out the effectiveness of Crossword Puzzle to teach the English vocabulary mastery of the second grade students of MTsN 3 Boyolali in the academic year of 2018/ 2019.

This research was an experimental design with a quantitative approach. In this research, the research design used by the researcher is pre-experimental design in the form of one-group pre-test and post-test. The population of this research was students of the eighth grade of MTsN

9

3 Boyolali in the academic year of 2018/ 2019. The result of this research has proven that Crossword Puzzle is effective to teach the English vocabulary mastery of the second grade students of MTsN 3 Boyolali in the academic year of 2018/ 2019.

2. **A thesis is written by Nur Laily Sabiqoh** "**Teaching Vocabulary By Using Crossword Puzzle At The First Semester Of The Seventh Grade Students Of Mts Ma'arif Nahdlatul Ulama (Nu) 08 Mataram Baru In East Lampung In The Academic Year Of 2016/2017".**

    The existence of the study was to describe the implementation of crossword puzzle in the teaching vocabulary. The aim of this research are to describe process of teaching vocabulary by using crossword puzzle, to describe the teacher's problems and students' problem in teaching and learning process. It used the qualitative descriptive research and tried to describe all happening in the class.

    The result of the research found that the strategy was running well, the teacher was getting some difficulties in managing the strategy as the reason that the class was crowded and the teacher could not hold on the class. Moreover, the teacher had some error management in doing the strategy of crossword puzzle.

3. **A journal is written by Yayang Taofik Anwar and Efransyah, 2016, "Teaching English Vocabulary Using Crossword Puzzle Game at the Seventh Grade Students".**

    This study is about teaching English vocabulary through crossword puzzle game in the VII.E class at SMPN 10 Cimahi. The aim of the

research is to figure out if the crossword puzzle game is effective to improve the students' vocabulary or not. It used the quantitative research, and the pre-experimental research design conducted in one class. The populations of this research are the seventh grade students. And the sample is one class of the seventh grade students, which is class VII.E that consists of 32 students. The data is collected with the pretest and posttest as an instrument. The result of this research showed that teaching English vocabulary using crossword puzzle game is effective to improve the students' vocabulary.

4. **An article is written by Aan Erlyana Fardhani and Sugeng Ariyanto "Using Crossword Puzzles to Improve the Eighth Grade Students' Vocabulary Mastery at SMPN 1 Bangsalsari Jember in Academic Year 2015/2016".**

    This article is the summary of the research findings of the thesis entitled "Improving the Eighth Grade Students' Vocabulary Mastery by Using Crossword Puzzles at SMPN 1 Bangsalsari Jember written by Bagus Prasetyo (2016)". The existence of the study was to describe the result of the research on improving students' vocabulary mastery by using crossword puzzles. It used the Classroom Action Research.

    The research subject and area of the research were the students of class VIII-G at SMPN 1 Bangsalsari Jember were determined by using purposive method. The research data collection methods were vocabulary mastery test, observation, interview, and documentation. The collected

data were analyzed by using percentage formula. The result of observations showed that the students were categorized active students and it increased up to 79% in Cycle 2. Further, the result of vocabulary mastery test indicated that the students achieved the standard minimum score in Cycle 2. Therefore, using crossword puzzles could improve the VIII-G students' vocabulary mastery and their active participation.

5. **A thesis is written by Suci Kurnia Sari, 2016, "The Effectiveness of Crossword Puzzle Game towards Students' Vocabulary Mastery (An Experimental Study at the Second Grade of SMP Puspita Bangsa Ciputat)".**

The aim of this study was to obtain about the empirical evidence from the effectiveness of crossword puzzle game towards students' vocabulary mastery. The result of this study found that using crossword puzzle game was effective towards students' vocabulary mastery at the second grade of SMP Puspita Bangsa Ciputat.

The method of this study is an experimental by taking the sample 70 students from 99 students of populations which divided into two classes: 35 Students for experimental class and 35 students for controlled class. Before giving the treatment, the writer gave pre-test. Then the writer taught in experiment class with crossword puzzle game, and in controlled class without crossword puzzle game. After three meetings, the writer gave the post-test to both classes. The scores of pre-test and post-test were collected from twenty-five multiple-choice questions, after

it was analyzed by using t-test. The result of this research showed that

using crossword puzzle game is effective towards students' vocabulary

mastery at the second grade of SMP Puspita Bangsa Ciputat.

Table 2.1
The Similarities and the Differences
Between the Previous Research with the Research
Conducted by the Researcher

NO	Name/Thesis Title	Similarities	Differences
1	2	3	4
1.	Charis Zul Hilmi, The Effectiveness Of Using Crossword Puzzle To Increase The English Vocabulary Mastery Of The Second Grade Students Of MTsN 3 Boyolali In The Academic Year Of 2018/ 2019.	a. Both researchers had the same strategy that was about crossword puzzle b. Both researchers had the same subject of the research that was on the students of junior high school.	a. The previous research used the quantitative method meanwhile this research used the qualitative research. b. The previous research focused on the examination whether crossword puzzle had an impact or not, while this research described the crossword puzzle activity in the class.
2.	Nur Laily Sabiqoh, Teaching Vocabulary By Using Crossword Puzzle At The First Semester Of The Seventh Grade Students Of Mts Ma'arif Nahdlatul Ulama(NU) 08 Mataram Baru In East Lampung In The Academic Year Of 2016/2017	a. Both researchers had the same strategy that was the crossword puzzle and teaching vocabulary. b. Both researchers had the same method of research that was qualitative method.	a. The subject of previous research was on the seventh grade while this research was on the eighth grade of junior high school.
3.	Yayang Taofik Anwar and Efransyah, Teaching English Vocabulary Using Crossword Puzzle	a. Both researchers had the same strategy that was the crossword puzzle and	a. The previous research used the classroom action research meanwhile this research used the qualitative research.

1	2	3	4
	Game At The Seventh Grade Students of SMPN 10 Cimahi 2016	teaching vocabulary. b. Both researchers had the same subject of the research that was on junior high school level.	b. The previous research aimed to improve the student's vocabulary mastery by using crossword puzzles, while this research described the crossword puzzle activity in the class.
4.	Aan Erlyana Fardhani and Sugeng Ariyanto, Using Crossword Puzzles to Improve the Eighth Grade Students' Vocabulary Mastery at SMPN 1 Bangsalsari Jember in Academic Year 2015/2016	a. Both researchers had the same strategy that was about crossword puzzle. b. Both researchers have the same subject of the research that was on the eighth grade students of junior high school	a. The previous research used the quantitative method meanwhile this research used the qualitative research. b. The previous research aimed to figure out if the crossword puzzle game was effective to improve the students' vocabulary or not, while this research described the crossword puzzle in teaching vocabulary.
5.	Suci Kurnia Sari, The Effectiveness of Crossword Puzzle Game towards Students' Vocabulary Mastery at the Second Grade of SMP Puspita Bangsa Ciputat 2016	a. Both the same strategy that was crossword puzzle. b. Both had the same subject of the research that was on the eighth grade of junior high school.	a. The previous research used the experimental design, while this research used the qualitative research. b. The previous research aimed to obtain about the effectiveness of crossword puzzle game towards students' vocabulary mastery, while this research described the crossword puzzle in teaching vocabulary

The uniqueness of this research that made it distinct from the five previous studies was about the type of the research. Most of the previous studies above used quantitative method, classroom action research (CAR),

and also quasi experimental design. Meanwhile, in this research, the researcher was more interested to use qualitative descriptive as the kind of research to describe about the implementation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji.

B. **Theoretical Framework**

    1. **Teaching Vocabulary**

        a. Teaching

            1) The components of Teaching

                a) Goals

The goal of teaching English is to develop the language skills and to communicate written and orally dealing with the development of science and technology in the globalization era.[10] Therefore, the teacher should choose and apply some teaching techniques and media to achieve the goal of teaching English.

In teaching vocabulary also needs some goals to make the learning process running well and achieving the target of the language acquisition. Through Crossword puzzle, it is hoped to help the students to master vocabulary, make the students enjoy and focus while learning vocabulary, and give the students more opportunity to practice using a

---

[10] Muhamad Erfan Nugroho, "Teaching English Vocabulary To Seventh Grade Students Of Smp Muhammadiyah 5, Surakarta" (Thesis, English Departement Muhammadiyah University, Surakarta, 2015), 32

vocabulary in the grammatical form and the real context of a vocabulary itself.

b) Materials

Teaching materials are a key component in most language programs. Whether the teacher uses textbook, institutionally prepared materials, or makes use of his or her own materials, instructional materials generally serve as the basic for much the language input learners receive and the language practice that occurs in the classroom. There are some forms of teaching materials, they are;

(1) Printed materials; books, workbooks, worksheets, or readers.

(2) Non-print materials; cassette or audio materials, videos, or computer-based materials.

(3) Materials that comprise both print and non-print sources; self-access materials and materials on the internet.

(4) Materials not designed for instructional use; magazines, newspaper, and TV materials.[11]

In addition, Bahri Djamarah explains that the learning material is the substance that will be delivered in the

---

[11] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

teaching and learning process.[12] This means that the materials in teaching can support students to increase target language or English in the learning process.

c) Procedures

The three basic steps in teaching approach are planning, implementation, and evaluation.

(1) Planning

One of the factors can achieve in success learning, is the lesson planning made by the teacher before teaching learning process. In oxford dictionary, the planning is arrangement for doing something, considered in advance, intention.[13] While, George R. Terry, he states that planning is determining job to be done by group to achieve the goal. Planning is about decision, because it constitutes election of decision alternatives.[14]

The planning of the learning process is namely lesson plan. It is the most operational plan of the teacher before the teacher carries out learning.[15] It can be concluded that the lesson plan described the

---

[12] Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

[13] Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition*, (New York: Oxford University Press, 2011),334.

[14] George R. Terry, *Prinsip-prinsip Manajemen*, (Jakarta: PT Bumi Aksara, 2014), 17.

[15] Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran*, (Malang: UIN Maliki Press, 2010), 133

procedure and learn management to reach one or more basic competencies in syllabus.

(2) Implementation

The second step of the teaching process is implementing. In the implementing step, it is also divided into three steps namely pre activities, main activity, and post activity.[16]

(a) Pre-activity

In this step, the teacher gives motivation to students, focuses attention, and knows what has been mastered by students related to the material to be learned. There some ways that can be conducted in pre-activity, such as:

A. Open the class by praying together

B. Checking the students' attendance list

C. Giving some illustration about the material that will be discussed

D. Apperception or assessing the basic skill/knowledge

E. Creating the initial conditions of learning through efforts to create enthusiasm and

---

[16] Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya),104.

readiness for learning through teacher's guidance to the students.

(b) Main activity

The main activity include four things, namely the delivery of learning objectives, delivery of material, giving guidance for students' understanding, and conducting examination.

(c) Post activity

In the post activity, teacher provides confirmation or conclusions and provides an assessment of the mastery of the material given to the main activity.

d) Evaluation

According to the National Education System Year 2003 states that evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes.[17] Broadly, it can be said that evaluation is an assessment of the growth and progress of students towards the goals set out in the law.[18]

In addition, Mansyur mentions that there are two kind of evaluation in the learning process. The first is

---

[17] Sekretariat Negara RI, Undang-Undang no 20 tahun 2003 tentang Sistem Pendidikan Nasional.
[18] Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Rineka Cipta, 2003), 277

formative evaluation and the second is summative evaluation. The explanations are as follows:

(a)   Formative Evaluation

Formative evaluation is an evaluation conducted at the end of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or call attention to an error, that feedback was offered to improve the learner's language ability.[19]

(b)   Summative Evaluation

Summative evaluation is carried out in every end of a unit of time which more than one subject is included, and it is intended to determine the extent which the students have been able to move from one unit to the next unit.[20]

b.   Vocabulary

Vocabulary is as a language element that links the four language skills including listening, speaking, reading, and writing in

---

[19] H. Douglas Brown, *Language Assessment : Principles and Classroom Practices* (San Francisco: Longman, 2003), 6.

[20] Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15

learning a foreign language.[21] It can be said that vocabulary is a basic skill which becomes the most important skill to master as the reason that language is the unity of words to be a sentence and the vocabulary is a part of the skill. Thus, vocabulary mastery is important to develop in the language teaching in a purpose of achieving the target of the language acquisition. Further, Cahyono states that vocabulary is the building block of a language. Without sufficient vocabulary, one could not communicate efficiently and effectively.[22] It shows that students have to master the vocabulary, so they can use the language for doing and making meaningful sentences in communication with others.

In addition, Hornby defines that vocabulary in three senses, they are;

1) The total number of the words which make up a language

2) All the words known to a person or used in a particular book, subject, etc.

3) A list of words with their meaning as a total number of words and a language,[23]

From the definitions above, the researcher can conclude that vocabulary is a total number of words in language components of

---

[21] Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery," *Jurnal Bahasa Lingua Scientia*, Vol. 09, No. 02, (November, 2017): 294

[22] Dzir Rohmah, "The Effectiveness Of Using Crossword Puzzle To Improve Student's Vocabulary At First Grade Of Students In SMPN 2 Sumbergempol" (Thesis, English Education Department Faculty Of Tarbiyah And Teacher Training State Islamic Institute,Tulungagung 2016), 10.

[23] Hornby, 1331.

English four basic skills that should be learnt by students, because vocabulary mastery can help the students to express and make meaningful sentences in communication.

Vocabulary has many classifications in its types. These classifications can make the teacher to be easy when they will learn English especially about vocabulary According to Thornburry, he classifies that the kinds of vocabulary are into eight word classes such as nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determiners.[24]

1) Noun

There are some definitions about noun that proposed by the expert. Noun is one of the most important parts of speech. It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence.

2) Pronoun

A pronoun is a word that replaces one or more than one noun20. There are two types of pronoun; they are personal pronoun and reflexive pronoun.

3) Verb

Verb is a word or groups of words that expresses an action, an event or a state. For example: eat (an action), happen (an event), and exist (a state). The verb is used after subject, or

---

[24] Rif'atun Nadilah, "The Implementation Of Teaching Vocabulary By Using Charade Games As Media At 8th Grade Students Of Smpn 1 Jenggawah In Academic Year 2019/2020" (Thesis, English Education Department of State Institute Of Islamic Studies, Jember 2020), 17.

before object or complement. It is also the most complex part of speech. Verb has the grammatical properties of person and number, properties which require agreement with the subject. The following words underlined are the examples of verbs. 1) Anne <u>works</u> in her office. 2) John <u>was</u> in Jakarta last week. 3) They <u>come</u> to my house.[25]

4) Adjective

Adjective are words like short, old, cheap, happy, nice, and electric. Most adjectives express quality; they tell us what something is like. An adjective always has the same form, except for comparison. Adjective is a word that describes a person, a thing, for example big, red, and clever in red wine, and c*lever idea*. For example is *cheap shirt*. Cheap (adjective) describes shirt (noun).

5) Adverb

An adverb is another word category. As far as meaning is concerned, adverbs often add information in relation to circumstances of manner, time, or place. In other words, they answer the questions 'How?', 'When?', 'Where?'

6) Preposition

Prepositions belong to small group or class of words which express relations of place, direction, time or possession.

---

[25] Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice Hall, 1972), 141.

Words belonging to this include: *of, in, on, at, to, from, till, with, for, beside, against, by, towards,* and so on.

7) Conjunctions

Conjunctions are the word that "joins". A conjunction joins two parts of a sentence and helps to show the connection between two parts of sentence.

8) Determiner (Article)

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

a) Definite and Indefinite Articles

b) Demonstratives

c) Possessive.

c. Teaching Vocabulary

Brown states that teaching is the way to give some new information by giving instruction, guiding in the study and deliver new information or understand about something.[26] The teacher have to be facilitator and guide to shape the students have good behavior and improve their knowledge. Yet, vocabulary is a total number of words in language components of English four basic skills that should be learnt by students, because vocabulary mastery can help

---

[26] H. Douglas Brown , *Principles of Language Learning and Teaching* (San Francisco State University: Addison Wesley Longman, 2000), 7.

the students to express and make meaningful sentences in communication.

Jeanne Mc Carten states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.[27] It shows that teachers need or a unit of ways to make the students improve or master vocabulary effectively based on the correct context in learning vocabulary.

From the explanation above, the researcher can sees that teaching vocabulary is a process or a unit of ways to make the students learn or master vocabulary in which presented by the teacher.

English vocabulary teaching made the learners to be active in the learning of word and memorizing of new words that can be reinforced if they are used to express personally and relevant meanings.[28] Further, Cahyono and Widiati, they state that the goal of teaching vocabulary is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes.[29] It can be said that to achieve the goal of teaching vocabulary, the students have to use a word in a written or spoken form correctly. The teacher should

---

[27] Jeanne Mc Carten, *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*,,(New York: Cambridge University Press, 2007), 21.

[28] Scott Thorburry, *How To Teach Vocabulary*, (England: Pearson Education Limited, 2002), 14.

[29] Dewi Nur Asyiah, 296.

know the aspect of vocabulary that has to be taught to their students in learning vocabulary.

According to Penny Ur, he states that there are six aspects that are needed to be taught by the teacher, they are;

1) Form: Pronunciation and Spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and on or other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that these two aspects are accurately presented and learned well.

2) Grammar

The grammar of new items needs to be taught if it is not covered by general grammatical rules. When teaching a new verb, for example, we might also give its past form, if this is irregular (think, thought), when teaching a noun, we may wish to present its plural form irregular (mouse, mice) or draw learners attention to the fact that it has no plural at all (advice, information).

3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound "right" or "wrong" in a given context. So this is another pieces of

information about a new item which it may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by note in parenthesis.

4) Aspects of meaning

a) Denotation

Denotation can define as the meaning of a word, denotes a kind of animal: more specifically, a common, domestic carnivorous mammal and both dank and moist slightly wet.

b) Connotation,

A connotation is the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. For example, dog, for British people has positive connotations of friendships and loyalty; in contrast with Arabic, the word "dog", has negative associations with dirt and inferiority.

c) Appropriateness

A more subtle aspect of meaning that often needs to be taught is whether a particular word is appropriate to be taught or not. It is very important for learners to know that a certain word is very common or relatively, rare, or taboo. For example, the word "weep", is virtually synonymous

with the word "cry", but it tends to be used in writing rather than in speech, and it is much less common than the word "cry".

5) Meaning Relationships

It is useful to know that the meaning of one item may have any relationship with another meaning. Here are some main relationships between those items:

a) Synonyms: Items that mean the same, or nearly the same: For example bright, clever, and smart are the synonyms of intelligence.

b) Antonyms: Items that mean the opposite: Rich is the opposite of poor.

c) Hyponyms: Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.

d) Co-hyponyms or Co-ordinates: Other items that are the same kind of thing: red, blue, green, and brown are co-ordinates.

e) Super ordinates: General concepts that cover specific items: Animal is super ordinate dog, lion, horse.

f) Translation: Words or expressions in the learners "mother tongue that is (more or less) equivalent in meaning to item being taught. There are also other ways of associating meaning that are useful in teaching. For instance, we can

relate parts to a whole (relationship between arm and body): or associate items that are part of the same real-world context (tractor, farmer, milking, and irrigate are all associate with agriculture).

6) Word formation

One word or multi-word, vocabulary item can often be broken down into small component or "bits". It is very useful information to know how these small components or bits are put together. If teachers want to teach the common prefixes and suffixes, if the learners know the meaning of *sub-, un-, and –able*, this will help them guess the meanings of words like *substandard, ungrateful,* and *untranslatable.* The students have to be warned that in many common words the affixes no longer has any obvious connection with their root meaning (*for example, subject, comfortable*). New combinations using prefixes are not unusual, and the reader hearer would be expected to gather their meaning from an understanding of their components (*ultra, modern, and superhero*). Another way vocabulary items are built is by combining two words (two nouns, or a gerund and noun a noun, or a noun and a verb) to make one item: a single compound word, or two separate,

sometimes hyphenated words (*bookcase, follow-up, swimming pool*).[30]

2. Crossword Puzzle

a. Definition of Crossword Puzzle

Crossword puzzles have been around since the beginning of the twentieth century and have been used in Language teaching since the 1950s at least. Crossword puzzles are not only a fun way to acquire and revise vocabulary; they also exercise your brain.[31] It can be said that if crossword puzzle has been used since the 1950s which is not only for fun but also exercises students' mind in learning vocabulary. In Longman Handy Learners' Dictionary of American English says that crossword puzzle is printed game in which words are fitted into numbered square. Crossword puzzle is a game which is consists of words in the grid that has to think carefully to guess from the clue and can exercise the mind.[32] It means that crossword puzzle is a game in which words from the clue are filled and guessed carefully in grid that can help players to exercise their mind.

While, Hornby defines that crossword is puzzle or wordplay in which words have to be written from numbered clues vertically and horizontally in spaces on a squared, meanwhile puzzle is problem

---

[30] Penny Ur, *A Course in Language Teaching practice and theory* (Cambridge: Cambridge University Press, 1991), 60-62.

[31] Jeffrey Hill, *101 Thematic Crossword Puzzles Sample for learners of English* (Le Havre, France: www.crosswordenglish.com, 2016), 6.

[32] Zunita Widyasari, 16.

designed to test a person's knowledge.[33] It shows that crossword and puzzle have differences of each their meaning, but both of them have relationship. Crossword is for the development of word mastery and the puzzle is for the test of knowledge in general. Thus, one game, crossword puzzle, can have two advantages in learning activities.

From the definition above, it can be concluded that crossword puzzle is a fun game which consists of words from numbered the clue vertically and horizontally that has to be guessed and thought carefully in a grid, and this game can help to exercise the mind students in learning vocabulary.

b. The Use of Crossword Puzzle in Teaching Vocabulary

Crossword puzzle game is suitable to be used to increase the students' vocabulary mastery based on the context and they can use the words correctly with good spelling and sentence pattern.[34] The crossword puzzle is to build and develop vocabulary mastery. This game is to build brain nerves that provide a refreshing effect on memory so that the brain function becomes optimal again, because the brain is used with relaxed in learning process continuously, and it can makes students understand more and easily to enter into students' memories which students will not forget easily the material that has

---

[33]Horrnby, *Oxford Advanced Learner's Dictionary*, 959.
[34] Nur Laily Sabiqoh, 40

been taught.[35] It means that using crossword puzzle can make students will find it easier to train their memory in mastery of vocabulary, especially English, and students will be more happy and active in the learning process. In addition, Hadfield states that crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts.[36] This means that learners need to spell words correctly to complete the puzzle squares, and they have to connect facts as the puzzle clue to the words which have to be known the spelling, so that they will be able to use the words correctly.

Haryono states that the crossword puzzle in learning is to hone the student's thinking skill in vocabulary learning or materials in a subject. The crossword puzzle game can build enthusiasm and enjoyment in learning without having to deal with drab situation.[37] Meanwhile, MC. Njoroge, R.W. Ndung'u and M.G. Ganthia defines that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.[38]

[35] Yheni Siwi Utami, "Improving Students' Vocabulary Mastery Using Crossword Puzzles For Grade VII Of SMPN 02 Srandakan In The Academic Year Of 2013/2014" (Thesis, English Education Department Faculty Of Languages And Art Yogyakarta State University, Yogyakarta 2014), 31.

[36] Nurul Puspita dan Nurlaily Sabiqoh, "Teaching Vocabulary by Using Crossword Puzzle," *English Education: Jurnal Tadris Bahasa Inggris*, Vol.10, No.2 (2017): 310.

[37] Alfiani Prihastuti dan Ahmad Agung Yuwono Putro, "Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbasis Teka-Teki Silang (TTS) Siswa Kelas III SD Muhammadiyah Kemadang,"*Jurnal PGSD Indonesia*, Vol.3, No.2 (2017)

[38] Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Ganthia, "The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan

It can be said that crossword puzzle is a proper game that used to help students to master the vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary.

Based on the explanations above, the researcher sees that the use of crossword puzzle in teaching vocabulary is to make students enjoy and focus in the learning process, so it give them a lot of opportunity to master vocabulary and it boosts students to use their target language or English in the learning process.

c. The Procedure of Using Crossword Puzzle

There are some procedures in applying Crossword puzzle in teaching learning;

1) The first step is to brainstorm some key terms or names that related to the lesson.

2) Arrange the simple crossword puzzle that covered as many items as you can.

3) Share puzzles to students with a group or individually

4) Enter the words that match the length in space on a box continuously until all the boxes are filled.

5) The rules of filling the words are related to the matching of the number of characters in filling the words into the puzzle box

6) Fill the puzzle vertically and horizontally in spaces on a box.

7) Set a time limit

Secondary Schools. Nairobi," *International Journal of Current Research,* Vol. 5, no.2 (2013): 313- 321.

8) Give rewards to individuals or groups who do most quickly and correctly.[39]

In other hand, Pinuria *et al* mentions that there are some procedures in implementing crossword puzzle in classroom as follow;

1) Pre-teaching activity

    a) Teacher greets the students.

    b) The teacher checks student's attendance.

    c) After checking students' attendance, the teacher reminds the students about previous subject taught in the last meeting.

    d) The teacher introduces the new topic to the students.

2) Whilst-teaching activities

    a) The teacher asks the students about the crossword puzzle.

    b) The teacher gives an example of the crossword puzzle to the students.

    c) The teacher gives assignments to the students.

    d) After the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the appropriate words as the crossword puzzle answer.

3) Post-teaching activities

The teacher asks the students about the crossword puzzle.[40]

---

[39] Syifa S. Mukrimaa, *53 Metode Belajar dan Pembelajaran* (Bandung: Sifa Siti Mukrimah of Student's Business Management of Education Indonesian University of Education Bumi Siliwangi, 2014), 176.

[40] Nurul Puspita dan Nurlaily Sabiqoh, 314-315.

According to Lee, he states that in presenting crossword puzzle, the teacher can do the various ways. The procedure of presenting crossword puzzle must make the students are interested to do the crossword puzzle, the various procedures are possible;

1) The teacher gives the same crossword for each student. They solve individually with the help of written clues.

2) The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.

3) Teacher gives crossword puzzle for all of students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answer to finish their crossword in their group. The teacher write crossword on the board, but no written clues.

4) The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group come to the board and writes the words in one by one.[41]

---

[41] Zunita Widyasari, 18.

Wharton in Widyasari states that crossword puzzle for use in the language classroom is really quite easy to create. First, teacher makes a list of words with which students should be familiar. Then, the teacher searches for a letter common to two words and students are off. The puzzle forms may be used in several ways:

1) The students find animals, colors, or plants in the puzzle.

2) The students find certain parts of speech: verb, noun, preposition, and so on.

3) Other categories may include the names of the days, the week, months, subjects and so on.

4) The student finds proper nouns: cities, states, countries, famous people, and so on.

5) The student finds certain kinds of activities: trades, professions, sport, hobbies, and so on.[42]

In addition, the crossword puzzle is consists of a crossword and clues. The clues are the guidance for solving crosswords puzzle. There are three kinds of clue:

1) Definition

This clue is by giving the meaning of word in crossword puzzle. For example: Be no longer valid (The answer is expiring)

---

[42] Nurul Puspita dan Nurlaily Sabiqoh, "Teaching Vocabulary by Using Crossword Puzzle," *English Education: Jurnal Tadris Bahasa Inggris*, Vol.10, No.2 (2017): 309.

2) Picture

The clue is consisting of picture which shows something, so the learner can guess the word. For example:

What is this animal? (The answer is <u>Lion</u>)

3) Sentences completion

This clue is consisting of sentence in which the answer is by fill the missing word. For example: Tara is as .... as Tata. (*Tinggi*). (The answer is <u>Tall</u>).

Based on the kinds of clue above, the researcher shows that the English teacher in SMPN 02 Rambipuji used the sentences completion as the clue of crossword puzzle in teaching vocabulary, because it makes the students easy to master vocabulary that is suitable at the Eighth Grade Students of Junior High School subjects.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents several technical methods which were used in this research.

A. Research Approach

This research used a qualitative method. According to Lodico, Dean, and Katherine "qualitative research reports data in a narrative (using words rather than numbers) form".[43] Further, Donal Ary stated that "qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data''.[44] It can be said that the data in this research was analyzed in the form of description and identification or analysis of the text.

The researcher used descriptive as a kind of research. Cresswell states that qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or pictures.[45] This means that the researcher should be interested in the process, meaning, and understanding then described it in the form of words or pictures. The researcher chose qualitative descriptive because the researcher described the

---

[43] Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegtl, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Fransisco: Jossey-Bass,2010), 143.

[44] Donal Ary, et. al, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 29.

[45] John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches* (California: SAGE Publicitatitons, Inc, 1994), 162.

data taken. It described the goals, material, procedure, and evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji in Academic year 2020/2021.

B. **Research Location**

This research was conducted at SMPN 02 Rambipuji which is located at Widuri Street, No.1, Pecoro, Rambipuji, Jember, Jawa Timur. This location was determined based on some considerations. Firstly, one of the English teachers had applied a crossword puzzle in teaching vocabulary. Secondly, the situation and condition had been known because the researcher practiced field experience in the school. Thirdly, it was possible to get permission to conduct the research in the school.

C. **Research Subject**

Research subjects are informants who are used as data sources to report data sources that are related to the research questions. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data was sought and captured so that its validity can be guaranteed. The subjects in this study are:

1. English Teacher

In this research, the English teacher involved as a research subject because she was the one who knew and did the teaching and learning process.

2. The students of VIII D class

In this research, the VIII D class was chosen to be observed by the researcher, because in the first meeting of teaching practice, the

researcher had surprised knowing that the students' vocabulary mastery was fair good enough in VIII D class so that the researcher was a curious to know what the English teacher taught in the class. Apparently, the English teacher had applied the crossword puzzle in this class. The researcher chose two students as the research subject because of some considerations. First, student was very active in the class. Second, student was smart in the class.

D. Data Collection Technique

In qualitative research, the following data collection can be utilized: interview, observation, case studies, personal experiences, and documents.[46] To obtain the data of this research, the researcher used observation, interview, and document review.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The observation can be done in two terms, they are;[47]

a. Participant Observer

A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe.

---

[46] Larra . Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia's Pulp Mill in Uruguay", Master's Thesis, (December, 2016), 31.
[47] John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223

b. Non Participant Observer

A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants.

In this research, the researcher used non-participant observation to observe the eighth-grade students of SMPN 02 Rambipuji where the researcher only observe what the teacher and students do in the class without teaching or being student there. By doing observation, the researcher could see the teacher's technique in English language teaching and the students' activities in class. The specific information obtained by this method was:

1) The goals of teaching vocabulary through crossword puzzle.

2) The material of teaching vocabulary through crossword puzzle.

3) The procedure of teaching vocabulary through crossword puzzle.

4) The evaluation of teaching vocabulary through crossword puzzle.

2. Interview

Interview is one of data collection method which the researcher becomes an interviewer who asks a question to the people interviewed in direct communication to obtain information from interview.[48] By

---

[48] Sugiyono, *Metode Penelitian Kualitatif* (Yogyakarta: Ar Ruz Media, 2006), 137.

interviewing, the researcher can explore important questions that are not thought of in the research plan.

In this research, the researcher used semi-structured interview to create flexible and relax situation, so the informants felt comfortable to share their information they had. The researcher interviewed the English teacher and two students. First, student was very active in the class. Second, student was smart in the class.

The data that the researcher obtained by using interview technique were:

a. The goals of teaching vocabulary through crossword puzzle.

b. The material of teaching vocabulary through crossword puzzle.

c. The procedure of teaching vocabulary through crossword puzzle.

d. The evaluation of teaching vocabulary through crossword puzzle.

3. Document Review

Document review is the effort to collect data by investigating the written object.[49] Document review is obtained from the variable or things of the transcripts, photos, records or tapes, books, inscription and so on.[50] This method was used to collect data dealing with geographical location, profile, lesson plan, documentation or photos of teaching vocabulary and learning process in English subject. Here the following documents related to the research:

a. History of SMPN 02 Rambipuji

b. Profile of SMPN 02 Rambipuji

---

[49] Mundir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 86
[50] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2013), 201.

c.   Vision and mission of SMPN 02 Rambipuji

d.   Data of the teachers of SMPN 02 Rambipuji

e.   Students data of SMPN 02 Rambipuji

f.   Lesson plan

E. Data Analysis

This research used data analysis developed by Miles, Huberman, and Saldana which state that there are three stages in conducting data analysis process in qualitative research. Those stages are explained as follow;[51]

1. Data Collection

Data Collection is the first stage in data analysis. In the early stages, the researcher met with the principal to seek information regarding lesson schedules, school profiles, learning tools and the number of students. The researcher met with the teacher and two students to conduct interviews, documentation and observations. Then the researcher recorded the words of the sources, along with observing the process according to the research question in accordance with the research guidelines. Furthermore, the researcher looked for some additional references in accordance with data obtained in the field.

2. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the writer text (observation's note, interview transcript, and documents).

---

[51] Miles and Huberman, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014). 10-11

In this process, the researcher managed the data or information to get the important points which related to the research.

3. Data Display

In this process, the researcher managed the information and description of data that have been obtained by the researcher in order to draw conclusion. The information and description of the data were about implementation of teaching vocabulary through crossword puzzle which included the teaching objective, teaching materials, and teaching procedure. The researcher displayed the data by using description based on the field notes from interview and observation.

4. Conclusion Drawing

The researcher had drawn the conclusion of the observation to know the implementation of teaching vocabulary through crossword at the eighth grade students of SMPN 02 Rambipuji. The researcher has concluded the results of the research that found.

F. Data Validity

The validity of the research is very important in research. The researcher can uses triangulation as one of the data validity techniques.[52] Moleong explains that "triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data".[53]

---

[52] Nusa Putra, Metode Penelitian Kualitatif Pendidikan (Jakarta: Raja Grafindo Persada, 2012), 103.

[53] Lexy J Moleong, Metodologi Penelitian Kualitatif (Bandung: PT Remaja Rosdakarya, 2008), 303.

In this research, the researcher used source triangulation and technique triangulation. Source triangulation means to test the credibility of what data was done by checking the data that have been obtained through multiple sources or different source to get the same data. The researcher had checked the data by using different sources and those data were checked to get a valid data.

Whereas, triangulation technique can be done by collecting the same data use different technique or method of collecting data such as observation, interview, and document review. The researcher had collected the data by comparing data from interview, observation, and document review.

G. Research Procedures

This section explains the process of the research, start from research background, the study of design, the actual research, and the writing of the reports.[54] The steps of this research are as follow:

1. Pre-field research stage

   The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

   a. Developing research designs

      In compiling this plan, the researcher established the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

---

[54] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: CV Alfabeta, 2018), 274.

b. Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field was in SMPN 02 Rambipuji.

c. Permit processing

Before conducting research, researcher took care of licensing in advance to the campus. Thus, researcher could immediately carry out the stages of research after getting permission to conduct research at the site.

d. Assessing the state of the field

After being given permission, researcher began to explore and assess the field to know better the background of the research object. This was done in order to make it easier for researcher to dig up the data.

e. Prepare research equipment

After all done, the researcher prepared the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2. Field research stage

After all preparations were considered mature, the next step is to carry out research. In carrying out this stage, the researcher collected the data needed by using several methods, including observations, interviews, and document review.

3. Data analysis stage

     After all the data was collected, analyzed the whole data and then described it in the form of a report and consulted with the supervisor. This activity continued to be carried out by researcher so that the supervisor stated the results of this study were ready to be tested.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is the report of the result of the research. It consists of research findings and discussions.

A. **Description of the Research Object**

1. History of SMPN 02 Rambipuji

SMP Negeri 02 Rambipuji was established on 1983, it located in Jl. Widuri No.1 Pecoro, Rambipuji, Jember. The headmaster of this school now is Moh. Rokhim, M.Pd. Along with the development of education, there are several changes in school leadership, as follows: [55]

a. Hadi Ponidjo (1983-1989)

b. Drs. Suwono (1989-1995)

c. Djuanah, S.Pd (1995-2000)

d. Dra. Warsini (2000-2005)

e. Drs. Hj. Sunarti (2005-2009)

f. Sigit Suyitno, S.Pd (2009-2014)

g. Moh. Rokhim, M.Pd (2014-now).

For the infrastructure, the condition building was better than before, and facilities were complete also. SMPN 02 Rambipuji was also active in joining some competitions in Jember, such as football competition, volleyball competition, dance, etc. This school has been being one of the referral schools in Jember.

---

[55] Document Review, 3rd of March 2021

48

2. The Profile of SMPN 02 Rambipuji

   a. School Identity

      1) School Name   : SMPN 2 RAMBIPUJI

      2) Address   : Jl.Widuri No.1 Pecoro-Rambipuji-

                                    Jember

      3) No. Telephone   : 0331-711411 Fax : -

      4) Coordinate   : Longitude : 8,2001000

      5) Latitude   : 113,5948000

      6) NPSN   : 20523862

      7) Accreditation   : A

      8) The headmaster : MOH. ROKHIM, M.Pd

      9) No. Telephone   : 085259415687

      10) Construction   : Government

      11) Status   : 15.125 M2

      12) Area of buildings : 1643 M2

      13) Land area   : 13.482 m2

      14) No. Rec.   : 0032910891

      15) Bank Name   : East Java

      16) Branch   : Jember

   b. Student Number

      1) VII Class   : 188 Students

      2) VIII Class   : 178 Students

      3) IX Class   : 189 Students

    c.   Teacher Number

      1)   PNS   : 17 Teachers

      2)   GTT   : 11 Teachers

      3)   TU   : 11 staffs

3. Vision and Mission of SMPN 2 Rambipuji

    a. Vision: The realization of curriculum development at educational unit level with an effective and efficient learning process.

    b. Mission: Improve fun and quality learning activities and enhancing a culture of discipline, orderly and good manners.

      Consistent in providing educational services is one of the keys of this school in order to be accepted by the people. This service is shown through professional and experienced teachers who always provide learning material and learning motivation to the students.[56]

B. Findings

    The researcher collected the data using observation, interview, and document review techniques. Based on the results of observation, interviews, and document review, the researcher found the data about the implementation of teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji.

    The data were displayed and analyzed based on research questions, such as; 1) What are the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, 2) What is

---

[56] Document Review, 3rd of March 2021

material used in teaching vocabulary through crossword puzzle at the eighth

grade students of SMPN 02 Rambipuji, 3) How is the procedure of teaching

vocabulary through crossword puzzle at the eighth grade students of SMPN

02 Rambipuji, 4) How is the evaluation of teaching vocabulary through

crossword puzzle at the eighth grade students of SMPN 02 Rambipuji were

obtained the data as follow:

1. **The Goals of Teaching Vocabulary through Crossword Puzzle at the
    Eighth Grade Students of SMPN 02 Rambipuji**

    According to English teacher at the eighth grade students, the goals

    of teaching vocabulary through crossword puzzle were:

    > "As we know that the majority of students like a game in the
    > learning process, the crossword puzzle is a game, thus, I
    > implemented this for the purpose; the students can play and build
    > their enthusiasm in learning process. Otherwise, in teaching
    > vocabulary, this game is to help students increase their vocabulary,
    > and to make the students easier to understand and remember the
    > vocabulary to be learned as like I have implemented the crossword
    > puzzle in present tense material, I want that they can understand the
    > meaning of words well, and also able to use such vocabularies in a
    > right way such as understanding the use of the first form of a verb
    > and the addition to the verb with S/ES in the sentence".[57]

    From the interview above that the goals of teaching vocabulary

    through crossword puzzle are 1) the students can play and build their

    enthusiasm in learning process. 2) To help students to increase their

    vocabulary. 3) To make the students easier to understand and remember

    the vocabulary to be learned as like they are able to understand the

    meaning of verbs well and use the first form of a verb or the addition to

---

[57] The teacher, *Interview*, Jember, 8th of March 2021

the verb with S/ES in the sentence.

It was also supported by the student one of the eighth D class, she said:

> "I like this game because it makes us more spirit in learning process of vocabulary. We can also play such as solving the clue given to be filled and put into the puzzle column although we need a strong concentration to fill the proper answer. That is a challenge for us and we are happy for that".[58]

The other was supported by the student two of the eighth D class, he said:

> "I not only add the new verb vocabularies in playing this game, but also i can understand using the verbs in the present tense sentence with the right grammar such as whether the verbs should be added by S/ES or not. In this game, we have to fill the square of puzzle by questions that should be solved, the question is about the sentences, and we were obligated to complete a sentence with the proper verb or the use of adding S/ES as a verb in present tense, so we could understand on the use of verb in sentence".[59]

From the interviews above that students felt happy in learning vocabulary through crossword puzzle, because they could play in learning process. They also got the new verb vocabularies and understand using the verbs in the present tense sentence with the right grammar such as whether the verbs should be added by S/ES or not in playing that game.

The interviews above were also confirmed on lesson plan point C about the learning objectives that the students were able to:

a. After learning this material, the students can arrange and use the verb in the sentence of simple present tense

---

[58] The student one , I*nterview*, Jember, 15th of March 2021

[59] The student two, Jember, 17th of March 2021

b.   The students can understand the meaning of English Vocabularies well
c.   The students can mention the English Vocabularies well.[60]

From the observation in the classroom, the researcher found that implementing crossword puzzle could build enthusiasm for students in learning vocabulary. The students had a great enthusiasm in learning vocabulary through crossword puzzle because they got fun to play it and focus to solve the clues of crossword puzzle in learning process. The teacher implemented this game to make a good atmosphere of learning vocabulary in order not to be boring, so when she implemented the game, the students felt happy as well as getting an attention and their spirit to start the game soon.

The students also got the happiness when the clue was solved. In learning process when students looked for the verb "*Menghukum*" in the dictionary and found the word "Punish", after that, the word was matched in the blank of puzzle squares, and it was absolutely matched, in this case, the students were faced very happy and satisfied of their job. In addition the teacher would give the gift to the students who can finish the game early, it was one thing that made students more spirit and happier in playing the game. The students had a lot of spirit in playing or doing those questions as like they were having competition with other fellows and focused on their own to finish the work. It was proven by the student's busy activity of looking for a verb in the dictionary and they

---

[60] Lesson Plan, *Document Review*, 25th of November 2020

also focused on correcting the answer by the grammatical rules. Although some students were still confused written some words that made them ask to the teacher and other friends to ensure whether their answer was right or not.

In other sides, crossword puzzle had a lot of advantages for students to practice and enhance their vocabulary mastery better because this game gave students opportunity to students not only to add their new vocabularies or know the meaning of such vocabularies but also use such verbs in the right way based on grammatical rules. In learning process, students should think and guess what the verb that was missing in the sentence was, then they had to look for that English verb in the dictionary, after that they had to see the clues at first based on the grammar in order that the verb was matched with the sentence, and they also matched the verb on the puzzle squares because that could help students ensure the answer and when an answer has been filled, another alphabets would have connection to the next horizontal or vertical question. That would be a clue for students to ensure whether their answer was right or not. After finishing the game, some students had to stand up in their own seat to explain their answer and some others had to give an attention on it while correcting if there was a wrong answer. By those, this game had a lot of opportunities to students understand and remember the verb and the use of it in the sentence.

Crossword puzzle also had a lot of changes for students in enhancing their pronunciation because when they had done the game, the teacher asked them to pronounce the verb written in the puzzle. In learning process, the teacher asked the students to pronounce or spell every verbs started with spelling the alphabet of the verbs and continued with the full words of the verbs, at the time, the teacher ordered them to spell *"S-M-E-L-L-S"* and followed by pronouncing the word *"Smells"*. Although there were some error pronunciation on the students, the teacher kept taking care of the students to correct their mistakes by giving them the right example, After that, the teacher asked to all students to pronounce the word in a loud voice, in this phase, there were a lot of students who were interested and spirit like spelling and pronouncing the word continuously.[61]

Based on the interview, document review (lesson plan), and observation above, it could be concluded that the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji as follow: first, it built students' enthusiasm in learning vocabulary. Second, it gave opportunity to students to master their vocabulary as like they are able to understand and use the vocabulary correctly. Third, it helped students easier to understand and remember the vocabulary that has been learned.

---

[61] Observation, 2nd of December 2020

2. **The material of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

According to English teacher at the eighth grade students, the material of teaching vocabulary through crossword puzzle was:

"Actually the materials were about noun (job, things), adjective, adverb, preposition, verb, etc. While in the book "When English Bell" there were kinds of vocabulary topics that can be taught by using crossword puzzle such as descriptive text, comparison degree, tenses, etc. This time, the material was about simple present tense. I focused on the first form of a verb or an additional verb S/ES in teaching vocabulary through crossword puzzle game. I used a clue sentence completion as the question of crossword puzzle, because this clue was suitable to teach the first form of a verb or an additional verb S/ES. Like, students should complete the sentences by the verbs in grammatically. I took from the Google and some are from the book "When English Rings a Bell"."

She added:

"In this material, the reason why I did not choose noun, adjective, and adverb in teaching vocabulary because in this material, besides, I want to teach a verb, there were also a lot of students who were not able to use the verb in a sentence or manage the addition of S/ES in a verb such as the way on how the verb should be added by S/ES or not and the way on how we should add the verb using S or using ES. Thus, verb was more important to teach and learn by the students in this material through crossword puzzle game".[62]

From the interview above, the researcher found that the material was about simple present tense. The teacher focused on the first form of a verb or an additional verb S/ES in teaching vocabulary through crossword puzzle because she wanted to teach verb and also there were a lot of students who were not able to use the verb in a sentence or manage the addition of S/ES in a verb. Thus, the teacher chose a clue sentence

---

[62] The teacher, *Interview*, 8th of March 2021

completion as the question of crossword puzzle that was taken from the Google and some on the book which this clue was suitable to students learn a new verb and use such verb in the right way based on grammatical rules as like they should complete the sentences by the verbs such as the use of adding S/ES as a verb in present tense.

It was also supported by the student one of the eighth D class, she said:

> "The teacher gave us the question of present tense sentences in the crossword puzzle game. Then, the teacher asked us to guess the missing word on the sentences then look for a verb in the dictionary, when we found the word. Next, we had to see the clues grammatically whether using an additional verb S/ES. After that we matched the verb on squares of crossword puzzle to validity the answers".[63]

The other was supported by the student two of the eighth D class.

He said:

> "We learned about a verb of simple present tense such as; leave, rise, celebrate, etc. If the sentence has subject; she, he, and it, so the verb should be added by S/ES like leaves, smells, replies, etc. Through the crossword puzzle game we not only learned about verb and looked for it in the dictionary, but also we could understand the use of the verb in the sentence".[64]

From the interviews above that students learned about present tense. For the first, the teacher gave them the question of present tense sentence then asked to complete the first form of a verb or an additional verb S/ES and put it in the puzzle square. Through the crossword puzzle game they not only learned a verb and looked for it in the dictionary, but also they could understand the use of the verb in the sentence.

---

[63] The student one, *Interview,* 15th of March 2021
[64] The student two, *interview*, 17th of March 2021

The interviews above also confirmed by the lesson plan point D about the learning material as follows:

> "The Learning material: Giving some sentence examples and verbs of Simple Present Tense".[65]

Based on the observation, the researcher found that the material of vocabulary that included in the book "*When English Ring a Bell*" were descriptive text, tenses, comparison degree, etc. While, in this time the teacher used simple present tense such as the first form of a verb or an additional verb S/ES as material in teaching vocabulary through crossword puzzle game. In learning process the teacher used a clue sentence completion as the question of crossword puzzle game which students should complete the sentences by the verbs. The clues that were given by the teacher made students interest to know those verbs or the answers. It could be seen when they wanted to solve the clues such as "*The sun rises in the east*", "*Orange contains a vitamin C*", etc. They responded that they knew the missing word in those clues so that they were interested to look for the verbs in the dictionary. The teacher also gave some clues that make student able to use the verb in their daily activities such as; *reply, fix, search, move, pass, spend etc*.

The teacher designed this material not only to teach new verbs to students but also use such verb in the right way based on grammatical rules or the use of addition verb S/ES or not in the sentence as like she gave a clue "*My friends .... into their new home next week*" in learning

---

[65] Lesson Plan, *Document Review*, 25th of November 2020

process, the students had to see the clues grammatically such as the subject "*My friends*", is this subject plural or singular and whether the verb uses the addition of S/ES or not such as *"Move"* or "*Moves*", and also the teacher gave the verbs which students had to know whether the verb is added S or ES such as *"Fix-Fixes"*, *"Reply-Replies"*, *"Push-Pushes"*, *"Spend-Spends"*, etc.

In addition, the puzzle squares also helped students to know that the answer was right or not, because every square is filled with one letter to form a word such as the verb "*M-O-V-E*" that has four words, when the amount of the verb is same with the puzzle squares, the answer was surely right. And also when one question was filled in the square, so the next question would be easier to do by the students because the question of crossword puzzle had twelve questions that were mixed and consisted of horizontal and vertical that was connected one another. Thus, it seemed that this material was suitable to be taught using that game which students could get new verbs and understand the use of the first form of a verb in the right way. It was also proven that when the researcher interviewed some of them. They could mention all of the verbs and remember the use the verbs addition of S/ES or not in the sentences.[66]

Based on the interview, document review, and observation above, the researcher concluded that the material used in teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02

---

[66] Observation, 2rd of December 2020

Rambipuji was about simple present tense such as the first form of a verb or an additional verb S/ES. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*" as the clues of the game. This material was suitable to be taught by using that game which students could learn a new verb and understand the use of the first form of a verb in the right way based on grammatical rules such as the use of adding S/ES as a verb in present tense.

3. **The Procedure of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

According to English teacher at the eighth grade students, the procedures of teaching vocabulary through crossword puzzle were:

"First of all, after taking prayer and open the class, I checked the student's present lists while asking the students who did not bring the dictionary. When one of them did not bring it, I punished them by looking for a dictionary in other class or where ever they could find it. Then, I explained a little material that was going to be taught. After that the ways that I implemented the crossword puzzle to teach vocabulary were First, I told them that crossword puzzle consists of two parts they are questions or clues given and the boxes. Second, I gave them explanation that both the clues and the boxes have two parts also namely horizontal and vertical part. Third, I explained the way how to play the crossword puzzle such as asking them to look at the clue given then filling the answer according to the number of the clues. For example when they read the clue number 1 in horizontal part, it means that they should fill in the horizontal box number 1. In this way, I used a sentence completion as a clue so that I asked them to complete the sentence by filling the verbs. Fourth, before playing the crossword puzzle, I asked the students to put their dictionary on their side in order that they can do the questions of crossword puzzle in smooth way and ensure every student handle their own dictionary. Fifth, when they played the crossword puzzle, I went around the class to help them, and then when they found difficulties to play it, I gave them direction and helped them to solve it. Sixth, after doing the question of the game, I asked them to collect their own work, and

sometimes, i gave a gift to the students who finished the work at first time in right way. Seventh, I appointed some of them in a mixed to fill their duty in the white board. Eighth, I gave them feedback on their explanation with discussing together to correct their wrong work and asked them to explain whether their work is right or not in accordance with grammar rules. Ninth, I asked them to pronounce the words correctly while I gave them feedback as they were wrong to pronounce it. The last, I asked them to conclude that material, and also I asked all students to read the sentences loudly, and I closed by praying together."

She added.

"When I implemented this game in the class, I found this game easy to use to teach a verb and verb addition of S/ES. The procedure was very simple to follow as this game was very familiar to the students. Almost all of the students ever played crossword puzzle. Moreover, I did not feel difficult to arrange and make the puzzle squares and set up the clue to be horizontal and vertical because this could be made by PUZZLEMAKER App. I just needed the topic material and designed the clue to teach not only a verb but also the verb addition of S/ES. "

She also added.

"During the teaching process, I found no difficulties because there were some factors supported on the teaching, such as; first, they were happy and spirit either when I warned them this game was going to be used or when I was implementing this game. The Second, before implementing the crossword puzzle, I explained and gave a sentence about present tense, I asked them to mention some verbs and make a sentence using such verbs. And we corrected some sentences together either the sentence meaning or the grammatical sentence. So that when I explained the ways of play this game to them, they seemed that they understood my instruction and were interested to play this game. The third, when I checked their job while going around the class, there were a lot of students who could solve the clue given although some of them were still confused, but I could overcome it well and I thought that was not difficult to do. For example, they could not guess what verb that was missing in the sentence so I gave them more clues that could help them easy to answer. Next, When they were confused to analyze the subject that is plural or singular, so I asked other students to explain first and in this case, other students could explain it well that I just added their explanation a little. When they asked that the verb was not matched in the puzzle squares, I asked

them to check the answer carefully whether the verb must be added by S or ES. When I checked their job, some students were wrong to add the verb addition. Then, I asked other students to explain about the rules of adding a verb with S/ES. And that was success to make all students able to answer the question. The fourth, all students had their own dictionary, so it made them focus on their own work and looked for the word that they did not understand. Thus, it made them easy to finish this game and made me easy to implement this game. On other hand, this game also helped me to teach pronunciation easily because the verbs in the puzzle squares are easy to spell and pronounce." [67]

From the interview above, there were some steps used by the teacher. First, the teacher opened the class by greeting and praying, she then checked the student's present lists while asking the students who did not bring the dictionary. Then, the teacher explained a little material that was going to be taught, after that she asked students to mention some verbs and make a sentence using such verbs. And then the teacher corrected some sentences with students.

Furthermore, the teacher explained the ways of play the crossword puzzle. After that, the teacher asked the students to put their dictionary on their side before playing the game. When the students played the game, the teacher went around the class to help and give the direction when they found difficulties to play it. After the students finished the game, the teacher asked them to collect their work. Then, the teacher appointed some of them in a mixed to get forward to fill their answer in the white board and asked them to explain whether their work is right or not in accordance with grammar rules. Next, the teacher gave them

---

[67] The teacher, *Interview,* 8th of March 2021

feedback on their explanation with discussing together. After that, the teacher asked them to pronounce the words correctly while she gave the feedback as they were wrong to pronounce it. Then, the teacher asked students to conclude that material, and ordered all students to read again the sentences loudly. The last, the teacher closed by praying together.

In addition, this game was easy to be implemented by the teacher, because there were some factors supported on her teaching process, as follows; students were happy and spirit in playing the game as it was new way for them to learn tenses (verb 1), the teacher illustrated the material of the game in ordered that students understand what to do in the game, teacher went around the class to solve when students found difficulties to play it but there were no serious problems faced by them, and all students had their own dictionary, so it made them easy to finish this game.

It was also supported by the student one of the eighth D class, she said:

> "This game was not difficult to play such as looking for the missing word, then finding the answer in the dictionary after that deciding the verb addition S/ES or not, because the teacher also explained the material of present tense before we started to play the crossword puzzle game that made us easy to play it. For example, the teacher explained and gave us the example of present tense such as "She writes a book for her best friend" while presenting why the verb "Writes" was added by "S/ES" and presented the use of Verb 1 or the additional S/ES to verb in present tense. After that, the teacher asked us to mention some verbs then asked us to make a sentence through some verbs such as the verb "Hide" to be a sentence "Rizal hides a ball in the class". And then, the teacher corrected some sentences that we had made, and we discussed our some errors in the use of verbs."

She added.

"During the learning process, when we were hesitant to the answer, we can ensure it through matching the verb with the puzzle squares. It is also easy to answer the next question because the answers in the puzzle were connected and gave us more clues. The teacher also came and helped us when some of us were confused in finishing this game. It was like, when my friend was not able to answer the missing verb and confused of not matching verb with the puzzle, in this moment, the teacher gave him other clues and ordered us to help him explain more about the verb addition S/ES. When the teacher also asked us to pronounce the verbs in the puzzle, we could spell and pronounce them easily although some of us still felt difficult to pronounce correctly, then the teacher also helped us to correct our pronunciation in a patient way as like she asked us to repeat spelling the word many times till we were all good and ordered us to pronounce it loudly. So we could pronounce the verbs very well."[68]

The other was supported by the student two of the eighth D class,

he said:

"I was very happy when the teacher implemented this game. because, during the teaching process, this puzzle made me and my friends spirit, moreover, we could play and have fun although we had to focus to guess the missing word and decide the verb addition of S/ES or not. That game really helped me to understand the material easily. In addition, After we finished this game, the teacher appointed me and some of us to get forward and write the answers in the whiteboard, as like when some of us had wrong answers, we also had to explain why we added S/ES to a verb, how if the subject used I, You, They, We, or She, He, It and whether the verb was corrected or not by matching the verb and the squares of puzzle, and also asked us to translate that sentence into Indonesian. Then the teacher corrected our work written in the puzzle while discussing with us. Furthermore, in the last activity, the teacher also asked us to explain about how to use the additional verbs, and asked us to read and repeat the sentences after her on the whiteboard."[69]

From the interviews above that crossword puzzle game was not

difficult to play such as looking for the missing word, then finding the

---

[68] The student one, *Interview,* 17th of March 2021
[69] The student two, *Interview*, 15th of March 2021

answer in the dictionary after that deciding the verb addition S/ES or not. Because the teacher explained the material of present tense before students started to play the game. They were also asked to mention some verbs and make a sentence, and then the teacher corrected some sentences, and discussed some errors in the use of verbs together. When they were hesitant to the answer, they could match the verb with the puzzle squares.

The students were also easy to answer the next question because the answers in the puzzle were connected and gave them more clues. The teacher also helped them when they were confused in finishing this game. This game also encouraged them, moreover, they could play and have fun although they had to focus to guess the missing word and decide the verb addition of S/ES or not. That game helped them to understand the material easily.

After the students finished this game, they also had to explain why they added S/ES to a verb, how if the subject used I, You, They, We, or She, He, It and whether the verb was corrected or not by matching the verb and the squares of puzzle, and also they had to translate that sentence into Indonesian. In the last activity, they also explained about how to use the additional verbs. In addition, they also pronounced the verb correctly, although some of them still felt difficult to pronounce it, the teacher helped them to correct their pronunciation patiently until they can pronounce it well.

The result of the interview above was also supported and appropriate with the lesson plan point G about the implementation of teaching vocabulary through crossword puzzle as follows:

"1) Teacher Greets Students. 2) Teacher asks one of the students to lead the prayer. 3) Teacher checks students' attendance list. 4) Teacher gives the Brain Storming.5) Teacher illustrates the materials. 6) Teacher explains what is going to be taught. 7) Teacher asks the students to mention the vocabularies connected with the material. 8) Students make a sentence consist of the mentioned vocabularies. 9) Teacher corrects the sentences by discussing with the students. 10) Teacher Explains about crossword puzzle game. 11) Teacher gives the example way of playing the game. 12) Students are ordered to do the game. 13) Teacher asks the students to collect the job. 14) Teacher appoints some students to get forward and fill in the question in the whiteboard while they have to explain the correctness of their job. 15) Teacher gives feedback to the students' work and discuss with students.16) Teacher asks students to pronounce the words well and correctly. 17) Teacher gives question to some students to check their understanding. 18) Students give the conclusion on the material. 19). Teacher closes the class by praying and greeting".[70]

Based on the observation in the classroom, the procedure of crossword puzzle in teaching vocabulary consisted of three steps. *Pre-Activity*, the teacher opened the lesson by Salam and asked one of the students to lead the prayer. The teacher then checked the attendance list while asking the students who did not bring the dictionary. There were three students who did not bring the dictionary, and then the teacher gave them punishment by giving them five minutes to find the dictionary in other classes or in the library. While waiting for three students, the teacher illustrated the vocabulary learning through crossword puzzle game. They were so curious to play the game.

---

[70] Lesson Plan, *Document Review*, 25th of November 2020

Main activity, first, teacher asked one student to draw the puzzle squares and some questions in the white board, while the student was writing in the white board, the teacher explained the material about present tense, at the time, the teacher explained about the use of the first form of a verb and the addition of S/ES to the verbs, after that, the teacher gave them an examples. Then, the teacher asked them to mention the verbs that they knew. A student mentioned a verb in Indonesian language, and then the teacher asked him to look for the English form in the dictionary. After that, the students mentioned some verbs and the teacher asked them to make a sentence using those verbs. In this process, some students still opened the dictionary to make a sentence. After the students made a sentence, they were ordered to raise their hand to show their answer while standing up. There were a lot of students rising up their hand. Then, the teacher only chose two of them to show their sentence and the teacher wrote the sentences in the white board. One sentence was right and other one was wrong. The teacher repaired the sentence while showing the students which part of sentence that was wrong.

Furthermore, the teacher started to play the crossword puzzle and asked them to write the questions and puzzle in their own book. When the teacher went around the class while checking the student's work, the teacher found that five students only wrote questions without the puzzle. The teacher was not angry with them, once explained them to write both

of question and puzzles. When the students were writing, the teacher explained the ways how the crossword puzzle could be played. It seemed that they understood the teacher's instruction. After that, when the game was about to start, the teacher ordered the students to prepare their tools including the dictionary. All students handled their own dictionary. The teacher then started the game that the students should finish the question in 30 minutes.

Yet, the students focused doing their work, the teacher gave them motivation while going around the class to check the students' work. The teacher boosted them by the positive words such as "*Ayo kalian pasti bisa, gampang kok clue nya, nanti yang cepet selesai duluan terus jawabannya bener semua, saya kasih hadiah*", she also said "*very good*" when some students showed their work. When some students were confused, the teacher came to them and helped to solve it by giving them other clues and asked other students to explain. It was like when they asked the verb that was not matched in the puzzle squares, the teacher asked them to correct the answer carefully whether the verb must be added by S or ES. Then, she asked other students to explain about the rules of adding a verb with S/ES. And it succeeded in making the students answer the questions well.

After they finished the game, the teacher ordered them to collect their work in her desk. Then the teacher asked twelve students to fill the answer in the white board. Other students looked so ambitious to come

forward even they did not have a turn. After all puzzle squares were filled, the teacher appointed them to explain the reason why their answer could be like that, and sometimes, the teacher asked some of them to translate the sentence into Indonesian. Four students answered the wrong answer then the teacher asked other students to improve the mistake. The teacher also added the students' explanation by her own explanation. After all the question in the white broad were right, the teacher asked the students to pronounce or spell every alphabet in the verbs and continued with the full words of the verbs, at the time, the teacher asked them to spell *"R-I-S-E-S"* and followed by pronouncing the word *"Rises"*. When there were some error pronunciations on the students, the teacher corrected their mistakes by giving them the right example. At last, all students were ordered to pronounce all the words in a loud voice by teacher.

In Post-activity, teacher asked students whether they understood the lesson or not. The students answered that they got the lesson. Then, the teacher asked a student to give the conclusion while giving the example. Before closing the class, the teacher read the full sentence while followed by the students in a loud voice. After that, the teacher announced that the result of their job would be given back in the next meeting, and the best score would get the price. Then the teacher closed the class by praying together and greeting.[71]

---

[71] Observation, 2rd of December 2020

Based on the interview, document review, and observation about the implementation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, the researcher found that the teacher was easy to implement this game, because there were some factors supported on her teaching process, as follows; first, students were happy and spirit in playing the game although they had to focus to guess the missing word and decide the verb addition of S/ES or not. Second, the teacher illustrated the material of the game in ordered that students understand and easy to follow the instructions. Third, when students were hesitant of the answer, they could match the verb with the puzzle squares. They were also easy to answer the next question because the answers in the puzzle were connected and gave them more clues. Fourth, all students had their own dictionary, so it made them easy to finish the game. Fifth, the teacher went around the class to solve when students found difficulties to play it. Sixth, the teacher was easy to teach pronunciation through this game because the verbs in the puzzle squares were easy to be spelled and pronounced by students.

While, the procedures of implementing the crossword puzzle game consisted three steps namely opening, main and closing activities, as follows; *Opening activity*, the teacher opened the class then checked the attendance list, after that the teacher explained the material that was going to be taught. *Main-activity*, the teacher explained the ways of play the crossword puzzle then asked them to do and answer the crossword

puzzle. After that the students were asked to pronounce the words correctly. *Closing activity*, the teacher asked students to conclude the material then ordered to read or repeat the full sentence after her in a loud voice.

4. **The Evaluation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

According to English teacher at the eighth grade students, the evaluation of teaching vocabulary through crossword puzzle was:

"After I explained the vocabulary related to simple present (verb 1). I gave the students the questions included in crossword puzzle and asked them to complete the empty boxes according to questions given. Then, I asked them to explain their work. After that, I gave the feedback their work. I did it to ensure they understood about the first form of a verb, at the last, I asked them to pronounce the question's answer loudly."

From the interview above, the evaluation used by the teacher was giving feedback for students that could master their vocabulary (verb 1). Besides, the teacher also used oral test by asking the students to explain their work in the puzzle squares.

It was also supported by the student one of the eighth D class, he said:

"In the end of teaching-learning process, the teacher used to give questions about the material having been taught. I had ever been asked a vocabulary and ordered to mention the meaning of word "*terjaga dari tidur*". At the time, the topic was about habitual action, I answered "get up", and my teacher said the actual answer should be "wake up", because 'get up" is used to express that we were not in sleep."

The other was supported by the student two of the eighth D class, she said:

> After explaining the material, the teacher gave us the questions about the vocabulary of present tense with a crossword puzzle such as we were asked to answer the verb in the puzzle squares. During the learning process, when I was not able to answer the missing verb and confused of not matching verb with the puzzle, the teacher gave me other clues and ordered the others to help me explain more about the verb addition S/ES. We also had to explain why we added S/ES to a verb, how if the subject used I, You, They, We, or She, He, It and whether the verb was corrected or not by matching the verb and the squares of puzzle. Then she corrected our work written in the puzzle while discussing with us. Furthermore, in the last activity, the teacher gave us some questions and asked us to conclude the material given.

From interviews above that the teacher helped the students when they were confused in finishing the game. The teacher also gave the feedback their work. In the end teaching-learning process, the teacher gave the questions and asked the students to conclude the material that had been learned.

Based on the observation in the classroom, the teacher gave the motivation when going around the class to check the students' work. The teacher boosted them by the positive words such as "*Ayo kalian pasti bisa, gampang kok clue nya, nanti yang cepet selesai duluan terus jawabannya bener semua, saya kasih hadiah*", she also said "*very good*" when some students showed their work. When some students were confused, the teacher came to them and helped to solve it by giving them other clues and asked other students to explain. The teacher also gave feedback and correction when the students explained their work. In the

last activity, the teacher asked students whether they understood the lesson or not. The students responded that they got the lesson. Then, the teacher gave some questions and asked the students to give the conclusion.

Based on the interview and observation about the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, the researcher found that the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

Based on the results of the data description presented above, the results and findings of the research could be concluded. The conclusion of the results or research findings would be explained in the following table:

Table 4.1
Results or Research Findings

No	Research Focus	Research Findings
1	2	3
1.	What are the goals of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?	There were three points; first, it built students' enthusiasm in learning vocabulary. Second, it gave opportunity to students to master their vocabulary as like they are able to understand and use the vocabulary correctly. Third, it helped students easier to understand and remember

1	2	3
		the vocabulary that has been learned.
2.	What is material used in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?	The material used in teaching vocabulary was about simple present tense such as the first form of a verb or an additional verb S/ES. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*". This material was also suitable using the crossword puzzle game which students could learn a new verb and understand the use of the first form of a verb in the right way based on grammatical rules such as the use of adding S/ES as a verb in present tense.
3.	How is the procedure of crossword puzzle in teaching vocabulary at eighth grade students of SMPN 02 Rambipuji?	The teacher was easy to implement this game, because there were some factors supported on her teaching process, as follows; first, students were happy and spirit in playing the game. Second, the teacher illustrated the material of the game. Third, teacher went around the class to solve the students' problems. While, the procedures of implementing the crossword puzzle game consisted three steps namely opening, main and closing activities, as follows;

1	2	3
		Opening activity, the teacher opened the class then checked the attendance list, after that the teacher explained the material that was going to be taught. *Main-activity*, the teacher explained the ways of play the crossword puzzle then asked them to do and answer the game. After that the students were asked to pronounce the words correctly. *Closing activity*, the teacher asked students to conclude the material then ordered to read or repeat the full sentence after her in a loud voice
4.	How is the assessment of teaching vocabulary through crossword puzzle?	The teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

C. Discussions

After describing the research's result, the data were presented and analyzed through finding discussion, as the result of the main ideas or research questions that have been discussed in the previous section. Here the discussion:

1. **The Goals of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

The goals finding of implementing teaching vocabulary crossword puzzle in eighth grade students of SMPN 02 Rambipuji as follow: first, it built students' enthusiasm in learning vocabulary. Second, it gave opportunity to students to master their vocabulary as like they are able to understand and use the vocabulary correctly. Third, it helped students easier to understand and remember the vocabulary that has been learned. This was relevant with Haryono's statement, he stated that the goal of crossword puzzles in learning is to hone the student's thinking skill in vocabulary learning or materials in a subject. This game can build enthusiasm and enjoyment in learning without having to deal with drab situation.[72] Another theory was stated by MC. Njoroge, R.W. Ndung'u and M.G. Ganthia that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.[73]

This finding also related to the theory of Hadfield, he stated that crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater

---

[72] Alfiani Prihastuti dan Ahmad Agung Yuwono Putro, Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbasis Teka-Teki Silang (TTS) Siswa Kelas III SD Muhammadiyah Kemadang, Jurnal PGSD Indonesia, Vol 3 No 2 Tahun 2017
[73] Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Ganthia, 313- 321.

retention and memorization of facts.[74] It was supported by the statement of Yheni Siwi Utami which argue that the crossword puzzle is to build and develop vocabulary mastery as like this game build brain nerves that provide a refreshing effect on memory so that the brain function becomes optimal again, because the brain is used with relaxed in learning process continuously, and it can makes students understand more and easily to enter into students' memories which students will not forget easily the material that has been taught.[75]

In conclusion, the goals of implementing teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji were related with the theories above, so they could be concluded that it built students' enthusiasm in learning vocabulary, then it gave opportunity to students to master their vocabulary as like they are able to practice and repeat the sentence pattern and vocabulary, and made students easier to understand more and remember the vocabulary in material that has been learned.

2. **The Material of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

The material finding in teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji was about simple present tense such as the first form of a verb or an additional verb S/ES. The teacher used a clue sentence completion that was taken from the

---

[74] Nurul Puspita dan Nurlaily Sabiqoh, 310.
[75] Yheni Siwi Utami, 31

Google and the book "*When English Rings a Bell*". This material was also suitable using the crossword puzzle game which students could learn a new verb and understand the use of verb in the right way based on grammatical rules such as the use of adding S/ES in present tense. The teacher focused to teach about the first form of a verb in teaching vocabulary. Through crossword puzzle, students could understand the use of the additional verbs S/ES in sentences. This is in accordance with what was stated by Frank that the verb is a word or groups of words that expresses an action, an event or a state. The verb is used after subject, or before object or complement. It is also the most complex part of speech. Verb has the grammatical properties of person and number, properties which require agreement with the subject. The following words underlined are the examples of verbs; *Anne <u>works</u> in her office*, *John <u>was</u> in Jakarta last week,* and *They <u>come </u>to my house*.[76]

Another theory was supported by Wharton, he states that crossword puzzle for use in the language classroom is really quite easy to create. First, teacher makes a list of words with which students should be familiar. Then, the teacher searches for a letter common to two words and students are off. The puzzle forms may be used in several ways: animals, colors, plants, parts of speech; *verb, noun, preposition, and so on*, the names of the days, *the week, months, subjects*, etc.[77] It was also relevant with Sabiqoh's statement that crossword puzzle game is suitable

[76] Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice Hall, 1972), 141.
[77] Nurul Puspita dan Nurlaily Sabiqoh, 309.

to be used to increase the students' vocabulary mastery based on the context and they can use the words correctly with good spelling and sentence pattern.[78]

The teacher used a clue sentence completion as the question of crossword puzzle that students should complete the missing word by a verb, and the sentences were taken from the Google and some were the book. It was relevant with Lee's theory that the crossword puzzle is consists of a crossword and clues. The clues are the guidance for solving crosswords puzzle. There are three kinds of clues such as *definition, picture*, and *sentences completion*. The clue sentence completion is consisting of sentence in which the answer is by filling the missing word.[79]

This was also supported by the statement of Richard and Renandya which mentioned that there are some form of teaching materials, they are; first, printed materials such as books, workbooks, worksheets, or readers. The second, non-print materials such as cassette or audio materials, videos, or computer-based materials. Third, materials that comprise both print and non-print sources such as self-access materials and materials on the internet, forth, materials not designed for instructional use such as magazines, newspaper, and TV materials.[80] It

---

[78] Nur Laily Sabiqoh, 40.

[79] Zunita Widyasari, "The Use Of Crossword Puzzle To Improve Vocabulary Mastery" (Thesis, English Department Of Education Faculty State Islamic Studies Institute, Salatiga, 2010), 18.

[80] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

could be said that the teacher used materials that comprise both print and non-print sources in teaching materials.

The materialof teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji from the finding and theory could be concluded that the material was about the first form of a verb. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*".

3. **The procedure of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji**

The procedure finding of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, The teacher was easy to implement this game, because there were some factors supported on her teaching process, as follows; first, students were happy and spirit in playing the game. Second, the teacher illustrated the material of the game Third, when students were hesitant to the answer, they could match the verb with the puzzle squares. They were also easy to answer the next question because the answers in the puzzle were connected and gave them more clues. Fourth, all students had their own dictionary, so it made them easy to finish the game. Fifth, teacher went around the class to solve when students found difficulties to play it. Sixth, the teacher was easy to teach pronunciation through this game because the verbs in the puzzle squares were easy to be spelled and pronounced by students. This is in accordance with what was stated by Rosemary that it is easy to

devise crossword to practice vocabulary teaching point (pronunciation, word formation, spelling, grammar etc.) in fact the enterprising teacher could create a whole collection of such crossword, each one dealing with particular problem area of a language. Crossword puzzle activities could be used as a follow up exercise to reinforce the learning of particular items and are suitable both for individual or group work.[81] It was also supported by statement of Dhand, he states that how crossword puzzles help the students in learning, as follows: first, the technique of crossword puzzle is a good way to teach and enrich vocabulary because the definition or synonyms of the words are right there to provide reinforcement. Second, Crossword puzzle can also be used to encourage the use of dictionary or thesaurus or to learn terminology used in a particular subject, they can be used as a quiz or review at the end of a unit/chapter or a lesson. Third, Crossword puzzles can be easily made by the teacher and presented to students.[82]

While, the procedures of implementing the crossword puzzle game consisted three steps namely opening, main and closing activities, as follows; *Opening activity*, the teacher opened the class then checked the attendance list, after that the teacher explained the material that was going to be taught. *Main-activity*, the teacher explained the ways of play the crossword puzzle then asked them to do and answer the crossword puzzle. After that the students were asked to pronounce the words

---

[81] Rosemary Khoo, *Variation of Crossword, Guidelines for Language Games*. No. 2/8/80, pp. 96-102.
[82] Yheni Siwi Utami, 31.

correctly. *Closing activity*, the teacher asked students to conclude the material then ordered to read or repeat the full sentence after her in a loud voice.

This finding related to the theory of Pinuria et al that there are some procedures in implementing crossword puzzle in classroom as follow; *Pre-teaching activity,* the teacher greets the students, the teacher checks student's attendance, after checking students attendance, the teacher reminds the students about previous subject taught in the last meeting, and the teacher introduces the new topic to the students. *Whilst-teaching activities*, the teacher asks the students about the crossword puzzle, the teacher gives an example of the crossword puzzle to them; the teacher gives assignments to the students, after the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the appropriate words as the crossword puzzle answer. *In post-teaching activities*, the teacher asks the students about the crossword puzzle.[83]

The teacher taught students in enhancing their pronunciation as like they pronounce or spell every alphabet in the verbs and continued with the full words of the verbs in learning process. The teacher also designed this game not only to teach the verb but also learn a grammar such as the verb with the addition of S/ES. Those were relevant with the Penny Ur's theory that the learner has to know what a word sounds like

---

[83] Nurul Puspita dan Nurlaily Sabiqoh, 314-315.

(*its* pronunciation) and what it looks like (*its spelling*). These are fairly obvious characteristics, and on or other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that these two aspects are accurately presented and learned well. Yet, the grammar of new items needs to be taught if it is not covered by general grammatical rules. When teaching a new verb, for example, we might also give its past form, if this is irregular (*think, thought*), when teaching a noun, we may wish to present its plural form irregular (*mouse, mice*) or draw learners attention to the fact that it has no plural at all (*advice, information*).[84]

The implementation of crossword puzzle in teaching vocabulary at the eighth grade students of SMPN 02 Rambipuji from the finding and theory could be concluded that this game was easy to be implemented by the teacher and students. There were no serious problems faced by them. While, the procedures consisted of three steps namely, *Pre-activity*, the teacher set the preparation of teaching and explained the material. *While-activity,* the teacher told about the crossword puzzle that would be used to teach the first form of a verb. *Post-activity*, the students were asked giving conclusion about the material given.

---

[84] Penny Ur, *A Course in Language Teaching practice and theory* (Cambridge: Cambridge University Press, 1991), 60.

4.   The evaluation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji

The evaluation finding of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji, the researcher found that the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned. This was in accordance with what was stated by Brown that formative assessment could be in the form of giving students comment or a suggestion or call attention to an error, that feedback was offered to improve the learner's language ability.[85]

The evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji from the finding and theory could be concluded that the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

---

[85] H. Douglas Brown, *Language Assessment*, 6.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusions of the research and the suggestions.

A. Conclusions

Based on the result of qualitative research with observation techniques, interviews and document review, carried out at SMPN 02 Rambipuji about The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji the conclusions were presented as follows;

1. The goals of teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji as follow: first, it built students' enthusiasm in learning vocabulary. Second, it gave opportunity to students to master their vocabulary as like they are able to practice and repeat the sentence pattern and vocabulary. Third, it helped students easier to understand and remember the vocabulary in the material that has been learned.

2. The material in teaching vocabulary through crossword puzzle at eighth grade students of SMPN 02 Rambipuji was about the first form of a verb. The teacher used a clue sentence completion that was taken from the Google and the book "*When English Rings a Bell*".

85

3. The procedure of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was easy to be implemented by the teacher and students. There were no serious problems faced by them. It consisted of three steps namely, *Pre-activity*, the teacher set the preparation of teaching and explained the material. *While-activity,* the teacher told about the crossword puzzle that would be used to teach the first form of a verb. *Post-activity*, the students were asked giving conclusion about the material given.

4. The evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji was the teacher assessed the students with formative assessments that were giving feedback and correction to the students and asked the students to conclude the material that had been learned.

B. Suggestions

Based on the research results and conclusions above, the researcher put forward some suggestions in order to succeed in the success of learning English in SMPN 2 Rambipuji. The suggestions are as follow:

1. For the teacher.

It is better for the teacher to increase their creativity in making learning strategies or teaching media that are fun and easily accepted by students. In that way, the students will be more enjoy and enthusiast in learning process.

2. For others researcher.

For other researchers, the researcher suggests using this research as a reference in doing similar research by using Crossword puzzle game to teach vocabulary. Whereas, they also can teach vocabulary and other skills or language components by using other games.

REFERENCES

AL-Hilali, Muhammad Taqi'ud Din and Muhammad Muhsin Khan. *Translation of the meanings of the Noble Qur'an in the English Language*. Madinah: King Fahd Complex for the Printing of the Holy Quran, K.S.A.

Ali, Abdullah Yusuf. *The Holy Quran original Arabic text with English Translation & Selected Commentaries*. Kuala Lumpur: Saba Islamic Media, 2004.

Anwar, Taofik Yayang and Efransyah. "Teaching English Vocabulary Using Crossword Puzzle Game At The Seventh Grade Students." *Professional Journal of Englih Education*, 2018.

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: PT Rineka Cipta, 2013.

Ary, Donal et. al. *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010.

Asyiah, Dewi Nur. "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery." *Jurnal Bahasa Lingua Scientia*, 2017.

Brown, H. Douglas. *Principles of Language Learning and Teaching*. San Francisco State University: Addison Wesley Longman, 2000.

Brown, H. Douglas. *Language Assessment : Principles and Classroom Practices*. San Francisco: Longman. 2003.

Bull, Victoria. *Oxford Learner's Pocket Dictionary: Fourth Edition*. New York: Oxford University Press, 2011.

Carten, Jeanne Mc. *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*. New York: Cambridge University Press, 2007.

Cresswell, John .W. *Research Design: Qualitative and Quantitative Approaches.* California: SAGE Publicitatitons, Inc, 1994.

Creswell, John .W. Educational Research Fourth Edition, Boston: Pearson Education, 2012.

Frank, Marcella. *Modern English a Practical Reference Guide*, New York: Prentice Hall, 1972.

G Lodico, Marguerite, Dean T Spaulding, and Katherine N. Voegtl. *Methods in Educational Research, 2ⁿᵈ Edition: From Theory to Practice.* San Fransisco: Jossey-Bass, 2010.

Harjanto. *Perencanaan Pengajaran*. Jakarta: PT Rineka Cipta, 2003.

Hill, Jeffrey. *101 Thematic Crossword Puzzles Sample for learners of English*. Le Havre, France: www.crosswordenglish.com, 2016.

Hilmi, Charis Zul. "The Effectiveness of Using Crossword Puzzle to Increase the English Vocabulary Mastery of the Second Grade Students of Mtsn 3 Boyolali." Thesis, English Education Department Cultures And Languages Faculty The State Islamic Institute, Surakarta, 2019.

Horrnby. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press, 1995.

Majid, Abdul. *Perencanaan Pembelajaran.* Bandung; PT Remaja Rosdakarya.

Mansyur et al. *Asesmen Pembelajaran di Sekolah*. Yogyakarta: Pustaka Pelajar, 2015.

Miles and Huberman. *Qualitative Data Analysis 3ʳᵈ Edition*. London: Sage, 2014.

Moleong, Lexy .J. *Metodologi Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya, 2008.

Mukrimaa,Syifa .S. *53 Metode Belajar dan Pembelajaran*. Bandung: University of Education Bumi Siliwangi, 2014.

Mundir. *Metode Penelitian Kualitatif dan Kuantitatif.* Jember: STAIN Jember Press, 2013.

Nadilah, Rif'atun. "The Implementation Of Teaching Vocabulary By Using Charade Games As Media At 8th Grade Students Of Smpn 1 Jenggawah." Thesis, English Education Department of State Institute Of Islamic Studies, Jember, 2020.

Nugroho, Muhamad Erfan. "Teaching English Vocabulary To Seventh Grade Students Of Smp Muhammadiyah 5, Surakarta." Thesis, English Departement Muhammadiyah University, Surakarta, 2015.

Njoroge, Martin, C. Ruth W. Ndung'u and Moses Gatambuki Ganthia, "The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary Schools. Nairobi." *International Journal of Current Research*, 2013.

Porras, Larra . "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia's Pulp Mill in Uruguay.", Master's Thesis, 2016.

Prabowo, Sugeng Listyo and Faridah Nurmaliyah. *Perencanaan Pembelajaran.* Malang: UIN Maliki Press, 2010.

Prihastuti, Alfiani and Ahmad Agung Yuwono Putro. "Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbasis Teka-Teki Silang (TTS) Siswa Kelas III SD Muhammadiyah Kemadang." *Jurnal PGSD Indonesia*, 2017.

Putra, Nusa. *Metode Penelitian Kualitatif Pendidikan*. Jakarta: Raja GrafindoPersada, 2012.

Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press, 2002.

Rohmah, Dzir. "The Effectiveness of Using Crossword Puzzle to Improve Student's Vocabulary at First Grade of Students in SMPN 2 Sumbergempol." Thesis, English Education Department Faculty of Tarbiyah And Teacher Training State Islamic Institute Tulungagung, 2016.

Sekretariat Negara RI. Undang-Undang no 20 tahun 2003 tentang Sistem Pendidikan Nasional.

Sugiyono. *Metode Penelitian Kualitatif.* Yogyakarta: Ar Ruz Media, 2006.

Sugiyono. *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta, 2018.

Terry, George .R. *Prinsip-prinsip Manajemen*. Jakarta: PT Bumi Aksara, 2014.

Thorburry, Scott. *How To Teach Vocabulary*, England: Pearson Education Limited, 2002.

Ur, Penny. *A Course in Language Teaching practice and theory*. Cambridge: Cambridge University Press, 1991.

Utami, Siwi Yheni. "Improving Students' Vocabulary Mastery Using Crossword Puzzles For Grade VII Of SMPN 02 Srandakan." Thesis, English Education Department Faculty Of Languages And Art Yogyakarta State University, Yogyakarta, 2014.

Widyasari, Zunita. "The Use Of Crossword Puzzle To Improve Vocabulary Mastery." Thesis, English Department Of Education Faculty State Islamic Studies Institute, Salatiga, 2010.

Appendix 1

DECLARATION OF AUTHENTICITY

I, the undersigned below:

Name	: Mochammad Sibaweh
Student's Number	: T20166066
Study program	: English Education Department
Institution	: UIN KHAS of Jember

Declare that this thesis entitled "The Implementation of Teaching Vocabulary through Crossword Puzzle at the Eighth Grade Students of SMPN 02 Rambipuji in the Academic Year 2020/2021" is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, 9th November 2021
I declared

Mochammad Sibaweh
NIM.T20166066

Appendix 2

MATRIX OF THE RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Question
The Implementation of Teaching Vocabulary through Crossword Puzzle at The Eighth Grade Students of SMPN 02 Rambipuji in The Academic Year 2020/2021	The Implementation of Teaching Vocabulary through Crossword Puzzle	1. The goals of Teaching Vocabulary through Crossword Puzzle 2. The material in Teaching Vocabulary through Crossword Puzzle 3. The Procedure of Teaching Vocabulary through Crossword Puzzle 4. The evaluation of Teaching Vocabulary through Crossword Puzzle	Informant English Teacher Non English Teacher Students	**1. Approach and kinds of research** a. Qualitative b. Descriptive **2. Data collection method** a. Observation b. Interview c. Document Review **3. Data analysis technique: Data collection, condensation, display, and conclusion drawing.** 4. **Validation of data :** Triangulation of sources and methods	1. What are the goals of at the eighth grade students of SMPN 02 Rambipuji? 2. What is material used in teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji? 3. How is the procedure of crossword puzzle in teaching vocabulary at the eighth grade students of SMPN 02 Rambipuji? 4. How is the evaluation of teaching vocabulary through crossword puzzle at the eighth grade students of SMPN 02 Rambipuji?

Appendix 3

The interview's guide to English teacher

School	
Address	
The English teacher's name	
NIP	
Day/date	

1. What are the goals of teaching vocabulary through crossword puzzle?
2. What is material used in teaching vocabulary through crossword puzzle?
3. How is the procedure of teaching vocabulary through crossword puzzle?
4. How is the evaluation of teaching vocabulary through crossword puzzle?
5. What difficulties are faced in implementing crossword puzzle?

The interview's guide to students

School	
Address	
Student's name	
NIS	
Day/date	

1. What do you think about crossword puzzle?
2. What is material used by the teacher in teaching vocabulary through crossword puzzle?
3. Are there any difficulties to play the crossword puzzle?
4. How is the procedure of teaching vocabulary through crossword puzzle?

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : SMP Negeri 2 Rambipuji

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII D /Genap

Materi pokok   : Simple Present Tense

Alokasi Waktu   : 2 Jam Pelajaran (80 menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
1	3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan	3.7.1. Menentukan fungsi sosial yang terkait dengan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.7.2. Menentukan struktur teks yang terkait tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.7.3. Menentukan unsur kebahasaan yang terkait dengan tindakan memberi dan meminta informasi

		kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*)	terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
2	4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.7.1 Membuat teks pendek terkait terkait keadaan/ndakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 4.7.2. Melakukan percakapan terkait keadaan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum	

Fokus Penguatan Karakter: Disiplin, Percaya diri, Tanggung jawab

C. **Tujuan Pembelajaran**
1. Setelah mempelajari materi ini, peserta didik dapat: mengdentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks *simple present tense*
2. Setelah mempelajari materi ini, peserta didik dapat: menyusun dan menggunakan kata kerja pada kalimat *simple present tense*
3. Peserta didik dapat memahami arti kosa kata bahasa inggris dengan baik.
4. Peseta didik dapat menyebutkan kosa kata dengan benar.

D. Materi Pembelajaran
Contoh Kalimat Simple Present Tense

1. **Simple Present Tense dalam He/She/It**

   a. He loves to play basketball.
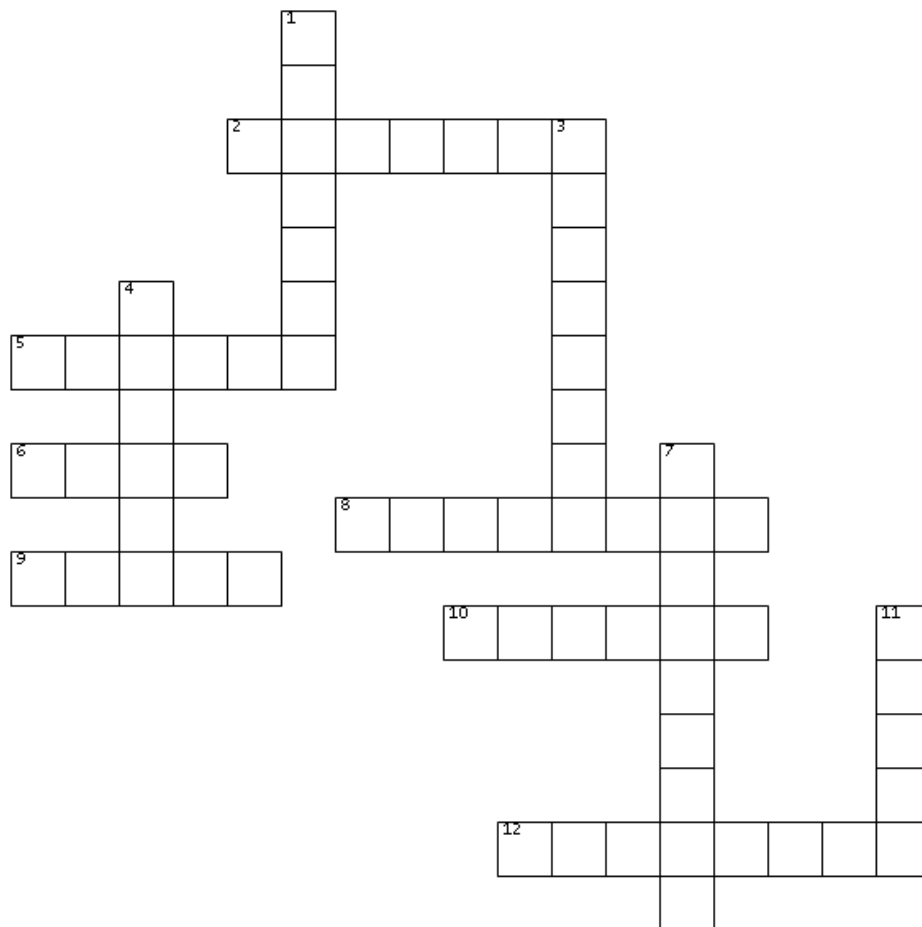
   b. She thinks she is very stupid.

2. **Simple Present Tense dalam They/We/I/You**

   a. We can go to the museum every Sunday.

   b. They sleep in my room tonight.

   c. We cook fried rice almost every day.

3. **Kosa Kata**

   - **Love   =   suka**
   - **Think   =   berfikir**
   - **Go   =   pergi**
   - **Sleep   =   tidur**
   - **Cook   =   memasak**

CROSSWORD PUZZLE!

ACROSS

2. He usually.... my message quickly

5. It..... very delicious in the restaurant.

6. My friends.... into their new home next week

8. Teacher.... Rio because he is always late.

9. The sun.... in the east.

10. He always.... that street every morning.

12. Orange.... a vitamin C.

DOWN

1. Soni.... his time in the beach

3. She always.... for her favorite artist's news in the Google.

4. The train to Rambi's station..... at 6.00 a.m.

7. I and My family.... the party in the Cafe.

11. My father.... the broken floor.

E. Metode Pembelajaran : Crossword Puzzle Game

F. Media/Alat, Bahan dan SumberBelajar

1. Media/Alat

   - Gambar

   - Spidol dan Papan Tulis

   - Kertas Lembar Kerja

2. Sumber Belajar

   - Google

   - Buku Paket

G. Langkah Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
Kegiatan Pendahuluan	1. Guru memberi salam. 2. Guru meminta salah satu siswa untuk memimpin doa sebelum pembelajaran dimulai. 3. Guru memeriksa kehadiran siswa. 4. Guru mengkondisikan suasana belajar yang menyenangkan. 5. Guru memberikan ilustrasi tentang materi yang akan dipelajari.	**10 menit**

Kegiatan Inti	1. Guru memberikan sedikit penjelasan terkait materi yang akan diajarkan. 2. Guru meminta siswa menyebutkan beberapa kosa kata tentang materi tersebut 3. Siswa diminta membuat beberapa kalimat tentang kosa kata yang di sebutkan. 4. Guru mengkoreksi kalimat–kalimat tersebut dengan berdiskusi. 5. Guru memberikan penjelasan tentang *crossword puzzle game* 6. Guru memberi contoh cara bermain *crossword puzzle game* 7. Siswa diberi tugas untuk mengerjakan *crossword puzzle game* 8. Setelah selesai mengerjakan tugas tersebut, guru meminta siswa mengumpulkan tugasnya. 9. Guru menunjuk beberapa siswa untuk maju kedepan kelas untuk mengisi soal-soal tersebut sambil menjelaskan hasil kerjanya 10. Guru memberikan *feedback* tentang pekerjaan siswa 11. Guru meminta siswa untuk mengucapkan kosa kata tersebut dengan baik dan benar.	**60 menit**
Penutup	1. Guru memberikan pertanyaan kepada siswa untuk memeriksa pemahaman siswa terhadap materi yang telah dipelajari 2. Siswa menyimpulkan materi pembelajaran yang telah dipelajari 3. Doa dan salam.	**10 menit**

H. Penilaian Hasil Pembelajaran

1. Sikap

Nama Siswa :

NIS :

Kelas :

No.	Aspek Penilaian	1	2	3	4	5
1	Tanggung Jawab					
2	Disipin					
3	Peduli					
4	Cinta Damai					

Keterangan:
1= Sangat Kurang 2= Kurang 3= Cukup 4= Baik 5= Sangat Baik

2. **Pengetahuan**

Nama	Kosa Kata	Ketepatan Makna	Memahami Tujuan Komunikatif	Nilai Rata-rata

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Kosa Kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan Komulatif	Memahami tujuan komunikatif	60-100

3. **Keterampilan**

Kegiatan: Menulis dan berbicara

Aspek Penilaian				
Nama	Pronounciation	Intonation	Grammer	Nilai Rata-rata

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Pronounciation	Ketepatan pengucapan kata/ kelancaran pengucapan	60-100
Intonation	Ketepatan penekanan kata (stressing)	60-100
Grammer	Ketepatan penggunaan kata secara tatanan bahasa	60-100

Jember, 25 November 2020

Mengetahui,

Kepala SMP Negeri 2 Rambipuji   **Guru Mata Pelajaran**

MOH. ROKHIM, M.pd   **Rini Widyastuti, S.Pd.**
NIP. 196801 13 198901 1 001   NIP.196904282008012013

Appendix 5

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136 Website :
www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor	:	B. 0788 /In.20/3.a/PP.00.9/02/2021	04 Februari 2021
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Ijin Penelitian**	

Yth. Kepala Sekolah SMPN 2 Rambipuji
Jl. Widuri No. 1 Pecoro, Rambipuji, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Mochammad Sibaweh
NIM	:	T20166066
Semester	:	IX (Sembilan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai model pendidikan multikultural pada pembelajaran pendidikan agama Islami di SMPN 2 Rambipuji.

Adapun pihak-pihak yang dituju adalah sebagai berikut:
1. Kepala Sekolah SMPN 2 Rambipuji.
2. Guru Bahasa Inggris SMPN Rambipuji.
3. Staf dan Karyawan SMPN 2 Rambipuji.
4. Siswa-siswi Kelas VIII D SMPN 2 Rambipuji.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.
Wassalamualaikum Wr Wb.

A.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

Appendix 6

S U R A T - K E T E R A N G A N
No. 800 / 517/ 413.16.20523862/2021

Yang bertanda tangan dibawah ini   :

N a m a	:	**MOH. ROKHIM , M.Pd**
N I P	:	19680113 198901 1 001
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 2 Rambipuji

Menerangkan dengan sebenarnya bahwa nama tersebut dibawah ini :

N a m a	:	**MOCHAMMAD SIBAWEH**
N I M	:	T20166066
Program /Jurusan	:	Tadris Bahasa Inggris
Jenjang	:	Strata (S.1)
Fakultas	:	Tarbiyah

Terhitung Tanggal 01 Maret sampai dengan 19 Maret 2021 yang bersangkutan telah selesai melaksanakan penelitian di SMP Negeri 2 Rambipuji , dengan judul Tesis : " **The Implementasi Of Teaching Vocabulary at 8 th Grade Students Of SMP Negeri 2 Rambipuji Academic Year 2020/2021 ".**

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Rambipuji , 21 April 2021
Kepala Sekolah

MOH. ROKHIM, M.Pd
NIP. 19680113 198901 1 001

Appendix 7

JURNAL PENELITIAN

Nama   : Mochammad Sibaweh
Nim   : T20166066
Judul   : The Implementation Of Crossword Puzzle in Teaching Vocabulary At 8th Grade
              Students of SMPN 02 Rambipuji In Academic Year 2020/2021
Lokasi   : SMPN 2 Rambipuji Jember

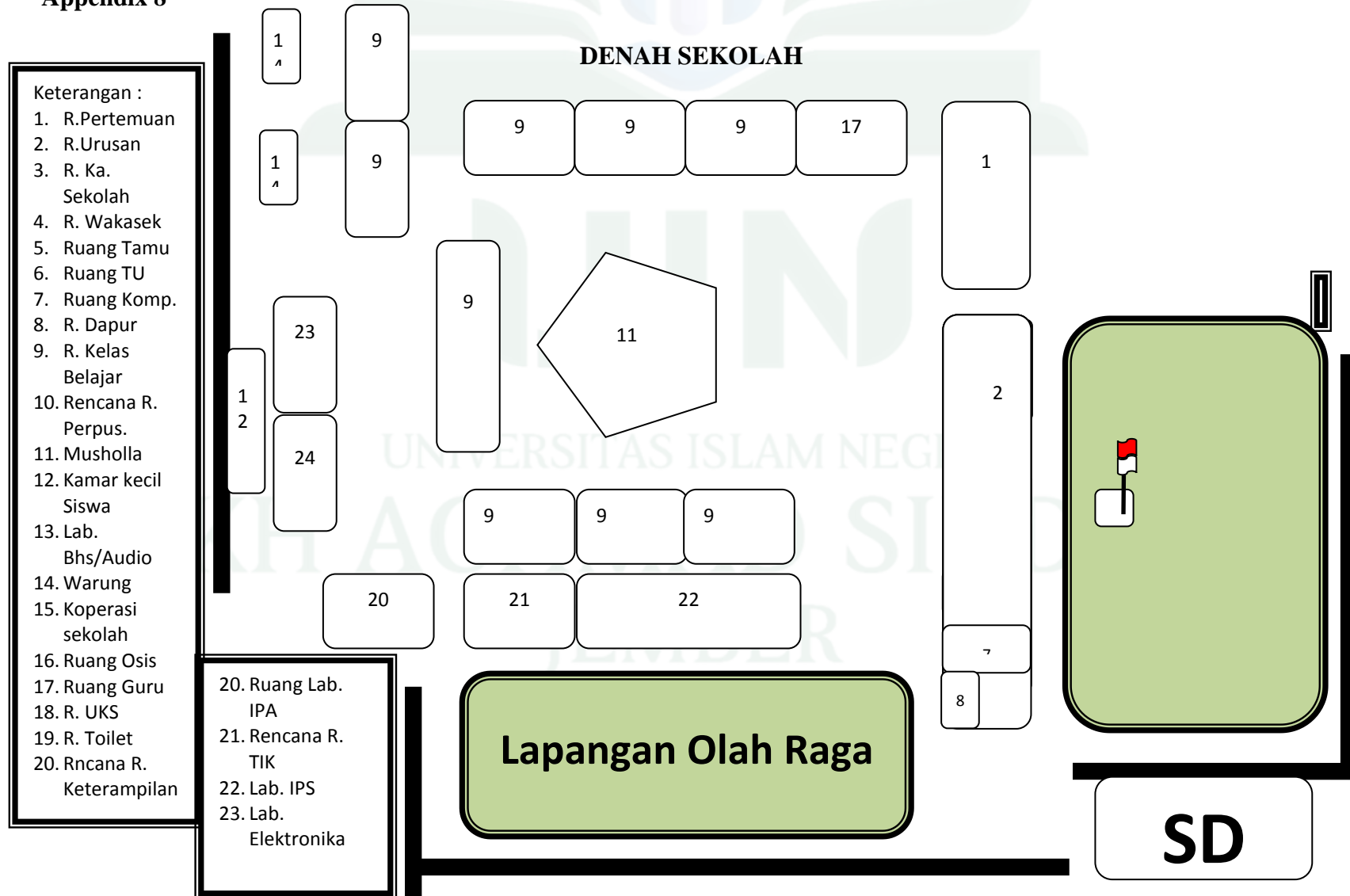| No	Tanggal	Jenis Kegiatan	Tanda Tangan
1.	01st Maret 2021	Menyerahkan surat ijin penelitian ke SMPN 02 Rambipuji Jember	
2.	03^{d} Maret 2021	Pengambilan data tentang sejarah SMPN 02 Rambipuji, profil, visi dan misi, struktur organisasi, dll.	
3.	08th Maret 2021	Melakukan wawancara dengan Mrs. Rini selaku guru bahasa Inggris VIII D	
4.	15th Maret 2021	Melakukan wawancara dengan Murid kelas VIII D (Indri)	
5.	17th Maret 2021	Melakukan wawancara dengan Murid kelas VIII D (Rifky)	
6.	19th Maret 2021	Pengambilan surat selesai penelitian	

Jember, 22 Maret 2021
Kepala sekolah SMPN 02
Rambipuji

Moh. Rokhim, M. Pd
NIP. 19680113198901001

Appendix 8

DENAH SEKOLAH

Keterangan :
1. R.Pertemuan
2. R.Urusan
3. R. Ka. Sekolah
4. R. Wakasek
5. Ruang Tamu
6. Ruang TU
7. Ruang Komp.
8. R. Dapur
9. R. Kelas Belajar
10. Rencana R. Perpus.
11. Musholla
12. Kamar kecil Siswa
13. Lab. Bhs/Audio
14. Warung
15. Koperasi sekolah
16. Ruang Osis
17. Ruang Guru
18. R. UKS
19. R. Toilet
20. Rncana R. Keterampilan

20. Ruang Lab. IPA
21. Rencana R. TIK
22. Lab. IPS
23. Lab. Elektronika

1

1

9

9

9

9

9

9

17

1

23

24

1
2

9

11

2

9

9

9

20

21

22

7

8

Lapangan Olah Raga

SD

Appendix 9

DOCUMENTATION

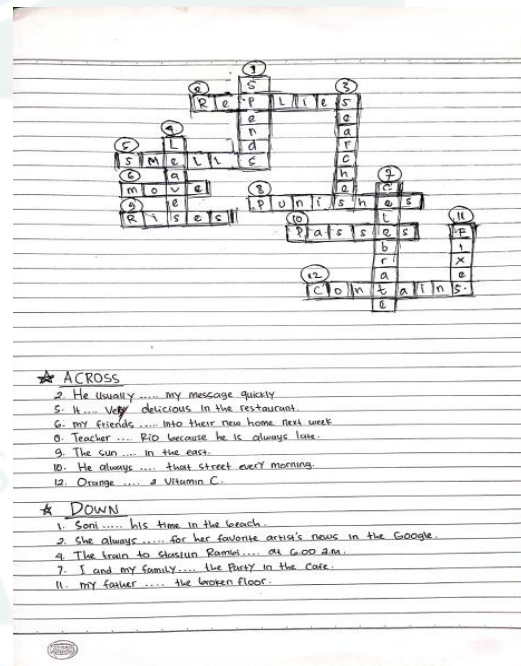
(Interview with Mrs. Rini)

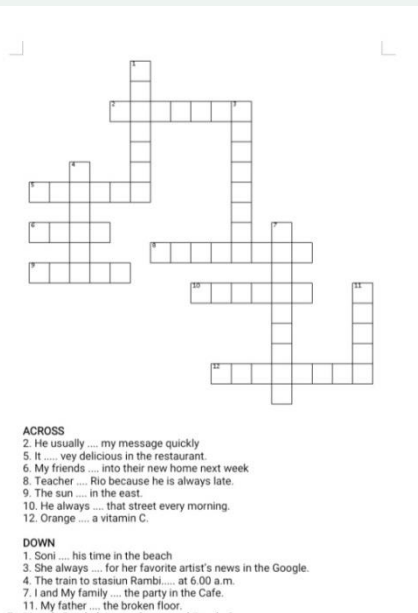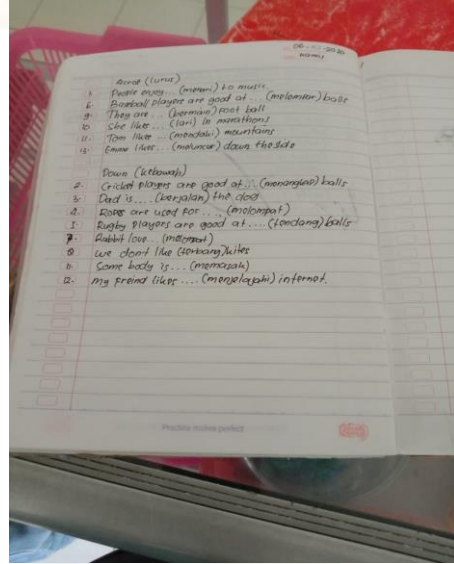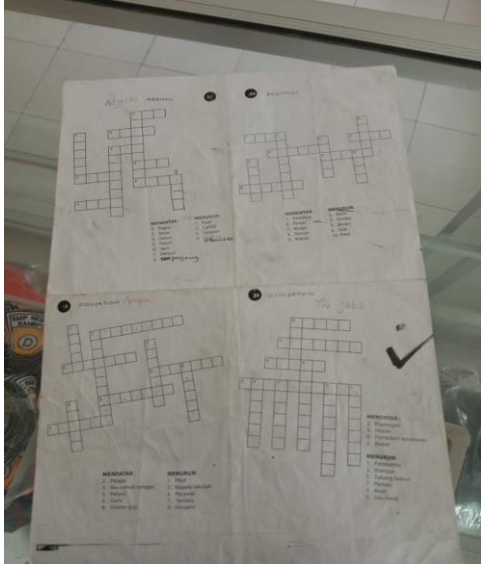
(Interview with Rifky)   (Interview with Indry)

(The classroom's condition and situation at VIII-D)

(The Materials of Crossword Puzzle)

Appendix 10

<p align="center">**BIODATA**</p>

Name   : Mochammad Sibaweh

Date of birth   : 15th of December 1996

Gender   : Male

Age   : 24

Address   : Laweyan, Kec. Sumberasih, Kab.Probolinggo

Religion   : Islam

Nationality   : Indonesian

 Phone   : 085606602791

Email   : sibawehmochammad@gmail.com

EDUCATION DETAIL

2005-2010   : SDN Laweyan II

2010-2013   : MTs Wali Songo

2013-2016   : MAN 2 Kota Probolinggo

2016-Nowaday   : English Education Department, UIN KHAS Jember