

---

**IMPROVING STUDENTS' VOCABULARY  
MASTERY THROUGH CROSSWORD PUZZLE TECHNIQUE  
AT SD MUHAMMADIYAH 1 PADANGSIDIMPUAN**

**Tri Risky Hasibuan, Eka Sustris Harida, & Fitri Rayani Siregar**  
IAIN Padangsidimpuan

kikyprdg@gmail.com, esha\_stainpasid@yahoo.com, & syifaquinn@gmail.com

*Abstrak*

Penelitian ini membahas tentang cara meningkatkan penguasaan kosakata siswa melalui teka-teki silang di SD Muhammadiyah 1 Padangsidimpuan. Sebagian besar siswa merasa bosan dalam mempelajari kosa kata bahasa Inggris dengan teknik konvensional yang diberikan oleh guru bahasa Inggris kelas VI, yaitu teknik buka kamus. Untuk mengatasi masalah tersebut, peneliti melakukan penelitian tindakan kelas, dengan menerapkan teknik teka-teki silang. Peneliti menerapkan empat tes dan dua siklus dalam penelitian ini. Peserta penelitian ini adalah satu kelas terdiri dari 28 siswa. Peneliti menggunakan tes kosakata sebagai instrumen untuk mengumpulkan data, lembar observasi dan wawancara, dan dilakukan analisis secara deskriptif dan menggunakan statistik. Berdasarkan hasil penelitian, menunjukkan bahwa penguasaan kosakata siswa rata-rata skor siswa berada di siklus pertama dua tes; dalam tes pertama adalah 61,42 dan tes kedua adalah 62,14. Kemudian, siklus kedua adalah dua tes; di tes ketiga adalah 84,28 dan tes terakhir adalah 91,78. Oleh karena itu, nilai rata-rata pada siklus kedua lebih tinggi dari siklus pertama. Pada siklus pertama dikategorikan ke dalam kategori cukup dan pada siklus kedua dikategorikan ke dalam kategori sangat baik. Data dari lembar observasi menunjukkan bahwa siswa mendapat peningkatan. Hal ini menunjukkan bahwa penerapan teknik teka-teki silang meningkatkan penguasaan kosakata siswa.

**Kata Kunci:** *vocabulary mastery, crossword puzzle, and improve.*

*Abstract*

This research discussed about improving students' vocabulary mastery through crossword puzzle at SD Muhammadiyah 1 Padangsidimpuan. Most of students felt bored in studying English vocabulary by conventional technique that was given by the English teacher of grade VI, it was opening the dictionary technique. To solve the problem, the researcher conducted classroom action research, by implementing crossword puzzle technique. The researcher applied four tests and two cycles in this research. The participant of this research was one class consisted of 28 students. The researcher used vocabulary tests as the instruments for collecting the data, observation sheet and interview, analyzed the data descriptively and statistically. Based on the research result, showed that the students' vocabulary mastery mean score of the students was in the first cycle was two

tests; in the first test was 61.42 and the second test was 62.14. Then, the second cycle was two tests; in the third test was 84.28 and the last test was 91.78. Therefore, the mean score in the second cycle was higher than the first cycle. In the first cycle was categorized into enough category and the second cycle was categorized into very good category. The data from observation sheet indicated that the students got improvement. It indicated that the application of crossword puzzle technique improved students' vocabulary mastery.

**Keywords:** *Vocabulary Mastery, Crossword Puzzle, and Improve.*

## INTRODUCTION

Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for communication in a community. And Language is also a system of communication plays the important role in the human life. Language in this sense is possession of a social group, comprising an indispensable set of rules, which permits its member to relate to each other. One of the languages that have a significant influence in interaction in the world is English. It is used in many aspects of International relationship; people use English for business, technology, even in educational interaction.

English becomes a tool of communication around the world include educational aspect. In education and teaching have language to communicate between teachers and students to give and get information and knowledge. In life needed language and basic of knowledge should be learned since the beginning of educational process to get the best result for the next generation. Knowledge will be useful for life in the world and the end of the day. So, knowledge must have reach to do the best in life. In educational system, government realizes that English language should be learned since the beginning of educational process to get the best result for the next Indonesian generation.

In 1994 Curriculum states that there are four language skills that should be mastered by the students are speaking, listening, reading, and writing, has the standard which developed from the goal of educational program.<sup>1</sup> The existence of English in elementary curriculum is very necessary to improve the quality of formal elementary school until university in Indonesia.

In 2013 Curriculum, English became local content like in 1994 curriculum to elementary school. "English vocabulary is started from elementary school. It is

---

<sup>1</sup> Kasihani K.E. Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2008), p. 2–3.

needed to develop language teaching. So, elementary school must be mastered up to 250-500 word".<sup>2</sup> The language components are grammar, pronunciation and vocabulary. Vocabulary mastery becomes an important part in English that should be owned by all students to understand English completely.

Vocabulary is an important component of language in learning a language, especially as basic of language. In this case, vocabulary is important in education. Next on Islamic concept, vocabulary is important in our life. Then, this is the teaching to all the people, especially from elementary or basic. The important teaching and learning are Messenger from Allah to Adam and Adam taught to all the people the basic names/ vocabulary (of everything) and knowledge in life. The students could communication or interaction to another people, but in communication must be known good meaning because good communication could help good interaction by another people. As a language component, vocabulary is introduced at elementary school.

Vocabulary as a major part in English language has to be taught effectively, because students should feel glad and interesting in learning vocabulary. If the process of learning is going on without giving and holding the interesting condition of learning, students will easy to bored, and finally they cannot master and memorize vocabulary well. If this case actually happened, process of learning English is not running well, because students cannot understand vocabulary as the root of English. So, how come they will have ability for all aspect in English without mastering vocabulary, like the case that happened at SD Muhammadiyah 1 Padangsidempuan. As an English teacher Khairunnisah Nasution, S.Pd, said that the students felt boring in studying English vocabulary by conventional teaching (without media) was given by their English teacher. By using opening the dictionary technique in finding out new vocabulary make students tired and lazy to study English. The student would be happy learning vocabulary with game more than books and dictionary because imagination, simulation, and motivation will be easy to memorize from students.<sup>3</sup>

---

<sup>2</sup> Herudin dan Johnson Simanjuntak, "Implementasi Kurikulum 2013 Bakal Timbulkan Kegagalan Sistemik," Web Blog, Tribunnews.com, 11 Juli 2013, <http://www.tribunnews.com/nasional/2013/07/11/implementasi-kurikulum-2013-bakal-timbulkan-kegagalan-sistemik>.

<sup>3</sup>*Private Interview*, English teacher of Grade VI, (Sigiring-giring: SD Muhammadiyah 1 Padangsidempuan, August 13<sup>th</sup>, 2012 on 09 pm).

The problems need to be solved, in teaching vocabulary there are many techniques can be used such as reading books and find new words or difficult words from what the students read about, from pictures, opening dictionary, and crossword puzzle. Crossword puzzle is a teaching technique with game in relaxation and fun for students, thus help them learn and improve spelling and pronunciation.<sup>4</sup> By using crossword puzzle technique hope students have competence which permanent. From the four techniques above, the researcher chose to employ crossword puzzle technique. Crossword puzzle technique is:

A much more type of learning and will engage students with the material more than passive types of review technique do. It is the game in learning that interesting and can improving motivate, can create real situation and keep memorize. The elementary school will be very fun and happy with the games than seriously in the learning. The case says that the elementary school still has spirit games than study.<sup>5</sup>

Based on the above background, to solve the problems the researcher conducted a classroom action research for students who needed the facilitate learning English class as at sixth grade SD Muhammadiyah 1 Padangsidempuan. The researcher believed that this method could motivate students to study English and improved their vocabulary in study. This research title was **Improving Students' Vocabulary Mastery through Crossword Puzzle at SD Muhammadiyah 1 Padangsidempuan.**

## **THEORETICAL DESCRIPTION**

### **The Concept of Vocabulary**

Vocabulary is one of component for the language, where is vocabulary help people to speaking and language in communication. It is a part of language that so important to all aspect in life. Hornby says "Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject".<sup>6</sup> So, vocabulary is all the words that use to speaking, writing and communication, it is all alphabetical in form word to tell all subjects.

---

<sup>4</sup> Djudju Sudjana, *Metode dan teknik pembelajaran partisipatif* (Bandung: Falah Production, 2005), 35, <https://books.google.co.id/books?id=YsAdAAAACAAJ>.

<sup>5</sup> Sudjana, *Metode dan teknik pembelajara...*, p. 36.

<sup>6</sup> Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2000), p. 1506, <https://books.google.co.id/books?id=ezFprgEACAAJ>.

It can be concluded that vocabulary as all words that people know or use and also as the core component of words that is list in the alphabetical order.

Vocabulary is one aspect should be owned by every student to make them understand and master English language. Considering that English language consists of skills that have a mutual affect to the achievement of vocabulary. Howard Jackson says "Vocabulary is a representative collection of the words that exist in English language".<sup>7</sup> It means that vocabulary is a collection of English words or it can be another language has a part and to make that collection be easier to find out.

Penny Ur also definites "Vocabulary as the words we teach in foreign language".<sup>8</sup> It means vocabulary is the list of words that work in language and it is taught by the teacher based on the student's level. Next, vocabulary discusses words meaning, how words extend their use, how words combine and the grammar of words.<sup>9</sup> It means that vocabulary may discuss about the extent of words, how combine words based on grammar to get the right meaning in a text.

Then, Hornby says "Mastery is great knowledge about understanding of a particular thing".<sup>10</sup> In Cambridge dictionary stated that mastery as a skill or complete control of something. It is also said that if someone has a mastery of something, they are extremely skill at it.<sup>11</sup> So, it could be concluded that vocabulary mastery is the great knowledge, control or skill of all words that the SD Muhammadiyah 1 Padangsidempuan students know or use when they are telling about particular subject, especially in English subject.

### **Kinds of vocabulary**

According to Thornbury in Harmer, there are two kinds of vocabulary, as follows: Receptive vocabulary or Passive vocabulary and Productive vocabulary or Active vocabulary.<sup>12</sup> Receptive or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies, while

---

<sup>7</sup> Howard Jackson, *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology* (London: Creswell, 2000), p. 118, <https://books.google.co.id/books?id=6AffBAAAQBAJ>.

<sup>8</sup> Penny Ur, *A Course in Language Teaching: Practice of Theory* (New York: Cambridge University Press, 1991), p.60.

<sup>9</sup> Jeremy Harmer, *The Practical of English Language Teaching* (New York: Longman, 2000), p. 16.

<sup>10</sup> Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 822.

<sup>11</sup> Elizabeth Walter, *Cambridge Advanced Learner's Dictionary*, 3rd Editions (England: Cambridge University Press, 2008), 126, <https://books.google.co.id/books?id=GLI5NwAACAAJ>.

<sup>12</sup> Harmer, *The Practical of English Language Teaching*, p. 158.

productive or active vocabulary will be easy understand by using concentration patterns and grammatical word to get vocabulary.

According to Haycraft, vocabulary can be classified into two kinds. They are:

a. Active vocabulary

Active vocabulary is the words which the student understands, can pronounce correctly and use constructively in speaking and writing.

b. Passive vocabulary

Passive vocabulary is the words which the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.<sup>13</sup>

Based on the quotation above, the researcher took a conclusion about kinds of vocabulary. Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they needs only to comprehend especially in reading and listening. Vocabulary is very useful for anyone who is studying a foreign language. So, vocabulary must be introduced in many methods, because if the students have many words, they can make the sparkling communication with others.

### **The Aspect of Vocabulary**

There are some aspects that have to be understood in understanding vocabulary. Vocabulary or words can be used to describe actions, show relationship and to combine words or sentences. Which are frequently used in speech or writing are called by the eight parts of speech. One of eight parts of speech is Noun. They are:

a. **Noun**

Noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun.<sup>14</sup> It means that noun category includes words denoting all kinds of physical objects (people, animals, places, things) and substances: apple, dog, fire, London, sister, water, etc. Then Rodney and Geoffrey say, "Noun is a grammatically distinct category of words which includes those denoting all kinds of physical objects, such as persons,

---

<sup>13</sup> John Haycraft, *An Introduction to English Language Teaching* (Harlow: Longman, 1983), p. 44, <https://books.google.co.id/books?id=XYhOAAAAYAAJ>.

<sup>14</sup> Jayanthi Dakshin Murthy, *Contemporary English Grammar* (Delhi: Shivam Printers, 2003), p. 5.

animals and inanimate objects".<sup>15</sup> According Sharon Shorenson, noun is the name of a person, place, or thing.<sup>16</sup> Example; *Walking* in the *woods* is fun for *Jason*. (*Walking* is the name of a thing; *woods* are the name of a place; and *Jason* is the name of a person).

So, Noun is the name of things and all words such as name of people, object, place, and other words have meaning. Nouns used to add word to another word, to say something, to speaking something have some words that is some nouns.

According to Jayanthi, Noun has eight kinds:

- 1) Common Noun  
Common Noun is the name given in common to every person or thing of the same class or kind. Example: boy, teacher, city (Jakarta, America, etc), place, region, district, dramatist, traveler, table, clock, class, house, school, tree, bird, pencil, pen, monkey, dog, shark, tree, vegetable, food, fish.
- 2) Proper Noun  
Proper Noun is the name of some particular person or place. Example: James Watt, Japan, Airlangga, December, Friday, Sun, Car Avf, Computer Acer, teacher English, Medan, April, Holstein cow, Holland, Shell, October, Chair, Guava, Coke, Bean sprout, Jakarta.
- 3) Collective Noun  
Collective Noun is the name of collection of things or persons. Example: crowd, team, block, family, class, committee.
- 4) Concrete Noun  
Concrete Noun is the name of a thing that can be touched or seen. Example: girl, room, gold.
- 5) Abstract Noun  
Abstract Noun is the name of a quality, action, or state. Example: liberty, goodness, freedom, truth, life, etc.
- 6) Countable Noun

---

<sup>15</sup> Rodney Huddleston dan Geoffrey K. Pullum, *A Student's Introduction to English Grammar* (Cambridge: Cambridge University Press, 2007), p. 83, <https://books.google.co.id/books?id=qlxDqB4ldx4C>.

<sup>16</sup> Sharon Sorenson, *Webster's New World Student Writing Handbook* (USA: Wiley Publishing, 2010), p. 404.

Countable Noun is the name of a thing that can be counted or divided into singular or plural. Example: student, book, pen, camera, man, studio, paper, pencil, pen, hat, .

7) **Uncountable Noun**

Uncountable Noun is the name of a thing that cannot be counted or divided into singular and plural. Example: milk, rice, ink, oxygen, wool, ice, tea, coffee, Fluid, Glue, Wool, Fur, Snow, Storm.

8) **Material Noun**

Material Noun is the name of a material or substance out of which things are made. Example: gold, silver, wood, milk, air, tea, butter, water, paper.<sup>17</sup>

So, Noun has eight kinds that appropriate function of noun. Then, category of noun have name or kinds in form common noun, proper noun, abstract noun, uncountable noun, countable noun, collective noun, concrete noun, and material noun. That is all kinds of nouns; they are vocabularies that use to complete sentences.

Then, here are the indicators that used by the researcher are: Common Noun, Proper Noun, Countable Noun, Uncountable Noun. Where the Common Noun indicators are about pencil, pen, class, monkey, tree, vegetable, food, fish. Proper Noun are about Medan, April, Car Avf, Holstein cow, Holland, Shell, Coke, Bean sprout, Jakarta. Countable Noun are about Paper, Scissor, Crayon, Hare, Mango, Belt, Egg, Tomato, Potato. Uncountable Noun are about Fluid, Glue, Oxygen, Wool, Fur, Snow, Storm, Ice cream, Rice, Milk, Tea. So, some lattice work of indicator is vocabulary so easy and interesting to grade six at SD Muhammadiyah 1 Padangsidempuan.

## **Crossword Puzzle**

### **The Concept of Crossword Puzzle**

Crossword Puzzle is one of the games that used in teaching learning process. It will challenge the student's tube creative in the classroom. Crossword Puzzle is a puzzle or wordplay which has a pattern of white and black space are to be filled with the letters that from word vertically and horizontally. Jones says that crossword puzzle solving is a much more active type of learning and will engage students with the material more than passive types of review techniques

---

<sup>17</sup> Murthy, *Contemporary English Grammar*, p. 10–11.

do.<sup>18</sup> So, crossword puzzle makes a terrific educational tool. Crossword puzzle is a funny way to practice spelling and improve vocabulary.

Crossword puzzle is a funny way to practice spelling and vocabulary that can be used and practice. The students know where and how use a word in English context. It is easy processes to teach and learn and will be happy get vocabulary. Sudjana agrees that using crossword puzzle in teaching learning process train the students think quickly and enjoy in studying.<sup>19</sup> Crossword puzzle is an interesting technique to improve motivation, skill, and knowledge of students.

Thus, it can be concluded that Crossword puzzle is an activity that can be used in teaching English. Crossword puzzle is a challenging that interesting, funny and creative to teach and learning process. Students have more motivation using crossword puzzle and make active part in teaching learning. Besides, Crossword puzzle is a technique that improve motivation, simulation and imagination of the students because it is study while play.

### **The Advantages and Disadvantages of Crossword Puzzle**

There are some advantages of using crossword puzzle in the classroom they are:

- 1) They are motivating and challenging.
- 2) Learning a language requires a great deal of effort.
- 3) Crossword Puzzle helps students to make and sustain the effort of learning.
- 4) Crossword puzzle provides language practice in the various skills-speaking, writing, listening and reading.
- 5) They encourage students to interact and communicate.
- 6) They create a meaningful context for language use.
- 7) Crossword Puzzle usually involves friendly competition and they keep students interested in learning the language.
- 8) Crossword puzzle can help them (children) learn and hang on to new words more easily.<sup>20</sup>

While, Crossword puzzle is a part of game that is used by the teachers as a teaching technique. Crossword puzzle as a game in teaching technique can help

---

<sup>18</sup> Kerry Jones, *Educational Games English for Teaching, in Journal* (Cambridge: Cambridge University Press, 1995), p. 4.

<sup>19</sup> Sudjana, *Metode dan teknik pembelajaran partisipatif*, p. 138.

<sup>20</sup>Fauzan Bachrie, "Skripsi Bahasa Inggris Increasing" (<http://fauzan-bachrie.educationalnet.com/2012/11/.html> accessed at June 20<sup>th</sup>, 2012 retrieved on 11 pm).

teacher and students to be good in communication in subject material. Advantage of game is advantage of crossword puzzle. The other statement advantages in using crossword puzzle are:

- 1) Game make the students can enjoy in subject material.
- 2) Game will support the students to communication and interaction in the classroom.
- 3) Give motivation to students learn and learn, but also a challenge.
- 4) The teachers able to teach much learning material than if the teachers only use conventional method.
- 5) Doesn't need action or material to give element of game in the class.<sup>21</sup>

So, it can be said that using crossword puzzle has many functions and significances. It can be motivating and challenging, helps students to make and sustain the effort of learning so that their outcomes in learning vocabulary can be into very good category. And can help simulation and motivation of the students more and more develop in the learning material.

Beside the Advantages, there are many disadvantages of using crossword puzzle in the classroom:

- a. Player elimination. Players can get knocked out of the game early. Who wants to watch other people play a game?
- b. Too dependent on luck. Once all the properties are bought & traded, the game is just rolling the dice until everybody goes bankrupt.
- c. Doesn't scale well to the number of players.<sup>22</sup>

The other statements about disadvantages of using crossword puzzle are:

- a. The way of game deemed like a gambling.
- b. Emerge feeling to burn down and don't for collaborator.
- c. Need skill to search and develop tools that some with condition of area.
- d. Sometimes over time that have certainly.<sup>23</sup>

Based on the advantages and disadvantages above, it can be concluded that games of crossword puzzle can help the students to improve knowledge and give motivation to easy and interest in learning vocabulary. Student's vocabulary mastery through crossword puzzle will make students more enjoy and fun to

---

<sup>21</sup> David Betteridge and Micheal Bucky in Diyan Yulianto, *Belajar Bahasa Inggris dengan Ragam Permainan Kata*, (Jogjakarta: Diva Press, 2010), p.12.

<sup>22</sup>Fauzan Bchrie, "Skripsi Bahasa Inggris Increasing" (<http://fauzan-bachrie.educationalnet.com/2012/11/>).html accessed at June 20<sup>th</sup>, 2012 retrieved on 11 pm).

<sup>23</sup> Sudjana, *Metode dan teknik pembelajaran partisipatif*, p. 140.

practice language, to write English letter, easy guess new word. Disadvantage of crossword puzzle is a difficult key word to find a word or meaning of word and then students not focus to another word that relationship meaning.

## **THE METHOD OF THE RESEARCH**

Classroom action research had been applied to explore the data. Accordingly, this research is conducted which is used to improve the teacher's practice in the classroom for vocabulary mastery teaching, teaching applies crossword puzzle or changing students' prior vocabulary mastery at low competence to the better competence by its criteria. It has been done to the students of Elementary School Muhammadiyah at class VI consisted of 28 students. The instruments were 20 items of essay vocabulary test, observation and interview. Then, classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. The data were analyzed by looking for the result of mean-score. Then, in the shake of qualitative analysis it was done by data organizing, reading all the data, beginning all detailed analysis, coding, describing, and interpreting.

## **THE RESULT OF RESEARCH AND DISCUSSION**

### **The Result**

The students' vocabulary score improved from the first to the fourth crossword puzzle test. The researcher gave the test in each lesson plan meeting. After teaching them, the researcher gave the test directly by using blank crossword puzzle which was hanging in the blackboard. The tests from the first to the fourth meeting were about *Back to School*, *Animal Wonders*, *The clothes We Wear*, and *The Food We Eat*. The evidences can be looked from the mean score of the first to the fourth test; they were 61.42, 62.14, 84.28, and 91.78. It can be looked on appendix 19: Students' Mean Score Improvement. It means that during the research, it was found that the students' score kept improving from the first to the fourth test. By application crossword puzzle technique, the students' score was significantly improved. There were differences in the lowest and the highest of students' vocabulary mastery score in each test which was given during the research. The differences showed that there was a significant improvement of students' vocabulary mastery.

Then, it can be looked also from the table below:

Comparison Score of Students' Vocabulary Mastery

Category	First Test	Second Test	Third Test	Fourth Test
	Cycle 1		Cycle 2	
Lowest Score	40	45	50	80
Highest Score	75	80	100	100
Students	28	28	28	28

From the table above, it can be seen that the students' score kept improved. In first test, the lowest score was 40 and the highest score was 75. In second test, the lowest score was 45 and the highest score was 80. In the third test, the lowest score was 50 and the highest score was 100. The last is in the fourth test, the lowest score was 80 and the highest score was 100. It showed the significant improvement in students' vocabulary mastery.

In the first cycle, the researcher did the action first and directly gave first test to know their vocabulary mastery and their problems in vocabulary mastery. There were four topics that the students could do. The first test was *Back to School*, the second test was *Animal Wonders*, the third test was *The Clothes We Wear*, and the last test was *The Food We Eat*. They had to fill out the blank crossword puzzle given. Many students were lack in vocabulary (common, proper, countable and uncountable noun). In the result of the research, the researcher applied 4 meetings. Two meetings for the Lesson Plan 1, First Test, Lesson Plan 2, and Second Test. Two meetings more for the Lesson Plan 3, Third Test, Lesson Plan 4, and Fourth Test. It means those two meetings for the first cycle and two meetings for the second cycle. It can be looked from the mean score of the students in every test.

#### 1. The First Test

In the first test, it was talking about *Back to School*. Most of the students were less in common, proper, countable and uncountable noun. It means that they were less in all aspect of vocabulary that had been limited by the researcher. There were 3 students got 40 score or categorized into poor category. There was one student got 45 score, 5 students got 50 score, one student got 55 score, and 2 students got 60 score or categorized into enough category. There were 3 students got 65 score, 8 students got 70 score, and 5 students got 75 score or categorized into good category. It can be concluded that from 28 students, 12 students got 40 to 60 score. In addition, 16 students got 60 to 75 score. Then from analyzing all the students' mean score, the

researcher counted that their mean score in this test was 61.42. It was enough categories, too. It means that they were far into good, even excellent or very good category.

2. The Second Test

In the second test, it was talking about *Animal Wonders*. Most of the students were less in proper, countable and uncountable noun. It means that they were less in most of the aspect of vocabulary that had been limited by the researcher. There were 4 students got 45 score, 5 students got 50, one student got 55 score, and 2 students got 60 score or categorized into enough categories. There were 4 students got 65 score, 6 students got 70 score, 5 students got 75 score, and only one student got 80 score or categorized into good category. It can be concluded that from 28 students, 12 students got 45 to 60 score or bottom of 60 score. In addition, 16 students got 60 to 80 score. Then from analyzing all the students' mean score, the researcher counted that their mean score in this test was 62.14. It was still into enough categories. It means that they were still far into good, even excellent or very good category.

3. The Third Test

In the third test, it was talking about *The Clothes We Wear*. Most of the students were less in proper noun. It means that they almost got most of the aspect of vocabulary that had been limited by the researcher. There were 3 students got 70 score, one student got 75 score, and 8 students got 80 score or categorized into good category. There were 3 students got 85 score, 7 students got 90 score and 5 students got 100 score or categorized into excellent or very good category. It can be concluded that from 28 students, nobody got bottom of 60 score. In addition, all the students got up 60 score. It concluded that the students' vocabulary mastery improved well. Then from analyzing all the students' mean score, the researcher counted that their mean score in this test was 84.28. It was good categories, but it has not really improved because as the researcher explained above, the researcher wanted to improve students' vocabulary mastery into excellent or very good category. It was about 90-100 score.

#### 4. The Fourth Test

In the fourth test, it was talking about *The Food We Eat*. Most of the students had been improved in all the aspect of vocabulary that had been limited by the researcher; common, proper, countable, and uncountable noun. It means that they had mastered in four indicators. It can be looked into which 7 students got 80 score or categorized into good category. There were one student got 85 score, 5 students got 90 score, 5 students got 95 score and 10 students got 100 score or categorized into excellent or very good category. It can be concluded that from 28 students, nobody got bottom of 60 score. In addition, all the students got up 60 score. It concluded that the students' vocabulary mastery improved very good or excellent. Then, after analyzing and counting the fourth data test, it was done for showing the evidence that the researcher as a teacher could improve the students' vocabulary mastery score into excellent or very good category. It was about 90-100 score. It is surely that after analyzing the students' fourth test sheet, the researcher found their score category was 91.78. It means that the researcher' hypothesis that crossword puzzle could improve the students' vocabulary mastery at SD Muhammadiyah1 Padangsidempuan was accepted.

#### The Discussion

By looking up the findings of this research, it is shown that the students' vocabulary mastery improved by using crossword puzzle. Meanwhile, not only crossword puzzle is good for teaching vocabulary, but also many other techniques; one of them is by using mind mapping.<sup>24</sup> This technique is also suitable and good for teaching vocabulary.

Furthermore, the result of this research proved by looking the mean-score of each score for each cycle. It is supported what has been stated by Khoirul Bahri Lubis<sup>25</sup> who found that using crossword puzzle is very useful toward the improvement of students' vocabulary at elementary school with score 69.3 from score vocabulary just in 48-50 score. However, the result was still low, it is

---

<sup>24</sup> Eka Sustris Harida, "Using Mind Mapping Technique to Teach Vocabulary" 3, no. 1 (2015): 10.

<sup>25</sup> Khoirul Bahri Lubis, "The Effect of Using Crossword Puzzle in Reinforcing Activity Toward Students' Vocabulary Mastery at Fifth Grade of Islamic Elementary School (MIN) Pampangan Padang 2011" (*A Thesis* : IAIN Imam Bonjol Padang, 2011), p. 57.

different with what has been found by the research in this research, because the researcher found good improvement by looking up the result of mean-score (61.64 to 84.28 and from 62.14 to 91.78). By this result, the researcher assumed that this method is available to teach vocabulary mastery.

The good result in teaching vocabulary by using crossword puzzle also shown by the researches that have been done<sup>26</sup>. They found that crossword puzzle gave the best effect to the students' vocabulary mastery. Classroom activities in using crossword puzzle technique should maximize opportunity to the students to use target language for meaningful purposes; with attention on the message the students have many vocabularies rather than always looking to their dictionary. Students are given opportunities to explore their own learning process and developing of appropriate method for autonomous learning. The teacher gave various topics to expand the students' vocabulary mastery and enlarge their funny material. After making the students feel funny in learning the language, it seems advisable to challenge them get their many new vocabularies. By using crossword puzzle technique, the students' vocabulary mastery would improve.

By looking the result of this research, it is known that this strategy, crossword puzzle, can be used as a solution for solving students' problems in learning English, especially for vocabulary.

## **CONCLUSION**

Having analyzed and presented the data in the previous chapter, conclusion of the research was that the using of crossword puzzle technique in teaching vocabulary mastery can give positive effect on students' achievement. The technique attracts or motivates the students to improve their vocabulary mastery. Based on the result of the classroom action research, it was concluded that crossword puzzle technique improved students' vocabulary mastery at grade VI SD Muhammadiyah 1 Padangsidempuan. It based on the students'

---

<sup>26</sup> Ahmad Syarif dan Fitrawati, "The Use of Half a Crossword Puzzle in Teaching Vocabulary to Elementary School Students," *Journal of English Language Teaching* 5, no. 1 (2016): 146-52; Yheni Siwi Utami, "IMPROVING STUDENTS' VOCABULARY MASTERY USING CROSSWORD PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN IN THE ACADEMIC YEAR OF 2013/2014," *Yogyakarta State University* (2014), <https://doi.org/10.1017/CBO9781107415324.004>.

vocabulary mastery mean score in which was in cycle 1 were 61.42 and 62.14 become 84.28 and 91.78 in cycle 2.

By looking this result, it is suggested to the teachers to teach vocabulary by using various strategy, one of them is crossword puzzle technique, as a reason it make the result of learning English vocabulary can be increased significantly.

## REFERENCE

- Bachrie , Fauzan. "Skripsi Bahasa Inggris Increasing" (<http://fauzan-bachrie.educationalnet.com/2012/11/.html> accessed at June 20<sup>th</sup>, 2012 retrieved on 11 pm
- Betteridge, David and Micheal Bucky in Diyan Yulianto. *Belajar Bahasa Inggris dengan Ragam Permainan Kata*, (Jogjakarta: Diva Press, 2010)
- Harida, Eka Sustris. "Using Mind Mapping Technique to Teach Vocabulary" 3, no. 1 (2015): 10.
- Harmer, Jeremy. *The Practical of English Language Teaching*. New York: Longman, 2000.
- Haycraft, John. *An Introduction to English Language Teaching*. Harlow: Longman, 1983. <https://books.google.co.id/books?id=XYhOAAAAYAAJ>.
- Herudin, dan Johnson Simanjuntak. "Implementasi Kurikulum 2013 Bakal Timbulkan Kegagalan Sistemik." Web Blog. *Tribunnews.com*, 11 Juli 2013. <http://www.tribunnews.com/nasional/2013/07/11/implementasi-kurikulum-2013-bakal-timbulkan-kegagalan-sistemik>.
- Hornby, Albert Sydney. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press, 2000. <https://books.google.co.id/books?id=ezFprgEACAAJ>.
- Huddleston, Rodney, dan Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press, 2007. <https://books.google.co.id/books?id=qlxDqB4ldx4C>.
- Jackson, Howard. *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*. London: Creswell, 2000. <https://books.google.co.id/books?id=6AffBAAAQBAJ>.
- Jones, Kerry. *Educational Games English for Teaching, in Journal*. Cambridge: Cambridge University Press, 1995.
- Lubis, Khoirul Bahri. "The Effect of Using Crossword Puzzle in Reinforcing Activity Toward Students' Vocabulary Mastery at Fifth Grade of Islamic Elementary School (MIN) Pampangan Padang 2011" *A Thesis : IAIN Imam Bonjol Padang*, 2011

Murthy, Jayanthi Dakshin. *Contemporary English Grammar*. Delhi: Shivam Printers, 2003.

Sorenson, Sharon. *Webster's New World Student Writing Handbook*. USA: Wiley Publishing, 2010.

Sudjana, Djudju. *Metode dan teknik pembelajaran partisipatif*. Bandung: Falah Production, 2005. <https://books.google.co.id/books?id=YsAdAAAACAAJ>.

Suyanto, Kasihani K.E. *English for Young Learners*. Jakarta: Bumi Aksara, 2008.

Syarif, Ahmad, dan Fitrawati. "The Use of Half a Crossword Puzzle in Teaching Vocabulary to Elementary School Students." *Journal of English Language Teaching* 5, no. 1 (2016): 146–52.

Ur, Penny. *A Course in Language Teaching: Practice of Theory*. New York: Cambridge University Press, 1991.

Utami, Yheni Siwi. "IMPROVING STUDENTS' VOCABULARY MASTERY USING CROSSWORD PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN IN THE ACADEMIC YEAR OF 2013/2014." *Yogyakarta State University*, 2014. <https://doi.org/10.1017/CBO9781107415324.004>.

Walter, Elizabeth. *Cambridge Advanced Learner's Dictionary*. 3rd Editions. England: Cambridge University Press, 2008. <https://books.google.co.id/books?id=GLI5NwAACAAJ>.