THE EFFECT OF OBJECT CROSSWORD PUZZLE TOWARDS STUDENTS' MOTIVATION AND STUDENTS' VOCABULARY MASTERY AT MTsN-2 PALANGKA RAYA

THESIS

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2019 M / 1441 H

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THE EFFECT OF OBJECT CROSSWORD PUZZLE TOWARDS STUDENTS' MOTIVATION AND STUDENTS' VOCABULARY MASTERY AT MTsN-2 PALANGKA RAYA

THESIS

Presented to State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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2019 M / 1441

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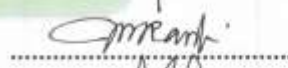
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Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

Terima kasih atas perhatiannya.
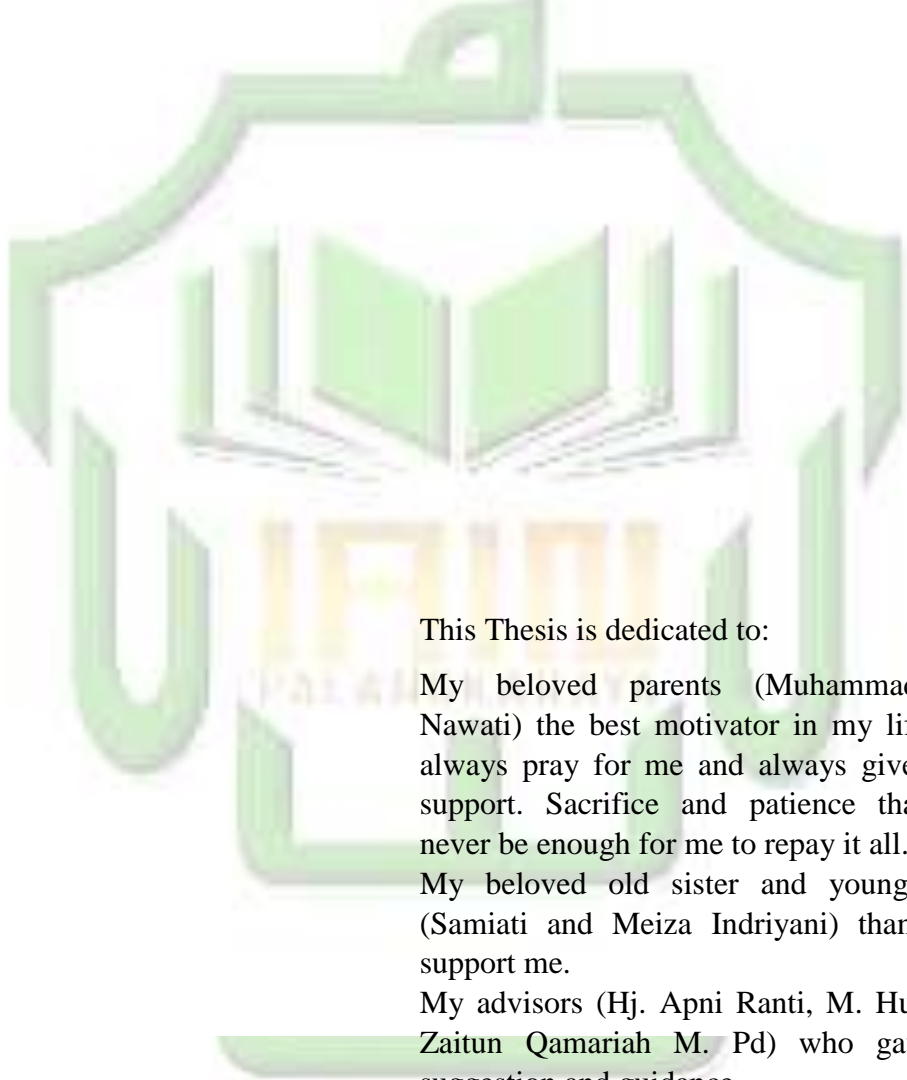
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MOTTO AND DEDICATION

"KNOW YOUR CHALLENGE, CHARGE YOUR FUTURE"

This Thesis is dedicated to:

My beloved parents (Muhammad and Nawati) the best motivator in my life who always pray for me and always give me a support. Sacrifice and patience that will never be enough for me to repay it all.

My beloved old sister and young sister (Samiati and Meiza Indriyani) thanks for support me.

My advisors (Hj. Apni Ranti, M. Hum and Zaitun Qamariah M. Pd) who gave me suggestion and guidance.

And all of my lovely friends English Education'15 who are support me.

My beloved friends (Yongki) thanks for support, help, and always there for me.

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is to the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.

3. If at later time it is found that thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Yours Faithfully

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ABSTRACT

Ainiyah K. 2019. *The Effect of Object Crossword Puzzle Towards Students' Motivation and Students' Vocabulary Mastery at MTsN-2 Palangka Raya* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palngka Raya. Advisor (I) Hj. Apni Ranti, M. Hum; (II) Zaitun Qamariah, M.Pd.

Key Words: Object Crossword Puzzle, Motivation, Vocabulary Mastery

The aim of this research was to find out the The Effect of Object Crossword Puzzle Towards Students' Motivation and Students' Vocabulary Mastery at MTsN-2 Palangka Raya.

This research used quantitative method to collect the data. The population of this research was the MTsN-2 Palangka Raya. The sample of this research was VII grade students of MTsN-2 Palangka Raya on the academic year 2019/2020. They were VII-B as the experiment class and VII-C as the control class. The were 63 students, constisting 34 female and 29 male students. For sampling technique, the researcher used *quasi-experimental*. In getting data, the researcher used test that devided into pre-test and post-test. There were two instruments to collect data. They were multiple choice and questionnaires. At the end of the post-test the researcher given questionnaire to the students especially in experiment class. It was aimed to know improvement of Object Crossword Puzzle towards students' vocabulary mastery and students' motivation. The students became more active and enthusiastic in learning vocabulary by using object crossword puzzle; it was proved by the result of the study. The result of this study showed, the students' pre-test mean score in experiment class was 56.00 and the post-test mean score was 70.00. In contrary, the students' pre-test mean score in control class was 56.00 and the post-test mean score was 56.56 and the final result of students' motivation was 76 and the classification Agree. The result of statistical hypothesis test found that on significant level 5% $t_{observation}$ was 3.77 while t_{table} wit df 61 was 2.00 or $t_{observation} > t_{table}$.

In conclusion, object crossword puzzle are effective way and quite success because it can improve the students' motivation in learning vocabulary.

ABSTRAK

Ainiyah K. 2019 *Pengaruh Objek Teka-Teki Silang Terhadap Motivasi Siswa dan Penguasaan Kosa Kata Siswa di MTsN-2 Palangka Raya* Srkipsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M. Hum; (II) Zaitun Qamariah M.Pd.

Kata Kunci: Objek Teka-Teki Silang, Motivasi, Kosa Kata

Tujuan dari penelitian ini adalah untuk mengetahui Pengaruh Objek Teka-teki Silang Terhadap Motivasi Siswa dan Penguasaan Kosakata Siswa di MTsN-2 Palangka Raya.

Penelitian ini menggunakan metode kuantitatif untuk mengumpulkan data. Populasi penelitian ini adalah MTsN-2 Palangka Raya. Sampel penelitian ini adalah siswa kelas VII MTsN-2 Palangka Raya pada tahun akademik 2019/2020. Mereka adalah VII-B sebagai kelas eksperimen dan VII-C sebagai kelas kontrol. Ada 63 siswa, yang terdiri dari 34 siswa perempuan dan 29 siswa laki-laki. Untuk teknik pengambilan sampel, peneliti menggunakan metode quasi-eksperimen. Dalam mendapatkan data, peneliti menggunakan tes yang dibagi menjadi pre-test dan post-test. Ada dua instrumen untuk mengumpulkan data, pilihan ganda dan kuesioner. Pada akhir post-test, peneliti memberikan kuesioner kepada siswa terutama di kelas eksperimen. Hal ini bertujuan untuk mengetahui peningkatan Objek Teka-teki Silang terhadap penguasaan kosakata dan motivasi siswa. Hasil penelitian ini menunjukkan, skor rata-rata pre-test siswa di kelas eksperimen adalah 56,00 dan skor rata-rata post-test adalah 70,00. Sebaliknya, skor rata-rata pre-test siswa di kelas kontrol adalah 56,00 dan skor rata-rata post-test adalah 56,56 dan hasil akhir dari motivasi siswa adalah 76 dan klasifikasi Setuju. Hasil uji hipotesis statistik menemukan bahwa pada taraf signifikan 5% pengamatan adalah 3,77 sedangkan t_{tabel} df $63 - 2 = 61$ adalah 2.00 atau $t_{observasi} > t_{tabel}$.

Kesimpulannya, objek teka-teki silang adalah cara yang efektif dan cukup sukses karena dapat meningkatkan motivasi siswa dalam belajar kosa kata.

ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT. For the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Raudhatul Jannah, M.Pd., for her invaluable assistance both in academic and administrative matters.

2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd, for her invaluable assistance both in academic and administrative matters.

3. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd, for his invaluable assistance both in academic and administrative matters.

4. Chair of Study Program of English Education, Zaitun Qmariah, M.Pd., for her invaluable assistance both in academic and administrative matters.

5. Hj. Apni Ranti, M. Hum the first advisor, and Zaitun Qamariah, M.Pd the second advisor, for their valuable guidance, suggestion, and encouragement.

6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. All English lecturers and staff of IAIN Palangka Raya for their help and support.

8. Murjani, S. Pd, M. Pd as the headmaster of MTsN-2 Kota Palangka Raya for his permission of conducting this research.

9. Zulida Arifa, M. Pd as the English teacher of MTsN-2 Palangka Raya so that the researcher can complete for writing this thesis.

10. All of students VII-B and VII-A who who helped the researcher in completing the research.

11. All of English students generation 2015 who has given the researcher support and contribution.

12. Her beloved parents, Muhammad and Nawati. Her beloved sisters, Samiati and Meiza Indriani for all everything that she cannot mention one by one who always support and pray for her.

13. Her best friends, Dewi Aprila Kartika, Indriani, and Yongki who always support and help the researcher in completing the requirement of the thesis.

14. Last, all of her friends who have helped the accomplishment of the thesis.

    The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.
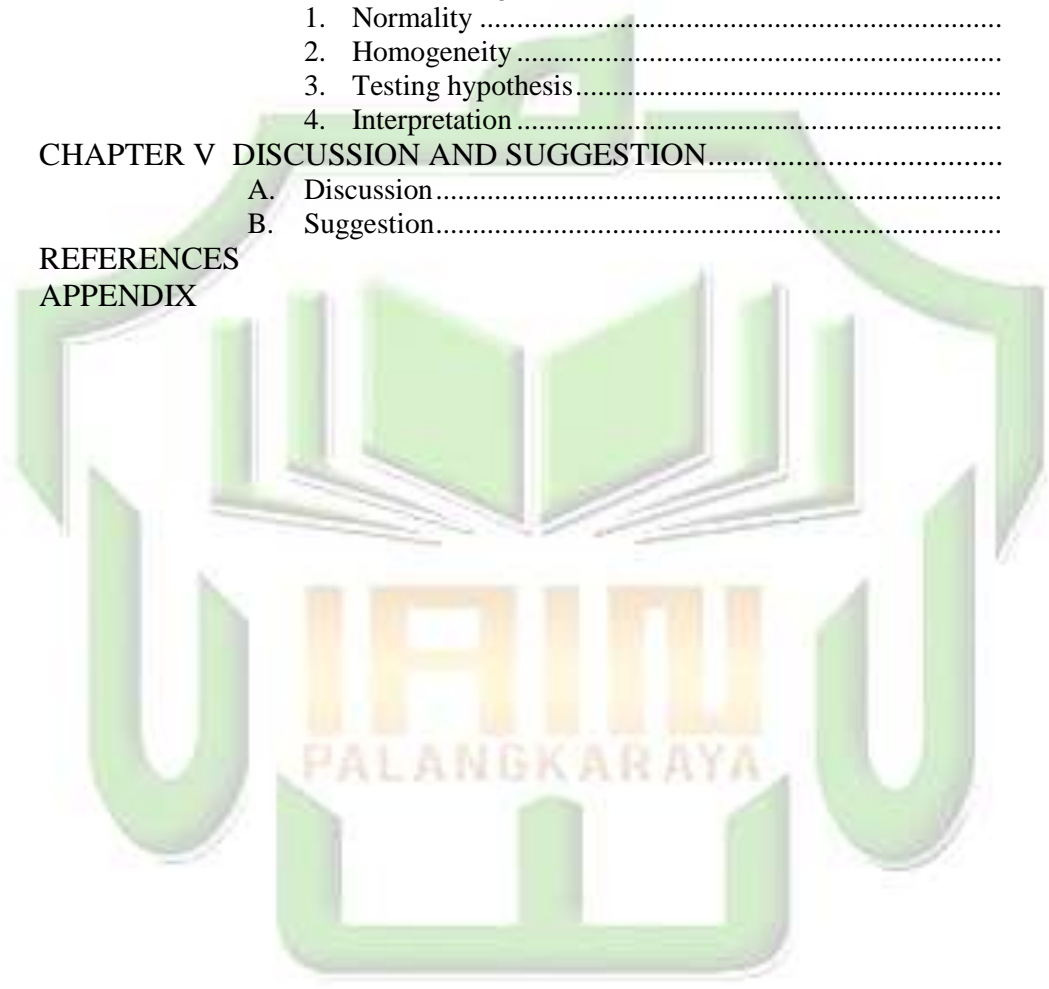
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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses an introduction of study that consists of on background of the study, research problem, the objective of the study, the hypothesis of the study, scope and limitation, significance of the study and definition of key terms.

A. Background Of The Study

Vocabulary is one of the 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 are reading, they should be able to understand the meaning that is being conveyed through the written words. And as needed in speaking, people should be able to arrange words to convey meaning in writing.

At this point, students are considered to master a language, if they can understand what the others say or write and if they can produce the language in spoken or written. It means that the purpose of teaching a language is student

can master the four skills such as listening, speaking, reading and writing. To cover these four language skills, students need to master vocabulary.

Based on the PPL experience in MTsN-2 Palangka Raya, it was found that the students were unmotivated in learning English vocabulary. Motivation is needed for the students in learning English vocabulary. It makes the students are more enthusiastic in learning process. According to Long, Ming, and Chen (2013) motivation plays an important role in foreign language learning.

In addition, Gardner (1985) pointed out that motivation in language learning is particular importance. Gardner (1985) said "If the students are motivated in learning language, they will". The students are unmotivated in learning English because they do not understand about the content material caused by the lack of vocabulary. In addition, most of the teachers use conventional method without interesting media. They do not try to find interesting media; yet they only use the textbooks/LKS from the government which is not interesting enough. Sometimes, it makes the students are easily get bored and lose motivation in learning English vocabulary items. In building students" motivation the teachers need some attractive methods or media to arise students" motivation in learning English vocabulary. There are so many methods and media to teach vocabulary items, for example by using games, pictures, and so on. Both attractive methods and media will make students more active and enthusiastic to join English class.

Based on the explanation above, Object Cross Word Puzzle are choosen as media to improve students' motivation in learning English vocabulary

mastery. According to Edward (2006: 54), there are some activities that will help build a vocabulary that are using words in conversation and doing a crossword puzzle. By applying Object CrossWord Puzzle game the writer hopes that it seems to be effective for students vocabulary learning. Crossword Puzzle game offers a challenge that will motivate the students to try to fulfill the puzzle. It gives many opportunities for the students to practice and repeat the sentence pattern and vocabulary. Certainly, CrossWord Puzzle game is a kind of game that will make the teaching-learning process more attractive than before. The students will fell fun, relaxed and enjoyable, and they will memorize the vocabulary in a different way, that is by rewriting them.

Hornby (1976:351) "a crossword puzzle is a game in which words have to be fitted across and downwards into spaces with a number in a square diagram. By applying crossword puzzle games in teaching vocabulary, the students will be entertained. This game also stimulates the students to think what words are appropriate to fill the blank boxes, affect the students' psychologically and make the teaching-learning process more enjoyable, interesting and challenging. One of the efforts to improve the students' vocabulary mastery in learning English is by using an effective, interesting and enjoyable teaching medium for students.

Based on the explanation above, the researcher is very interested in conducting a study entitled: **"The Effect of Object CrossWord Puzzle Towards Students' Motivation and Students' Vocabulary Matery Vocabulary Mastery at MTsN-2 Palangkaraya"**.

B. Reason for Choosing Topic

1. There are some reasons why the researcher chooses this topic. The vocabulary is essential to improve the language. Vocabulary has been mastered by the students in order to be able to communicate in English.

2. Most students in junior high school still have difficulties in vocabulary. Sometimes they don't understand what the teacher says. Moreover, students are still difficult to communicate. The students often confused and cannot answer the question because they did not know the meaning of the vocabulary. It can make the students lazy to learn English. The students don't give attention when the teacher is explaining the material in the class, So the students get allow score in English test.

3. The object crossword puzzle can be wonderful media for natural language, furthermore object crossword puzzle make the students relax and fun. By using object crossword puzzle, learning English vocabulary will be interesting, enjoyable and the student more active in the class.

4. The use of Object Crossword Puzzle in teaching English vocabulary can be used to know skill or quality an icrease motivation removes affective filters of English student.

C. Problem Of The Study

Based on the background of the study above, the problems of the study as follow:

1. Is there any significant effect of Object Crossword Puzzle toward students' vocabulary mastery of VII grade at MTsN-2 Palangka Raya ?

2. Is there any significant effect of Object Crossword Puzzle toward students' motivation of VII grade at MTsN-2 Palangka Raya ?

D. Hypothesis Of This Study

The hypothesis of this study is divided into two categories. They are Alternative hypothesis and the Null hypothesis.

1. Alternative Hypothesis (Ha)

   a. There is significant effect of Object Crossword Puzlle towards students' vocabulary mastery of VII grade at MTsN-2 Palangka Raya.

   b. There is significant effect of Object Crossword Puzzle toward students' motivation of VII grade at MTsN-2 Palangka Raya

2. Null Hypothesis (Ho)

   a. There is no significant effect of Object Crossword Puzlle towards students' vocabulary mastery of VII grade at MTsN-2 Palangka Raya.

   b. There is no significant effect of Object Crossword Puzzle toward students' motivation of VII grade at MTsN-2 Palangka Raya.

E. Scope and Limitation

In this study the researcher make scope and limitation in order that the research will be more focus. The scopes in this study are:

1. Only VII-A and VII-B class of MTsN-2 Palangka Raya as sample of the study.

2. Only English vocabulary (noun) that think to the VII grade of MTsN-2 Palangka Raya.

3. Only one technique that use to increase the English vocabulary at MTsN-2 Palangka Raya. It is using Object Crossword Puzzle as media.

Based on the syllabus of the VII grade of MTsN-2 Palangka Raya. The researcher limitation in the study are:

1. The subject of the research is VII grade students of MTsN-2 Palangka Raya.

2. The research is focus to increase the vocabulary mastery by using object crossword puzzle based on curriculum and syllabus.

F. Objective Of The Study

The objectiveS of the study based on the research problem are follow:

1. To measure the effect of Object Crossword Puzzle towards students' vocabulary mastery of VII grade at MTsN-2 Palangka Raya.

2. To measure the effect of Object Crossword Puzzle toward students' motivation of VII grade at MTsN-2 Palangka Raya.

G. Significance Of The Study

1. For the students, using Object CrossWord Puzzle will be entertained, more enjoyable, interesting, challenging, happy, relax and can make students more active the students increase and improve their vocabulary. The researcher expects they have to master vocabularies that closely related to their real life. Not only mastered those vocabularies but also, they must understand how to spell, pronounce and use it in sentences, in order to improve their language skills.

2. For the teacher, Teacher should apply the appropriate method, approach, and technique, when they are teaching especially in vocabulary, for

3. examples Object Crossword Puzzle games. The teacher should improve students' ability in vocabulary because it is important while students learn to speak, to write, to listen, and to read, especially in English.

4. For the researchers, who interest in this study to get information about vocabulary learning and Object Crossword Puzzle.

5. For the readers who learn English, Object CrossWord Puzzle is one of the media to improve English vocabulary and it can be used as additional material of regular exercises, such as speaking, reading, and writing.

H. Definition Of Key Terms

1. Vocabulary: Allen (1983:17) "Vocabulary is best learned when someone feels that a certain word is needed". Thus, it can be concluded that vocabulary is very important to study because of its function in mastering a language.

2. Vocabulary Mastery: Vocabulary is a list of words used in a book with definition or translation (Hornby; 1963: 1120). Mastery is great skill or knowledge (Handy learner's dictionary of American English, 2000: 252). Vocabulary mastery is the knowledge in understanding the words

3. Crossword Puzzle: Crossword is a puzzle in which words have to be written (from numbered clues) vertically and horizontally (up and down) in scales on a chequered squared or oblong (Hornby; 1963: 233). The puzzle is A problem design to test a person's knowledge (Hornby; 1963: 652). Crossword Puzzle is problem design to test a person's knowledge in

4. which words have to be written vertically and horizontally in spaces on a squared.

5. Object CrossWord Puzzle: One of the media that use for teaching-learning in English. Object CrossWord Puzzle is the Crossword in which the clue is written on the object. Only give students the blank puzzle with no clue. Places the items around the room, each labeled with their clue number.

6. Effect: Testing something to know that something is good or not to be used. . Effect is a change produced by a treatment. In this study, effect means to measure of one variable effect (independent variable) on another variable (dependent variable) or simply it can be said that the cause variable produces a change in the effect variable. It concerned with testing to establish cause-andeffect relationship. So it can be conclude that effect is a change of variable because a treatment given.

7. Motivation: Motivation is one of internal factor that can make students to do something seriously in order to they can achieve what they want. Motivation is probably the most often used catch all item for explaining the success or failure of virtually any complex task (Brown; 1980: 22).

8. Noun: the name of a person, places, an animal, a thing or activity or quality or idea and can be used as the subject.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses a review of related literature that consists of Related Studies, Vocabulary Mastery, and Object Crossword Puzzle

A. Related Studies

The writer found three relevant studies related to this research. The first is written by Atmasari Junaiti (2017). *THE EFFECT OF USING CROSSWORD PUZZLE GAME ON THE EIGHTH GRADE STUDENTS' VOCABULARY MASTERY AT SMP NEGERI 17 MAURO JAMBI.* The research aimed to investigate the effect of using crossword puzzle game on the eighth-grade students' vocabulary mastery at SMP Negeri 17 Muaro Jambi. This design of the research was quasi-experimental research design which involved two classes, grouped into experimental class (n=23) and control class (n=23). To know the effect of using crossword puzzle game on students' vocabulary mastery, there were three steps to collecting the data; they were pre-test, treatment, and post-test. The result of post-test in the experimental class showed that the mean score was 90.74. Meanwhile, the mean score in the control class was 81.61. The difference a mean score of both classes was 9.13. From those results, the researcher found that the class taught with using crossword puzzle game performed better than the class taught without using a crossword puzzle game. Furthermore, the analysis of the t-test result showed t-test (Sig. 2-tailed) was lower than t-table (.000 lt; .05). So, the result of

this study was there was a significant effect of using crossword puzzle game on the eighth-grade students' vocabulary mastery at SMP Negeri 17 Muaro Jambi.

The second is written by Suci Karnia Sari (2016), *The Effectiveness of Crossword Puzzle Game towards Students' Vocabulary Mastery (An Experimental Study at the Second Grade of SMP Puspita Bangsa Ciputat).* The aim of this study was to obtain empirical evidence from the effectiveness of crossword puzzle game towards students' vocabulary mastery. This study was conducted in the second grade of SMP Puspita Bangsa Ciputat. The method of this study is experimental by taking the sample 70 students from 99 students of populations which divided into two classes: 35 Students for experimental class and 35 students for controlled class. Before giving the treatment, the writer gave pre-test. Then the writer taught in experiment class with a crossword puzzle game, and in controlled class without crossword puzzle game. After three meetings, the writer gave the post-test to both classes. The scores of pre-test and post-test were collected from twenty-five multiple-choice questions/after it was analyzed by using the t-test. The finding of this study led into the conclusion that using a crossword puzzle game was effective towards students' vocabulary mastery at the second grade of SMP Puspita Bangsa Ciputat. This was based on the T-test result which showed that count > ttable (4.11 > 2.38) in the degree significance 1%. It means that Ha was accepted and Ho was rejected. Therefore, it can be concluded crossword puzzle game is effective towards students' vocabulary mastery.

The third written is by Eka Fitriyani (2016), *THE EFFECTIVENESS OF CROSSWORD PUZZLE IN LEARNING VOCABULARY AT SEVENTH GRADE STUDENTS OF MTs MUHAMMADIYAH 1 CIPUTAT*. The objective of this research was to get empirical evidence of using CrossWord Puzzle in learning vocabulary. The sample of this research was seventh-grade students of MTs Muhammadiyah 1 Ciputat. They were VII-1 as the experimental class and VII-2 as the control class. Each class consists of 32 students. For the sampling technique, the researcher used *purposive sampling*. In getting the data, the researcher used a test that divided into pre-test and post-test. The instrument of this research tested that inform multiple choices. In analyzing the data, the researcher used T-test formula to analyze students' achievement by conducting a pre-test and post-test. The result of this study showed that most students' have gained good scores after treatment. The students' pre-test mean score in experimental class was 62,75 while the post-test mean score was 83,97. In contrary, the students' pre-test mean score in controlled class was 61,40 and the post-test mean score was 71,88. The result of statistical hypotheses test found that on significance level 5% $t_{observation}$ was 2.13 while t_{table} with df= 62 was 1.999 or $t_{observation} > t_{table}$. The findings of the study state that using a crossword puzzle in learning vocabulary is an effective way and quite a success because it can improve the students' achievement in learning vocabulary.

The last written is by smawarningtyas, Giri Manik. 2015**.** *The Use of Tourism Brochures as Media to Improve Students' motivation in Learning Vocabulary (An Action Research on the Eleventh Grade Students of SMA*

Negeri 1 Bulu in theAcademic Year of 2014/2015). The study was aimed to investigate the use of tourism brochures in learning vocabulary in the classroom of SMA N 1 Bulu. The participants of this study werethe science students of XI-2 of SMA N 1 Bulu in the academic year of 2014/2015. There were 30 students in the class, consisting of 6 male students and 24 female students. This study focused on the students" motivation profile before being taught by using tourism brochures, the application of tourism brochures, and theimprovement of students" motivation. The classroom action research was used by applying two cycles in conducting the study. Observation was used before conducting the study. A prequestionnaire was given to the studentst to find out the students" motivation before being taught by using tourism brochure. Meanwhile, a pre-test was given to the students before cycle being conducted. There were five instruments to collect the data. They were try-out test, questionnaires, students" motivation observation checklist, observation field note, and vocabulary tests. At the end of the post-test, a post-questionnaire was given to the students; it was aimed to know the improvement of students" motivation and students" interest toward the media. The students became more active and enthusiastic in learning vocabulary items by using tourism brochures; it was proved by the result of the study. The tests result also showed that there was improvement in the students" motivation. The average scores of the test in each cycle; pre-test (31.53), cycle I (80.33), cycle II (85), and post-test (84.35). In conclusion, tourism brochures are effective to improve the students" motivation in learning vocabulary items. For that reason, the

English teachers may apply the application of the tourism brochures as media in improving the students‟ motivation in learning vocabulary items.

A. Vocabulary Mastery

1. Definition

Vocabulary is the knowledge of the meanings of words (Kamil and Hiebert, 2005:3). It means vocabulary is all about words, the words in a language or a special set of words you are trying to learn. The term vocabulary refers to students' understanding of the oral and print word. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make a connection to other words; learn examples and non-examples of the word and related words, and the use word accurately within the context of the sentence.

Hornby (1995: 985) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language.

For junior high school students, they are expected to master at least the first 1,000 of high-frequency words. In addition, according to Nation (2001: 13), the high-frequency words is very important because these words cover a very large proportion of the running words in both spoken and written texts.

Vocabulary mastery is competence to know words and meaning. Norbert Schmitt (2000, p. 5) stated that nation proposes the following list of

the different kinds of knowledge that a person must master in order to know a word are:

- The meaning of the word

- The written form of the word

- The spoken form of the word

- The grammatical behavior of the word

- The collocations of the word

- The register of the word

- The associations of the word

- The frequency of the word

In mastering a language, there are some tips that make learner become easier to learn vocabulary. Palmberg (1986:18) states that mastering a foreign language, the learner:

- is able to recognize it in its spoken and written form

- is able to recall it all will

- is able to relate it to appropriate objects or concepts of the word and not just one specific meaning.

- can use it in the appropriate grammatical forms.

- is able to pronounce it in a recognized way.

- can spell it correctly.

- knows what why it can combine with other words, either a lexical set.

- is aware of its connotation and can use on the appropriate level of formality in the appropriate situation.

Based on the definitions above, From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses. Vocabulary mastery is knowledge or ability to understand the meaning words that includes the definition, form and also its use speaking, writing, listening, reading and so forth.

2. **Kinds of Vocabulary**

Marianne Celce and Murcia Elite Olshtain (2000:76) "There are two kinds of vocabulary: they are grammatical words (function words) and content words (lexical words).

1. Grammatical word (function words) are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners, and adverbs).

2. Content words are those vocabulary items that belong to open word classes. Content words consist of nouns, verbs, adjectives, and adverbs.

   a. Words that refer to a person, a place or a thing that we might call them **nouns.**

   b. Words that express an action, an event or a state are called **verbs**

   c. Words are used to describe the qualities of a thing or action are called **adjectives and adverbs.**

Based on the explanation above, the writer concludes that vocabulary has two kinds. They were grammatical words (function words)and content

words (lexical words). In this study, the writer generally focuses on the content word, especially NOUN.

3. Noun

Noun is one of important parts of speech. It is the basic tools for giving names to and talking about thins and concepts. Jeremy Harmer (p, 37) stated, a noun is a word (or group of words) that is the name of a person, places, an animal, a thing or activity or quality or idea and can be used as the subject or object of a verb. By noun, we call something or concept's name, and usually, it can be a subject or the object in a sentence. There are several types of a noun:

a. Concrete Noun

Concrete nouns are words used for actual things you can touch, see, taste, feel, and hear – things you interact with every day. Examples include *dog, building, coffee, tree, rain, beach, tune*.

Notice that concrete nouns can also be **countable, uncountable, common, proper, and collective nouns. Some concrete noun** examples are included in the following sentences.

1. Common Nouns

Common noun is a noun that refers to people or thing in general.

Car	City
Plane	Country
Boy	Day
Girl	Birth

Example of the sentence:

- Please remember to buy **car**

- My **country** is Indonesia

2. Proper Noun

Proper noun is a name identifies a particular person, place, or thing.

In written English proper nouns begin with capital nouns.

Indonesia	Joko
Jakarta	Yongki
Bandung	Monday
London	June
Independence Day	Mother's Day

Example of the sentence:

- The month of independence day is **August**

- The woman on the corner is my sister, **Lala**

- **January** is the first **month.**

3. Collective Noun

A collective noun is a word that refers to a group. It can be either singular or plural/ but is usually used in the singular.

Group	Pack
Team	Staff
Swarm	Council
Herd	Audience

Example of the sentence:

- Our **team** is enjoying an unbroken winning streak.

- There's a **pack** of hyenas outside

4. Countable Noun and Uncountable Noun

Countable Noun, are those that refer to something that can be counted.

SINGULAR	PLURAL
One book	Two books
One pen	Three pens
One shoe	Two shoes
One table	Five tables
One car	Two cars

Example of the sentence:

- I have a **book**

- She has three **books**

- There are four **tables** in the classroom

- I go to school by **car**

Uncountables Noun, do not typically refer to things that can be counted and so they do not regularly have a plural form.

Tea	Air
Sugar	Beauty
Rice	Love
Water	Knowledge
Money	Salt

Example of the sentence:

- Can you give some **tea**

- He did not have **much sugar** left.

b. Abstract Noun

Abstract nouns are those referring to ideas, concepts, emotions, and other "things" you can't physically interact with. You can't see, taste, touch, smell, or hear something named with an abstract noun. Some abstract noun examples are included in the following sentences.

Hate	Success
Good	Bad
Love	Honestly
Brave	Belief
Beauty	Dream
Sympathy	Truth
Education	Friendship
Trust	Trouble

Example of the sentence:

- **Success** seems to come easily to certain people.

- His **hatred** of people smoking indoors is legendary.

- She has an incredible **love** for nature.

- This is of great **importance**.

- He received an award for his **bravery**

Based on the explanation above the writer concludes the Noun has two types. They were Concrete Noun (notice that concrete nouns can also be countable, uncountable, common, proper, and collective nouns) and Abstract Noun. In this study, the writer generally focuses on the concrete noun and abstract noun.

4. **Some Techniques in Teaching Vocabulary**

Teaching techniques are important in the teaching-learning process, not only determined by teachers and students' competence but also with inappropriate technique. Teaching techniques are very helpful for the teacher. It is the teachers' task to an appropriate technique of vocabulary teaching, it does not mean that if the teacher uses a certain technique.

There are many explanations can be found about some techniques in teaching vocabulary from some experts, but the writer only chooses several of them which are important to discuss. Ruth Gairns and Stuart Redman said there are many techniques of vocabulary teaching, there are:

a. Visual Aids: Visual aids include pictures, photographs, flashcards, and blackboard, etc. The teacher can apply one of them in the classroom. For example, the teacher uses pictures in the language learning process to introduce a new word to the students. The pictures may come from many sources magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items. The purpose of

b. using pictures is to encourage the students' mind before they are given the English word because they can understand it from the pictures.

c. Verbal explanation: Based on the students' level, the aim and the time allocated, the teacher should select and provide words will be taught. The teacher has to know the synonym, antonym, and definition of the words and explain it to the students. This process makes the students feel bored easily but this technique is an efficient way to explain the unknown word.

d. Contextual guesswork: The students learn vocabulary from a text in this technique. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association, and word formation.

5. **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 the meaning of a language than grammar do yet grammar also completely cannot be overlooked.

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 breaks down if we do not use the correct word.

In addition, Coady and Huckin (1997: 5) argue that vocabulary is central and critical importance to a typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having an adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

6. **Assessment of vocabulary**

In testing vocabulary mastery, it is needed to determine the type of test which will be used. According to Hughes (1989: 147), there are two kinds of evaluation namely recognize and production. Those are described as follows:

a. Recognition

This a type of testing vocabulary in which the test takes are provided with several alternatives to which they only need to recognize and choose which one is suitable with the word that is being asked. This is one testing problem for which multiple choice can be recommended. In this kind of evaluation, items may involve a number of different operations as follow: Synonym, Meaning, and Gap Filling.

b. Production

It is a type of vocabulary testing different from the first one. The testing of vocabulary productively is so difficult that it is practically never attempted in the proficiency test. Several types of productive

vocabulary testing are described as follow: Picture, Meaning, and Gap Filling

Based on the explanation above, this research using multiple choice that consists of Synonym, Picture, Meaning and Gap Filling to test the students' vocabulary mastery.

B. Motivation

1. Definition of Motivation

Motivation is very important in everything we will do it. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning esier and more interesting. It is very good if bot of teacher and students motivate each other in teaching and learning process.

As Gardner (1985) pointed out that motivation involves four aspects, a goal, an effortful behavior, a desire to attain the goal, and favorable attitudes toward the activity of learning language. According to Harmer (2001) "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". Without motivation we will almost certainly fail to make the necessary effort. Meanwhile as cited in Ellis (1997) motivation involves the attitudes and affective states that influence the degree of effort. Based on the explanation we can see that attitude towards language learning affect the motivation. Moreover, motive is not something that can be measured easily, but it can be interpret in its attitude toward the language learning. According to Gardner (1985) the

connection of motivation and attitude measure the achievement in language learning.

In the theory of motivation, Harmer (2001) said that there are two types of motivation. The first is extrinsic motivation and the second is intrinsic motivation. Extrinsic motivation is caused by any number of outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Motivation appears when they feel enjoy in learning process.

Based on Brophy and Good (1987:324), there are two motivational strategies, extrinsic motivational strategies and intrinsic motivational strategies.

1. Extrinsic motivational strategies

The extrinsic motivational strategies are in some ways simple, most direct and most adaptable of the methods recommended for dealing with the value aspects of classroom motivation.

a. Offer reward as incentives for good performance

b. Call attention to the instrumental value of academic activities

c. Structure appropriate competition

2. Intrinsic motivational strategies

The intrinsic motivation approach is based on the idea that teachers should select or design academic tasks that students will find inherently

interesting and enjoyable, so that they will engage in these tasks willingly for extrinsic incentives.

a. Opportunities for active response

b. Inclusion of higher level objectives and divergent questions

c. Feedback features

d. Opportunity for students to create finished products.

e. Inclusion of fantasy or simulation elements

f. Opportunities for students to interact with peers.

In addition, motivation is very important for students in learning process. It has a big effect on language learning especially for students who learn English language. One of the factors that students are not successful in learning English language is lack of motivation in learning vocabulary, whereas vocabulary is the basic principle in learning any other languages. Teacher should find out interesting media to enhance students" motivation in learning vocabulary. Conventional method without using interesting media gets students low motivated in learning vocabulary. Interesting media will improve students" motivation in learning English. Motivation is one of the challenges for the teachers to encourage students in learning English language. Sometimes, the students which have low motivation come to the classroom by showing their tired, hungry, and boring faces, because they think that the lesson is not interesting. This is our job to pep the classroom up in teaching and learning process. Without students" motivation, the classroom is like horrible; the students will not

stay focus on the materials. Motivation in the classroom is like positive energy for students to study well and stay focus on teacher's explanation. It is a key for the teachers to reach the goal in teaching and learning process. Thus, the students who have high motivation in learning process will get a good mark in certain test given by the teacher. It is different with the students who have low motivation in learning process, they will not able to stay focus on teacher's explanation, and consequently they will get low mark in their test result. Therefore, the teachers need to create positive energy in the classroom so that the students feel enjoy in understanding the information of the material by using media while delivering the material. Interesting media which are used in the English classroom can trigger students' interest as well as motivation in learning process. When the positive energy called motivation has arisen, they will get passion of learning.

According to Harmer (2001) creating students' motivation has four sources of motivation, they are:

1. The Society we live in

    Outside any classroom there are attitudes to language learning and the English language in particular. The condition of school environment brings students motivation.

2. Significant others

    It looks from the culture around the students' life. Their attitudes to language learning will be greatly influenced for their success.

3. The Teacher

Clearly a major factor in the continuance of a students" motivation is the teacher. An obvious enthusiasm learning English seems to be prerequisite for a positive classroom atmosphere.

4. The Method

It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much likely.

Based on the explanation above there are four sources of motivation that cannot be separated, they are the society we live in, significant others, the teacher, and the last the method. They have to be paid attention in order to keep students" motivation so that the students will enjoy in learning process especially in learning English vocabulary items. If there is no motivation in students" soul, they will find difficulties in learning English vocabulary.

D. Media / Games

1. Definition of Media or Games

Media as one component of learning, the word media comes from the Latin means meaningful tool or means of communication. Gagne Sadiman stated that different types of media component in students" environment can stimulate the students to learn. The media is anything that can be used to channel messages from the sender to the receiver so that can inflame the

mind, feelings, concerns, and student interest such that the learning process occurs.

Media is an integral part of the education process of learning in school so into components that must be mastered by a professional teacher. Benefits of media in teaching, the media have several benefits. In Encyclopedia of Educational Research, the benefits include:

1. Lay the foundations of the concrete to think so reduce verbal.

2. Enlarge the students' attention.

3. Lay the foundations necessary for the development of learning thus making the lessons more stable. Provide tangible experiences that can foster self-employed activity among students.

4. Helped to foster the understanding that fosters student ability,

5. Provide experiences that are not obtained with other ways as well as

6. helping the development of greater efficiency depth and diversity more.

The things that need to be considered in selecting media are characteristics of the media. Is the media used was appropriate with the message or information to be communicated or not. One idea that may help for

students are introducing vocabulary games, and one game in particular that can be played for this purpose is Object CrossWord Puzzle games.

There are several advantages of language game as a medium of learning. Advantages include:

1. Game is a language learning media that can be used to increase levels of active learners in the process of teaching and learning.

2. Language games can be used to revive learners in the excitement of learning that has begun to will.

3. Competitive nature that exists in the game to encourage learners to advanced racing.

4. Generate excitement and practice the skills.

5. Specific language, language games foster a variety of attitudes positive such as solidarity, creativity, and self-confidence.

6. The material is usually communicated through the language game suggests that it is difficult to forget.

Teaching tool or media included also all games that can be played by groups, lass, or both. The examples presented here are a) the object crossword puzzle game b) game to train the vocabulary, d) a game to practice reading, meaning and answer questions about Noun.

Based on the above definition, games are a part of the learning process. Games are called an effective learning process. The teacher can easily keep control of the class while students enjoy and follow the logic of the game and play it correctly, achieving at the same time the goals of the activity effectively. When the students are having fun, they are more likely to take risks, make mistakes without having feelings of failure, and try to overcome their initial filings of confusion when they encounter new words and patterns, because it always used to be easier the catch of material. It

means that learning can be implemented as real learning for the student easily.

E. Object Cross Word Puzzle

1. Definition Of Object Cross Word Puzzle

There are many ways that can be used to improve students' vocabulary mastery. One of them is by using games. Ohoiwutun (2005:69) suggests, "Using games, song, quiz and poems in teaching can make the students enjoy". In addition, Napa (1993:2) defines, "The purpose of the game is, of course, to make the material more enjoyable, interesting, and challenging". Both of the above statements emphasize that games can be useful in teaching vocabulary, and help a student improve their vocabulary without feeling bored and unhappy.

Crossword puzzle has been proposed as one of the 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 game 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, a crossword puzzle is a popular game that has sets of grids to be filled with words or letters. It has become one of the alternative games in teaching-learning, including language learning. This game is categorized into a challenging game.

By applying crossword puzzle games in teaching vocabulary, the students will be entertained. This game also stimulates the students to think what words are appropriate to fill the blank boxes, affect the students' psychologically and make the teaching-learning process more enjoyable, interesting and challenging. Tarigan (1989:254) states, "Pada umumnya para siswa menyenangi dan menghayati aneka permainan dan latihan yang mencakup penggunaan permainan kata-kata, teka-teki dan teka-teki silang kata." Based on the above statements it can be concluded that crossword puzzle game can be applied in teaching and learning activity.

In this research, the researcher focused to help students improve their vocabulary mastery of part of speech such especially NOUN.

2. **Kind of Crossword Puzzles**

The Kind of Crossword Puzzle In teaching vocabulary by using crossword puzzle, there are some kinds of crossword puzzle which can be done the students. In this study, the writer tries to describe puzzle as one of many language games used to teach vocabulary at Junior High School.

There are many kinds of a puzzle, among others are:

a. Word Search Puzzle

In this game, the students will be given a list of an encoded letter which contain hidden names of a subject. The students will have to find those names by circling those words, for example:

Find out three objects that usually we can find it in the classroom on the boxes, and clues below will help you to find out them:

- It is used for measuring things and for drawing a straight line

- A long thin object used for writing or drawing with ink

- A small piece of rubber used to remove the marks made by a pencil

R	A	R	E	R	L
U	U	J	R	Y	U
L	L	N	A	P	R
P	R	A	S	E	R
R	S	A	P	N	Q

b. Scramble Letters Puzzle

It is kinds of puzzle where the players have to rearrange the scrambled letters based on the clues. This puzzle is useful primarily for the recognition of words and their spelling. For example:

By unscrambling the letter you will get the members of your family.

Arrange these letters into the correct word!

e.g. T-E-R-R-B-O-H = BROTHER

1. M-G-A-R-R-E-N-D-O-H-T   = ………………..........

2. L-E-U-N-C   = …………………….....

3. T-E-S-R-I-S   = ………………………….

4. H-E-T-A-F-R   = ………………………….

5. O-T-H-E-R-M   = ………………………….

Clues:

1. The mother from your father/mother
2. The brother of someone's mother/father, or the husband of someone's aunt
3. A girl/woman who has the same parent with you
4. female parents
5. a male parent

c. Oral crossword: The oral crossword is the crossword which is the clue is given orally by the teacher, and the students just get the blank crossword. Only give the students the puzzle with no clues what so ever. Give the clues orally. In a foreign language class, this can be an excellent listening activity. Tell students to fill in what they can and then repeat the clues once more at the end.

d. Picture crossword: Picture crossword is the crossword which is the clue consist of a picture. Only give the students the puzzle with no clues. For each clue, hold up a picture. This works especially well with a unit that involves a lot of new vocabulary.

Example :

What is this animal? (The answer is rabbit)

e. Object crossword: The object crossword is the crossword in which the clue is written on the object. Only give students the blank puzzle with

f. no clues. Place the items around the room, each labeled with their clue number. Have students rotated around the room to different stations; allow them to pick up the objects as they complete the puzzle. This tactile version of the puzzle is great for those students who are hands-on learners. This type of puzzle works well for units with a lot of vocabulary.
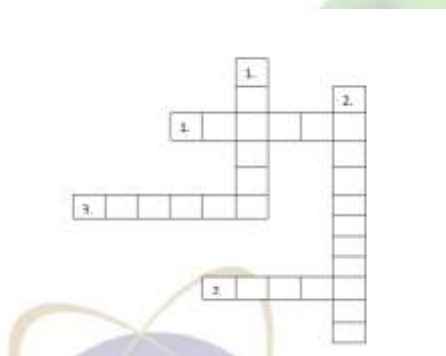
Based on the explanation above, the writer concludes that the Crossword Puzzle has five kinds. They were Word Search Puzzle, Scramble Letters Puzzle, Oral CrossWord, Picture CrossWord, and Object Crossword Puzzle. In this study, the writer generally focuses on using Object CrossWord Puzzle as a media/game that can be developed to improve English teaching-learning process, especially in teaching vocabulary.

5. **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 on how a crossword puzzle is made based on our needs.

Vega-Singer (2014) offers the making of 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 these 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

f. band when you were in college.") For the filler words, use dictionary definitions if needed.

g. 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 a puzzle by hand, she/he can make it any size she/ he wants.

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

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.

e. 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.

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

g. 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.

h. 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.

i. Create another copy of the crossword puzzle.

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

k.   Set aside the filled-in puzzle for use as an answer key.

l.   Make enough copies of the blank puzzle and clue list to distribute.

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

6. **Procedures of Playing Object Crossword Puzzle**

a. The teacher explains the role of the game

b. The students are divided into several group consist of 4-6 person for each group. Then the teacher gave a different CrossWord Puzzle of each group but no written clue, only give students' blank puzzle.

c. Each group does the puzzle cooperatively.

d. The student look for words/items related to a noun. Place the items around the room around. Each word has been labeled and with the clue number. Then, each group must be complete the blank puzzle and paste the word according to the clue number. Try to a color-labeled/code crossword puzzle, for Across with red color and down with green color.

e. Everyone in each group does this.

f. The group who finished in the first time and all of the answer is right, will give a point. It can be interesting if there is a prize for the winner.

7. **Benefit Of Object Crossword Puzzle**

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 a dictionary or thesaurus or to learn the 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 a 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 maintains 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 a dictionary. In term of classroom teaching-learning. Crossword puzzle provides fun learning that can be used for different classroom management of students.
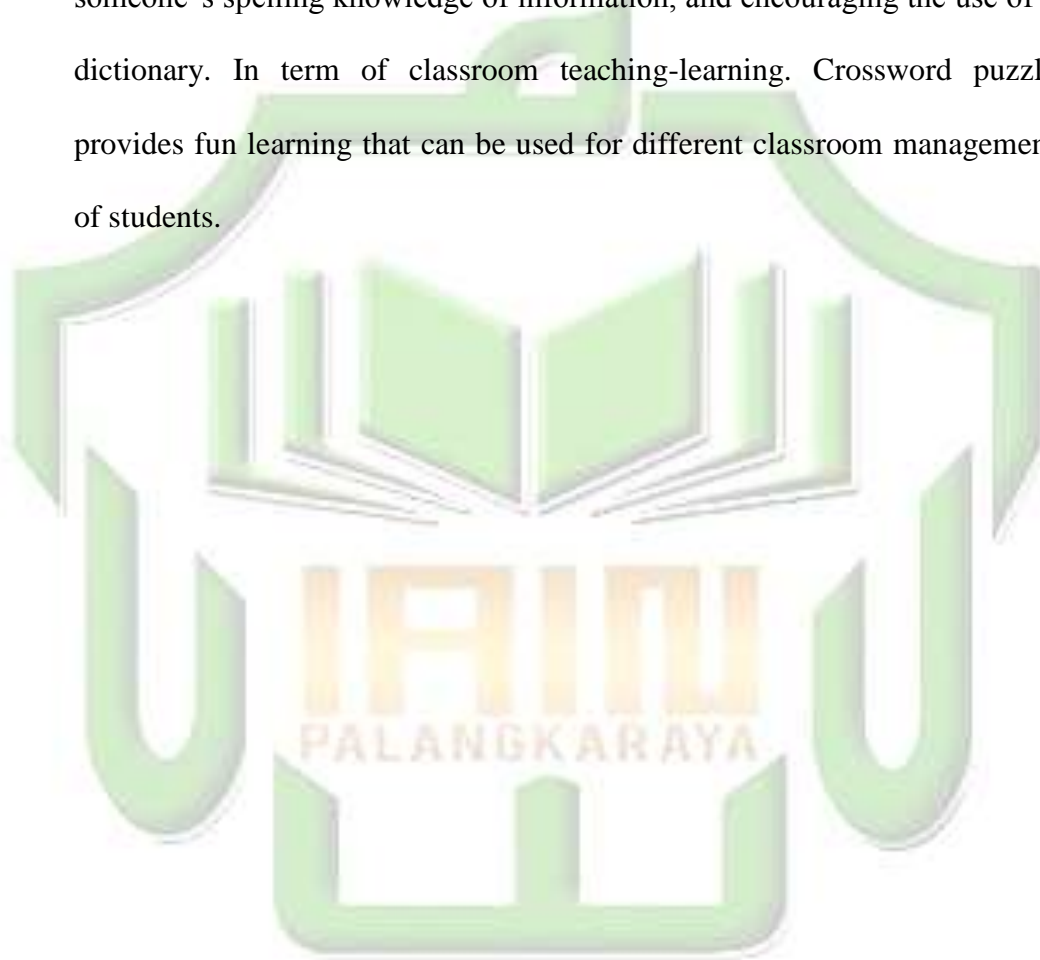
CHAPTER III

RESEARCH METHODOLOGY

One of the important things in research is the Research Method of the study. In this chapter, the researcher present the research design, population and sample, research instrument, data collection procedure, and data analysis procedure of the study that have collected from the research in the field.

2. Research Design

In this study, the researcher will collect, process, and analyze the data to get conclusion of the research. This study is quantitative study. The researcher used quasi-experimental design to identify the effect of object crossword puzzle toward students' motivation and students' vocabulary mastery. According to Creswell (2012:309) defined that "quasi-experiments include assignment, but no random assignment of participant two groups. The characteristics of quasi experimental design are : 1) having more than more than variable, 2) having control group, 3) independent variable is manipulated, and 4) the other variables are controlled (Sukardi, 2007, p. 186).

The design consists of two groups that will choose without random, they are experiment group and control group. Both of groups will give the pre-tes before having treatment. The experiment group will give the treatment (teaching by using object crossword puzzle game) and control group will teach by using the traditional method that used by the English teacher, that is dictionary use method. After having treatment, both of groups (experiment and control group) will give the pos-test to measure the score after treatment.

Quasi-experimental design is aim to investigate the cause and effect between the subject of research. This was related the objectives of the study to find the effect of object crossword puzzle towards students' motivation and students' vocabulary mastery.

Table 3.1

Scheme of Quasi-Experimental Design

Nonrandomized control group, pretest-posttest design

Group	Pre-Test	Treatment	Post-Test
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Where:

E   : Experimental Group

C   : Control Group

X   : Treatment

Y1   : Pre-Test

Y2   : Post-Test

B. Population and sample

1. Population

In this study The population of this research was the VII grade students MTsN-2 Palangkaraya, the researcher choose VII-A, VII-B and VII-C as population. The data is getting when the researcher doing the pre-observation on May 2019 in MTsN-2 Palangka Raya

Table 3.2

The Population of VII Grade at MTsN-2 Palangka Raya

No	Characteristic of Population	Number of Population
1	VII – A	32 Students
2	VII – B	31 Students
3	VII – C	32 Students
	Total	95 Students

2. **Sample**

In this study, the researcher used a *Cluster Sampling* because the sample that choose by the researcher is not an individual but a group of individuals who are naturally together. In this study, the researcher takes first grade as a sample that consisting of nine classes. Based on the design of the study, the researcher only takes two classes as semple. This study is class VII-A and VII-B. The number of samples is chosen was 63 students that consist of 34 female students and 29 male students from two classes.. Based on data obtained during pre-observation on May 2019, it found that there are 25 students who has studied English since Elemantary school, while 38 students studied English in junior high school. This show that aprroximately 40% of students already have experience in learning English. However, the teacher who teach English in class VII said that there are still very few students of class VII who has the ability to speak English. This is because the students still lack of vocabulary. In this case, group samples

already organized into classes or group. So, the writer took the class without randomized.

Table 3.3

The Number of Sample Students of MTSn-2 Kota Palangka Raya

Number	Group	Class of Students	Number of Students
1	Experiment Group	VII-B	31
2	Control Group	VII-A	32
Total Number			63

C. Research Instrument

1. Research Instrument Development

a. Test

In conducting this research, the researcher used a test to collect the data. The type of test used in testing students' vocabulary mastery especially about noun is a multiple choice test that consist of meaning, synonym, gap-fill and picture and there are 40 items. The time that was allocate to do each vocabulary test are 80 minutes. There are two types of tests that consist Pre-test and Post-test. The pre-test was carried out before implemating object crossword puzzle in vocabulary. The function of pre-test is to measure students' vocabulary comprehension at first. Meanwhil game in vocabulary. Each question has one (1) point for the correct answer and zero (0) point for the wrong answer. This test conducted in pre-test and post-test. The function of post-test is to know

how are the students' vocabulary mastery after they thougt by using object crossword puzzle game.

Table 3.4

The Indicator of Vocabulary Mastery Test

Number	Indicators	Number of Question	Percentage
1	Meaning	1-10	25%
2	Gap-Fill	11-20	25%
3	Synonym	21-30	25%
4	Picture	31-40	25%
Total number of questions		**40**	**100%**

b. **Questionnaires**

The questionnaires of learning motivation was used to collect the data about students' learning motivation. The questionnaire consisted of 15 items with five alternatives of answer: (a) *Stongly Agree* (sangat setuju), (b) *Agree* (setuju), (c)*Disagree* (tidak stuju) (d) *Strongly Disagree* (sangat tidak setuju).

Table 3.5

The Likert Scale Ratting

Option	score	
	favorable	Unfavorable
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Table 3.6

Category of Measurement of Students Perceptions

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia:Bogor:2005

D. Technique of Data Analysis

1. Test

In this study, there were two tests which were given to the students. The first test was pre-test. It was conducted before treating the students. The second test wast post-test. It was conducted after giving the treatment. The formula are showing below:

❖ The Percentage

$$= \frac{The\ number\ of\ right\ answer}{The\ number\ of\ item} \times 100\%;$$

❖ The Average of score

$$= \frac{The\ total\ of\ the\ precentage}{The\ number\ of\ the\ students};$$

2. Try out Test

The researcher try out the test instrument before ot will be apllied to the real sample of the study. The researcher gives test to the students at

MTsN-2 Kota Palangka Raya on July 19. 2019. In this case, the students will assign to do a vocabulary test actually about noun which consists of four parts such as meaning, synonym, gap-fill and picture. The total of the try out test are 50 questions. The result show that there are 25 valid questions and 25 invalid questions (see appendix

After getting valid and invalid questions, the researcher change 25 invalid questions becomes an easy questions or difficulties questions. Then, the researcher gives 25 questions to test to the students at MTsN-2 Kota Palangka Raya on July 22. 2019. The result show that all of the questions are valid (see appendix

Table 3.5

Table of Try out Test of Vocabulary Mastery

The measured aspect	Indicators	Number of Question	Total
1	Meaning	1-12	10
2	Synonym	13-24	12
3	Gap-Fill	25-40	18
4	Picture	41-50	10
Total number of questions			**50**

3. Questionnaires

Questionnaires have been used to measure students" motivation in various studies. Tuan, Chin, and Shieh (2005) developed a questionnaire that can be used to measure students" motivation. Moreover, de Vicente and

Pain (1998) used questionnaires for collecting information about student"s motivation.

Furthermore, Lightbown and Spada (2013) stated that "when researchers are interested in finding out whether an individual factor such as motivation affects second language learning, they usually select a group of learners and give them a questionnaire to measure the type and degree of their motivation."

Thus, as described by van Barneveld, Pharand, Ruberto, and Haggarty (2009) in Simon, Ercikan and Rousseau (2013) the researchers have measured motivation using two approaches: self-report measures and observable student test-taking behaviors. They explained that questionnaires are a type of self-report. Some researchers used self-report questionnaires as measures of student motivation.

Based on the theories above, in this study, the questionnaires were used in order to know students" motivation in learning vocabulary by using Object Crossword Puzzle.

The students were asked to fill the questionnaires which contain statements that triggered the students" motivation. There were two questionnaires given to the students. There were four optional answers: strongly agree, agree, disagree, and strongly disagree. Based on the result of questionnaires, the students" motivation and response toward the Object Crossword Puzzle in learning vocabulary were observed and interpreted.

After the questionnaires data being tabulated, the percentage of the total answer for each item was calculated, the percentage was calculated with the formula as follows.

$$\text{Percentage} = \frac{\text{Total answer}}{\text{The number of the students}} \times 100\%$$

4. Validity

The validity is a measurement which shows validity of the instrument. Instrumentation validity discussed about face validity construct and content validities of the test which use in this research.

a. Face validity

This type of validity, in fact is often refered to as face validity : if a test item looks right to other testers, teachers, moderators, and tastes. The test used by the writer is suitable to others and the same level that is Junior High School level. So that is why, the writer makes the type of test items also suitable in the sevent grade students at the MTsN-2 Palangka Raya Junior High School Palangka Raya. The face validity of the test item as follows :

The kind of the test is vocabulary test which is about part of speech especially about noun, verb, and adjective.

1) The forms of the test items fill the puzzle.

2) The language of items use English.

3) The test items are suitable to the junior high school.

b. Construct validity

Construct validity is type of validity which assumes the existence of certain learning theories or construct underlying the acquisition of abilities and skills. The test is focus to increase the vocabulary mastery that focus on noun base on the syllabus. In this case, the test is a written test in order to measure the students' vocabulary mastery.

c. Content validity

The test item in this research is to measure the students' English vocabulary mastery and base on the English teaching learning curriculum apply in MTsN-2 Palangka Raya. In making the test, the researcher try to match each of item test with the curriculum that is used by MTsN-2 Palangka Raya.

To calculate the validity, the writer used the formula as follow:

$$r_{xy} = \frac{N\,(\sum xy) - (\sum x)\,(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)2\{N\sum y^2 - (\sum y)2\}}};$$

Where:

r_{xy} : The coefficient of correlatio (koefesian korelasi tiap item)

$\sum X$: Total Value of Score X (jumlah skor item)

$\sum Y$: Total Value of Score Y(jumlah skor total)

$\sum XY$: Muliplication Result between Score X and Score Y (jumlah skor item dengan skor total)

N : Number of students (jumlah siswa)

The result was calculated with r Product Moment table, if □□, the test is valid.

5. Reability

According to J.B. Heaton (p. 155) Reability is neccesery characteristic of any good test: for it to be valid at all, a test must be reliable as measuring instrument. According to Susan Stainback (p. 118) reliability is often defined as the consistency and stability of the data or findings. From a positive perspective, reliability typical is consider to be synonymsous with the consistency of the data produced by observation made by different researchers, by some researcher at different times, or by splitting a data set in two parts.

To calculate the reliability of the test the writer used the formula as follow:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S - \sum pq}{S^2}\right)$$

Where:

r_{11} : Coefficient of test reability

n : Number of items in the test

St² : Total

$\sum pq$: Result of square between p and

According to Suharto, the result of the calculation above is connected to the following criteria:

0.800 – 1.000 = Very High Reliability

0.600 – 0.799 = High Reliability

0.400 – 0.599 = Fair Reliability

$$0.200 - 0.399 = \text{Poor Reliability}$$

$$0.000 - 0.199 = \text{Very Poor Reliability}$$

E. Data Collection Procedure

Before analyzing data, there are some procedures to collect the data. The researcher did some procedures consist of steps as bellow: 1) The researcher was choose the population of the study 2)the researcher was carry out pre-observation to find out the total of population that will be the subject of research. 3) the researcher was determine the class that will be the sample in this research. Based on pre-observation, sampele of this study are class VII-A and VII-B, 4) the researcher determined two groups, the first group was an experimental group and the second group was a control group (these group are chosen by using saking and and paper), 5) the researcher was conduct a validitaion test, 7) the researcher was analyze the result of the validation test, 8) the researcher gave pre-test to both classes (experimental group and control group), 9) the researcher was gave the treatment (teaching) to the experiment group by using object crossword puzzle, 10) the researcher was teach the control group by using traditional method that used English teacher, that is dictionary method, 11) after carrying our four the the treatments, the researcher gave a post-test to both classes, and for class VII-B the researcher gave a questionnaires to know the effect of used object crossword puzzle in learning English, 12) the researcher was examine the result of post-test, 13) the researcher was gave the score to students; answer (pre-test and post-test, 14) the researcher was analyze the data.

F. Data Analysis Procedure

1. Giving a test to the students of the VII grade of MTsN-2 Palangka Raya

2. Collecting the data of the students worksheet test result;

3. Examining the students' score;

4. Tabulating the data into the distribution of frequency of score table, then find out the mean of students' score, standard deviation, and standard error of variable X^1 (Experimental group) and X^2 (Control group) by using statistical test;

5. Using the statistical test to normality test;

6. Calculating the result of $X^2_{observed}$ is compared with X^2_{table} by 5% degree of

7. Significance. If $X^2_{observed}$ is lower than X^2_{table}, so the distribution list is normal;

8. Using the statistical test to homogeneity test;

9. Calculating the data by using t-test to test the hypothesis of the study;

10. Interpreting the result of t-test.

11. After that, the value of t-test is consulted on the t-table at the level of significance 1% and 5%. In this research, the researcher will use the level of significance at 5%. If the result or t-test is higher than t-table, it means Alternative Hyphothesis (Ha) ia accepted. If the result of t-test is lower than t-table, it means Null Hyphothesis is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter described the obtained data of the students' vocabulary mastery and students' motivation before and after thougt by using object crossword puzzle game. The presented data consisit of data presentation, research findings and discussion.

A. Data Presentation

In this section it would be described the obtained data of improvement the students' motivation and students' vocabulary mastery before and after thought using object crossword puzzle game. The presented data consisted of distribution of frequency, the mean of students' score, standard deviation, and standard error.

1. The Result of Experiment Class Score

a. The Result of Pre-test of Experimental Class

This pre test was given by asking students to answer the question about multiple choice. The number of question was given by researcher about 40 questions. There were 31 students' as respondent or subject. It was done before the treatment process by giving object crossword puzzle game in teaching and learning vocabulary. This test was intended to know the students' vocabulary mastery before students' got treatment. The result pre-test score of experiment class were distributed in the following table (see appendix) in order to measure the students'

Vocabulary mastery before conducting the treatment. To determaine the distribution of frequency, the mean of students' score, standart deviation, and standard error were concluded using SPSS 20.

The distribution of students' pre-test score, it can be seen in the figure below:

Table 4.1

The Frequency Ditribution of Pre-test of Experiment Class
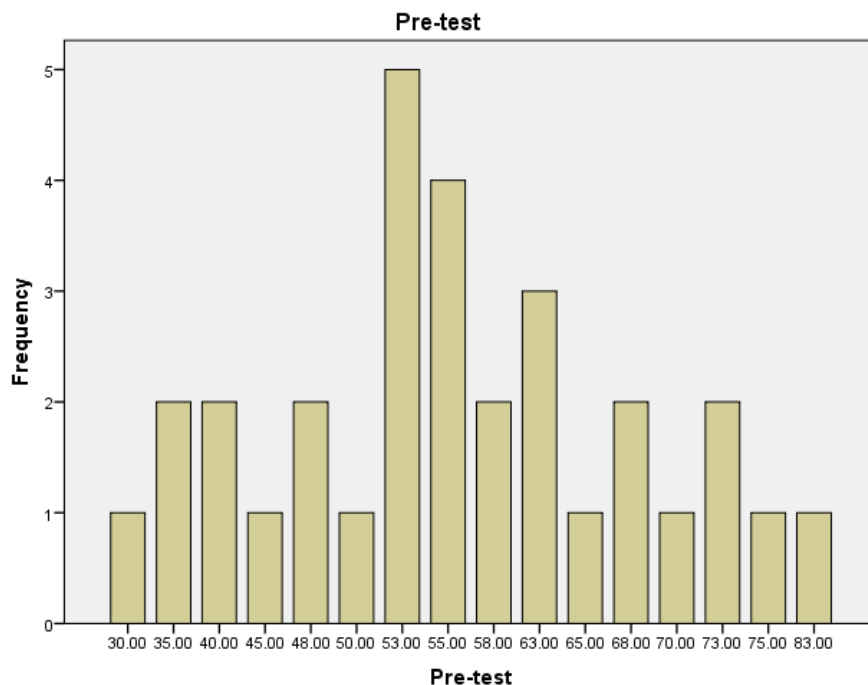
Based on bar chart above, the frequency distribution of pre-test score of experiment class can deifined there is one one students' getting score 30, it means students' vocabulary mastery was poor. Eight students' getting score between 30-50, it means students' vocabulary mastery was enough. Seventeen students' getting score between 53 – 70, it menas students' vocabulary mastery already good. Four students'

getting score between 73 – 83, it means students' vocabulary mastery was very good.

Based on the data above, the average score of students' vocabulary mastery in pre-test was 56. It was concluded the students' vocabulary mastery must be improved.

The next step, the result of the mean of students' score, standard deviation, and standard error of using SPSS 20 program as follow:

Table 4.2

The Calculatation Mean Of Students' Score, Standard Deviation, And Standard Error Of Using SPSS 20

Descriptive Statistics				
	N	Mean		Std. Deviation
		Statistic	Std. Error	Statistic
Pre-test	31	56.0000	2.26995	12.63857
Valid N (listwise)	31			

Based on the data above, the researcher know the lowest score was 30 and the higest score was 83. For the result of calculation using SPSS 20, the researcher can defined that the mean score of pre-test was 56.0000, the standard deviation was 12.63857 and the standard error of mean was 2.26995.

b. **The Result of Post-test Score Experiment Class**

After got a treatment (using object crossword puzzle game), the students were given a post test. The total question is still 40 too. It is used to know whether the treatment gives effect toward students'

vocabulary mastery (see appendix . To determaine the distribution of frequency, the mean of students' score, standart deviation, and standard error were conculated using SPSS 20.

The distribution of students' pre-test score, it can be seen in the figure below:

Table 4.3
The Frequency Ditribution of Post-test of Experiment Class
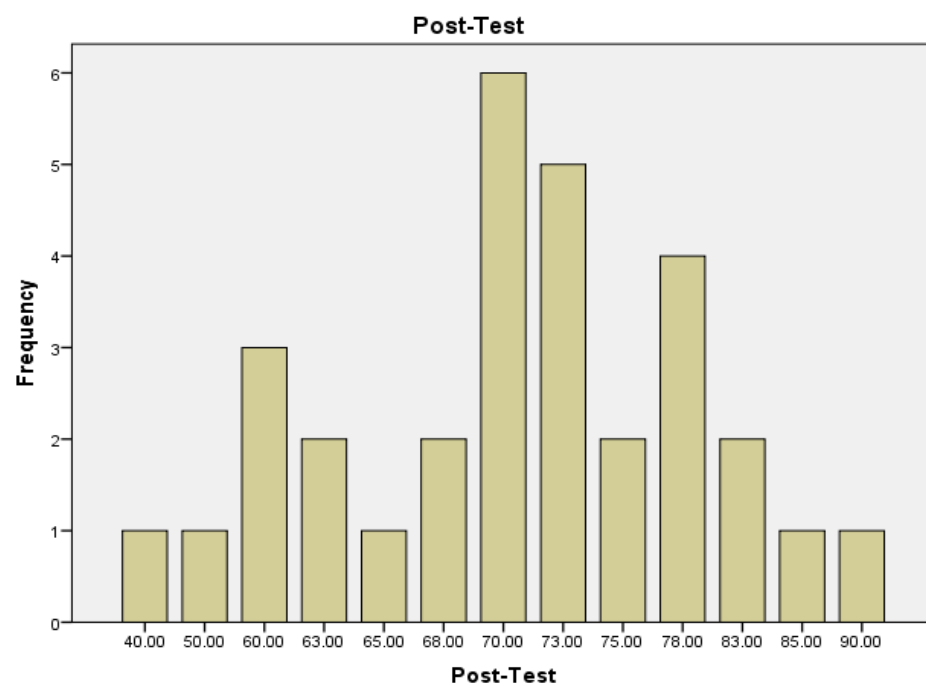
Post-Test

Based on bar chart above, the frequency distribution of post-test score of experiment class can deifined there is one one students' getting score 40, it means students' vocabulary mastery was poor. One students' getting score 50, it means vocabulary mastery was enough. Fourteen students' getting score between 60 - 70, it means the students was already good. Fifteen students' getting score between 73 – 90, it means students' vocabulary mastery was very good.

Based on the data above, the average score of students' vocabulary mastery in post-test was 70. It was conculded the students' vocabulary mastery was improved be improved.

The next step, the result of the mean of students' score, standard deviation, and standard error of using SPSS 20 program as follow:

Table 4.4

The Calculatation Mean Of Students' Score, Standard Deviation, And Standard Error Of Using SPSS 20

Descriptive Stastics

	N	Mean		Std. Deviation
		Statistic	Std. Error	Statistic
Post-test	31			
		70.4839	1.80732	10.06271
Valid N (listwise)	31			

Based on the data above, the researcher know the lowest score was 40 and the higest score was 90. For the result of calculation using SPSS 20, the researcher can defined that the mean score of post-test was 70.4839, the standard deviation was 10.06271 and the standard error of mean was 1.807

Table 4.5

The Result of Experiment Class Score

No	Experiment Class		Classification
	Pre-test	Post-test	
E1	83	90	Very Good
E2	45	68	Good
E3	55	68	Good
E4	40	73	Very Good
E5	40	50	Good
E6	55	60	Good
E7	30	40	Enough
E8	68	78	Very Good
E9	48	60	Good
E10	53	73	Very Good
E11	53	75	Very Good
E12	58	73	Very Good
E13	65	83	Very Good
E14	58	78	Very Good
E15	68	75	Very Good
E16	55	73	Very Good
E17	75	83	Very Good
E18	48	70	Good
E19	63	70	Good
E20	53	60	Good
E21	53	63	Good
E22	35	60	Good
E23	53	70	Good
E24	55	70	Good

E25	63	70	Good
E26	70	73	Very Good
E27	63	78	Very Good
E28	35	65	Good
E29	50	70	Good
E30	73	85	Very Good
E31	73	78	Very Good
Total	**1728**	**2182**	
Average	**56**	**70**	
Lowest	**30**	**40**	
Highest	**83**	**90**	

The result of pre-test and post test from the experiment class, it show that the lowest score of pre-test was 30, and the highest score was 83. Besides, the lowest score of post-test was 40, and the highest score was 90. The average of pre-test was 56 and post-test 70. The average of post-test after the students got treatment using object crossword puzzle was higher than the average of pre-test before the students got treatment.

2. **The Result of Control Class Score**

   b. **The Result of Pre-test Score of Control Class**

   The result pre-test score of control class were distributed in the following table in order to measure the students' vocabulary mastery before conducting the treatment. To determaine the distribution of

frequency, the mean of students' score, standart deviation, and standard error were concluded using SPSS 20.

The distribution of students' pre-test score, it can be seen in the figure below:

Table 4.6

The Frequency Ditribution of Pre-test of Control Class

Based on bar chart above, the frequency distribution of pre-test score of control class can deifined there is one one students' getting score 28, it means students' vocabulary mastery was poor. Thirteen students' getting score 30 - 50, it means vocabulary mastery was enough. Ten students' getting score between 55 – 70, it means students' vocabulary mastery already good. Six students' getting score between 73 – 93, it means students' vocabulary mastery was very good.

Based on the data above, the average score of students' vocabulary mastery in pre-test was 56. It was concluded the students' vocabulary mastery must be improved.

The next step, the result of the mean of students' score, standard deviation, and standard error of using SPSS 20 program as follow:

Table 4.7

The Calculatation Mean Of Students' Score, Standard Deviation, And Standard Error Of Using SPSS 20

Descriptive Statistics

	N	Mean		Std. Deviation
		Statistic	Std. Error	Statistic
Pre-test	32			
		55.9062	2.77712	15.70979
Valid N (listwise)	32			

Based on the data above, the researcher know the lowest score was 28 and the higest score was 93. For the result of calculation using SPSS 20, the researcher can defined that the mean score of pre-test was 55.9062, the standard deviation was 15.70979 the standard error of mean was 2.77712.
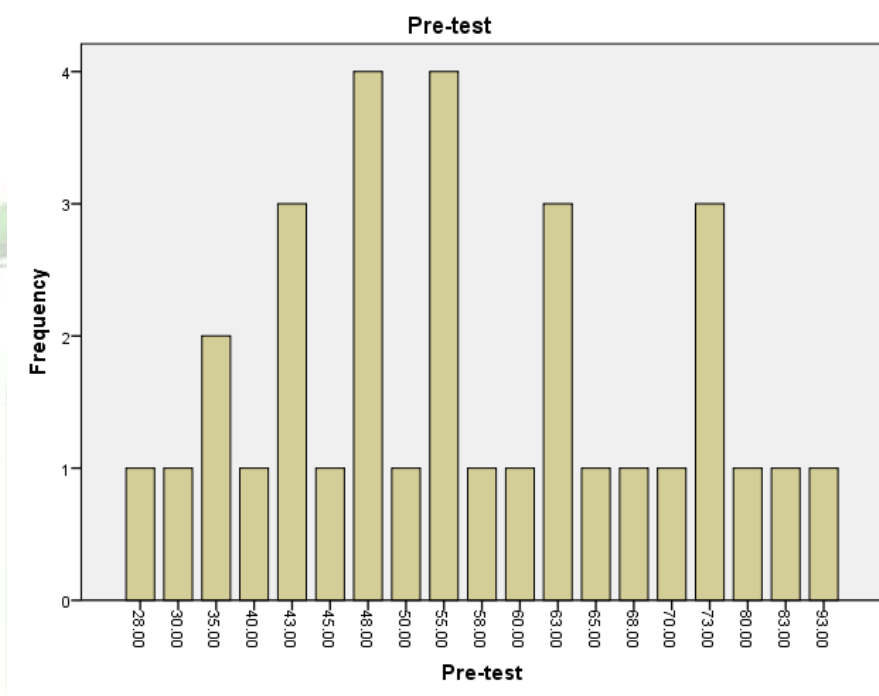
c. **The Result of Post-test Score of Control Class**

The result post-test score of control class were distributed in the following table in order to measure the students' vocabulary mastery after conducting the treatment. To determaine the distribution of frequency, the mean of students' score, standart deviation, and standard error were concluded using SPSS 20.

The distribution of students' post-test score, it can be seen in the figure below:

Table 4.8

The Frequency Ditribution of Post-test of Control Class
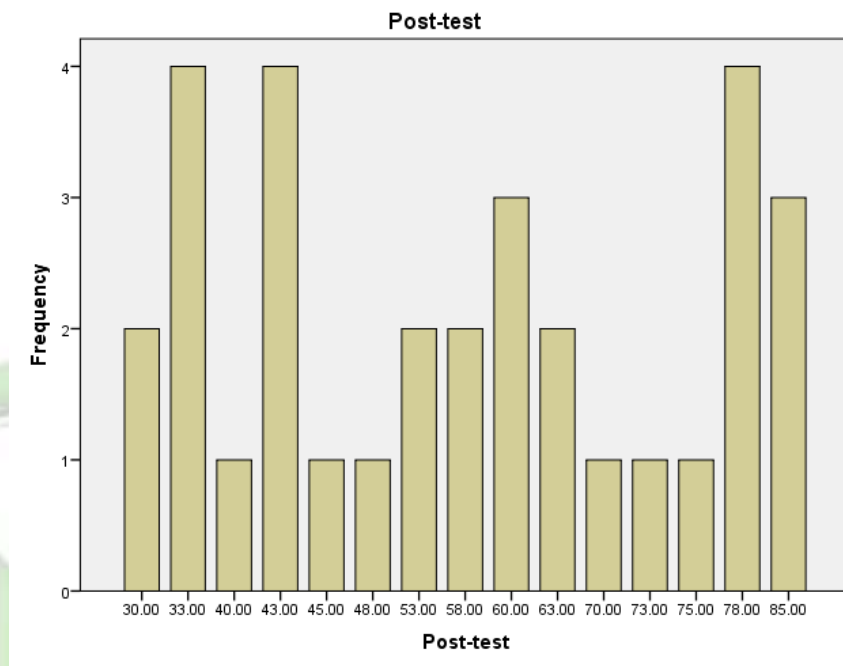
Based on bar chart above, the frequency distribution of post-test score of control class can deifined there is one one students' getting score 30, it means students' vocabulary mastery was poor. Seven students' getting score between 35 - 50, it means vocabulary mastery was enough. Eighteen getting score between 53 - 70, it means the students was already good. Four students' getting score between 73 – 83, it means students' vocabulary mastery was very good.

Based on the data above, the average score of students' vocabulary mastery in post-test was 56. It was concluded the students' vocabulary mastery must be improved.

The next step, the result of the mean of students' score, standard deviation, and standard error of using SPSS 20 program as follow:

Table 4.9

The Calculatation Mean Of Students' Score, Standard Deviation, And Standard Error Of Using SPSS 20

Descriptive Stastics

|	N	Mean		Std. Deviation
		Statistic	Std. Error	Statistic
Post-test	32	56.5625	3.18323	18.00706
Valid N (listwise)	32			

Based on the data above, the researcher know the lowest score was 30 and the higest score was 83. For the result of calculation using SPSS 20, the researcher can defined that the mean score of post-test was 56.5625, the standard deviation was 18.00706 and the standard error of mean was 3.18323.

Table 4.10

Result of Control Class Score

No	Control Class		Classification
	Pre-test	Post-test	
C1	45	45	Enough
C2	30	33	Enough
C3	48	60	Good
C4	48	43	Enough
C5	55	58	Good
C6	83	85	Very Good
C7	43	58	Good
C8	43	43	Enough
C9	73	85	Very Good
C10	68	63	Good
C11	73	78	Very Good
C12	28	33	Enough
C13	55	60	Good
C14	48	43	Enough
C15	93	85	Very Good
C16	48	30	Enough
C17	43	43	Enough
C18	63	70	Good
C19	58	78	Very Good
C20	73	75	Very Good
C21	63	60	Good
C22	35	30	Enough
C23	50	40	Enough
C24	65	53	Good

C25	80	73	Very Good
C26	55	33	Enough
C27	60	63	Good
C28	40	48	Enough
C29	55	53	Good
C30	63	78	Very Good
C31	35	33	Enough
C32	70	78	Very Good
Total	1719	1732	
Average	55.45	55.87	
Lowest Score	28	30	
Highest Score	93	85	

The result of pre-test and post test from the control class, it show that the lowest score of pre-test was 28, and the highest score was 93. Besides, the lowest score of post-test was 30, and the highest score was 85. After pre-test and post-test the average of pre-test was 56 and post-test 56. It means the score of control class is lower than experiment class.

3. **The Result of Motivation After Using Object Crossword Puzzle**

The researcher presented the data presentation of questionnaire object crossword puzzle by showing the frequency and percentage based on the options of each items of questionnaire, it can be seen in the tables below:

Table 4.11

Students' Motivation After Using Object CrossWord Puzzle

NO	STUDENTS	ITEM QUESTIONNAIRE															Total	Mean	Median	Standar Deviation
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
1	Aadel Laura	4	3	3	3	3	4	4	1	2	3	3	3	4	3	3	46	3.07	3	0.80
2	Abdu Rahim	3	2	3	3	2	4	4	1	2	4	4	3	3	4	4	46	3.07	3	0.96
3	AhamdRizky	3	4	3	3	3	2	4	1	2	3	2	3	2	2	3	40	2.67	3	0.82
4	Ahmad R.P	3	3	3	4	4	4	3	2	2	3	3	3	3	3	3	46	3.07	3	0.59
5	Alika F.M	4	3	3	3	4	2	4	2	2	3	2	3	3	3	4	45	3.00	3	0.76
6	Baihaki R	4	4	3	3	4	4	4	1	1	3	3	4	3	4	4	49	3.27	4	1.03
7	Dhea A	3	4	3	2	4	2	3	1	1	4	3	3	4	3	3	43	2.87	3	0.99
8	Fato A.R	3	4	3	3	4	4	4	1	2	4	4	3	3	3	4	49	3.27	3	0.88
9	Hanifa Z	3	4	3	3	4	3	4	1	1	4	3	3	3	3	4	46	3.07	3	0.96
10	Izza A.M	3	3	2	3	3	3	3	2	2	3	4	4	3	3	4	45	3.00	3	0.65
11	Keyla A.P	3	3	4	3	3	3	2	1	1	4	3	3	3	3	3	42	2.80	3	0.86
12	Kintan R	3	3	3	3	3	3	3	1	1	3	3	3	3	3	3	41	2.73	3	0.70
13	Laila S	3	3	3	4	4	4	3	2	2	4	4	4	4	4	4	52	3.47	4	0.74
14	M Endru H	3	2	2	3	2	3	3	2	2	3	3	3	2	2	2	37	2.47	2	0.52
15	Maisarah	4	4	4	3	4	4	4	1	1	4	3	3	3	1	3	46	3.07	3	1.16
16	Maskanah	3	3	4	3	4	2	4	2	1	4	2	4	3	3	3	45	3.00	3	0.93
17	Meilisya P.L	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	43	2.87	3	0.35
18	Melia	3	3	3	3	4	4	4	2	2	3	3	3	3	3	3	46	3.07	3	0.59
19	Miftahur R	3	3	3	3	4	3	2	2	2	4	4	3	4	3	4	47	3.13	3	0.74

No	Name																Total	Mean	Median	SD
20	M. Marco A	3	4	3	3	3	1	3	1	2	3	3	4	3	3	3	42	2.80	3	0.86
21	M. Daffa	4	3	3	3	3	3	3	1	1	4	3	3	3	3	3	43	2.87	3	0.83
22	NabilaZaskia	3	3	3	3	3	2	4	2	2	3	3	3	3	3	3	43	2.87	3	0.52
23	Najmul H	3	3	3	2	3	4	4	1	1	4	4	4	4	3	3	46	3.07	3	1.03
24	Ratna D	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	43	2.87	3	0.35
25	Reza A.W	3	3	3	4	4	4	3	2	2	4	4	4	4	4	4	52	3.47	4	0.74
26	Ryan J.P.Y	4	3	3	3	3	1	4	2	1	4	4	4	4	4	3	47	3.13	3	1.06
27	Tirta N	4	4	3	3	4	3	3	2	2	4	4	3	4	3	4	50	3.33	3	0.72
28	Tri D P.S	3	4	2	3	4	2	3	4	3	3	4	4	4	4	4	51	3.40	4	0.74
29	Tya R	3	3	4	4	4	4	2	1	1	4	4	3	4	4	4	49	3.27	4	1.10
30	Veransa Y	4	4	3	3	3	4	4	1	1	4	3	4	4	4	4	50	3.33	4	1.05
31	Zainal Arifin	4	4	4	3	4	3	4	2	1	4	3	2	3	4	4	49	3.27	4	0.96

The calculation of analysis students' perception :

$$score = \left(\frac{Total}{4 \times \text{Jumlah item}}\right) \times 100$$

$$Score = \left(\frac{46}{4 \times 15}\right) \times 100$$

$$Score = \left(\frac{46}{60}\right) \times 100$$

$$Score = 0.76 \times 100$$

$$Score = 76.67$$

Based on the table above name student of "Adel Laura Dina", it can be seen the mean score 3.07, median 3 standard deviation 0.80 and the calculation of analysis students the score was 76.67 the classification is "Agree".

Based on the table above name student of "Abdul Rahim", it can be seen the mean score 3.07, median 3 standard deviation 0.96 and the calculation of analysis students the score was 76.67 the classification is "Agree".

Based on the table above name student of "Ahmad Rizky", it can be seen the mean score 2.67, median 3 standard deviation 0.82 and the calculation of analysis students the score was 66.67 the classification is "Agree".

Based on the table above name student of "Ahmad Royan P. A", it can be seen the mean score 3.07, median 3 standard deviation 0.59 and the calculation of analysis students the score was 76.67 the classification is "Agree".

Based on the table above name student of "Alika Fitria M", it can be seen the mean score 3.00, median 3 standard deviation 0.76 and the calculation of analysis students the score was 75 the classification is "Agree".

Based on the table above name student of "Baihaqi Rahman", it can be seen the mean score 3.27, median 4 standard deviation 1.03 and the calculation of analysis students the score was 81.67 the classification is "Strongly Agree".

Based on the table above name student of "Dhea Aprilia", it can be seen the mean score 2.87, median 3 standard deviation 0.99 and the calculation of analysis students the score was 71.67 the classification is "Agree".

Based on the table above name student of "Fato Aryo Ruliansyah", it can be seen the mean score 3.27, median 3 standard deviation 0.88 and the calculation of analysis students the score was 81.67 the classification is "Strongly Agree".

Based on the table above name student of "Hanifa Zahra", it can be seen the mean score 3.07, median 3 standard deviation 0.96 and the calculation of analysis students the score was 76.67 the classification is "Agree".

Based on the table above name student of "Izza Afzal M", it can be seen the mean score 3.00, median 3 standard deviation 0.65 and the calculation of analysis students the score was 75 the classification is "Agree".

Based on the table above name student of "Keyla Anggun P", it can be seen the mean score 2.80, median 3 standard deviation 0.86 and the calculation of analysis students the score was 70 the classification is "Agree".

Based on the table above name student of "Kintan Ramadhani", it can be seen the mean score 2.73, median 3 standard deviation 0.70 and the calculation of analysis students the score was 68.33 the classification is "Agree".

Based on the table above name student of "Laila Shalatihah", it can be seen the mean score 3.47, median 4 standard deviation 0.74 and the

calculation of analysis students the score was 86.67 the classification is "Strongly Agree".

Based on the table above name student of "M. Endru Heriawan", it can be seen the mean score 2.47, median 2 standard deviation 0.52 and the calculation of analysis students the score was 61.67 the classification is "Agree".

Based on the table above name student of "Maisarah", it can be seen the mean score 3.07, median 3 standard deviation 1.16 and the calculation of analysis students the score was 76.67 the classification is "Agree".

Based on the table above name student of "Maskanah", it can be seen the mean score 3.00, median 3 standard deviation 0.93 and the calculation of analysis students the score was 75 the classification is "Agree".

Based on the table above name student of "Meilisya Putri Lanery", it can be seen the mean score 2.87, median 3 standard deviation 0.35 and the calculation of analysis students the score was 71.67 the classification is "Agree".

Based on the table above name student of "Melia", it can be seen the mean score 3.07, median 3 standard deviation 0.59 and the calculation of analysis students the score was 76.67 the classification is "Agree".

Based on the table above name student of "Miftahur Rahmah", it can be seen the mean score 3.13, median 3 standard deviation 0.74 and the

calculation of analysis students the score was 78.33 the classification is "Agree".

Based on the table above name student of "M. Marco Antonio", it can be seen the mean score 2.80 , median 3 standard deviation 0.86 and the calculation of analysis students the score was 70 the classification is "Agree".

Based on the table above name student of "M. Daffa", it can be seen the mean score 2.87, median 3 standard deviation 0.83 and the calculation of analysis students the score was 71.67 the classification is "Agree".

Based on the table above name student of "Nabila Zaskia", it can be seen the mean score 2.87, median 3 standard deviation 0.52 and the calculation of analysis students the score was 61.67 the classification is "Agree".

Based on the table above name student of "Najmul Hidayah", it can be seen the mean score 3.07, median 3 standard deviation 1.03 and the calculation of analysis students the score was 76.67 the classification is "Agree".

Based on the table above name student of "Ratna Damayanti", it can be seen the mean score 2.87, median 3 standard deviation 0.35 and the calculation of analysis students the score was 71.67 the classification is "Agree".

Based on the table above name student of "Reza Aditya W", it can be seen the mean score 3.47, median 4 standard deviation 0.74 and the calculation of analysis students the score was 86.67 the classification is "Strongly Agree".

Based on the table above name student of "Ryan Jonathan P. Y", it can be seen the mean score 3.13, median 3 standard deviation 1.06 and the calculation of analysis students the score was 78.33 the classification is "Agree".

Based on the table above name student of "Tirta Najwaray", it can be seen the mean score 3.33, median 3 standard deviation 0.72 and the calculation of analysis students the score was 83.33 the classification is "Strongly Agree".

Based on the table above name student of "Tri Dharma P.S", it can be seen the mean score 3.40, median 4 standard deviation 0.74 and the calculation of analysis students the score was 85 the classification is "Strongly Agree".

Based on the table above name student of "Tya Ramadhani", it can be seen the mean score 3.27, median 4 standard deviation 1.10 and the calculation of analysis students the score was 81.67 the classification is "Strongly Agree".

Based on the table above name student of "Adel Laura Dina", it can be seen the mean score 3.07, median 3 standard deviation 0.80 and the

calculation of analysis students the score was 76.67 the classification is "Agree".

Based on the table above name student of "Veransa Yulita", it can be seen the mean score 3.33, median 4 standard deviation 1.05 and the calculation of analysis students the score was 83.33 the classification is "Strongly Agree".

Based on the table above name student of "Zainal Arifin", it can be seen the mean score 3.27, median 4 standard deviation 0.96 and the calculation of analysis students the score was 81.67 the classification is "Strongly Agree".
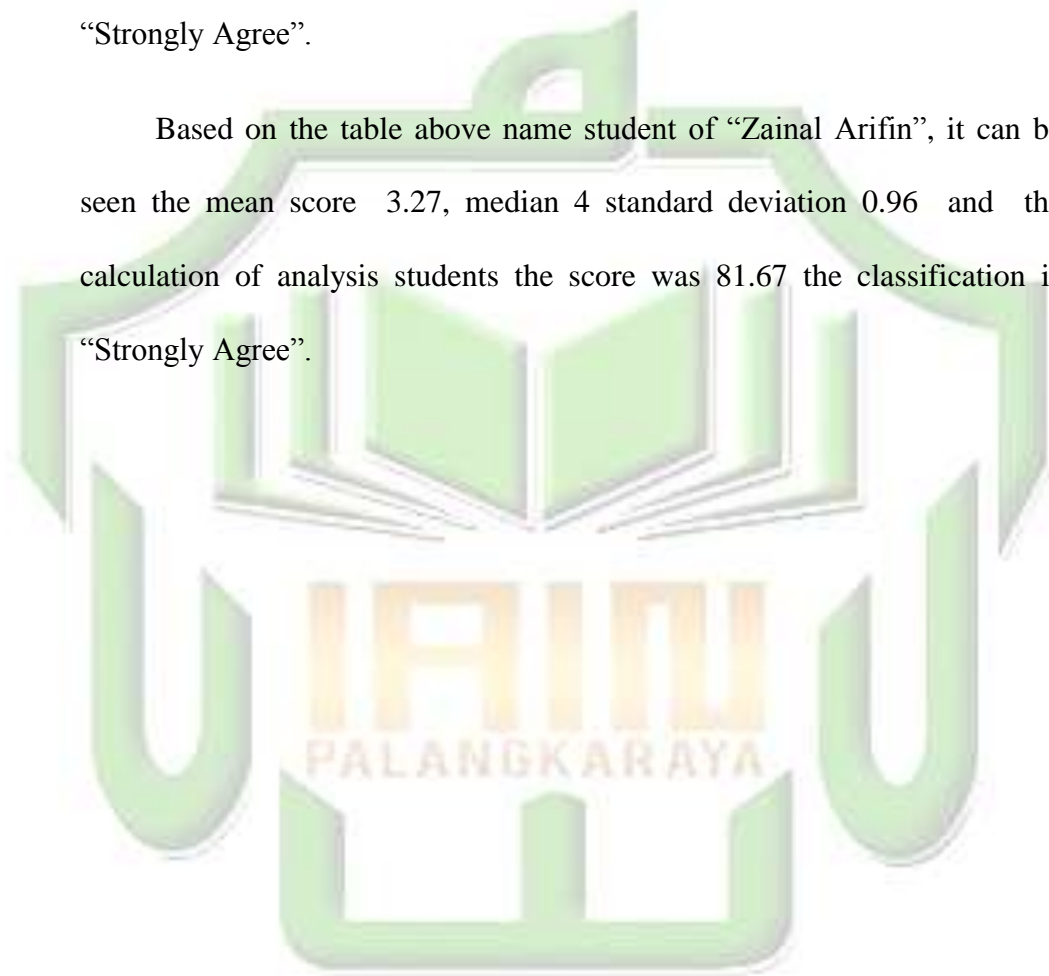
Table 4.12

Final Result Of Analysis Students' Motivation

Students	OCP Questionnaire
Aadel Laura Dina	77
Abdul Rahim	77
Ahamd Rizky	67
Ahmad Royan P	77
Alika Fitria M	75
Baihaki Rahman	82
Dhea Aprilia	72
Fato Aryo Ruliansyah	82
Hanifa Zahra	77
Izza Afzal M	75
Keyla Anggun P	70
Kintan Ramadhani	68
Laila Shalatihah	87
M Endru Heriawan	62
Maisarah	77
Maskanah	75
Meilisya Putri Lanery	72
Melia	77
Miftahur Rahmah	78
M. Marco Antonio	70
M. Daffa	72
Nabila Zaskia	72
Najmul Hidayah	77
Ratna Damayanti	72
Reza Aditya W	87
Ryan Jonathan P. Y	78
Tirta Najawaray	83
Tri Dharma P. S	85
Tya Ramadhani	82
Veransa Yulita	83
Zainal Arifin	82
Total	**2365**
Mean	**76**

Median	77
Std	5.99

From the table above, the total item questionnaire consist 15 questions with mean 76, median 77, standard deviation and the catagerized "Agree". It means the students motivation can improved to learn Vocabulary by using object crossword puzzle.

B. Research Findings

1. Testing Normality and Homogeneity

a. Testing of Data Normality

The normality test was used to know the data that was going to analyze whether both groups have normal distribution or not. The variables is normal if it:

a. A normal distribution of data normal if the value of significance > 0.05

b. An abnormal distribution of data normal if the value of significance < 50.

For the research the researcher used *one-sample kolmogrov-smirnov* test to obtained the data. based on descriptive analysis by using SPSS, the value of Normality can described below:

Table 4.13

Normality of Pre-test Score of Experiment and Control Group Using SPSS 20

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	.50394983
Most Extreme Differences	Absolute	.342
	Positive	.334
	Negative	-.342
Kolmogorov-Smirnov Z		2.714
Asymp. Sig. (2-tailed)		.000

a. Test distribution is Normal.

b. Calculated from data.

The criteria of normality test if the value of (probability value /critical value) is higher than or equal to the level significance alpha defined $(r > \alpha)$, it means that data distribution is normal. Based on the calculation using SPSS 20 Program, it could be concluded that data was normality distributed. It found that the value of the significance

was 0.000, it means the distribution of the data was normal because the value of significance greater than 0.00.

Table 4.14

Normality of Post-test Score of Experiment and Control Group Using SPSS 20

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	.45458961
Most Extreme Differences	Absolute	.181
	Positive	.181
	Negative	-.092
Kolmogorov-Smirnov Z		1.440
Asymp. Sig. (2-tailed)		.032

a. Test distribution is Normal.

b. Calculated from data.

The criteria of normality test if the value of (probability value /critical value) is higher than or equal to the level significance alpha defined $(r > \alpha)$, it means that data distribution is normal. Based on the calculation using SPSS 20 Program, it could be concluded that data was normality distributed. It found that the value of the significance was 0.32, it means the distribution of the data was normal because the value of significance greater than 0.05.

b. **Testing Of Data Homogeneity**

Based on the calculation of normality, the researcher got the result that all data in pre-test and post-test of both experiment calass and control class have been normality distributed.

The criterion for the hypothesis was: Ho would be accepted if

sign > α. The researcher used the level of significance 0.05, meaning

the distribution was homogeneity.

Table 4.15

Homegeneity Test of Score of Experiment and Control Group Using SPSS 20

Descriptives

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
pre-test control	32	55.91	15.710	2.777	50.24	61.57	28	93
post-test control	32	56.56	18.007	3.183	50.07	63.05	30	85
pre-test experiment	31	56.00	12.639	2.270	51.36	60.64	30	83
post-tets experiment	31	70.39	10.151	1.823	66.66	74.11	40	90
Total	126	59.66	15.576	1.388	56.91	62.40	28	93

Based on the table above, it can be concluded the homegeneity

test of mean pre-test control was 55.91, mean post-test control was

56.56, mean score of pre-test experiment was 56.00 and mean score of

post-test was 70.39. It can be concluded there are differents score after

using object crossword puzzle.

Table 4.16

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
5.663	3	122	.001

Based on the table above, it can be concluded the homegeneity test of mean was 0.000. Therefore the significance was lowest than 0.05 (0.000 < 0.05). It means that the data in post-test experiment and control group were not homogenous.

Table 4.17

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4740.377	3	1580.126	7.534	.000
Within Groups	25585.949	122	209.721		
Total	30326.325	125			

The variables have ANOVA based on these testing criteria:

1. If the value Sig (Significance) > 0.05, it means the average is same.

2. If the value Sig (Significance) < 0.05, it means the average is differents.

Based on the table above, it found that the value of significance was (0.000 < 0.05), so that there was differences in the score points between the experimental group and control group.

2. **Testing Hyphothesis**

a. **Testing Hypothesis using SPPS 20**

After the researcher knew that the data are normal and homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect.

The criteria used as follow:

1. If t-test (t_o) > t-table (t_t) in significant degree of 0.05, H_o (null hypothesis) is rejected.

2. If t-test (t_o) < t-table (t_t) in significant degree of 0.05, H_a (null hypothesis) is accepted.

Table 4.31

Standard Deviation and Standard Error of Experiment Class and Control Class Using SPSS 20

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score of Post-test	Experiment	31	70.39	10.151	1.823
	Control	32	56.56	18.007	3.183

Based on the table above it can be concluded that the total score of Experiment class of the mean (X_1) was 70.39, standard deviation was 10.151 and the result of the standard error of mean calculation was 1.823 and the total score of control class of the mean (X_2) was 56.56, standard deviation calculation of was 18.007 and the result of standard error of mean was 3.183. It means the students can improve to learn Vocabulary by using object crossword puzzle.

Table 4.32

The Calculation of T-test Using SPSS 20

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score of Post-test	Equal variances assumed	15.804	.000	3.737	61	.000	13.825	3.699	6.428	21.221
	Equal variances not assumed			3.769	49.203	.000	13.825	3.668	6.453	21.196

Based on the table above it can be concluded of t-test calculation using SPSS 20, the table is the main table from the analysis of independent sample t-test. It found that the value of sig (two-tailed) was $0.000 < 0.05$, so that there were differences in the score points between the experimental group and the control group.

In addition manual calculation, the researcher found $T_{observation}$ is 3.77 while t_{table} is 2.00. The degree of freedom (df) is $63 - 2 = 61$ in the table significance 5% it is obtained 2.00. The assumption of hypothesis alternative (h_a)was accepted and hypothesis null (h_o) rejected. It means there is significance score between towards

students' vocabulary using object crossword puzzle and without using object crossword puzzle.

3. **Interpretation of the Result**

In the description of the data which was taken from 31 students of experiment class and 32 students of control class. The result of the experiment class has the mean of pre-test was 56.00, before using object crossword puzzle, and control class the mean of pre-test score was 56.00, it means the mean score is bad. Besides, the mean post-test of experiment class was 70.39 after giving treatments using object crossword puzzle, and the mean score of control class was 56.56 after giving treatment using traditional method that used English teacher that is dictionary method, it means the experimental class got higher score on post-test after using object crossword puzzle than the control class without using object crossword puzzle. The researcher can concluded after treated by object crossword puzzle towards students' vocabulary mastery, the students' at the experiment class increased their score better than the students at the control class that did not treated by object crossword puzzle towards students vocabulary mastery.

Afterward, to know the students motivation using object crossword puzzle in learn English, the researcher gave a questionnaire for experiment class after post-test. The total item questionnaire consist 15 questions with the final result was 76 and the classification "Agree". In conclusion, object crossword puzzle could improve students' motivation learning vocabulary mastery.

Before testing the hypothesis, the researcher analyzed the normality and homogeneity of the data. The purpose of analyzed the normality was to see whether the data got in the research has been normally distributed or not. The purpose of analyzed the homogeneity was to see the data was homogeneous or heterogonous.

In analyzed the normality, the result of pre-test in experiment class and control class was normality distributed. The significance score of pre-test experiment class and control class was $(0.000 > 0.00)$ and post-test experiment class and control class was higher than 0.05 $(0.32 > 0.05$, it means the data were normality distributed. The next result of homogeneity, the researcher found that the value of significance was $(0.000 < 0.05)$, so that there was differences in the score points between the experimental group and control group.

The result calculation was testing the hypothesis. This was to answer the problem of this research that the whether there is significance between students' vocabulary mastery using object crossword puzzle. It found that the value of sig (two-tailed) was $0.000 < 0.05$, the researcher found $T_{observation}$ is 3.77 while t_{table} is 2.00. The degree of freedom (df) is $63 - 2 = 61$ in the table significance 5% it is obtained 2.00. The assumption of hypothesis alternative (h_a) was accepted and hypothesis null (h_o) rejected. It means there is significance score between towards students' vocabulary using object crossword puzzle and without using object crossword puzzle.

so that there were differences in the score points between the experimental group and the control group. Based on the descriptive value, it is evident that the experiment group using object crossword puzzle games towards students' motivation and students' vocabulary mastery the score higher than the control group using the dictioanary use method that is dictionary method.
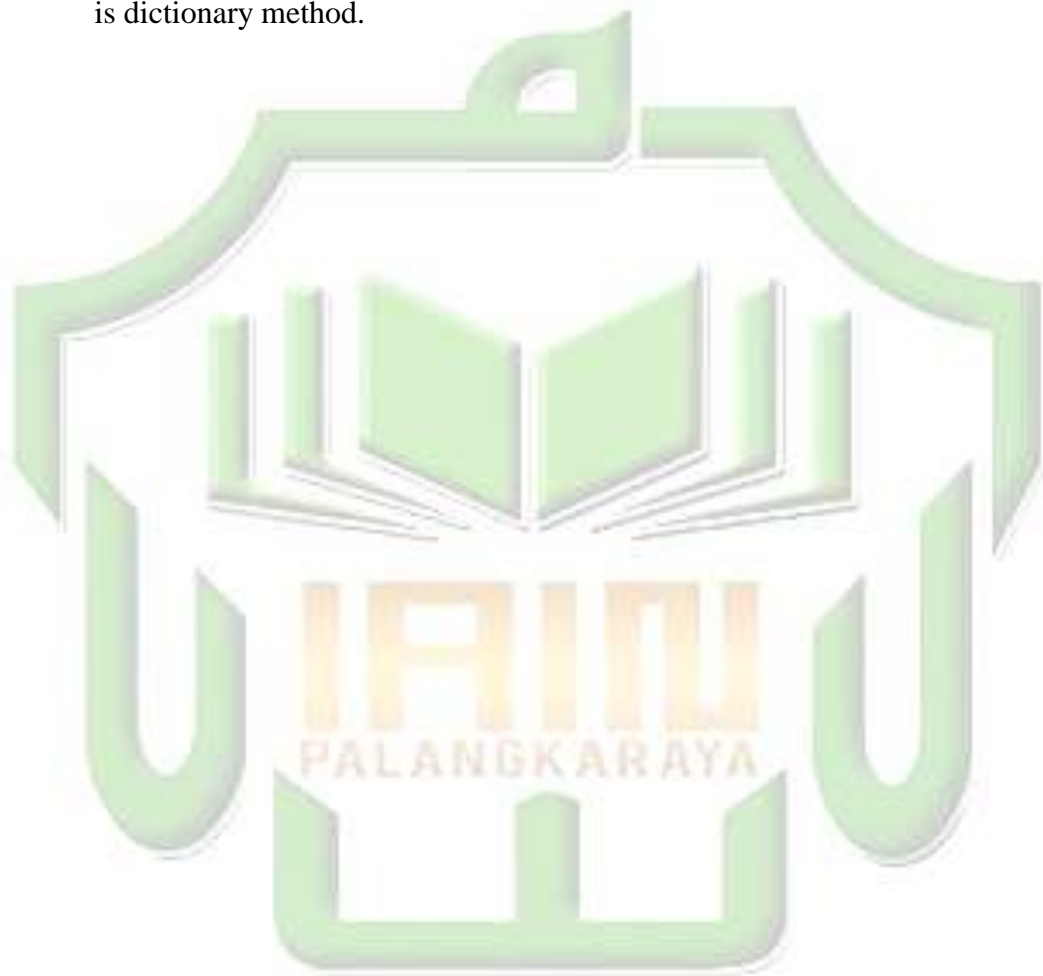
CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter described the conclusion and the suggestion. In this subject, the researcher would like to give some conclusion that may relate to the subject.

A. Conclusion

Based on the result of this study that was presented in the previous chapter, the conclusion was summarized as the following.

1. The Application of Using Object Crossword Puzzle

The analysis result of this research, showed that the result of T-test the hypothesis of this research in the significance degree (α) of 5% is t-test (t_o) > t-table (t_t) (3.77 > 2.00). therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted.

Besides, it showed that using object crossword puzzle gave effect on vocabulary mastery. The score of English vocabulary test from the experiment group taught using object crossword puzzle game was significantly improved. It is proved that the students' score of post-test are higher than the students' score of pre-test in the experiment group. It can be concluded that the answer of research question was proved that object crossword puzzle game was used successfully.

2. Object Crossword Puzzle Enhance the Students' Motivation

Based on questionnaire it could be concluded that there was improvement in their motivation in learning vocabulary as well as

achievement. In each each meeting every aspect had significally improved. The students' became more active, enjoy, and enthusiastic in leaning vocabulary by using object crossword puzzle. The students' enjoyed learning process, and the activities in the classroom. The level of curiosity about new words was also believed could improve students" motivation to learn vocabulary items. Object Crossword puzzle was not the only one of the interesting media in teaching vocabulary.

B. Suggestion

From the conclusion above, some suggestions are presented as follows:

1. For the students

Learning vocabulary is essential in learning a foreign language; they have to practice in learning vocabulary continually. Object crossword puzzle one of media can be used to build students' interest and students" motivation in learning vocabulary. The students' should always keep their vocabulary by memorizing and practicing in studying English.

2. For the English teachers

Object Crossword Puzzle are not only one of then alternative media in teaching vocabulary to improve students' motivation in learning vocabulary. So, the English teachers should give their students more interesting and creative media in teaching and learning vocabulary for the students to enjoy the learning process. The teacher

must pay attention to the students' level and problems in learning English. It is recommended to the teacher that teaching vocabulary by using object crossword puzzle game as media. The students' can be active in learning process, and help them to learn vocabulary easily. Besides, this media has been proven could improve students" motivation in learning vocabulary items.

3. **For the Researcher**

Researcher should develop the study using the media or strategies in vocabulary understanding to make the students interested, enjoyed, and understand the material. I is suggested to use this kind of study as one of the references to conduct further research dealing with vocabulary.
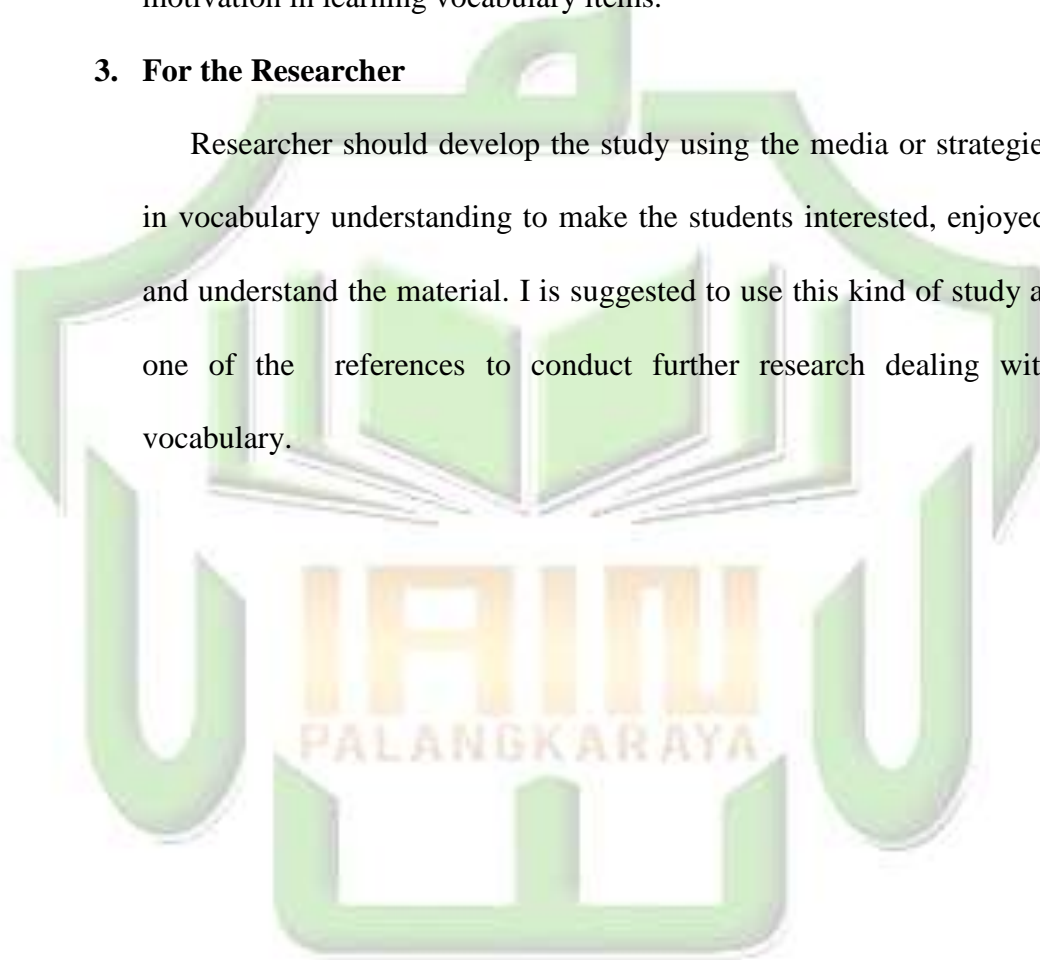
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