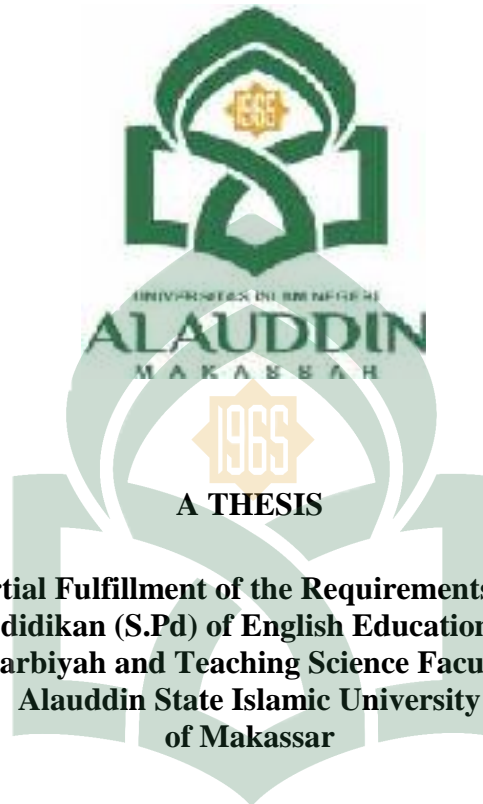# USING CROSSWORD PUZZLE OF PART OF SPEECH TO IMPROVE THE VOCABULARY OF THE EIGHTH GRADE STUDENTS AT SMPN 2 WATANSOPPENG

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) of English Education Department
Tarbiyah and Teaching Science Faculty
Alauddin State Islamic University
of Makassar**

By:

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ii

PENGESAHAN SKRIPSI

Skripsi yang berjudul,"Using Crossword Puzzles of Part of Speech to Improve the Vocabulary at the Eighth Grade Students in SMPN 2 Watansoppeng", yang disusun oleh Ferry Rahmadani, NIM: 20400114043, Mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Senin, tanggal 15 Oktober 2018 yang bertepatan dengan tanggal 6 Safar 1439 H dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Tarbiyah dan Keguruan, Jurusan Pendidikan Bahasa Inggris dengan beberapa perbaikan.

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iii

PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudari, **Femy Rahmadani**, NIM: **20400114043**, Mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah dengan seksama meneliti dan mengoreksi skripsi yang bersangkutan dengan judul "**Using Crossword Puzzles of Part of Speech to Improve Vocabulary at the Eighth Grade Students in SMPN 2 Watansoppeng**" memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diajukan ke sidang hasil.

Demikian persetujuan ini diberikan untuk proses selanjutnya.

Gowa, 20 Agustus 2018

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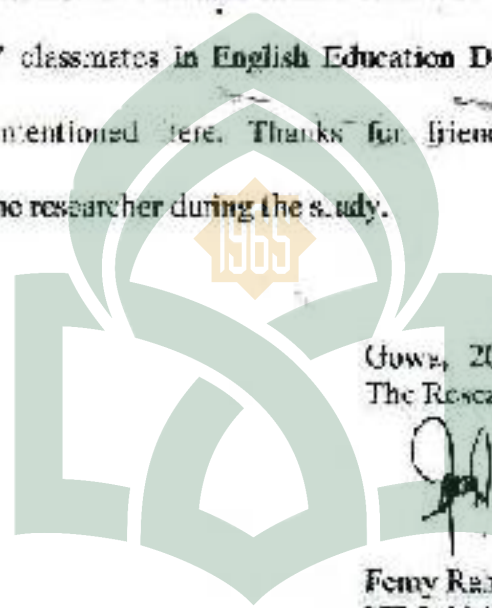
ABSTRACT

Researcher	**: Femy Rahmadani**
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Department	**: English Education**
Faculty	**: Tarbiyah and Teaching Science**
Title	**: " Using Crossword Puzzle of Part of Speech to Improve the Vocabulary of the Eighth Grade Students at SMPN 2 Watansoppeng"**
Consultant I	**: Dra. Hj. St. Azisah, M. Ed. St., Ph. D.**
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This research discussed about the implementation of crossword puzzle in teaching vocabulary. The aimed in this research were to find out the effectiveness of using crossword puzzle of part of speech to improve the vocabulary of the eighth grade students at SMPN 2 Watansoppeng.

The variables of this research were crossword puzzle game as an independent variable and vocabulary as a dependent variable. The method used in this research was quasi experimental research. Then, there were two classes used in this research; grade VIII 2 as an experimental class and grade VIII 3 as a control class. The total population of this research was 140 students taken from the eighth grade students of SMPN 2 Watansoppeng. The total sample of this research was 40 students. The samples were chosen purposively, consist of 20 students from each class VIII 2 and VIII 3.

The researcher employed crossword puzzle game consisted of 20 clues as the instrument of data collection. The instrument used in this research to collect data was test consist of pre-test and post-test. The researcher found that there was difference between the students' score in pre-test and post-test. It was proved by the mean score in pre-test which was higher than the mean score in the post-test.

In experimental class, the mean score of pre-test was 57 (fair) and the mean score of post-test was 84 (very good). While in control class, the mean score of pre-test was 51 (fair) and the mean score of post-test was 75 (good). While, both of the classes were improved, the significant improvement happened in experimental class from fair to very good score. Besides, in control class the improvement was only from fair to good score. In addition, the t-test value (3.68) was higher than t-table value (2.048).

Based on the result of analysis, the researcher concluded that the implementation of Crossword Puzzle Game effective to enhance the students skill in word classes and vocabulary mastery in the eighth year students of SMPN 2 Watansoppeng in academic year 2018/2019.

CHAPTER I

INTRODUCTION

This chapter shows the background, research problem, research objective, research scope, research significance, and operational definition of terms.

A. *Background*

Languages are important things in humans life. There are many languages in this world. One of them is English. English Language is an international language. According to Merriam Webster (1828), language is the system of words or signs that people use to express thoughts and feelings to each other. English also takes two important role, first is as a communication language used in many sector of life, such as trading, bilateral or multilateral relationship, politic, technology, science, etc. Second, English is the key to the international communication and commerce. It is the compulsory subject for students from the Junior High School up to the Senior High School. For mastering English there is part of speech as the basic types of English.

Part of speech indicates how the word functions in meaning as well as grammar within the sentence. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary. There are eight parts of speech in the English language, such as: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.

According to Suherman (2013), all of words in English can be grouped according to work they do into eight classes. An individual word can be function as

more than one part of speech when it uses in different circumstances. Part of speech as usually is taught through analysing word function. Without analysing well the part of speech one will get trouble in their basic language.

According to Parena Wati (2010), In fact in learning English, some students get trouble with analyzing their word function, sometimes they confuse to determine word classes. The factors influencing students ability in identifying parts of speech were the students are not serious to learn English, students find difficulties in different parts of speech such as noun, verb, adjective, adverb, conjunction, interjection, etc and students have adequate time to study. They like playing better than studying.

Based on the preliminary study on Tuesday, 02 May 2017 conducted by the researcher at SMPN 2 Watansoppeng, the researcher found that the student still really confused for analysing part of speech and also they still get difficulties in memorizing the word and sometimes get misunderstanding about that. They also need more new vocabulary. It contains all the words of languages and without a proportional amount of vocabulary they will get trouble in their speaking, reading, listening, and writing. As we know that vocabulary as usually is taught through memorizing words or drilling patterns.

After the researcher knew about the problem that the student faces in the school, the researcher thought about the method that used to enhance the student's motivation in learning part of speech. Moore & Dettlaff (2015) stated that, the are many ways that can be used to solve the students problems in learning part of speech.

In response to different styles of learning, the use of games in the classroom can be an effective tool. For some teacher, implementing alternative methods of teaching may be difficult, as many teacher prefer to use the traditional methods which are comfortable to them. Games can be used as supplement to traditional methods. Games allow students to work in groups or alone, to be competitive or not, to be creative, and to have fun while learning.

Based to these benefit, the researcher used crossword puzzle game as a classroom tool. Childers (1996) stated that among many games, crossword puzzles seem to be more attractive than others. The crossword puzzle is a kind of word game. In order to finish a crossword puzzle, the player has to accurately fill in all the blank squares with the letters that form words. The words were based on the clues provided, which can be complete sentences, phrases, or words. Since crossword puzzles are usually considered a game, something to be enjoyed rather than slogged through, someone tend to be fun and learner-friendly. Another expert, Harry Dhand (2008) explained different kinds of benefits for using crossword puzzles included, it is as a fun and raise students motivation, it can be easily made by the teacher and even the students themselves, encourage the use of dictionary and can be used for different types of classroom activities.

Based on all explanation above, the researcher decided to carry out a research entitled **"Using Crossword Puzzle of Part of Speech to Improve the Vocabulary of the Eighth Grade Students at SMPN 2 Watansoppeng".**

B.   Research Problem

Based on the background above, the researcher stated problem statement as follows "*Is the using crossword puzzle of part of speech effective to improve the vocabulary of the eighth grade students' at SMPN 2 Watansoppeng?*"

C.   Research Objective

Related to problem statement, the objective of this research" To know the effectiveness of using crossword puzzle of part of speech to improve the vocabulary of the eighth grade students at SMPN 2 Watansoppeng "

D.   Research Significance

The results of this research were expected to give a significant contribution in terms of theoretical and practical as follows:

1. Theoretical Significance

This research was expected to have significant contribution to support the learning theory in improving the students vocabulary, especially in using crossword puzzle of part of speech technique. As for the theory of crossword puzzle, this technique stimulated the students to used the words in various context and remembering the words in their long term memories.

2. Practical Significance

   a.   For teachers

This research was expected to help the teacher guiding their students in enhancing their students' in learning vocabulary . In addition, The teacher can develop the material and the strategy effectively to make the students easy to

understand the function of word classes in part of speech and also improve the students vocabulary.

b. For students

This research used to The researcher is expect that the students will be motivated to learn vocabulary. In addition, all of students will be interested to improve their basic skill with fun method expecially crossword puzzle. Automatically it will bring the excitement for students in the classroom.

c. For the next researcher

The researcher hopes that this research brings good contribution, positive impact and become a new reference to the other researchers.

E. *Research Scope*

The limitation of this research is focused on teaching part of speech by using crossword puzzle game at the eighth grade in SMPN 2 Watansoppeng. The researcher does not discuss all aspects in part of speech, in this research the researcher only focuses on teaching and identifiying part of speech such as verb, noun, adjective, and adverb by using crossword puzzle game. The researcher were taught four kinds of part of speech because the sample of this research was in Junior High School, the students still learn about basic skill in English.

F.   Operational Definition of Terms

The title of this research was *"Using Crossword Puzzle of Part of Speech to Improve the Vocabulary of the Eighth Grade Students at SMPN 2 Watansoppeng".* In understanding the topic easily, the researcher would like to give the operational definition of terms.

1. Vocabulary

Vocabulary in this research was the word that the students got and also understand. The students vocabulary was measured by using test. The test was crossword puzzle game consisted of 20 clues.

2. Crossword Puzzle Game

Crossword puzzle was a word puzzle that the students analized from the clues. The were two clues in this game, across and down. The students did the crossword puzzle in small group and one of them presented their answer in front of the class.

3. Part of Speech

Part of speech is system of classifying words in English language. The students analyzed the word function of each category. There were four word classes used such as verb, noun, adjective and adverb. In this research, the students matched the word classes in the clue of crossword puzzle with the answer before they write in the squares.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows the review of related literature dealing with some related research findings and some pertinent ideas.

A. Review of Related Research Findings

In this research, there are some reviews of related research findings from the previous researchers, they are:

A thesis from Zunita Widyasari (2010) "The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan)", the objective of the research is to find out whether interactive method by applying crossword puzzle can improve students vocabulary, the researcher gives the students pre-test before treatment and post-test after treatment. The finding shows that the *t-test* calculation from the result of pre-test and post-test in cycle I and in cycle II increased. Both of them is greater than *t table* with n =26 is 2, 06. It means that the use of crossword puzzle can improve the students vocabulary mastery.

Yheni Siwi Utami (2014) in her thesis, " Improving Students' Vocabulary Mastery Using Crossword Puzzles for Grade VII of SMPN 2 Srandakan in The Academic Year of 2013/2014", the result of this study concluded that there were improvements of students vocabulary mastery. It could be seen from the result of classroom observation that showed the students better performance of using vocabulary during the teaching and learning process. The students involvement

during the implementation of crossword puzzle was also better than before the implementation. Additionally, the implementations of crossword puzzles and the complementary action were successful to help the students understand new words and learn English better. To conclude, the students vocabulary mastery was improved through the implementation of crossword puzzles.

Multazam (2015) conducted a research about " Using Crossword Puzzle in Teaching Vocabulary at The Second Grade Students' of SMP Mattiro Sompe Pinrang ". She found that there are many improved criteria significant from the students vocabulary achievement. It was proven by the data shown. The students ability in identifying part of speech in reading descriptive text is categorized as Fair.

Based on the literature review above, the researcher conclude that, those researcher have different strategies or method in differents places.To make different research with other researcher, the researcher decides to teach part of speech for the students by using crossword puzzle game at the eighth grade in SMPN 2 Watansoppeng.

1. **Some Pertinent ideas**

a.   A concept of vocabulary

Vocabulary is extremely large and also varies. It contains all the words of languages. Without a proportional amount of vocabulary anyone will get trouble in their speaking, reading, listening, and writing.

Vocabulary as usually is taught through memorizing words or drilling patterns. Vocabulary also should be taught expecially for foreign teaching-learning activity,

because even the students have mastered grammatical form they could not make a communication without mastering vocabulary.

Emphasizing how fundamental a vocabulary in assigning meaning in a language, David Wilkins in Thornbury (2002) argues without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary gave bigger involvement in conveying meaning of a language than grammar do yet grammar also completely cannot be overlooked.

In learning vocabulary, the people have to know the meaning of the word itself and can use it in a sentence context. Djalimushah and Azimar Enong (1980) divided vocabulary into two, namely general vocabulary and special vocabulary. General vocabulary is of the words that are used in general, there is no limit in field and user. Whereas special vocabulary is the words that are used in the certain field and job, profession of special science and technology.

Johnson (2008) also elaborates four different vocabularies, they are:

1) Listening vocabulary

Listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

2) Speaking vocabulary

Speaking vocabulary are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the

context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

3) Reading vocabulary

Reading vocabulary are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students listening vocabularies makes learning to read easier.

4) Writing vocabulary

Writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

b. A concept of part of speech

Learning about the eight parts of speech will help to understand the grammar explanations of some of the mistakes and figure out how to correct them. All the words in English can be classified into eight parts of speech: noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjections. Each part of speech explains not what the word *is*, but how the word *is used*. The researcher only focuses into four parts, they are :

1) Verb

The verb is perhaps the most important part of the sentence. A verb asserts something about the subject of the sentence and express actions, events, or states of being. According to Sardian Maharani Asnur (2013), a verb is a word that denotes action, or a state of being, in a sentence. The verb is the critical element of the predicate of a sentence. Verb is word which shows an action, but it also shows state/ possession, presence or absence of a person or thing. The **highlighted** words in the following sentences are all verb :

a) The pitcher **threw** the ball to the catcher.

b) They had already **bought** her present.

c) Most students are usually **sitting** on the steps when the teacher **arrives.**

d) My sister **is** a nurse; I **am** a teacher

2) Noun

A **noun** is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. The **highlighted** words in the following sentences are all nouns :

a) Late last **year** our **neighbours** bought a **goat**.

b) **Portia White** was an **opera singer**.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an

adjective or an adverb. According to Burton (1982) There are four kinds of noun:

    (1)   Common nouns name a member of or an item in a whole class of persons or thing. Example ; man, farmer, letter.

    (2)   Abstract nouns name qualities or states of mind or feeling. Example ; diligence, benevolence, wealth etc

    (3)   Collective nouns group or collections of person or things. Example cricket team.

    (4)   Possessive Noun is ownership. Example: Hadi's hand.

3) Adjective

An **adjective** modifies a noun or a pronoun by describing, identifying, or quantifying words. According to Bismo (2016), an adjective usually precedes the noun or the pronoun which it modifies. In the following examples, the **highlighted** words are adjectives:

    a) The **truck-shaped** balloon floated over the treetops.

    b) Mrs. Morrison papered her **kitchen** walls with **hideous** wall paper.

    c) The **small** boat foundered on the **wine dark** sea.

4) Adverb

An **adverb** can modify a verb, an adjective, another adverb, a phrase, or a clause. According to Bismo (2016), an adverb indicates manner, time,

place, cause, or degree and answers questions such as "how," "when," "where," "how much". While some adverbs can be identified by their characteristic "ly" suffix, most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective, an adverb can be found in various places within the sentence. In the following examples, each of the **highlighted** words is an adverb:

a) The seamstress **quickly** made the mourning clothes.

   In this sentence, the adverb "quickly" modifies the verb "made" and indicates in what manner (or how fast) the clothing was constructed.

b) The midwives waited **patiently** through a long labour.

   Similarly in this sentence, the adverb "patiently" modifies the verb "waited" and describes the manner in which the midwives waited.

c. A concept of crossword puzzle

   1) History of crossword puzzle

   The first crosswords appeared in England during the 19th century. They were of an elementary kind, apparently derived from the word square, a group of words arranged so the letters read alike vertically and horizontally, and printed in children's puzzle books and various periodicals. In the United States, however, the puzzle developed into a serious adult pastime.

   At the other opinion, according to (Childrers, 1996), crossword have been used succesfully in many different disciplines. In spite of those statement, we

can conclude that crossword puzzle game is a one of teaching effective technique.

Harry Dhand (2008) explained how crossword puzzles help the students in learning, as follows:

a) 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.

b) 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.

c) Crossword puzzles can be easily made by the teacher and presented to students.

2) Learning language by crossword puzzle

It is well-known that solving crossword puzzles can help expand vocabulary. By completing puzzles in a different language, it could be forced to pick up a translation book from local bookstore in order to understand what the clue words or phrases mean in native language, then use that same book to help solve the clue and spell the word correctly in the answer blocks. Doing this, quickly and effortlessly pick up on key phrases that are often used in other countries, and by reading the words and answers out loud, people can also learn how to correctly pronounce these words, as well as learn their meanings.

Mordo (2015) said that it is an easy way to learn a new language without spending thousands of dollars on software programs and remove the excitement that learning a new language can offer, or spending the same amount of money to pay for a tutor or classes to achieve the same goals.

Additionally, many schools around the world that teach alternative languages to students often used crosswords as a fun, challenging, and rewarding way to help enhance their student's knowledge and understanding of a second language. If teachers can used these tools in the classrooms, then it is quite logical to assume that using this tool at home can also be beneficial.

B. *Theoretical Framework*

Vocabulary is the number of words that support the skills of language. Vocabulary refers to words that basically build a language. However, vocabulary is not only that, it also words combination/ multiple units, word families, and core meaning also are counted as vocabulary.

Learning vocabulary is not only remembering words form both spoken and written. However, students should also be able to use the words in various contexts. Hence, the vocabulary they learn will be pushed into their long term memory and they will get used to the words. This research only focused on vocabulary. Teaching vocabulary helps students understand and communicate with others in English.

Vocabulary mastery is not only remember the words. The words should be pushed into long-term memory or never forgotten by attend them for many times. Further, someone who has known words would be able to use the words

appropriately both for spoken or written needs. Richards and Renandya (2002) stated that vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write.

Vocabulary plays a big role in supporting the students ability in different skills (listening, speaking, reading and writing). The most considerable reason for the students in Indonesia to learn vocabulary is that it is a core component of language. To conduct teaching and learning vocabulary, the teacher should facilitate the students to meet the words for many times. The teacher should pay attentions to various aspects such as multiple exposures, meaningful context, prior knowledge, relationships or connections, context clue, seeing saying and using the words. The teacher need ways in order to help the students to master vocabulary easily and one of the ways is by applying game in teaching learning process.

Moore & Dettlaff (2005) stated that for some teachers, implementing alternative method of teaching may be difficult, as many teachers prefer to use the traditional method they are comfortable with, but games can be used as a supplement to traditional method, not as replacement. In addition, it is important to note that games can add flexibility to the classroom, allowing students to adjust to the way in which they learn best. A good technique is also highly important and automatically will help students to be more active and enjoying the learning process as efficient as possible.

Dhand (2008) stated that crossword puzzle is a good way to teach vocabulary because the definitions of synonyms of the words are right there to provide

reinforcement. Using definitions and pictures, students can guess these words and place them in the designated boxes. The students not only got new vocabularies but also understand the function of the word. Crossword puzzle has been popular games used in teaching-learning process. It is not only provide fun learning but also give a lot of advantages such as, easily made and presented to students and encourage the use of dictionary. One of related researches that proven make use the crossword puzzle to improve vocabulary mastery was done by Lesmono (2010). In his study, the crossword puzzle enabled the students to be more familiar with the words and memorized the words easily because they played crossword puzzle in the learning process.

C. *Hypothesis*

Related on the research focus, the researcher hypothesis was H_1 : The use of crossword puzzle game is effective for the students in learning part of speech at the eighth grade in SMPN 2 Watansoppeng.

CHAPTER III

METHOD OF THE RESEARCH

This chapter explain about the research design, research variable, population and sample, research instrument, data collection procedure, and technique of data analysis.

A. *Research Method*

1. Research design

In this research, the researcher applied Quasi Experimental Design; exactly Nonequivalent Control Group Design that involving two groups of classes. Charles, C.M. in Latief (2013) stated that it is not possible to select the sample randomly out of all the population students. In this design, one group was treated as the experimental class and other group was treated as the control class. In experimental class, the crossword puzzle conducted as well as post-test and pre-test and the control class only get the post-test and pre-test.

The model of Quasi-Experimental Design, exactly Non-equivalent Control Group Design is:

E	O_1	X	O_2
C	O_3		O_4

Where:

E   : Experimental class

C   : Control class

O_1 : Pre-test (in experimental class)

O_3 : Pre-test (in control class)

X   : Treatment

O_2 : Post-test (in experimental class)

O_4 : Post-test (in controlled class)

Sugiyono (2015)

2. Research Variable

In this research there were two variables, dependent and independent variable.

a.   Independent variable

Independent variable (X) is a variable that influence another variable to reach the researcher prospect. In this research, the independent variable was crossword puzzle.

b.   Dependent variable.

Dependent variable (Y) is the result that expect through implement of the independent variable. In this research, the dependent variable was the students in learning vocabulary.

B.   *Population and Sample*

1.   Population

Schreiber & Asber-self (2011) stated that the population in social science research refers to all of your potential participants think of it as the whole group of people in which you are interested. The researcher taken the eighth grade students in

SMPN 2 Watansoppeng as the population of the study. The total numbers of population were 140 students, each group consist of 20 students.

2. Sample

Schreiber & Asber-self (2011) stated that " the sample of participants for your study is part of the population, and all possess some characteristic or characteristics that make their members of the sample group ". The sampling technique used in this research was purposive sampling. The researcher took two classes as sample and divided into two groups, experimental class and control class. The researcher took VIII 2 which is consist of 20 students as experiment class and VIII 3 which is consist of 20 students as the control class.

C.   *Research Instrument*

According to Arikunto, (2002), the instrument is the tool or facility, that can be used by researcher in setting the data to make more easily. In this research, the researcher used test to collect the data. The students were given the pre-test before the treatment. The purpose of the pre-test was to know how far the students' ability in memorizing vocabulary before using Crossword Puzzle Game. Meanwhile, the purpose the of post-test was to know the enhancement of students' ability in memorizing vocabulary after using Crossword Puzzle Game.

D.   *Data Collecting Procedure*

To collect the data of this research. The researcher used method of data collection.

1.   Pre-test

Pre-test was the first method of data collection that was used by the researcher. The researcher gave pre-test to both groups (experimental group and control group) as the sample of research. Pre-test aimed to know the students ability in learning vocabulary. Before doing treatment, The test conducted by the researcher on April 17th 2018 in experimental class and the researcher conducted the test on April 18th 2018 in the control class.

2.   Treatment

After pre-test, the students were taught by using crossword puzzle. Treatment is the way to enhance the students skill in learning part of speech. It was took place at least six meetings, which show the students enhancement. There were some procedures of treatment of both experimental class by using crossword puzzle and control class received treatment by using conventional teaching method:

    a.   The researcher not only come to the class and then introducing herself but also her purposes.

    b.   The researcher checked attending list.

    c.   The researcher taught and explained about part of speech in the class.

d. The researcher applied crossword puzzle in teaching part of speech in experimental class and control class received treatment by using conventional teaching method.

e. The researcher explained about the definition and purposes of crossword puzzle game.

f. The researcher described the rules of crossword puzzle game in the class.

g. The researcher explained a little bit about the topic that the students learned.

h. The researcher opened Q and A session to the students according to the topic.

i. The researcher asked one of the students to give a conclusion about the topic before close the meeting.

j. The researcher gave a comment and suggestion about the learning activity today.

The procedures of treatment by using crossword puzzle were chronologically performed as following:

a. Friday, April 20th 2018, the researcher did the second meetings in experimental class. The material was about part of speech. In the treatment process the students was expected to know more about part of speech. The steps of teaching-learning as following:

1) The researcher not only come to the class and then introducing herself but also her purposes.

2) The researcher checked attending list.

3) The researcher explained the material about part of speech.

4) The researcher devided the students into four groups.

5) The researcher applied crossword puzzle game in teaching part of speech.

6) The student did the assignment from the researcher.

7) Each group shows their work in front of the class.

8) The researcher opened Q and A session to the students according to the topic.

9) The researcher asked one of the students to gave a conclusion about the topic before close the meeting.

10) The researcher gave a comment and suggestion about the learning activity today.

b. Saturday, April 21ᵗʰ 2018, the researcher did the three meetings in experimental class. The material was more specific about verb. In the treatment process the students was expected to understand the concepts of verb and also the example of those word classes. The steps of teaching-learning as following:

1) The researcher not only come to the class and then introducing herself but also her purposes.

2) The researcher checked attending list.

3) The researcher reviewed the previous materials.

4) The researcher explained the material about part of speech expecially about verb.

5) The researcher explained and shown a little bit about narrative text.

6) The researcher devided the students into four groups.

7) The researcher gave the students exercise.

8) The student analyzed verb that contains in narrative text.

9) The students did the crossword puzzle.

10) Each group shows their work in front of the class.

11) The researcher opened Q and A session to the students according to the topic.

12) The researcher asked one of the students to gave a conclusion about the topic before close the meeting.

13) The researcher gave a comment and suggestion about the learning activity today.

c.   Monday, April 23th 2018, the researcher did the four meetings in experimental class. The material was more specific about noun. In the treatment process the students was expected to understand the concepts of noun and also the example of those word classes. The steps of teaching-learning as following:

1) The researcher not only come to the class and then introducing herself but also her purposes.

2) The researcher checked attending list.

3) The researcher reviewed the previous materials.

4) The researcher explained the material about part of speech expecially about noun.

5) The researcher explained and shown a little bit about narrative text.

6) The researcher devided the students into four groups.

7) The researcher gave the students exercise.

8) The student analyzed noun that contains in narrative text.

9) The students did the crossword puzzle.

10) Each group shows their work in front of the class.

11) The researcher opened Q and A session to the students according to the topic.

12) The researcher asked one of the students to gave a conclusion about the topic before close the meeting.

13) The researcher gave a comment and suggestion about the learning activity today.

d.   Friday, April 27th 2018, the researcher did the fifth meeting in experimental class. The material was about adjective. In this class, the students were expected to able to understand the concepts of part of speech expecially in adjective. The steps of teaching-learning as following:

1) The researcher not only come to the class and then introducing herself but also her purposes.

2) The researcher checked attending list.

3) The researcher reviewed the previous materials.

4) The researcher continued the material about part of speech. The material was about adjective.

5) The researcher explained and shown a little bit about recount text.

6) The researcher devided the students into four groups.

7) The researcher gave the students exercise.

8) The students made text recount that contains adjective in the text.

9) The students did the crossword puzzle.

10) Each group shows their work in front of the class.

11) The researcher opened Q and A session to the students according to the topic.

12) The researcher asked one of the students to gave a conclusion about the topic before close the meeting.

13) The researcher gave a comment and suggestion about the learning activity today.

e. Saturday, April 28th 2018, the researcher did the six meeting in experimental class. The researcher continued the material was about adverb. The steps of teaching-learning as following:

1) The researcher not only come to the class and then introducing herself but also her purposes.

2) The researcher checked attending list.

3) The researcher reviewed the previous materials.

4) The researcher continued the material about part of speech. The material was about adverb.

5) The researcher gave the students exercise.

6) The students analyzed adverb that contains in the text recount.

7) The students did the crossword puzzle.

8) The researcher opened Q and A session to the students according to the topic.

9) The researcher asked one of the students to gave a conclusion about the topic before close the meeting.

10) The researcher gave a comment and suggestion about the learning activity today.

f.   Friday, May 4ᵗʰ 2018, the researcher did the seventh meeting in experimental class. The researcher continued the material was about narrative text, in this meetings the student analyzed part of speech that contains in the narrative text. The steps of teaching-learning as following:

1) The researcher not only come to the class and then introducing herself but also her purposes.

2) The researcher checked attending list.

3) The researcher reviewed all the previous materials.

4) The researcher devided the students into four groups.

5) The researcher gave the students picture.

6) The students analyzed pictures.

7) The students did the crossword puzzle.

8) Each group informed the result in front from the class.

9) The researcher opened Q and A session to the students according to the topic.

10) The researcher asked one of the students to gave a conclusion about the topic before close the meeting.

11) The researcher gave a comment and suggestion about the learning activity today.

3. Post-test

In this part, after the students treated by using crossword puzzle for experimental group and for control group without using crossword puzzle. The researcher delivered a test to all of students as the sample and asked them to did the test individually carefully on certain given time. Finally, the students submit their paper sheet and also the students result were treated as the data of the study. The test was similar to the pre-test. The researcher conducted post-test for experimental group on May 5th 2018 and May 3rd 2018 for controlled group.

E. *Data Analysis Technique*

To analyze the data, the researcher employed the formula as follows:

1. Scoring the students correct answer of pre-test and post-test

$$\text{Score} = \frac{students'\ gained\ score}{total\ score}\ x\ 100\ \%$$

Depdikbud in Nasir (2013)

2. Classifying the score of the students answer

No	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fair
6	40 – 49	Poor
7.	- 40	Very poor

Depdikbud in Nasir (2013)

3. Mean score

$$\overline{x} = \frac{\sum x}{N}$$

Where :

$\overline{x} = $ Mean score

$\sum x=$ Sum of all scores

N = Total number of the respondents

(Ridwan, 2013)

4. Calculating of standard deviation of the studentsscore between pre-test and post-test of both experimental class and control class, the researcher use the following formula:

$$SD = \sqrt{\frac{SS}{N}}, where\ SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD   : Standard deviation

SS   : The sum of square

N   : Total number of the subjects

$\sum X^2$: The sum of all square; each score is squared all the squares are added up

$(\sum X)^2$: The square of the sum; all the scores are added up and the sum is square total

Gay, L.R. (2006)

5. Finding out the significant difference between pre-test and post-test.

The following formula as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t   : Test of significance

x_1 : Mean score of experimental group

x_2 : Mean score of the control group

SS_1 : Sum square of experimental group

SS_2 : Sum square of control group

n_1 : Number of students of experimental group

n_2 : Number of students of control group

<div align="right">Gay, L.R. (2006)</div>

6. The result of the *t test* will be compared with *t table* to answer hypothesis.

> *t* table < t test= Effective
>
> *t* table > t test= Not effective

<div align="right">Gay, L.R. (2006)</div>

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter the researcher shows all the data which found during the research process. Futhermore, the problem statements of this research are also answered in this chapter.

A.   *Findings*

The findings of the research were based on the results of the data analysis. The data analysis used vocabulary test to collect the data. The vocabulary test consists of pre-test and post-test. The pre-test was given to find out the students ability in vocabulary mastery before presenting crossword puzzle game, and the post-test was given to find out the significant impacts to students vocabulary mastery after giving the treatments.

1. The Classification of Students Pre-test Scores in Experimental and Control Class.

The following table shows the distribution of frequency and percentage of students pre-test score when teaching part of speech in the eighth grade of SMPN 2 Watansoppeng in experimental and control class.

Table 1
The distribution of frequency and percentage of pre-test score in experimental class (VIII 2)

No	Score	Criteria	Frequency	Percentage
1.	90 – 100	Excellent	0	0%
2.	80 – 89	Very good	0	0%
3.	70 – 79	Good	9	45%
4.	60 – 69	Fairly good	3	15%
5.	50 – 59	Fair	2	10%
6	40 – 49	Poor	2	10%
7.	< 40	Very poor	4	20%
	Total		20	100%

The table 1 above shows the pre-test score of experimental class in two categories; the rate percentage and frequency which were both based on students score. From the table it shown that there were 9 (45%) students obtained good score and others were under of it, while there were no students who can reach the excellent score, it means that the experimental class need improvement.

Table 2
The distribution of frequency and percentage of pre-test score in control class (VIII 3)

No	Score	Criteria	Frequency	Percentage
1.	90 – 100	Excellent	0	0%
2.	80 – 89	Very good	0	0%
3.	70 – 79	Good	1	5%
4.	60 – 69	Fairly good	5	25%
5.	50 – 59	Fair	6	30%
6	40 – 49	Poor	6	30%
7.	< 40	Very poor	2	10%
	Total		20	100%

Table 2 above shows the rate percentage score of control class from 20 students in the pre-test. From the table above, it shown that there were 1 (5%) students got good score but most of the students were under good criteria.

Based on the table 1 and 2, it can be concluded that the rate percentage in the pre test for experimental and control class was similar because there were no students who obtained an excellent score.

2. The Classifications of Students post-test scores in Experimental and Control Class.

The following table shows the distribution of frequency and percentage of students post-test score when teaching part of speech in the eighth grade students of SMPN 2 Watansoppeng in experimental and control class.

Table 3
The distribution of frequency and percentage of post-test score in experiment class (VIII 2)

No	Score	Criteria	Frequency	Percentage
1.	90 – 100	Excellent	6	30%
2.	80 – 89	Very good	12	60%
3.	70 – 79	Good	2	10%
4.	60 – 69	Fairly good	0	0%
5.	50 – 59	Fair	0	0%
6	40 – 49	Poor	0	0%
7.	< 40	Very poor	0	0%
	Total		20	100%

Based the table above the post-test score of experimental class in two categories; the rate percentage and frequency which were both based on students

score. The students' score were increased, most of the students obtained a Very Good

Score and there were 6 (30%) students got an Excellent score.

Table 4
The distribution of frequency and percentage of post-test score in
control class (VIII 3)

No	Score	Criteria	Frequency	Percentage
1.	90 – 100	Excellent	0	0%
2.	80 – 89	Very good	8	40%
3.	70 – 79	Good	8	40%
4.	60 – 69	Fairly good	4	20%
5.	50 – 59	Fair	0	0%
6	40 – 49	Poor	0	0%
7.	< 40	Very poor	0	0%
	Total		20	100%

According to the table above the post-test score of control class in two

categories; the rate percentage and frequency which were both based on students

score. It showed that there were none students achieved excellent score, 8 students

(40%) achieved very good score, 8 students (40%) achieved good score, 4 students

(20%) achieved fairly good score and significantly there were no students achieved

score in ,fairly poor, poor, and very poor. The table indicated that students part of

speech abilities in control class were improved.

Based on the results of these tables above, it could be concluded that the

use of Crossword Puzzle Game was effective in teaching part of speech to improve

the students vocabulary mastery because the rate percentage of post-test in the

experimental class was higher than the rate percentage of post-test in the control

class. Even if both classes experimental and control class were improved, the score

improvement was higher in experimental class than in control class. It could be shown in the table 3 and 4 above. In experimental class none of the students obtained fairly good score. While in control class, there were still 4 students (20%) achieved fairly good score.

3. The Mean Score and Standard Deviation of pre-test and post-test in Experimental and Control Class

Table 5
The mean score and standard deviation of pre-test and post-test in experimental and control class

Class	Mean Score		Standard Deviation		Range
	Pre-test	Post-test	Pre-test	Post-test	
Experimental	57	84	19.08	7.53	27

The mean score of the students pre-test of experimental group which shown from the table 5 was 57 with standard deviation was 19.08. The mean score of the students post test of the experimental group which shown from the table was 84 with standard deviation was 7.53 , the post test mean score improvement was (27) in experimental class (84-57=27).

Class	Mean Score		Standard Deviation		Range
	Pre-test	Post-test	Pre-test	Post-test	
Control	51	75	10.85	7.94	24

The mean score of the students pre-test of control class which shown from the table was 51 with standard deviation was 10.85. The mean score of the students post-test in control class which shown from the table was 75 with standard deviation was 7.94. The post-test mean score improvement was 24 in control class (75-51=24).

According to the data above, it could be concluded that the students ability of experimental class (27) in mastering vocabulary material was higher than the control class (24). The researcher has considered Crossword Puzzle could be one of the effective way to improve the students vocabulary mastery. It based on the mean score of experimental class post-test was higher than control class.

The significant score between experimental class and control class could be calculated by using t-Test. The result of the t-Test were in table 6 below as following:

Table 6
Distribution value of the t-test and t-table

Variable	t-Test	t-Table
Post-test	3.68	2.042

The table above indicates the result of test of significance testing. For the level of significance (α) 0.05 and the degree of freedom (DF) (N1+N2)-2 = (20+20)-2= 38, it indicated that the value of the t-Test was higher than t-Table. The result of the post-test clearly indicated that there was a significant different between the students score in the experimental and control class after applying treatment by using Crossword Puzzle Games. It indicated that Crossword Puzzle Game is effective in teaching Part of Speech. It means H_o is rejected and H_1 is accepted because the t-Test is higher than t-Table (3.68 > 2.024). As a result, the hypothesis of this research is accepted.

B. *Discussion*

The result of this research showed that the students score increased more significantly after using crossword puzzle game more than control group. The post-test mean score improvement (27) in experimental class (84 - 57 = 27) was higher than the post-test mean score improvement (24) in control class (75 − 51 = 24). Specifically, the experimental class is improved significantly from fair scale to very good scale while the control class is only improved from fair scale to good scale.

The result of t-test both groups, the experimental and control group was higher than t-table result (3.68>2.042), the H_1 was accepted and H_0 was rejected. It means that crossword puzzle game is one of effective ways to enhance the students vocabulary mastery.

As a result, it was clear that crossword puzzle done by the experimental group contributed not just their vocabulary but also for their part of speech enhancement. One of related researches that proven make use the crossword puzzle to improve vocabulary mastery was done by Lesmono (2010). In his study, the crossword puzzle enabled the students to be more familiar with the words and memorized the words easily because they played crossword puzzle in the learning process. Playing crossword puzzle attend the words for several time.

According to the result of this research, the effectiveness of using Crossword Puzzle Game toward students' vocabulary mastery can be explained by three explanations. First, crossword puzzle is a popular game that has sets of grids to be filled with words or letters. It has become one of alternative games in teaching-learning, including language learning. This game is categorized into challenging

game. Moursund (2007) stated that " crossword puzzle is a popular puzzle games which in every case, the puzzle-solvers goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task ". The teacher served crossword puzzle game of part of speech include the clues. Then, the students solved the game and pronounce each the answer together with the other students.

Second, by using crossword puzzle in the classroom activity, the students were more active, and confident to participate in the lessons. The students worked together with their friend well and became braver to answer the question during the lessons and also crossword puzzle can train the student's brain to recall the new words. Moreover the students will learn English by sharing with their friends to finish the crossword puzzle.

Third, crossword puzzle guided the students in vocabulary mastery. It made the students have more vocabularies, not only got a new word but also understand the function of the word. It is in line with Scrivener (1994) who stated that "crossword puzzle can be one of activities in practicing vocabulary which can help the students to be more familiar with the words, recognize the words, manipulate and remembering the words".

In summary, the researcher asserted that using crossword puzzle of part of speech is effective to improve the students vocabulary mastery at the eighth grade students in SMPN 2 Watansoppeng.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two main part, conclusion and suggestion. The conclusion and the suggestions were taken based on findings in this research.

A. *Conclusion*

According to the result of the data analysis, research finding, and discussion in the previous chapter, the researcher concluded that;

Using crossword puzzle of part of speech is effective to improve the students vocabulary mastery at the eighth grade students in SMPN 2 Watansoppeng. It was proved by the post-test mean score improvement (27) in experimental class (84 - 57 = 27) was higher than the post-test mean score improvement (24) in control class (75 − 51 = 24). Specifically, the experimental class is improved significantly from fair scale to very good scale while the control class is only improved from fair scale to good scale. It means that crossword puzzle game is provided fun learning method and also one of effective ways to enhance the students word classes and vocabulary mastery.

B. *Suggestion*

From the conclusion above, the researcher made some suggestion related to this research, as follows:

1. Crossword puzzle game suggested to be used by English teachers as an effective method to enhance not just for vocabulary but also for English word classes.

2. The English teacher must pay attention in teaching vocabulary, the students need to understand and more practice about vocabulary that they found during the teaching learning.

3. The researcher hoped that next researcher apply all parts in part of speech skills from the different class levels, such as in senior high school or in a college.

4. The teacher should give motivation every meeting before closing class in order to motivate students to learn and learn in their home.

5. The English teacher should be more creative to choose method or strategy in teaching vocabulary and part of speech, arrange the learning environment and become the good facilitator in learning English.

6. The institution should support the teaching-learning by providing more effective and efficient way for the teacher to access the facilities, media and sources that had been provided like the LCD and dictionary.

7. This research will be an additional information and give contribution for further researcher especially about students vocabulary mastery.

In this thesis, the researcher realizes that there are still many shortages, so the researcher really expects the criticism and suggestion for the improvements.

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APPENDIX I

RESEARCH INSTRUMENT

(PRE-TEST)

KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR
FAKULTAS TARBIYAH DAN KEGURUAN
Kampus I Jl. St. Alauddin No. 63 Makassar Tlp. (0411) 864924 Fax 864923
Kampus II Jl. St. Alauddin No. 36 Samata Sungguminasa-Gowa Tlp. (0411) 424835 Fax 424836

RESEARCH INSTRUMENT

(POST-TEST)

Vocabulary Test

Research instrument

Teaching Part of Speech by Using Crossword Puzzle to Improve The Student Vocabulary Mastery at The Second Grade at SMPN 2 Watansoppeng

Name :

Class :

Directions

1. This research instrument (Test/Observation) is administered in order to find out student's vocabulary at the second grade of SMPN 2 Watansoppeng to application of crossword puzzle to improve the student's vocabulary mastery.

2. This test vocabulary will not take any effect on your sending point at any to answer you are taking in the semester.

3. Please answer this test vocabulary carefully.

4. This test will administered for around 25 to 30 minutes.

5. You are not allowed to cheat during the test.

Fill the crossword puzzle by looking into the following clues.

ACROSS
- (NOUN) It has month blue kangkody
- (NOUN) Hackers remakes it make be road
- (NOUN) It is found living room. We eat on there
- (ADJECTIVE) Opposite low
- (NOUN) It an one class dome
- (VERB) When honge you do it

DOWN
- (VERB) Same than wife
- (ADJECTIVE) It ental
- (VERB) It he't is the Ards
- (ADJECTIVE) Opposite of large

ACROSS
- (NOUN) We used for mice study
- (VERB) My comment from
- (ADJECTIVE) My comment one
- (NOUN) It will remake a large comat
- (ADJECTIVE) Opposite ute

DOWN
- (NOUN) We wash woods and smush only want
- (ADJECTIVE) Opposite open
- (ADJECTIVE) If you can not red gose, you can portal colour.
- (NOUN) We has by three
- (ADJECTIVE) to a quenal

APPENDIX II

The Classification of Students' score in Experimental Class

NO.	Name	Pre Test	Post Test
1.	NA	75	80
2.	BPP	50	70
3.	RA	75	80
4.	FA	65	80
5.	QB	75	85
6.	DDP	40	80
7.	ATB	30	80
8.	REP	60	90
9.	NY	30	75
10.	AA	20	80
11.	MS	30	80
12.	AAN	75	100
13.	SA	70	85
14.	RNA	75	90
15.	NIS	70	80
16.	SS	75	90
17.	RA	60	90
18.	SRR	75	100
19.	ID	50	80
20.	MR	40	85
Total		1140	1680
Mean Score		57	84

APPENDIX III

The Classification of Students' score in Control Class

NO.	Name	Pre test	Post test
1.	ET	65	80
2.	NM	70	85
3.	AA	60	65
4.	AP	45	80
5.	APM	50	60
6.	NH	55	85
7.	RD	45	75
8.	AWR	60	65
9.	FY	65	85
10.	HM	40	75
11.	DAS	55	85
12.	RH	50	75
13.	KJP	40	75
14.	ASB	60	80
15.	MS	55	75
16.	NW	45	70
17.	AP	30	70
18.	MDA	35	75
19.	AK	55	80
20.	AG	40	60
Total		1020	1500
Mean Score		51	75

APPENDIX IV

The Row Score of the Students' Pre-Test in Experimental Class

Number of students	Number of item	Number of correct answer	Score	Classification
1	20	15	75	Good
2	20	10	50	Fairly
3	20	15	75	Good
4	20	13	65	Fairly good
5	20	15	75	Good
6	20	8	40	Poor
7	20	6	30	Very poor
8	20	12	60	Fairly good
9	20	6	30	Very poor
10	20	4	20	Very poor
11	20	6	30	Very poor
12	20	15	75	Good
13	20	14	70	Good
14	20	15	75	Good
15	20	14	70	Good
16	20	15	75	Good
17	20	12	60	Fairly good
18	20	15	75	Good
19	20	10	50	Fairly good
20	20	8	40	Poor
TOTAL			1140	

APPENDIX V

The Row Score of the Students' Post-Test in Experimental Class

Number of students	Number of item	Number of correct answar	Score	Classification
1	20	16	80	Very good
2	20	14	70	Good
3	20	16	80	Very good
4	20	16	80	Very good
5	20	17	85	Very good
6	20	16	80	Very good
7	20	16	80	Very good
8	20	18	90	Excelent
9	20	15	75	Good
10	20	16	80	Very good
11	20	16	80	Very good
12	20	20	100	Excelent
13	20	17	85	Very good
14	20	18	90	Excelent
15	20	16	80	Very good
16	20	18	90	Excelent
17	20	17	90	Very good
18	20	20	100	Excelent
19	20	16	80	Very good
20	20	17	85	Very good
TOTAL			**1680**	

APPENDIX VI

The Row Score of the Students' Pre-Test in Control Class

Number of students	Number of item	Number of correct answer	Score	Classification
1	20	13	65	Fairly good
2	20	14	70	Good
3	20	12	60	Fairly good
4	20	9	45	Poor
5	20	10	50	Fairly good
6	20	11	55	Fairly good
7	20	9	45	Poor
8	20	12	60	Fairly good
9	20	13	65	Fairly good
10	20	8	40	Poor
11	20	11	55	Fairly
12	20	10	50	Fairly
13	20	8	40	Poor
14	20	12	60	Fairly good
15	20	11	55	Fairly
16	20	9	45	Poor
17	20	6	30	Very poor
18	20	7	35	Very poor
19	20	11	55	Fairly
20	20	8	40	Poor
	TOTAL		**1020**	

APPENDIX VII

The Row Score of the Students' Post-Test in Control Class

Number of students	Number of item	Number of correct answar	Score	Classification
1	20	16	80	Very good
2	20	17	85	Very good
3	20	13	65	Fairly good
4	20	16	80	Very good
5	20	12	60	Fairly good
6	20	17	85	Very good
7	20	15	75	Good
8	20	13	65	Fairly good
9	20	17	85	Very good
10	20	15	75	Good
11	20	17	85	Very Good
12	20	15	75	Very Good
13	20	15	75	Very good
14	20	16	80	Very good
15	20	15	75	Good
16	20	14	70	Good
17	20	14	70	Good
18	20	15	75	Good
19	20	16	80	Very good
20	20	12	60	Fairly good
TOTAL			1500	

APPENDIX VIII

The Classification of Students' score in Experimental Class

Respondents	Pre-Test		Post-Test	
	Score (X)	X_1^2	Score (X)	X_1^2
1	75	5625	80	6400
2	50	2500	70	4900
3	75	5625	80	6400
4	65	4225	80	6400
5	75	5625	85	7225
6	40	1600	80	6400
7	30	900	80	6400
8	60	3600	90	8100
9	30	900	75	5625
10	20	400	80	6400
11	30	900	80	6400
12	75	5625	100	10000
13	70	4900	85	7225
14	75	5625	90	8100
15	70	4900	80	6400
16	75	5625	90	8100
17	60	3600	90	8100
18	75	5625	100	10000
19	50	2500	80	6400
20	40	1600	85	7225
Total	**1140**	**71900**	**1680**	**142200**

APPENDIX IX

The Row Score of the Students' Pre-Test and Post-Test

in Control Class

Respondents	Pre-Test		Post-Test	
	Score (X)	X_2^2	Score (X)	X_2^2
1	65	4225	80	6400
2	70	4900	85	7225
3	60	3600	65	4225
4	45	2025	80	6400
5	50	2500	60	3600
6	55	3025	85	7225
7	45	2025	75	5625
8	60	3600	65	4225
9	65	4225	85	7225
10	40	1600	75	5625
11	55	3025	85	7225
12	50	2500	75	5625
13	40	1600	75	5625
14	60	3600	80	6400
15	55	3025	75	5625
16	45	2025	70	4900
17	30	900	70	4900
18	35	1225	75	5625
19	55	3035	80	6400
20	40	1600	60	3600
Total	**1020**	**54260**	**1500**	**113700**

APPENDIX X

The Mean Score

A. Experimental Class

1. Pre-test

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$= \frac{1140}{20}$$

$$\bar{X}_1 = 57$$

2. Post-test

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$= \frac{1680}{20}$$

$$\bar{X}_1 = 84$$

B. Control class

1. Pre-test

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$= \frac{1020}{20}$$

$$\bar{X}_2 = 51$$

2. Post-test

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$= \frac{1500}{20}$$

$$\bar{X}_2 = 75$$
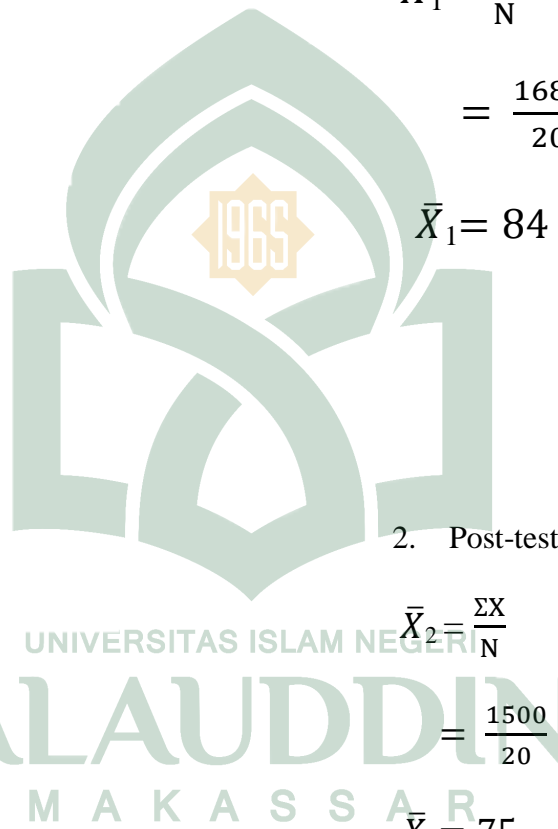
APPENDIX XI

(Standard Deviation)

a. Experimental class

1. Pre-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where :

$$SS_1 = \Sigma X_1^2 - \frac{(\Sigma X_1)^2}{n}$$

$$= 71900 - \frac{(1140)^2}{20}$$

$$= 71900 - \frac{1299600}{20}$$

$$= 71900 - 64980$$

$$= 6920$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$= \sqrt{\frac{6920}{19}}$$

$$= \sqrt{364.21}$$

$$= 19.08$$

2. Post-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where :

$$SS_1 = \Sigma X_1^2 - \frac{(\Sigma X_1)^2}{n}$$

$$= 142200 - \frac{(1680)^2}{20}$$

$$= 142200 - \frac{2822400}{20}$$

$$= 142200 - 141120$$

$$= 1080$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$= \sqrt{\frac{1080}{19}}$$

$$= \sqrt{56.84}$$

$$= 7.53$$

b. Control class

1. Pre-test   2. Post-test

$$SD = \sqrt{\frac{SS_1}{n-1}} \qquad\qquad\qquad SD = \sqrt{\frac{SS_1}{n-1}}$$

Where :   Where :

$$SS_1 = \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{n} \qquad\qquad SS_1 = \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{n}$$

$$= 54260 - \frac{(1020)^2}{20} \qquad\qquad = 113700 - \frac{(1500)^2}{20}$$

$$= 54260 - \frac{1040400}{20} \qquad\qquad = 113700 - \frac{2250000}{20}$$

$$= 54260 - 52020 \qquad\qquad\qquad = 113700 - 112500$$

$$= 2240 \qquad\qquad\qquad\qquad\qquad = 1200$$

$$SD = \sqrt{\frac{SS_1}{n-1}} \qquad\qquad\qquad SD = \sqrt{\frac{SS_1}{n-1}}$$

$$= \sqrt{\frac{2240}{19}} \qquad\qquad\qquad\qquad = \sqrt{\frac{1200}{19}}$$

$$= \sqrt{117.89} \qquad\qquad\qquad\qquad = \sqrt{63.15}$$

$$= 10.85 \qquad\qquad\qquad\qquad\qquad = .9.4$$

APPENDIX XII

The Significance Different

$\bar{X}_{1=}$ 84 $\qquad$ SS$_{1=}$ 1080
$\bar{X}_{2=}$ 7.5 $\qquad$ SS$_{2=}$ 1200

1. T-test

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{84-7,5}{\sqrt{\left(\frac{1080+1200}{20+20-2}\right)\left(\frac{1}{20}+\frac{1}{20}\right)}}$$

$$t = \frac{9}{\sqrt{\left(\frac{2280}{38}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{9}{\sqrt{(60)(0,1)}}$$

$$t = \frac{9}{\sqrt{6}}$$

$$t = \frac{9}{2,44}$$

$t_{hitung} = 3.68$

2. T-table

For level of significance (D) = 0.05
Degree of freedom (df) = $(N_1+N_2)-2$ = 20+20-2 = 38
t-Table = 2.042

APPENDIX XIII

The Distribution of T-Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,1	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,926
3	0,765	1,638	2,353	3,183	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	2,143	3,707
7	0,711	1,451	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,226	2,764	3,169
11	0,697	1,363	1,769	2,201	2,718	3,106
12	0,695	1,356	1,782	2,201	2,681	3,055
13	0,694	1,350	1,771	2,179	2,650	3,120
14	0,692	1,345	1,761	2,160	2,624	2,977
15	0,691	1,341	1,753	2,143	2,604	2,947
16	0,690	1,337	1,746	2,331	2,583	2,921
17	0,689	1,333	1,740	2,120	2,567	2,898
18	0,688	1,330	1,734	2,110	2,552	2,878
19	0,687	1,328	1,729	2,101	2,539	2,861
20	0,686	1,325	1,725	2,093	2,528	2,845
21	0,686	1,323	1,721	2,086	2,518	2,831
22	0,685	1,321	1,717	2,080	2,505	2,819
23	0,685	1,319	1,714	2,074	2,500	2,807
24	0,684	1,318	1,711	2,690	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	**2,042**	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	2,890	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX XIV

Students' Works of Pre-test and Post-test

1. Experimental Class

    a. Pre-test
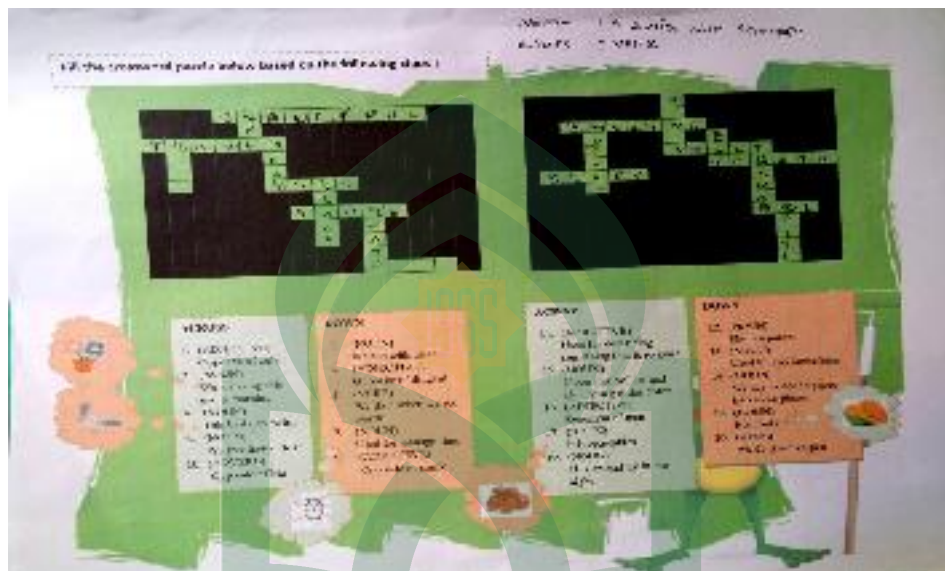
    b. Post-test

2. Control Class

a. Pre-Test

b. Post-test

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Negeri 2 Watansoppeng

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / Genap

Standar Kompetensi : 11Reading – 12. Writing

Memahami dan mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar   :11.3– 12.2 Merespon dan mengungkapkan makna teks tulis fungsional pendek dan langkah retorika dalam esei pendek sederhana dengan ragam bahasa tulis secara akurat,lancar berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

Alokasi Waktu   **: 2 x 40 menit (Pertemuan ke-1)**

Indikator   :

1. Membaca nyaring dan bermakna teks esei berbentuk narative.

2. Mengidentifikasi berbagai makna teks narrative.

3. Siswa dapat mengidentifikasi part of speech dalam teks narrative

4. Siswa dapat mencocokkan kata sesuai dengan fungsi-fungsi part of speech.

5. Siswa dapat menganalisis crossword puzzle dengan clue yang telah ditentukan.

I.   TUJUAN PEMBELAJARAN

1. Membaca nyaring dan bermakna teks esei berbentuk narative.

2. Mengidentifikasi berbagai makna teks narrative.

3. Mengidentifikasi part of speech dalam teks narrative

4. Mencocokkan kata sesuai dengan

   fungsi-fungsi part of speech.

5. Menganalisis crossword puzzle dengan clue yang telah

   ditentukan.

II. MATERI PEMBELAJARAN

   Text fungsional pendek

   a.Teks narrative

CINDERELLA

Once upon a time, there was a girl named Cinderella. She Lived with her bad stepmother and two stepsisters. She had to do all the household chores. One day, the King invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the crown prince a wife. The stepsister went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball too.

Just than a fairy godmother came with her magic wand, she gave Cinderella a coach, two horses and footman. She also gave Cinderella a lovely dress to wear to the ball and a fair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped off at the door. She did not have time to put it back on.

The Prince was sad as he could not find Cinderella again that night . The next day, the prince and his men brought along the glass slippers and went all over the kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella `s house. The slipper fitted her. The prince was very happy to find Cinderella again. They got married and lived happy ever after.

b. Part of speech

1. Verb : The verb is perhaps the most important part of the sentence. A verb asserts something about the subject of the sentence and express actions, events, or states of being.

    In each of the following sentences, the verb is **highlighted** :

    a. Dracula **bites** his victims on the neck.

    b. The verb "bites" describes the action Dracula takes.

2. Noun : A **noun** is a word used to name a person, animal, place, thing, and abstract idea. The **highlighted** words in the following sentences are all nouns :

    a. Late last **year** our **neighbours** bought a **goat**.

3. Adjective : An **adjective** modifies a noun or a pronoun by describing, identifying, or quantifying words. In the following examples, the **highlighted** words are adjectives:

    a. The **small** boat foundered on the **wine dark** sea.

4. Adverb   : An **adverb** can modify a verb, an adjective, another adverb, a phrase, or a clause. In the following examples, each of the **highlighted** words is an adverb:

    a. The seamstress **quickly** made the mourning clothes.

III.   METODE PEMBELAJARAN

       Crossword Puzzle Game

IV.   LANGKAH – LANGKAH PEMBELAJARAN

Pre-teaching (15 minutes)

Greet the students:

- The researcher started the class by saying hello to students and also asked for their condition.
- Checked the students' attendant list

Reviewing:

- Asked the students about their previous lessons
- Gave them some oral questions to recall their comprehension related to previous lessons.

While teaching (50 minutes)

Define Verb:

- The researcher explain about verb.
- The researcher gave the students examples and asked them to find other examples.

Define Noun:

- The researcher explained about noun.
- The researcher gave the students examples and asked them to found other examples.

Define Adjective:

- The researcher explained about adjective.
- The researcher gave the students examples and asked them to found other examples.

Define Adverb:

- The researcher explained about adverb.
- The researcher gave the students examples and asked them to found other examples.

Q & A Session:

- The researcher encourage the students to asked if they found confused items.

Group the students into group of 4:

The researcher gave the students exercised such as play crossword puzzle and also looked at the picture which must be completed collectively as a group.

Post teaching (15 minutes)

- The researcher gave final answers to the students.
- The researcher did casual talk with students and gave assignment to the students.
- Saying closing prayer

V.   SUMBER BELAJAR

   - Buku teks yang relevan,

   - Cerita berbahasa Inggris

- Gambar.

VI. PENILAIAN

    A. Instrument Penilaian:

       a. Teknik   : Tes Tulis

       b. Bentuk   : Uraian singkat

       c. Instrument   : Read and answer the question of the text!

    B. Rubrik penilaian

No	Uraian	Skor
1	Isi, ejaan dan kosa kata benar	3
2	Isi,ejaan benar, kosa kata kurang tepat	2
3	Isi, ejaan dan kosa kata tepat	1
4	Tidak menjawab	0

    B. Pedoman penilaian

No	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fair
6	40 – 49	Poor
7.	< 40	Very poor

Watansoppeng,   20 April 2018

Researcher,

Femy Rahmadani

Nim. 20400114043

Lembar Kegiatan Siswa

CINDERELLA

Once upon a time, there was a girl named Cinderella. She Lived with her bad stepmother and two stepsisters. She had to do all the household chores. One day, the King invited all the ladies in the kingdom to go to a ball in the **(1)**   . He wanted to find the **(2)**   prince a wife. The stepsister went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball too.

Just than a **(3)**   came with her magic wand, she gave Cinderella a coach, two horses and footman. She also gave Cinderella a lovely **(4)** to wear to the ball and a fair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella **(5)**   all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped off at the door. She did not have time to put it back on.

The Prince was sad as he could not find Cinderella again that night . The next day,the prince and his men brought along the glass slippers and went all over the kingdom to **(6)**   for the owner.

After searching for a long time.Finally, they came to Cinderella's house. The slipper fitted her. The prince was very happy to find Cinderella again. They got **(7)**   and lived happy ever after.
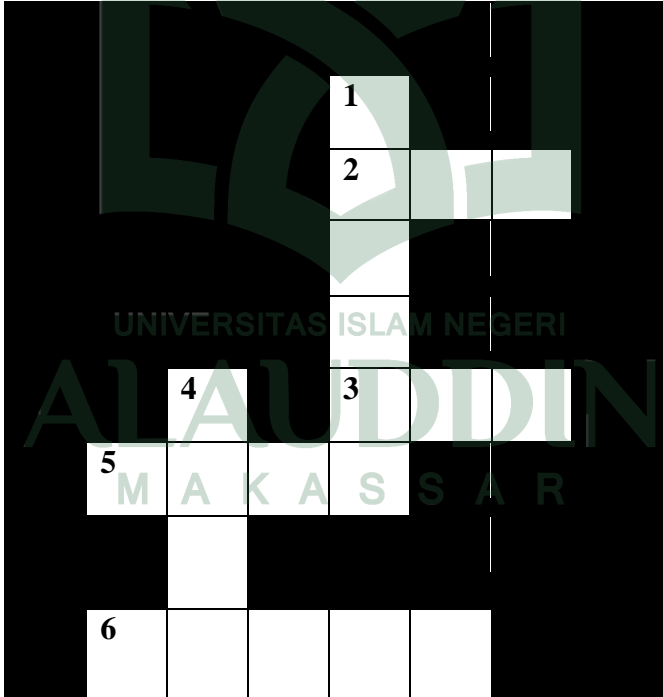
I.   **Complete the text with the correct words from the box !**

a. **Fairy godmother**
b. **Search**
c. **Married**
d. **Palace**
e. **Danced**
f. **Dress**
g. **Crown**

II. **Complete the crossword puzzle below based on the pictures (include word classes verb-noun) !**

Across 2.	3.	5. Antonym of go
6.	Down 1.	4.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Negeri 2 Watansoppeng

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / Genap

Standar Kompetensi : 11Reading – 12. Writing

> Memahami dan mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar   :11.3– 12.2 Merespon dan mengungkapkan makna teks tulis fungsional pendek dan langkah retorika dalam esei pendek sederhana dengan ragam bahasa tulis secara akurat,lancar berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

Alokasi Waktu   **: 2 x 40 menit (Pertemuan ke-2)**

Indikator   :

1. Membaca nyaring dan bermakna teks esei berbentuk narative.
2. Mengidentifikasi berbagai makna teks narrative.
3. Siswa dapat mengidentifikasi part of speech dalam teks narrative
4. Siswa dapat mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Siswa dapat menganalisis crossword puzzle dengan clue yang telah ditentukan.

I.   TUJUAN PEMBELAJARAN

1. Membaca nyaring dan bermakna teks esei berbentuk narative.
2. Mengidentifikasi berbagai makna teks narrative.
3. Mengidentifikasi part of speech dalam teks narrative
4. Mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Menganalisis crossword puzzle dengan clue yang telah ditentukan.

II.   MATERI PEMBELAJARAN

Text fungsional pendek

a.   Teks narrative

A BIG QUIET HOUSE

There was once a man who wished his small, noisy house was larger and quieter. He went to the wise old woman of the town and explained his need. She said, " I can solve your problem. Just do as I say. " The man agreed.

" If you have a chicken, some sleep, a horse and a cow, " she said, "bring them into the house with you."

"That's a silly thing to do," thought the man. But he did it anyway. Now his house was already small, and with all those animals in it, there was no room at all. He returned to the old woman and cried, " I need more room! The animals are so noisy. I can't think!". "Take all those animals out of your dwelling," she replied.

When he had put all the animals comfortably back in the barn, the man went to his house. To his amazement, it suddenly looked remarkably bigger! Without the animals inside, his house was now quiet too!

a.   Part of speech

VERBS

Verb is word which shows an action, but it also shows state/ possession, presence or absence of a person or thing**.**

- The pitcher **threw** the ball to the catcher.
- They had already **bought** her present.
- Most students are usually **sitting** on the steps when the teacher **arrives.**
- My sister **is** a nurse; I **am** a teacher

III.   METODE PEMBELAJARAN

Crossword Puzzle Game

IV.   LANGKAH – LANGKAH PEMBELAJARAN

Pre-teaching (15 minutes)

Greet the students:

- The researcher started the class by saying hello to students and also asked for their condition.
- Checked the students' attendant list

Reviewing:

- Asked the students about their previous lessons
- Gave them some oral questions to recall their comprehension related to previous lessons.

While teaching (50 minutes)

The researcher continue to explain more Part of speech expecially verb:

- The explanation was all about verb, includes definition, examples and more spesific.

Group the students into group of 4:

- The researcher gave exercises to students.
- The students analized verb in text narrative.

Q & A Session:

The researcher encourage the students to asked if they found confusing items.

Group the students into group of 4:

The researcher gave the students exercised such as play crossword puzzle and also looked at the picture which must be completed collectively as a group.

Post teaching (15 minutes)

- The researcher gave final answers to the students.
- The researcher did casual talk with students and gave assignment to the students.
- Saying closing prayer

V.   SUMBER BELAJAR

- Buku teks yang relevan,
- Cerita berbahasa Inggris
- Gambar.

VI.   PENILAIAN

A. Instrument Penilaian:

    1.   Teknik   : Tes Tulis

    2.   Bentuk   : Uraian singkat

    3.   Instrument   : Read and answer the question of the text!

B. Rubrik penilaian

No	Uraian	Skor
1	Isi, ejaan dan kosa kata benar	3
2	Isi,ejaan benar, kosa kata kurang tepat	2
3	Isi, ejaan dan kosa kata tepat	1
4	Tidak menjawab	0

C. Pedoman penilaian

No	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fair
6	40 – 49	Poor
7.	< 40	Very poor

Watansoppeng,   21 April 2018

Researcher,

Femy Rahmadani

Nim. 20400114043

Lembar Kegiatan Siswa

A BIG QUIET HOUSE

There was once a man who wished his small, noisy house was larger and quieter. He went to the wise old woman of the town and explained his need. She said, " I can solve your problem. Just do as I say. " The man agreed.

" If you have a chicken, some sleep, a horse and a cow, " she said, "bring them into the house with you."

"That's a silly thing to do," thought the man. But he did it anyway. Now his house was already small, and with all those animals in it, there was no room at all. He returned to the old woman and cried, " I need more room! The animals are so noisy. I can't think!". "Take all those animals out of your dwelling," she replied.

When he had put all the animals comfortably back in the barn, the man went to his house. To his amazement, it suddenly looked remarkably bigger! Without the animals inside, his house was now quiet too!

I. Are the following statements true (T) or false (F) based on the text? Correct the false ones.

1. _____ The man wanted his house to be more beautiful.

2. _____ The woman advised the man to bring animals into his house.

3. _____ There were also some cows in the house.

4. _____ The man brought a chicken and horse into the house.
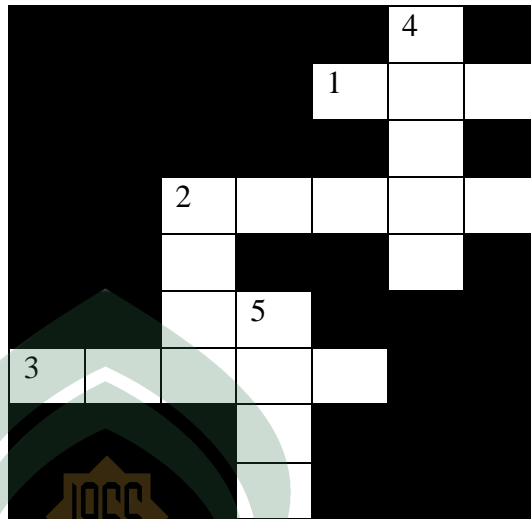
5. _____ The man thought the animals were noisy.

II.   Translate

the words below! (Indonesia-English)

Across :

1. Menangis

2. Berpikir

3. Tidur

Down :

4. Membawa

a. Mengambil

5. Pergi (V2)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Negeri 2 Watansoppeng

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / Genap

Standar Kompetensi : 11Reading – 12. Writing

Memahami dan mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar   :11.3– 12.2 Merespon dan mengungkapkan makna teks tulis fungsional pendek dan langkah retorika dalam esei pendek sederhana dengan ragam bahasa tulis secara akurat,lancar berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

Alokasi Waktu   **: 2 x 40 menit (Pertemuan ke-3)**

Indikator   :

1. Membaca nyaring dan bermakna teks esei berbentuk narative.
2. Mengidentifikasi berbagai makna teks narrative.
3. Siswa dapat mengidentifikasi part of speech dalam teks narrative
4. Siswa dapat mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Siswa dapat menganalisis crossword puzzle dengan clue yang telah ditentukan.

II.   TUJUAN PEMBELAJARAN

1. Membaca nyaring dan bermakna teks esei berbentuk narative.
2. Mengidentifikasi berbagai makna teks narrative.
3. Mengidentifikasi part of speech dalam teks narrative
4. Mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Menganalisis crossword puzzle dengan clue yang telah ditentukan.

III.   MATERI PEMBELAJARAN

Text fungsional pendek

a. Teks narrative

Sura And Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy," said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. The both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

b. Part of speech

NOUN

Words that name people, places, things and qualities are called nouns.

a. **People:** Cashier, Carol Boys

b. **Places:** Lake, Center, Hazara Town

c. **Things:** (Animal) Cat, Bug (Object) Fork, Television (Substance) Iron, air (Action) a race, the dance (Measures) kilogram, centimeter

d. **Qualities:** Happiness, Honesty, Beauty

IV.   METODE PEMBELAJARAN

Crossword Puzzle Game

V.   LANGKAH – LANGKAH PEMBELAJARAN

Pre-teaching (15 minutes)

Greet the students:

- The researcher started the class by saying hello to students and also asked for their condition.

- Checked the students' attendant list

Reviewing:

- Asked the students about their previous lessons

- Gave them some oral questions to recall their comprehension related to previous lessons.

While teaching (50 minutes)

The researcher continued to explain more part of speech expecially noun:

- The explanation was all about noun, includes definition, examples and more spesific.

Group the students into group of 4:

- The researcher gave exercises to students.

- The students analized noun in text narrative.

- Students did the crossword puzzles in 15 minutes, helped by the dictionaries.

Q & A Session:

- The researcher encourage the students to asked if they found confusing items.

Post teaching (15 minutes)

- The researcher gave final answers to the students.

- The researcher did casual talk with students and gave assignment to the students.

- Saying closing prayer

VI.   SUMBER BELAJAR

   - Buku teks yang relevan,

   - Cerita berbahasa Inggris

   - Gambar.

VII.   PENILAIAN

   A. Instrument Penilaian:

   a.   Teknik   : Tes Tulis

   b.   Bentuk   : Uraian singkat

   c.   Instrument   : Read and answer the question of the text!

B. Rubrik penilaian

No	Uraian	Skor
1	Isi, ejaan dan kosa kata benar	3
2	Isi,ejaan benar, kosa kata kurang tepat	2
3	Isi, ejaan dan kosa kata tepat	1
4	Tidak menjawab	0

C. Pedoman penilaian

No	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fair
6	40 – 49	Poor
7.	< 40	Very poor

Watansoppeng,   23 April   2018

Researcher,

Femy Rahmadani
Nim. 20400114043

Lembar Kegiatan Siswa

A. Read the text carefully!

Sura And Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy," said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. The both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

B. Answer the question below!

1. What is the tittle of a narrative text above ?
2. How many characters in the story ?
3. What is seen by Baya ?
4. Why are they fighting ?
5. What lessons can we learn in the story ?

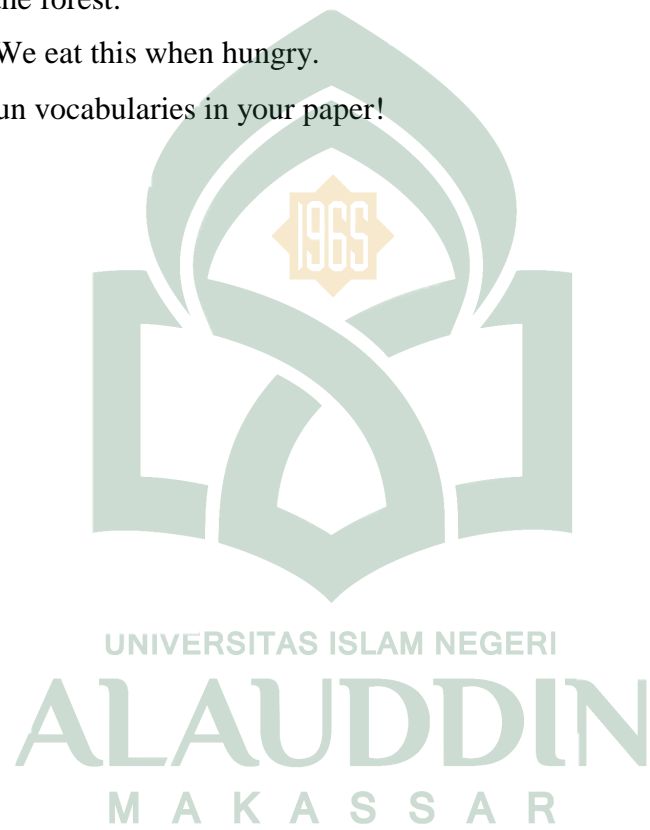**C.** Analyze the crossword puzzle below!

Clues :

Across :   4. This animals lived in the land. They have four foots and also can lived in water. They are carnivora.

Down :

1. A fish. They are dangerous animals in the sea.
2. This animals are mammals and also herbivora. They are lived in the forest.
3. We eat this when hungry.

 D. Write 8 noun vocabularies in your paper!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP Negeri 2 Watansoppeng
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / Ganjil
Standar Kompetensi	: 11Reading – 12. Writing

Memahami dan mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :11.3– 12.2 Merespon dan mengungkapkan makna teks tulis fungsional pendek dan langkah retorika dalam esei pendek sederhana dengan ragam bahasa tulis secara akurat,lancar berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk teks recount.

Alokasi Waktu : **2 x 40 menit (Pertemuan ke-4)**

Indikator :

1. Membaca nyaring dan bermakna teks esei berbentuk recount.
2. Mengidentifikasi berbagai makna teks recount.
3. Siswa dapat mengidentifikasi part of speech dalam teks recount
4. Siswa dapat mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Siswa dapat menganalisis crossword puzzle dengan clue yang telah ditentukan.

I. TUJUAN PEMBELAJARAN

1. Membaca nyaring dan bermakna teks esei berbentuk recount.
2. Mengidentifikasi berbagai makna teks recount.
3. Mengidentifikasi part of speech dalam teks recount
4. Mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Menganalisis crossword puzzle dengan clue yang telah ditentukan.

II.   MATERI PEMBELAJARAN

     Text fungsional pendek

  a. Teks recount

My Holiday

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

  b. Part of speech

ADJECTIVES

An adjective is a word which describes or modifies a noun or pronoun.

Adjectives are usually placed before the noun.

1. the **white, puffy** clouds
2. a **happy, carefree** child
3. the **tall, stately** trees

III.   METODE PEMBELAJARAN

Crossword Puzzle Game

IV.   LANGKAH – LANGKAH PEMBELAJARAN

Pre-teaching (15 minutes)

Greet the students:

- The researcher started the class by saying hello to students and also asked for their condition.
- Checked the students' attendant list

Reviewing:

- Asked the students about their previous lessons

- Gave them some oral questions to recall their comprehension related to previous lessons.

While teaching (50 minutes)

The researcher continued to explain more part of speech expecially adjective:

- The explanation was all about adjective, includes definition, examples and more spesific.

Students exercise:

- The researcher gave exercises to students.
- The students made text recount that contains adjective in the text.
- Students did the crossword puzzles in 15 minutes, helped by the dictionaries.

Q & A Session:

- The researcher encourage the students to asked if they found confused items

Post teaching (15 minutes)

- The researcher gave final answers to the students.
- The researcher did casual talk with students and gave assignment to the students.
- Saying closing prayer

V.   SUMBER BELAJAR

   - Buku teks yang relevan,

   - Cerita berbahasa Inggris

   - Gambar.

VI.   PENILAIAN

   A. Instrument Penilaian:

   a.   Teknik   : Tes Tulis

   b.   Bentuk   : Uraian singkat

   c.   Instrument   : Read and answer the question of the text!

B. Rubrik penilaian

No	Uraian	Skor
1	Isi, ejaan dan kosa kata benar	3
2	Isi,ejaan benar, kosa kata kurang tepat	2
3	Isi, ejaan dan kosa kata tepat	1
4	Tidak menjawab	0

C. Pedoman penilaian

No	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fair
6	40 – 49	Poor
7.	< 40	Very poor

Watansoppeng,   27 April 2018

Researcher,

Femy Rahmadani

Nim. 2040011404

Lembar Kegiatan Siswa

My Holiday

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

I. Decide whether the statements are true (T) or false (F) !

1. _____ The text is about holiday.

2. _____ The person in the text feel unhappy.

3. _____ The holiday is fun

4. _____ Before they got home, they did not went anywhere.

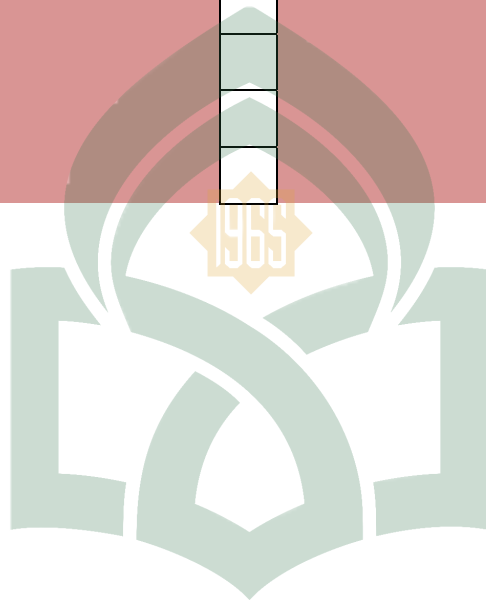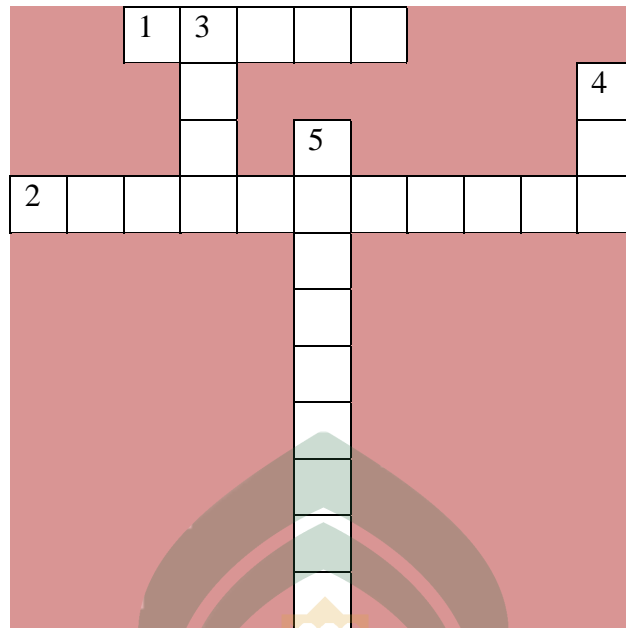5. _____ They took a pictures with beautiful scenery.

II. Fill the crossword puzzle below based on the following clues !

Across :

1. The word meaning is synonym of little, line 2 (Adjective).

2. "Holding attention" , this word is on the last paragraph (Adjective).

Down :

3. This word is on the last line, paragraph 3 (Adjective)

4. The word meaning is opposite of small, line 6 (Adjective)

5. This word is on the paragraph 2, line 3

(Adjective)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Negeri 2 Watansoppeng

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / Ganjil

Standar Kompetensi : 11Reading – 12. Writing

Memahami dan mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar   :11.3– 12.2 Merespon dan mengungkapkan makna teks tulis fungsional pendek dan langkah retorika dalam esei pendek sederhana dengan ragam bahasa tulis secara akurat,lancar berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

Alokasi Waktu   **: 2 x 40 menit (Pertemuan ke-5)**

Indikator   :

1. Membaca nyaring dan bermakna teks esei berbentuk narative.
2. Mengidentifikasi berbagai makna teks narrative.
3. Siswa dapat mengidentifikasi part of speech dalam teks narrative
4. Siswa dapat mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Siswa dapat menganalisis crossword puzzle dengan clue yang telah ditentukan.

I.   TUJUAN PEMBELAJARAN

1. Membaca nyaring dan bermakna teks esei berbentuk teks recount.
2. Mengidentifikasi berbagai makna teks recount.
3. Mengidentifikasi part of speech dalam teks recount
4. Mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Menganalisis crossword puzzle dengan clue yang telah ditentukan.

II.   MATERI PEMBELAJARAN

Text fungsional pendek

1. Teks recount

Last Sunday my father and I went fishing to Muara Karang harbour. It is located near Muara angke Jakarta Barat.We left home early in the morning.

On our way to the harbour, we bought some minced beef at the buthcer"s. At the fishing area my father and I prepared our fishing rods. We used the minced beef as fish bait.

After fishing for nearly three hours, we got tired. Then we went back home with a bucketful of fish. It was not bad at all.

In the evening, the whole family enjoyed some fresh fried fish steamed rice for dinner. It was really delicious.

2. Part of speech

ADVERBS

An adverbs is a word which is used to modify verb, adjective or another adverb.

Verb:

- He is driving **quickly.**   How is he driving?
- He is driving **away**.   Where is he driving?

    Adjective:

- The campers saw a **very** beautiful sunset.
- The campers saw a **truly** beautiful sunset.

    Adverb:

- He is driving **so** quickly.

Note: A few words can be used as adverbs or adjectives. Three examples of such words are: **early, fast, very and late.**

Some words can only be used as adverbs, never as adjectives: **well, often, quite, surely, , not, almost, never, always, usually and so**

- He was **so** happy.

III.   METODE PEMBELAJARAN

Crossword Puzzle Game

IV.   LANGKAH – LANGKAH PEMBELAJARAN

Pre-teaching (15 minutes)

Greet the students:

- The researcher started the class by saying hello to students and also asked for their condition.
- Checked the students' attendant list

Reviewing:

- Asked the students about their previous lessons
- Gave them some oral questions to recall their comprehension related to previous lessons.

While teaching (50 minutes)

The researcher continued to explain more part of speech expecially adverb:

- The explanation was all about adverb, includes definition, examples and more spesific.

Students exercise:

- The researcher gave exercises to students.
- The students analized adverb that contains in text recount.
- Students did the crossword puzzles in 15 minutes, helped by the dictionaries.

Q & A Session:

- The researcher encourage the students to asked if they found confused items

Post teaching (15 minutes)

- The researcher gave final answers to the students.
- The researcher did casual talk with students and gave assignment to the students.
- Saying closing prayer

V.   SUMBER BELAJAR

  - Buku teks yang relevan,

  - Cerita berbahasa Inggris

  - Gambar.

VI. PENILAIAN

A. Instrument Penilaian:

    a. Teknik   : Tes Tulis

    b. Bentuk   : Uraian singkat

    c. Instrument : Read and answer the question of the text!

B. Rubrik penilaian

No	Uraian	Skor
1	Isi, ejaan dan kosa kata benar	3
2	Isi,ejaan benar, kosa kata kurang tepat	2
3	Isi, ejaan dan kosa kata tepat	1
4	Tidak menjawab	0

C. Pedoman penilaian

No	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fair
6	40 – 49	Poor
7.	< 40	Very poor

Watansoppeng, 28 April   2018

Researcher,

Femy Rahmadani

Nim. 20400114043

Lembar Kegiatan Siswa

A. **Read the following text !**

Last Sunday my father and I went fishing to Muara Karang harbour. It is located near Muara angke Jakarta Barat.We left home **early in the morning**.

On our way to the harbour, we bought some minced beef at the buthcer''s. At the fishing area my father and I prepared our fishing rods. We used the minced beef as fish bait.

After fishing for **nearly** three hours, we got tired. Then we went back home with a bucketful of fish. It was not bad at all.
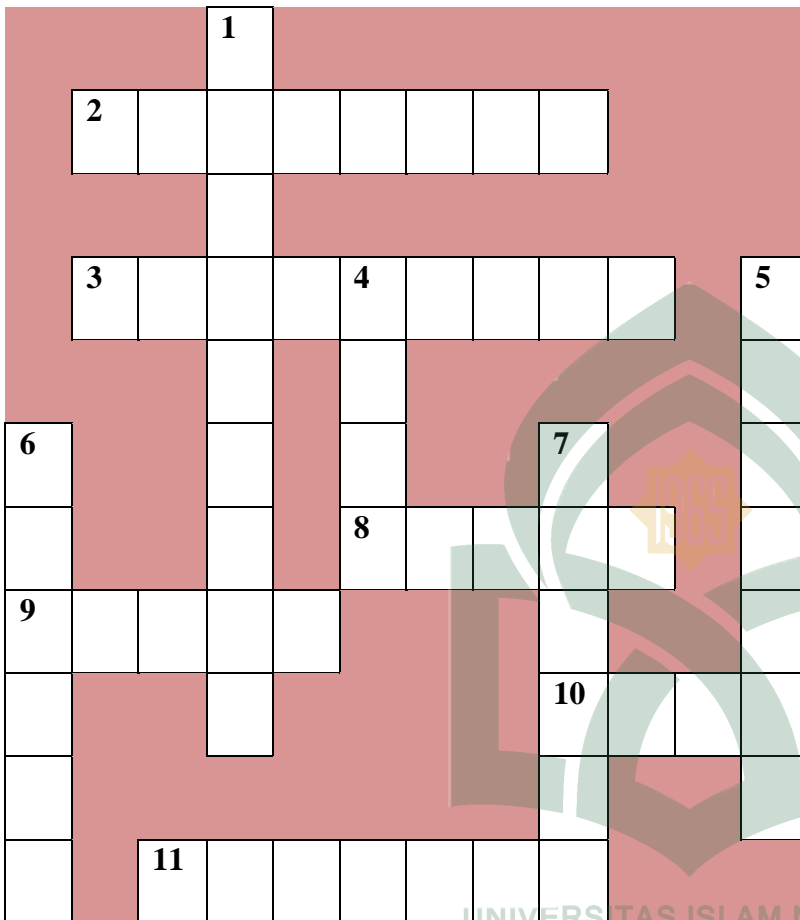
In the evening, the whole family enjoyed some fresh fried fish steamed rice for dinner. It was **really** delicious.

B. **Answer the following questions!**
   1. When did the writer go to fishing ?
   2. Where the fishing was located ?
   3. What the writer used for fish bait ?
   4. Did the writer enjoy the holiday ?

C. **Fill the words into the crossword!**

(**Change the word into adverbs**)

Across	Down
2. Probable	1. Correct
3. Careful	4. Fast
8. True	5. Angry
9. Sad	6. Busy
10. Good	7. Slow
11. Happy	

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP Negeri 2 Watansoppeng
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / Ganjil
Standar Kompetensi	: 11Reading – 12. Writing

Memahami dan mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :11.3– 12.2 Merespon dan mengungkapkan makna teks tulis fungsional pendek dan langkah retorika dalam esei pendek sederhana dengan ragam bahasa tulis secara akurat,lancar berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

Alokasi Waktu : **2 x 40 menit (Pertemuan ke-6)**

Indikator :

1. Membaca nyaring dan bermakna teks esei berbentuk recount.
2. Mengidentifikasi berbagai makna teks recount.
3. Siswa dapat mengidentifikasi part of speech dalam teks recount
4. Siswa dapat mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Siswa dapat menganalisis crossword puzzle dengan clue yang telah ditentukan.

I. TUJUAN PEMBELAJARAN

1. Membaca nyaring dan bermakna teks esei berbentuk recount.
2. Mengidentifikasi berbagai makna teks recount.
3. Mengidentifikasi part of speech dalam teks recount.
4. Mencocokkan kata sesuai dengan fungsi-fungsi part of speech.
5. Menganalisis crossword puzzle dengan clue yang telah ditentukan.

II. MATERI PEMBELAJARAN

Text fungsional pendek

a. Teks recount

Going to The Beach

Last week, my family and I went to the beach for spending our holiday. We were my mother, my father , my elder brother and me. You can guess that in the beach was full of the visitors, so we decided to went there earlier, it was around 6 a.m. My parents had us to prepare google, swimming suit and clothes . My mother had planned to have breakfast with boiled instant noodle which would be cooked in the beach. My father prepared our tent and car.

We went the beach so earlier, the road was lonely. We got the beach around 7 p.m it was because it was not far from our city. After arriving the beach, we bought the entering ticket, each the entering ticket was Rp. 10.000/ person. My father decided to set the tent near of the tree, my mother set the fire and started to boil the instant noodle. We had to have breakfast before playing in the beach especially swimming. Finishing the breakfast, we went from the tent and went to beach.

My father swam fast and well, because my elder brother and I could not swim so we played the sand in spite of my mother took care of us from the tent. I collect the shell , my elder brother built the palace from the sand, my mother sometimes went us to make sure that we were fine. She was still baking the bread so we could not play together.

My mother called us to get the tent to enjoy the juicy orange juice and toast. When I looked the watch, it showed 9 morning, we enjoyed there . My parent told us to stop the holiday in the beach because we had to enter the wedding party of our relation at 12. We arrived at home at 10, and were ready to wear kebaya and batik in the wedding. It was happy time for the family time, going to the beach be our alternative to wasting the tiring day.

b. Gambar

III.   METODE PEMBELAJARAN

Crossword Puzzle Game

IV.   LANGKAH – LANGKAH PEMBELAJARAN

Pre-teaching (15 minutes)

Greet the students:

- The researcher started the class by saying hello to students and also asked for their condition.
- Checked the students' attendant list

Reviewing:

- Asked the students about their previous lessons
- Gave them some oral questions to recall their comprehension related to previous lessons.

While teaching (50 minutes)

Group the students into group of 4:

- The students analized the pictures.
- The students did crossword puzzle by helped dictionaries.
- Each group informed the result to other groups.
- The researcher allowed other groups to gave comments to other groups result.

Q & A Session:

- The researcher encourage the students to ask if they found confused items.

Post teaching (15 minutes)

- The researcher gave final answers to the students.
- The researcher did casual talk with students and gave assignment to the students.
- Saying closing prayer

V. SUMBER BELAJAR

- Buku teks yang relevan,
- Cerita berbahasa Inggris
- Gambar.

VI. PENILAIAN

A. Instrument Penilaian:

    a. Teknik   : Tes Tulis

    b. Bentuk   : Uraian singkat

    c. Instrument   : Read and answer the question of the text!

B. Rubrik penilaian

No	Uraian	Skor
1	Isi, ejaan dan kosa kata benar	3
2	Isi,ejaan benar, kosa kata kurang tepat	2
3	Isi, ejaan dan kosa kata tepat	1
4	Tidak menjawab	0

C. Pedoman penilaian

No	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fair

6	40 – 49	Poor
7.	< 40	Very poor

Watansoppeng, 04 Mei 2018

Researcher,

Femy Rahmadani

Nim. 20400114043

Lembar Kerja Siswa

A. **Read the following text!**

Going to The Beach

Last week, my family and I went to the beach for spending our holiday. We were my mother, my father , my elder brother and me. You can guess that in the beach was full of the visitors, so we decided to went there earlier, it was around 6 a.m. My parents had us to prepare google, swimming suit and clothes . My mother had planned to have breakfast with boiled instant noodle which would be cooked in the beach. My father prepared our tent and car.

We went the beach so earlier, the road was lonely. We got the beach around 7 p.m it was because it was not far from our city. After arriving the beach, we bought the entering ticket, each the entering ticket was Rp. 10.000/ person. My father decided to set the tent near of the tree, my mother set the fire and started to boil the instant noodle. We had to have breakfast before playing in the beach especially swimming. Finishing the breakfast, we went from the tent and went to beach.

My father swam fast and well, because my elder brother and I could not swim so we played the sand in spite of my mother took care of us from the tent. I collect the shell , my elder brother built the palace from the sand, my mother sometimes went us to make sure that we were fine. She was still baking the bread so we could not play together.

My mother called us to get the tent to enjoy the juicy orange juice and toast. When I looked the watch, it showed 9 morning, we enjoyed there . My parent told us to stop the holiday in the beach because we had to enter the wedding party of our relation at 12. We arrived at home at 10, and were ready to wear kebaya and batik in the wedding. It was happy time for the family time, going to the beach be our alternative to wasting the tiring day.

B. **Answer the questions below based on the text!**

1. With whom did the writer go to the beach?

2. What did he have to prepare at night before going the beach?

3. What would they choose for having breakfast?

4. What did father prepare?

5. How long did the trip from home until beach happen?

6. How much did they pay for the ticket?

7. What would they do after getting home from the beach?

C. Analyze the picture below!
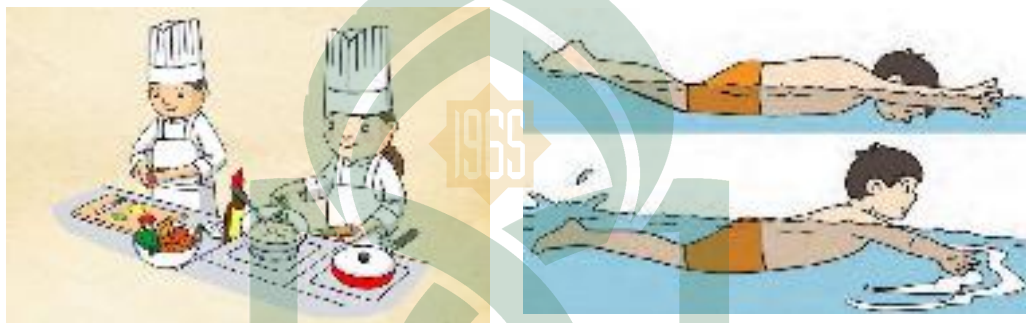
1. Where are they ?
2. What is the person do in the pictures ?

D. Complete the crossword puzzle based on the clues!
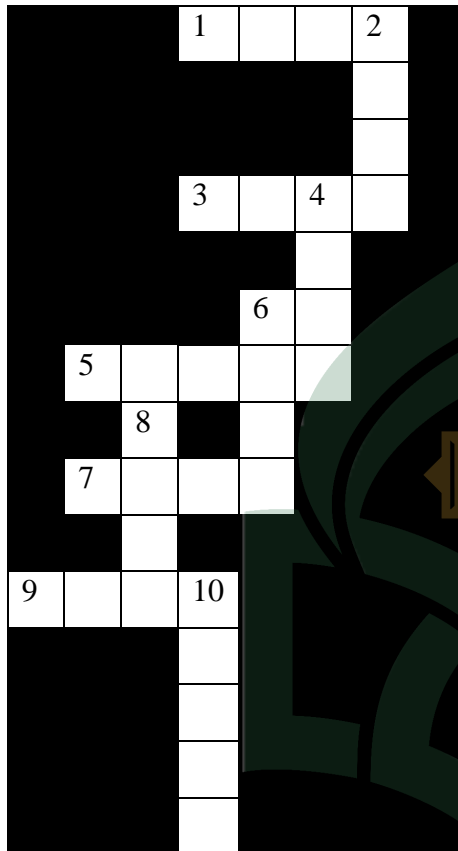
ACROSS
1.Opposite of slow
3.It is not beautiful
5.We do it every single night
7.Opposite of bad
9.Synonim of friendly

DOWN
2.More than small
4.We use it for lighting
6.We do it when we see word
8.It is about vegetable (Zea Mays)
10.Something you do if you will go to somewhere by car

E. Find the words about verb, noun, adjective and adverb (At least six words of each)!

PEMERINTAHAN KABUPATEN SOPPENG
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN FORMAL SMP NEGERI 2 WATANSOPPENG
Jalan Pengayoman NO.03 Kode Pos 90851 Watansoppeng

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 800/095 / SMPN 2 / LBT / V / 2018

Yang Bertanda Tangan dibawah ini Kepala SMP Negeri 2 Watansoppeng :

1.	Nama	: JUFRIS, S.Pd
2.	NIP	: 19631231 198603 1 251
3.	Pangkat/Golongan	: Pembina TK. 1, IV/b
4.	Jabatan	: Kepala UPTD SPF SMP Negeri 2 Watansoppeng

Menerangkan bahwa :

1.	Nama	: FEMY RAHMADANI
2.	NIM	: 20400114043

Benar telah melakukan penelitian sebagai tugas akhir di UPT SPF SMPN 2 Watansoppeng dengan tema/judul penelitian **"TEACHING PART OF SPEECH BY USING CROSSWORD PUZZLE TO IMPROVE THE STUDENT'S VOCABULARY MASTERY AT THE SECOND GRADE STUDENT IN SMPN 2 WATANSOPPENG"** Pada 02 April 2018 s.d 02 Mei 2018 di SMPN 2 Watansoppeng.

Demikian surat keterangan ini, kami buat untuk dipergunakan sebagaimana mestinya.

Watansoppeng, 05 Mei 2018
Kepala UPTD SPF SMPN 2 Watansoppeng

JUFRIS, S.Pd
NIP. 19631231 198603 1 251

A. Experimental Class

Pre Test

Treatment

Treatment

Post Test

B. Control Class

Pre Test

Treatment

Post Test

CURRICULUM VITAE

The researcher, **Femy Rahmadani** was born in Soppeng, 28th January 1996, west Sulawesi. She is the first children from three children of the couple of **H.Fahmi** and **Hj.Rosmawati.** A woman who is called by Femy started her education at SDN 81 Belo, Soppeng. After she finished in Elementary school, she continued her study in Junior High School of 1 Lilirilau. After it, she continue her study in Senior High School of 2 Soppeng. After graduated in 2014, she chosen and registered at Alauddin State Islamic University of Makassar. She was student of Tarbiyah and Teaching Science Faculty, English Education Department in academic year 2014. Now she was finished her thesis under the title **"Using Crossword Puzzle of Part of Speech to** *Improve the Vocabulary of the Eighth Grade Students at SMPN 2* **Watansoppeng".**