

**THESIS**

**A STUDY ON THE USE OF CROSSWORD PUZZLE  
IN TEACHING VOCABULARY  
TO THE ELEVENTH GRADE STUDENTS  
OF SMA NEGERI 2 KUPANG  
IN THE SCHOOL YEAR 2017/2018**



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**Presented in Partial Fulfillment of the Requirements  
For Sarjana Pendidikan Degree in English Language Education**

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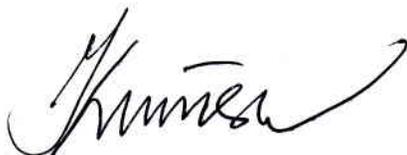
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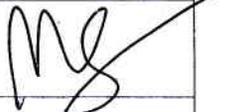
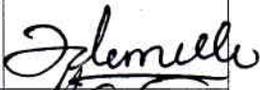
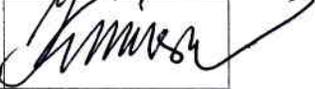
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Dr. Drs. Kletus Erom, M. Hum

## DEDICATION

This thesis is dedicated to her beloved:

1. Parents, Yulius Tawalas and Maria Podu Negu, Tarsisius Koda and Petronela Rauna.
2. Beloved sisters and brother, Wivy Rambu Roku, Hermina Rambu, Virgo Ripa & Henry Saik.
3. Almamater Widya Mandira Catholic University.

**MOTTO**

**“GOD GIVES WHAT WE NEED NOT WHAT WE WANT”**

**( Sisilia R P Wasak )**

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The writer

## ABSTRACT

This study is entitled: **‘A Study on the Use of Crossword Puzzle in Teaching Vocabulary to the Eleventh Grade Students of SMA Negeri 2 Kupang in the School Year 2017/2018’**. This study was held to find the answers of the following questions: 1) Is crossword puzzle effective in teaching vocabulary to the eleventh grade students of SMA Negeri 2 Kupang? 2) How is crossword puzzle implemented in teaching vocabulary to the eleventh grade students of SMA Negeri 2 Kupang in the school year 2017/2018? The objectives of this study are 1) To find out if crosswords puzzle is effective in teaching vocabulary to the eleventh grade student’s of SMA Negeri 2 Kupang in the school year 2017/2018. 2) To describe how crossword puzzle is implemented in teaching vocabulary to the eleventh grade students of SMA Negeri 2 Kupang in the school year 2017/2018. The subject of the study was the eleventh grade students of SMA Negeri 2 Kupang in the school year 2017/2018. The writer only chose the students of language class. There were fourteen classes which consist of 350 students. Each class consists of 25 students and the writer only took the class XI Bahasa as the sample of the study. This study belongs to the Classroom Action Research (CAR) which was offered by Kemmis and Mc Taggart and was conducted in two cycles each cycle consists of four stages. They are planning, action, observing and reflecting. The writer uses some instruments in gathering the data there are: observation sheet, lesson plan, and test for the students. Based on the research, the writer makes some conclusions as follows: (1) Crossword puzzle is effective in teaching vocabulary. It was proven on their result in pre-test, post-test 1 in cycle one and post-test 2 in cycle two. In pre-test the total score is 1306 and the average was 52.24. The category of pre-test is below average. In post test 1 the total score is 1673 and the average was 66.92. The category of post test 1 is fairly good because only 13 students were able to pass the test. In post-test 2 the total score is 2290 and the average is 91.6. The category of post test 2 is very good because 20 students were able to pass the test. The average level from post-test 1 has increased in the average level of post-test 2. So the writer concludes that crossword puzzle was effective in teaching vocabulary students. (2) Crossword puzzle was implemented into two cycles. In the first cycle, the writer used crossword puzzle in teaching past verbs taught in both cycles. Before giving them the crossword puzzle the writer taught them simple past tense focusing on remembering past verbs. The writer gave them examples. When the writer implemented crossword puzzle to them and gave test to them, some students still failed when answering the questions because they thought that it was new for them. Based on the result from cycle 1, the writer continues in the next cycle. The result of cycle 2 was very good because almost the students passed the test. After the students being taught about simple past tense by using crossword puzzle the writer gave them the same question as in post-test 1 but the answers were puzzled. By looking at the result obtained, the writer may conclude that crossword puzzle is effective in teaching vocabulary to the eleventh grade students of SMA Negeri 2 Kupang in the school year 2017/2018, and can be applied in teaching and learning process. Based on the result of the study, there are some suggestions which need to be considered: (1) the English teacher should use crossword puzzle to teach

vocabulary to help students remember the new words better. (2) Give more explanation and exercises about the use of regular and irregular past form of verbs so they can use the regular and irregular in the sentence. (3) Students should be always motivated to learn structure because it is one of the basic elements of the language for constructing sentence.

*Keywords: Crossword puzzle, Vocabulary, Classroom Action Research.*

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