Abstract
The purpose of this research was to describe the procedures of using crossword puzzle to improve vocabulary mastery of the fifth grade students of SD N Golo. The design of this research was an action research. The research consisted of two cycles. The subject of the study was the fifth grade students of SD N Golo and the English teacher as the collaborator. The data collecting was done by observation, interview, and field notes. Hence, the data were in the form field notes and interview transcripts. The data analyzing used qualitative method in three steps: reducing the data, displaying the data, and drawing the conclusion. The result of the data showed that the use of crossword puzzle technique was able to improve the students’ vocabulary mastery. Based on the qualitative data, most of the students were active in learning activities and they could memorize the vocabulary. It could be seen from the students’ participation in responding the researcher’s instruction and the score of their task in the cycle 1 and cycle 2.

Keyword: action research, crossword puzzle, vocabulary mastery

Introduction
Language is basically means of communication. With language, people can express their feelings or idea orally and get some information from others. Language is also used to make connection in daily activity. Since years ago people use language which can be understood by others. People need a language that can be universally understood by society. One of foreign languages used in Indonesia is English.

In Indonesia, English is one of foreign languages which is taught in elementary school, junior high school, and senior high school. Besides, some students are unable to speak English, because they are lack of vocabulary. Especially in elementary school, some students get difficulty in memorizing the word which is not their native language. According to Brown (2001: 98), teaching beginners is considered by many to be the most challenging level of language instruction. Because students at this level still have little target language, so that the teacher becomes a determiner to achieve their goals. In this level, teacher should build their knowledge of English language at least from vocabulary list.

Vocabulary is basic part in English that have to be mastered by English students. With vocabulary students are able to speak English. In addition
vocabulary is also needed by students to improve English skills; listening, speaking, reading, and writing. Therefore, students who lack of vocabulary will have difficulty in understanding the text, speaking, and also writing their ideas.

From the observation in the practice of EFC, there were many students in elementary school who did not understand the lesson and they could not respond the teacher’s instruction. It was because they did not understand what was said by the teacher and they did not know the vocabulary. Another problem was that they did not pay attention when their teacher was explaining the material in the classroom; they felt bored so that the students just acquired some of vocabularies. It was found in SD N Golo.

Based on the fact, the teacher should have a new method or strategy to teach students especially to improve students’ vocabulary mastery. The teacher should try another method or strategy to avoid the monotonous situation in classroom and students can be interested in learning English, so that they will acquire vocabularies that have to be learnt. One of the media that can be used in teaching English is crossword puzzle. Crossword puzzle is a kind of game that can be used to improve students’ vocabulary mastery.

Crossword puzzle would help the students to improve their vocabulary. Crossword puzzle can help the students to have more efforts to guess the answer in order they can finish the game quickly and correctly so they would be the winner. Therefore, they have to recall the vocabulary that related to the question and to fill the puzzle. This research aimed at figuring out the teaching procedures of using crossword puzzle to improve the students’ vocabulary mastery.

**Theoretical Review**

**Teaching**

Teaching is the work of transferring knowledge for students. According to Brown (2001: 7), teaching is showing or helping someone to do something, giving instruction, guiding in the study of something, providing with knowledge. It means that teaching is helping someone by giving instruction, knowledge in order he or she will get something that they needed.

*The English Curriculum in Indonesia*

Curriculum is guidance for teacher in teaching process, if teacher used curriculum appropriate with the rule, the achievement of curriculum will be successful. According to Government Regulation No. 19/2005 on National Education Standards, the curriculum is a set of plans and objectives, content, and lesson materials and the method used to guide the implementation of learning activities to achieve specific educational goals.

In Indonesia, curriculum has become a part in teaching learning process. As we know that Indonesia has two models of curriculum, they are; KTSP (*Kurikulum Tingkat Satuan Pendidikan*) and curriculum 2013. But in some schools, they still use KTSP. As well as in elementary school which also still use KTSP.

*The PPP Approach*
The PPP is the common modern approach that used in the lesson format of teaching. According to Harmer (2001:64-65), the features of PPP can be characterized as follows:

1. Presentation: In this stage, the teacher introduces a situation which contextualizes the language to be taught then the teacher presented.
2. Practice: In this stage, the students practice the language using the accurate reproduction techniques.
3. Production: The last stage, the students use the new language, make sentences of their own.

So that the PPP is the teaching stages that consist of presentation, practice, and production. In presentation, the teacher presents the material, after that the practice phase, the researcher asked the students to do something, and the production phase, and the students have to get the product of something.

Teaching English for Young Learner

Teaching English for young learners is different with teaching English for adults. “Children are more enthusiastic and lively as learners. They want to please the teacher than their friend” (Cameron, 2001:1). It is because children will prefer to attract the attention of the teacher rather than their friends.

Vocabulary

According to Hornby (2001), vocabulary is a total number of words which make up a language with definition or translation. It shows that vocabulary is the important aspect for students who learn English, if they did not know the meaning of word; they will get difficulties in understanding the language.

Meanwhile, Schmitt and Mc Charty as cited in Setiawan (2010: 10) state that vocabulary is “Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge”. Receptive knowledge is words that the learners recognize and understand when they present in a context. While productive knowledge relates to words which the learners understand, and able to pronounce correctly and use constructively in speaking and writing.

Crossword Puzzle

Sabiqoh (2016) states that crossword puzzle is effective teaching tool of terminology, definition, spelling, and pairing key concepts with related names, resulting in greater retention and memorization of facts.

In line, Crossword puzzle as a puzzle with sets of squares to be filled in with words/ numbers, one letter/ number to each square Dhand (2008: 55). The goal is that the using of crossword puzzle in teaching vocabulary to be filled with letters both horizontally and vertically (across and down) in relation to numbered clues (the definitions). It means that to fill the crossword puzzle the students have to pay attention with the number for horizontally and vertically as clues.

There are some characteristics that can be found in teaching using crossword puzzle, according to Paul (2003), they are:

a. The crossword puzzle is a popular games using words that has been learnt by children.
b. The clues of crossword puzzle can be a picture, definition or sentence based on the student level.

c. Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid.

   Meanwhile, according to Burston, crossword puzzle normally is written in capital letters in grid, though lower case is equally possible (http://www.researchget.net/profile/jack Burston). Besides the clues of crossword puzzle should be familiar for students or has been learnt by them.

Research Methodology

In this study, the researcher used classroom action research. According Kemmis and McTaggart (1998), the procedures of this research were planning, acting, observing, and reflecting. The research was conducted at SD Negeri Golo and the research was on April until May 2018. The subject was the English teacher of the fifth grade students at SD Negeri Golo as the collaborator and the students of the fifth grade students at SD Negeri Golo.

In the process of data collection, some techniques were used, such as observation, interview, and field notes. Besides, the researcher used the theory of Miles and Huberman (1994) in data analyzing technique, as follows; reducing the data, displaying the data, and drawing the conclusion.

Findings and Discussions

The finding presents the use of crossword puzzle to improve vocabulary mastery in cycle I and cycle 2. The discussion presents the answer of the problem formulation of this research. In the first cycle and second cycle, the topic of the lesson plan in the cycle 1 was about professions. In the cycle 2 the topic was about part of body. There were three stages of teaching, they were:

   Presentation

   This stage was started by introducing the topic and the teaching media that were used in learning activity. The students were asked with some questions. Then, the students were drilled with the vocabularies related the topic “professions”, it was showed pictures to help the students in introducing the vocabularies. But in the second cycle there were some planning was revised, the crossword puzzle was drawn in the carton and staked in the whiteboard and the task was done in pairs and individually.

   Practice

   In this stage, it was introduced and explained the procedures using crossword puzzle as a teaching media. Crossword puzzle is a game which helps the students to improve their vocabulary mastery. In playing crossword puzzle, the students were divided into five groups. Each group would consist of four until five students.
First, the students were divided into five groups, the group was divided according to the seating row. Then the students had to fill the crossword puzzle which was given based on the clues and they were allowed to open dictionary. After they finished, the researcher asked them to check their work together.

From the data above, it could be seen after all groups finished their game, it was checked together. The student was asked the question number one, the student could answer correctly, he said “**Miss saya Miss, doctor Miss**”. The other student also answered the spelling that should be written and also answer the number of the crossword puzzle to write the answer. From some answers, it showed that almost of students understood the game and they could play well.

R : Nilainya bagus semua. Hampir semua siswa nilainya 90-95 tetapi juga ada yang 100. Dan ini ada reward untuk kelompok dengan nilai yang bagus serta kelompok yang paling kompak kerjasamanya yaitu kelompok 5.
S : Yeeeeee...
S : Miss ini apa Miss?
R : Dibukannya nanti ya setelah pelajaran selesai.
From the data above, the researcher gave a reward to a group who could fill all the crossword puzzle correctly and they could work together with their group. Besides the data above, it was announced the score of each student who was 90, 95, and 100. So, almost of the students could fill the crossword puzzle correctly and they could memorize the vocabulary which had been learnt.

In the second cycle there were some teaching procedures in doing the crossword puzzle, in the this cycle the crossword puzzle was different with the first cycle. Because in this cycle, all of groups had to play the crossword puzzle which had been drawn in the carton. The students would be divided into five groups.

Then the researcher explained that this game had to be worked in a group and the group was such last week. The students were still confused how to play this game.

From the data above, it could be seen that the students were still confused how to fill the crossword puzzle, the students asked “Cara mengerjakannya gimana Miss?”, it was answered by giving an example how to fill the crossword puzzle. After the students had been divided into group, they had to guess the clues, in this stage the clues were pictures so the students had to fill the
crossword puzzle based on the clues but they had to translate the clue into English.

Meanwhile, in the cycle 2 the students were looked more active in doing the crossword puzzle. It could be seen from their participation to fill the crossword puzzle in the carton.

R : Oh ya ayo sini yang sudah boleh langsung kedepan ya.
S : Miss ini nomor 1 menurun finjer bukan miss?
R : Iya betul tapi tulisanya finger ya.
S : Begini Miss F I N G E R.
S : Miss saya Miss.
R : Yes, please.
S : Miss rambut hair kan?
R : Good. Rambut hair.
S : Miss saya lagi ya Miss.

From the data above, it could be seen that the use of crossword puzzle in cycle 2 made the students were to be more active, they had initiative to fill the crossword which was stacked in the whiteboard, and they tried to memorize the words and spell them in English.

Production

In the cycle 1, The students were asked to repeat the vocabularies that had been learnt in the activities. The aim of this stage was to remind the students about the vocabularies which had been learnt. To check the students understanding, the researcher called the students randomly and asked he/she to mention the vocabularies related to the topic and asked them to write down in the whiteboard.

Besides, In the first meeting of cycle 2, the students were asked related with the topic “part of body”. Then in the second meeting, the students were given a task related to the topic “part of body”.

Then the first task, the students were asked about the material today because the topic continued with the previous meeting. The researcher asked the students related with the topic.

R : Yes, Very good. Now, Miss Novi will ask you abou the topic.
S : Miss artinya apa to? Miss mbok nggak usah pakai bahasa inggris ngomongnya.
R : Baiklah. Sekarang Miss Novi akan bertanya kepada kalian tentang materi kita hari ini.
From the data above, it wanted to know the students’ understanding. The students had to give an example about plural and singular nouns.

In the second task, the students were asked to do individually. The procedures of doing the task; the students had to complete sentences.

R: Now, miss Novi will give you a task.
S: Halah task meneh miss.
R: Kan tadi udah main game. Tapi latihannya ini dikerjakan individu ya.
S: Iya miss, tapi habis itu pulang ya Miss.
R: Nah, kalian harus melengkapi kalimat rumpang berdasarkan materi yang telah kita pelajari yaitu plural and singular noun.

From the data above, it showed the explanation how to do the task and they had to do individually.

From the first and second cycle above, it could be seen the procedures of using crossword puzzle as the media of teaching, such as; the students were divided into groups, each group consisted of four until five students, and the students were allowed to open the dictionary. But in the second cycle there were some planning were revised from the first cycle, the students were did the crossword puzzle in group and did the task in pairs and individually.

Conclusion

In the improving the students’ vocabulary mastery the researcher used crossword puzzle as the media of teaching. There were three stages in teaching and learning process which are presentation, practice, and production. The findings of the first cycle was the students could play the crossword puzzle based on the procedures. The activity in the first cycle showed that crossword puzzle made the students was to be active. It could be seen in the practice stage when they were asked to fill the crossword puzzle. In the second cycle, there were some planning was revised such as the crossword puzzle was drawn in the carton. In the second cycle, it was found that the use of crossword puzzle could improve the vocabulary mastery. It could be seen from the students’ participacion and their score in doing the task.

From the first and second cycle above, it showed the procedures of using crossword puzzle as the media of teaching, as follows; the students were divided into groups, each group consisted of four until five students, and the students were allowed to open the dictionary. But in the second cycle there were some planning were revised from the first cycle, the students were did the crossword puzzle in group and did the task in pairs and individually. So that, in the second cycle the students were more active in teaching activity. It could be seen from their participation in playing crossword puzzle, they were looked enthusiastic.
References