IMPROVING STUDENTS’ VOCABULARY ACHIEVEMENT
BY USING CROSSWORD PUZZLE GAME: (Classroom
Action Research in Grade VIII A on SMP Negeri 8
Mataram Academic Year 2013/2014)

ARTICLE

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IMPROVING STUDENTS’ VOCABULARY ACHIEVEMENT BY USING CROSSWORD PUZZLE GAME: (Classroom Action Research in Grade 8 A on SMP Negeri VIII Mataram Academic Year 2013/2014)

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ABSTRACT

This research aimed to improve the students’ vocabulary achievement by using crossword puzzle game. This research was conducted as the classroom action research. This research conducted the planning, implementation, observation, and reflection continually. This research consists of 2 cycles. In each cycle the students had been given treatments. The data were collected from pre-test and post-test. From 41 students, there were 40 students joined the test. The result of the study showed that using crossword puzzle game could improve the students’ vocabulary achievement. Based on the result of pre-test and post-test in two cycles, it could be concluded that the second grade of students at SMP Negeri 8 Mataram achieved better scores after the treatments given. It can be seen from M(mean scores) of pre-test to the post-test in cycle I to cycle II. The M(mean scores) in the pre test to cycle 1 was 47
to 61.25, and the mean from the post-test in cycle I to cycle II was 61.25 to 80.75. The percentage from the pre-test to the post-test in cycle I was 12.75% to 37.5%, and the percentage score in cycle I to cycle II was 37.5% to 87.5% . The teaching learning process is said to be successful when the score of the students reached 70 point of KKM (Minimum Standard). The students who reached score above 70 were categorized succeed and improved in each cycles. From the pre-test to the cycle I, the total of students who had passed the minimum standard score were 5 to 15, and the total of students who passed the post-test from cycle I to cycle II were 15 to 35 students.

Key words: crossword puzzle, vocabulary, classroom action research.

CHAPTER I
INTRODUCTION

This chapter presents the review of this class action research would be conducted. They are: background of study, statements and solution of problems, purpose of study, significance of study, scope of study, and definition of key terms.

1.1 Background of Study

In order to achieve a successful process in learning English, vocabulary becomes the core in acquiring the second language. Wilkins (1972:111) emphasizes that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This clarifies the importance and the essential role of vocabulary in learning a foreign language. Vocabulary is a vital part of language that students need to master in order to encounter the new language effectively.

However, in learning second language, there would be found some difficulties in developing the language. As the real problems occurred in the students in the grade VIII A SMP on Negeri 8 Mataram about learning vocabulary, the students found it hard to learn English as the second language. They did not know the spelling and the meaning of the words. Those problems make their English achievement could not improve.

Examining on the students’ problems faced in learning English as the foreign language, vocabulary becomes the real problem for the students. Basically, learning language is a matter of learning vocabulary of that language.

According to the statements above, the researcher tries to solve the students’ problem by teaching vocabulary in attractive way. Lewis & Hill (1990) state that students are unlikely to be very successful at learning unless they enjoy the process. Therefore, the researcher needs strategy to create the enjoyable process by creating activities which are interesting and worth doing, especially in learning English vocabulary for the students.

One of the activities is believed to be the best way in teaching and learning vocabulary is through game. The game would be used as the technique in teaching vocabulary is by using crossword puzzle. Crossword has been used successfully in many different disciplines (Childers, 1996), showing their versatility and flexibility.

Therefore, the researcher would like to improve the students’ vocabulary achievement by using crossword puzzle game in grade VIII A on SMP Negeri 8 Mataram academic year 2013/2014.
1.2 Statements and Solution of problems

1.2.1 Statements of Problems

According to the phenomena states in the background of the study, the statements of problem in this research are:

a. How does the use of Crossword puzzle game improve the students’ vocabulary achievement of the grade VIII A on SMP Negeri 8 Mataram academic year 2013/2014?"

b. What are the students’ responses towards the use of crossword puzzle game to improve their vocabulary achievement?

1.2.2 Solution of problems

To solve the problems above, there are many techniques of vocabulary games which are able to apply in learning vocabulary, such as: pantomime, crossword puzzle, pictures, and password categories game.

In this research, the researcher tries to give the solution of problem through using crossword puzzle game to improve the students’ vocabulary achievement.

1.3 Purpose of the Study

The purposes of this research are:

1. To improve the students’ vocabulary achievement by using of crossword puzzle game in grade VIII A on SMP Negeri 8 Mataram academic year 2013/2014.
2. To know the students’ responses towards the use of crossword puzzle game to improve their vocabulary achievement.

1.4 Significance of Study

This research would present the benefits of the use of crossword puzzle game in improving students’ vocabulary achievement, they are:

1. For teachers:
   This research helps the teachers to solve the students’ problems in learning vocabulary by using crossword puzzle game.

2. For students :
   This research presents Crossword puzzle game might help the students to improve their vocabulary achievement and knowledge.

3. Further researchers:
   This research is expected to be the references and resources for the other researchers in doing the same class action research.

REVIEW OF RELATED LITERATURE

2.1 Vocabulary Concept

2.1.1 The Concept of Vocabulary

Vocabulary has a significant role in language. Basically, learning language is a matter of learning vocabulary of that language. Research has shown that vocabulary
knowledge plays a critical role in students’ literacy development (Scott, Jamieson-Noel, & Asselin, 2003). Vocabulary is taught in many different ways, such as below the definitions of vocabulary by the people.

Lewis (2006) defines “Vocabulary is a listing of the words used in some enterprise”. It refers to the word that must be effectively known to communicate. While Diamond and Gutlohn (2006) state that vocabulary are the knowledge of words and word meanings. Simpson and Weiner (1989) say that vocabulary is a collective word with brief explanation of their meaning.

2.1.2 Types of Vocabulary

According to Quandt (1966) categories vocabulary into four types:

1. Listening vocabulary: this type of vocabulary is developed warily, since a child begins to recognize sounds.
2. Speaking vocabulary: this type of vocabulary is also type built early, that is time when the child begins to communicate with the surrounding. Although the application of vocabulary at this page is very simple and it contains many of the small function words that kind of vocabulary can make up a speech.
3. Vocabulary of reading and writing: These types of vocabulary are developed almost at the same time. However, reading vocabulary usually comes than writing vocabulary. These types of vocabulary are recognized when one has the capability of reading and writing.

2.1.3 Teaching Vocabulary

The techniques in teaching vocabulary which are explained by Nattigerin Widyaningsih (2008:2005) as follows:

1. Context clue technique: For guessing vocabulary from context.
2. Word morphology: learner can be thought extend their vocabulary by mixing and matching words stem.
3. Total physical response: in this technique, the target vocabulary items are paired with relevant action.
4. Word family: the technique which can be used to show how word families are developed from single root i.e, party, partition, partly, partner, participant, etc.

In teaching the second language, techniques are the tools in developing the lesson. That is because using some the techniques are very important to help the researcher manages the class and improve the students’ vocabulary.

2.2. Vocabulary Assessment

When we teach the vocabulary, it means that we are talking about the assessment either. It is held to know the students’ assessment during the teaching and learning vocabulary process. However, it is quite simply deciding how to test vocabulary. As other areas of literacy assessment, the assessment of students’ vocabulary development should be varied and meaningful. Janet Allen (1999) lists the following indicators of students’ vocabulary development:

- An increased sense of word play
- A heightened awareness of how words sound (rhyme, repetitive language patterns);
- An inquisitiveness about word meanings and etymologies
- A more diverse and richer use of language in speech and writing
Another common objective format used in vocabulary assessment is matching. Matching questions usually present the students with two columns of information. The students’ task is to find the matches in the right-hand column are called options. The advantage of this format over MCQs is that there are more distracters to choose from.

2.2.1 Matching Formats

Another common objective format used in vocabulary assessment is matching. Matching questions usually present the students with two columns of information. The students’ task is to find the matches in the right-hand column are called options. The advantage of this format over MCQs is that there are more distracters to choose from.

In the assessment test, the researcher modifies the matching format. The column of option would be placed in the part one. However, in this part, the students should arrange the letters into a correct word form to get the correct words as the options. Then in the part two, the students find the match meaning in the right-hand column options of the each word.

2.3 The Kinds of Crossword Puzzle

Karim and Hasbullah (1986: 2.37) states that there are two kinds of crossword puzzle, they are:

1. The crossword puzzle using pictures as the clues. The place of the clues (pictures) around the crossword puzzle.
2. The crossword puzzle without pictures. This kind of crossword puzzle using phrase or sentences as the clues.

In this research, the researcher would like to use the second types of crossword puzzle, which is the crossword puzzle without pictures.

2.4 The strengths and the Weaknesses of Using Crossword Puzzle

2.4.1 The Strengths of Using Crossword Puzzle

According to Karim and Hasbullah (1986: 234), there are some advantages of crossword puzzle in teaching vocabulary, they are:

a. Crossword solving involves several useful skill including vocabulary, reasoning, spelling and word attack skills.
b. Using crossword puzzle in the classroom that they are associated with recreation and can be less intimidating for students as review tools.
c. Crossword puzzle with subject-specific vocabulary can be created with easy and in a short amount time.
d. Crossword puzzles have endured as a favorite national past time because they are appealing to all ages, they can be completed in a rather in period of time, and solving them provides sense of accomplishment.

2.4.2 The Weaknesses of Crossword Puzzle

Talking about the strength, there would be found the weakness side. According to Gilbert at al (2011: 178) states that the weaknesses of using puzzle are as follows:

a. Generally address only cognitive domain.
b. Require time to develop
c. Require equipment to reproduce
Therefore, based on the weakness of using crossword puzzle in teaching vocabulary, hopefully the researcher could overcome by preparing the material and crossword puzzle as the media well, giving the explanation clearly and manage the class effectively.

2.4.3 Teaching Vocabulary by Using Crossword Puzzle

Nickerson's (1977) suggests that at least three types of solution processes occur while one is attempting to solve crossword puzzles.

- First, some solutions seem to occur immediately, from merely reading the clue, and often lead to identification of the target without even considering constraints such as the number of letters in the target word.
- Second type of solution involves some deliberation and consideration of constraints imposed by the clue, by the length of the word, and by any letters that have already been identified.
- The third type of solution process consists of extensive deliberation, either in attempting to interpret the meaning of the clue, trying to identify the relevance of the theme to the item, or in searching one's store house of knowledge relevant to the target. This last process, which does not always result in success, often involves re-examination of earlier responses and when it would be asked to describe the steps they follow when working on crossword puzzles most said that they answer the easy items first and then return to work on items with letters from intersecting words.

RESEARCH METHOD

3.1 Research Design

This research is designed to get the main aims of the research; classroom action research is used to find out the answers of the questions research mentioned. Classroom action research is research that is done by a person (researcher) which aims to improve teaching learning process in his/her classroom (Kemmis & McTaggart, 1988:6, as cited in Nunan, 1992). Action research consists of some cycles. According to Kemmis & McTaggart, there are four basic steps in the action research. They are planning, acting, observing and reflecting.

3.2 Subject of Research

This research would be conducted at SMP Negeri 8 Mataram. The subject of this study is the students of the grade VIII A on SMP Negeri 8 Mataram academic year 2013/2014. The numbers of students are 41 students consisted of 24 males and 17 females’ students.

3.3 Research Procedures

According to Kurt Lewin’s design, the class action research consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, a new problem or the previous unfinished problems will be probably found.

1. Plan

The first is the preparation. In this phase, the researcher decided the teaching technique, the material, and the media. This was the most important step in conducting Action Research as by knowing the problems, the researcher could find a good solution to solve them.
2. Act
Act is the implementation of the plan. In this case, the researcher carried out the action plan. The researcher gave explanation about how to play the crossword puzzle game, and gave an example from it.

3. Observe
Observing is the process of collecting data indicating the success of the strategy to solve the students’ problems.

4. Reflect
This phase was conducted by the researcher to analyze the action results collected by the observers. The researcher identified the problems that were found by seeing the result of the observation. Then, these were used to make plan for further cycle and to correct the weakness.

3.4. The Technique of Collecting Data
3.4.1 Kind of data
The researcher would use many kinds of data collection such as: test, treatments, observation sheet, and questionnaire. It will be noted, that all methods of data collection should be objective. The kinds of data that use in classroom action research are quantitative data.

In this case, the researcher used only the result of the improvement of students’ vocabulary achievement by using crossword puzzle game.

3.4.1.1 The source of data
The sources of data of this researcher are the students, the teacher and the researcher.

3.4.1.2 Data collection procedures
The data collection is an important step to take. In this research, the data are collected using pre-test, treatment, and post-test.

a.) Pre-test
First, the researcher gave a pre-test to the students. This was aimed to determine the students’ previous competence of vocabulary. The test would be in matching format form.

b.) Treatment
The treatment is in form of teaching vocabulary. In this case, the teaching techniques about using crossword puzzle as the media.

c.) Post-test
After the treatment session terminated, post-test immediately developed to improve the vocabulary achievement of the students. The post test I material used is the same as the pre-test material but the number will be random.

In this study, the researcher used observation checklist, test, and questionnaire sheet as the research instruments.

3.5 Data Analysis
Data analysis technique is one of the important ways to identify whether teaching vocabulary by using crossword puzzle game is successes to improve the students’ vocabulary or not. The quantitative data is the result of students’ achievement from test (pre + post test). The test analysis using this formula (Sudjana, 2002: 67 cited in Sari 2011: 47) as follows:

1. The average of students’ test result counted by using the following formula:
\[ X = \frac{\sum x}{n} \]

- \( X \): Mean (the average of the test result)
- \( \sum x \): total score
- \( N \): Total number of students

2. The researcher tries to get the class improvement of students’ achievement that passed the KKM (minimum standard). Classically counted by using the following formula:

\[ P = \frac{F}{N} \times 100\% \]

- \( P \): the class percentage
- \( F \): the total percentage score of students’ result of the test \( \leq 70 \)
- \( N \): total number of students

### 3.6 Performance Indicator

This research could be categorized success in each cycle if:

1. The students’ score in each test should meet the standard score (KKM) for English lesson in SMP Negeri 8 Mataram. The students score should not bellow the 70 as the score passed requirement.

2. On the questions of the test, there would be 20 questions words given. Each word score 4 for the right answer. The total score would be:

\[ \text{Total question} \times \text{the word scores} = \text{total score} \]

\[ 20 \times 5 = 100 \]

The percentage number of the students should reach 85% based on the students whose score is 70 (KKM score). As a result, the classroom action research is success categorized.

### FINDING AND DISCUSSION

#### 4.1 Research Findings

In this class action research, the researcher conducted the action research in two cycles. Each meeting took about 80 minutes. The pre-test was conducted on Friday, 07\(^{th}\) March 2014, the cycle I on Saturday 08\(^{th}\) March, and the cycle II conducted on Saturday, 15\(^{th}\) March 2014.

As any other action research, these cycles utilized a systematic cyclical method of planning, teaching implementation, observation, and reflection.

#### 4.1.1 Description of Data

The subject of this study is VIII A class which consists of 41 students; they were female 17 and 24 male students.

#### 4.1.2 Pre-test score.

In the pre-test session, many students were still confused in doing the test. That was because they were unfamiliar with the words, did not know to write the words, and did not know the meaning of the words. The pre-test score can be seen in the table below:

Based on the table, from 41 students there were 40 students who joined the test. From the pre-test given, only 5 students reached the KKM (minimum standard > 70). It means that there were 5 students (12.5%) passed the test while 35 students (87.5%) did not pass the test. That can be concluded that many students still had problems with their vocabulary.
Based on the answers of the students’ questionnaire sheet, most of them said that the difficulties they faced in learning English was vocabulary. Specifically their vocabulary problems were: they did not know the meaning and did not know to write the words. Many students were very unfamiliar with the crossword puzzle game and only a few of them played it often. The teacher never teaches vocabulary by using crossword puzzle game. She only focused on the language skills.

4.1.3 Cycle I

4.1.3.1 Planning

In this cycle, a lesson plan was prepared. It was conducted to facilitate the classroom activities to help the students improve their vocabulary through crossword puzzle game. The students’ vocabulary achievement was expected to improve by using crossword puzzle game.

4.1.3.2 Action

The action done based on the lesson schedule that was applied in the school. The students VIII A had English lesson every Friday and Saturday. The researcher proposed a classroom activity with prepared crossword puzzle game to improve the students’ vocabulary achievement.

In this cycle I, the researcher applied the lesson plan. The researcher thought the students how to learn vocabulary by using crossword puzzle. The students learnt what the meanings of the words were from the clues given and then wrote the each spelling into the boxes of the puzzle. The students did the crossword puzzle by themselves.

4.1.3.3 Observation

Based on the observation in the cycle I, the situation could be said was quite different from the pre-test. The students were more serious in doing the test, even though there were some students still made some noise and asked each other in doing the test. From the result of the test in this cycle, the researcher found that the students still did not know the meaning of the words and did not know how to write the words. As a result, many students did not reach the target.

4.1.3.4 The Result of Post-test

The post-test of cycle I was conducted on 14th March 2014. Based on the result of cycle I, from 41 students, there were 40 students who joined the pre-test. From the table above, there were 15 Students whose score reached the KKM score (minimum standard > 70). It means that only 15 students (37.5%) whose vocabulary was improved while 25 students (62.5%) had not achieved the minimum standard. It showed that 25 students did not pass the target of learning vocabulary.

Based on the result of the post test I, it was indicated that the crosswords puzzle would improve the students’ vocabulary achievement. The mean score in the pre-test was 47. In the post-test in cycle I, the mean was 61.25. It means that there were 14.25 of improvement point from the pre-test to the post-test in cycle I. However, the percentage increased through crossword puzzle game technique. The result in cycle I could be considered not satisfying enough from 12.5% to 37.5% of the students who passed the
test, which were the pre-test to the post test in cycle I. As a result, there was 25% improvement in the cycle I.

4.1.3.5 Reflection

Observing the result in cycle I, it revealed the result was not satisfying enough. It was because many students’ score still did not reach the minimum standard. It was because many of the students still did not know the meaning and did not know the spelling of the words. It means that there would be an improvement of the second cycle to complete the curriculum standard and solved the problems by teaching the students by using crossword puzzle game in a more attractive way.

4.2 Cycle 2

4.2.1 Planning

In this cycle, a different lesson plan was prepared. The researcher conducted the crossword puzzle clue into gap form. It was aimed to be more communicative and attractive during teaching learning process. The different technique was done to facilitate the classroom activities and help the students to improve their vocabulary achievement trough crossword puzzle game.

4.2.2 Action

The way teaching vocabulary by using crossword puzzle game in this was different from the previous cycle. The difference was that the clues of the crossword puzzle were in into gap form and it would be more attractive. It was aimed to attract the students more curious and more communicative in teaching and learning process. The following were several activities done in this action.

First, the researcher prepared the students before beginning the class. The preparation was done in a friendly way to build the good relationship. Second, the students were divided into 2 groups based on the chair mate and then every student was given two paper clues as the question and the crossword puzzle to answer. The questions groups were divided into question group A and B. Each group had missing parts of questions.

4.2.3 Observation

In this cycle, the students’ vocabulary achievement was improved. It could be seen from the result of score observation in the class room which increased from 25% in the first cycle to 50% in the second cycle. Therefore, crossword puzzle would be a good strategy to improve students’ vocabulary achievement in teaching and learning process.

Based on the questions sheet given by the researcher after the students answered the questions, many students agreed that using crossword puzzle could improve their vocabulary achievement. The students agreed that learning vocabulary by using crossword puzzle help them to write the words and know the meaning of the words. The students suggested that the teacher could use the crossword puzzle in learning vocabulary.

4.2.4 The Result of Cycle II

Considering the evaluation result on the post-test in cycle II, it could be concluded that the students’ vocabulary achievement improved when they used crossword puzzle strategy. The mean score of the post-test in cycle I was 61.25 while the post-test in cycle II was 80.75. It showed that there was an
improvement of 19.5. Based on the minimum score achievement (KKM), the teaching learning process was said to be successful when the means score of the class reach 70 point. The students who reached above 70 score were 35 from the evaluation; the students who did not pass were 5 students. Nevertheless, most of students’ score were improved.

4.2.5 Reflection

In this part, the data in the second cycle had significantly increased. It could be seen from the differences of percentage between cycle I and II, that was 50% which showed the improvement of classical Competences score was successful, from 37.5% to 87.5% and then the mean score also increased from 61.25 to 80.75. Therefore, based on the result on the second cycle, the students’ vocabulary achievement was improved by using crossword puzzle game, which can be an alternative way to increase the students’ vocabulary.

4.3 DISCUSSION

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUM</td>
<td>1880</td>
<td>2450</td>
<td>3230</td>
</tr>
<tr>
<td>M (MEAN)</td>
<td>47</td>
<td>61.25</td>
<td>80.75</td>
</tr>
<tr>
<td>KK (Percentage of Classical Completeness)</td>
<td>12.5%</td>
<td>37.5%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

According to the minimum standard (KKM), the teaching learning process was said to be successful when the score of the students reached 70 point. The students who reached score above 70 were categorized successful and improved in each cycle. From the pre-test to cycle I, there were 5 to 15 students who had passed the standard score. Then in the post-test of cycle I to II, there were 15 to 35 students passed the Standard score, it means there were 20 point, and from the cycle I to Cycle II.

Considering the evaluation result on every pre-test, the students’ vocabulary achievement was improved when they used crossword puzzle game. In the post-test cycle I, the mean score of students in pre-test was 47 and it increased to 61.25. Then in the cycle II, it could be concluded that the result was very satisfying. It could be seen from the mean score which was 80.75 improved 19.5 point, and the percentage was 50% improved to 87.5% point from cycle I to cycle II.

After conducting the post-test in cycle II, the researcher gave the students questions sheet again to know the students’ responses of using crossword puzzle game in teaching vocabulary. Many students agreed that using crossword puzzle could improve their vocabulary achievement. Based on the students opinion that learning vocabulary by using crossword puzzle help them to write the words and know the meaning of the words, the students hope that their teacher would use the crossword puzzle game as the reference in teaching vocabulary, because it made them remember the spelling and the meaning of the words better.

CONCLUSION AND SUGGESTION

5.1 CONCLUSION
After going through the process of discussing and analyzing the data chapter four, the research concluded that the using of crossword puzzle could improve the students vocabulary achievement, in this case of VIII A SMP Negeri 8 Mataram.

The finding would be described as follows:

1. Based on the result of pre-test and post-test in two cycles, it could be concluded that the second grade of students at SMP Negeri 8 Mataram achieved better scores after the treatments given. It can be seen from M (mean scores) of pre-test to the post-test in cycle I from 47 to 61.25. The mean from the post-test in cycle I to cycle II was 61.25 to 80.75. The percentage from the pre-test to the post-test in cycle I was 12.5% to 37.5% and the percentage score in cycle I to cycle II was 37.5% to 87.5%. The teaching learning process is said to be successful when the score of the students reached 70 point. The students who reached score above 70 were categorized succeed and improved in each cycles. From the pre test to the cycle I, the total of students who had passed the minimum standard score was 5 to 15; the total of students who passed the post-test from cycle I to cycle II was 15 to 35 students.

2. Based on the questionnaire sheet given to the students whether to know on their opinion about using crossword puzzle in teaching vocabulary, they believed that, crossword puzzle would be a good alternative to solve the problems about the difficulties they faced in writing the form and meaning of the words. It was proven from the students’ score increased after they used crossword puzzle game. In conclusion, improving students’ vocabulary achievement by using crossword puzzle game in grade VIII A on SMP Negeri 8 Mataram is categorized successful in solving the students’ problem in learning English vocabulary.

5.2 SUGGESTION

Based on the result of the research, the researcher would like to give suggestions to

1. To the teachers:
   Based on the research findings, using crossword puzzle game could improve the students’ vocabulary achievement. Therefore, the researcher recommends the teacher to apply the crossword puzzle game in teaching vocabulary in the classroom.

2. To the students:
   The students might use the crossword puzzle game to help them in learning vocabulary especially to know the spelling and the meaning of the words. However, the researcher suggests the students have to improve their vocabulary not only about plant and animal life, but they should enlarge the other vocabulary in general to make their English better.

3. For the other researchers, this study could be used as a reference or information about many techniques to make the students more interested in learning English.

4. Based on the researcher experience during the teaching and learning vocabulary process by using crossword puzzle game, there were 2 weaknesses found. First, using crossword puzzle as the media would need more time consumption, because the students would concentrate to do the test by find the meaning and forming of the spelling. The second one was using crossword puzzle game as the media on teaching vocabulary would need more equipment. However, the researcher used the program to make the crossword puzzle sheet and it could not be on one paper. There were one paper for the clues and one paper for the crossword puzzle fill
sheet. Thus, the researcher suggests that the teacher or another researcher should use the time efficiently and prepare the equipments as well.

REFERENCES


