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THE USE OF CROSSWORD PUZZLE GAME TO IMPROVE STUDENTS'
VOCABULARY MASTERY OF DESCRIPTIVE TEXT
An Experimental Study at the Seventh Grade Students of SMPN 1 Sayung
Demak, Academic Year 2018/2019

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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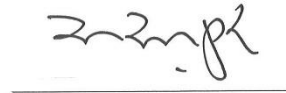NIP.197708272008122002

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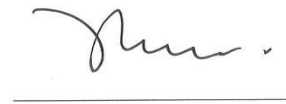NIP.198505282010121006

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STATEMENT OF ORIGINALITY

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I write in order to accomplish the requirement for the bachelor degree is absolutely my own work that I have made through research. All quotations either direct or indirect, whether derived from literature sources and other sources have been accompanied with the origin of identity of the source in scientific writing. This undergraduate final project contains no material previously written by any other person except where due references is made in the text of the undergraduate final project.

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MOTTO AND DEDICATION

MOTTO

" What others think about you is none of your business" – Jack Canfield

DEDICATION

- My beloved parents Lau Kum Wah and Nur Aliyah who always give their prayer, love, and support.

- My one and only sister Rizki Ardi Ninggar who always gives her love and support.

 - All of the lecturers of English Department Universitas Negeri Semarang who have guided me in finishing this final project.

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Feni Fela Erlinda

ABSTRACT

Feni Fela Erlinda. 2020. *The Use of Crossword Puzzle Game to Improve Students' Vocabulary Mastery of Descriptive Text (An Experimental Study of the Seventh-Grade Students of SMP Negeri 1 Sayung in the Academic Year 2018/2019).* Final Project. English Department. S1 Degree of English Education. First advisor: Prof. Dr. Abdurrahman Faridi, M.Pd. Second Advisor: Intan Permata Hapsari, S.Pd., M.Pd,

Keywords: Crossword Puzzle Game, Vocabulary, Descriptive Text, Experimental Study.

The aim of this study is to find out whether crossword puzzle game is an effective strategy to improve students' vocabulary mastery of descriptive text, and comparing with the students who were taught by using the conventional method. This study is a quantitative research using quasi-experimental as the method of collecting data. In this study, the data were taken from the pre-test, post-test, and questionnaire. The SPSS program was used to analyze the validity, reliability, normality, homogeneity, and t-test. The result shows that the mean of pre-test from the experimental group was 63.7, and the control group was 60.8. Then the mean of post-test from the experimental group was 80.1, and the score of the control group was 73.2. Based on the t-test calculation of post-test from both classes shows that the result of the t-value (5.669) was higher than the t-table (2.001). Since the t-value was higher than the critical value, it could be stated that there was a significant difference between the students' achievement who were taught by using crossword puzzle game and those who were taught by using conventional learning method in improving vocabulary of descriptive text. The students who were taught by using crossword puzzle game have higher achievement. In other words, crossword puzzle game is effective to improve students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

This chapter gives introduction about the study. It contains the background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, significances of the study, definition of key terms, and outline of the report.

1.1 Background of the Study

In learning English, one of the language components that should be acquired by students is vocabulary. It is the element that connects the four English skills such as listening, speaking, reading, and writing. In other words, to enhance the four skills, the students need to master vocabulary. If the students master more vocabulary items, they will have a better opportunity to master the language.

However, based on the writer observation by interviewing the English teacher and some of the seventh grade students in SMP Negeri 1 Sayung in the academic year 2018/2019, the writer found a problem in teaching and learning vocabulary process. The students have difficulty in memorizing new English words. They easily forget the words that have been taught before. Then, they are difficult to comprehend the meanings of the words in a text. One of the texts is descriptive text. After analyzing the problem, the students' problem could be influenced by the teacher's learning strategy. In teaching vocabulary, the teacher still uses conventional method. To improve the students' vocabulary mastery of the descriptive text, the teacher mostly gives them a text then asking them to translate

it into Indonesian . The students think it is not challenging to them. Thus, they easily forget the new words that have been learned before.

Based on the case, the writer wants to use an alternative strategy to improve the students' vocabulary mastery of descriptive text. There are many techniques or strategies that can be used to improve students' vocabulary mastery such as pictures, cards, games, songs, etc. In this study, the writer chooses a game named crossword puzzle game. It might be a better choice to improve students' vocabulary of descriptive text.

Crossword puzzle game is a type of question that describes something in a difficult and confusing way and has a clever or funny answer, often asked as a game (Cambridge Dictionary Online retrieved at http://dictionary.cambridge.org/dictionary/english/crosswordpuzzle). Teaching vocabulary of descriptive text by using crossword puzzle game is very convenient because the materials and the game related to each other. According Gerot and Wignell (1994: 208) the purpose of descriptive text is to describe a particular person, place or thing. The crossword puzzle game is also about describing something without actually naming what it is, leaving the reader to guess.

Crossword puzzle is a part of vocabulary games because it has criteria of game. It has rule to play. According to Kramer (2000) everything that is in the rules is part of the game. In learning vocabulary, using crossword puzzle game needs ingenuity in playing words formed. It may arouse students' critical thinking. Mayfield (2008) states that critical thinking brings conscious awareness, skills, and standards to the process of observing, analyzing, reasoning, evaluating, reading,

and communicating. In crossword puzzle game, students will have critical thinking in enjoyable way.

Crossword puzzle game provides opportunity to learn words wider. By guessing some fun and challenging questions in the crossword puzzle, the students will remember the words. While the students are finding the answers, they will have critical thinking. This means that they will think critically and to be aware in every single word. It can help them in learning English vocabulary such as nouns, verbs, adjectives, and adverbs that usually exist in the descriptive text about animal. In addition, the students can practice this game outside the class. This game does not need many tools to conduct. Thus, the students can practice every time they want and their vocabulary may improve accordingly.

This study focuses on students' vocabulary of descriptive text. Through crossword puzzle game, students may motivate to learn vocabulary of descriptive text because they will study with game. They can have sense of excitement about words and meanings. Hopefully, the use of crossword puzzle game can improve students' vocabulary mastery of descriptive text.

1.2 Reasons for Choosing the Topic

In this study, the writer proposes one of the guessing games entitled "Crossword Puzzle Game" as a strategy for teaching English as a foreign language. The writer chooses crossword puzzle game based on the considerations that that children basically like to play games since games are fun, exciting, simple, and could make children enjoy the learning process. Guessing games especially crossword puzzle also can make students easy to memorize some words with the meanings that have

been learnt in fun way. Moreover, the students should understand the meanings of the words of the texts for comprehending English texts especially descriptive text about animal. Thus, the writer wants to make Junior High School students especially 7th grade students interested in studying vocabulary through crossword puzzle game to improve their vocabulary mastery of descriptive text.

1.3 Research Problems

The statements of the problem are:

(1) How effective is the use of crossword puzzle game to improve the seventh grade students' vocabulary mastery of descriptive text about animal?

(2) Is there any significant difference between the seventh grade students' achievement who are taught by using crossoword puzzle game and those who are taught by using conventional method in teaching vocabulary of descriptive text about animal?

1.4 Objectives of the Study

The purposes of the study are:

(1) to find out whether crossword puzzle game is an effective technique to enhance the seventh grade students' vocabulary mastery of descriptive text about animal or not.

(2) to find out whether there is a significant difference between the seventh grade students' achievement who are taught by using crossword puzzle game and those who are taught by using conventional method in teaching vocabulary of descriptive text about animal or not.

1.5 Significances of the Study

This research has two objectives, they are to find out whether crossword puzzle game is an effective technique to enhance students' vocabulary mastery of descriptive text or not and to find out whether there is a significant difference between the students' achievement who are taught by using crossword puzzle game and those who are taught by using conventional method in teaching vocabulary of descriptive text about animal or not. Dealing with the purposes which would be achieved, the result of the study hopefully will give some benefits theoretically, practically, and pedagogically. It also gives the significances for the students, teacher, and the readers.

Based on the objectives, by conducting this research, it would give English teachers new references in using crossword puzzle game as the strategy in the classroom to improve students' vocabulary of descriptive text theoritically which can be used by the teacher as an interesting and challenging way. Practically, it will guide the English teachers in practicing crossword puzzle game as an alternative strategy truly in teaching and learning process in order to support the students' understanding vocabulary of descriptive text. So, this study would give an idea and the way to develop various strategy in teaching which can be used in the classroom so that the students can interest in learning English especially in vocabulary of descriptive text. Furthermore, for the students, this strategy might challenge and make them more active in teaching and learning vocabulary of descriptive text. It will make the learning process of mastering vocabulary of descriptive text more

enjoyable and help them remember those English word a lot, especially in vocabulary of descriptive text.

For the English teachers, this research would give the point of view about the difficulties commonly faced by the teachers while they are using strategy to improve students' vocabulary of descriptive text. It also gives the strategy when they have problem in practicing the use of crossword puzzle game to impove sudents' vocabulary of descriptive text in the classroom.

By conducting this study, it would give information for the readers about the commonly problems faced by the teacher in using crossword puzzle game as teaching strategy such as what the most they used and the reasons why they use it. Not only in using the theory but also in the direct practice. Thus, it would give the knowledge about the situation in the teaching and learning process of English especially in vocabulary of descriptive text when it is using crossword puzzle game as a teaching strategy.

1.6 Definition of the Keywords

There are several terms in this study. The definition of them is as follows:

(1) Crossword Puzzle Game

According to Moursund (2007:8) crossword puzzle is a polpular puzzle games which in every case, the puzzle solver's goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task.

Dhand (2008:55) defines a crossword puzzle as a puzzle with sets of squares to be filled in with words/ numbers, one letter/ number to each square.

Webster (1990) states that crossword puzzle as a puzzle on which words are filled into a pattern of numbered squares in answer to correspondingly numbered clues.

Thus, the writer concludes that crossword puzzle game is a words game that usually takes the form of a square or a rectangular grid by solving clues which lead to the answers.

(2) Descriptive Text

According to Pardiyono (2007:33-34) states that description is a type of written text which has the specific function to give description about an object (human or non human).

Hyland (2014: 214) states that descriptive text is a text which has social purpose to give an account of imagined of factual events.

Anderson and Anderson (2003) added that descriptive text is different from information reports because they described a specific subject rather tha general group.

Based on Oxford Advanced Learners's Dictionary, saying what somebody/ something is like; describing something.

It can be concluded that descriptive text is a text which describes something such as person, animal, thing, etc in specific way.

(4) Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Vocabulary is a list of

words with their meanings, especially in a book for learning a foreign language (Richard,2002:4)

Hornby (1995) defined vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings.

While Ur (1998) stated that vocabulary can be defined, roughly, as the words we teach in the foreign language.

Based on (yourdictionary.com) vocabulary is the all the language and words either used or understood by a person or group of people.

However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. In conclusion, vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.

1.7 Outline of the Report

This research consists of five chapters. First, chapter I is introductory chapter. In this chapter, the researcher explains the general background of the study which many sudents still have lack of vocabulary. Because the teacher still uses conventional method to teach English to the students so that students feel bored and they didn't interested with the teaching which done by their teacher with use of conventional method. So, the researcher use crossword puzzle game as teaching strategy to improve students' vocabulary mastery especially for the students grade seventh in SMP Negeri 1 Sayung in the academic year 2018/2019. The research hopes that it has the theoretical, practical, and pedagogical significance in solving

students' vocabulary by using crossword puzzle game as teaching strategy to improve students' vocabulary of descriptive text can be effective.

Second, chapter II is the review of related literature. This chapter describes some previous studies that had been conducted before. The studies showed that the use of crossword puzzle game could improve students' skills such as reading, writing, listening, and speaking. There was no studies which conducted in order to improve students' vocabulary mastery. This study was also supported by another review of related literatures, which discuss about the concept of learning strategy, the concept of crossword puzzle game, the definition of vocabulary, the definition of descriptive text, and the theoretical framework. Some of previous researchers use crossword puzzle game with the different title to improve students vocabulary. They also use the different research, there are action reasearch and experimental research. And the results also different each other. So, the writer use crossword puzzle game to improve students' vocabulary mastery of descriptive text.

Third, chapter III discusses the reseach methodology. This research use experimental research especially a quasi-experimental eesearch which choose the students of grade seventh in SMP Negeri 1 Sayung in the academic year 2018/2019 as the participant. The reseacher used pre-test and post-test to know the ability of students' vocabulary mastery and also use experimental and control group. The instruments used in this study are tests and questionnaire.

Forth, chapter IV is research findings and discussion. It discusses about the data presentation, the result of data analysis in pre-test post-test of experimental and control group, explain the significance difference of the use of crossword puzzle

game to improve students' vocabulary mastery of descriptive text, the normality, the homogeneity, the t-test analysis, and the independent sample test of the research. In addition, it is provides all of the calculation to know a significant different between the students' achievement in the experimental and control group based on the result of the tests and the questionnaire.

Fifth, chapter V deals with the conclusion and suggestion of the study based on the result of the study. In this chapter. In conclusion, the writer proved that the use of crossword puzzle game is effective to improve students' vocabulary mastery of descriptive text and there is a significant different between the students' achievement in the experimental and control group. The writer also gave suggestions based on the finding of the analyses for the students, the English teacher, and the further researchers. For students, it is expected to be able to gain new knowledge and new words in an interesting and fun way. For teachers, they should find strategies in teaching English vocabulary so that the students will not face difficulties in learning English. For the next researchers, they are expected to do further research dealing with vocabulary by regarding this research in order to answer the teaching problems and to expand knowledge about teaching and learning English vocabulary or other English materials.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to presents the review of related literatures, which discuss about the review of previous studies, the concept of learning strategy, the concept of crossword puzzle game, the definition of vocabulary, the definition of descriptive text, and the theoretical framework.

2.1 Review of Previous Studies

A study stated that vocabulary is an important thing in learning a foreign language. It is impossible for junior high school students who are learning the language to communicate well without mastery correct vocabulary. In order to be able to master vocabulary effectively, it requires an accurate strategy. There are several ways that can apply in the classroom. One of them is to create a fun situation in a learning process. In this case, fun learning vocabulary can find in games. The second way is never blame students who are learning English if they are wrong try to give appreciation to students to not afraid of making mistakes and ask them in participating in the classroom. It is because English is not the mother tongue students of SMPN 1 Sayung. The third way is to use a lot of gestures or body movements, actions, images to show the vocabulary intended so it can be a clue in guessing the meaning of the intended vocabulary. The next way is to dominate speaking English as often as possible, so familiarize them at least in hearing vocabulary words that will get them used to hear it. The next way is very easy and favored by students is through games and music. This way is a very easy and fun.

Thus, the learning process becomes something that is no longer tense and scary for them. (Wilis, 2003; Ur, 1998; Fadhilah, 2003; Setyaningrum, 2006; Thornbury, 2000).

In junior high school, there are five functional texts. One of them is a descriptive text. The text is different from information reports because they described a specific subject rather than general group. There are many vocabularies that have to be mastered by the students in the descriptive text. However, some studies found that the students are difficult to remember vocabulary in the descriptive text. The kinds of descriptive text, such as persons, animals, buildings, etc., makes them are confused to remember the new words that have been learnt. They need some strategies to remember vocabulary of descriptive text well. The teachers have already used some strategies to comprehend descriptive text well. Most of them use games, pictures, and videos. It aimed to make the students can understand the meanings of the descriptive text. By using the strategies, the achievements of the descriptive in comprehending descriptive text might increase significantly. (Darrel, 2008; Liana, 2010; Kwan, 2002; Dehl and Diaz, 2004; Maxciello, 2002).

Games are one of the learning strategy for teaching English. It does not only help the students to encourage them in learning but also can help the teacher to create useful and meaningful context. Unlike the traditional method of learning and teaching, in a communicative language teaching approach, learners are required to take part in a number of meaningful activities with different tasks. This is to improve learners' communicative competence by encouraging them to be a part of

the lessons themselves. A study refers to this approach as a way that can enable learners to manage their vocabulary meaning and develop their communicative skills at the same time. Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary, especially in the class. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions. The researchers gave a conclusion that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence. The games which usually used to teach English are riddles, crossword puzzle, and bingo game. (Newton, 2001; Wright, Betteridge and Buckby, 1984; Huang, 1996; Margaretha, 2008; Abrar, 2005).

Crossword puzzle is one of games that can be used in teaching and learning English. Some studies recommend that the teacher using crossword puzzle in the English teaching to develop the quality of the teacher in teaching English skills and components. Then, the students are suggested to pay attention and focus when the teacher presents the material. They are also suggested to practice their vocabulary by using crossword puzzle to understand the meaning of the word or phrase easier and to understand the message of the text. In order to get wider generalization of the result of studies, the use of crossword puzzle in English teaching and learning process should be conducted in other classes or other schools. The crossword puzzle might be an alternative game to improve students' English skills such as reading,

writing, speaking, and listening. (Jauhari, 2011; Simamora and Abel, 2006; Setyaningrum, 2008; Dumpkins, 2001; Dogghue, 2004).

This research is different from the previous studies because this present study focuses on the use of crossword puzzle game to improve students' vocabulary mastery of descriptive text which is still rarely used. This research is conducted in SMPN 1 Sayung. In this study, there are two types of data that used; quantitative and qualitative data. The quantitative data in this research is the students' scores in answering questions about vocabulary of descriptive text. Their scores are taken from a pre-test and a post-test. The qualitative data of this research is a questionnaire. The questionnaire is used to get additional data from students' opinion about the use of crossword puzzle game in teaching and learning vocabulary descriptive text. From analyzing the data, the researcher will get the result whether the strategy used is effective or not. It could be the references for the teachers who have problems related to the use of it.

2.2 Review of Related Literature

This subchapter reviews general concept of learning strategy, crossword puzzle game, vocabulary, the characteristics of the seventh grade students of junior high school, descriptive text, and competence standard and basic competence.

2.2.1 General Concept of Learning Strategy

Teachers have a duty to help students become successful learners. They should provide a certain learning strategy that is good and appropriate to make the students succeed in learning process. There are several theories related to learning strategy. According Oxford (2011), learning strategies are the learners' goal-directed action

for improving language proficiency or achievement, completing task, or making learning more efficient, more effective, and easier. O'Malley, J.M. and Chamot, A.U. (1990) also stated that learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information. In addition, Macaro in Cahyono, B.Y and Mukminatien, N. (2011) defined that learners' strategies are ways used by learners to help them with the accomplishment of all language-related tasks.

Based on two theories above, the writer concluded that learning strategy is an action for the students to make their learning easy, interesting, and effective. It is one of the important things that teachers have to consider in achieving the goal in the process of teaching and learning a language.

2.2.2 Crosword Puzzle Game

In this part, the writer discussed the definition of crossword puzzle game, the function of crossword puzzle game, and the examples of crossword puzzle game.

2.2.2.1 The Definition of Crosword Puzzle Game

As we know that learning English is not easy, especially for junior high school students because English is a foreign language in Indonesia. Therefore, it is necessary for the teachers to be creative in order to make them enjoy in learning English, especially in learning English vocabulary, as one of the important language components. One of the ways that teachers can do is by using games, including crossword puzzle. As stated by Webster (1990) that crossword puzzle is a puzzle on which words are filled into a pattern of numbered squares in answer to correspondingly numbered.

Crossword puzzle is one of vocabulary games. This kind of game is popular enough in Indonesia. According to Argenti (2003), crossword puzzle is a popular game which is using words the children have learned and some pictures as clues. The clues can also be definitions or sentences with gaps if the children's level is high enough. Another definition is taken from http://www.abcteach.com/directory/funactivities/crossword) that crossword puzzle is a group of words that have been arranged horizontally and vertically so that each word crosses at least one other word at a common letter. It is a fun way to practice spelling and reading comprehension, and to reinforce vocabulary. While according to Hornby (1974), crossword puzzle is a puzzle in which words have to be written (from numbered clues) vertically and horizontally in spaces on a chequered square.

From those definition, the writer concludes that crossword puzzle is a kind of game to practice spelling and reading, and reinforce vocabulary that have been arranged horizontally and vertically so that each word crosses at least one other word at a common letter.

2.2.2.2 The Fuction of Crossword Puzzle Game

Learning English vocabulary as a foreign language seems difficult for some Indonesian students to master because it is completely different from Indonesian language itself. They find difficulty to memorize new words and to enhance their vocabulary knowledge. Based on the writer's observation in SMP N 1 Sayung, the students of that school face difficulty in memorizing English vocabulary that they have learnt. In learning English vocabulary, they usually only translate English words to Indonesian language. It is not interesting and challenging to them so that

they easily forget the words that they have learnt before. Games can help and encourage the students to sustain their interest in learning and memorizing English vocabulary.

According to Wright et al. (1984: 1):

> Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Based on the theory above, a game challenges the students to focus on their works or tasks. The writer used crossword puzzle game to encourage the students in learning and teaching descriptive text. Edward (2006), pointed out that there are some functions using crossword puzzle game in learning process:

> There are some of activities that will help build vocabulary that are using words in conversation and doing crossword puzzle. By using crossword puzzles game the students will be able to learn the target language unconsciously and they learn some new words without any stress on their feeling.

Another definition is taken from https://www.wealthwords.com/blog/five-amazing-benefits-of-crossword-puzzles/ that crossword puzzle expands vocabulary, improves memory and brain fuction, enhances problem-solving skills, stress relief, and sense of accomplishment.

Based on those theories, the writer concludes that there are many benefits using crossword puzzle game in learning and teaching new words. The students can build their critical thinking in interesting way. When the students get interest with what they are doing, it could make them easily to remember and memorize

something. Crossword puzzle game might be an alternative strategy in memorizing

new English words, especially some words in descriptive text.

2.2.2.3 The Example of Crossword Puzzle Game

In this part, the writer would like to presents some examples of crossword puzzle

game. These crossword puzzle focus on vocabulary such as nouns, adjectives,

adverbs, etc. which usually exist in descriptive text about animal.

(1) The Example of Crossword Puzzle Game about Noun in Descriptive Text

The figure below is the Crossword Puzzle Game about noun in descriptive text,

such as sheep, alligator, pig, elephant, squirrel, etc.
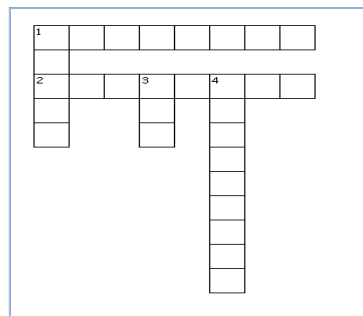
Across
   1.   This rodent has a big, fuzzy tail
   2.   This animal is gray and has a long trunk
Down
   1.   This farm animal has feathers and lays eggs.
   3.   Where bacon comes from.
   4.   Similar to a crocodile. Lives in the swamp and has big, sharp teeth

Figure 2.1
The Example of Crossword Puzzle Game about Noun in Descriptive Text

(2) The Example of Crossword Puzzle Game about Adjective in Descriptive Text

The following figure is the Crossword Puzzle Game about adjective in descriptive text, such as dangerous, cute, soft, strong, short, etc.
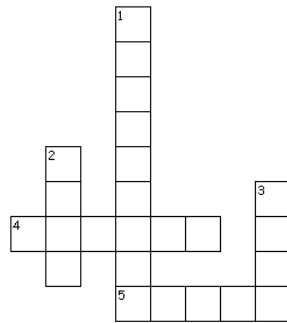
Down
1. I can hurt you if you try to hurt me
2. People say I like a baby
3. Similar meaning of smooth
Across
4. Big power/effor, not weak
5. The opposite of tall

Figure 2.2
The Example of Crossword Puzzle Game about Adjective in Descriptive Text

(3) The Example of Crossword Puzzle Game about Verb in Descriptive Text

The figure below is the Crossword Puzzle Game about verb in descriptive text, such as feed, walk,eat, etc.
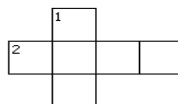
Down
2. People does this action with his foot
Across
1. Everyone wants me if they feel hungry

Figure 2.3
The Example of Crossword Puzzle Game about Verb in Descriptive Text

(4) The Example of Crossword Puzzle Game about Adverb in Descriptive Text

The figure below is the Crossword Puzzle Game about adverb in descriptive text, such as night, morning, quikly, slowly, etc.
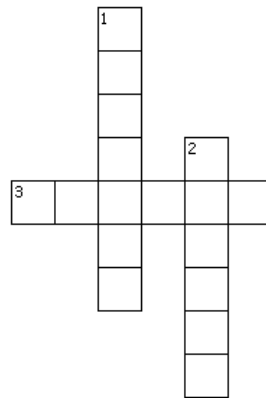
Across
    3.   Similar meaning of fastly
Down
    1.   The time of sun rises
    2.   The opposite of fastly

Figure 2.4
The Example of Crossword Puzzles Game about Adverb in Descriptive Text

2.2.3 Vocabulary

In this part, the writer discusses the definition of vocabulary, the mastery of vocabulary, vocabulary improvement, testing vocabulary, and teaching vocabulary.

2.2.3.1 Definition of Vocabulary

Vocabulary is an important aspect in teaching language, as stated by Thornbury, S. (2002) that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Hornby (1995) defined vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings. While Ur (1998) stated

that vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. Furthermore, Diamond and Gutlohn (2006) in www.readingrockets.org/article [accessed 10/11/2018] stated that vocabulary is the knowledge of words and word meanings.

From the definitions above, it could be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

2.2.3.2 The Mastery of Vocabulary

Vocabulary is a list of words and often phrase, usually arranged alphabetically. Vocabulary is important in case it could help student to enjoy their classes in learning language. Students who master enough vocabulary will face fewer difficulties than those who have less vocabulary. According to Read (2000) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the leaners can match each word with a synonym, a dictionary-tape definition, or an equvalent word in their own language. In leraning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Wilkins (1972) states that vocabulary learning is learning descriminate progressing the meaning of words in the target language from the meanings of their nearets 'equivalent' in the mother tongue.

It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

Vocabulary is very important in learning a language because it is great skill or knowledge about the stock of words of a language in alphabetical order. Therefore , it must be mastered well by the learners.

2.2.3.3 Vocabulary Improvement

Pavicic (2003) in http://www.teachingenglish.org.uk/article/vocabulary-autonomy [accessed 11/12/2018] divided the strategy in improving English vocabulary mastery into four groups, as follows:

(1) Self-initiated independent learning

This strategy involves planned, active and motivated learning and exposure to language outside the classroom (media). The examples of the strategy are word grouping, making notes of vocabulary while reading for pleasure/watching TV, word cards or leafing through a dictionary, planning, recording and listening, and regular revision.

(2) Formal practice

This strategy promotes systematic learning and vocabulary practice. The aim is accurate reproduction and is often connected to the tasks of formal instruction. The examples of the strategy are loud repetition, bilingual dictionary, testing oneself, and noting new items in class.

(3) Functional practice

This strategy includes exposure to language, but without making a conscious effort (incidental learning). The examples of the strategy are remembering words while watching TV/reading, using known words in

different contexts, looking for definitions, listening to songs and trying to understand, using words in conversations, and practice with friends.

(4) Memorizing

This group includes a number of memory strategies based on interlingual, intralingual and visual associations. The examples of the strategy are using pictures or illustrations, associations with L1 (cognates or key word method), looking for similarities between words, visualisation.

In this study, the writer improves students' vocabulary mastery of descriptive text by using crossword puzzle game. This strategy can build the students critical thinking in interesting way. When the students are interested in what they are doing, it could make them easier to remember and memorize something.

2.2.3.4 Testing Vocabulary

To improve students' vocabulary mastery, the teachers need some tests to know how many words they have known. According to Pavlu (2009), there are some techniques which are usually used when testing vocabulary as follows:

(1) Multiple choice

This is a question which consists of a so called stem and four options from which only one is correct. The examinee has to choose the right answer. We can use it either for testing single words, words in sentences or in texts. For example:

Single words can be tested through definitions, for example:
Tangle means....
a. type of dance
b. a tropical forest
c. a confused mass

d. a kind of fruit
Words can be tested in sentences, for example:
There is a good _____ at the Odeon tonight.
A) screen B) film C) showing D) acting

The biggest advantage of this kind of testing is that we do not have to worry about subjectivity because only one answer should be correct. Secondly, it is very easy and quick for the examiner to correct this test because he or she just puts ticks or crosses.

(2) Definitions

The teacher gives students a list of definitions of words she needs to test. However, not every word can be easily defined and sometimes there can be more than one possible answer. Moreover, the definitions should be clear so that students understand the definition and can come to the right answer. Simple example of a definition:

It is an animal which likes bananas. *(monkey)*

In this study, the writer used two types of testing vocabulary, they are multiple choice and definitions. Each type consists of 40 question items about vocabulary which usually exists in descriptive text about animal.

2.2.3.5 Teaching Vocabulary

Teaching vocabulary is one of the ways to develop English competence of a person who is learning English because it is one of the success keys in learning. It plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: listening, speaking, reading, and writing. It also includes the studying second language because vocabulary is the basic

material to master the four language skills that is listening, speaking, reading, writing. Without understanding the new words, the students will get the difficulties to studying English language. Linse (2006) stated that learners need to acquire vocabulary learning strategies in order to discover the meanings of new words. Flanigan, K. and Greenwood, S.C. (2001) pointed out that there are certainly many ways to teach and learn vocabulary, but it is important to know that there is the best way. Teachers should keep four factors in mind when they consider strategies to teach vocabulary; (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words.

Based on the explanation above, word strategies can be used in teaching English vocabulary. One of those strategies is a game. In this study, the writer used crossword puzzle game in teaching vocabulary of descriptive text.

2.2.4 The Characteristics of the Seventh Grade of Junior High School

Knowing the characteristics of the students is somehow important for teachers. It will be much helpful for the teacher to know what the students feel, what they need, and how the suitable learning method is. Harmer (2001:37) stated that:

> The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

Students of junior high school are typically those who are in the age of 12-15 years old. They can be categorized as teenagers or adolescents. At this age, adolescents are looking for their identity and so that they have labil emotion. He

also stated that it is widely accepted that one of the key issues in adolescence, especially perhaps in the west, is the search for individual identity, and that this search provides the key challenge for this age group. Furthermore, another characteristic of students of junior high school is that they are so enthusiasm and have passionate commitment to things which interest them. As it has been stated by Harmer (2001:39):

> Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm.

> He also added:

> We have some ways from the teaching of young children. We can ask teenagers to address learning issues directly in a way that younger learners might not appreciate. We are able to discuss abstract issues with them. Indeed part of our job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves-though still with our guidance.

Based on the theories above, the writer concluded that the students of junior high school is on the process of finding their self-identity. They have labil emotion and like interesting atmsophere as what they like when they are still children. Moreover, they also have great enthusiam whenever they are engaged in the classroom's activity. Therefore, it is important for teachers that they should find an interesting method to attract the students and engage them to be involved in a teaching and learning process.

2.2.5 Descriptive Text

In this part, the writer presents the definition of descriptive text, the generic structures of descriptive text,and the language features of descriptive text.

2.2.5.1 Definition of Descriptive Text

According to Hyland (2014: 214), descriptive text is a text which has social purpose to give an account of imagined of factual events. Tompkins (1994) defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in comprehending a descriptive text, the writers should know the meanings of the words which is in the text. Anderson and Anderson (2003) added that descriptive text is different from information reports because they described a specific subject rather than general group.

From the definition above, it can be concluded that descriptive text is a text which describes something (person, animal, thing, etc.) in a specific way.

2.2.5.2 Generic Structures of Descriptive Text

Bahrani et al. (2013) divided generic structure of descriptive text into two parts, they are identification that is to identify the phenomenon that was described, and description that is to describe the qualities, characteristics, condition, and part of an object in detail.

In addition, Wardiman et al. (2008) specified the generic structure of descriptive text into two parts; 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character.

The writer conluded that a descriptive text has two elements; an element to identify phenomenon (identification) and another one to describe parts, qualities, or characteristics (description).

2.2.5.3 Language Features of Descriptive Text

Gerot and Wignell (1994: 28) stated that descriptive text has language features consist of identifying process, classical nominal groups, using simple present tense, using specific nouns, using detail noun phrase to give information about the subject, various adjectives functioning to describe, relating verbs to give information about the subject, action verbs, adverbial to give additional information, and figurative language skill.

In order to know vocabulary that is used in descriptive text, the students should understand about the language features. This text uses present tense that some words are added by s/es in the last letter so that the students should learn it to master vocabulary of descriptive text. Another language features of descriptive text which is important in this study is using specific nouns. The writer chose animal as the specific noun.

Based on the theory above, there are some objects in learning and teaching descriptive text, such as person, animal, and thing. In this study, the writer specified animal to be the object of descriptive text.

2.3 Figure of Theoritical Framework

Theoretical framework consists of both previous studies and theoretical background. Based on the previous studies, there are several researchers have conducted a research related to the use of games in improving sudents' vocabulary

mastery. Linse (2006: 122) said that learners need to acquire vocabulary learning strategies in order to discover the meanings of new words.

Unfortunately, when teaching vocabulary, some of the English teachers just give a text to the students and translate it into Indonesian language. As a result, the students have difficulty in memorizing new English words that have been taught before because that strategy is not interesting and challenging to them. To solve the problem, English teacher needs to use interesting learning strategy in improving the students' vocabulary mastery. O'Malley, J.M. and Chamot, A.U. (1990) defined that learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information.

In this study, the writer also used a theory about the use of games as learning strategies in teaching vocabulary. According to Wright et al. (1984: 1), games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Besides that, the writer also used the theory from Edward (2006), there are some of activities that will help build vocabulary that are using words in conversation and doing crossword puzzle. By using crossword puzzle game, the students will be able to learn the target language unconsciously and they learnt some new words without any stress on their feeling.

From the theories above, the writer assumed that crossword puzzle game is considered as alternative strategy in teaching vocabulary of descriptive text which

may increase students' memorization and their achievement in mastering vocabulary of descriptive text.

Teaching English

Listening Skill   Speaking Skill   Reading Skill   Writing Skill

Vocabulary Mastery

Crossword Puzzle Game

Experimental Group → Pre-test ← Control Group

Treatment

Using Crossword Puzzle Game   Post-test   Using Conventional Method

Experimental Group' Post-test Mean Score   Comparing the Score Using t-Test Formula   Control Group' Post-test Mean Score

Define wjich one is more effective to improve students' vocabulary
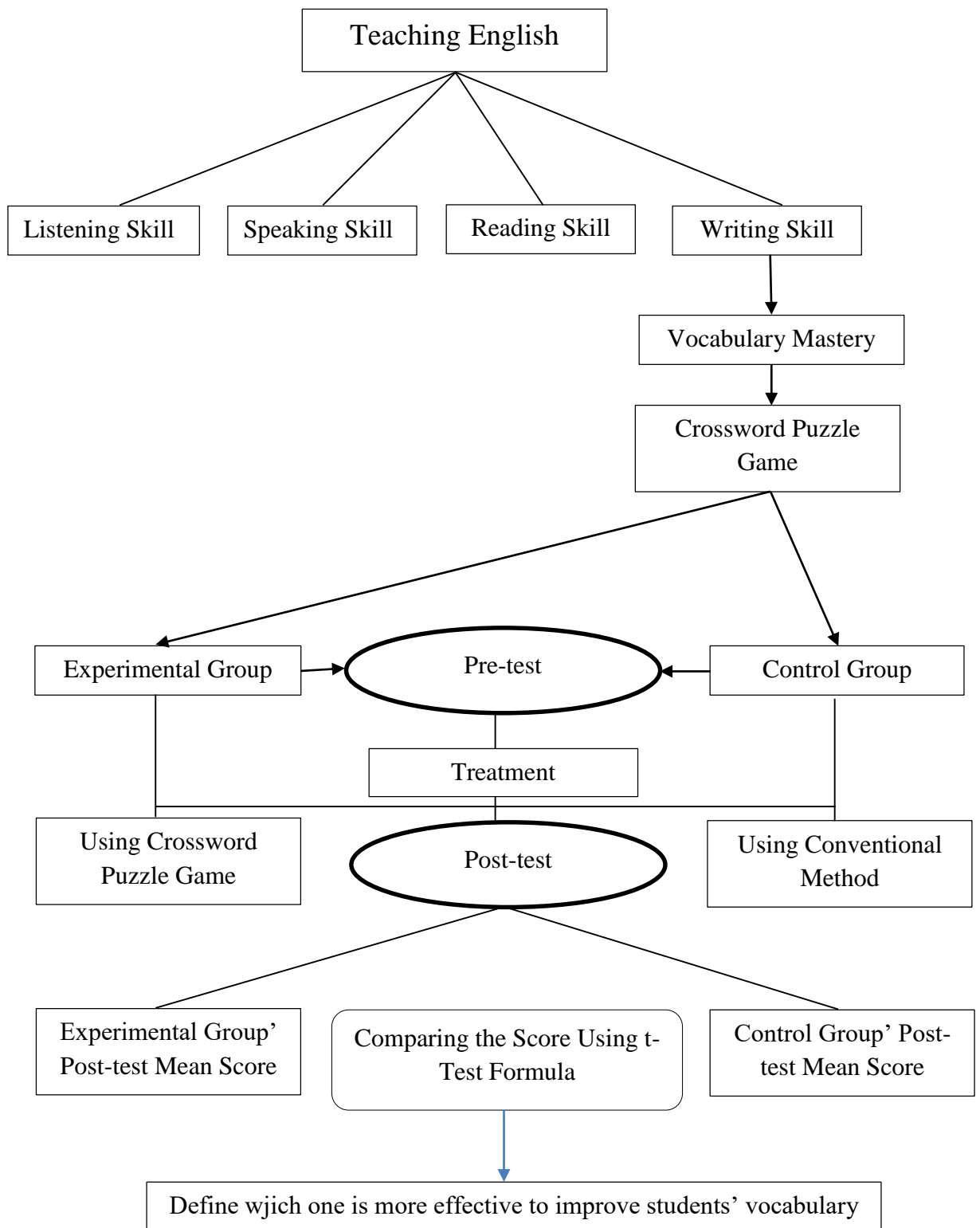
Figure 2.5
Theoretical Framework of Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions of the study based on the result of the study in the previous chapter and suggestions based on the finding of the analyses.

5.1 Conclusions

The objectives of this study are to find out whether crossword puzzle game is an effective strategy to improve vocabulary mastery of descriptive text about animal for the seventh grade students of SMP Negeri 1 Sayung in the academic year 2018/2019 and to find out whether there is a significant difference between the students' achievement who are taught by using crossword puzzle game and those who are taught by using conventional learning method in improving vocabulary of descriptive text about animal. After conducteing the research, the writer concluded that crossword puzzle game is effective to improve the students' vocabulary mastery of descriptive text about animal especially the seventh-grade students in SMP Negeri 1 Sayung. There are some points which could be taken as the conclusions.

First, according to the result of the research findings and discussion, it can be concluded crossword puzzle game is an effective strategy to be applied in teaching vocabulary of descriptive text since there is an improvement of the students' scores. It could be proven by the improvement of the students' scores in the the experimental group which was higher than the control group. The study

found that crossword puzzle game is more effective than the conventional learning method in improving students' vocabulary mastery of descriptive text about animal.

Second, based on the data analysis, the mean score in the experimental group got better improvement than the control group. In the experimental group, the mean score in the pre-test was 63.70. After being treated using crossword puzzle game, the mean score of the post-test was 80.12. The result showed that there is an improvement of the students' scores at 16.42 (25.8%) in the experimental group. While in control group, the mean score in the pre-test was 60.86 and after being taught by conventional method, the mean score of the post-test was 73.21. The result of improvement of the students' scores in the control group was 12.35 (20.3%). Furthermore, based on the t-test calculation, the result of the t-value (5.669) was also higher than the t-table (2.001). Since the t-value was higher than the critical value, it could be stated that there is a significant difference between the students' achievement who are taught by using crossword puzzle game and those who are taught by using conventional learning method in improving vocabulary of descriptive text about animal.

5.2 Suggestions

The following are some suggestions that could be taken based on the findings and discussions of this study for English teaching and learning to improve students' vocabulary mastery.

Theoretically, the result of this study is expected to be able to give some information and advantages for students, teachers, and other researchers about a reference of game in teaching and learning English vocabulary. For English

teachers, they should give an attractive and interesting strategy to the students. The crossword puzzle game can be used by the teachers as one of strategies to build students' motivation in learning English vocabulary. For the next researchers, the writer hopes that this research could be the one of the references for the further research dealing with vocabulary. The writer also hopes that this research can give more information about the use of crossword puzzle game to improve students' vocabulary mastery of descriptive text. Teaching and learning vocabulary of descriptive text by using crossword puzzle game is very convenient because the materials and the game related to each other which deals with describing something.

Practically, the English teachers and the students are expected to implement crossword puzzle game as a strategy for teaching and learning vocabulary. The crossword puzzle game helps the teachers to know their students' mastery of vocabulary. Hopefully, the teachers use this game in English teaching and learning process to help students in memorizing and understanding English vocabulary, especially vocabulary of descriptive text about animal.

Pedagogically, this research would be useful for the education field. It has proven that crossword puzzle game is effective for teaching and learning vocabulary of descriptive text at the junior high school students in SMPN 1 Sayung. The students are expected to be able to gain new knowledge and new words in an interesting and fun way. For the English teachers, they should find strategies in teaching English vocabulary so that the students will not face difficulties in learning English. For the next researchers, they are expected to do further researches dealing with vocabulary by regarding this researches in order to answer the teaching

problems and to expand knowledge about teaching and learning English vocabulary

or other English materials.

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