

**IMPROVING STUDENTS' VOCABULARY MASTERY USING
CROSSWORD PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN IN
THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Presented as a Partial Fulfillment of the Requirement for the Attainment of
the *Sarjana Pendidikan* Degree in the English Education Department**



**By
Yheni Siwi Utami
10202244076**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ART
YOGYAKARTA STATE UNIVERSITY**

2014

APPROVAL SHEET

**IMPROVING STUDENTS' VOCABULARY MASTERY USING
CROSSWORD PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN IN
THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Presented as a Partial Fulfillment of the Requirement for the Attainment of the
Sarjana Pendidikan Degree in the English Education Department**

By
Yheni Siwi Utami
10202244076

Approved on November 2014

Supervisor



Dr. Agus Widyanoro, M.Pd.
NIP. 19600308 198502 1 001

RATIFICATION

IMPROVING STUDENTS' VOCABULARY MASTERY USING CROSSWORD PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

Presented as a Partial Fulfillment of the Requirement for the Attainment of the
Sarjana Pendidikan Degree in the English Education Department

By
Yheni Siwi Utami
10202244076

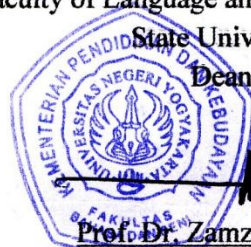
Accepted by the Board Examiners of Faculty of Language and Arts, Yogyakarta State
University on December 2014 and Declared to Have Fulfilled the Requirements for
the Attainment of the Degree of *Sarjana Pendidikan* in English Education

BOARD EXAMINERS

Chairperson : Drs. Samsul Maarif, M.A.
Secretary : B. Yuniar Diyanti, M.Hum.
First Examiner : Siti Sudartini S.Pd., M.A.
Second Examiner : Dr. Agus Widyanoro, M.Pd.

1.
2.
3.
4.

Yogyakarta, 15 December 2014
Faculty of Language and Arts, Yogyakarta
State University



Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya :

Nama : Yheni Siwi Utami
NIM : 10202244076
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni, Universitas Negeri Yogyakarta

meyatakan bahwa karya ilmiah yang berjudul:

IMPROVING STUDENTS' VOCABULARY MASTERY USING CROSSWORD
PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN IN THE ACADEMIC
YEAR OF 2013/2014

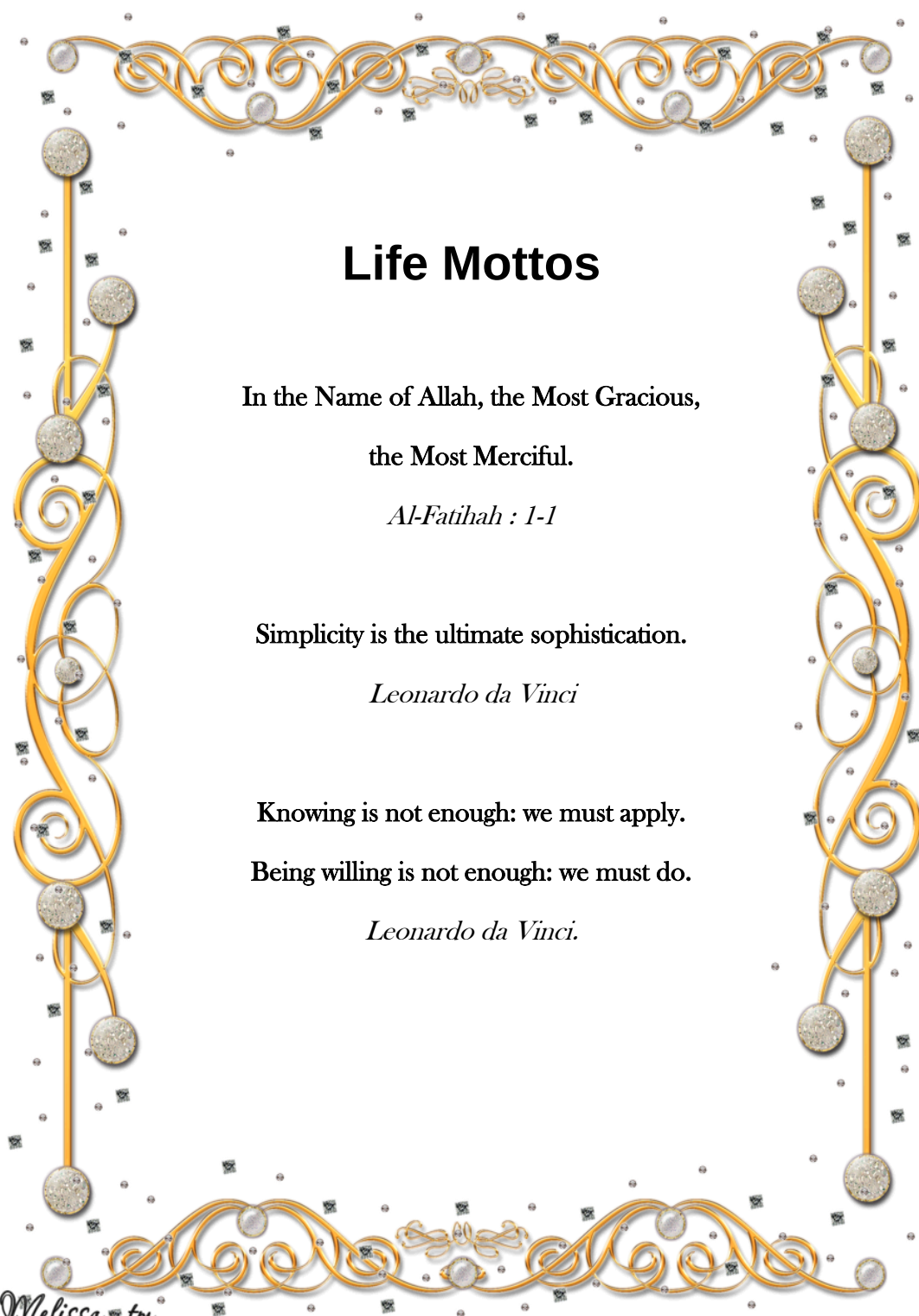
ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal ini menjadi tanggung jawab saya.

Yogyakarta,

Penulis,

Yheni Siwi Utami



Life Mottos

In the Name of Allah, the Most Gracious,
the Most Merciful.

Al-Fatihah : 1-1

Simplicity is the ultimate sophistication.

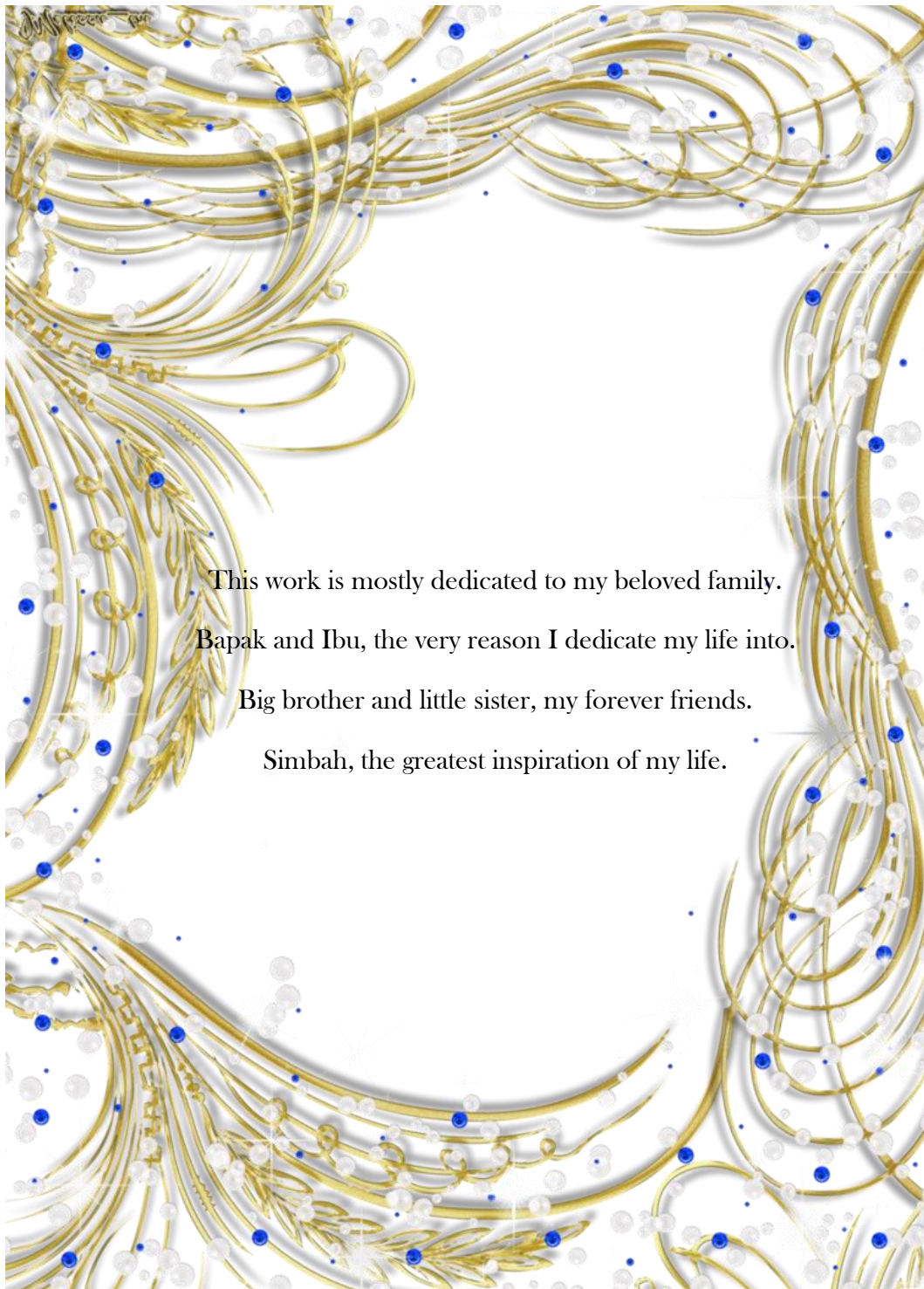
Leonardo da Vinci

Knowing is not enough: we must apply.

Being willing is not enough: we must do.

Leonardo da Vinci.

Melicca  tn



This work is mostly dedicated to my beloved family.

Bapak and Ibu, the very reason I dedicate my life into.

Big brother and little sister, my forever friends.

Simbah, the greatest inspiration of my life.

ACKNOWLEDGEMENT

The greatest praises and gratitude are addressed to Allah SWT, the Most Gracious and the Most Merciful, that has allowed all the works as a student of English Education Department have been accomplished including the final task, this thesis. Without His blessings and graces there would not be an easy and pleasant way to through all the tedious and tearful of efforts.

The gratitude are also honorably addressed to my supervisor, Dr. Agus Widyanoro, M.Pd. that without his patience, guidance and help, I would not be able to complete this thesis smoothly. All his advice is precious both for the research arrangement and my own knowledge as a research writer and teacher to be.

The gratitude are also for the big family of SMP N 2 Srandakan, especially the English teacher, L.E Wiwiek Budi, that already gave a lot of meaningful involvement for the process of the research and finishing this final task.

The endless appreciation is for my family: mother and father, Ngadiyah and Tukidjan, that without them I am not who I am now; my brother and sister, Yhandi and Fetri, who always fight but charm each other forever; my Grandma, that always becomes the inspiration of a real wonder woman for me. With them, the encouragement and motivation of making life decisions would flow eternally. Their support for finishing this thesis has also valuable.

The big thanks are for PBI J 2010 and all best friends. PBI J 2010 has become the second family and our togetherness will last forever. The best friends, Alatip, Puri, Kiki, Ninda, Gita, Iin, Tris, and Kembaran that has been with me to through things and overcome problems until this research can be finished.

I completely realize that this piece of writing is far from being perfect, therefore criticism and advices are highly appreciated for better writing result in the future.

November, 2014
Yheni Siwi Utami

**IMPROVING STUDENTS' VOCABULARY MASTERY USING
CROSSWORD PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN IN
THE ACADEMIC YEAR OF 2013/2014**

**By
Yheni Siwi Utami**

10202244076

ABSTRACT

This study was aimed at improving the vocabulary mastery through the use of crossword puzzles among grade VII students of SMP 2 Srandakan in the academic year of 2013/2014.

This action research study was conducted at grade VII of SMP N 2 Srandakan. It consisted of two cycles with three meetings in each one. The data were qualitative in nature obtained from classroom observation during the teaching and learning process, interview with the teacher and the students, and taking the photograph. The data were in the form of vignettes, interview transcripts, and photographs. The validity of the research was established based on the criteria of validity process include democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The trustworthiness of the data was employed by applying triangulation method by applying time triangulation, investigator triangulation, and theoretical triangulation.

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.

TABLE OF CONTENT

APPROVAL SHEET	i
RATIFICATION	ii
PERNYATAAN	iii
LIFE MOTTOS	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	xi
LIST OF FIGURE	xii
LIST OF VIGNETTE	xiii
I. INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problems	6
C. Limitation of the Problems	9
D. Formulation of the Problems	10
E. Objective of the Study	10
F. The Significance of the Study	10
II. LITERATURE REVIEW	
A. Theoretical Review	12
a. Vocabulary	
1. The Nature of Vocabulary	12
2. Kinds of Vocabulary	13
3. Vocabulary Mastery	17
4. The Importance of Vocabulary	20
5. The Effective Way of Learning Vocabulary	21
6. The Effective Way of Teaching Vocabulary	23

7. Vocabulary Teaching in School-based Curriculum	27
b. Crossword puzzles.....	29
1. Defining Crossword Puzzles	29
2. Types of Crossword Puzzles	29
3. The Benefits of Using Crossword Puzzles	31
4. The Making Process of a Crossword Puzzle	32
B. Review of Related Study	35
C. Conceptual Framework	36
III. RESEARCH METHOD	
A. Research Type.....	39
B. Research Objective	39
C. Research Procedure	40
D. Research Setting	42
E. Research Subject	42
F. Data Collection	42
G. Data Validity and Reliability.....	42
H. Data Analysis	46
IV. THE RESEARCH PROCESS, FINDINGS, ANG INTERPRETATIONS	
A. Reconnaissance	49
1. Identification of the Field Problems	49
2. Identification of the Field Problems to Solve	52
B. Report of Cycle 1	54
1. Planning	54
2. Actions and Observations in Cycle 1	56
a. Applying Crossword Puzzles	56
b. Using pictures	67
c. Giving handouts to guide the teaching and learning process	68
d. Using Classroom English.....	69
e. Asking the students to work in pairs and groups	70

f. Pronunciation practices.....	71
3. Reflection	72
4. Revised Plan	75
C. Report of Cycle 2	75
1. Planning	75
2. Actions and Observations in Cycle 2	77
a. Applying Crossword Puzzles	77
b. Using pictures	84
c. Giving handouts to guide the teaching and learning process	84
d. Using Classroom English.....	85
e. Asking the students to work in pairs and groups	85
f. Pronunciation practices.....	86
g. Giving Rewards	86
D. General Finding	86
V.CONCLUSIONS AND IMPLICATION	
A. Conclusions	90
B. Implication.....	92
C. Suggestion.....	92
REFERENCE	94

LIST OF TABLES

Table 1. Problems in the teaching and learning process	52
Table 2. Problem to solve	53
Table 3. Findings of the study	87

LIST OF FIGURES

Figure 1. The Action Research Process.....	39
---	-----------

LIST OF APPENDIXES

Appendix 1. Vignettes	97
Appendix 2. Interview Transcripts.....	110
Appendix 3. Lesson Plans and Worksheets	126
Appendix 4. Students' Writings	187
Appendix 5. Photographs	189
Appendix 6. Letters	193

CHAPTER I

INTRODUCTION

This first chapter emphasizes the explanations of why the researcher conducted this study. It is discussed through some subchapters including the background of study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significant of the study.

A. Background of the Study

English has been considered as an essential language to be learnt in order to meet the communication needs in this globalization era. Taking into account the benefits of English, Indonesia has organized English to be taught in formal school as a compulsory subject. As stated in standard of content by Kemendikbud 2013, the teaching of foreign language, specifically English, is aimed to develop students' ability to communicate with world society. Therefore, it is taught in different kind of grade levels. The teaching includes the teaching of the four skills, listening, speaking, reading, and writing and each of the micro skills.

Vocabulary is one of crucial aspects to support those skills. As stated by Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write. The vocabulary mastery will affect someone's ability in using the language either in spoken or written form. In listening skill, to be able to understand someone utterance, people should know what the meaning of words and sentences being said. Therefore, they know the intention of the utterance and are able to react either through action or answer it using spoken utterance, which here, they

have to use words to do that. Additionally, to be able to understand what people is reading, they should be able to understand the meaning that is being conveyed through the written words. And as what needed in speaking, people should be able to arrange words to convey meaning in writing. Moreover, they should be able to spell the words and write them down. Although arranging words is not the only way in conveying meaning because there are also paralanguage and context which assist, but in languages, vocabulary will be the most crucial aspect.

As stated by Wilkins quoted by Thornbury (2002), “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” It tells us that if someone wants to be able to convey meaning they need vocabulary. Although someone has known sentence structure but if he/she does not mastery vocabulary, he/she will remain unable to say or write anything and the grammar knowledge will be useless. Thus, by improving the vocabulary, it will be a basic for someone to communicate what is in their mind using the targeted language.

In English, there are about 2000 most frequently used words that will be very useful to support someone to be able to do communication in daily life. As have been stated by Thornbury (2002:21) that “Moreover, a passive knowledge of 2000 most frequency words in English would provide a reader with familiarity with nearly nine out of every ten words most written text.” When someone already acquire the 2000 most frequency words they will understand almost 90% of the native speaker.

Along with the statements above, Nation (2003) argued the importance of high frequency words, particularly in terms of conducting a course. He stated that

“The high frequency words are small enough group to be reasonable goal for two or three years course”. It means that at the initial learning of English the group of words is the most important one to be considered acquired by the students.

As a matter of fact, the researcher assumed that the students’ learning vocabulary development, especially junior high school students, is somewhat causing apprehension. After the observation had been done during the teaching practice (PPL) around July to September 2013, the researcher found out that students of grade VII of SMP N 2 Srandakan were still considered having difficulties in vocabulary mastery. Thus, the researcher decided to do further action to overcome those problems by doing deeper research in this final task. She conducted re-observation and found out the similar problems still happen.

She found out some evidences related to that. Once, there were still a lot of words that the students do not know the meaning. They asked a lot of words’ meaning during the teaching learning process. One of the problems was that they were having difficulties in understanding the instructions they found in the text book or tasks they were doing. The verbs used on the instructions were quite unfamiliar for them. Another problem also found during the activities in classes. They were not enthusiastic while doing task in the teaching learning process because they have difficulties in understanding what they read or listen. They tend to do productive activities by imitating the example because they have limited vocabulary knowledge. Then, most students also did wrong interpretation of meaning of words in the sentences. They rarely realized that meaning changes based on context surrounding it. They also made mistakes about where to put the

words. Usually, students thought that they did not know the meaning of the words they actually know. It was related to their knowledge of word family. They also frequently miss-spell words when they were writing, and miss-pronounce when they were speaking.

Other problems was related to the teaching method, teacher usually only use monotonous traditional method that is to translate words isolation from English to Indonesian. In the beginning of each meeting the teacher wrote ten words on the board and the students were asked to translate it to Indonesia. The students sometimes found it difficult and they also discourage in learning vocabulary. The students were also rarely given chances to practice the words that had been given in other activities. They learn the words naturally at the different opportunity of teaching-learning. Therefore, they merely knew the words meaning and forgot the words easily.

Therefore, based on the problems, the researcher concluded that, the students of grade VII in SMP N 2 Srandakan still have problems in different kind of aspects of vocabulary knowledge.

The researcher has done literature review about the way to overcome the problems. There are some ways that can be used to solve vocabulary problems. The first alternative is that we use silent extensive reading of graded readers to improve vocabulary from meaning-focused input (learning through listening and reading) as has been stated by Nunan (2003:142). The second alternative is by using some vocabulary games. Like has been proposed by Harmer (2007: 289, 350) there are Got It!, and Call my bluff, games that suitable for Grade VII of

Junior High School. There are also other vocabulary games proposed by other experts. And, the last way suggested by the researcher is using variations of crossword puzzle.

Considering some other constraints related to facility (unavailability of graded readers, classroom chairs and table) and principles in vocabulary teaching that is allocating specific class time but not overwhelming the essential parts of the course (Harmer : 2007, Nunan:2003, and Brown:2001) , the researcher and collaborator decided to use crossword puzzle to help the students to improve their vocabulary mastery. As has been stated by Soeparno (1980:73), a crossword puzzle is a kind of games done by filling the blank form presented with letters forming words as the answer of the question given. The game aims to train vocabulary mastery. Another expert, Harry Dhand (2008: 55-56) 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.

However, taking into account some of the guidelines for communicative treatment of vocabulary instruction stated by Brown (2001:377) as follows, 1.) Allocate specific class time to vocabulary learning. 2.) Help students to learn vocabulary in context. 3.) Play down the role of bilingual dictionaries. 4.) Encourage students to develop strategies for determining the meaning of words., the crossword puzzles will be modified using contextual sentences, the use of dictionary, and interesting group work.

Thus, by using the crossword puzzles technique, the researcher and the collaborator expects the students to have pleasure atmosphere in learning English and help them to improve their vocabulary. This action is also expected to be able to solve the problems of teaching methods, students' low motivation and confidence, and the problem of vocabulary mastery (spelling, meaning and contextual words using).

B. Identification of the Problems.

According to the second observation has been conducted, the researcher classified the problems into four. The problems related to the students, the teacher, the teaching and learning, and the facilities.

a. Related to the students

Firstly, the problem encountered in the classroom is related to their pronunciation and spelling of words. The students themselves confessed that they still have difficulty in pronouncing and writing words correctly. It is also reinforced by the teacher's statement that mostly students encounter problem in speaking because their pronunciation are awful.

Secondly, the students' ability in acquiring meaning of words is considered low. The students' knowledge about words is limited to knowing their forms and meaning. They said that they are confused about two similar words. They gave examples of words "talk" and "talked". It means that their knowledge related to word families need to be improved. Moreover, their ability related to meaning itself caused worry. They are confused in interpreting word meaning based on the contexts which surround it. For instance, the meaning of word "free"

which they were debated about, if it means “costing nothing” or “not controlled”, from the utterances stated by one of them.

Thirdly, there are rare occasions for students to practice using the words they have recognized. According to the teachers’ statement, the words they have already known will only be used when needed in another occasion, mostly when they move to the other materials. Therefore, it leads to another problem that is their ability in using words appropriately. It is proven when they were doing speaking activities in classroom observation. They express the functions they already learnt but the researcher and collaborator hardly understand what the student’s intended to say because of their awful sentence structure. More or less, the problems above are caused by some limitation found related to the teacher.

b. Related to the teacher

First, the teacher uses isolation word translation method that contributes to some problems above. She asked the students to memorize word list she had given in the beginning of the semester. Then, in every beginning of lessons, they did 5 minutes words translation exam. It causes problems related to the meanings based on the context, grammar characteristics, and word usage in appropriate way.

Second, in the teaching and learning process the teacher rarely uses media or interesting activities. The teacher stated that because of her limitation in operating computer, the media she sometime uses only pictures, and realia sources. She also tends to depend on the textbook and LKS provided from the

school. Interesting learning activities like games also rarely implemented. Those situations contribute to the students' attitude toward the lesson.

Third, the teacher mostly speaks Indonesian and Javanese language during teaching and learning process. It shows that the teacher herself is not able to give sufficient input of English to the students.

c. Related to the teaching and learning.

Once, the teaching and learning is teacher-centered and monotonous. This situation is reflected in the activities which mostly are dominated by teacher's explanation. Moreover, the activities are dominated by answering questions from the teacher or doing assignment from the text book and LKS.

Then, the lesson's time is not properly managed. Almost half of provided time is spent only on the presentation (introduction of the material). Therefore the other teaching and learning stages are ignored.

Next, the students are having some problems related to their motivation in the classroom. The male students are more active in answering questions and giving opinion than the female students. Sometimes, they also discourage because of the vocabulary test. They said that it was a difficult task and got bad marks a few times.

At last, there were only some of the students who can use dictionary appropriately. They only used dictionary sometimes because of their laziness and do not bring their dictionary.

d. Related to the facility.

The school provides some facilities to support the lessons but still does not optimal. It provides LCD, but the teachers should bring it from the administration room to their class, and prepare it themselves. Therefore, it needs some considerations to use that. Then, the school also provides dictionaries to support English teaching and learning, nevertheless, there are only 10 dictionaries and mostly used by the students of the eighth grade.

C. Limitation of the Problems

Based on the identification of problems above, the researcher found so many things to be solved. However, it is impossible for her to solve all of the problems. Therefore, this study is limited to the implementation of crossword puzzles to improve the first grade students' vocabulary mastery of VII D of SMP N 2 Srandakan.

The collaborators and the researcher decided to use crossword puzzles to solve the problem due to some reasons. First, the teacher is quite old (59 years old) therefore the use of it is aimed to provide variations in teaching-learning. Second, crossword puzzle has been proven helpful to improve someone's vocabulary mastery, although it is still at the level of remembering. So, there are some additional activities made to handle that. Third, there are some variations of crossword puzzle that are possible to be implemented to avoid boredom and raise the students' motivation.

D. Formulation of the Problems

In reference to the background of study, identification of problems and limitation of problems, the researcher problem is formulated as: How could crossword puzzles be implemented to improve the students' vocabulary mastery of grade VII of SMP N 2 Srandakan ?

E. Objective of the Study

Based on the formulation of the problem above, this study is aimed to improve the vocabulary mastery of VII D graders of SMP N 2 Srandakan through the use of crossword puzzle for their teaching and learning process.

F. The Significance of the Study

The researcher selected the strategy above in consideration that it will give advantages for some related research members who were involved, as elaborated below.

a. The students

It is expected that the students improve their vocabulary mastery through the use of the variations of technique. Therefore, they learn English easier and become more motivated in the English class.

b. The teacher

It is expected that the teacher will enrich her knowledge of how to vary and improve her ability in conducting classroom teaching and learning by using the technique. As the result, it increases the teaching learning quality in facilitating the student in learning English.

c. The researcher

This study gave the researcher an experience of conducting a teaching and learning research which basically important for the development of the researcher's competences. This research gave opportunity for the researcher to apply what had been earned from academic learning and gave contribution to solve real problems in the field. Moreover it will also give advantage to another researcher who takes the same topic to use this research as a reference to conduct the research.

CHAPTER II

LITERATURE REVIEW

In this chapter, theoretical reviews from experts are presented to support the implementation of strategies has that been decided. The literatures are divided into the theoretical description of vocabulary, theoretical description of crossword puzzles, review of related study and theoretical description of action research.

A. Theoretical Review

a. Vocabulary

1. Theoretical Description of Vocabulary

Vocabulary consists of words that construct a language. Jackson (2000:11) argues that term vocabulary, lexis and lexicon are synonymous. That refers to the total stocks of words in a language. Brown (2001: 377) also states that words are basic building blocks of language. Along with Jackson and Brown, Todd (1987:49) argues that when we think of language we tend to think about words. Moreover, Nunan (2003:130) states that words are clearly vocabulary. She also adds that vocabulary is not only that, but it also words combination/ multiple units, word families, and core meaning also are counted as vocabulary.

Vocabulary conveys meaning. Spratt, Pulverness, and Williams (2005: 10) argue that lexis is individual words or sets of words, i.e. vocabulary items, that have a specific meaning. Kamil and Hiebert (2005:1) states that words represent complex and, often, multiple meanings. Moreover, she adds that furthermore, these complexes, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts.

Vocabulary is used in contexts. In line with Kamil and Hiebert about the contextual use of words, Jackson (2000) cites that we shall consider the vocabulary of English as a package of subsets of words that are used in particular context. These context are geographical, social, occupation, and soon.

To conclude, vocabulary refers to words and its subsets that become one of crucial aspect in a language construction. It conveys meaning in the language that used in different kinds of context.

2. Kinds of Vocabulary

There are different kinds of vocabulary according to different experts' point of views. According to its classes, Morley (2000:3-57) elaborates that words are traditionally allocated to one of the following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection; and genitive phrase. With respect to the meaning which they convey, nouns denote what we will call 'entities'. In meaning terms, verbs may be said to express processes which can be classified in one of three broad ways, they can denote actions, record events, and refer to states (a state of affair, state of mind...).

In traditional grammar, adjectives are as a describing word. Adverb has been seen as performing a so-called modifying role in relation to verbs. This role is associated with circumstantial adverbs, which are single words making the circumstances –how, why, when, where- of the verbal process. Prepositions have the features of being accompanied, indeed normally followed, by a completive element in the form of a (single or multiple word) phrase or a clause. Conjunctions have been seen as grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunctions. Interjections are

typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content. Genitive phrases are perhaps most readily associated with marking possession and are also variously known in literature as possessive phrase or genitive noun phrases.

Based on how often vocabulary occurs in a language, Nation (2008:7) divides vocabulary into high frequency words, academic words, technical words and.

a. High frequency words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

b. Academic words

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

c. Technical words

For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area.

d. Low frequency words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, once proper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

From the point of the knowledge of words, Kamil and Hiebert (2005:3) explain that there are at least two forms, receptive and productive. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

Johnson (2008: 93) also elaborates four different vocabularies, they are:

a. 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.

b. 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.

c. 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.

d. 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.

In term of form, Kamil and Hiebert (2005:3) also divide vocabulary into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.

Regarding the spoken and written vocabulary above, Brown (2001: 305) says that written English typically utilizes a greater variety of lexical items than spoken conversational English. Supporting it, Schmitt (2008:1) quotes Nation's (2006) that research shows that learners need to know approximately 98 percent of

the words in written or spoken discourse in order to understand it well. Schmitt also adds that reaching this percentage of coverage in written texts takes about 8,000– 9,000 word families. The spoken mode requires slightly fewer word families, about 5,000–7,000.

The point of those elaborations is that English has various kinds of vocabulary that needed to be learnt in order to use English effectively. Hence, teachers must know them in purpose giving consideration of which suitable to be taught to the students to help them in learning English.

3. Vocabulary Mastery

An interpretation comes from McCarten (2007: 21). He states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.

In line with the statement, Thornbury (2002) explains how words are remembered through the three memory systems, Short-term store (STS), working memory, and long-term memory.

Short-term store (STS) is the brain's capacity to hold a limited number of items of information for periods of time up to a few second. Successful vocabulary learning clearly involves more than simply holding words in mind for few seconds. For words to be integrated into long-term memory they need to be subjected to different kinds of operations.

Focusing on words long enough to perform operations on STS is the function of working memory. Many cognitive tasks such as reasoning, learning and understanding depend on working memory. When learner can hear a word

(like *tangi*), download a similar word from long term memory (like *tango*), and compare two in working memory before decide if they are the same or different. Material remains in working memory for about twenty second. This capacity is made possible by existence of the articulatory loop, a process of subvocal repetition, a bit like loop in audio tape going round and round. It enables the short-term store to be refreshed. Having just heard a new word, for example, we can run it by as many times as we need in order to examine it.

Long-term memory can be taught of as a kind of filling system. Unlike working memory which has limited capacity and no permanent contents, long-term memory has an enormous capacity, and its contents are durable over time. However, the fact that learners can retain a new vocabulary items the length of a lesson (i.e. beyond the few second's duration of the short-term store) but have forgotten them by the next lesson suggest that long-term memory is not always as long-term as we would wish. The great challenge for language learners is to transform material from the quickly forgotten to never forgotten. Research into memory suggests that, in order to ensure that material moves into permanent long-term memory, a number of principles need to be observed including repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imaging, mnemonics, motivation, attention, affective depth.

Mastering a word means mastering the aspects of word knowledge. Thornbury (2002) summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Mastering vocabulary does not necessarily only remembering its spoken and written form. Thornburry (2002: 15) also emphasizes that in the most basic level, someone is said already knowing a word when he/she knowing its form and its meanings. He explains that knowing the meaning of a word does not just know its dictionary meaning (or meanings). It also means knowing the words commonly associated with it (collocation) as well as its connotation, including its register and its cultural accretions.

Further, to be able to master vocabulary, one should be able to through the degree of word knowledge. Beck, McKeown, and Omanson in Wargen et. al (2007: 9) suggests that degrees of knowledge about a word can be represented on a continuum:

- a. No knowledge.
- b. General sense such as knowing *mendacious* has a negative connotation.
- c. Narrow, context-bound knowledge, such as knowing that a “radiant bride” is beautiful and happy, but unable to describe an individual in a different context as “radiant.”
- d. Having knowledge of a word but not being able to recall it readily enough to use it in appropriate situations.
- e. Rich, decontextualized knowledge of a word’s meaning, its relationship to other words, and its extension to metaphorical uses, such as understanding what someone is doing when they are “devouring” a book.

To summarize those statements, vocabulary mastery is not merely remember the words or words subsets. They should be pushed into long-term memory or never forgotten by attend them for many times. Moreover, remember

them is not enough. Knowing words means knowing its denotative meaning and some aspects surround them. Further, someone who has known words would be able to use the words appropriately both for spoken or written needs.

4. The Importance of Vocabulary

Emphasizing how fundamental a vocabulary in assigning meaning in a language, David Wilkins (in Thornbury 2002: 13) 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.

Moreover, emphasizing the significant of vocabulary to communicate, Brown (2001:377) states that in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. The point is that vocabulary is what gives big influence to the people's communication. In line with Brown, Lightbown and Spada (2006:100) stated that we can communicate by using words that are not placed in the proper order, pronounced perfectly, or marked with proper grammatical morphemes, but communication often break down if we do not use the correct word.

In relation to the significance of vocabulary for someone's competencies in speaking a language, Richards and Renandya (2002: 255) states that vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write. It explains that vocabulary plays a big role in supporting someone's ability in different skills (listening, speaking, reading writing). Nation (2002: 19), in relation to reading skill, notes that

vocabulary is not that makes text difficult but it is a very important feature affecting readability and is major factor in most readability measures. It is strengthened the perception that vocabulary is one of factors that contribute to the easy reading and understand of a text.

5. The Effective Way of Learning Vocabulary

An essential aspect need to be highlighted about learning of vocabulary is that it is not only occurred in one time of learning. Nation (2008:5) stated that learning a word is a cumulative process that requires meeting words across the four strands of a course, and teaching makes up only a part of one of those four strands. It means that until one certainly knows a word it requires meeting it more than one time and one circumstance. Along with Nation, Lightbown and Spada (2006: 100) also say that learners usually need to encounter a word many times in order to learn it well enough to recognize it in new context or produce it in their own speaking and writing.

Learning vocabulary does not merely knowing its form and meaning. Hedgcock and Ferris (2009: 285) argue that “learning a word” involves processing layers of meaning, a set of syntactic rules and constraints (that is, the word’s grammar), as well as the socially constructed patterns governing how, where, and when to use the word appropriately (the word’s use patterns, which involve pragmatic and sociolinguistic conventions).

Thus, pay attention to crucial aspects while learning vocabulary is absolutely needed. Susan Watts in Johnson (2008: 95-98) explores some features should exist for effective learning of vocabulary.

- a. Multiple exposures. Students must encounter new words in a variety of contexts over time.
- b. Meaningful context. Words used for vocabulary instruction should be connected to students' lives or experiences to the greatest extent possible. Also, look to present new words in the context of a common story, theme, or curriculum content area being studied.
- c. Prior knowledge. New words should always be introduced in the context of known words and concepts. Before introducing a new word, first ask students to identify things they know about the related topic.
- d. Relationships or connections. Show the relationship or make the connection between new words and known words or concepts.
- e. Context clues and dictionaries. Students use the context of the sentence or paragraph to identify the missing or unknown word. Moreover, it should be combined with teaching students how to look up words in the dictionary
- f. Seeing, saying, and using them. When encountering new words, make sure students see them (in the context of a sentence), say them, and then use them in a written or oral context.

In order to attend effective learning of vocabulary, another thing need to consider are what kinds of vocabulary and how much vocabulary needs to be learnt, especially suitable for the students. Considering its significant, high frequency words is dominantly fit for the beginner of English learner. Nation (2008: 7) notes that the most group of words is the high frequency words of the language. The words occur very frequently in all kinds of uses of the language, in speech and in writing, and in novels, conversation, newspapers, and academic

text. In line with Nation's, Nunan (2003: 135-136) emphasizes that the most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading or writing or whether they use the language in formal or informal situations, is the most frequent 1000 word families in English. The next most useful list is the second 1000 words of English. Therefore, the 1000 to 2000 most frequency/ high frequency words are worth to be taught to facilitate the students to enrich their vocabulary mastery and English proficiency.

6. The Effective Way of Teaching Vocabulary

Teaching of vocabulary should not interrupt the whole lesson. Nunan (2003:135), states that one of the difficulties in planning the vocabulary components of a course is making sure that it does not overwhelm other essential parts of the course.

There are some principles proposed by Brown (2001:377). He mentions some guidelines for the communicative treatment of vocabulary instruction:

1. Allocate specific class time to vocabulary learning.

In hustle and bustle of our interactive classrooms, sometimes we get so caught up in lively group work and meaningful communication that we don't pause to devote some attention to words. Therefore allocating specific part for vocabulary learning is highly recommended.

2. Help students to learn vocabulary in context.

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse.

3. Play down the role of bilingual dictionaries.

A corollary to above is to help students to resist the temptation to overuse their bilingual dictionaries.

4. Encourage students to develop strategies for determining the meaning of words.

Students can make in their own learning process of determining meaning of words [chapter 14]. A number of “clues” are available to learners to develop “word attack” strategies.

5. Engage in “unplanned” vocabulary teaching.

Most of the attention given to vocabulary learning will be unplanned: those moments when a student asks about a word or when a word has appeared that you feel deserves some attention.

From the explanation above, the teaching of vocabulary should be both conducted in planned (allocating specific class time) and unplanned (the moment when a student asks about a word) learning. Furthermore, rather than get the students depend bilingual dictionary presenting the word in context will be more useful to help them internalize it.

Thornbury (2002:30) also proposed the implications for teaching after knowing one’s mental lexicon is structured and the way it develops. He explains them below:

- a. Learners need tasks and strategies to help them organize their mental lexicon by building networks associations – the more better.
- b. Teachers need to accept that the learning of new words involves a period of ‘initial fuzziness’.

- c. Learners need to wean themselves off a reliance on direct translation from their mother tongue.
- d. Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environments.
- e. Teaching should direct attention to the sound of new words, particularly the way they are stressed.
- f. Learner should aim to build a threshold vocabulary as quickly as possible.
- g. Learners need to be actively involved in the learning of words.
- h. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- i. Learners need to make multiple decisions about words.
- j. Memory of new words can be reinforced if they are used to express personal relevant meanings.
- k. Not all the vocabulary that the learners need can be 'taught': learners will need plentiful exposure to talk and text as well as training for self-direct learning.

Instead the above principles, teacher should also be familiar with how to introduce word and convey meaning to the students during the teaching learning. Brewster et al. (2003:87) elaborates some techniques including; using objects or things, using drawings; using illustrations, pictures, photos, flashcards; using actions, mime expressions and gestures; pointing, touching, tasting, feeling and smelling whatever possible; using technology.

Other techniques they purposed are verbal:

- a. Explaining: giving an analytical definition: [e.g.] a presents is something you gave to someone on a special occasion like birthday.
- b. Defining the context: [e.g] The winner of swimming competition gets a medal.
- c. Eliciting: Once a context is established you can elicit vocabulary items from pupils. [e.g] What does the winner of a swimming competition or a marathon get? This technique is far more motivating and memorable than giving a list of words to learn.
- d. Describing: [e,g] It's made of metal and looks like a coin (a medal). Using opposites: [e.g] it's the opposite of black (white). This technique allows pupils to associate words with a concept they already understand in their L1 and often learn two words instead of one.
- e. Translating: if none of the above techniques work, then translate.

There are various ways which are more useful and encouraging to help the students to convey meaning of words than translating word to L1. Translating is the very last option when none of the techniques work.

However, there are also principles necessary to apply when teachers are specifically working on some words with the students. According to Nation (2005: 48), the main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. Therefore teachers should do appropriate way to make the teaching and learning effective and efficient. Nation also listed some principles to do that, as follow:

1. Keep the teaching simple and clear. Do not give complicated explanations.

2. Relate the present teaching to past knowledge by showing a pattern or analogies.
3. Use both oral and written presentation - write it on the blackboard as well as explaining.
4. Give most attention to words that are already partly known.
5. Tell the learners if it is a high frequency word that is worth noting for future attention.
6. Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.\

Those principles both for conducting teaching and learning of vocabulary and working on some words are worth to be implemented in the class to help the students improve their vocabulary and English competences.

7. Vocabulary Teaching in School-based Curriculum

School-based Curriculum is a teaching system implemented in Indonesia which authorizing the schools to conduct the teaching-learning process by themselves. However, they still have guidance book from The Ministry of Education and Culture.

Based on this curriculum, the outcome from teaching-learning English are expected to be able to do communication to the global world using English. As has been stated at by The Ministry of Education and Culture at Standard of Content of School-based Curriculum (2013: 17), foreign language particularly English is an international language which has very important role for global communication. There are also stated that considerable material of foreign language is intended to develop ability to communicate with the world's citizen. It

means that the goal of teaching-learning English is communication competences and the materials are also arranged hand in hand with the purpose of achieving the students' communicative competences.

Communicative competence itself includes some aspects of language. Richards (2006:3) stated that the aspects are as below:

- a. Knowing how to use language for a range of different purposes and functions.
- b. Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoke communication strategies).
- c. Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations).
- d. Knowing how to maintain communication despite having limitations in one language knowledge (e.g. through using different kinds of communication strategies)

Those aspects are also applied in the Indonesian Curriculum. School-based Curriculum has already outlined English teaching and learning into some skills, listening, speaking, (spoken) and reading, writing (written). It is proven by the English subject syllabus document, the guidelines provided by the government, which divides the competences should be achieved under those skills' assessment.

This curriculum has also paid attention to the teaching of various types of texts. It has been stated in the syllabus that the students from different level of grade will learn different types of texts.

In conclusion, the vocabulary teaching in School-based Curriculum is based on what skills and type of texts is planned to be taught in each meeting.

b. Crossword puzzles

1. Defining Crossword Puzzles

Crossword puzzle has been proposed as one of alternatives game in teaching-learning. 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. Synonyms or definitions of words are given with number corresponding to numbers in the squares. Letters/ words are fitted into a pattern of numbered squares in answer to clues.

According to Moursund (2007:8) crossword puzzle is a popular 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.

In referent from the statements above, 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.

2. Types of Crossword Puzzles

Instead of using only one type of crossword puzzle, actually there are variations of crossword puzzle that can be used and adjusted to the students' needs. Dhand (2008: 55) 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. Puzzle can be made out of the words which have been

covered in the class. Using definitions and pictures, students can guess these words and place them in the designated boxes.

Nation (2008:45) proposed a type of crossword puzzle that suitable for spoken activity, communicative crossword puzzle. He explains the instruction to do as follow; the learners work in pairs. They each have a crossword puzzle. The puzzle has no clues, but learner A has half of the words written in and learner B has the other half. They ask each other for the words missing from their version. They are not allowed to say the words themselves or show their puzzles to each other, but they must give paraphrases of the words. So is A asks “What is 5 down.?” B has to say something like “It is what you use to turn on or turn of the light. It point gives overview the way communicative crossword puzzle game used during the teaching-learning process.

Sentences also become one of ways to help the students find out word meaning. According to Johnson (2008:43) students use the context of the sentence or paragraph to identify the missing or unknown word. He also adds contextual sentence types named cloze sentences. It’s a sentence with one word missing. For very low level readers, provide one letter clue. For instance, “At school I sit in my ____.” or “ At school I sit in my d____.” This types of sentences are also used in the crossword puzzle.

In conclusion, there are some types of crossword puzzle such as crossword puzzles with pictures or cloze sentences, and communicative crossword puzzles that can be developed to improve English teaching-learning process especially teaching-learning of vocabulary.

3. The Benefits of Using Crossword Puzzles

According to Moursund (2007) it is clear that solving crossword puzzles helps to maintain and improve one's vocabulary, spelling skills, and knowledge of many miscellaneous tidbits of information. Solving crossword puzzles tends to contribute to one's self esteem. For many people, their expertise in solving crossword puzzles plays a role in their social interaction with other people.

Dhand (2008: 55) 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.

Additionally, crossword puzzles are available for different classroom management of students' activities. Hill and Popkin (in Little 1986: 78) proposed some options of procedural suggestions in using crossword puzzles. They are usually to 1) have students to do the crosswords individually, or 2) have them do the same crossword in pairs, or small groups, with discussion of possible answers, or 3) have them do the puzzle as a whole-class activity.

Crossword puzzle is considered useful in teaching-learning because it maintain someone's vocabulary. Moreover, it is helpful to enrich someone's

vocabulary mastery. Additionally, it is useful to improve someone's spelling knowledge of information, and encouraging the use of dictionary. In term of classroom teaching- learning Crossword puzzle provides fun learning that can be used for different classroom management of students.

4. The Making Process of a Crossword Puzzle

In this era, there are so many online websites which provide crossword puzzle making facility. Some websites also provide instructions of how a crossword puzzle is made based on our needs.

Vega-Singer (2014) offers the making crossword puzzles as follows:

- a. Decide how hard the teacher would like to work to make her or his crossword puzzle. A simple crossword puzzle could have as few as 10 clues and answers that overlap in only one or two letters. A crossword puzzle that is more difficult to make will include multiple "across" and "down" clues that overlap partially or fully. (How difficult the puzzle is to do has more to do with the clues than with the size of the puzzle.)

- b. Start by writing the longest theme word in the middle of a piece of graph paper. Place the rest of the theme words into the grid vertically and horizontally, overlapping them wherever the letters match. If the teacher put two "across" words next to each other, every place the words touch must make "down" words as well. Number the first box for each word.

- c. Review the grid to make sure it is as small as the teacher can make it and still fit the words in. Add a few short words that do not fit with the theme, to plump up the puzzle and fill in some of the blank spaces between theme words.

d. Outline your grid, and color all the empty spaces black. This is what the puzzle will look like when it has been completed. Carefully copy the grid (including the black spaces and the numbers, but without the letters) to a fresh sheet of graph paper.

e. Create the clues. Using the numbers in the puzzle, make two lists: one for "across" clues, and one for "down" clues. For the theme words, make sure the clues are personal enough for the recipient to understand. (For example, if the answer is "Nirvana," the clue could be "Your favorite band when you were in college.") For the filler words, use dictionary definitions if needed.

f. Check the puzzle again to make sure the clues match up with the correct numbers, and that there are the appropriate numbers of spaces for each answer before it is given to the intended recipient. There's nothing more frustrating than a puzzle that doesn't work!

Maluniu (2014) also provides making crossword puzzles instructions. It will be explained below:

a. Decide on a crossword grid size.

If someone using an online crossword puzzle maker or puzzle-making software, she/he may be restricted to a certain range of available sizes. If she/he is making puzzle by hand, she/he can make it any size she/ he want.

b. Create a list of words for the crossword puzzle.

Usually she/ he will select words according to a theme had been chosen. That theme, or a clue to it, can then become the title of the puzzle. Examples of common themes include foreign places or languages, words from a certain time period, famous people and sports.

- c. Lay the words out in a grid format.

There are two common ways of doing so:

- Lay the grid pattern out beforehand and then fill words into the blank squares. Note that it might not be possible to use every word in your list with this approach.
- Lay the words in a list out in the grid, writing the words into the squares as you go. Once you've laid the words out, black out any unused squares. This makes it easier to include more of the words from the list you made.
- Many crossword puzzle creators automatically lay the words out for you; all you do is specify puzzle size and input the list of words and clues.
- Most successful creators do not use creator software to pick words. Creator software comes up with too many hard words; to be successful, mix it up is needed. That can only be done by hand.

- d. Number the starting square for each word, starting in the upper-left corner of the puzzle.

Divide the words by whether they run vertically or horizontally. For example, it's possible to have two words numbered "1"; 1 -Across and 1-Down. If a crossword puzzle creator is used, it will handle the numbering automatically.

- e. Create a clue for every word that was included in the puzzle.

Number the clues according to the corresponding word's place in the puzzle (e.g. 4-Across, 31-Down). List all the across clues together in ascending numerical order, and list all the Down clues together in ascending numerical order.

- f. Create another copy of the crossword puzzle.

This time the starting square for each word should be numbered, but the squares themselves should be otherwise blank.

- g. Set aside the filled-in puzzle for use as an answer key.
- h. Make enough copies of the blank puzzle and clue list to distribute.

Those guidelines help teacher to make the crossword puzzle appropriately and suitable for certain students.

B. Review of Related Study

Lesmono (2010) conducted a study related to the similar topic, the improvement of vocabulary mastery for first grade students. It took place at SLTP N 1 Tanjungsari. The research was conducted on August and September 2009.

In his research, he implemented crossword puzzle and some activities in playing crossword puzzle, such as group work, discussing the answer, pronouncing words, and making sentences. He used one type of crossword puzzle for both spoken and written activities. At the first cycle, he found that the word bank that he implemented in his crossword puzzle was not effective for the students' vocabulary learning. It was because the students only match the words in the words bank with the box in crossword puzzle.

Therefore, at the second cycle he changed the words bank with colorful picture. Through using pictures, giving rewards, and requiring the students to bring dictionary that he implemented, the students did not make mistakes in playing crossword puzzle and the teaching and learning run well.

In conclusion, by using crossword puzzle, he improved the students' vocabulary mastery because crossword puzzle facilitates the students to be

familiar with the words so that they could memorize them well because they were attended several times in playing crossword puzzle.

C. Conceptual Framework

Based on the literature review, vocabulary is definitely an element of language that gives big involvement in some one's ability in acquiring a 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.

Vocabulary is element of language which conveys meanings both when the words are individual and in sets. The words often convey multiple meanings. Therefore, to understand what exactly the meaning of them people needs to understand the context through the text that follow the words. Moreover, there are also particular contexts should be considered in inferring words meanings.

There are experts that determine different kind of vocabulary. The point for the teacher to know the kinds of vocabulary is that she/he can determine what kind of vocabulary that suitable for their students needs.

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.

Instead of the various reasons explained in the literature review why vocabulary is important, the most considerable reason for the students in Indonesia to learn vocabulary is that it is a core component of language

proficiency that provide the basis of how well students develop their learning skills, listening, speaking, reading and writing.

To conduct teaching and learning vocabulary, the teacher should facilitate the students to meet the words for many times, because learning vocabulary is a cumulative process. The teacher should pay attentions to various aspects such as multiple exposures, meaningful context, prior knowledge, relationships or connections, context clue, and seeing saying and using them. In addition to the effective vocabulary teaching and learning, it should not interrupt the other essential parts of the lesson. In addition, it involves the students both in plan and unplanned vocabulary learning.

There are many principles in conducting effective teaching and learning of vocabulary. However, the more important thing is to pack those principles into an interesting and communicative activity as how has been explained at the Indonesian School-based Curriculum.

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, as listed below.

- a. maintaining and enriching someone's vocabulary and spelling
- b. helpful in building self esteem
- c. encourage the use of dictionary
- d. easily made and presented to students
- e. available for different classroom management

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.

CHAPTER III

RESEARCH METHOD

A. Research Type

This research of improving vocabulary mastery of the students of SMP N 2 Srandakan through the use of crossword puzzles is an action research. Since it is typically collaborative action research, the researcher worked together with collaborator that is the English teacher of students of grade VII D. The research members worked together during the time in conducting the implementation of strategy and data collection.

This research followed the steps of action research proposed by Kemmis and McTaggart (1988) in Burns (2010: 8) as presented on the Figure 1 below.

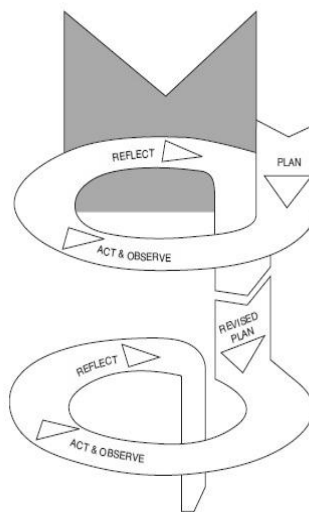


Figure 1. The action research process

B. Research Objective

This study was aimed at improving the students of grade VII's vocabulary mastery through the use of crossword puzzle games action during the teaching and learning process.

C. Research Procedure

The researcher applied the cycle model by Kemmis and McTaggart (1998) of action research for each cycle, as presented below:

1. Determining the Thematic Concern (Reconnaissance)

This step was carried out at the first week. The researcher and the collaborator collected as much as information as they can about the teaching and learning process and students' problems through conducting interviews and classroom observation.

2. Planning

The planning was begun from the discussion with the collaborator regarding the existing problems during the reconnaissance. The purpose of this action was to find out the relevant problems and planned some actions as follows:

a. Selecting materials based on the basic competency.

The research was conducted at the second semester. Therefore, after the discussion with the English teacher and looking into the syllabus, the materials taken are the procedure text and the descriptive text. The material involved topic of housework and house stuff.

b. Designing Lesson Plan

Based on the materials above, there were two lesson plans designed and planned to be applied during the first cycle of the research. The other two were implemented in the second cycle with some revisions based on the first cycle reflection.

c. Developing Research Instrument

The research instruments prepared were observation checklists and observation sheets for conducting the classroom observation. For the need of conducting the interview, the question guidelines and interview sheets were prepared.

3. Action and Observation.

The actions were carried out in two cycles. Each cycle took three meetings which applied two lesson plans.

In each cycle, the English teacher implemented the action. She implemented the teaching-learning using the lesson plans that had been designed and applied some discussions of teaching guideline with the researcher before the classes began. The researcher completed the observation checklist, made some observation notes, and took pictures during the implementation of the lesson plans.

4. Reflection

At the end of each cycle the researcher and the collaborator held a discussion about the whole process of the action. Surely, the discussion considered the teacher, researcher, and students' opinions, ideas and suggestions that is important for the next cycle. The actions which were considered to be successful were maintained in the next cycle. However, the actions which were considered to be less successful were revised to be implemented in the next cycle.

D. Research Setting

This research was conducted in SMP N 2 Srandakan especially VII D. The researcher decided to conduct the research there because she found some problems and weaknesses worth to overcome in the teaching-learning English especially at VII D. It was decided after she had done some observations on January 2014 and interview with the teacher. The actions were implemented on April and May 2014.

E. Research Subject

The subjects of this research are the students of SMP N 2 Srandakan particularly grade VII D class. The class consists of 26 students. It also involved the class's English teacher as the collaborator.

F. Data Collection

The data were collected through interviews and classroom observations. The respondents of interview were the English teacher and the students. It was carried out at the end of each meeting. Related to the observation, the researcher observed the class from the observation stage up to the last meeting of implementation. The data are in the form of vignettes, interview transcripts and photographs.

G. Data Validity and Reliability

Data validity is needed to ensure that the data collected are accurate and appropriate. This research applied triangulation method to check whether the data is trustworthy or not.

Triangulation is the practice of contrasting data that enable the researcher to view things from more than one perspective. The principles of triangulation method used by the researcher in this research are selected based on Burns (1999: 164-165).

The researcher applied the principles of triangulation for this research as explained below.

a. Time triangulation,

Data are collected at one point in time (cross-sectionally) or over a period of time (longitudinal) to get sense of what factors that involve in change process.

In this research the data were collected over the period of time of the implementation of the actions and recorded on the vignettes. After the actions were implemented, research data are also collected through the interview with the teacher and the students.

b. Investigator Triangulation

More than one observer is used in the same research setting to avoid observer bias and provide checks on the reliability of the observations.

In this research, the English teacher implemented the actions and conducted the teaching while the researcher became the observer and sometimes assists the teaching-learning process. The data were collected by the researcher during the classroom observation when the actions were implemented by noting the teaching-learning activity and completing the observation checklist. Besides, the data were also obtained from second researcher, the English teacher. She gave

overview, comments and suggestions toward the implementation of the actions she had been implemented. Those were recorded on interview transcripts.

c. Theoretical Triangulation

Data are analyzed from more than one perspective.

In this research, it was obtained from the perspective that was gained from the researcher and the teacher. It was the way they observe the activities or opinions that being said by the students.

This research also employed the five criteria of validity proposes by Anderson et. al in Burns (1999: 161-162) they are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

Democratic validity is a criterion that requires the researcher to truly collaborative and enables all the parties who support the research (in this research are the teacher and the students) to express their idea, opinion, and perspective. The researcher employed this criterion by giving opportunities for them in the interview sections to express their perspectives in relation to the actions or techniques had been implemented. At the end of each cycle, the researcher, the teacher, and the students did evaluation together. The teacher and the students were given chances to share their opinions regarding the activities had been done.

Outcome validity concerns with the effectiveness and viability that can be achieved from the action had been done. According to Anderson et al. in Burns (1999: 162) the most effective outcome would involve not only a resolution of the problems but also reframing of the problem in such a way that it would lead to new questions. In this research, the outcome validity is ensured by analyzing the

students' development during the teaching-learning process based on the indicators of the lesson had been formulated. It is elaborated in the vignettes and also can be seen on the lesson plans.

Process validity is related to the dependability and competency of the research. The questions related to this validity regarding the teaching-learning process and the students' behavior during the process were analyzed from the data that collected during the research through classroom observations and interview. The process of this research was divided into two cycles which each cycle consists of planning, implementation, evaluation, and reflection steps. The data were in the form of vignettes, interview transcripts and photographs. Additionally, the actions had been done in the Cycle 1 were evaluated to conduct better teaching learning process for the Cycle 2.

Catalytic validity refers to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In this research, the catalytic validity is fulfilled by allowing the participants (the teachers and the students) to express their perception towards the actions conducted and the problems happened during the research process through discussion and interviews after the meeting. It made possible for the researcher and research members to see the changes have experienced that happened to their understanding and the action they had taken.

Dialogic validity concerns with the peer review which are commonly used in academic research. It means dialogue with critical with practitioner peers. In this study, the teacher helped the researcher in collaborative enquiry during the

research. In addition, the supervisor also helped the researcher in discussing the progress regarding the research implementation and result.

H. Data Analysis Technique

The data were analyzed from the vignettes and interview transcripts collected during the research. The researcher was helped by the English teacher in analyzing and processing the data.

In reference to the Burns (1999), the data were analyzed through the stages below:

a. Assembling the data

The data are assembled over the period of the research through some of the data collection techniques. In this research, vignettes, and interview techniques were used to gather the data.

b. Coding the data

Categorizing and coding are developed to identify pattern more specifically. Coding is a process to attempt to reduce the large amount of data that may be collected to be more manageable categorize of concepts, theme, or types.

In this research, the data were categorized based on the themes of actions that applied during the teaching-learning process. It included applying crossword puzzles, using pictures, using classroom English, asking the students to work in pairs and groups, giving handouts to guide the teaching and learning process, pronunciation practices, giving rewards.

c. Comparing the data

Once the data has been categorized, comparisons are made to see whether themes or patterns are related or developed across different data gathering techniques.

Based on the categorization of actions, the researcher compared the data that had been obtained from the observation, the interview with the teacher, and interview with the students. The teacher and students ideas and opinions were compared with the observations had been conducted. It enables the researcher to see the differences or the similarity that supporting each other's pattern.

d. Building interpretations

It demands amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions, or attitudes has emerged.

The particular patterns had been found during the comparing data stage were related to the theories and concepts had been built and learnt. It brought up the reasons of why particular patterns emerged.

e. Reporting the outcomes

It is the stage of presenting an account of the research for others. The major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with example of the data.

In presenting the research outcome, the researcher elaborated some of the important activities and behavior that happened during the teaching learning

process based on the categorization. The researcher also presented the vignettes and interview transcripts which support the findings and particular patterns that discussed.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS

A. Reconnaissance

1. Identification of the Field Problems

In attempt to identify the problems during the English teaching and learning process in VII D of SMP N 2 Srandakan, the researcher did classroom observation. The teaching-learning process is presented as follows.

Vignette 1

Day/Date : Friday, 24 January 2014
Time : 08.35 – 10.10
Meeting : Observation
Teacher (T) : Mrs. Wiwiek
Researcher (R) : Yheni Siwi Utami
Observer (O) : Febri Anita Allatif

Students of D class had already been in the classroom but some of them stood and run around the class. T entered the class a bit late, followed by R and O. Students greeted R and O gladly. R and O also greeted them. Then, they walked to the back of the classroom while the students sat at their own seat and prepared for the lesson.

T greeted the students from the teacher table by saying “Good morning students.” The students answered “Good morning Ma’am.” Then, T continued to ask “How are you today?”, then students answered “I’m fine.” T asked one of the students to search for chairs for R and O. After R and O got the seats, T announced that there will be vocabulary test that day. The students shouted “*Waaaaa....*” And, the atmosphere turned to be a bit noisy. Afterward, they pulled out a book that usually used for vocabulary test book while T was writing ten English words on the board.

The students noted the words. After that they did (translated them into Indonesian) quietly. T was in front of the classroom. Once in a while, she said “*Uis sinau to doan..*” while kept counting from one to three with a quite long rest. After the third accounting, T asked the students to hand over the test book to get exchanged with other students and corrected. They submitted the book in a rush. It caused the classroom became noisy and the students were walking around.

T walked around the classroom and stopped on the students who asked questions. A few minutes later, she backed to her seat and asked the students to submit the books on her table. T score students work in her seat. The students snatched opportunities to bring their book quickly and got scored. They swarm over T’s seat. They waited to get their book back.

After all books had been returned, the students sat on their own seat. T told them *“Yang nilainya belum baik mohon ditingkatkan, yang sudah baik dipertahankan kalo perlu ditingkatkan”* T also told the students the words they have to memorize for the next vocabulary test. The students who pay attention to what teacher said was only those who were right in front of the T’s seat. The other seemed busy, put their test book into their bag and talk with other student.

T announced that the students should do conversation in pairs in front of the class without bringing text. The topic was about hobby. The material they had learned at the previous meeting. The students’ reaction caused a little noisy situation. They asked so many things. One of them asked *“Nek mboten purun maju pripun?”*. T answered *“Yang ngga mau maju nanti nilainya dapat E.”* T started the session by calling students’ name one by one. The first student did not have his partner, so he had the dialogue with the teacher. T asked *“What is your hobby?”*. Student answered *“My hobby is.”*, and so on. Occasionally, teacher corrected students’ mistakes. Commonly, his mistakes were in the sentences organization and pronunciation ability.

Next, the students who were called brought their own partner and stood in front of the class. They talked to each other similar to what had been done by T and the previous students. T paid attention to them, sometimes corrected students sentences structure and pronunciation. They sometimes did not know what the meaning of what they were saying, so the teacher brought them to the right track. At the same time she scored their performance. The students who were not performing, some were talking with friends; learned the dialogues on their book, and practiced what will be performed.

When one of a male student was performing, he did tenses mistakes. Other students laughed at that. T helped him by dictating some correct sentences, and followed by the student. There was a student who entered the class late because of meeting conducted by the school. The student headed to his seat and kept silent. A while later, he asked his friend about the dialogues which were used for assessment performance.

The students who had taken their turn were busy with their own work, some were singing, and showing their own picture to their friend. There was an announcement from the speaker but the teacher still continued the performances. A few minutes later, the bell rang. The students stood up quickly and T also went out headed to the teacher office for meeting.

After-break bell rang. R filled the lesson for a while as what had been asked by the teacher before she had leaved the class. She only talked about how they usually learn English and what had been learnt.

A few minutes later, T entered the class and continued the assessment activity.

A few performances passed, and the session was finished. T started a new topic about expressing like and dislike (speaking). There were students who walk around.

T asked the students to take out the LKS and open it on page five by saying *“Open your book on page five.”*

T asked some question to the students. The questions were *“Do you like sport?”* and *“Do you like eating?”* which both were answered *“yes”* by the students. Then, T asked about the differences between both questions using Indonesian language. The students answered with for instance *“tulisannya.”* and *“sport and eating”*, and other weird answers. Afterward, T explained about the differences. She explained about using noun and verb + ing on those questions. The students paid attention to the explanation and commented a few times. T wrote which one using *“verb + ing”* and which one using noun.

T wrote the lesson's topic on the board "Expressions of Like and Dislike". T asked the students to mention expressions they know to express like. The students answered with "like", "love", and "enjoy". In this case, male students were active answered the teacher's questions compared to the female students. After that, T wrote their answer on the board and added other more expressions of like. The students paid attention and mostly, the female students wrote them down on their book.

T continued to write dislike expressions. Then, T asked the students to mention other dislike expressions, like what she did previously. Students answered with different kinds of expressions, orally. Sometimes they used Indonesian sometimes English. T confirmed their answers and wrote them on the board. T added some other expressions of dislike. In this activity, the male students were active answering and the female students wrote the expressions had been written by the teacher.

T asked the students to make dialogue using the expressions had been mentioned before, orally. T asked the students to use other verbs. Some students tried to use the expressions although did not use different verbs. T corrected students answer and wrote it on the board. She also added more sentences about that.

There is a student who asked whether they need to write down what is on the board or not. T answered that they have to write them. They wrote them down while T walked around the class. A few minutes later, T asked if the students finished writing already. The students answer they had not.

Next, T talked to the students and added another expression. She added "Why". She asked a question to a student "Do you like soccer?". The student answered "Yes." Then, T asked again, "Why?". The student did not answer and looked confused. Then the teacher said that they can answer by saying "I like soccer because it is my hobby."

T asked the students to work in pairs. Only in a short time, the students were asked to perform a dialogue with their friend in front of class. While the students worked, T reminded them with the advice from their principal that the students should be active to ask questions. Finally, students finished to work.

There was only a pair of students who performed their dialogue. They still made grammar mistakes while performing. T asked a pair of female students but the bell rang. T asked students to do task nine on LKS as homework. There was a student who asked about materials had been given but the other students had stood and made noise. Teacher ended the lesson by saying "See you next time." And "Wassalamualaikum wr.wb."

In addition, the researcher also interviewed the teacher and the students. Thus, from the pre-planning of research data, teaching-learning problems are identified below.

Table 1. Problems in the teaching and learning process:

1. The teacher cannot use the computer.
2. LCD is provided but teachers have to take it in the administration room.
3. The teacher uses a traditional teaching technique that is by translating words into Indonesian language
4. The lesson is quite teacher-centered and monotonous.
5. The teacher rarely uses games or variations of media.
6. Mostly, the teacher depends on textbook and LKS.
7. The teacher does not follow teaching-learning steps appropriately.
8. The teacher mostly uses Indonesian and Javanese language
9. The students have difficulties in distinguishing meaning of similar words (e.g. though, taught) and word family (e.g. talks and talked).
10. The students have difficulty in using the dictionary.
11. The students rarely practice the words they have learned.
12. The students' pronunciation and spelling ability is quite low.
13. The students often make mistakes on arranging sentences into correct and understandable sentences.
14. The students have difficulty in understanding words meanings and their use in different contexts.
15. The students are sometimes discouraged by the use of the regular vocabulary test.
16. The students have low motivation during the teaching-learning process because the teacher does not provide various media or learning activities.
17. There are inequalities of classroom participation between girls and boys students.
18. School provides only 10 dictionaries and not only used by the first grade but second grade students too.

2. Identification of the Field Problems to Solve

The English teacher and the researcher reconsidered the problems above. They discussed and selected the problems that needed to be solved immediately but still feasible with the existing teaching-learning situation, energy, and facility

at that time. Mostly, the problems agreed to be solved were related to the students' word mastery. It was caused by the teacher's inadequate ability to provide time in teaching-learning process to explore the vocabulary learning. The others were related to problems of building classroom circumstances and students' motivation in teaching learning English. The teacher was quite dominant during the class and the students activities were mostly only answering the teacher's questions whether orally or written. Therefore, the problems decided to solve are as follows.

Table 1. Problems to solve:

1. The students rarely practice the words they have learned.
2. The lesson is quite teacher-centered and monotonous
3. The teacher rarely uses games or variations of media.
4. The students often make mistakes in arranging sentences into correct and understandable sentences.
5. The students have difficulty in understanding word meanings and their use in different contexts.
6. There are inequalities of classroom participation between boys and girls students.
7. The students have low motivation during the teaching-learning process because the teacher does not use various media or learning activities..

After selecting the problems above, the researcher and the English Teacher continued the discussion about the action to solve the problems. The researcher proposed crossword puzzle as one of the options to vary the teaching learning activity, while the teacher proposed using pictures as one of the ways to attract students' attention. Considering some obstacles and benefits of both options, they decided to use crossword puzzles as the main action and pictures as the supporting media. The English teacher was not able to operate computer well. Thus, they

preferred to explore this media manually but also considered optimal benefit for the students' development.

B. Report of Cycle 1

1. Planning

Based on the decided problems, the researcher and the English teacher planned to apply some actions in Cycle 1.

a. Applying Crossword Puzzles

In the first cycle there were three types of crossword puzzles planned to be implemented. The implementations of the actions were conducted on April until Mei 2014. Each meeting applied one type of crossword puzzle. The first type is communicative crossword puzzle. It was applied during the teaching of listening and speaking. The second type is crossword puzzle using picture clue. It was implemented at the teaching of reading to build the students' background knowledge of the field. The third type is crossword puzzle using cloze sentence clues. It was applied at the writing session to introduce words and give them opportunity to practice the words. This crossword puzzle was followed with the practice of writing sentences. Each of the crossword type was designed to meet the teaching stages and certain purposes of the teaching and learning as explained above.

b. Using pictures

Pictures were presented in different kinds of teaching-learning stages as supporting media. They would be in the form of pictures to activate the students' prior knowledge at the beginning of lesson and some picture series for pair work.

Moreover, since the actions mostly used handouts as the dominant material sources, pictures played roles to attract the students' interest and help them during the action implementation process.

c. Giving handouts to guide the teaching and learning process

The teacher distributed handouts every time classes were started. The handouts contained the outline of materials and tasks that will be given on that day. The students had responsibility to bring the handout again at the next meeting. The handouts guided both the teacher and the students in running the teaching-learning process.

d. Using Classroom English

Classroom English was used during the teaching and learning process on purpose at giving the students input of English and helped them to be more familiar with English that used in classroom.

e. Asking the students to work in pairs and groups

During the action implementation, the students were asked to work in both pairs and small groups based on the tasks they had to do. By doing so, the students' ability to cooperate with each other was expected to be improved. Moreover, it enables the students to help each other by sharing what they know to the other to finish the tasks.

f. Pronunciation practices

Pronunciation practices were implemented during the teaching and learning process whenever possible. However, the occasions mostly used were after the students did the crossword puzzle task and during the text exploration.

2. Actions and Observations in Cycle 1

The implementation of the actions in this cycle was on April 2014. The first meeting was conducted on 4th April 2014, the second meeting was on 11st April 2014, and the last meeting was on 15th April 2014. The material given was about the procedure text. The topic of the teaching-learning was housework. The English teacher gave the researcher some advices during the lesson plan making based on the 2006 curriculum and her personal experiences.

During the implementation of the action, the English teacher was teaching and implementing while the researcher was observing, taking notes and taking photographs about the performance. The English teacher and the researcher usually did some discussions before the meetings. They prepared the activities of teaching learning should be done and explored. Sometimes, while waiting the students to do the tasks had been given, the teacher reconfirmed the next activity to the researcher. The complete elaborations of Cycle 1 actions and observations are presented below.

a. Applying Crossword Puzzles

As planned, there were three types of crossword puzzles implemented in the first cycle. They were applied in three meetings.

The first crossword puzzle implemented is a communicative crossword puzzle at the first meeting. The text about using the cellular phone was presented through a spoken text. The teacher read the text about using the cell phone. After that, the students were given tasks to be finished related to the procedure text. They actively discussed the tasks with the teacher to understand the content and

organization of the text orally. Before they got the individual task, they were asked to work in groups. They played a communicative crossword puzzle.

The students were asked to work in groups of four. They were in groups with the same gender students. Because of the limited time, the groups were decided based on their seats position. They were a little bit noisy while making the group. However, soon they were ready to start. They did not complain about the grouping. During the game, the students still seemed confused at the beginning of the task. As the time passed by, they understood what to do and got more enthusiastic. They listened to the clues which were read by the other student carefully. They also discussed with their group well. Some of them even volunteered themselves to complete the task. Finally, they were able to complete their crossword puzzle and pronounced those words together. The situations can be seen at the extract below.

.... T said *“Nanti yang laki-laki membaca lalu yang putri menulis jawabannya di yang belum di isi itu ya. Begitu nanti sebaliknya.”* The students did not response T’s statement. T asked the first boy group to read the clue. *“Yo diwoco, nomer siji.”* The students still silent. **T asked him one more time, and one of them read the clue “We boil it before drink it.” with hesitated voice and intonation, and pronunciation mistakes in “before” and “drink”. She turned her body to the girls and repeated what the boy had read. “Wis?”** She asked them if the students had answered it or not. The girls answered it loudly, *“Water.”* *“Good.”* said the teacher. She waited for a while and asked other boy group to read the next clues. They continued. The next clue was read, and the teacher repeated the same steps for each clue. Then the T asked the girls students to read their answer. When T offered who want to answer, all the groups’ representation raised her hand. T picked one students and asked her to answer.

Then she asked the boy if it is true. The boys answer that it was true. That was repeated until the third word answered. Then, T asked the girls to read the clue while asking the boys to pay attention to the girl clue. The boys were a bit noisy then. One of the groups still confused where to write down the answer. The girl read the clue slowly. T repeated what she had read. Then, she gave some time for the boy to answer before continue to the next clue. That was repeated until the last clue. After that, the boys are asked to read the answer. The boys read them loudly. **The Crossword puzzle was completed and they continued to pronounce the words together. The students were quite enthusiastic in following this activity although in the beginning they seemed a bit confused with the steps to do this activity. However, O also noticed that most of the students did mispronunciation during reading the clues.**

(Vignette 2)

From the situations above, most of the students did pronunciation mistakes. Therefore, the teacher re-read the clues had been read by the students in order to give the students an example and help them to answer. They also practiced to pronounce those clues and answered after the crossword puzzle was completed.

The other problem encountered was the time limitation. There were too many tasks that had been planned and should be implemented. At the interview with the teacher, the teacher said that there were too many tasks to do. Thus they were too quickly to move from one to another task. However, the implementation of the crossword puzzle was quite good. The extract below presents the teacher's statement about the crossword puzzle implementation.

R	: Kalau penggunaan tekateki silang yang tadi gimana Bu? Siswanya kayanya masih kesulitan ya Bu? (About the use of crossword puzzle, what do you think about that Ma'am? The students still seemed having difficulty, weren't they, Ma'am?)
T	: Kalau saya lihat tadi di awal-awal iya, siswanya masih kesulitan. Masih menyesuaikan diri kan mbak. Tapi kebelakang-belakang mereka udah bisa kok. Udah tau caranya. (In my point of view, at the beginning they seemed so, they seemed having difficulty. They still did adaptation, Miss. But, as the time passed by, they can do that. They already knew how to do that.)
R	: Iya Buk. Menurut saya juga kaya begitu. Kalau pengetahuan kosakata mereka kira-kira ada tambahan nggak Bu? (I agree with you Ma'am. I do think so. About their vocabulary knowledge, is there any improvement Ma'am?)
T	: Ya kalo dari yang kegiatan tadi sih, belum terlalu kelihatan sih Mbak. Mungkin pronounciationnya ya yang agak bisa banyak latihan. Soalnya keburu-buru tadi lho. Sama mereka juga melatih lagi kata-kata yang mereka udah pernah pelajari. Kaya bahan-bahan makanan itu kan mereka sudah pernah. Tapi mereka lebih antusias karena pakai itu tadi. (From the last activity, the improvement was not that significant. Perhaps their pronunciation that has been practiced more. It was because we are too rushing. Moreover, they also practiced the words they had learnt. Words like ingredients of food once had been learnt. However, they were more enthusiastic because they used crossword puzzle.) (Interview 5)

According to the English teacher, by pronouncing the words and clues in the crossword puzzle, it helped the students practice their pronunciation. It also reminded them about the words they had learnt through a more attracting way. On the other hand, time allocation became main problem that cause the teaching-learning process was not optimal.

The second crossword puzzle applied was quite simple, the crossword puzzle using picture clues. The crossword puzzle was used at the beginning of the lesson to build the students' background knowledge. They were asked to work in pairs and complete the crossword puzzle together. The instruction of the crossword puzzle task did not cause confusion for the students because they have already experienced doing crossword puzzle at meeting one. During their activity,

there were some students who asked the teacher about the pictures. It indicated that some of the pictures were not clear enough. However, they did the task enthusiastically and finished it well. They also pronounced those words together. There were no significant problems during the second meetings' teaching-learning process. The time allocation problems that happened at the first meeting also had been minimized. The complete situations are presented below.

Next, after the teacher confirming the students' answer regarding the pictures exploration, they moved to the next task. "Look at task 2. Complete the crossword puzzle by looking at the picture." said the teacher. After being explained what to do in Indonesian, the students started to do the crossword puzzle. They looked excited. The teacher went around the class to help the students. T also told the student "*Boleh pakai kamus, po nggoleki nggon foto kopian.*" A student asked, "***Niki gambar nopo bu? Nomer 3.***" "***Coba diskusi sama temannya dan lihat huruf apa yang udah ada?***" answered the teacher. Some other students asked questions about the same thing. They also asked about the pictures' number. They asked if the second one was the number 3 or 4, and etc. However, they were doing the task actively. "*Sudah ya. Yo kita koreksi bersama.*" The students read the answer loudly. The teacher wrote on the board a number that cannot be answered by the students. They pronounced the words written on the board together. The teacher also asked them to repeat some words which they mostly miss pronounced. Then, they continued to the next task. They classified the utensils together, and the teacher also asked about some other things in bathroom.

(Vignette 3)

T : *Gimana?*
(How is it going?)
R : *Alokasi waktunya tadi sudah lebih baik Bu.*
(The time allocation has been better than the previous one.)
T : *Iya... setuju Mbak. Sudah nggak terburu-buru banget kaya kemarin. Bisa lebih dalam task demi task nya.*
(Sure... I agree Miss. The lesson was not as quick as the previous meeting. We could explore deeper from task to task.)
R : *Alhamdulillah, semoga besok-besok lebih baik lagi ya Bu.*
(Alhamdulillah, hopefully, in the future will be better, Ma'am.)

(Interview 7)

The third crossword puzzle used sentences as the clues and was followed by the making sentences practice. The teacher distributed worksheets to the

students and asked them to complete the crossword puzzle. At the beginning, some students still made some noise but when they did the crossword puzzle they did not do that again. The students were focused and active to do that. During the activity, the teacher moved around for a while to help the students if needed. Then, while waiting the students to finish, she drew the crossword puzzle grid on the board to make variation and give more benefits. When the students had finished the task and asked to fill the grid on the board, they were enthusiastic. They stood up together and wanted to fill it. Therefore, the teacher should stop them and asked them to fill the grid one by one. She also offered the girl to try since the boys were dominant. The crossword puzzle was completed though there were two wrong answers. The wrong answers were also corrected by the other students. The situations are presented in the extract below.

R	: <i>Wah, syukur deh Bu, Siswa jadi bisa belajar lebih baik. Kalo untuk menggambar TTS nya ibu merasa effective ngga Bu?</i> (Oh... I feel grateful Ma'am, the students could learn better. About drawing the crossword puzzle, do you think it is effective Ma'am?)
T	: <i>Oh, efektif kok mbak. Kan yang penting yang panjang dulu di hitung kotaknya, tinggal ditambah yang pendek-pendek.</i> (Oh, it is effective Miss. As long as the longest word is counted first, and added with the shorter words.)
R	: <i>Hehe... iya Bu. Jadi kalau besok-besok menggambar di papan tulis lagi ibu keberatan ngga kira-kira?</i> (Hehe... alright Ma'am. So, if in the future you have to draw it on the board again, you don't mind to do so, do you?)
T	: <i>Oh.. ngga masalah. Malah baik dan membantu siswa Mbak.</i> (Oh... no problem. Instead, it is good and helpful for the students Miss.)
R	: <i>Hehe iya Buk. Tadi siswa juga semangat mau maju ngisi gitu Bu.</i> (Hehe, alright Ma'am. The students also seemed enthusiastic to fill the grids on the board, Ma'am.)
T	: <i>Selain itu tadi kan kalau ada kata yang salah bisa gampang di bahas bersama yang benar apa. Kaya kata "mix" dan "blend" tadi.</i> (Besides, if there are wrong words (answers), it can be discussed easily what the correct answers are. Like the words "mix" and "blend" a moment ago.

(Interview 9)

According to the teacher, by drawing the crossword puzzle on the board, it made the correction and discussion easier and raised the students' motivation toward the activity. Additionally, some students who made noises turned serious and focused after they started to do the crossword puzzle task. The situation is described in the following extract.

Next, the teacher distributed worksheets. She asked the students to scan the lines of clue while she started to draw the crossword grid on the board. **The same boys at the back corner talked to each other and caused a little noise. For minutes, the teacher let them to do that, but they did not stop it. She turned around and said “Sing ngomong wae mesti ora nggarap kui...”. The students answered “Mboten bu...”** Then, the teacher walked to them and asked them to do the task properly. They started to work and got busy with that. **The other students also did that actively. They were using the dictionary they had brought.** The teacher was going around and helped the students. While walking around, she told the students, *“Itu kan yang nomor 1 sudah ada P-nya itu tinggal ke bawahnya dicari.”*.

(Vignette 3)

Break time were getting closer, some students from the next class also had gone out already. There is a student who has begged to go out. The teacher made sure the time for break have not came, *“Belum, belum bel kok. Finish the task, please. One more minutes.”*. The students worked at the task again. **The teacher went around the class one more time and checked the students work.** She told the students *“Anak-anak kalo itu ngga ada artinya berarti salah ya. Coba di cek di kamus.”*. **A few minutes passed, and the teacher and the students started to discuss the Crossword Puzzle. The teacher asked them to fill the grid on the board. All at once, the boys stood up and wanted to write their answer. The teacher stopped them and asked them to write one by one. They did that one by one. The teacher also offered some numbers to the girls. Along with the last students finished his answer, the bell rang.**

(Vignette 3)

After they finished the crossword puzzle discussion, they moved to sentence making activity. The teacher reminded the students briefly about the differences between the simple present tenses and the imperative sentences. Then,

she asked the students to work in pairs and picked two words. They were asked to make imperative sentences and simple present sentences from those words. They took quite a long time for this activity. Though they seemed active, the boys asked for the teachers' help quite often. They still had difficulty in sentence structure. However, here are some of the sentences they made during the teaching-learning process.

Two students were invited to give some examples. They were Raikhana and Alfrida. Alfrida's answers were **"I put cup in the box."**, and **"Put book on the table"**. Raikhana's answer were **"I put the book on the table."**, and **"Put the book on the table."** The teacher discussed with the student about their answer. She also corrected some mistakes on their answers. After that, she invited the other students to write their answer on the board but using different words. The answer from **Kusuma** **"We have to fill the pot with water."**, and **"Fill the saucepan with a liter of water."**. Elsha's sentences were **"We pour boiled water in the cup."**, and **"Pour the boiled water"**. Jaka's answer were **"We plant flower in the yard."**, and **"Plant the flower in the yard."**. After they finished, they gave a check. The teacher and the students discussed the answers together.

(Vignette 3)

Their sentences were quite good. The most common mistakes were in the usage of prepositions and determiners.

In conclusion, the uses of crossword puzzles during the three meetings of teaching learning processes helped the students in some ways. The first crossword puzzle, communicative crossword puzzle, was a little bit complicated because the students' pronunciation was weak. Meanwhile, it gave them more opportunities to practice the pronunciation and spelling. Moreover, it helped them improve their vocabulary knowledge and their motivation in the teaching learning process. The extract is presented below.

- R : *Hmm.. yayaya... Nek TTS e? Susah ngga ngerjainnya?*
(Mmm... well... What about the TTS? Did you have difficulty in doing it?)
- S : *Angel mbak. Ra dong soale.*
(*It was difficult Miss. I didn't understand the question.*)
- R : *Ra dong e py? Apa teman kamu membacanya (clue) ngga jelas, apa gimana?*
(What did made you do not understand? Did your friends read the clue unclearly, or other problems?)
- S : *He'em mbak. Tapi kan diulangi beberapa kali (clue nya). Dadi lumayan lah iso le nggarap njukan.*
(Yes, Miss. But the clues were repeated a few times. So it was pretty good so I could do that then.)
- R : *Hmm.. yayaya... Nek misale kalimate nggawe dewe kangelan ra?*
(Hmm.. alright... If the sentences are made by yourself, is it difficult for you?)
- S : *Angel mbak kayae. Mesti mah ming suwe.*
(I think it's going to be difficult. It would take time.)
- R : *Tapi kan pake TTS kemaren, perasaan kalian gimana?*
(However, using crossword puzzle, what do you feel?)
- S : *Seneng Mbak. Jadi lebih minat Mbak ngerjainnya.*
(Happy, Miss. I did it enthusiastically.)
- R : *Jarang pake yang kaya gt?*
(Rarely using it, did it?)
- S : *Baru pertama kali ini, Mbak.*
(This is the first time, Miss.)
- R : *Nek kalian le ngucapke (clue)kangelan ora?*
(About pronouncing the clues, did you have difficulty?)
- S : *Nek pertamane yo ijeh angel Mbak. Ning kan di baleni bu guru. Nah kari nirokke, njuk di balen-balen. Hahaha*
(At the beginning, it is difficult, Miss. But, it was repeated by the teacher. Thus, we just need to repeat after her, and repeated for a few times. Hahaha)
- R : *hahaa.. sip.. dilatih terus lho ya berati..*
(Haha,, Good.. You have to practice it continually...)

(Interview 4)

The second crossword puzzle was useful in helping the students in building their background knowledge while improving their vocabulary mastery. They became more careful about spelling by completing the crossword puzzle. Further, the use of crossword puzzle supported them in memorizing and maintaining the vocabulary they have learnt at the previous lessons.

The situations are presented as follows.

R	: Oh iya Bu, nanti saya lihat lagi. Selain itu, secara keseluruhan penggunaan TTS nya tadi membantu pembelajaran seperti apa Bu? (Ok Ma'am, I'll check that again. In addition, overall, the used of the crossword puzzles, how did they help the teaching-learning process, Ma'am?)
T	: Ya menurut saya, kalau ejaan jelas sudah terbantu dengan adanya TTS itu. Mereka juga lebih ingat kata-kata yang pernah mereka pelajari kaya benda-benda tadi itu. (Well, in my opinion, regarding the spelling they were definitely helped with the use of the crossword puzzles. They also remembered more about the words they had already learnt, like the stuffs.)
R	: Syukur Alhamdulillah deh Buk bermanfaat ya. (Alhamdulillah Ma'am if it is useful.)

(Interview 7)

Further, the use of crossword puzzle supported them in memorizing and maintaining the vocabulary they have learnt at the previous lessons.

S1	: Seneng mbak. (I was happy.)
R	: Senangnya knapa? (Why did it make you happy?)
S1	: Ya kui, Mbak... ana TTS, and ngurutke gambar. Mbiyen-mbiyen ra tau. (Well, Miss... there were TTS, and pictures arrangement. We never did that.)
R	: Haha... ya. Trus TTS-e angel ra? (Haha... I see. Then, the crossword puzzle, is it difficult?)
S2	: Ora patek mbak. Lumayan gampang. (Only a little. Quite easy.)
R	: Ada yang salah nggak pas di koreksi kemarin? (Did there any wrong answers when it was corrected?)
S2	: Ada Mbak, gembor. Ra ngerti bahasa Indonesiane Mbak. (There was Miss, "gembor". I didn't know the word in Indonesian, Miss.)
R	: Oalah gembor. Hahah.. yaaa... Jadi ngga bisa buka kamus ya. Tapi gambarnya jelaskan? (I see, "gembor". Hahaha alright, so you couldn't be able to find it in the dictionary. But the pictures were clear, wasn't it?)
S2	: Jelas Mbak. Tapi tidak berwarna. (They were clear, Miss. But they weren't colorful.)

(Interview 8)

The third crossword puzzle was useful in improving students' motivation, improving vocabulary knowledge and giving them more opportunities to use the words they know. The following extracts present the detail.

- R : *Oh iya, yang di depan saya tadi. Yayaya... Mengenai TTS yang tadi bu? Menurut ibu membantu pembelajaran mereka seperti apa?*
(Oh right, the one in front of me. Yayaya... About the last crossword puzzle, Ma'am, how do you think it helped the teaching-learning process?)
- T : *Kalau yang tadi itu siswanya kelihatan smakin bersemangat Mbak. Apalagi setelah itu mereka bikin kalimat kan. Mereka jadi bisa memakai katanya juga. Saya jarang bikin aktifitas kaya gini biasanya.*
(About the last one, the students seemed more enthusiastic, Miss. Moreover, after that they made sentences, didn't they? Therefore, they can use the words themselves. I rarely make this kind of activity, actually.)
- (Interview 9)

- R : *Angel po wingi pelajaran?*
(Did the lesson is difficult?)
- S : *Mik sik wingi kae nomor enem Mbak.*
(It was only the number six Miss.)
- R : *Tapi seneng ngga pake TTS?*
(But, did you happy doing the crossword puzzle?)
- S : *Yo seneng Mbak. Tapi yang nomor enam kui mau angel. Kan biasane "add" Mbak tapi kui "mix".*
(I was happy Miss. However, the number six was difficult. The answer is usually "add" Miss, but the answer was "mix".)
- R : *Yang lainnya juga sulit? Kayanya pada bener kemaren.*
(Were there any other difficulties? I think you had correct answer yesterday.)
- S : *Ya iya sih mbak... bener.. hehe*
(It did... Miss.. The answers were correct.)
- R : *Trus kalo disuruh ngerjain-ngenjain gitu misalnya membuat kalimat kaya kemarin menurut kamu gimana?*
(Then, if you are asked to do those kinds of tasks again, like making sentences as you did yesterday, what do you think about that?)
- S : *Ya nggapapa mbak, ngga masalah. Malah kita jadi banyak latihan. Beda beda kegiatan juga sih jadi ngga berasa.*
(It's ok Miss, no problem. Instead we can have a lot of practice. There were different kinds of activity so we weren't bothered.)
- R : *Kalo bedanya sama Bu Wiwik gimana?*
(What are the differences from bu Wiwik's way.)
- S : *Ya nek Bu Wiwik cuma dikasi materi dulu. Trus suruh ngerjain. Jarang nganggo gambar-gambar apa TTS kaya nganaka, Mbak bosen.*
(Bu Wiwik only gives material first. Then, we are asked to do it. She rarely uses pictures or crossword puzzle like this one Miss, boring.)
- (Interview 10)

b. Using pictures

Beside the use of the crossword puzzle as the main technique, the researcher and the teacher also agreed to provide pictures to support the teaching-learning process. They were used during some stages of teaching such as in individual task of meeting 1 and joined construction of the text at meeting 2. Mostly, the pictures were valuable in helping the students to find out idea about what they were going to express. The pictures also attracted the students' attention during the stages of the teaching and learning process. Besides, some students regretted that the pictures were a little bit unclear and were not colorful. The situations are presented on extract below.

The pictures were used at the beginning of the lesson.

Then, the teacher distributed worksheets, and then said "Listened to me carefully. Look at task one." **The students commented about the picture ". The teacher continued, "Look at picture number one.", while the students were translating the meaning of what had been said by the teacher a bit loudly. Then, T asked some leading questions to start the new season. "Where are they?" refer to the first picture. The students answered it enthusiastic with different answers "garden" "kebon" "kebun". Then, T confirming "They are in the garden.". Continued to the next question, T asked "What are they doing?". The students replayed, "berkebun". Then T said "no, no, no". S then revised, "gardening".**

T responded "Ya bisa. What else?" Students answered "menanam". T said, "Ya, opo kui bahasa Inggris?" The students were in silent a bit long before responding. Some opened their dictionary. "Planting" finally one of them answered. The teacher then confirming, "Good answer. So, di gambar pertama ini, they are at the garden. And they are planting flower, or plants." The same question also used to explore the second picture.

(Vignette 3)

R : *Dek, pelajaran Jumat sulit nggak?*
 (Dek, did you have difficulty in the Friday's lesson?)
 S1 : *Yo ra sulit banget kok Mbak.*
 (It wasn't that difficult, Miss.)
 R : ***Seneng tapi ?***
 (You were happy, didn't you?)
 S1 : ***Seneng mbak.***
 (I was happy, Miss.)
 R : ***Senangnya kenapa?***
 (Why did you happy?)
 S1 : ***Ya kui mbak... ana TTS, and ngurutke gambar. Mbiyen-mbiyen ra tau.***
 (Well, Miss.... There was crossword puzzle and pictures. We never did that.)
 (Interview 8)

R : ***Oalah gembor. Hahah.. yaaa... Jadi ngga bisa buka kamus ya. Tapi gambarnya jelaskan?***
 (Alright, gembor... Hahaha... alright.. therefore you can't find the word on the dictionary, right. But did the pictures clear?)
 S2 : ***Jelas mbak. Tapi tidak berwarna.***
 (They were clear. Unfortunately, they weren't colorful.)
 (Interview 8)

c. Giving handouts to guide the teaching and learning process

In every meeting, the teacher always gave handouts to the students. Mostly each of the students got one. The handout guided both the teacher and the students in running the teaching learning process. The teacher was helped in arranging the tasks that should be done. The students felt that by the existence of handouts they could follow the teaching-learning process easily because they had already known the outline of today's activity on the handouts. They also felt that by having handout, it supported them to finish the tasks given. Consequently, the teaching and learning processes run well. The situations are presented below.

Finally, she preferred to visualize the steps did in the text together with the students. **She read it twice slowly, and then distributed the handouts.** “Listen to me and complete the dialogue.”. She continued “Please, fill the blank by listening to me.” then, she read the text for the last time. The students do the task quietly. However, teacher noticed that the students were doing that on the blank paper. **They should do that on the worksheet.** She told the students to do so, and she repeated to read the text one more time.

(Vignette 2)

- R : *Nek dibagi nggo kertas koyo mau kae, membantu ora dik?*
(If you were given papers (handout) like what had been done previously, do you think it is helpful?)
- S : *Membantu, Mbak. Jadi tinggal ngikuti aja. Nyatete yo mik sithik, Mbak. Iso neng kertas kui.*
(It was helpful, Miss. We just need to follow. We only needed to noted a few things, Miss. We can write it on the pepers.)
- R : *Kan kadang ketinggalan ngga kebawa lagi gitu?*
(Sometimes you forget to bring it again, don't you?)
- S : *Kan ming kari di selipke neng buku bahasa Inggris, Mbak.*
(I just need to insert it in the English book, Miss.)
- R : *Oh ya... pinter. Thank you ya.*
(Alright... clever. Thank you.)

(Interview 10)

d. Using Classroom English

As planned, classroom English was used in every meeting. The teacher greeted, explained rule or asked the students to do something using English. They had regular greeting whenever they would start the class. It was the students who greet the teacher. Mostly they used same expressions “Good morning, Mum.” or “Good afternoon.”, therefore it is a bit difficult to change that habit. However the teacher tried to gave different responses. At the beginning of the lesson, when the teacher began the class using English, there was a student who asked the teacher why she did not use Indonesian language. The students seemed a bit bothered with the use of classroom English. However, as the lesson passed by, the students did not grumble anymore because the teacher sometimes also translated what she said

in Indonesian language. The other students also were not bothered with the Classroom English that is used. In the three meetings of Cycle 1, the use of the teacher's classroom English often decreased when they were nearly the end of the lessons. However, it was already useful to support the students' development in using English. Moreover, it was helpful to get them accustomed to English. The classroom situation is presented below.

The students greet the T by saying **"Good morning, Ma'am."** T asked them to do the steps one more time because they did not do that in harmony. And then, the students repeat the steps. T then answered them by saying **"Good morning, students."** Next, the students asked the teacher **"How are you?"**. **"Never better."**, T replayed. Then students also said "I'm fine too. Thank you." Then, T asked the students' presence by saying **"Who's absent today?"** The students answered "Nihil." "Nggak ada, Bu." Then, T corrected the student answers by saying "Gimana jawabnya yang benar, kalo bahasa Inggris. No one."

(Vignette 2)

Then, the teacher distributed worksheets, and then said **"Listen to me carefully. Look at task one."** The students commented about the picture ". The teacher continued, **"Look at picture number one."**, while the students were translating the meaning of what had been said by him a bit loudly. Then, T asked some leading questions to start the new season. **"Where are they?"** she referred to the first picture. The students answer it enthusiastic with different answers "garden" "kebon" "kebun". Then, T confirming "They are in the garden."

(Vignette 3)

e. Asking the students to work in pairs and groups

In Cycle 1, there were activities that asked the students to work with other students, pair and group work. To save the time, the groups were determined by their seats. They were not bothered with the grouping. It was arranged to help them in building their confidence, cooperation ability, and learning from each other. They seemed active and enthusiastic during the group activities. It appeared

when they tried to find out new words in the crossword puzzle and work together in constructing a text. The group activities were considered useful in improving their teaching and learning process since they did the tasks well. It can be inferred from the interview with the students below.

R	:Kalo kerja kelompok kaya tadi menurut kamu gimana? Malah susah gitu? Apa lebih membantu? (If you work in group like the previous one, what do you think about it? Did it cause difficulty? Or did it helpful?)
S	: Ya malah enak lah Mbak. Kan bisa diskusi sama temen. Dibagi juga ngerjainnya. (Infact, it was helpful, Miss. We can discuss with friends. We also divided what to do to finish the task.)
R	: Sip, jadi lebih cepet ya selesai nya. (Good, so you can finish it quickly.)
S	: Iya Mbak. Ngerjainnya juga lebih gampang. Ada yang bantuin buka kamus.Hehe... (Yes, Miss. We also can do the task easier. There was other who helping to open the dictionary.)
R	: Yayaya... sip. Kerjasama yang baik. Makasih ya udah boleh tanya-tanya. (Good. What a nice cooperation. Thanks for allowing me to have some questions.)

(Interview 10)

f. Pronunciation practices

During the action implementations, the teacher always tried to give opportunities to the students to practice their pronunciation. It was applied because the researcher and the teacher agreed that the students' pronunciation was considered weak. The planned pronunciation practices were applied after they did the crossword puzzle. After they filled the crossword puzzle, the teacher asked the students to pronounce either the words or the clues to familiarize the students with the pronunciation. Besides, there were also incidental pronunciation practices that were applied. Whenever the teacher heard the terrible miss-pronunciation from the students and she felt need to drill them a little, she did that. She often asked the

students to repeat after her and after that she asked some students to repeat that alone. The situations are elaborated below.

However, they were doing the task actively. *“Sudah ya. Yo kita koreksi bersama.”* **The students read the answers loudly. The teacher wrote their answers and a number that cannot be answered by the students on the board. They pronounced the words written on the board together. The teacher also asked them to repeat some words which they are mostly miss pronounced.** Then, they continued to the next task. They classified the utensils together, and the teacher also asked about some other things in bathroom.

(Vignette 3)

“Task 6 kan kemarin disuruh cari verb-nya. Yo semuanya. Sebutkan kata kerjanya. Say it loudly.” **Then the students mentioned the verbs disorderly.** The teacher confirmed their answer. **Then she told them “Repeat after me.”. She mentioned the verbs and followed by the students in chorus. She also asked two students to re-read the verbs.** Their pronunciations were quite precise.

(Vignette 4)

3. Reflection

Based on the implementations above the researcher and the English teacher discussed the successful and less-successful actions during the implementation. They concluded some following reflection.

a. Applying Crossword Puzzles

Mostly, the implementation of crossword puzzles was based on what has been planned. Meanwhile, improvements are still needed in some aspects due to the efforts to maximize the teaching learning process. At the first meeting, the communicative crossword puzzle has been well implemented. Therefore, at the second cycle the researcher and the English teacher planed to keep it being implemented. At the second meeting, the crossword puzzle using picture clues

was also well applied. It raised the students' motivation and vocabulary knowledge during the teaching and learning process. However, the pictures were not quite clear. Therefore, the researcher planned to provide clearer and more colorful pictures if possible. The third crossword puzzle which used the cloze sentences clues run well. The sentences making activity was also considered helpful in getting the students adjusted with the words. Meanwhile, the teacher and the researcher thought that the boys were still more active than the girls. The girls were afraid of the boys' attitude in class. Therefore, they planned to have grouping competition in the future. The researcher and the teacher also considered that they needed to improve the number of clues in the crossword puzzle.

b. Using pictures

The use of pictures during the implementation of Cycle 1 was considered giving benefits for the teaching and learning process. The students' interest in doing the task by task was improved and they also felt that those pictures were helpful in collecting ideas. Therefore, the teacher and the researcher agreed to implement this action again for the Cycle 2.

At the second cycle, they agreed to provide better pictures for the student by providing clearer and colorful pictures for some stages of learning. It is decided because there were students' attitude who indicate that the pictures were not clear and regretting that they were not colorful.

c. Giving handouts to guide the teaching and learning process

The use of handouts during the meeting was considered useful. The students and the teacher had already felt the benefit. They felt that the handout

guidance help them in improving the teaching-learning processes. Thus, the teacher and the researcher agreed to keep this action for the next cycle.

d. Using Classroom English

The classroom English implementation had already run well. At the beginning of the lesson when the teacher explained tasks using English, one of the students grumbled about that. However, there were no more grumblings as the lesson passed by. Additionally, even though the teachers' classroom English decreased when near the end of lesson the action has already thought as a good step. The teacher and the researcher only needed to make more efforts so that the classroom English can be constantly applied from the beginning until the end of teaching-learning process.

e. Asking the students to work in pairs and groups

The group activities during this cycle were implemented as what has been expected. The students can work together and help each other to complete that tasked have been given. Thus, we could see the lessons' atmosphere which fun and comfortable. Therefore, the teacher and researcher will keep this action in the cycle two.

They agreed in conducting the competition game of groups during some stages of learning to improve the girls' participation. It was in consideration with the finding in Cycle 1 that the girls were mostly afraid to participate because the boys were mostly more active.

f. Pronunciation practices

The pronunciation practices gave more opportunities in improving the students' vocabulary knowledge. Although their pronunciation had not improved significantly, they got better pronunciation of the words they learnt during the lesson. The teacher and the researcher planned to use this action again at the second meeting.

4. Revised Plan

After reflecting from the implantation of the cycle one, the teacher and the researcher reconsidered the actions for the next cycle. After some discussion, the researcher arranged the lesson plans for the second cycle with some advices from the teacher.

C. Report of cycle 2

1. Planning

After reflecting from successes and weaknesses of the first cycle, the researcher and the teacher agreed to revise some action to improve the teaching and learning process. Therefore the success rate can be improved and the problems can be solved. The plans for the second cycle were explained below.

a. Applying Crossword Puzzles

The implementation of crossword puzzles applied those three types above. There were only some changes in the implementations, such as the time management, the number of questions and the grouping activity. The time management was not effective. Therefore the teacher and the researcher worked together in order to conduct better performance. The numbers of word in the

crossword puzzles were increased because we believe that it will be more challenging for the students. Thus, it improved positive learning atmosphere. Additionally, we agree to make competition game in finishing the crossword puzzle to fight for the reward. We expected that the boys and girls can be equally active.

b. Using pictures

Pictures are still going to be used during the second cycle. They would be in the form of pictures to activate the students' prior knowledge, pictures for pairs or independent work, and pictures that support the crossword puzzle. The usage would not be much different from the first cycle because the implementation was considered good for the improvement of the teaching and learning process. The improvement implemented by providing clearer pictures and colored pictures.

c. Giving handout to guide the teaching and learning process

The handouts would still be used in the second cycle because it contributed in improving the teaching and learning process for each meeting in the first cycle.

d. Using Classroom English

The classroom English was implemented in the second cycle. At the first cycle the teacher were not optimal in using it in the lessons. Hence, the teacher and researcher worked together to encounter this problem by giving sign. Another way, the researcher reminding the teacher if the implementation did not run as how had been discussed.

e. Asking the students to work in pairs and groups

The group activities were also implemented in Cycle 2. The teacher and the researcher agreed to add a competition activity to encourage the students' participation and vary the teaching- learning process.

f. Pronunciation practices

Pronunciation practices were implemented in Cycle 2 since it was considered useful. Even though at Cycle 1 the practices did not affect the students' pronunciation as much as what is expected, this action is worth to use for their pronunciation improvement.

g. Giving reward

At the first cycle, the teacher only gave compliment as a reward for them who did a great job. Even, she forgot to do that sometimes. Therefore, at Cycle 2, the teacher and the researcher agreed to give more rewards by giving applause or material rewards.

2. Actions and Observations in Cycle 2

Cycle 2 of the research was implemented on May 2014. First meeting was on 13rd Mei, second meeting was on 14th Mei, and the third was on 16th May 2014. The teacher and the researcher still played the same role as they did in Cycle 1. The teacher was the implementer and the researcher was the observer.

a. Applying Crossword Puzzles

In the second cycle, there were still three types of crossword puzzle who were implemented. They were similar to the crossword puzzle that is implemented at the first cycle.

First, the communicative crossword puzzle was implemented at the first meeting of the second cycle. The teacher presented a text by reading it in front of the class. The students seemed attracted because the text was about a popular actress in Indonesia. They discussed and did some tasks about the text. They also did task to build their background knowledge. After that they started to work on the crossword puzzle.

The students made groups of four. They were a little bit noisy while waiting for the teacher to distribute the crossword puzzle handout. However, when they get the handout they seemed curious about the activity. In addition to the crossword puzzle, the teacher added a picture with it. Then, they started the activity. The picture was a part of the clue to answer the crossword puzzle. They were quite familiar with the way to do the task. At the beginning of the tasks, one or two clues, they still forgot to look at the picture, but as the time passed by, they did well. They were active and cooperated with their own group during the activity. In this opportunity, the girls could work as actively as the boys. When they were asked to fill the crossword puzzle they also volunteered themselves. The activity was quite interesting for the students and useful for their vocabulary learning. The situations can be inferred from the following details.

Then, she distributed handouts for each group consist of picture and crossword puzzle. Some of them said *“Wah iki koyo mbiyen kae.”* , *“Wah ana gambare saiki.”*, and soon. The teacher gave the students time to prepare while explain the rule briefly. And, the work started. The first group read the clues. Then the activity was repeated by the teacher and reread again by the students. The responsible groups for the number paid attention to them carefully, watched the picture, and filled the grids. The steps were repeated until the across numbers finished. Then they discussed the answers. The steps above repeated for the down numbers. During this activity, the students were enthusiastic and actively involved. Though at the beginning of the game they were a little bit confused but the rest they enjoyed it and did it well. They were able to complete the crossword puzzle well. During the activity, observer found that the girls were worked as active as the boys and answered the crossword puzzle better than the boys. They correct their answer together, boys and girls volunteered to answer equally. After the task was completed, the class gave applause to themselves for doing a great job for the task.

(Vignette 5)

- R : *Gimana Bu menurut Ibu tadi? Perubahan apa yang dirasakan ?*
(What do you think about the last lesson, Ma'am? What does the changes that you feel?)
- T : *Ya sudah bagus. Cuma tadi di awal-awal siswa belum focus sama gambarnya.*
(It was already good. However, at the beginning, the students hadn't focused with the picture.)
- R : *Iya Bu. Tapi ke belakangnya sudah baik menurut saya. Mungkin Ibuk perlu menjelaskan sedikit hal-hal yang perlu di perhatikan kaya dalam gambar itu Bu.*
(I agree Ma'am. However, the rest was already good Ma'am. Perhaps you need to explain a little abot the things that need to be paid attention like in the pictures Ma'am.)
- T : *Oh iya Mbak, setuju. Besok lebih saya perhatikan lagi.*
(Oh.. alright Miss. I'll pay attention about that more next time.)
- R : *Kalau untuk vocabulary-nya Bu. Setelah pakai TTS ada tambahan nggak Bu?*
(What about the vocabulary, Ma'am? After using TTS, did there any improvement?)
- T : *Sebenarnya mereka itu banyak yang lupa dulu pernah di ajari. Nah, tadi karna pake TTS itu justru mereka jadi Ingat lagi Mbak. Dan mereka juga dapat tambahan kata-kata baru juga.*
(Actually, they forgot a lot of words that had been taught. However, because using the crossword puzzles, they remembered the words again, Miss.)
- R : *Alhamdulillah deh Bu, kalau ini membantu.*
(Alhamdulillah Ma'am, if it was helpful.)

(Interview 12)

Second, the crossword puzzle using picture clues was used at the second meeting. The purpose of the activity was building the students' background knowledge before starting the lesson while learning vocabulary. Therefore, this activity was put at the beginning of the lesson. The students were enthusiastic. The teacher also felt that this activity support their mood and preparation in continuing to the other task.

The teacher distributed handout for the students at the beginning of the lesson. She checked if everyone had got the sheet. **They started the lesson that today by doing a crossword puzzle. The teacher asked the students to do the crossword puzzle while she drew the grids at the board. The students were enthusiastic in doing it. They discussed with friends and using dictionaries. After finishing the grid, the teacher walked around to give the students help. Sometimes, the students asked the teacher what the picture was, but the teacher asked them to search the meaning in the dictionary. After they had finished, the teacher invited whoever wanted to fill the grid on the board. Both the boys and girls took part on this activity. Then, the teacher and the students discussed the answers together.** Though during the process they had difficulty in doing some words at the crossword puzzle the, their answer were mostly correct and the false answers also corrected by the other students.

(Vignette 6)

R : **Penggunaan TTS-nya? Perbedaannya dengan yang di cycle 1 gimana Bu?**
(The TTS implementation? How do it is difference from what were implanted in Cycle 1, Ma'am?)

T : **Ya hampir sama kok,, mereka berminat ngerjain. Apa lagi kata-katanya yang di gunakan untuk text selanjutnya kan. Jadi mereka sih lebih terbantu se-penangkapan saya lho. Saya juga nggak terlalu kesulitan pas masuk ke textnya.**

(Well, almost similar.... they were encouraged to do the task. Moreover, the words were what will be used in the next text, aren't they? So they were helped more, in my point of view. I also felt that it wasn't difficult when starting to discuss the text.)

R : **Oh iya Buk. Syukur Alhamdulillah deh. Hehe... Bisa membantu pembelajaran mereka.**

(I see, Ma'am. I am feeling grateful, Alhamdulillah. Hehe.. I can help them in their learning."

(Interview 13)

Third, the crossword puzzle using sentences clues improved the students' motivation. The students were enthusiastic when they did the task. Although they did not finish all of the words, they completed it together by themselves when the teacher wrote the answers on the board. Additionally, when they were completing sentences making task, they did not want to lose from the other groups. Although at the beginning they hesitated to write their answer on the board, after seeing the other groups wrote down their answer they also motivated to finish and wrote their answer. Therefore, the boys and the girls were equally active when they were asked to write their sentences on the board. Their vocabulary understanding was also considered better during the teaching learning process. From their result of sentence making, it is inferred that they could use the words they have learnt in the crossword puzzle. The teacher herself also felt that her students have better attitude during the teaching learning process. The complete situations were presented below.

They started to do the crossword puzzle in groups. **In this activity, the observer found that the students were enthusiastic. Although they also had some difficulties in understanding the sentences, they did not give up and still discussed the answers together. Although there were some numbers that did not finished, the teacher decided to ask the students to write the answers on the board soon. It was decided based on the time limitation. Then, they discussed the answered together. Surprisingly, they completed one another's answers. Therefore, there was only one number that had left empty.** The teacher added the last answer.

(Vignette 7)

The class was silent for a few minutes. Therefore the teacher invited them again. “Ayo.... Group yang pertama dan paling benar akan mendapatkan reward. Come on.” Finally, the first group wrote down the answers on the board. The class gave applause for them for being the first. It was a girl group. They did well and there were no mistakes they did. Then the teacher invited the other again. The second group followed and wrote down their answer. The first boy group did some grammatical mistakes like the absence of “a” and “for”. The third group was the second girl group. They did them well and made only one mistake which was the absence of “a”. The last group was the second boy group they made one mistake, the reverse between noun and adjective. After the class discussion, the teacher decided that the first group and the third group were the groups worth the reward.

(Vignette 7)

To conclude, the implementations of the crossword puzzle in cycle two has encouraged the students to learn vocabulary and raised their motivation during the teaching learning. They recalled their memory of words they had learned through more interesting ways. Therefore, they did not felt to be forced to do that. They also got new words from the activities and their effort in doing the discussions. Moreover, they could practice to use the words they had learnt in their sentences so that they could not only know the word but use the words appropriately. The following interviews prove the statements above.

- | | |
|---|--|
| R | : <i>Dik gimana menurut kalian pelajaran tadi? Secara keseluruhan?</i>
(What do you think about the lesson? Overall?) |
| S | : <i>Mmm... biasa aja sih, Mbak. Enaklah. Ada game nya tadi itu juga asik.</i>
(Well...just as usual, Miss. It was enjoyable. There were the game (crossword puzzle), it was preoccupying.) |
| R | : <i>Nah itu, TTsnya kemaren itu gimana menurut kalian? Sulit nggak?</i>
(Well, the last crossword puzzle, how do you think about that? Is it difficult?) |
| S | : <i>Ngga terlalu ,Mbak. Mik awal-awale agak bingung.</i>
(It wasn't that difficult. Only at the beginning I was a bit confused.) |
| R | : <i>Tapi bisa jawab semua? Ada kosakata yang baru dipelajari nggak?</i>
(But did you answer all the words? Did there any new words you learnt?) |
| S | : <i>Mmm.. ada.. ada mbak, banyak.</i>
(Mmm... ada.. ada Miss, a lot.) |

- R : *Apa coba masih inget nggak?*
(What are they? Do you still remember?)
- S : ***Kumis. Opo ya kae? mus.. mustache.***
(Kumis. What was that? Mus.. mustache.)
- R : *Haha.. yayaya.. Bener banget. Ada yang lain?*
(haha... I see. Good job. Are there any more words?)
- S : ***Round... bulat. Round eyes kae?***
(Round.... Bulat. Round eyes, that one?)
- R : *Sip sip bagus...Dipake latihan lho ya kata-katanya.*
(You did good.. use the words for practice please.)

(Interview 11)

- R : *ohhh yayaya.. syukur deh kalo kalian merasa terbantu. Trus tentang TTS, manfaat yang kamu dapat dari TTS itu apa?*
(Oh... Alrigh...It's a relieved that you were helped. Then, about the crossword puzzle, what did the benefits you take from it?)
- S : ***Ini mbak. Tambah kosakata baru.***
(This one Miss, improving new vocabulary.)
- S1 : ***Kelingan meneh Mbak, ada yang dulu udah dipelajari. Tadi jadi ingat lagi.***
(Remember again Miss, there were words had been learnt. The task reminded me of those words again.)
- R : *Alhamdulillah ya kalau membantu kalian. Trus untuk pengucapannya masih kesulitan ngga? Yang buat pelajaran kemarin?*
(Alhamdulillah, if it was helpful for you. Then, for pronunciation, do you still having difficulty? For the last lesson?)
- S : *Masih mbak sedikit.*
(I still have a little difficulty.)
- S1 : ***Ya lumayan lah Mbak.***
(Well, pretty good Miss.)
- R : *Lumayan susah apa gimana? Haha... Kata-kata kaya apa yang masih belum bisa?*
(Pretty difficult or something? Haha....What do the words that still can't be pronounce yet?)
- S : *Mmm,...opo yo Mbak.*
(Mmmm.. I don't know Miss.)
- S1 : ***Cuma kadang-kadang lupa Mbak.***
(Its only sometime we forget Miss.)
- R : *Hahaha... beratine perlu sering-sering dipakai latihan tu kata-katanya. Kalau yang dipakai untuk TTS kemarin udah bisa kah?*
(Hahaha... That's mean you need to practice the words often. If the words used for the crossword puzzle, have you recognize them?)
- S1 : ***Sudah Mbak. Kan kemarin sudah diulang (diucapkan) beberapa kali. Di teksnya juga banyak yang ada.***
(We have Miss. Yesterday had been repeated (pronounced) for a few times. There were also those words on the text.)

(Interview 14)

b. Using pictures

The pictures used during the teaching learning process have increased the students' interest in doing the tasks. Moreover, the pictures provided were more colorful and varied. The students were curious about what to do after each of them got the pictures. In addition, they were helped when doing the tasks and remembering the words based on the pictures. They got better idea about what to write or to perform for their task.

- | | |
|---|--|
| S | : <i>Oh itu. Mah penak mbak mik gambar-gambar.</i>
(Oh.. that one. It was enjoyable Miss, only pictures.) |
| R | : <i>Gambaranya jelas kan?</i>
(Were the pictures clear?) |
| S | : <i>Jelas mbak.</i>
(They were clear Miss.) |
| R | : <i>Manfaat yang kamu dapet dari pake gambar itu gimana menurut kamu? Apa malah bosenin apa gimana?</i>
(The benefits you get from the using of pictures, what do you think about that? Did it make you bored or what is your opinion?) |
| S | : <i>Ya enggak lah Mbak kalo ngebosenin. Malah asik. Ngerjainnya juga lebih enak karena gambar udah ada.</i>
(They didn't make me bored at all, Miss. Instead it's exciting. We did the task more pleasantly because the pictures were already there.) |
| R | : <i>Enak gimana?</i>
(What do you mean by pleasantly?) |
| S | : <i>Mmmm.. ya tinggal mengamati aja trus ditulis katanya apa kalimatnya.</i>
(Well...I just need to observe and write the words or the sentences.) |
- (Interview 14)

c. Giving handouts to guide the teaching and learning process

Using handouts in cycle two has guided the students and the teacher in the teaching learning process. The teacher paid attention more to the detail of the activities because basically what steps needed to do were already there. The

students were ready to do the tasks since they already had guideline of the day's activities on their hand. There were also instructions of what they needed to do for each task. Therefore, the teacher and the students were able to focus more on how to run the activities well.

d. Using Classroom English

Using classroom English has familiarized the students with English during the teaching and learning process. The students were not too bothered when the teacher asked them to use English. Furthermore, they could answer the teacher although they still used Indonesian language or Javanese. Unconsciously they become better in understanding English for the teaching-learning process.

e. Asking the students to work in pairs and groups

Working in pairs and groups has successfully improved the teaching and learning process. Even though the grouping was still based on their seats, the students rotated their sitting position in every meeting. Therefore they get different friends whenever they made groups. The students were grouped based on their own gender. However, that was what made them equally active.

In the first cycle, the girls were afraid to do the task on the board when they were asked by the teacher. However, when they worked in groups and having competition activity the girls became braver. They were able to compete well with the boys' groups. The students were able to work together with their friends and build positive atmosphere of learning. Their result of their work also did not disappointing.

f. Pronunciation practices

The pronunciation practices have improved the students' pronunciation. The students performed better pronunciation during the teaching and learning. Moreover, they did fewer mistakes than at the end of Cycle 1 when they were asked to read their work at the end of Cycle 2.

g. Giving Rewards

Giving rewards has improved the students' motivation in doing the tasks. The rewards given were not only compliments as what the teacher did in Cycle 1, but material rewards that were wrapped neatly. They felt that they would get something valuable when they can do the task correctly. Moreover, it improved the students' confidence to share the result of their work on the board. They competed between one another to write their answer on the board because they wanted to be the quickest and the more correct. The students did much more effort to win over the other groups.

D. General Finding

Based on the report analysis of implementation in Cycle 1 and Cycle 2 above, the teacher and the researcher found out that the actions implemented have been improved the teaching and learning quality, especially in vocabulary learning. The implementation of crossword puzzles has successfully improved the students' interest in the teaching and learning process while they were learning vocabulary including learning new words, practicing spelling, pronunciation, and using the words they learn. The other actions implemented

also reflecting good result. The changes from the observation stage until the last treatment are also presented as follows.

Table 3. Finding of the Research

No	Actions	Observations	Cycle 1	Cycle 2
1.	Applying Crossword Puzzles	The teacher rarely used interesting media during the teaching and learning process. Additionally, she did not paid attention to vocabulary learning. She only uses word translation task.	Using crossword puzzles helped the students to improve their motivation in learning. They also unconsciously have more opportunities to enrich and learn vocabulary. They were also able to practice their ability of using English. They seemed having difficulty about the instructions at the beginning.	Using crossword puzzle helped the students to improve their vocabulary mastery and learning motivation. They performed better pronunciation and were able to write sentences using the words they learnt correctly.
2.	Using pictures	The teacher used pictures as media of teaching learning once in a while.	Pictures were often used during the teaching learning process. They attracted the students' interest and help them in the teaching-learning process. However, some of the pictures were not clear enough.	Pictures supported the teaching learning process. The students were motivated and facilitated by the use of the clear and colorful pictures.

No	Actions	Observations	Cycle 1	Cycle 2
3.	Using Classroom English	Classroom English only used to greet and end the lesson.	Classroom English used during the teaching-learning process got the students accustomed with English during teaching-learning. The students translated what the teacher said a little bit loud. However, the teacher sometimes still translated her instruction into Indonesia for them.	Classroom English has improved their English used during the teaching and learning. The students unconsciously improve their understanding of the teacher's instruction. They did what the teacher was asked them to do or answered the teacher's questions even used Indonesian or Javanese language.
4.	Asking the students to work in pairs and groups	The students were mostly asked to do the tasks given without instruction if they were allowed to do the task individually, in pairs or groups. The teacher merely asked the students to do the tasks.	Asking the students to work in pairs and groups has helped them improve their participation, and communication ability during the teaching and learning process. They help each other to complete the tasks. The boy groups and the girl groups were not equally balance in the classroom participation.	Asking the students to work in pairs and groups has been successfully improved the teaching-learning process and enabled them to work together with their friends. The students were competed well equally after they were joining competition game.
5.	Giving handouts to guide the teaching and learning process	The teacher mostly followed textbook or LKS and asked the students to do tasks on the textbook or LKS.	Giving handouts gave the teacher and the students, guideline during the teaching-learning process. The students also got benefit in not taking too much note during the activities.	Giving handouts has effectively helped the teacher and the students in running the lessons. The students felt better in understanding the instructions and follow the activities because they already had

				the guideline on their hand.
No	Actions	Observations	Cycle 1	Cycle 2
6.	Pronunciation Practices	The pronunciation practices were only given incidentally during the teaching-learning process.	Intended and incidental pronunciation practice applied has helped the students improve their pronunciation ability. Though there were improvement, the students' pronunciation improvement was not as elevated as the teacher and researcher want.	Intended and incidental pronunciation practice applied has effectively improved the students' pronunciation ability. They perform better pronunciation day by day during the teaching learning process.
7.	Giving rewards	-	Rewards given were only compliments.	Giving rewards such as applause and material gift has improved their motivation and participation during the teaching learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents conclusions, implications and suggestions of the research that has been conducted which the sub-chapters are presented as follows.

A. Conclusions

After the implementation of actions and data analysis, the researcher and the English teacher had examined the successful and less-successful actions as has been elaborated in Chapter 4. In reference to the findings and interpretations in the chapter, the researcher concluded that the use of crossword puzzle has improved the students' vocabulary mastery of VII D of SMP N 2 Srandakan.

The grade seven students of SMP N 2 Srandakan, especially VII D mostly had problems with vocabulary mastery. Based on the observation result, the researcher found that the students had insufficient meaning acquisition, low pronunciation and spelling ability, and rare opportunity to use the words they had learnt. Additionally, the students also had low motivation in learning vocabulary because the teacher used monotonous isolation translation words activity in every meeting. Therefore, the researcher and collaborator decided to use crossword puzzles to improve the students' vocabulary mastery while improve their motivation in vocabulary learning and teaching-learning process.

After the implementations of crossword puzzles and the complementary actions, the students' vocabulary mastery was improved. It is proved by more precise pronunciation and spelling, and better usage of words in sentences that was performed by the students if it is compared to what their performed before

the research was conducted. They also had fewer mistakes when they were asked to read their tasks' result. Furthermore, their attitude toward vocabulary learning and teaching-learning were also increased. By the use of crossword puzzle, the students were more active, and confident to participate in the lessons. They worked together with their friend well and became braver to answer the question during the lessons.

During the implementation, the classroom learning atmospheres supported the teaching-learning vocabulary better than before the research. The conducted lessons gave more opportunities to the students to practice the vocabulary they learn. The activities included pronouncing the words and clues in the crossword puzzles, unplanned pronunciation practice, and making sentence activity. Therefore, the students were interested and enjoyed the teaching and learning process. In general, the implementation of crossword puzzles gave positive impact to the teaching and learning English in VII D of SMP N 2 Srandakan.

In conclusion, using crossword puzzle helped the students improve their vocabulary mastery. It helped them not only to meet new words but it also maintained the words they already know. They could easier memorize the words they learnt because the activities enabled them to meet the words more than one time. Moreover, it also because the use of crossword puzzles is considered interesting and challenging, so that they could learn without felt that they were being forced. Therefore, the teaching and learning processes become more enjoyable and valuable.

B. Implication

Based on the result of the study, the researcher found that applying crossword puzzles in the teaching-learning process improve the students' vocabulary mastery. The students were able to memorize and be familiar with the vocabulary they learnt through challenging and fun activity. It implies that crossword puzzle is worth to be used in learning vocabulary because of those benefits. Moreover, it also implies that the teaching-learning process has to be interesting but hand in hand with the efforts to achieve the goals have been set.

Then, the result of the study indicated that the communicative crossword puzzles encouraged the use of monolingual dictionary because the clues in the crossword puzzle were definitions of the intended words. The students were asked to guess the answer from the definitions. It implies that beside the bilingual dictionary that usually used, the teacher can use the crossword puzzle as one of the opportunities to introduce the students to monolingual dictionary.

C. Suggestion

From the conclusions and implications above, the researcher made some suggestions related to the teaching of vocabulary as obtained below.

a. For the teacher

Teachers mostly forget to pay attention to the teaching of vocabulary. They sometimes forget that students need to understand and practice the vocabulary they found during the teaching learning. Moreover, the students of grade VII who still need a lot of vocabulary to get accustomed with the needs of vocabulary in Junior High School. Additionally, teachers also mislead that by

translating the words has been sufficient to facilitate the students in learning vocabulary. In fact, this technique gets them bored easily during the teaching learning and makes them forget the words they learned easily.

Thus, in teaching-learning vocabulary, the teachers must use interesting and creative techniques to encourage the students' vocabulary learning. Not only selecting the technique that motivates the students, the teacher should also consider the benefits that the students will get. One of alternatives in teaching vocabulary is crossword puzzles. This technique is not only attracting and giving benefits for vocabulary learning. However, it is also possible to be implanted in different stages of teaching-learning. Additionally, there are different kinds of variation of crossword puzzle that can be used, as had been implemented in this research. Therefore, the teachers can use this technique to improve their teaching-learning ability especially teaching-learning vocabulary.

b. For the school

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.

c. For the researchers

The research implements crossword puzzle in improving the students' vocabulary mastery. It is expected that the result of the research can be used as additional reference for further research in different context.

REFERENCES

- Brewster, Jean, et al. 2003. *The Primary English Teacher's Guide New Edition*. London. Pearson Educational Limited
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York. A Pearson Educational Company
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge. Cambridge University Press
- _____, Anne. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York. Routledge
- Denscombe, Martyn. 2007. *The Good Research Guide for Small-Scale Social Research Projects Third Edition*. New York. Open University Press McGraw-Hill Edition
- Dhand, Harry. 2008. *Techniques of Teaching*. New Delhi. APH Publishing Corporation
- Vega-Singer, Alexis. *How to Make Cross Word Puzzle*. Taken from http://www.ehow.com/how_5378056_make-cross-word-puzzle.html#ixzz2t5TKKqeP (taken on 12-02-2014)
- Faculty of Language and Art. 2013. *Panduan Tugas Akhir*. Yogyakarta. FBS, UNY
- Hedgcock, John S. and Dana R. Ferris. 2009. *Teaching Readers of English Students, Texts, and Contexts*. New York. Routledge
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. London. Pearson Longman
- Jackson, Howard. 2000. *Words, Meaning and Vocabulary*. New York. Cassell
- Johnson, Andrew P. 2008. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. New York. Rowman & Littlefield Education

- Kamil, Michael L. and Elfrida H. Hiebert, 2005. *Teaching and Learning Vocabulary: Perspectives and Persistent Issues*. New Jersey. Lawrence Erlbaum Associates
- KEMENDIKBUD. 2013. *Standart Isi untuk Satuan Pendidikan pada Jenjang Pendidikan Dasar dan Menengah Draft ke 4*. teaching-learning handout by Pak Jaka 6th semester
- Lesmono, Andi. 2010. *Using Crossword Puzzles to Improve the Vocabulary Mastery of the First Grade Students at SLTP 1 Tanjungsari, Yogyakarta*. Yogyakarta, Thesis FBS
- Lightbown, Patry M. and Nina Spada. 2006. *How Languages Are Learned, Third Edition*. New York. Oxford University Press
- Little, James. 1986. *What's a Nine Letter Word for "A Type of Word Puzzle" ?*. TESL Canada Journal/REVUE TESL Du Canada VOL. 4, No. 1, November 1986.
- Maluniu, et al. *How to Make Crossword Puzzles*. <http://www.wikihow.com/Make-Crossword-Puzzles> (taken on 12 02 2014)
- McCarten, Jeanne. 2007. *Teaching Vocabulary Lessons from the Corpus Lessons for the Classroom*. New York. Cambridge University Press
- Morley, G. David, 2000. *Syntax in Functional Grammar: An Introduction to Lexicogrammar in Systematic Linguistics*. London. Continuum Wellington House
- Moursund , Dave . 2007. *Introduction to Using Games in Education: A Guide for Teachers and Parents*. Oregon.
<http://pages.uoregon.edu/moursund/Books/Games/Games.pdf> taken on 07/15/2014
- Nation, I.S.P. 2008. *Teaching Vocabulary: Strategies and Techniques*. New York. Heinle Cengage Learning.
- Nation, Paul. 2002. *Managing Vocabulary Learning RELC Portfolio Series 2*.Singapore. SEAMO Regional Language Centre.

- _____, Paul. 2005. *Teaching Vocabulary*. The Asian EFL Journal Quarterly September 2005 Volume 7 Issue 3.
- Nunan, David. 2003. *Practical English Language Teaching, First Edition*. New York. Mc Graw Hill
- Richards, Jack C. 2006. *Communicative Language Teaching Today*. New York. Cambridge University Press
- Richards, Jack C. and Willy A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York. Cambridge University Press
- Spratt, Mary, Alan Pulverness, and Melanie Williams. 2005. *The TKT Teaching Knowledge Test Course*. Cambridge. Cambridge University Press
- Schmitt, Norbert. 2008. *Teaching Vocabulary*. Nottingham. Pearson Education
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. London. Pearson Education Limited.
- Todd, Loreto. 1987. *An Introduction to Linguistics*. Beirut. York Press
- Wargen, Richard K., Andrea E. Muse, and Kendra R. Tannenbaum. 2007. *Vocabulary Acquisition*. New York. The Guilford Press

Appendixes

Vignette 1

Day/Date	: Friday, 24 January 2014
Time	: 08.35 – 10.10
Meeting	: Observation
Teacher	: Mrs. Wiwiek
Researcher(R)	: Yheni Siwi Utami
Observer (O)	: Febri Anita Allatif

Students of D class had already been in the classroom but some of them stood and run around the class. The teacher entered the class a bit late, followed by R and O. Students greeted R and O gladly. R and O also greeted them. Then, they walked to the back of the classroom while the students sat at their own seat and prepared for the lesson.

The teacher greeted the students from the teacher table by saying “Good morning students.” Siswa menjawab “Good morning Ma’am.” Then, the teacher continued to ask “How are you today?”, then students answered “I’m fine.” The teacher asked one of the students to search for chairs for R and O. After R and O got the seats, the teacher announced that there will be vocabulary test that day. The students shouted “Waaaaa....” And, the atmosphere turned to be a bit noisy. Afterward, they pulled out a book that usually used for vocabulary test book while the teacher was writing ten English words on the board.

The students noted the words, after that they did (translated them into Indonesian) quietly. The teacher was in front of the classroom. Once in a while, she said “Uis sinau to doan..” while kept counting from one to three with a quite long rest. After the third accounting, the teacher asked the students to hand over the test book to get exchanged with other students and corrected. They submitted the book in a rush. It caused the classroom became noisy and the students were walking around.

The teacher walked around the classroom and stopped on the students who asked questions. A few minutes later, she backed to her seat and asked the students to submit the books on her table. The teacher score students work in her seat. The students snatched opportunities to bring their book quickly and got scored. They swarm over the teacher’s seat. They waited to get their book back.

After all books had been returned, the students sat on their own seat. The teacher told them “Yang nilainya belum baik mohon ditingkatkan, yang sudah baik dipertahankan kalo perlu ditingkatkan”. The teacher also told the students the words they have to memorize for the next vocabulary test. The students who pay attention to what teacher said was only them who right in front of the the teacher’s seat. The other seemed busy, put their test book into their bag and talk with other student.

The teacher announced that the students should do dialogue in pairs in front of the class without bringing text. The topic was about hobby. The material they had learned at the previous meeting. The students’ reaction caused a little noisy situation. They asked so many things. One of them asked “Nek mboten purun maju pripun?”. The teacher answered “Yang ngga mau maju nanti nilainya dapat E.” The teacher started the session by calling students’ name one by one. The first student did not have his partner, so he had the dialogue with the teacher. The teacher asked “What is your hobby?”. Student answered “My hobby is.”, and so on. Occasionally, teacher corrected students’ mistakes. Commonly, his mistakes were in the sentences organization and pronunciation ability.

Next, the student who was called brought their own partner and stand in front of the class. They talked to each other similar to what had been done by the teacher and the previous students. the teacher pay attention to them, sometimes correct students sentences structure and pronunciation. They sometimes did not know what the meaning of what they were saying, so the teacher brought them to the right track. At the same time she scored their performance. The

students who were not performing, some talking with friends, learn the dialogues on their book, and practice what will be performed.

When one of male student was performing, he did tense mistakes. Other students laugh at that. The teacher helped him by dictating some correct sentences, and followed by the student. There was a student who entered the class late because of meeting conducted by the school. The student headed to his seat and being silent. A while later, he asked to his friend about the dialogues which were used for being mark performance.

The students who had taken their turn were busy with their own work, some were singing, and showing picture to other friend. There was announcement from the speaker but the teacher still continued the performances. A few minutes later, the bell rang. The students stood up quickly and the teacher also went out headed to the teacher office for meeting.

After-break bell rang. R filled the lesson for a while as what had been asked by the teacher before she had leaved the class. She only talk about how they learning and what have been learnt. A few minutes later, the teacher entered the class and continued the mark taken activity. A few performances passed, and the session was finished. The teacher started a new topic about expressions of like and dislikes (speaking). There were students who walk around. The teacher asked the students to take out the LKS and open it on page five by saying "Open your book on page five."

The teacher asked some question to the students. The questions were "Do you like sport?" and "Do you like eating?" which both were answered "yes" by the students. Then, the teacher asked about the differences between both questions using Indonesian language. The students answered with for instance " tulisannya." and "sport and eating", and other weird answers. Afterward, the teacher explained about the differences. She explained about using noun and verb + ing on those questions. The students paid attention to the explanation and commented a few times. The teacher wrote which one using "verb + ing" and which one using noun.

The teacher wrote the lesson's topic on the board "Expressions of Like and Dislike". The teacher asked the students to mention expressions they know to express like. The students answered with "like", "love", and "enjoy". In this case, male students were being active answered the teacher's questions compared to the female students. After that, the teacher wrote their answer on the board and added other more expressions of like. The students paid attention and mostly, the female students wrote them down on their book.

The teacher continued to write dislike expressions. Then, the teacher asked the students to mention other dislike expressions, like what she did previously. Students answered with different kinds of expressions, orally. Sometimes they use Indonesian sometimes English. The teacher confirmed their answers and wrote them on the board. The teacher added some other expressions of dislike. In this activity, the male students were active answering and the female students wrote the expressions had been written by the teacher. The teacher asked the students to make dialogue using the expressions had been mentioned before, orally. The teacher asked the students to use other verbs. Some students tried to use the expressions although did not use different verbs. The teacher corrected students answer and wrote it on the board. She also added more sentences about that. There is a student who asked whether they need to write down what is on the board or not. The teacher answered that they have to write them. They wrote them down while T walked around the class. A few minutes later, the teacher asked if the students finished writing already. The students answer they had not.

Next, the teacher talked with the students and added another expression. She added "Why". She asked a question to a student "Do you like soccer?". The student answered "Yes." Then, The teacher asked again, "Why?". The student did not answer and looked confused. Then the teacher said that they can answer by saying "I like soccer because it is my hobby." The teacher asked the student to work in pair. Only in a short time, the students are asked to perform a dialogue with friend in front of class. While the students worked, the teacher reminded them with the advice

from their principal that the students should be active to ask questions. Finally, students finished to work. There was only a pair of students who performed their dialogue. They still did grammar mistakes while performing. The teacher asked a pair of female students but the bell rang. The teacher asked students to do task nine on LKS as homework. There was a student who asked about materials had been given but the other students had stood and made noise. Teacher ended the lesson by saying "See you next time." And "Wasalamualaikum wr.wb."

Vignette 2

Day/Date	: Friday/ 04 April 2014
Time	: 9.10 -10.35
Meeting	: I
Teacher	: L.E. Wiwik Budi
Observer	: Yheni Siwi Utami
Students	

The teacher entered the class five minutes after the bell had ringed. She asked a student to do regular greeting. The students said "Siap grak." There were students who weren't ready but he still continued. The students greet the the teacher by saying "Good morning, Ma'am.". However, the teacher asked them to do the steps one more time because they did not do that in harmony. And then, the students repeat the steps. The teacher then answered them by saying "Good morning, students." Next, the students asked the teacher "How are you?". "Never better." The teacher replayed. Then students also said "I'm fine too. Thank you." Then, the teacher asked the students' presence by saying "Who's absent today?" The students answered "Nihil." "Nggak ada, Bu." Then, The teacher corrected the student answers by saying "Gimana jawabnya yang benar, kalo bahasa Inggris. No one.". The students then repeated those words again and again.

Then, the teacher asked some questions to lead the students into the materials. The teacher asked "Do you know procedure text?" She waited for a few minutes. Then continued, "Please open your book.". The students then got busy with their bag tried to find their English book. The teacher waited for a few minutes, but suddenly changed her mind. She announced "Keep silent and listened to me." Some students keep talking gently. The teacher continued by asking "What are the parts of the text?" and answered it by herself "There are goal, materials, and steps." While the teacher said so, the students was actively writing what the teacher said and did not answer teacher's questions. Next, the teacher wrote the parts of the text on the board. Then continued by asking "What is goal?". Most students were silent and writing, some answers gently. Next, while she said it loudly, she wrote the explanation of goal on the board "how to make, how to use, how to get to." on the vertical arrangements. Then she asked a question again "What are materials?" Some of the students replayed "Bahan, Bu" while teacher were underscore the "materials" word and then wrote ingredients under it. "Ya, bahan.", she said. Then write "bahan" next to materials. She seemed thinking for a while. Finally she said "Sorry. Ini harusnya ada satu lagi. Setelah material ya, ada equipment. Ya, equipments." She wiped the text characteristics had been written and re-wrote it and added equipments. After that, T and the students brainstormed noun vocabulary used in procedure text. The students we participate well on the activity, they said, stove, glass, pan, and soon. The teacher confirmed their answer by said them again. "Sekarang B. Tadi A ya. B. Using Instruction or imperative. Contohnya. Pour the water into the pan." She wrote the points while said that. The students noted down whatever written by the teacher. "At last, C, use conjunction. Jadi kita memakai first, second, third." She mentioned the sentences connectors while wrote them down on the board. At this teaching and learning session, students mostly passive, and wrote down what the teacher had written on the board. While waiting the students finished their work, she asked the students to wear the name tag.

“Have you finished?” Now, “Stop writing.” Students were not answering and kept writing. “*Nulise ngko meneh yo. Ndak ra rampung-rampung.*” She continued “I will read the procedure of how to use something!” Then, she read a dialogue between two people. While the teacher was reading, there was a student whose translate it a bit loudly. The other students seemed pay attention to the teacher. In the middle of reading, she searched for a cell phone to help the students to visualize what was in the text. “Duh, saya mau bawa hape tapi malah lupa ya. Mbak, bawa?” she asked O. Unfortunately, she did not able to use O’s cell phone. Finally, she preferred to visualize the steps did in the text together with the students. She read it twice slowly, and then distributed the handouts. “Listen to me and complete the dialogue.”. She continued “Please, fill the blank by listening to me.” then, she read the text for the last time. The students do the task quietly. However, teacher noticed that the students were doing that on the blank paper. They should do that on the worksheet. She told the students to do so, and she repeated to read the text one more time. O noted that the teacher’s pronunciation is quite good. Then, the teacher and the students corrected the answers by asking students to read it one by one. She offered “Who want first?” Mostly, boys are who raised their hand. The teacher needed to ask the girl more when finally they wanted to raised their hand. “Ayo ini gantian yang perempuan. *Mosok lanang terus.*” O noticed that students were often miss-pronounced some words. The girls also read the sentences gently. The teacher directly correct the students’ pronunciation when most of them miss-pronounced it. For instance “hang up”.

After that, she asked them to do task 2 the comprehension questions about the text by saying “Answer the questions based on the text.” However, she seemed rushed them because she even did not tell them how many time should they spend to do it. May be only three or four minutes they were doing that, she said “Ayo cepet-cepet ngerjainnya. *Sakolehe wae. Yok.*” Then, they answered the questions in acclamation. “Number 1.” The students were still busy with their work. “Ngga usah pake jawaban komplit. *Apa perlune wae.*” Finally the teacher herself answered it “Procedure text.” “Number 2.” The students answered cell phone. “*Mau goal ki piye, ha iki isih ana* (pointed towatd the board). How to use....” Then together the students continued, “cell phone”. O heard a student asked “talk *ki opo?*” to the other students. But, the teacher did not response to him. At this session, the teacher seemed did not master the text well. It was seen from her confusion about some answers like how many the steps, and what are they. Therefore it seemed a bit disorder. The students also mostly silent and wait for the teacher’s answer.

In short, they move to task 3. She incidentally named the task wrong. And, a student corrected that. She complimented him “*Gene pinter koe. Berati nggatekke lho iki.*” while smiling wisely. Then, “Nah kita sekarang akan membahas ‘How to make a cup of tea’.” she said. “Dilihat disitu, ingredients nya ada boiled water. Apa itu?” A student answered “menuangkan air panas” while the others said “menuang” or “mendidih”. The teacher seemed in rush, she and the students discussed it together. However, mostly, the teacher made the sentences of each the pictures and the students wrote down the steps mentioned. The task finished quickly.

Then, they began working on the next task. The teacher asked the students to make a group by saying “Make group of four.” Then she decided the grouping. There were three groups of boy and so do the girls. She continued “Do. In group.”. The teacher distributed the sheet for the task. The boys got the “1” sheet and girl “2” sheet. The teacher said “Nanti yang laki-laki membaca lalu yang putri menulis jawabannya di yang belum di isi itu ya. Begitu nanti sebaliknya.” The students did not response the teacher’s statement. The teacher asked the first boys group to read the clue. “*Yo diwoco, nomer siji.*” The students still silent. The teacher asked him one more time, and one of them read the clue “We boil it before drink it.” with hesitated voice and intonation, and some mistakes of pronunciation. She turned her body to the girls and repeated what the boy had read.”*Wis?*” She asked them if the students had answered it or not. The girls answered it loudly, “Water.” “Good.” said the teacher. She waited for a while and asked other boys group to read the next clues. They continued. The next clue was read, and the teacher repeated the same

steps for each clue. Then the teacher asked the girls students to read their answer. When the teacher offered who want to answer, all the groups' representation raised her hand. The teacher picked one students and asked her to answer. Then she asked the boy if it is true. The boys answer that it was true. That was repeated until the third word answered. Then, the teacher asked the girls to read the clue while asking the boys to pay attention to the girl clue. The boys were a bit noisy then. One of the groups still confused where to write down the answer. The girl read the clue slowly. The teacher repeated what she had read. Then, she gave some time for the boy to answer before continue to the next clue. That was repeated until the last clue. After that, the boys are asked to read the answer. The boys read them loudly. The Crossword puzzle was completed and they continued to pronounce the words together. The students were quite enthusiastic in following this activity although in the beginning they seemed a bit confused with the steps to do this activity. However, O also noticed that most of the students did mispronunciation during reading the clues.

After all answered and discussed together, they moved to task five. The teacher asked the students if they know what were in the pictures. The students replayed with different kind of language, Indonesia, Javanese, and some English. The teacher asked them to use English. "English please. Number one." Then the students answered "fruit soup" with pronunciation mistakes. It was repeated until the last picture. The teacher compliments the students whose answer is correct.

Subsequently, the teacher pulled out some pictures of ingredients, and attributed them on the board randomly. The students were quietly watching what the teacher was doing. After that, the teacher wrote down "How to make a chicken soup?". Then, the teacher asked the students to classify the ingredients to make a chicken soup by moving the pictures on the right side of the board. Mostly, boys who were enthusiastically went to the front class. The girls were watching from behind while guessing the pictures name from behind. After the boys finished, they checked it together. Then the teacher asked the students to write down the ingredients of the pictures had been mentioned before using Indonesian but the students still confused. She repeated twice. Suddenly, the bell rang, and the teacher asked them to do the last task at home. The class ended at 10.35 am. After packing up her things the teacher close the lesson by saying "Good bye." Students replayed "Good bye."

VIGNETTE 3

Day/Date	: Friday/ 11 April 2014
Time	: 9.10 -10.35
Meeting	: II
Teacher	: L.E. Wiwik Budi
Observer	: Yheni Siwi Utami
Students	

The teacher and observer arrived at 09.15. The lesson began at 09.20 am. The teacher asked students to do regular greeting. Then, she asked "Who's absent today?" The students answered there is no one absent. Then, the teacher asked them about the homework had been given at the previous meeting, "PR nya sudah di kerjakan? Mari dicocokkan bersama-sama.". The teacher offered the students if one of them were going to start answering first. There were some active students who raised their hand, like Adi and Sri. They read the ingredients loudly. There are some mistakes in pronunciation, but the teacher repeated what they had said to indirectly give them correct pronunciation example while confirming. Student (Adi) answered "Cold water, melon, jack fruit, sugar." "So, the ingredients for a fruit soup are cold water, melon, jack fruit, and sugar." Similar ways are repeated up to the last number. The girl students read softly, so the teacher asked them to read louder. When the next turn came and there were no one raised their hand the teacher appointed one of the students, like the two last students. However, most of them were able to answer correctly. The teacher also added some other ingredients they rarely know like

mayonnaise. Though there were some students at the back lines that make some noises, but mostly students paid attention.

Then, the teacher distributed worksheets, and then said "Listened to me carefully. Look at task one." The students commented about the picture ". The teacher continued, "Look at picture number one.", while the students were translating the meaning of what had been said by the teacher a bit loudly. Then, the teacher asked some leading questions to start the new season. "Where are they?" refer to the first picture. The students answer it enthusiastic with different answers "garden" "kebon" "kebun". Then, T confirming "They are in the garden.". Continued to the next question, the teacher asked "What are they doing?". The students replayed, "berkebun". Then the teacher said "no, no, no". S then revised, "gardening". The teacher responded "Ya bisa. What else?" Students answered "menanam". The teacher said, "*Ya, opo kui bahasa Inggris?*" The students were in silent a bit long before responding. Some opened their dictionary. "Planting" finally one of them answered. The teacher then confirming, "Good answer. So, di gambar pertama ini, they are at the garden. And they are planting flower, or plants." The same question also used to explore the second picture.

Next, after the teacher confirming the pictures exploration, they move to the next task. "Look at task 2. Complete the crossword puzzle by looking at the picture." said the teacher. After being explained what to do in Indonesian, the students start to do the crossword puzzle. They looked excited. The teacher went around the class to help the students. The teacher also told the student "*Boleh pakai kamus, po nggoleki nggon foto kopian.*" A student asked, "*Niki gambar nopo bu? Nomer 3.*" "*Coba diskusi sama temannya dan lihat huruf apa yang udah ada?*" answered the teacher. Some other students asked questions about the same thing. They also ask about the pictures numbering. However, they were doing the task actively. "*Sudah ya. Yo kita koreksi bersama.*" The students read the answer loudly. The teacher wrote on the board a number that cannot be answered by the students. They pronounced the words written on the board together. The teacher also asked them to repeat some words which they are mostly miss pronounced. Then, they continued to the next task. They classified the utensils together, and the teacher also asked about some other things in bathroom.

After that, teacher instructed "Semua mendengarkan.". then, She read a text (procedure text). The students and the teacher discussed the meaning inside the text, and also the text characteristics. They also talked about sentence connectors and imperative sentences had been explained at the previous meeting. Then, the students did the comprehension questions for 2 minutes. They discussed the answer together. After that the students do another similar tasks but more independently. During the time they discussed the answer, they still do some pronunciations mistakes. At the end, T asked the students to give applause to each other's work.

Next, they went to the next task. The teacher sticked pictures on the board. The students watched the teacher quietly. "*Lihat yo tasknya. Arrange the picture. What is arrange?*" ask the teacher. She waited for students' response. "*Urutkan.*" answered one of the students. "*Ya mengurutkan.*" confirmed the teacher. Then, the teacher and the students quick scanned the pictures, while joking once in a while. In this activity boys were more active than the girls. Then she asked the students to arrange the pictures on the board. Most of the boys were walked to the front of the classroom. It caused noise in the class. The teacher stopped them and limited only for five of them. The other boys back to their seats. The teacher remained the students again, "*Nek wong nandur ki disik dewe di apake?*", while the students were actively arranged the pictures. After they finished, the teacher asked the students "*Urutannya betul apa salah ini?*". Then they discussed and review the arrangement, though mostly teacher explanation. The students at the back lines corner were a bit noisy at the activity. "*Susunannya sudah betul to?*" confirmed the teacher.

"Nah, sekarang tulislah susunannya di task 10.", said the teacher. Then, they reviewed about imperative sentences and sentence connectors for a while. After that, the students were given time to do the task. The teacher went around the class and helped them who confused. When the

time is up, the teacher started to invite the students to write their work on the board. There was a student who was writing his sentence, while suddenly the bell rang. The time was up, teacher asked the students to do the task at home and would be discussed at the next meeting.

The students and the teacher packed their stuff. The teacher also asked a student to return the dictionary back to the library. She ended the meeting by saying “Good bye.” The teacher and observer walked out the classroom at 10.30.

VIGNETTE 4

Day/Date	: Tuesday, 15 April 2014
Time	: 08.35-10.10
Meeting	: III
Teacher	: L.E. Wiwik Budi
Observer	: Yheni Siwi Utami
Students	

The teacher started the lesson at 07.40. She asked the students to do regular greeting. “*Siap grak.*”, said a student, followed by “Good morning, Ma’am.” by entire class. Then she replayed them using the same expression as usual. She checked the students attendance “Who is absence today?”. The students replayed “No one, Maam.”.

She continued and asked their homework. “Prepare your homework.”. The students responded with noise of pulling out their stuff. Before she continued, she also distributes name tag. After every student wore the name tag, she continued. “*Task 6 kan kmarin disuruh cari verb-nya. Yo semuanya. Sebutkan kata kerjanya. Say it loudly.*”. Then the students mentioned the verbs disorderly. The teacher confirmed their answer. Then she told them “Repeat after me.”. She mentioned the verbs and followed by the students in chorus. She also asked two students to re-read the verbs. Their pronunciations were quite precise.

Then, they discussed the next homework. The teacher reviewed the last activities about it. After that, she asked the students to write their sentences on the board. “*Yuk, silahkan siapa. Salah nggak papa.*” said her to motivate the students. Next, voluntarily, Raikhan and Andri wrote their sentence on the board. They were considered active in that class. After they finished, she offered to the girl, “*Ayo putri. Silahkan.*”. But the one accepted the marker was a boy again. Joko wrote his answer. He only wrote the clue of words had been provided. “*Kok ngono thok?*” reacted the teacher to his answer. She still offered to the girl. There were a few minutes to wait the girls until one of them wrote her sentence. Finally, Rista wrote her answer. After all had written down, the teacher and the students discussed the answers together. There were still mistakes do by the students, like “*Then, dig and hole.*” which revised into “*Then dig and make hole.*” ; “*Next, put seeds, cover.*” revised into “*Next, put seeds and cover them.*” While discussing, some students at the back corner line made noise. But, they who were at the front line and the girl paid attention and response to the discussion.

Next, the teacher distributed worksheets. She asked the students to scan the lines of clue while she started to draw the crossword grid on the board. The same boys at the back corner talked to each other and caused a little noise. For minutes, the teacher let them but they were not stopping. She turned around and said “*Sing ngomong wae msti ora nggarap kui...*”. The students answered “*Mboten bu...*” Then, the teacher walked to them and asked them to do the task properly. They were started to work and got busy with that. The other students also did that actively. They were using the dictionary they have brought. The teacher was going around and helped the students. While walking around, she told the students, “*Itu kan yang nomor 1 sudah ada P-nya itu tinggal ke bawahnya dicari.*”.

Breaking time were getting closer, some students from other class also seemed had gone out. There is a student who has begged to go out. The teacher made sure the time for break have

not came, "*Belum, belum bel kok. Finish the task. One more minutes.*". The students worked at the task again. The teacher went around the class one more time and checked the students work. She told the students "*Anak-anak kalo itu ngga ada artinya berarti salah ya. Coba di cek di kamus.*". A few minutes passed, and they started to discuss the Crossword Puzzle. The teacher asked them to fill the grid on the board. All at once, the boys stood up and wanted to write their answer. The teacher stopped them and asked them to write one by one. They did that one by one. The teacher also offered some numbers to the girls. Along with the last students finished his answer, the bell rang. It was at 09.15. The teacher decided to discuss it after break time.

At 09.35, the break time was ended. The students entered the class followed by the teacher. "*Ya. Ayo kita coba bersama-sama.*" The students were still busy. "Come on. Are you ready?" said the teacher again. Then, they were calmed and began to write the answer on the board. Again, the boys dominated the activity. The teacher pulled out the checklist she usually used to assess the students. After they had wrote their answer they gave a check on their name column. The grids were completed. They discussed the answer together. Some wrong answers were "blend should be clean" and "add should be mix". When they were correcting the mistakes, the teacher said, "*Dipahami dulu kalimatnya sesuai nggak sama katanya? Mosok lantai dicampur (indicato the blend answer).*". Next, the teacher asked them to write the answer on the clues.

After that, the teacher reminded the students again about simple present tenses and imperative sentences by comparing the simple present tenses in the clues and imperative sentences at the previous worksheet. "What is the difference?" One of the student (Adi) answered "*Kata kerjanya di depan.*". "Yak betul...kalo imperative kata kerjanya di depan. Kalau present tense kata kerjanya dimana? Setelah....", replayed the teacher and asked the students to answer. The students were not answering. The teacher waited for a few minutes. A student (Sri) answered softly "Subject." "Good. Subject. Jadi didahului subjek baru kata kerja. Jelas?" "Jelas...", responded the students in chorus. Then, the teacher asked the students to pick two words and make each of the word into two sentences. One sentence was present tenses and another one was imperatives sentence. The instruction was delivered in Indonesian language. She also added that they had to make new sentence, if there was no relation with receipt it was alright. The students started to work and the teacher walked around to help. It took quite long time for them to finish this task. They were allowed to give a check next to their name after writing the sentences. Two students were invited to give example. They were Raikhan and Alfrida. Alfrida's answers were "I put cup in the box.", and "Put book on the table. Raikhan's answer were "I put the book on the table.", and "Put the book on the table." The teacher discussed with the student about their answer. She also corrected some mistakes on their answers. After that, she invited the other students to write their answer on the board but using different words from what have been used. The answer from Kusuma "We have to fill the pot with water.", and "Fill the saucepan with a liter of water.". Elsha's sentences were "We pour boiled water in the cup.", and "Pour the boiled water. Jaka's answer were "We plant flower in the yard.", and "Plant the flower in the yard.". After they finished, they gave a check. The teacher and the students discussed the answers together.

Next, they moved to the last assignment. The teacher instructed the students to write a receipt. The students seemed a bit confused and wanted to ask questions. However, the teacher wrote on the board what they had to write. She told them that they have to write the goal, materials, utensils and steps. After that, the students started to write, once in a while student asked questions. After a while, the bell rang. The teacher asked them to do that as homework. Then the teacher ended the lesson, "I think the time is up. Don't forget to do the exercise at home. Good bye." She packed her stuff and went out with the observer at 10.10.

VIGNETTE 5

Day/Date : Tuesday, 13 Mei 2014
 Time : 08.35-10.15
 Meeting : IV
 Teacher : L.E. Wiwik Budi
 Observer : Yheni Siwi Utami
 Students

The teacher and the observer entered the class at 08.35. The students exchange the seats, the boys moved to the right side and the girls moved to the left side of the class. It took about five minutes until the students were ready to give the greeting. They greeted the teacher as usual. "Good morning, Mam." "Good morning." replayed the teacher. "How are you?" asked the students again. "I'm fine. What about you?" the teacher asked again. "I'm fine too. Thank you." said the students ended the greeting. T asked "Do you have any homework?" the students answer "No, Ma'am." After that, she reviewed that they had learnt descriptive text a few months ago.

Then the teacher said, "Please, Don't make noisy. Please be ready. I'll read you a descriptive text.". She read the descriptive text. After finished, she asked some students orally to help them understand the text. The questions were "What is Coboy Junior?" "Who are they?" "Do you like boyband?" "Why do you dislike it?". Adi's answered was "They are boyband." "No, I don't like them." She asked other student, a girl. Sri answered similar questions as above, "I like Coboy Junior." "The song is good." She reviewed students' answers. After that, she asked them again to lead into adjective learning, "Who are the members?". The students mention them together without any problems since they were quite popular. She continued, "Do you know the characteristics?". The students answered "Curly." She asked again. "Siapa?". "Basian." they answered. The teacher continued "Jadi kalau mau bilang rambut keriting, gimana? Curly....." "Hair." replayed the students in chorus. She read the text one more time, while reviewing the adjectives. The students were actively answered and mentioned them. The girls also answered the teacher more actively than when they were at the first cycle.

After that, the teacher distributed the handouts for each student. She started the assignment one. "Repeat after me. Semua harus keras.", asked her from the students. "A fat man.", she started to read the phrases on task one and the students repeated after her loudly. Mostly, the students pronounce them aloud. After all finished, the students asked if there were volunteers to read that alone. A boy raised his hand, Adi. He was quite good, rarely made pronunciation mistakes. There were no other became volunteer. She pointed toward Elsha. Her voice was too soft, so the teacher asked her to use louder voice. The teacher reminded the students of the fifth number about how to distinguish the pronunciation between "thick" and "thin". Then, the students repeated after the teacher of the phrases one more time. The teacher and the students also discussed about singular and plural form, "eye" and "eyes". During the activity, the students were enjoying. They also practiced a lot for their pronunciation.

Move to the second task, the teacher asked the students to answer some questions had been provided. She read the text one more time, the same text he had read at the beginning of the lesson. The students and the teacher discussed again about the text again for a little bit. After that, the teacher gave sometime for the students to do their work. She walked around to give help when needed. In short, they started to discuss the task. The teacher asked the students orally, "What are they talking about? Who know?". One of the students raised his hand, Fikri. "They are talking about is Coboy Junior." The teacher corrected the "is" mistake and explained it was due to the Indonesian language influence. She emphasized it should not be repeated in the future. She continued "Who is Lisa's favorite member?". A student answered "Lisa's favorite member is Bastian and Kiki." The teacher continued, "Tunggal apa jamak?". "Jamak." the students replayed. The teacher asked again, "Kalo jamak berarti?" "Are." answered the students in chorus.

They moved to the following task. The students do the task while the teacher drew the table on the board. The teacher finished the table, so did the students with their work. The teacher invited whoever wanted to fill the table. The students were enthusiastic and competed to do that. Both boys and girls were willing to complete the table. They did one by one. As soon as they finished, the bell rang. The teacher and the students left the classroom. Straight after 15 minutes, the bell rang again and one by one the students entered the class. The teacher also entered the class soon. Then, they continued their business. They discussed the answer together. Most of them had correct answers.

After that, the teacher explained descriptive text. She told them about its purpose, organization, and the devices in the text. She wrote them on the board. She offered if anyone wanted to ask questions. There were no questions and she continued. She asked the students to work in group of four. She helped them to make the groups. Boys were divided into three groups and so do the girls. Then, she distributed handouts for each group consist of picture and crossword puzzle. Some of them said "*Wah iki koyo mbiyen kae.*", "*Wah ana gambare saiki.*", and soon. The teacher gave the students time to prepare while explain the rule briefly. And, the work started. The first group read the clues. Then it was repeated by the teacher and reread again by the students. The responsible groups for the number paid attention to them carefully, watch the picture, and fill the grids. The steps were repeated until the across numbers finished. Then they discussed the answers. The steps above repeated for the down numbers. During this activity, the students were enthusiastic and actively involved. Though at the beginning of the game they were a little bit confused but the rest they enjoyed it and did well. They were able to complete the crossword puzzle well. During the activity, observer found that the girls were worked as active as the boys and answer the crossword puzzle better than the boys. They correct their answer together, boys and girls volunteered to answer equally. After the task was completed, the class gave applause to themselves for doing a great job for the task.

At the last task, the teacher asked them to work in pairs. She distributed pictures for each pair. The teacher explained what to do and gave them example of simple descriptive monologue about her appearance. The students and the teacher was somewhat joking about it. However, then, they started to do the task of making short monologue about the picture they got. It should contain at least 5 sentences. The teacher walked around the class to help them. The observer found that during the making of text, some of them still having difficulty in using pronoun of "she" and "he" and possessive adjective "her" and "his" especially the boys. The girls did better than the boys. When they were finished, the teacher invite the pair (Sri and Arum) that had been considered good to perform their work in front of the class. The students tell the class orally. Unfortunately, their voice was soft. So the teacher repeated what they said loudly. Nevertheless, their work could tell the class the appearances of the boy in the picture and use the words they had learnt before. After that, the teacher invited the others to perform their work too. Andri and Rendi raised their hand. Although Rendi told the class loudly and clearly, they still had some mistakes, specifically about the appropriateness of using noun and adjective. They made wrong order in about three sentences. The next pair was Adi and Nasmi. They did well and make only one mistake in the use of possessive adjective. Suddenly, the bell rang. The teacher concluded what they had learnt quickly and ended the class at 10.15 by saying "See you".

VIGNETTE 6

Day/Date : Wednesday, 14 Mei 2014
 Time : 07.55-08.35
 Meeting : V
 Teacher : L.E. Wiwik Budi
 Observer : Yheni Siwi Utami
 Students

The teacher and observer entered the class at 08.00. The students and the teacher do regular greeting. The teacher asked the students to start. The students greeted her by saying "Good morning, Ma'am.". She replayed "Good morning.". Then, the students continued "How are you?". She replayed again "I'm fine. Thank you.You?" "I am fine too. Thank you."answered the students. After that the teacher asked the students if they had homework, "Do you have homework?, and the students answered "No." loudly. The teacher also checked the attendance and there were no students absent at that day. Then, the teacher and the students review the previous meeting together. The students mentioned some activities they did at the last meeting like "mengerjakan TTS" and "mendeskripsikan gambar orang".

The teacher distributed handout for the students at the beginning of the lesson. She checked if everyone had got the sheet. They started the lesson today by doing a crossword puzzle. The teacher asked the students to do the crossword puzzle while she drew the grids at the board. The students were enthusiastic in doing it. They discussed with friends and using dictionaries. After finishing the grid, the teacher walked around to give the students help. Sometimes, the students asked the teacher what the picture was, but the teacher asked them to search the meaning in the dictionary. After they had finished, the teacher invited whoever wanted to fill the grid on the board. Both the boys and girls took part on this activity. Then, the teacher and the students discussed the answers together. Though during the process they had difficulty in doing some words at the crossword puzzle the, their answer were mostly correct and the false answers also corrected by the other students. After that the teacher asked the students to repeat after her pronunciation. The students pronounced the words they had done loudly. After that, the teacher asked some students to mention the words by themselves. Fikri and Meilia volunteered themselves to do that. Mostly, their pronunciations were correct.

Next, they moved to the next task. The teacher read the descriptive text while the students were listening and reading the text. She asked the students a few things to help them understand the text. After that, she invited Rista to read the text. She read the text using soft voice. There were some students who talked to other. After she finished, the teacher correct some mistakes of "country" and "favorite" pronunciation. After that she invited another student. A boy, Dian, he read the text loudly though there were mistakes happen. One of them was the pronunciation of "has". The teacher and the students also discussed the other mistakes that had happened. After that, the teacher invited the last students, Arum. He read it quite loud and did fewer mistakes than the previous student who had performed. After that, the students asked the class to give applause for them who had performed.

After that, the teacher and the students discussed about the generic structure of the text of they were discussing. They also discussed about the meaning of the text and grammar devices on the text. The students answered the teacher's questions though sometimes they also discussed other things with their friend next to them, especially the four boys who sit at the corner back seats. Next, the teacher asked them to answer the questions about the text. She walked around the class to give them help when needed. She also reminded them "Kalau tadi memperhatikan pembahasan bersama tadi pasti bisa." The students still continued their worked. A few minutes passed, "Now, let's discussed your answer." while suddenly the bell rang. The lesson was ended

and the discussion will be continued at the next meeting. The teacher also gave the students homework that was the next task. Finally, she ended the class at 08.38.

VIGNETTE 7

Day/Date	: Friday, 16 Mei 2014
Time	: 09.20-10.35
Meeting	: VI
Teacher	: L.E. Wiwik Budi
Observer	: Yheni Siwi Utami
Students	

The teacher and observer entered the class at 09.20. We were waited for some students because that was after break time. After everyone was inside, the class began with the regular greeting. The students started by saying "Good morning." The teacher answered "Good morning." The students continued "How are you?" The teacher said "I'm good, you?" The students answered "I am fine too, thank you." The teacher checked the students' attendance, and there were no one who was absent.

Then, the teacher said "Are you ready? Prepare your homework." The students turned noisy and pulled out their book though some still fan themselves using their book. The teacher waited for a few time. They stopped fanning themselves and got ready. The students were invited to write down the answers on the board. The students wrote them one by one, there were Adi, Resti, Fikri, and Sofiana. While they were doing that, there was an announcement about Jum'at praying. After all of them finished their answer, the teacher and the students discussed the answer. "True or false, class?" asked the teacher for each answers on the board. Mostly their answers were true since it had been discussed a few times at the previous meeting. The students who had answered were allowed to give check sign on the assessment sheet. After that, they continued discussing the next homework, the task 3. At this activity the students also asked to write down their answers on the board. There were three girls and three boys who volunteer themselves to do that. Then, they discussed the answered together. Basically, their answers were true, but there were still grammatical mistakes that made their answers imperfect. One of the examples was "In the dining room are a large table." Such mistakes were commented by the teacher and corrected together.

The homework was completed. Then, the teacher gave the students handout to facilitate them to do the next task. They also asked to make groups of four. To save the time, the teacher helped them. Boys were divided into three groups and so did the girls. They started to do the crossword puzzle in group. At this activity, the observer found that the students were enthusiastic. Although they also had some difficulties in understanding the sentences they did not give up and still discussed the answers together. Although there were some numbers which had not finished, the teacher decided to ask the students to write the answers on the board soon. It was decided based on the time limitation. Then, they discussed the answered together. Surprisingly, they completed one another's answers. Therefore, there was only one number that had left empty. The teacher added the last answer.

After that, the students were asked to make sentences from words in the crossword puzzle they had done. They still work in their groups and each group had to make at least six sentences, three sentences from the across words and another three from the down words. Two groups who was quickest and had fewer mistakes got a reward. At this activity, the observer found that they were actively involved at the group work although some of them also asked for confirmation if they had done the task well. The teacher who walked around to give help replayed their questions that only related to how many sentences had to be made. The observer also found that the girls made the sentences more smoothly than the boys did. After the time was up, the teacher invited

whichever group who wanted to write down the answer for the first time. There were silent for a few time, therefore the teacher motivated them again. "Ayo.... Group yang pertama dan paling benar akan mendapatkan reward. Come on." Finally, the first group wrote down the answers on the board. The class gave applause for them for being the first. It was a girl group. They did well and there were no mistakes they did. Then the teacher invited the other again. The second group followed and wrote down their answer. The first boy group did some grammatical mistakes like the absence of "a" and "for". The third group was the second girl group. They did them well and made only one mistake which was the absence of "a". The last group was the second boy group they made one mistake, the reverse between noun and adjective. After the class discussion, the teacher decided that the first group and the third group were the groups worth the reward. The teacher was giving them reward while suddenly the bell rang. The class gave applause for the winners one more time. The teacher gave them homework quickly, and said "See you later." to end the class.

INTERVIEW 1 (OBSERVATION)

Time : 21 January 2014, 11.30 am.

Place : Aula

R : Researcher

T : English Teacher

AT : Another Teacher who passing by

R: Yang pertama, menurut ibu seperti apa pengajaran bahasa Inggris di kelas ibuk. Siswa-siswanya seperti apa? Secara umum.

S: Untuk sekarang, tentang vocab ya. Ya langsung saja. Kalo saya, pertama memberikan materi, misalnya yang pertama itu good morning, terus kita berikan kosakata artinya apa. Satu kata artinya apa, satu kata artinya apa, seperti kemarin itu to mbak. Trus nanti hari berikutnya untuk ulangan. Trus untuk selain itu, materinya dari buku paket. Perintah-perintah itu, diartikan perkata. Dari halaman ke halaman ada beberapa kata yang diartikan. Tiap hari diadakan ulangan. Dari hari pertama sampai berjalan dua bulan. Terus setelah itu, saya berikan fotokopi vocabulary. Kalo bisa juga yang ada di buku paket. Selain itu saya juga menambahkan kata-kata yang sehari-hari dipake. Trus dipake ulangan. Pokoknya setiap hari ulangan sekitar lima menit sepuluh soal. Yaa, saya beri nilai mbak karena untuk kelas satu itu kan masih sangat tertarik dengan angka. Saya pastikan tulisannya benar. Kalo sudah mulai “buk niki kepripun niki kepripun” baru saya keliling “ini gimana buk” nanti masih ada yang “buk buk buk ini buk” seperti yang mba k alami waktu itu (KKN)... hahaha... yaitu memang motivasi kita supaya mereka aktif.

R: Terlihat motivasi mereka ya buk.

T: Iya. Terus, nanti penilaiannya selain pake centhangan-centhangan berapa kata-kata yang benar dari satu sampai sepuluh, itu ada catatan untuk siswa yang nilainya masih kurang. Yang dapat nilai empat, itu nanti saya ada catatannya.

R: Itu nilainya khusus untuk vocabnya ya Bu ya?

T: Heem, itu. Khusus untuk vocab ini. Nah kalo pas ulangan itu ternyata cuma dapat tiga, ya itu ngga tuntas. Kalo saya karena tuntasnya itu 75 maka yang entuk enem yo is tak anggep tuntas gitu karena bisa separuh lebih. Karena sebenarnya nilai enam itu kan tidak jelek to untuk siswa itu. Hahaha... Itu kan memudahkan siswanya krna sudah akan mengerti kata-kata yang diperlukan. Nah itu apa lagi?

R: Kalo siswanya sendiri buk, seperti apa di dalam kelas tanggapannya?

T: Kalau saya sebutkan tu, siswa malah aktif, maksudnya anak-anak itu belajar, memacu anak untuk belajar dirumah. Sedikit anak yang tidak belajar. Karena termotivasi dengan nilai dari centhangan-centhangan, ya trus nanti untuk yang belum tuntas diberikan kata-kata yang memotivasi. Bagi yang baik, diberikan hadiah misalnya sanjungan-sanjungan ya to?

R: Iya, buk.

T: Nah, seperti kemaren itu terjadi ada siswa hampir selama satu semester itu ngga bisa mbak dapet nol, tapi setelah semester ini, ya semester dua ini, saya bilang ayo yang nilai nya kurang kurang ini nanti ngga bisa bisa lho ini. Entok satus mbak. Beratikan ada motivasi mbak, bare ora iso kok terus dadi iso, mbak. Ya, saya kan juga tak acungi jempol. “Wah ini Isan, bagus, baik sekali. Tak acungi jempol dua. Nah sekarang dapat 100. Gimana yang lain? Yang lain kan juga bisa. Masak Isan bisa kalian nggak bisa.

AT: Dirungokke nduk... Guru tuo lho iki... hahaha

R,T: Hahaha....

T: Kalo saya sistem mengajarnya kayak orang tua, jadi nggak,,, opo nggak menurut teori yo mbak suka ini aja tapi ternyata yo hasilnya bagus. Karna misalnya “Anak-anak hari ini nggak usah ulangan” tapi mereka malah “Buk ulangan.. buk ulangan. (bersemangat menirukan muridnya)”. Mereka malah minta ulangan vocab dulu padahal kan saya hilangkan karena ada ulangan

harian. Tapi ya akhirnya “yow is ulangan harian dulu”. Jadi anak-anak itu “kalo ngga ada ulangan itu saya ngga bisa belajar e Bu...” “ya yauis ulangan” sampek sekarang itu masih ulangan.

R: Brarti kelas satu itu dari awal sampai akhir itu juga masih pake ulangan itu ya, Bu?

T: Iya soalnya anak-anak kalo engga malah jadi merasa...

R: Merasa kurang maksimal belajarnya ya buk?

T: He'em mbak. Tunggu mbak saya ambilkan fotokopian dulu.

R: Ya, Bu.

T: (*Kembali duduk dan sudah membawa sebedel kertas fotokopian*). Ini saya pinjemkan punya anak ya mbak ya.

R: Nggih, Bu.

T: Ini kumpulan kata-kata, sudah ada artinya dan di kelompokkan berdasarkan topik. Ini juga mungkin mbaknya kalo pengen buat kaya gini bisa lebih baik. Haha... saya ming waton mbak ini. Nah ini di sini ada beberapa materi termasuk apa-apa yang perlu di ajarkan. (*menunjukkan beberapa functional teks yang ada di dalam hand out tersebut*) misalnya ini-ini-ini...

R: Oh iya buk.

T: Nah misalnya sekarang saya belom sempat untuk menerangkan letter, tapi kan disini sudah ada. Akhirnya kita bisa pake materi ini. Nanti fotokopi sendiri ngga papa ya?

R: Nggak papa..

T: Rata-rata ya cuma begini ya sudah berhasil, hihii...

R: Jadi ada acuan untuk siswanya buat belajar ya, Bu.

T: He'em mbak jadi gitu.

R: Nah buk kalo di antara kelas A, B, C, D, E, F itu, yang menurut ibuk, apa ya, perkembangan belajarnya agak kurang itu yang kelas apa, Bu? Maksudnya yang agak..

T: yang agak.. tingkat pemahamannya lambat to?

R: Iya, iya, yang agak lambat buk.

T: Nek ketoke rata-rata sama.

R: Dari pendapat ibuk yang tiap hari menghadapi.

T: Rata-rata sama.. tapi ya ada yang... rata-rata itu ya.. sama.. tapi yo ada yang setengah jelek tapi setelah nanti saya motivasi membaik, tapi setelah lama saya nggak beri motivasi agak kurang lagi.

R: Kalo untuk pembelajaran secara keseluruhan, buk?

T: Yang paling mlempe ya....

R: Ya..

T: (*berfikir agak lama*)yang mana ya... sama ee mbak ketoke...

R: Sama ya buk..

T: Hahaha.. sama e.. saya nggak bise membedakan e, tapi ya nanti saya coba perhatikan lagi.

R: Mmm.. ini nanti untuk biar untuk observasinya sekalian disitu sama nanti kalo bisa penelitiannya disitu gitu lho, Buk.

T: Mbak, kayanya kelas D mbak.

R: D ya buk. Kenapa buk itu di kelas D itu? Siswa-siswanya?

T: Di D itu anak-anaknya itu kan, ya.. tertentu lah anak-anaknya yang tidak mau...

R: Mau belajar...

T: ya.. kalo anak nya itu.. misale seperti Andri itu. Bocah yo agak aktif, tapi ternyata ya nilainya jelek. Kemaren itu dari hari Senin itu sudah lebih baik. Jadi anak-anaknya itu cuma banyak omongnya tapi tidak.... Banyak rame. Ramenya bukan rame aktif dan bisa.

R: Jadi lebih banyak ramenya tapi nilainya kurang ya, Bu?

T: Iya, jadi ngga memperhatikan mbak. Kemarin itu di tujuh D, diterangke malah nggambar mbak. Sekarang apa, hukumannya? Gambaran tadi saya suruh di temple di depan kelas. Hukumannya seperti itu. Pertama anak-anak itu kurang memperhatikan. Anak perempuannya juga agak pasif

- kok. Kalo aktifnya tu aktif semua, tapi aktifnya tu.....kadang nggak dong. Aktifnya cuma aktif kalo di ajak geguyon gitu aja lah.
- R: Oh.. ya ya ya. Nah begini Bu, kalo saya kan programnya pengen pake crossword puzzle untuk variasi pembelajaran, menurut ibuk gimana?
- T: Pake apa?
- R: Crossword puzzle, jadi pake teka-teki silang.
- T: Ya ya ya bagus.
- R: Nanti mungkin untuk lebih detailnya, nanti, gimana dimasukkan ke dalam pembelajaran mungkin nanti kalo udah pas penelitian bisa kita diskusikan lagi.
- T: Yayaya.. nah itu, kalo mau pake crossword puzzle itu kan, nanti dipersiapkan saja materi kata-katanya.
- R: Mmm... kalo itu mungkin nanti bisa di buat dari kata-kata ini (di kertas fotokopian) Buk, jadi saya ngga ingin mengganggu proses pembelajaran, jadi kalo bisa nanti dipakainya beriringan dengan materi pengajaran yang ibu berikan.
- T: Oh iya nanti sperlunya bisa kita olah dan dikombinasikan, nanti kan bisa pakai gambar juga. Kalo kata-kata anak-anak juga sudah lumayan bisa. Tapi ya masih dalam lingkup ini saja (fotokopi vocabulary), ya to?
- R: hehe.. Ya buk. Kalo penggunaan kamus itu gimana ya buk?
- T: Ya kamus nya juga dipake. Di perpustakaan itu juga ada. Anak yang tidak membawa itu, kamus, saya suruh ambil di perpustakaan. Sepuluh kamus sekarang bisa berjalan. Tadinya sembilan, trus ada tambahan dari mbake itu. Tapi cara memakainya, anak-anak itu masih banyak yang bingung. Nanti mungkin bisa dibantu juga, mbak. Kemaren saya bilang “Saiki golek ono” itu sedikit karena belum ada.. belum ada LKS... pas latihan simple past tense, “Saiki golekeono kata ikik...” le nggoleki ngasi mumet... kan regular irregular verb to mbak, misale nggoleki “drink” le nggoleki seko aaaaa.. ngasik.. ahaha.. diwolak walik.
- R: Hahaha,, iya buk. Nanti bisa bisa di ajari lagi. Karena kalo crossword puzzle itu kan kadang butuh kamus Bu.
- T: Ya nanti kalo pas itu bisa ngambil kamus di perpustakaan.
- R: Nah kalo diluar vocabulary sendiri buk, gimana buk, apa saja kesulitan yang dihadapi mengajar di kelas? Metode-metodenya atau tekniknya?
- T: Kalo yang ini, sekarang melanjutkan materi tentang.. oh yang misalnya descriptive atau procedure, po piye yang di maksud? Ya to?
- R: Iya buk. Kalau teks-teks gitu kesulitannya dimana buk?
- T: Teks... menurut saya kalo anak-anak itu sudah hafal tentang suruh ngapain, mengerjakannya bagaimana, itu ngga ada kesulitan kok mengajar itu. Ya kendalanya pada tenses malahan. Misalnya pertanyaan yang pakai “does” jawabnya apa. Tapi saya sukanya, anak-anak itu tak suruh membikin kalimat yang bener, ya to. Misalnya “Where does she go?” misalnya gitu. Tapi kadang-kadang anak-anak cuma njawab “school” dengan singkat ngga yang komplit. Saya mungkin minta jawaban yang komplit biar anak itu bisa belajar kata-kata yang does, did, do, is.
- R: Biar tau perbedaan-perbedaannya ya Bu.
- T: He'em. Ini kalo saya, saya fokuskan pada mereka supaya ingat apa, tensesnya. Jadi kosakata itu anak-anak sudah, saya anggap sudah memenuhi. Kosakata yang saya ajarkan kan ini masih ditambah lainnya. Saya sekarang ulangannya ini satu sampai enam puluh. Kon ngapalke satu-satu sama artinya nanti kalo ada yang belum pas saya tambahkan.
- R: Kalau ini. Untuk, ada latihan untuk menggunakan kata-katanya lagi nggak buk?
- T: Nggak, nggak. Ini kan hanya untuk di luar latihan untuk misalnya satu jam sepuluh menit saja, khusus untuk vocabulary. Nah nantikan ini mesti kata-kata ini mesti saya pas nerangke bentuk kedua. Kan ini juga dipake misalnya saya nerangke kalimat instruction, kita juga akan menggunakan kata kerja disitu.

- R: Jadi digunakannya untuk kesempatan-kesempatan selanjutnya ya Bu ya. Selanjutnya Bu, kalo tentang media sendiri Bu, apa saja yang digunakan untuk pembelajaran?
- T: Apa ya, saya sudah tua, hahaha media nya ya cuma gambar, terus iklan, diberi teksnya kepada anak-anak, kemudian menjawab pertanyaanya misalnya Ini dibeli dimana? Kira-kira membicarakan apa? Trus kalo sedang materi iklan itu bisa koran.
- R: Mungkin lebih banyak menggunakan kertas-kertas print out gitu ya Bu.
- T: Iya, iya. Paling sama gambar dan nama-nama tokoh. (jeda sesaat) Untuk lebih baiknya ya mungkin dengan menggunakan LCD tapi kan saya nggak mampu ya piye yo. Nggunakke we ra iso. Trus nanti vocab dengan listening ya, native speaker.
- R: Mmm,,, kalau saya lebih focus ke crossword puzzle nya itu buk. Bagaimana untuk menarik perhatian siswa.
- T: Oh iya, nek nganuki ki lafal itu kok ya.
- R: Tapi mungkin nanti ada yang untuk sesi pronunciation tapi ya cuma pronunciation katanya.
- T: Yo nek itu kan brati sama artinya harus tau. Nah, itu mengacu ke vocab. Nanti mau opo yang dimainke.
- R: Nanti kata-katanya mungkin pake yang ada di sini (fotokopian vocab) dan ditambah beberapa dari saya.
- T: Ya, saya hanya bisanya kayak gini. Nanti kalo mbak pengen ini ada. Karna saya tu cuma ngene mbak, misalnya ini dari satu sampe enam puluh ada kata sama maknanya (sambil memegang fotokopian vocabulary). Tapi karna saya focus pada materinya jadi kadang kelewatan.
- R: Kadang belum masuk ke
- T: Ho'o. Terus tak omongi biar relate sama saya lihat di anaknya.
- R: Itu mungkin nanti bisa dimasukkan ke crossword puzzle nya buk kalo memang ternyata belum sempat diajarkan.
- T: Mulangnya juga ini Mbak, hafalan halaman ini nomer ini sampe ini.
- R: Nanti yang keluar beberapa.
- T: Sepuluh Mbak. Saya mesti sepuluh.
- R: Mmm... ya Buk. Sepertinya sudah semua Bu. Trimakasih atas waktunya ya Bu.
- T: Ya mbak, ya mbak. Sama sama. Selamat berjuang ya mbak, gek selesai gek lulus.
- R: Hahaha,, aminnn... iya buk terimakasih.

INTERVIEW 2 (OBSERVATION)

Date : 25 January 2014, 11.30 am.
 Time : 11.30
 Place : Classroom
 R : Researcher
 S : Student

- R : Pertanyaan pertama, menurut kalian pelajaran Bahasa Inggris di kelasnya Bu Wiwik itu seperti apa? Menyenangkan? Atau kaku atau gimana? Silahkan.
- S : Ahihihi...(tertawa)
- R : Santai aja, ngga tak kasi tau Bu Wiwik wis.
- S1 : Menyenangkan, asyik.
- R : Kenapa kok menyenangkan?
- S2 : Galak.
- R : Galak?
- S1 : Opo Mi.
- R : Ngga papa, ayo ngga papa.
- S : hihhihi... (tertawa)

R : Menyenangkannya gimana? Ayo yang putri-putri ni.
 S : (tidak menjawab)
 R : Galak, ngopo kok galak dek.
 S2: Hm... hehehe...
 R : Mengasyikkan nggak kalo di dalam kelas?
 S : (diam sambil tersenyum-senyum satu sama lain)
 R : Tik-Tik... Tik Tik...
 S : (tertawa)
 S1 : Lumayan.
 R : Lumayan... Trus kesulitannya kalo belajar bahasa inggris apa?
 S2 : Huruf.
 R : Kok huruf?
 S2 : Huruf, ejaan.
 R : Oh, mengeja. Yang putri-putri?
 S2 : Berlatih.
 S3 : Mengeja.
 R : He'em. Trus apa lagi? Kalau arti-arti gitu susah nggak?
 S3 : Kadang susah kadang enggak.
 R : Kadang susah kadang enggak. (jeda) Apa lagi? Kalo berbicara susah nggak?
 S2 : Nggak, nggak, nggak, sama skali nggak. Slow free.
 R : Free, oh ya. Kalo pas itu lho dialog-dialog yang misalnya kaya kemaren, Like and dislike. Susah nggak?
 S2 : Nggak, free.
 R : Kok free sih? Susah nggak yang putri-putri?
 S2 : Oh, free ki gratis to?
 R : Free ki bebas, gratis iso. Apa lagi masalah-masalahnya kalau belajar?
 S : (diam)
 R : Apa ayok?
 S1 : Ngantuk.
 S2 : Huruf yang double.
 R : Misalnya?
 S2 : Swimming.
 R : Terus.
 S2 : Opo eneh?
 R : Ayo yang lain.
 S2 : Membaca.
 R : Apanya yang sulit?
 S2 : A dadi E.
 R : Kalau pas membaca teks, susah nggak memahaminya.
 S2 : Bisa jadi.
 R : Kenapa? Kenapa hayo kok bisa jadi? (sambil bercanda)
 S1 : Agak susah agak mudah.
 R : Gimana itu kok agak susah agak mudah? Hahaha...
 S1 : Terkadang membingungkan.
 R : Apa nya yang membingungkan? Hehe..
 S2 : Kata-kata.
 R : Kata-kata... Yang putri2 ayo kok nggak ada suaranya. Mmm... menurut kalian gimana ini... pemakaian ulangan vocabulary, itu menurut kalian gimana?
 S2 : Sik sepuluh kata?
 R : Ya.

S2 : Sulit.
S1 : Tergantung.
S2 : Sulit sekali. (sambil menengok ke S1) Sulit sekali yaaa...
S1 : Engko ndak di omongke.
R : Sulit sekali? Aaa... mungkin kamu nggak belajar.
S1 : Ho'o koe ki.
S2 : Sedikit belajar.
R : Yang putri-putri sulit nggak?
S3 : Kadang sulit kadang enggak.
R : Kadang sulit kadang enggak. Kalian seneng nggak kalo misalnya ulangan itu?
S3 : Seneng.
S2 : Dulu seneng sekarang enggak.
R : Kenapa kok sekarang nggak seneng?
S1 : Nilennya elek.
S2 : Sulit. Ada kata dua.
R : Ada kata dua?
S2 : Opo kae?
R : Misalnya?
S2 : Sik talk dadi talked.
R : Ohh,, yang mirip2 gitu ya? Apa lagi ya? (jeda) Kalo pake kamus, sering nggak di kelas?
S2 : Kamus hape? Eh udu...
S1 : Kadang – kadang.
S3 : Kadang-kadang.
S2 : Tidak.
R : Nggak pernah?
S2 : Nggak pernah bawa. (hampir bersamaan dengan R)
R : Kalian sering bawa sendiri nggak? Atau dari sekolahan?
S1 : Dari rumah, bawa sendiri.
S2 : Kadang, (S1 dan S2 berbisik-bisik lalu) ha nyileh kok.
R : Pinjam di perpustakaan?
S1 : Nggak pernah.
S2 : Bisa bawa sendiri tapi nggak di pakek.
R : Mmmm... kalau biasanya Bu Wiwik itu ngajarnya pake buku paket ya? Mengacu buku paket?
S1 : LKS.
S3 : LKS.
S2 : Fotokopian. Fotokopian.
S3 : Kadang buku paket kadang LKS.
R : Kalo media. Misalnya gambar, ibunya sering pake ngga?
S1 : Kadang. (bersamaan dengan S2)
S2 : Enggak. (menambahkan)
R : Kadang-kadang.
S2 : Kapaannn?? (bertanya pada S1) (S1 dan S2 berbisik-bisik)
R : Kalau game-game gitu, sering ngga?
S1 : Nggak
S2 : (menggelengkan kepala)
S3 : (menggelengkan kepala)
R : Nggak pernah ya. Kalo misalnya nemu kata sulit gitu, terus kalian gimana kalo lagi belajar?
Bahasa Inggris nemu kata sulit?
S1 : Bertanya.

- S2 : Dirumah, mencari kamus.
 R : Bertanya, mencari di kamus. Terus sering latihan-latihan nulis pake bahasa Inggris gitu nggak? Dikelas.
 S2 : Ya. Nulis congratulation.
 R : Mmm... yayaya. Menulis, membaca... nah listening. Listening pernah belum?
 S2 : Mendengarkan?
 R : Iya. Mendengarkan. Gimana itu? Apa kegiatannya?
 S1 : Cerita.
 R : Ibu nya membacakan cerita?
 S1 : Iya.
 Tiba-tiba ada pengumuman.
 R : Mmmm... udah selesai ni kayanya. Makasih ya waktunya. Makasih udah dibantu.

INTERVIEW 3 (LESSON PLANS CONSULTATION)

Date : 25 January 2014, 11.30 am.
 Time : 11.30
 Place : Classroom
 R : Researcher
 S : Student

- R: Buk ini kan rencananya mau memakai gambar atau media atau semacam games gitu. Tadinya kan mau pake crossword puzzle, tapi hari ini saya konfirmasi lagi masalah-masalahnya. Nanti bisa di sesuaikan lagi gitu Bu sama masalah-masalah yang kita akan bahas ini.
 T: Hmmm... yayaya... Saya akui saya memang terbatas dalam menggunakan media. Jadi bagus mbak kalau mau mengembangkan itu. Jadi kalau kelas satu itu cenderung maunya di nilai. Kalau ngga di nilai itu ,kerja kelompok misalnya, ditanyain “Sudah selesai belum?” ngga ada yang jawab.
 R: Kalau pakai hadiah gitu Bu?
 T : Ya bisa mbak, tapi kalau saya.. haha.. hadiahnya apa ya cuma pujian gitu Mbak.
 R : Haha.. iya ya Bu masa tiap hari.
 T : Hahaha... iya, jadi ya itu paling kadang aja.
 R : Kalau yang untuk putrid itu kan banyak yang diam, itu gimana Buk?
 T : Ya paling dipanggil. Kalau dipanggil itu anaknya mau maju, Mbak. Tapi kalau engga kalah sama yang putra-putra.

INTERVIEW 4 (MEETING 1)

Time/ date : Monday, 07 April 2014/ 09.10-09.30.
 Place : Classroom
 R : Researcher
 S : Student

- R : Dek, masih inget pelajaran hari Jumat kemaren kan?
 S : Mengangguk.
 R : Menurut kalian pelajarannya gimana.
 S : (senyum-senyum)
 R : Gimana? Apa biasa aja, apa keburu-buru, apa gimana?
 S : Mmm... *kecepatan sih mbak nek menurutku.*
 R : Mmm.. belum selesai ini uda disuru itu, gitu ya?

- S : Iya mbak.
 R : Hmm.. yayaya... *Nek TTS e? Susah ngga ngerjainnya?*
 S : *Angel mbak. Ra dong soale.*
 R : *Ra dong e py? Apa teman kamu membacanya (clue) ngga jelas?*
 S : *He'em mbak. Tapi kan diulangi bebrapa kali (clue nya). Dadi lumayan lah iso le nggarap njukan.*
 R : Hmm.. yayaya... *Nek misale kalimate nggawe dewe kangelan ra?*
 S : *Angel mbak kayae. Mesti mah ming suwe.*
 R : Tapi kan pake TTS kemaren perasaan kalian gimana?
 S : Seneng Mbak. Jadi lebih minat Mbak ngerjainnya.
 R : Jarang pake yang kaya gt?
 S : Baru pertama kali ini, mbak.
 R : *Nek kalian le ngucapke (clue)kangelan ora?*
 S : *Nek pertamane yo ijeh angel mbak. Ning kan di baleni bu guru. Nah kari nirokke.*
 R : hahaa.. sip.. dilatih terus lho ya berati..

INTERVIEW 5 (MEETING 1)

Date : Friday, 04 April 2014
 Time : 11.30 am.
 Place : Aula
 R : Researcher
 T : Teacher

- T : Gimana, gimana?
 R : Gini Bu, tadi itu sepertinya masalah utamanya alokasi waktu nya ya Buk. Hehe.. kayanya tugasnya terlalu banyak gitu, jadinya keburu-buru.
 T : Iya, iya mbak (manggu-manggut) saya juga tadi lihat, ah.. ini kok banyak banget. (sembari memperhatikan handout)
 R : Tadi itu ibu menjelaskan procedure text nya di awal ya buk.
 T : Iya mbak. Mengingatkan siswa secara garis besar.
 R : Mmmm.. baru setelah itu masuk ke text nya.
 T : Iya. Dulu mereka sudah pernah mbak sedikit-sedikit kemarin.
 R : Nah buk, kan sebenarnya kalau sudah pernah malah bisa dari teksnya dulu, baru di bagi-bagi parts nya.
 T : Hmmm...ya mbak. Bener juga.
 R : Jadi kan lumayan bisa menghemat waktu, dan nggak keburu-buru.. hehe..
 T : Ya, maksud saya mengulas tapi malah keterusan ya. Hahaha... ya mungkin untuk pertemuan berikutnya.
 R : Kalau penggunaan tekateki silang yang tadi gimana Bu? Siswanya kayanya masih kesulitan ya Bu?
 T : Kalau saya lihat tadi di awal-awal iya, siswanya masih kesulitan. Masih menyesuaikan diri kan mbak. Tapi kebelakang-belakang mereka udah bisa kok. Udah tau caranya.
 R : Iya Buk. Menurut saya juga kaya begitu. Kalau pengetahuan kosakata mereka kira-kira ada tambahan nggak Bu?
 T : Ya kalo dari yang kegiatan tadi sih, belum terlalu kelihatan sih mbak, mungkin pronunciationnya ya yang agak bisa banyak latihan. Sama mereka juga melatih lagi kata-kata yang mereka udah pernah. Kaya bahan-bahan makanan tadi kan mereka sudah pernah.
 R : Oh, yaya Bu. Berati mungkin besok bisa dinaikan lagi ya Buk tingkat kesulitannya.
 T : Iya Mbak. Mungkin jumlahnya juga bisa di tambah.

- R : Oh, iya Buk. Jadi catatan buat saya. Tadi itu juga jadinya belum menggunakan kamus, juga buk.
- T : Oh iya mbak, saya tadi jadi lupa itu juga. *Mau urung nganggo kamus*, terus pujian untuk siswa saya juga lupa.
- R : Hehe, jujur saja saya juga lupa buk, tapi ngga papa buk bisa untuk refleksi saya dan ibuk untuk pertemuan selanjutnya.
- T : Jadi kita laksanakan di pertemuan selanjutnya ya.
- R : Iya Bu, kalo misalnya materinya kebanyakan dikurangi saja juga nggapapa.
- T : Oh ya, berarti diperbaiki hari rabu ya? Eh... rabu itu kan libur pemilu.
- R : Aduh, libur ya Bu. Berarti hari jumat. Oh iya, Ini RPPnya buk.
- T : Oh ya. Iya jumat ya mbak. Ini jadi yang membaca.
- R : Kalo readingnya itu rencananya cuma satu jam, Bu.
- T : Oh iya? Jadi kalo jumat nanti waktunya sisa mbak.
- R : Iya buk, enaknya gimana ya buk.
- T : Apa ini sampai menulis. Tapi sampai yang.... (sambil membolak balik RPP) ini saja (menunjuk task 6).
- R : Mmm.. yaya.. Boleh Bu. Gitu juga nggak apa-apa. Brati besok saya hari Senin. Saya kesini bu diskusi lebih lanjut. Hehe..
- T : Oh... gitu. Ya mbak. Senin ya.

INTERVIEW 6 (MEETING 2)

Date : Friday, 11 April 2014.

Time : 11.15

Place : Classroom

R : Researcher

T : Teacher

- T : Gimana?
- R : Alokasi waktunya tadi sudah lebih baik Bu.
- T : Iya... setuju Mbak. Sudah nggak terburu-buru banget kaya kemarin. Bisa lebih dalam task demi task nya.
- R : Alhamdulillah, semoga besok-besok lebih baik lagi ya Bu. Terus untuk TTS-nya tadikan sama Ibu cuma diminta mengungkapkan secara lisan. Kan bisa ditulis di papan tulis.
- T : Oh iya mbak, tadi agak susah kalo mau nerangin ke siswa. Misalnya udah ada T nya, apa sudah ada dua huruf. Gitu saya susah ngasih tau merekanya.
- R : Hmm... iya Bu. Saya juga sempat memikirkan itu buk. Apa saya bikin di kertas besar terus di temple di papan tulis?
- T : Bisa sih mbak. Tapi kalau nanti siswa baru nyoba jawab, atau salah, gimana kan ngga bisa di hapus.
- R : Iya sih buk. Jadi enaknya gimana buk?
- T : Ya, nanti saya gambar sederhana saja, kan saya bisa. Sambil menunggu mereka mengerjakan, sambil saya menggambar di papan tulis.
- R : Hmm.. ya buk kalau begitu, kita coba pertemuan selanjutnya ya buk. Terus, tadi itu siswa kayanya masih bingung ya buk across sama down.
- T : Iya mbak. Oh iya ya di task sebelumnya juga lebih bagus kalau dikasih across, down nya. Kemarinkan hanya clues.
- R : Oh iya buk, nanti saya lihat lagi. Selain itu, secara keseluruhan penggunaan TTS nya tadi membantu pembelajaran seperti apa buk?
- T : Ya menurut saya, kalau ejaan jelas sudah terbantu dengan adanya TTS itu. Mereka juga lebih ingat kata-kata yang pernah mereka pelajari kaya benda-benda tadi itu.

- R : Syukur Alhamdulillah deh Buk bermanfaat ya.
 T : Yak... sudah itu saja kan mbak.
 R : Iya buk. Besok ketemu lagi saja.

INTERVIEW 7 (MEETING 2)

Date : Tuesday, 07 April 2014
 Time : 09.15
 Place : Classroom
 R : Researcher
 S : Student

- R : Dek, pelajaran jumat sulit nggak?
 S1 : *Yo ra sulit banget kok mbak.*
 R : Seneng tapi ?
 S1 : Seneng mbak.
 R : Senangnya knapa?
 S1 : *Ya kui mbak... ana TTS, and ngurutke gambar. Mbiyen2 ra tau.*
 R : *Haha... ya. Trus TTS-e angel ra?*
 S2 : *Ora patek mbak. Lumayan gampang.*
 R : Ada yang salah nggak pas di koreksi kemarin?
 S2 : Ada mbak, gembor. *Ra ngerti bahasa Indonesiane mbak.*
 R : Oalah gembor. Hahah.. yaaa... Jadi ngga bisa buka kamus ya. Tapi gambarnya jelaskan?
 S2 : Jelas mbak. Tapi tidak berwarna.
 R1 : Hmm.. yayaya... kamus? *Saiki is sok do nggo kamus to?*
 S1 : *Uis mbak. Kamus cilik.*
 R : *Kamus mu dewe?*
 S1 : *Ora mbak. Haha.. nyileh.*
 R : *Sisuk gawa dewe ya. Sudah bisa kan tapi cara make kamusnya?*
 S1 : *Bisa mbak. Ndelok nggon pojokan kae to mbak katane mulai nggo huruf opo. Trus goleki deh katane. Uis to mbak aku arep neng kantin sik. Yo Di yo.*
 R : *Haha.. yo.. kono lek jajan.*
 ...
 R : Gimana pelajaran hari Jumat.
 S3 : Menyenangkan mbak. *Penak, wis ra kecepeten eneh.*
 R : TTS-e? Susah?
 S3 : *Penak mbak.*
 R : *Nek karo sing ndisik dewe kae? (meeting 1)*
 S3 : *Penak iki mbak.*
 R : *Nek gek pas maju ngurutke gambar kae, kok sing cewek-cewek ra ana sing maju?*
 S3 : *Wis di rebut sing lanang-lanang kok mbak.*
 S4 : *He em mbak. Ketimbang rebutan mbak, kan ngalah wae rapopo.*
 R : *Hahaha... Tapi padahal pengen maju?*
 S4 : *He em mbak... tapi yo rapopo lah.*

INTERVIEW 8 (MEETING 3)

Date : Tuesday, 15 April 2014

Time : 10.15

Place : Classroom

R : Researcher

T : Teacher

- T : Ya, Mbak. Sekarang aja. Gimana?
- R : Mmm.. ya Bu. Yang hari ini sudah lumayan baik. Instruksinya juga sudah jelas harus apa..apa..apa...
- T : (nodding)
- R : Nah, yang masih kurang itu keaktifannya. Masi jenjang Bu, putra sama putrinya.
- T : Oh ya. Tadi itu saya ada angan mau untuk putri memindahkan siswanya untuk putri ada di sebelah kiri, tapi malah lupa.
- R : Mmm, jadi lebih aktif ya buk kalo ditukar di sebelah kiri?
- T : Iya mbak, biasanya lebih mau tunjuk tangan.
- R : Atau mungkin bisa dikasih kesempatan separuh-separuh, Buk, kalau maju. Soalnya yang putri-putri ngga berani maju karena daripada rebutan sama yang putra.
- T : Oh ya. Besok saya coba. Di pertemuan selanjutnya mungkin ya. Kalo di kelas lain itu biasanya saya suruh nyentang itu putrinya jadi termotivasi tapi di kelas ini agak ngga berpengaruh e.
- R : Mmmm... gitu ya Bu. Ya mungkin seperti itu tadi bu dicoba dulu.
- T : Ya... sama di panggil mungkin ya, Mbak. Ada lagi?
- R : Kalo dari catatan saya sih itu saja Bu. Kalau menurut ibu sendiri gimana buk? Pelajaran hari ini?
- T : Ya sudah bagus. Cuma karna apa ya, kan banyak yang dijawab bersama jadi mbak kan susah menilainya.
- R : Nggapapa Bu. Kan bisa dengan penilaian keaktifan dan keseharian sambil berjalan, Bu.
- T : Oh ya, kalo sambil jalan tu Raikhan itu juga malah lebih baik dari Adi.
- R : Mmm.. yang ngasi contoh tadi ya Bu.
- T : Iya Mbak itu. Yang putri itu Sri mbak biasanya.
- R : Oh iya, yang di depan saya tadi. Yayaya... Mengenai TTS yang tadi bu? Menurut ibu membantu pembelajaran mereka seperti apa?
- T : Kalau yang tadi itu siswanya kelihatan smakin bersemangat Mbak. Apalagi setelah itu mereka bikin kalimat kan mereka jadi bisa memakai katanya juga. Saya jarang bikin aktifitas kaya gini biasanya.
- R : Wah, syukur deh Bu. Siswa jadi bisa belajar lebih baik lagi. Kalo untuk menggambar TTS nya kaya tadi ibu merasa effective ngga Bu?
- T : Oh, efektif kok mbak. Kan yang penting yang panjang dulu di hitung kotaknya, tinggal ditambah yang pendek-pendek.
- R : Hehe... iya Bu. Jadi kalau besok-besok menggambar di papan tulis lagi ibu keberatan ngga kira-kira?
- T : Oh.. ngga masalah. Malah baik dan membantu siswa Mbak.
- R : Hehe iya Buk. Tadi siswa juga semangat mau maju ngisi gitu Bu.
- T : Selain itu tadi kan kalau ada kata yang salah bisa di bahas bersama yang benar apa. Kaya kata mix dan blent tadi.
- R : Mmmm... iya Bu.
- T : Trus pertemuan selanjutnya kapan mbak? (taking a calendar) Bentar ya mbak.
- R : Ya Bu...

- T : Minggu depan itu kayanya bisa dua kali mbak. Tapi minggu depannya saya ngga bisa. Adik saya mau mantu. Jadi mungkin minggu ke tiga bisa tapi ngga tau berapa kali. Dua mungkin ya, Mbak. Soalnya persiapan UN juga. Kalo setelah UN malah udah bebas, Mbak.
- R : Mm.. kalau minggu depan, kayanya saya mau konsultasi dulu buk. Jadi mungkin setelah UN aja ya Bu?
- T : Setelah UN aja Mbak ya. Malah selo.
- R : Iya Bu. Besok saya tanyakan pembimbing dulu juga.
- T : Ya.. besok sms saja ya kalau ada perlu apa-apa.
- R : Ya Bu. Terima kasih.

INTERVIEW 9 (MEETING 3)

Date : Wednesday, 16 April 2014

Time : 14.00

Place : Classroom

R : Researcher

S : Students

- R : Dek... dek.. sini. *Tak tekon pelajaran wingi*, haha.
- S : Ojo angel-angel mbak pelajaran ki.
- R : *Angel po wingi pelajaran?*
- S : *Mik sik wingi kae nomor enem mbak.*
- R : Tapi seneng ngga pake TTS?
- S : Yo seneng mbak. Tapi yang nomor enam kui mau angel. Kan biasane “add” mbak tapi kui “mix”.
- R : Yang lainnya juga sulit? Kayanya pada bener kemaren.
- S : Ya iya sih mbak... bener.. hehe
- R : Tu kan... dipahami kalimatnya dulu pokoknya.
- S : Hehe.. iya Mbak.
- R : Trus kalo disuruh ngerjain-ngenjain gitu misalnya membuat kalimat kaya kemaren menurut kamu gimana?
- S : Ya nggapapa mbak, ngga masalah. Malah kita jadi banyak latihan. Beda beda kegiatan juga sih jadi ngga berasa.
- R : Kalo bedanya sama Bu Wiwik gmana?
- S : Ya nek Bu Wiwik Cuma dikasi materi dulu. Trus suruh ngerjain. Jarang nganggo gambar-gambar apa TTS kaya nganakae, Mbak bosen.
- R : Hmm,, yayaya.. sip. Kalau kamus? Wingi nganggo kamus kan?
- S : Nganggo mbak.
- R : Merasa terbantu nggk?
- S : Terbantu, Mbak. Kan ana arti2 sing ra ngerti digoleki neng kamus.
- R : Mmm... ya... (taking note). *Terus, nek dibagi nggo kertas koyo mau kae, membantu ora dik?*
- S : Membantu, Mbak. Jadi tinggal ngikuti aja. Nyatete yo mik sithik, Mbak. Iso neng kertas kui.
- R : Kan kadang ketinggalan ngga dibawa lagi gitu?
- S : Kan ming kari di selipke neng buku bahasa Inggris, Mbak.
- R : Oh ya... pinter.
- S : Mbak wis ap mulai ki (ekskul)... dadah...
- R : Ya.. dadaah...
-

- R :Kalo kerja kelompok kaya tadi menurut kamu gimana? Malah susah gitu? Apa lebih membantu?
- S : Ya malah enak lah Mbak. Kan bisa diskusi sama temen. Dibagi juga ngerjainnya.
- R : Sip, jadi lebih cepet ya selesai nya.
- S : Iya Mbak. Ngerjainnya juga lebih gampang, ada yang bantuin buka kamus.Hehe...
- R : Yayaya... sip. Kerjasama yang baik. Makasih ya udah boleh tanya-tanya.

INTERVIEW 10 (MEETING 4)

Date : Wednesday, 13 April 2014
 Time : 08.35
 Place : Classroom
 R : Researcher
 S : Students

- R : Dik gimana menurut kalian pelajaran tadi? Secara keseluruhan?
- S : Mmm... biasa aja sih, Mbak. Enaklah. Ada game nya tadi itu juga asik.
- R : Nah itu, TTSnya kemaren itu gimana menurut kalian? Sulit nggak?
- S : Ngga terlalu ,Mbak. *Mik awal-awale* agak bingung.
- R : Tapi bisa jawab semua? Ada kosakata yang baru dipelajari nggak?
- S : Mmm.. ada.. ada mbak, banyak.
- R : Apa coba masih inget nggak?
- S : Kumis. Opo ya kae? mus.. mustache.
- R : Haha.. yayaya.. bener banget. Ada yang lain?
- S : Round... bulat. Round eyes *kae*?
- R : Sip sip bagus...Dipake latihan lho ya kata-katanya. Gambare jelas?
- S : Jelas kok, Mbak.
-
- R : Gimana pelajaran tadi?
- S : Menyenangkan, Mbak. Seru.
- R : Yang game kemarin itu, ya?
- S : Iya. Asik itu Mbak. (showing an enthusiastic face)
- R : Ada kesulitan ngga tapi?
- S : Kadang-suaranya yang mbaca kurang jelas. Tapi pas di ulangi Bu Wiwik jadi lumayan. Trus di baca lagi kan, trus bisa jawab deh.
- R : Sip.. ada kata-kata baru yang kalian pelajari ngga?
- S : Mustache, plumn... ada yg lain tapi agak lupa Mbak.
- R : Kalo gitu tetep di pelajari lagi ya. Dipake terus kata-katanya. Oke?
- S : Siap Mbak.

INTERVIEW 11 (MEETING 4)

Date : Wednesday, 13 Mei 2014
 Time : 08.35
 Place : Hall
 R : Researcher
 T : Teacher

- R : Gimana Bu menurut Ibu tadi? Perubahan apa yang dirasakan ?
- T : Ya sudah bagus. Cuma tadi di awal-awal siswa belum focus sama gambarnya.
- R : Iya Bu. Tapi ke belakangnya sudah baik menurut saya. Mungkin Ibuk perlu menjelaskan sedikit hal-hal yang perlu di perhatikan kaya gambar itu Bu.

- T : Oh iya Mbak, setuju. Besok lebih saya perhatikan lagi.
- R : Kalau untuk vocabulary-nya Bu, setelah pakai TTS ada tambahan nggak Bu?
- T : Sebenarnya mereka itu banyak yang lupa dulu pernah di ajari. Nah, tadi karna pake TTS itu justru mereka jadi Ingat lagi Mbak. Dan mereka juga dapat tambahan kata-kata baru juga.
- R : Alhamdulillah deh Bu, kalau ini membantu.
- T : Dari Mbak sendiri, komennya buat perbaikan saya?
- R : Ini Bu, sudah baik. Cuma tadi ada yang kurang. Mereka diminta mengucapkan kata-kata yang sudah mereka kerjakan harusnya.
- T : Ohh... iya... maaf mbak saya lupa tadi. Hahaha.. padahal sudah dikasih note ya... untuk pertemuan selanjutnya saya perbaiki mbak...
- R : Iya Bu, terimakasih Bu...

INTERVIEW 12 (MEETING 5)

Date : Tuesday, 14 Mei 2014
 Time : 07.55
 Place : Hall
 R : Researcher
 T : Teacher

- T : Ya Mbak, gimana evaluasinya?
- R : Tadi di akhir-akhir classroom English yang dipakai kurang Bu. Kaya menyuruh maju pun Ibu pakai Bahasa Indonesia.
- T : Oh.. ya Mbak... Kadang kelupaan memang kalau sudah agak akhir-akhir.
- R : Tapi dari depan sampai 70% nya sudah baik kok Bu.
- T : Ya.. trimakasih Mbak. Ada Lagi?
- R : Penggunaan TTS-nya? Perbedaan dengan yang di cycle 1 gimana Bu?
- T : Ya hampir sama kok,, mereka berminat ngerjain. Apa lagi kata-katanya yang di pakai buat text selanjutnya kan. Jadi mereka sih lebih terbantu se-penangkapan saya lho. Saya juga nggak terlalu kesulitan pas masuk ke textnya.
- R : Oh iya Buk. Syukur Alhamdulillah deh. Hehe... Bisa membantu pembelajaran mereka.
- R : Handoutnya tadi membantu kan Bu?
- T : Oh iya Mbak. Sangat membantu. Saya jadi enak habis ini apa-apanya.
- R : Syukur Alhamdulillah Bu. Anak-anak tapi nggak ada yang ketinggalan Bu handoutnya?
- T : Cuma satu tadi yang ketinggalan, Fendy tadi. Tentang TTS nya, saya tadi kayanya agak keburu-buru ya mbak?
- R : Kalau menurut saya sih engga Buk. Anak-anaknya bisa mengikuti dengan baik kok. Mungkin penjelasan apa yg harus dilakuin harus lebih jelas Bu.
- T : Ya, Mbak,, Trima kasih masukannya. Nanti saya usahain menjelaskan lebih baik lagi.

INTERVIEW 13 (MEETING 5)

Date : Wednesday, 15 April 2014
 Time : 09.15
 Place : Classroom
 R : Researcher
 S : Students

- R : Dek, gimana pelajaran terakhir kemarin?
- S : *Sik endi to* Mbak?
- R : Itu lho yang ada TTS yang gambar-gambar.

- S : Oh itu. Mah penak mbak mik gambar-gambar.
 R : Gambarnya jelas kan?
 S : Jelas mbak.
 R : Manfaat yang kamu dapet dari pake gambar itu gimana menurut kamu? Apa malah bosenin apa gimana?
 S : Ya enggak lah Mbak kalo ngebosenin. Malah asik. Ngerjainnya juga lebih enak karena gambar udah ada.
 R : Enak gimana?
 S : Mmmm.. ya tgal mengamati aja trus ditulis kalimatnya.
 R : ohhh yayaya.. syukur deh kalo kalian merasa terbantu. Trus ttg TTS ni, manfaat yang kamu dapat setelah ngerjain TTS kemaren apa?
 S : Ini mbak. Tambah kosakata baru.
 S1 : Kelingan meneh Mbak, ada yang dulu udah dipelajari. Tadi jadi ingat lagi.
 R : Alhamdulillah ya kalau membantu kalian. Trus untuk pengucapannya masih kesulitan ngga yang buat pelajaran kemarin?
 S : Masih mbak sedikit.
 S1 : Ya lumayan lah Mbak.
 R : Lumayan susah apa gimana? Haha... Kata-kata kaya apa yang masih belum bisa?
 S : Mmm,, opo yo Mbak.
 S1 : Cuma kadang-kadang lupa Mbak.
 R : Hahaha... berarti perlu sering-sering dipakai latihan tu kata-katanya. Kalau yang dipakai untuk TTS kemarin udah bisa kah?
 S1 : Sudah Mbak. Kan kemarin sudah diulang (diucapkan) beberapa kali. Di teksnya juga banyak yang ada.
 R : Alhamdulillah deh kalo membatu ya. Makasih ya Dek. Besok saya tanya-tanya lagi. Haha...

INTERVIEW 14 (MEETING 6)

Date : Friday, 16 Mei 2014
 Time : 10.40
 Place : Hall
 R : Researcher
 T : Teacher

- R : Gimana Bu pertemuan yang ini? Menurut Ibu?
 T : Secara umum semuanya udah bagus sih mbak. Kelihatan, siswanya antusias banget tadi. Pas ngerjain tadi juga sudah ngga njomplang banget antara yang putra sama yang putri. Kan mereka tau ada hadiahnya tadi.
 R : Iya Bu saya setuju. Tadi malah putri-putrinya mau maju duluan.
 T : Malah maju duluan *to*. Lebih banyak benarnya juga ngerjainnya daripada yang cowo. Dari Mbak sendiri gimana evaluasi buat saya?
 R : Menurut saya juga sudah baik sih Buk. Siswa bisa mengerjakan dengan aktif tadi di kelas. Classroom English nya juga sampai akhir konstan. Kalo secara keseluruhan, selama penelitian ini Bu? Bagaimana pendapat Ibu?
 T : Ya bagus mbak, kalau berjalan rutin kaya selama pertemuan ini, peningkatan siswa juga kelihatan banget di kelas. Lebih aktif, kosakatanya juga sedikit banyak bertambah.
 R : Wah ya syukurlah Bu kalau berdampak baik untuk pembelajaran.
 T : Iya Mbak saya juga terima kasih sudah dibantu. Dapat materi sama media baru.
 R : Semoga Ibu juga bisa memakai nya untuk tahun depan apa di kesempatan yang lain gitu.

- T : Iya Mbak. Udah gini aj ya hari ini.
 R : Iya Buk besok kalau ada pertanyaan lagi saya menemui Ibu.

INTERVIEW 16 (MEETING 6)

Date : Tuesday, 20 Mei 2014
 Time : 08.35
 Place : Classroom
 R : Researcher
 T : Teacher

R: Bagaimana menurut kalian pembelajaran selama didampingi saya? Alasannya!

S1: Menyenangkan dan tidak suka berisik

S2: Pelajarannya enak dan menyenangkan. Membuat saya menjadi mudah memahami pelajaran

S3 : Menyenangkan karena diberi soal dengan cara sobekan/ fotokopian.

S4 : Menyenangkan, alasannya dengan diberikan TTS yang ada gambarnya yang menarik membuat kita untuk lebih bersemangat dan tambah mengerti tentang kosakata.

S5 : Menurut saya pembelajarannya lebih seru dan menyenangkan. Alasannya bisa belajar berkelompok dan berkomunikasi dengan teman.

S6: Menyenangkan, karena pelajaran dengan teka-taki silang membuat saya mengetahui kata-kata baru.

R: Apakah kalian merasa ada peningkatan kosa kata selama saya dampingi? Apa saja!

S1 : Iya saya merasa ada peningkatan, contoh mustache, kumis.

S2 : Selama di damping mbak Yheni saya bisa menemukan kosakata baru seperti pond, statue, plump, slanting.

S3 : Iya, seperti mirror dan plump

S4 : Saya merasa ada peningkatan saya bisa mengerti dengan kata yang tidak saya mengerti dan saya ketahui seperti mirror dan plump.

RENCANA PELAKSANAAN PEMBELAJARAN I (RPP I)

Satuan Pendidikan	: SMP N 2 Srandakan
Kelas	: VII (tujuh)
Semester	: VII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Procedure
Keterampilan	: Mendengar dan Berbicara (Listening and speaking)
Waktu	: 2x 40 menit (1 pertemuan)

A. STANDARD OF COMPETENCE

Listening

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. BASIC COMPETENCE

Listening

- 8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

Speaking

- 10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

C. INDICATORS

Indicators of competencies achievement

Students are able to :

1. Respond to the meaning inside the text has been listened
2. Identify contents of the spoken text correctly
3. Identify vocabulary which used in the spoken text correctly
4. Use vocabulary appropriately in spoken form

C. LEARNING PURPOSE

At the end of the lesson, students are expected to be able to response to the texts they have listened and use vocabulary they have leant in spoken form.

D. MATERIALS

Procedure Text

Social Purpose:

It provides instructions of how to make something, do something or get somewhere.

Generic structures:

Procedures are usually organized to include:

- a. *Goal*
The goal of the activity.
- b. *List of materials*
Things you need achieve the goal.
- c. *Steps*
The ways need to do to achieve the goal.

Imperative Sentences

Sentences are used to give command, request, and guidance.

e.g. Dial the number.

Press the sent key.

V1 + O

Words used to make imperative sentences in these tasks are dial, press, wait, pour, put, add, serve

Text:

A : Can you help me please?

B : Sure, what is it?

A : Could you show me how to use the cell phone?

B : Okay. First, dial the number.

A : Like this?

B : Yes. Then press the sent key.

A: This green button?

B : Yes. Wait for ringing, and let the person on the other end say “Hello”.

A : Then I speak. Right?

B : Just speak normally. Finally. Press the end key to hang up.

A : This red button, isn't it? Thanks.

E. METHODS AND TECHNIQUES

- PPP (Presentation Practice Production) [method]
- Crossword puzzles [technique]

F. LEARNING ACTIVITY

1. Pre-teaching (10 minutes)

Steps of Learning	Character Values
• Greeting and saying a prayer • Checking students' attendance • Relating the materials will be taught with the previous materials. • Delivering the purpose of learning which is wanted to be achieved and limitation of the materials.	Religious Discipline Empathy Motivating

2. Whilst-teaching (60 minutes)

Steps of Learning	Character Values
Presentation 1. Learners listen to the spoken text presented and complete the dialogue individually. 2. Individually, learners answer some questions about the text. 3. Learners and teacher discuss the answers an also goal, and steps of procedure text in the dialogue. 4. Learners listen to the teacher's monologue about how to use cell phone.	

Practice

5. Learners look at the picture series carefully.
6. Learners perform a short procedure monologue based on the pictures and clues.

Production

1. Learners play the communicative crossword puzzle.
2. Learners look at some pictures about food and drink.
3. Learners pick one of the pictures and discuss the ingredients and steps needed.
4. One member from each of the group presents what they have discussed.

3. Post-teaching (10 minutes)

Steps of Learning	Character Values
• Making conclusion about the learner with the students • Assessing students result of students' learning • Giving structured assignment • Delivering the next meeting materials briefly • Saying closing prayer	Responsible Appreciating/ hardworking Independent Caring Religious

G. SOURCE OF LEARNING

1. Media and Worksheets
2. Relevant pictures
3. English on Sky 2

H. ASSESSMENT

1. Tes lisan
2. Unjuk kerja
- a. Penilaian tes lisan dan unjuk kerja

	Keterangan	Nilai					Jumlah
		1	2	3	4	5	
1	Fluency						

2	Pronunciation						
3	Grammar						
4	Vocabulary						
Score Perolehan							

No	AspekKebahasaan	Penilaian	Skor
1	Fluency	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
2	Pronunciation	Tidak pernah salah	5
		Jarang salah	4
		Kadang membuat kesalahan	3
		Sering membuat kesalahan	2
		Hampir selalu membuat kesalahan	1
3	Grammar	Tidak pernah salah	5
		Jarang salah	4
		Kadang membuat kesalahan	3
		Sering membuat kesalahan	2
		Hampir selalu membuat kesalahan	1
4	Vocabulary	Menggunakan banyak variasi vocab dan sesuai	5
		Cukup banyak cukupsesuai	4
		Sedikit dan tidakcocok	3
		Sangat sedikit dan tidak cocok	2
		Sangat terbatas	1

Yogyakarta,...

Mengetahui
Kepala Sekolah,

Guru Mata Pelajaran

...

...

NIP

NIP

Steps in using the communicative crossword puzzle

- a. Students work in group of four.**
- b. Half of the groups get “1” crossword puzzle and another half get “2” crossword puzzles.**
- c. Teacher explains the instruction of playing communicative crossword puzzle.**
- d. Students asked another group with different code to fill the empty words on their crossword puzzle by saying reading the clues.**
- e. The group being asked read the clue has been provided to answer the question.**
- f. They guess the words, and write down the answer on the board.**

TASK 1

Work individually. Listen to the dialogue between Lisa and Ana.

Complete the dialogue.

Lisa : Can you help me please?

Ana : Sure, what is it?

Lisa : Could you show me how to use
the cell (1).....?

Ana : Okay. First, dial (2).....

Lisa : Like this?

Ana : Yes. Then (3)..... the sent
key.

Lisa : This green button?

Ana : Yes. Wait for (4)....., and
let the person on the other say
"Hello".

Lisa : Then I (5)..... Right?

Ana : Just speak (6)..... Finally.
Press the end key to
(7).....

Lisa : This red (8)....., isn't it?
Thanks.



TASK 2

Listen to the dialogue once again. Answer these following questions based on the dialogue above.

1. What is the text above?
2. What is the goal of the text above?
3. What are they talking about?
4. Who is asking for help?

5. Who are telling the steps to do?
6. How many steps to achieve the goal?
7. What is the first step to do?
8. What is the second step to do?
9. What is the third step to do?
10. What is the last step to do?

TASK 3

Work individually. Look at the pictures carefully. Demonstrate “how to make a cup of tea” below.

Use these expressions:

- a. I'll tell you how to
- b. We need to prepare
- c. The steps to do are

How to Make a Cup of Tea

Ingredients:

- Boiled Water
- Tea bag
- Sugar

Steps :



1. put



2. pour



3. add

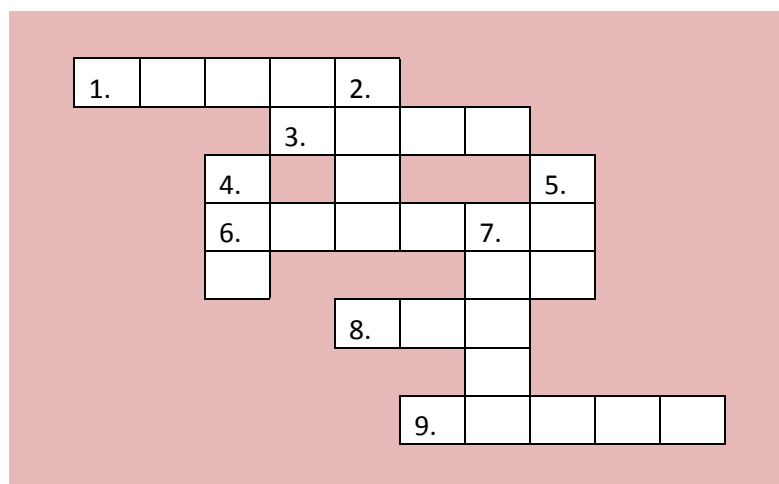


4. serve

Pictures adapted from <http://www.wikihow.com/Make-a-Cup-of-Tetley-Tea>

TASK 4

Work in group of four. Complete the crossword puzzle below.



Across

1.
 3.
 6.
 8.
 9.

Down

2.
 4.
 5.
 7.

TASK 5

Look at the pictures below. Do you know what are they?



1.



2.



3.



4.



5.



6.

TASK 6

Still work in your group. Choose one of the foods above.

Discuss with your friend about its *ingredients*, *equipments*, and the *steps* need to do to make it.

Look at the example below.

Ingredient:

Instant noodle

Water

Equipment:

Pan

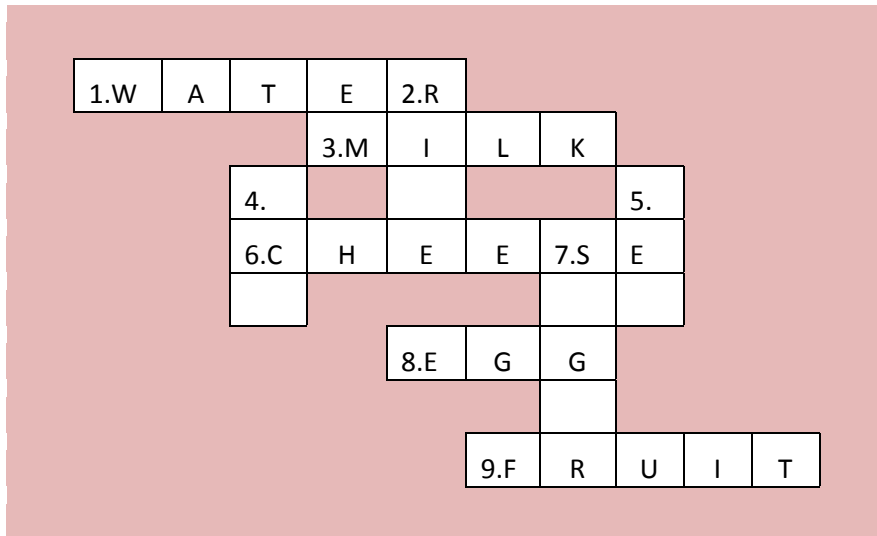
Bowl

Steps :

1. Boil water in a pan.
2. Put the noodle into the water.
3. Wait for 10 minutes.
4. Put
5.
6.

Then, tell your classmate how to make the food or drink in front of the class.

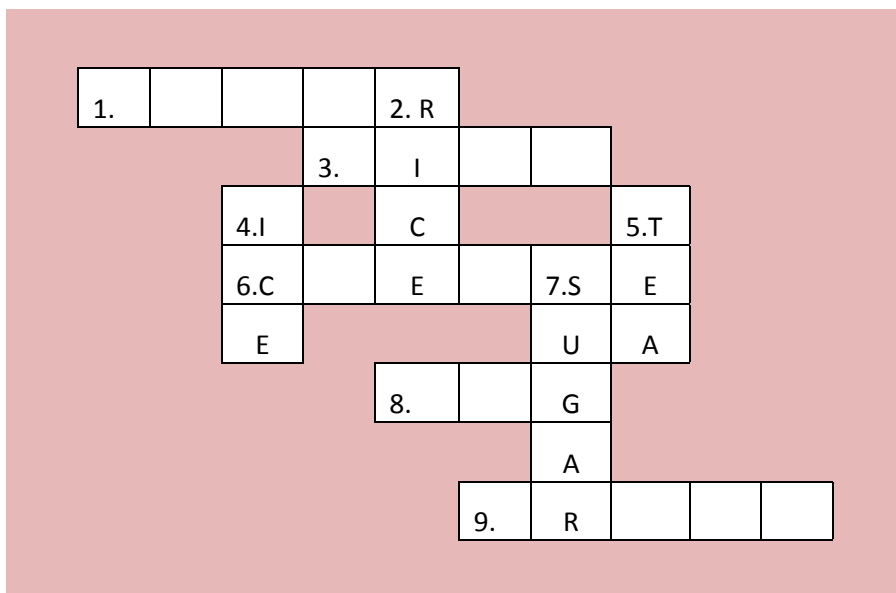
TASK 4 additional materials



1

Clue :

1. We boil it before drink it.
3. It is white and produced by cow.
6. We eat it with bread.
8. The ingredient to make omelet.
9. There are melon, orange, strawberry, etc.



2

Clue :

2. We eat it as a main food.
4. It makes our drink cold.
5. We usually serve it for our guess.
7. It is sweet powder mix with tea or coffee.

TASK 1

Lisa : Can you help me please?

Ana : Sure, what is it?

Lisa : Could you show me how to use the cell phone?

Ana : Okay. First, dial the number.

Lisa : Like this?

Ana : Yes. Then press the sent key.

Lisa : This green button?

Ana : Yes. Wait for ringing and let the person on the other say "Hello".

Lisa : Then I speak Right?

Ana : Just speak normally. Finally, press the end key to hang up.

Lisa : This red button isn't it? Thanks.

TASK 2

1. What is the text above?

The text above is a procedure text.

2. What is the goal of the text?

The goal of the text is telling you how to do something.

3. What are they talking about?

They are talking about how to use cell phone.

4. Who is asking for help?

Lisa is asking for help.

5. Who are telling the steps to do?

Ana is telling the steps to do.

6. How many steps to do to achieve the goal?

There are four steps to do.

7. What is the first step to do?

The first step is dialing the number.

8. What is the second step to do?

The second step is pressing the sent key.

9. What is the third step to do?

The third step to do is waiting for ringing and letting the person on the other say "Hello".

10. What is the last step to do?

The last step to do is press the end key to hang up.

TASK 3

The ingredients to make a cup of tea are boiled water, sugar, tea bag. **The steps to make it are** first; put the tea bag into the cup. Then, pour water into the cup. After that, add sugar into the water. At last, pull out the tea bag, and serve it warm.

TASK 4

Across

1. water
3. milk
6. cheese
8. egg
9. fruit

Down

2. rice
4. ice
5. tea
7. sugar

Clue :

Across

1. We boil it before drink it.
3. It is white and produced by cow.
6. We eat it with bread.
8. The ingredient to make omelet.
9. There are melon, orange, strawberry, etc.

Down

2. We eat it as a main food.
4. It makes our drink cold.
5. We usually serve it for our guest.
7. It is sweet powder mix with tea or coffee.

TASK 5

1. Fruit soup
2. Orange juice
3. Milk
4. Omelet
5. Sandwich
6. Coffee

TASK 6

We need to prepare the ingredients. **There are** instant noodle and water. **The equipments are** pan and bowl. To make a noodle, **first**, boil water in a pan. **Then**, put the noodle into the water. **After that**, wait for 10 minutes. **Then**, put the noodle out of the water. Serve it on the plate.

RENCANA PELAKSANAAN PEMBELAJARAN II (RPP II)

Satuan Pendidikan	: SMP N 2 Srandakan
Kelas	: VII (tujuh)
Semester	: VII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Procedure
Keterampilan	: Membaca dan Menulis (Reading and Writing)
Waktu	: 3x 40 menit (2 pertemuan)

A. STANDARD OF COMPETENCE

Membaca

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Menulis :

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. BASIC COMPETENCE

Membaca

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

Menulis

- 12.2 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

C. INDICATORS

Indicators of competencies achievement

Students are able to :

1. Respond to the meaning inside the text has been read
2. Identify contents of the text correctly
3. Identify vocabulary used in the written text correctly
4. Use vocabulary appropriately in written form

C. LEARNING PURPOSE

At the end of the lesson, students are expected to be able to response to the recipe and guidance they have read and use vocabulary they have leant to make recipe and guidance in the written form.

D. MATERIALS

Procedure Text

Social Purpose:

It provides instructions of how to make something, do something or get somewhere.

Generic structures:

Narratives are usually organized to include:

- a. *Goal*
The goal of the activity.
- b. *List of materials*
Things you need achieve the goal.
- c. *Steps*
The ways need to do to achieve the goal.

Text:

How to Boil an Egg	
Things you need: 1 egg 1 small saucepan 0,5 litre of water	
What to do : 1. Fill the saucepan with a liter of water 2. Bring water to boil 3. Put egg in water with spoon 4. Boil for 4 minutes 5. Turn off the stove 6. Drain saucepan 7. Serve egg in egg cup Serving suggestion: Warm buttered toast, cut into slices and dipped into the egg makes a tasty treat. Adopted from Ujian Nasional Tahun 2004 on English in Focus	

Grammar Items:

Imperative Sentences

Verb + Object

Bring + water to boil.

Sentences Connector

First,.....

Then,.....

Next,.....

After that,.....

Finally/the

last,.....

First,

Second,

Third,.....

Fourth,

Fifth,

Vocabulary

Verb 1 : fill, bring, put, serve, pour, serve

E. METHODS AND TECHNIQUES

- Genre Based Approach (the four stages)
- Crossword puzzles

F. LEARNING ACTIVITY I

1. Pre-teaching (5 minutes)

Steps of Learning	Character Values
- Greeting and saying a prayer - Checking students' attendance - Relating the materials will be taught with the previous materials. - Delivering the purpose of learning which is wanted to be achieved and limitation of the materials.	Religious Discipline Empathy Motivating

2. Whilst-teaching (30 minutes)

Learning activities	Character Values
<i>Building Knowledge of the Field</i> - Learners express their general idea about the topic by answering some questions from the teacher. - Individually, learners look at some pictures provided and do the crossword puzzle. <i>Modeling of the Text</i> - Learners read the text about recipe - In pair, learners answer some questions related to the text in pairs. - Learners and teacher discuss the answer together. - Learner and teacher discuss the content of the text.	

3. Post-teaching (5 minutes)

Learning activities	Character Values
- Making conclusion about the learner with the students - Assessing students result of students' learning - Giving structured assignment - Delivering the next meeting	Responsible Appreciating/ hardworking Independent Caring

materials briefly Saying closing prayer	Religious
---	-----------

G. LEARNING ACTIVITY II

1. Pre-teaching (10 minutes)

Learning activities	Character Values
- Greeting and saying a prayer - Checking students' attendance - Relating the materials will be taught with the previous materials. - Delivering the purpose of learning which is wanted to be achieved and limitation of the materials.	Religious Discipline Empathy Motivating

2. Whilst-teaching (60 minutes)

Learning activities	Character Values
<i>Join Construction of the Text</i> - Learners and teacher review last meeting materials - In pairs, learners do writing exercises related to generic structure of procedure text using pictures accompanied with word clues. They arrange the pictures on the board. - Learners practice to write imperative sentences using the words on the pictures had been arranged in pairs. - Learners do writing exercises related vocabulary using crossword puzzles with sentences clues in pairs. <i>Independent Construction of the Text</i> - Learners choose one topics about favorite meals recipe or planting guidance. - Learners write their own procedure text individually.	

4. Post-teaching (10 minutes)

Learning activities	Character Values
• Making conclusion about the learner with the students • Assessing students result of students' learning • Giving structured assignment • Delivering the next meeting materials briefly • Saying closing prayer	Responsible Appreciating/ hardworking Independent Caring Religious

H. SOURCES OF LEARNING

1. Media and worksheet
2. Relevant pictures
3. Scaffolding English for Junior High School Students Grade VII (Jaka Priyana)
4. English in Focus (Artono Wardiman)

I. ASSESSMENT

Indicators of achievement	Technique	Type of instrument	Instrument
1. Respond to the meaning inside the text appropriately 2. Identify vocabulary of the text correctly 3. Using vocabulary appropriately 4. Write a very simple procedure text to convey meaning appropriately.	Tes	Tes Tertulis	

Instrumen Penilaian

1. Reading Scores (setiap jawaban benar mendapat skor 10: skor maksimum 100)

No.	Nama Peserta didik	Predikat/Skor			Fair (61-70)
		Excellent (90-100)	Very Good (81-90)	Good (71-80)	
1.					

2. Writing Scores

a. Aspek penilaian

No.	Butir yang dinilai	Skor
1.	Structure teks (langkah retorika)	0-2
2.	Punctuation & Spelling	0-2
3.	Pemilihan kata	0-2
4.	Content (isi)	0-2
	Skor maksimal	8

b. Rubrik Penilaian

No.	Aspek yang dinilai	Uraian	Skor
1.	Isi	Kesesuaian isi dengan jenis teks tepat	2
		Kesesuaian isi dengan jenis teks kurang tepat	1
		Kesesuaian isi dengan jenis teks tidak tepat	0
2.	Langkah-langkah retorika	Langkah retorika tepat	2
		Langkah retorika kurang tepat	1
		Langkah retorika tidak tepat	0
		Tidak menggunakan langkah retorika	0
3.	Punctuation & Spelling	Penggunaan Punctuation & Spelling tepat	2
		Penggunaan Punctuation & Spelling kurang tepat	1
		Tidak ada Punctuation & Spelling tepat	0
4.	Pilihan kata	Pilihan kata tepat	2
		Pilihan kata kurang tepat	1

Yogyakarta,...

Mengetahui
Kepala Sekolah,

Guru Mata Pelajaran

...

NIP

...

NIP

MEETING 1

Steps in using the crossword puzzle in meeting 1:

- a. Students and teacher do quick scan about the pictures.**
- b. Students do the crossword puzzles in 10 minutes, helped by the dictionaries.**
- c. Students and teacher discuss the answer.**
- d. Students pronounce the words on the crossword puzzle.**
- e. Students choose two words and write two sentences using each chosen word.**

TASK 1

Look at the pictures carefully.



1.



2.

Answer the questions about them below.

1. Where are they?
2. What are they doing?

TASK 2

Look at the pictures below.

Across



2



3



5



7

Down



1



2

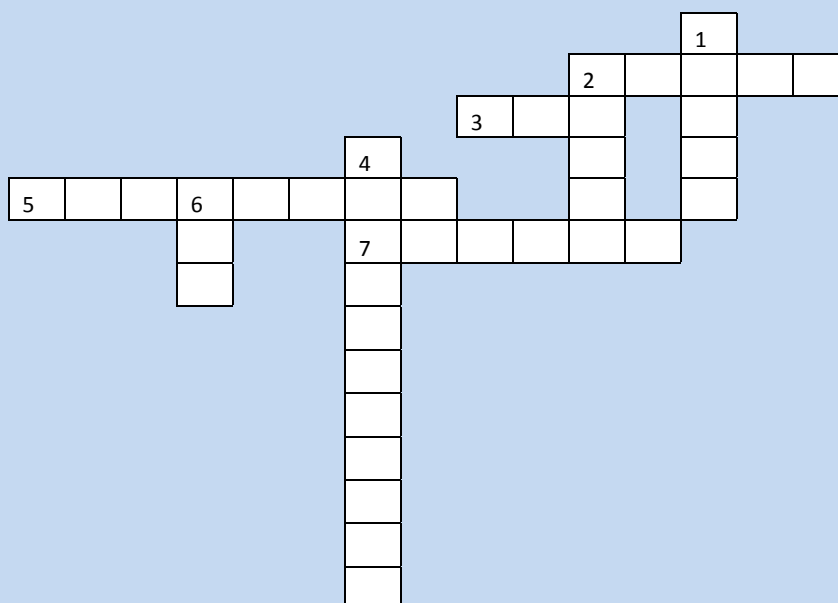


4



6

Complete the crossword puzzle below with the name of the utensils above.



TASK 3

Look at the utensils in task 2 again. Then, answer the questions below.

1. What utensils do we use in kitchen?
2. What utensils do we use in garden?
3. Do you know other utensils we use there? What are they?

TASK 4

Read the following receipt.

How to Boil an Egg	
Things you need: 1 egg 0,5 liter of water 1 small saucepan	
What to do : 1. <u>Fill</u> the saucepan with a liter of water 2. <u>Bring</u> water to boil 3. <u>Put</u> egg in water with spoon 4. <u>Boil</u> for 4 minutes 5. <u>Turn off</u> the stove	

6. Drain saucepan

7. Serve egg in egg cup

Adopted from Ujian Nasional Tahun 2004 on English in Focus

Find the meaning of the underlined words and pronounce them.

- | | | | | | |
|----------|---|-------|-------------|---|-------|
| 1. Fill | : | | 5. Turn off | : | |
| 2. Bring | : | | 6. Drain | : | |
| 3. Put | : | | 7. Serve | : | |
| 4. Boil | : | | 8. Cut | : | |

TASK 5

Read again the recipe on Task 4. Answer these following questions with your partner.

1. What does the text tell you?
2. What do we need to boil egg?
3. What are steps to make egg boiled?

TASK 6

Read the following receipt. Pay attention to the underlined words.

Tomato Soup

Ingredients:

- 4 large tomatoes
- 1 small onion
- 8 cups water
- small clove garlic
- spices
- ½ teaspoon salt
- ¼ teaspoon pepper
- ¼ teaspoon butter



What to do:

First, fry tomatoes, onion, and garlic in a pan with butter for five minutes.

Then, add water, spices, salt, and pepper.

Next, heat until the water boils.

After that, turn down the heat and cover the lid.

Next, cook for one hour.

Finally, serve in warm condition

Adapted from Language in Focus

TASK 7

Write T if the statements are true and F if the statements are false.

Sentences	T/F
1. The text tells us how to cook soup.	
2. We do not need tomato, onion, garlic and salt.	
3. The first step we do is fry water, spices, salt and pepper.	
4. We need to boil the mixture of ingredients before turn it down and cover the lid.	
5. We serve it while warm.	

TASK 8

Read again recipe of "Tomato Soup" in Task 6. Find the verbs and pronounce them loudly.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

MEETING 2

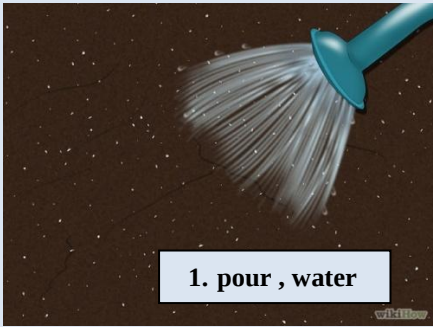
Steps in using crossword puzzle in meeting 2:

- a. Students and teacher do quick scan about the clues.**
- b. Students do the crossword puzzles in 15 minutes, helped by the dictionaries.**
- c. Students and teacher discuss the answers.**
- d. Students pronounce the words on the crossword puzzle.**
- e. Students choose two words and write two sentences using each selected word.**

TASK 9

Look at these following pictures carefully.

Planting Sunflower Seeds



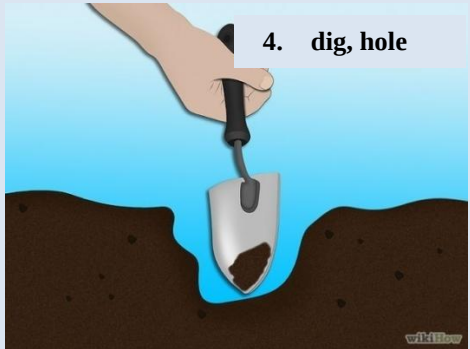
1. pour , water



2. loosen , soil, trowel



3. put , seeds, cover,



4. dig, hole



3. fertilizer, after planting

Pictures taken from <http://www.wikihow.com/Grow-Sunflowers>

Arrange the pictures into correct steps to plant a sun flower. Consider the words in each picture.

Across

1. I a new flower on the table.
5. We use to make plants more fertile.
6. We sugar, and coffee with water.
7. Farmers rice in their rice field.
8. We the ground before bury plant's root.

Down

1. We water into flower pot to keep the plant fresh.
2. We use to grow plant inside our house.
3. We sweep the floor to keep it
4. is a small object produce by plant. When it is planted, a new plant can grow.
5. We have to the pot with soil before we plant the seeds.

TASK 12

Write your own text about “recipe of your favorite food” or “guidance of planting your favorite plants”.

You can choose one of the topics below, but you can make your own recipe or steps of planting yourself.

- 1. Planting orange seeds**
- 2. Chicken soup recipe**
- 3. Planting a cactus**
- 4. Fruit salad recipe**
- 5. (your own receipt)**
- 6. (your own guidance)**

Answer sheet of task 12.

Nama :

No. :

This image shows a single sheet of white paper with horizontal blue lines. The paper has a decorative border around its edges, consisting of small circles connected by wavy lines. There are no markings or text on the page.

MEETING 1

TASK 1

Picture 1

1. They are in the garden.
2. They are planting plants.

Picture 2

1. They are in the kitchen.
2. They are making cake.

TASK 2

Across

- 2.spoon
- 3.pot
5. saucepan
7. trowel

Down

1. boots
- 2.stove
- 4.wateringcan
6. cup

TASK 3

1. saucepan, spoon, stove, cup
2. pot, trowel, watering can, boots, cup
3. glass, plate, hoe, scissors, etc.

TASK 4

1. mengisi
2. membawa
3. menaruh
4. merebus
5. mematikan
6. mengosongkan
7. memotong

TASK 5

1. The text tells us about how to boil egg.
2. 1 egg, 0,5 liter of water , 1 small saucepan
3. a. Fill the saucepan with a liter of water
b. Bring water to boil

- c. Put egg in water with spoon
- d. Boil for 4 minutes
- e. Turn off the stove
- f. Drain saucepan
- g. Serve egg in egg cup

TASK 6

Tomato Soup

Goal

Ingredients:

- 4 large tomatoes
- 1 small onion
- 8 cups water
- small clove garlic
- spices
- ½ teaspoon salt
- ¼ teaspoon pepper
- ¼ teaspoon butter



Materials

Steps:

Steps

First, fry tomatoes, onion, and garlic in a pan with butter for five minutes.
Then, add water, spices, salt, and pepper.
Next, heat until the water boils.
After that, turn down the heat and cover the lid.
Next, cook for one hour.
Finally, serve in warm condition

TASK 7

1. True
2. False
3. False
4. True
5. True

TASK 8

1. fry
2. add
3. heat
4. turn down
5. cover
6. cook
7. serve

MEETING 2

TASK 9

2,4,3,5,1

TASK 10

1. Loosen the soil using your hands or a hand trowel.
2. Dig one-inch deep holes,
3. Place a few seeds in each hole and cover with soil.
4. Mix a thin layer of fertilizer after planting the seeds.
5. Water thoroughly after planting and fertilizing.

TASK 11

Across

1. put
- 5.fertilizer
6. mix
7. plant
8. dig

Down

1. pour
- 2.pot
- 3.clean
4. seed
5. fill

TASK 12

Growing Strawberry in Pot

What we need:

1. Strawberry plants nursery
2. Pot
3. Mix of soil and fertilizer
4. Water

Steps:

1. First, buy strawberry plants on nursery shop.
2. Second, choose a pot with holes.
3. Third, put soil in the pot
4. Fourth, water the soil.
5. Fifth, plant the strawberry plants nursery.
6. Sixth, add soil around it.
7. At last, give water to it again regularly.

RENCANA PELAKSANAAN PEMBELAJARAN III (RPP III)

Satuan Pendidikan	: SMP N 2 Srandakan
Kelas	: VII (tujuh)
Semester	: VII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Descriptive
Keterampilan	: Mendengarkan dan Berbicara (Listening and Speaking)
Waktu	: 2x 40 menit (1 pertemuan)

A. STANDARD OF COMPETENCE

Listening

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. BASIC COMPETENCE

Listening

- 8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

Speaking

- 10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

C. INDICATORS

Indicators of competencies achievement
Students are able to : 1. Respond to the meaning inside the text has been listened 2. Identify contents of the spoken text correctly 3. Identify vocabulary which used in the spoken text correctly 4. Use vocabulary appropriately in spoken form

C. LEARNING PURPOSE

At the end of the lesson, students are expected to be able to response to the texts they have listened and use vocabulary they have leant in spoken form.

D. MATERIALS

Descriptive Text

Social Purpose:

A descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object.

Generic structures:

Descriptive are usually organized to include:

a. Introduction

It gives general information about person, things, or places.

b. Main part / Descriptions

It describes the person, things, or places in details. (for example how someone is looks like, how tall, how slim, a place's shape, etc.)

Simple present tenses

He has a cute smile. => He has a cute smile.

S + V1 + Object

Vocabulary: flat nose, short, tall, mustache, blonde, plump, round, tan skin
chubby

Text:

Hello, I am Lisa. I am a fan of Coboy Junior. Coboy Junior is a boyband. It has five members, Iqbal, Aldi, Bastian and Kiki. My favorite members are Kiki and Bastian. Kiki has a cute smile. His round face suits

his two slanting eyes. He has short hair. He also has plump and brown skinned body. But the most important is his beautiful voice. I love it. Bastian is also my favorite. He is unique. His curly hair catches everyone's interest. He has oval face and round eyes. He has brown skin. His thin body supports his energetic performance. Unfortunately, he decided to leave Coboy Junior this year.

E. METHODS AND TECHNIQUES

- PPP (Presentation Practice Production) [method]
- Crossword puzzles [technique]

F. LEARNING ACTIVITY

1. Pre-teaching (10 minutes)

Steps of Learning	Character Values
• Greeting and saying a prayer • Checking students' attendance • Relating the materials will be taught with the previous materials. • Delivering the purpose of learning which is wanted to be achieved and limitation of the materials.	Religious Discipline Empathy Motivating

2. Whilst-teaching (60 minutes)

Steps of Learning	Character Values
Presentation 1. Students look at a picture and answer some questions about it. 2. Students listen to dialogue about the picture. 3. Students complete a table about the dialogue. Practice 4. In group of four, the students complete communicative crossword puzzle about body parts. 5. Students pronounced the clue sentences. 6. Still in heir group, students look at some pictures carefully.	

7. Students describe some body parts of the person in the pictures in five sentences. The others guess which picture is it.	
Production	
8. Individually, the students search for a person's image and describe its appearance.	

3. Post-teaching (10 minutes)

Steps of Learning	Character Values
• Making conclusion about the learner with the students • Assessing students result of students' learning • Giving structured assignment • Delivering the next meeting materials briefly • Saying closing prayer	Responsible Appreciating/ hardworking Independent Caring Religious

G. SOURCE OF LEARNING

1. Media and Worksheets
2. Relevant pictures

H. ASSESSMENT

- a. Listening Scores (setiap jawaban benar mendapat skor 10: skor maksimum 100)

No.	Nama Peserta didik	Predikat/Skor			
		Excellent (90-100)	Very Good (81-90)	Good (71-80)	Fair (61-70)
1.					

- b. Speaking

	Keterangan	Nilai					Jumlah
		1	2	3	4	5	
1	Fluency						
2	Pronunciation						

3	Grammar						
4	Vocabulary						
	Score Perolehan						

No	AspekKebahasaan	Penilaian	Skor
1	Fluency	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
2	Pronunciation	Tidak pernah salah	5
		Jarang salah	4
		Kadang membuat kesalahan	3
		Sering membuat kesalahan	2
		Hampir selalu membuat kesalahan	1
3	Grammar	Tidak pernah salah	5
		Jarang salah	4
		Kadang membuat kesalahan	3
		Sering membuat kesalahan	2
		Hampir selalu membuat kesalahan	1
4	Vocabulary	Menggunakan banyak variasi vocab dan sesuai	5
		Cukup banyak cukupsesuai	4
		Sedikit dan tidakcocok	3
		Sangat sedikit dan tidak cocok	2
		Sangat terbatas	1

Yogyakarta,...

Mengetahui
Kepala Sekolah,

Guru Mata Pelajaran

...

...

NIP

NIP

TASK 1

Look at the picture carefully. Pronounce the phrases loudly.

1.



Picture 8.21
a fat man



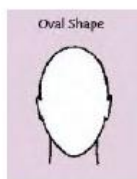
Picture 8.22
a slim woman

2.



Picture 8.23
a tall man a short woman

3.



Picture 8.24
an oval face



Picture 8.25
a round face

4.



Picture 8.26
straight hair



Picture 8.27
curly hair

5.



Picture 8.28
thick lips



Picture 8.29
thin lips

6.



Picture 8.30
a pointed nose



Picture 8.31
a flat nose

7.



Picture 8.32
black hair



Picture 8.33
grey hair

8.



Picture 8.34
round eyes



Picture 8.35
a slanting eye

TASK 2

Look at the picture carefully. Do you know them? How do they look like?



Listen to the dialogue between Lisa and Mila about Cowboy Junior. Answer the questions below orally.

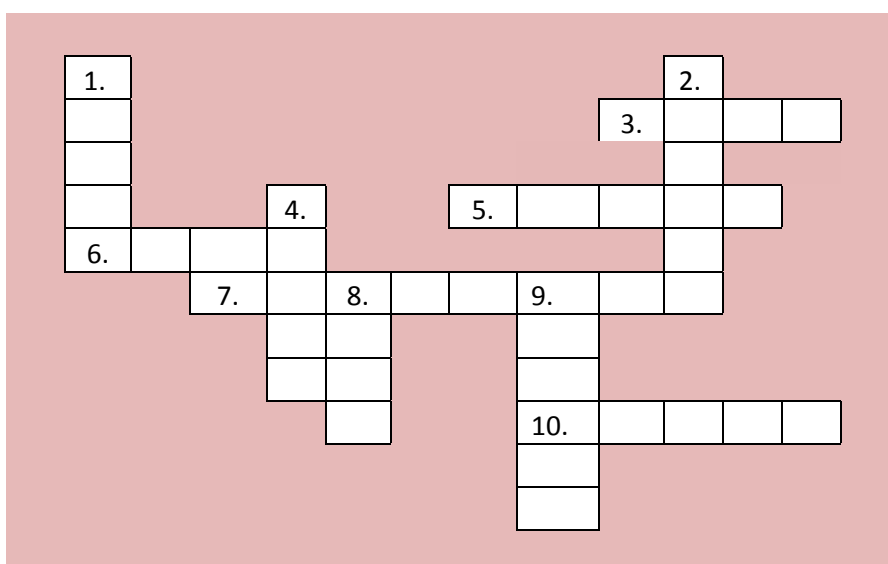
1. What are they talking about?
2. Who is Lisa's favorite member?
3. Who is Mila's favorite member?

Listen again the dialogue above. Complete the table based on the dialogue.

Part of the body	Kiki	Bastian
Face		
Eyes		
Hair		
Body		
Skin		

TASK 3

Work in group of four. Complete the crossword puzzle based on the picture.



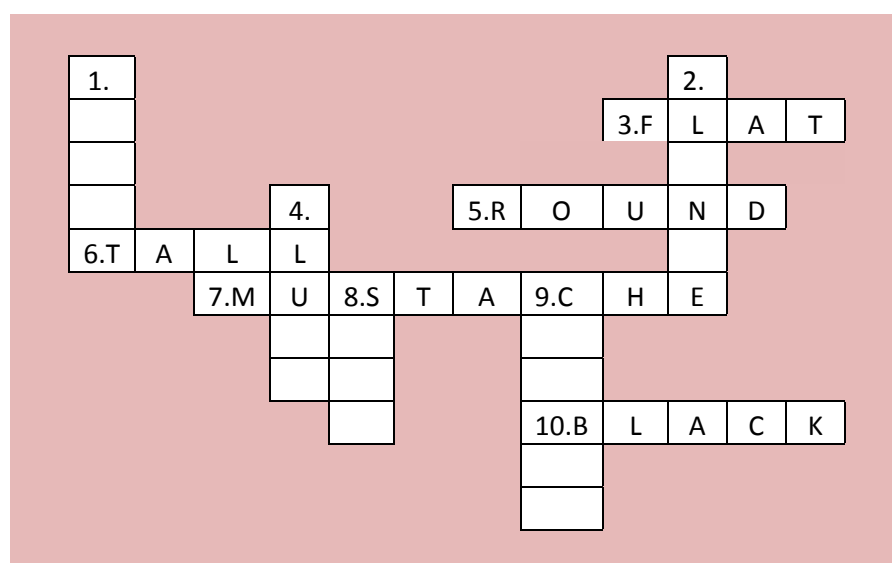
TASK 4

Work in pair. Take a picture of people from your teacher. Describe the picture in 5 sentences.

Example:

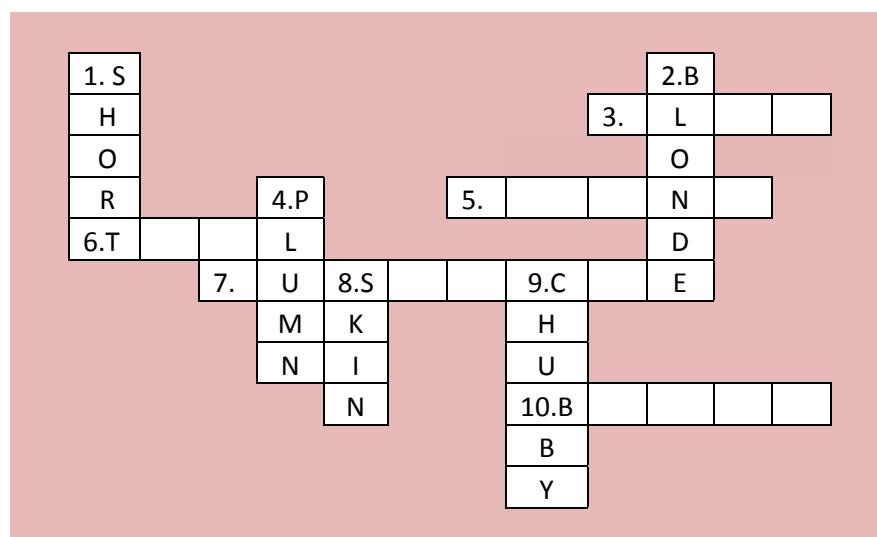
She has long straight hair. The hair is black. Her face is oval. She has slim body and white skin. (picture number)

Additional material 2 (task 3)



Across :

3. He has a nose.
6. He is aman, but the women is short.
5. Herface is wearing makeup.
7. He also hasaround his mouth.
10. Hisskin makes him more charming.



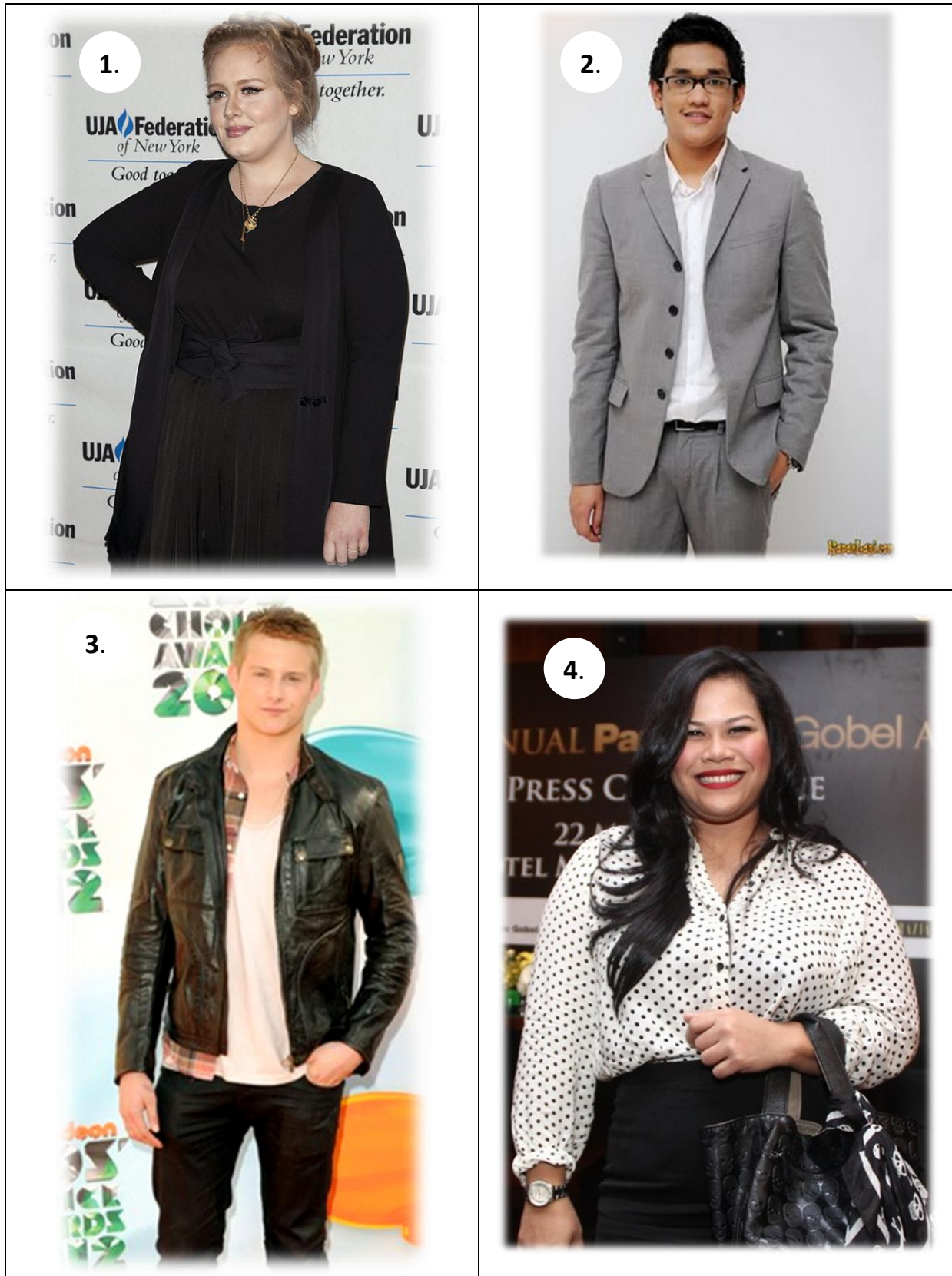
Down :

1. Hishair looks good on him.
2. She has long hair.
4. She hasbody, that a little bit fat.
8. Her tan looks like an Asian.
9. She has cheek like a fat girl has.

Additional material 1 (task 3)



Additional material 3 (task 4)



TASK 2

Text 1

Coboy Junior is a boyband. It has five members, Iqbal, Aldi, Bastian and Kiki. My favorite members are Kiki and Bastian. Kiki has a cute smile. His round face suits his two slanting eyes. He has short hair. He also has plump and brown skinned body. But the most important is his beautiful voice. I love it. Bastian is also my favorite. He is unique. His curly hair catches everyone's interest. He has oval face and round eyes. He has brown skin. His thin body supports his energetic performance. Unfortunately, he decided to leave Coboy Junior this year.

Part of the body	Kiki	Bastian
Face	Round	Oval
Eyes	Slanting	Round
Hair	Short	Curly
Body	Plump	Thin
Skin	Brown	Brown

TASK 3

Across :

- 3.Flat
- 6.Tall
- 5. Round
- 7.Mustache
- 10.Black

Down :

- 1. Short
- 2.Blonde
- 4.Plump
- 8. Skin
- 9. Chubby

TASK 4

She has long straight hair. The hair is black. Her face is oval. She has slim body and white skin.

..... (picture number)

RENCANA PELAKSANAAN PEMBELAJARAN IV (RPP IV)

Satuan Pendidikan	: SMP N 2 Srandakan
Kelas	: VII (tujuh)
Semester	: VII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Descriptive
Keterampilan	: Membaca dan Menulis (Reading and Writing)
Waktu	: 3x 40 menit (2 pertemuan)

A. STANDARD OF COMPETENCE

Membaca

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Menulis :

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. BASIC COMPETENCE

Membaca

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

Menulis

- 12.2 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

C. INDICATORS

Indicators of competencies achievement
Students are able to : 1. Respond to the meaning inside the text has been read 2. Identify contents of the text correctly 3. Identify vocabulary used in the written text correctly 4. Use vocabulary appropriately in written form

C. LEARNING PURPOSE

At the end of the lesson, students are expected to be able to response to the recipe and guidance they have read and use vocabulary they have leant to make recipe and guidance in the written form.

D. MATERIALS

Descriptive Text

Social Purpose:

A descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object.

The descriptive text's parts:

- Introduction: It gives general information about person, things, or places.
- Description: It describes the person, things, or places in details. (for example how someone is looks like, how tall, how slim, a place's shape, etc.)

Text:

I am Dina. I live in a nice house. It is in the county. My house has two bed rooms. My bed room is my favorite room. It's a nice room. It has blue wall. I put posters of my favorit singers on the wall. There is a small shelf for my books and cassettes. My room has a big window. It also have a new desk with a yellow lamp. It is a nice room. I like it.

Language focus:

Present tenses

S + V1 + O/K
 My house + has + two bed room.

Pronoun

My house → it

Vocabulary

Verb 1 : have, has, is

Noun : refrigerator, lamp, pond, statue, pebble, vase

Adjective : unique, new, nice, large, beautiful, comfortable, simple

E. METHODS AND TECHNIQUES

- Genre Based Approach (the four stages)
- Crossword puzzles

F. LEARNING ACTIVITY I**1. Pre-teaching (5 minutes)**

Steps of Learning	Character Values
• Greeting and saying a prayer • Checking students' attendance • Relating the materials will be taught with the previous materials. • Delivering the purpose of learning which is wanted to be achieved and limitation of the materials.	Religious Discipline Empathy Motivating

2. Whilst-teaching (30 minutes)

Learning activities	Character Values
<i>Building Knowledge of the Field</i> 1. Learners express their general idea about the topic by answering some questions from the teacher. 2. Individually, learners look at some pictures provided and do the crossword puzzle. <i>Modeling of the Text</i> 3. Learners read descriptive text	

4. In pair, learners answer some questions related to the text. 5. Learners and teacher discuss the answer together. 6. Learners and teacher discuss the generic structure, grammar, and vocabulary of the text.	
--	--

3. Post-teaching (5 minutes)

Learning activities	Character Values
- Making conclusion about the learner with the students - Assessing students result of students' learning - Giving structured assignment - Delivering the next meeting materials briefly - Saying closing prayer	Responsible Appreciating/ hardworking Independent Caring Religious

G. LEARNING ACTIVITY II

1. Pre-teaching (10 minutes)

Learning activities	Character Values
- Greeting and saying a prayer - Checking students' attendance - Relating the materials will be taught with the previous materials. - Delivering the purpose of learning which is wanted to be achieved and limitation of the materials.	Religious Discipline Empathy Motivating

2. Whilst-teaching (60 minutes)

Learning activities	Character Values
<i>Join Construction of the Text</i> - Learners review last meeting materials. - Learners do a crossword puzzle. - Learners write sentences from the words used at crossword puzzle - The students look at some pictures and write some description about them using correct	

pronoun.	
<i>Independent Construction of the Text</i> 1. Learners chose one of their favorite room in their house 2. Learners write their own descriptive text individually.	

4. Post-teaching (10 minutes)

Learning activities	Character Values
• Making conclusion about the learner with the students • Assessing students result of students' learning • Giving structured assignment • Delivering the next meeting materials briefly • Saying closing prayer	Responsible Appreciating/ hardworking Independent Caring Religious

H. SOURCES OF LEARNING

1. Media and worksheet
2. Relevant pictures
3. Scaffolding English for Junior High School Students Grade VII (Jaka Priyana)

I. ASSESSMENT

1. Reading Scores (setiap jawaban benar mendapat skor 10: skor maksimum 100)

No.	Nama Peserta didik	Predikat/Skor			
		Excellent (90-100)	Very Good (81-90)	Good (71-80)	Fair (61-70)
1.					

2. Writing Scores

a. Aspek penilaian

No.	Butir yang dinilai	Skor
1.	Structure teks (langkah retorika)	0-2
2.	Punctuation & Spelling	0-2
3.	Pemilihan kata	0-2
4.	Content (isi)	0-2
	Skor maksimal	8

b. Rubrik Penilaian

No.	Aspek yang dinilai	Uraian	Skor
1.	Isi	Kesesuaian isi dengan jenis teks tepat	2
		Kesesuaian isi dengan jenis teks kurang tepat	1
		Kesesuaian isi dengan jenis teks tidak tepat	0
2.	Langkah-langkah retorika	Langkah retorika tepat	2
		Langkah retorika kurang tepat	1
		Langkah retorika tidak tepat	0
		Tidak menggunakan langkah retorika	0
3.	Punctuation & Spelling	Penggunaan Punctuation & Spelling tepat	2
		Penggunaan Punctuation & Spelling kurang tepat	1
		Tidak ada Punctuation & Spelling tepat	0
4.	Pilihan kata	Pilihan kata tepat	2
		Pilihan kata kurang tepat	1
		Pilihan kata tidak tepat	0

Yogyakarta,...

Mengetahui
Kepala Sekolah,

Guru Mata Pelajaran

...

...

NIP

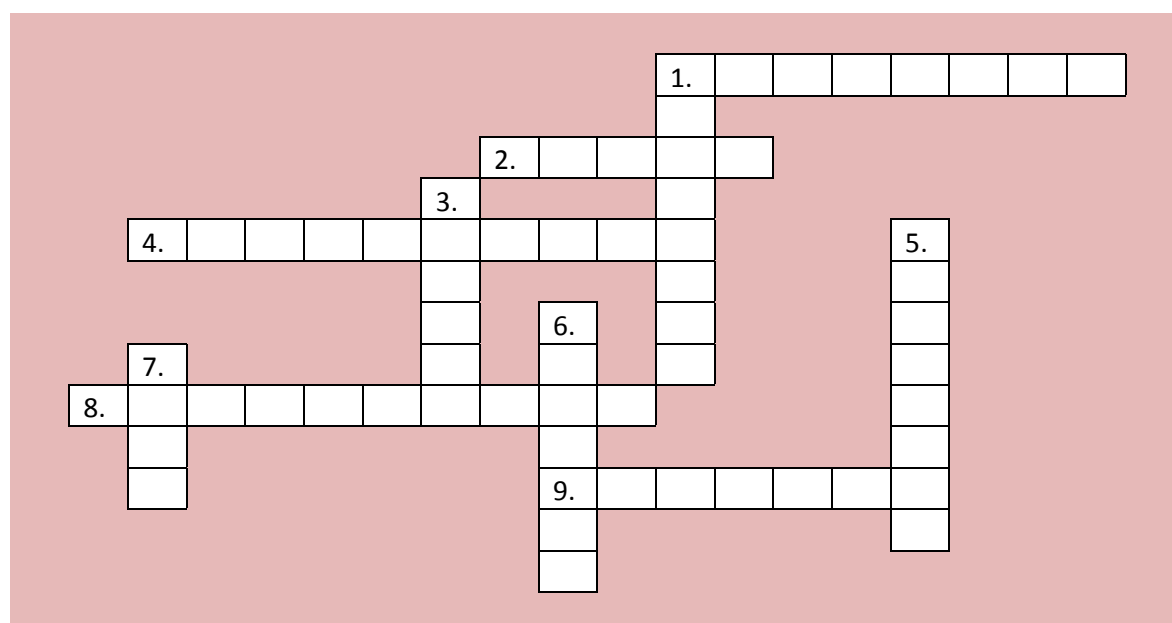
NIP

TASK 1

Look at the picture carefully.

Across				
1 	2 	4 	8 	9 
Down				
1 	3 	5 	6 	7 

Complete the crossword puzzle below based on the pictures above.



TASK 2

Read the text below.

Dina's room

I am Dina. I live in a nice house. It is in the county. My house has two bed rooms. My bed room is my favorite room. It's a nice room. It has blue wall. I put posters of my favorit singers on the wall. There is a small shelf for my books and cassettes. My room has a big window. It also have a new desk with a yellow lamp. It is a nice room. I like it.



Answer the questions below.

1. How is Dina's house?
2. Why does Dina like her new room?
3. What color is the wall?
4. What are there in Dina's bed room?

TASK 3

Read the text below.

Mr. Smith's house is a big and comfortable house. It has four bed rooms, a living room, a kitchen, and a bathroom. The bedrooms and the bathroom are upstairs, and the living room, dining room, the kitchen are downstairs.

When you enter Mr. Smith's house, the living room is on your left. It has simple sofa and a small self. And, the room on your right is the dining room with a large table and six chairs. The kitchen is behind the dining room. There is a garden behind the house, but it is not big.

When you go upstairs, Mr. and Mrs. Smith's bedroom is on your left. It has a big bed and two big cupboards. The bedroom on your right is John's. It has a small bed and small cupboard. The bathroom is between his bedroom and Mary's. Anne's bedroom is behind Mary's. Anne's bed is small and his cupboard too. The bedroom in Mary's room is very big but the cupboard is small. It's a very big house.

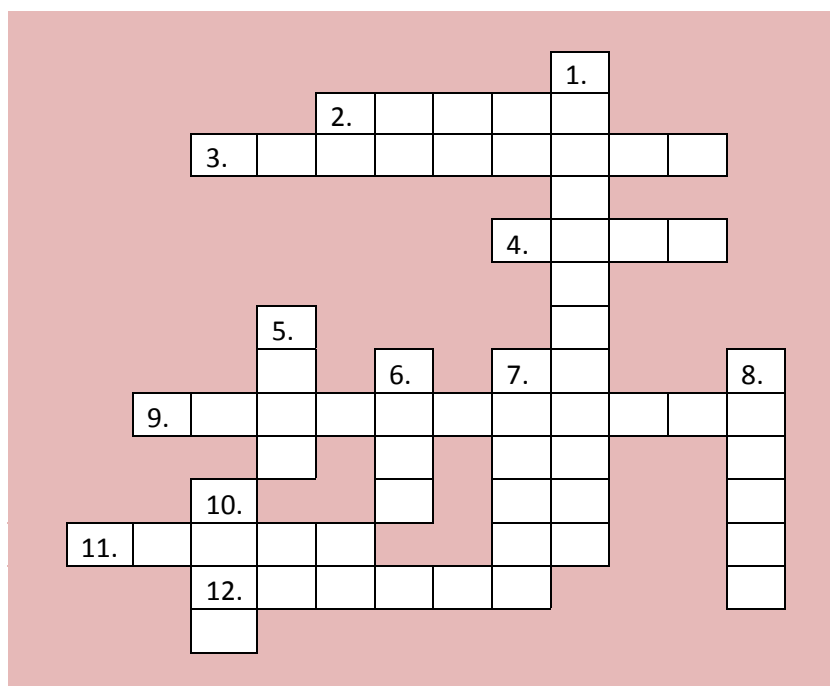
Adapted from <http://wwwedu.ge.ch/cptic/prospective/projets/anglais/exercises/TheHouse.htm>

Answer the questions below.

1. How many rooms does Mr. Smith's house get?
2. What are the rooms on the first floor?
3. What are the rooms on the second floor?
4. How many people who live there?
5. What are there in the dining room?
6. Who has a small bed and a small cupboard?
7. Who has a big bed and a small cupboard?
8. What is behind the house?

TASK 4

Work in group of four. Complete the crossword puzzle below.



Across :

2. He has ayard for playing soccer behind his house.
3. She plants some flowers to make her garden.....
4. I have abedroom with my favorite things inside it.
9. I feelwhen sitting on this soft sofa.
11. This house is too.....for our big family.

12. It is a.....living room without complicated decoration.

Down :

1. keeps our food cold.

5. He turns on the to brighten the room.

6. I put fishes in thebehind my house.

7.is something made from stone which looks like a person or animal.

8. I throw the birds using if they bite my plants.

10. Mom decorate the table with a.....of flowers.

TASK 5

Work in group of four. Look at the pictures on the board carefully.

Pick one of the pictures. Write a description about it in six sentences.

TASK 6

Choose one of the rooms in your house. Write a description about it.

(worksheet for task 5)

A large rectangular frame made of a thick, black, rope-like border. The border is decorated with a knot at the top center and a wavy, undulating line at the bottom center. Inside the frame, there are 18 horizontal dotted lines for writing.

Additional media task 4 (e.g)

MEETING 1

TASK 1

across :

- 1.Computer
- 2.Shelf
- 5.Television
- 8.Toothbrush
- 9.Bolster

down :

- 1.Calendar
- 4.Mirror
- 6.Cupboard
- 7.Dustbin
- 8.Doll

TASK 2

1. How is Dina's house?
Dina's house is nice.
2. Why does Dina like her new room?
Dina likes her new room because it is nice.
3. What color is the wall?
The wall is blue
4. What are there in Dina's bed room?
There are posters of her favorite singers, a small self, a big window, a new desk and a yellow lamp.

TASK 3

1. How many rooms does Mr. Smith's house get?
Mr. Smith's house has seven rooms.
2. What are the rooms on the first floor?
On the first floor, there are living room, dining room, and the kitchen.
3. What are the rooms on the second floor?
There are bedrooms and the bathroom on the second floor.
4. How many people who lives there?
There five people who live there.
5. What are there in the dining room?
There are a large table and six chairs in the dining room.
6. Who has a small bed and a small cupboard?
John and Anne have a small bed and a small cupboard.
7. Who has a big bed and a small cupboard?
Mary has a big bad and small cupboard.
8. What is behind the house?
There is a small garden behind the house.

TASK 4

Across:

- 2.Large
- 3.Beautiful
- 4.Nice
- 9.Comfortable
- 11.Small
- 12.Simple

Down :

- 1.Refrigerator
- 5.lamp
- 6.Pond
- 7.Statue
- 8.Pebble
- 10.Vase

TASK 5

This garden is beautiful. It has pond in the middle. It has pebbles around it. There are so many kinds of flowers with different color. It has a short lamp. It also has statue of frog and turtle. It has green grass.

TASK 6

My favorite room in my house is the living room. It is a small room, but comfortable. There are comfortable sofas. It has a desk with vase of flowers on it. It has big windows. The wall is grey. My Mom put some wayang pictures and a horse on it. It also has an aquarium at the corner. I like to watch the fishes. I often sit down in this room. I love this room very much.

How to make Omelet.

Material Ingredient.

- Egg.
- Oil.
- Salt.
- Onion.
- Peper.

Steeps.

First break eggs on the boil.

Second season salt, peper, onions.

Third beat the mix ture.

Then heat oil in the frying pan.

After that pour the mix ture on the frying pan.

Next cook for about 3 minutes.

Finally serve Omelete on the plate.

How to make chicken soup

Ingredients : chicken, broccoli, potato, carrot, leaf onion, celery, cooking oil

Spices : garlic, pepper, salt

Steps

- Peel potato, carrot, and garlic

- Chop potato, carrot, garlic, leaf onion and celery

- Pound garlic and pepper to regined

- Heat cooking oil

- Fried pound garlic and pepper

- Add water

- Fill chicken already boil

- Fill potato, carrot and leaf onion already chop

- Add salt

- Stir until flat

- Wait to ripe

- After ripe, pour soup in the bowl.

- Spread pepper

- Chicken soup prepared serve

My lovely room

This is my bed room. In this places I can fill comfort and safe. I can listening music read books and sleep wear. There are a bed and two pillows. In this room I usually sleep. The pillows are green. The bed all so green. Because I love green. So decorate with green.

Besides that there are a table and a chair. In the table there are many books. In this table I usually study. I also do my home work in this table.

There is a cup board too. In this cup board I usually save my clothes and you know. The color are green.

This is my lovely room. so tel me a bout your room.

Nazmi's House

I am Nazmi. I live in a nice house. It is in the village. My house has a living room. It is a nice room. It has yellow wall. father put poster Ka'bah on the wall. It has a big window. It has four yellow lamps and four white lamps. It is a nice room. I like it.

PHOTOGRAPHS

Cycle 1

1. The students were writing their answers on the board.



2. The students were doing the crossword puzzle based on the picture.



3. The students were working in pairs.



4. The teacher was using picture in the teaching-learning.



Cycle 2

1. The students were doing the crossword puzzles in groups.





2. The teacher was drawing the crossword puzzle grid on the board.



3. The student was writing their answer on the board.



4. The teacher was giving the reward to the students.



5. The students were reading their result of writing aloud.





KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SMP NEGERI 2 SRANDAKAN

Alamat : Godegan, Poncosari, Srandakan Bantul, 55762 Telp. (0274) 7494169
Email.smpn2srandakan@yahoo.com

SURAT KETERANGAN

Nomor : 421.01/ 028

Yang bertanda tangan di bawah ini :

N a m a : Drs. H.Isbandana, M.M.

N I P : 19630729 198403 1 005

Pangkat/Gol : Pembina / IVa

Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama Mahasiswa : Yheni Siwi Utami

NIM : 10202244076

Program Studi : Pendidikan Bahasa Inggris

Asal Perguruan Tinggi : Universitas Negeri Yogyakarta

Telah benar-benar melaksanakan observasi dalam rangka untuk menyusun skripsi /karya ilmiah dengan judul “ **Improving Students’ Vocabulary mastery Using Crassword Puzzles Variation For Grade VII of SMP Negeri 2 Srandakan** “ mulai tanggal 15 Januari s.d. tanggal 03 Februari 2014.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Srandakan, 03 Februari 2014.

Kepala Sekolah,



Drs.H.ISBANDANA, M.M.

NIP.196307291984031005



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/664/2/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **0812E/UN.34.12/DT/II/2014**
Tanggal : **20 FEBRUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **YHENI SIWI UTAMI** NIP/NIM : **10202244076**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **IMPROVING STUDENTS' VOCABULARY MASTERY USING CROSSWORD PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
Waktu : **27 FEBRUARI 2014 s/d 27 MEI 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprovo.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprovo.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

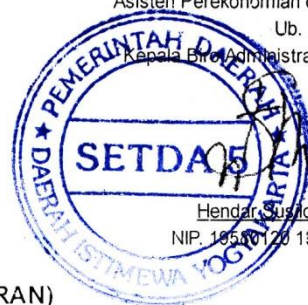
Dikeluarkan di Yogyakarta

Pada tanggal **27 FEBRUARI 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19550120 198503 2 003

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 0715 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/664/12/2014
Tanggal : 27 Februari 2014 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama	:	YHENI SIWI UTAMI
P. T / Alamat	:	Fak. Bahasa dan seni UNY, Karangmalang Yogyakarta
NIP/NIM/No. KTP	:	10202244076
Tema/Judul	:	IMPROVING STUDENTS' VOCABULARY MASTERY USING CROSSWORD
Kegiatan	:	PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN
Lokasi	:	SMP N 2 SRANDAKAN
Waktu	:	28 Februari sd 27 Mei 2014

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 28 Februari 2014


Kepala,
Kabid Dambang
Hau Sakti S S S M. Hum
NIP. 1970010519903 1 006

Tembusan disampaikan kepada Yth.

- 1 Bupati Bantul (sebagai laporan)
- 2 Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- 3 Ka. Dinas Pendidikan Dasar Kab. Bantul
- 4 Ka. UPT Pendidikan Kecamatan Srandakan
- 5 Ka. SMP N 2 Srandakan
- 6 Dekan Fak. Bahasa dan seni UNY
- 7 Yang Bersangkutan (Mahasiswa)