

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the finding of the result and discussion. In this chapter, the data that have been collected were analyzed and interpreted. The data analysis were from each activity in improving students' vocabulary, including pre-cycle, cycle one and cycle two. This chapter also presented the result of analysis data of test, observation sheets and questionnaire.

This research was conducted in two cycles. There were five meetings in conducting these cycles including one meeting for pre-cycle. Each cycle consisted of two meetings. The first meeting was pre-cycle held on July 28 2018. The second and third meeting were cycle one. They were held on August 4 and 7. The fourth and the fifth meeting were cycle two. They were held on August 11 and 21.

4.1. Finding

4.1.1. Students' Problem in Learning Vocabulary

In conducting this research, the researcher implements pre-cycle first. Pre-cycle was conducted on July 28. By conducting this pre-cycle, the researcher wanted to know the students capability in vocabulary mastery and the students' problem in vocabulary. In this pre-cycle, the researcher gave test and questionnaire.

In July 28, the researcher taught seventh grade A students of MTs Al Muttaqin. The researcher taught partings material. After taught

partings material, the researcher gave a test to the students. The test for pre-cycle could be seen in appendix 10. The purpose of giving test was in order to know the students capability in vocabulary mastery. The result of the test shown that the students of seventh grade A get score 52,7 average. It could be seen below.

Table 4.1. The Result of Pre-cycle Test

NO	NAMA SISWA	Score
1	Adista Aliffian Aqila	40
2	Agus Sasongko	45
3	Alfi Tita Lailatul Ramadhania	60
4	Amelia Fiona Anggi	60
5	Andika Risqussani	35
6	Auliyani Firmansyah	50
7	Ayu Fauziyatun Naja	60
8	Fadia Miqdad	75
9	Fanny Rahmawati	70
10	Filani'Masari	45
11	Maharani Fitri Novianti	50
12	Mohammad Wahyu Sabilillah	60
13	Muhammad Angga Dwi Saputra	50
14	Muhammad Davi Taufiqi Rochman	60
15	Muhammad Eka Setiawan	60
16	Muhammad Ilyas Khoirudin	55
17	Muhammad Utsman Arif	50
18	Nakula Dwi Saputra	50
19	Nice Murdhotillah	60
20	Oktavian Bakti Saputra	55
21	Reza Ardiansyah	45
22	Rifatul Aini	60
23	Riska Zakia Zahro	60
24	Riyan Saputra	50
25	Rofiq	60
26	Rusli Desmanto	50

27	Sakti Efendi	50
28	Sekar Arum Magfiroh	55
29	Siti Nabila Febriani	55
30	Zifa Yunita Roza	60
31	Zuriansyah Fajar Ramadhan	40
	Average	52,7

From the table, it could be seen that the students of seventh grade A got average score 52,7. Minimum criteria of mastery learning (*kkm*) in MTs Al Muttaqin was 70. So, score 52,7 was included into bad score. From the result of the test, it could be concluded that there was a problem for students in vocabulary.

After the students did the test, the researcher gave questionnaire to the students. The questionnaire for pre-cycle could be seen in appendix 1. The researcher gave questionnaire in order to find out the seventh grade A students' problem in improving vocabulary. The result of questionnaire shown that seventh grade students of MTs Al Muttaqin had problems in improving vocabulary. It could be seen from the questionnaire that were explained below.

The answer for each question was analyzed in the form of percentage. There were eight statements in the questionnaire, but only four statements that deal with problems in improving vocabulary, they were statement 5, 6, 7 and 8.

The data for fifth statement shown that 12,5% strongly agree, 62,5% agree, 18,8% disagree, and 6,3% strongly disagree.

No	Statement	SA	A	D	SD
5	I get difficult in improving my vocabulary	12,5%	62,5%	18,8%	6,3%

It can be concluded that 75% students got difficult in improving their vocabulary. Meanwhile the data for sixth statement shown that 15,6% strongly agree, 53,1% agree, 28,1% disagree, and 3,1% strongly disagree. It could be seen below:

No	Statement	SA	A	D	SD
6	I get difficult in memorizing vocabulary	15,6%	53,1%	28,1%	3,1%

It could be concluded that 68,1% students got difficult in memorizing vocabulary. The other statement, the seventh statement shown that 15,6% strongly agree, 59,4% agree, 21,9% disagree, and 3,1% strongly disagree.

No	Statement	SA	A	D	SD
7	I often forget with English vocabulary	15,6%	59,4%	21,9%	3,1%

It can be concluded that 75% students often forget with their own vocabulary. Meanwhile the eighth statement shown that no one answer

strongly agree, 21,9% agree, 56,3% disagree, and 21,9% strongly disagree.

No	Statement	SA	A	D	SD
8	I am lazy in improving my vocabulary	0%	62,5%	18,8%	6,3%

It can be concluded that 78,1% students are not lazy in improving their vocabulary. So this statement was not problem for the students. Most of them were not lazy in improving their vocabulary.

Based on the result of test and questionnaire, it could be concluded that seventh grade A students had a problem in improving vocabulary. First problem in improving vocabulary was got difficult in memorizing vocabulary. The students felt difficult in memorizing English vocabulary. The next problem was forgot with the English vocabulary. The students often forgot with their English vocabulary that they got. From the result of the questionnaire, it could be concluded that there were two problems for seventh grade A students in improving vocabulary.

The researcher made a conclusion that students needed a new way in learning English vocabulary, so their problem in improving vocabulary could be solved. The researcher used crossword puzzle in order to solve the problem.

4.1.2. The Implementation of Crossword Puzzle

In implementing crossword puzzle, the researcher analyzed all activities that were conducted in this research about the implementation of crossword puzzle. It consisted of the result from cycle one and the result from cycle 2. The data were as follow:

1. Cycle 1

Cycle one was conducted in two meetings, they were on August 4 and 7. Cycle one consisted of four steps:

a. Planning

In this planning activity, the researcher made a plan and some preparations first. The planning was for the action that the researcher did in acting step for this cycle one.

First, the researcher prepared the material. It was apologizing material. Material selection was based on K13 English material mapping. Then, the researcher prepared lesson plan based on that material.

After making the lesson plan, the researcher made crossword puzzle. The crossword puzzle was appropriate with apologizing material. Then the researcher prepared the way in implementing crossword puzzle. In order to find out the result of using crossword puzzle, the researcher made a test. The test was given after the implementation of crossword puzzle.

Next, the researcher made observation sheet. There were two observation sheets. The first observation sheet was for students and the second observation sheet was for the researcher. The function of observation sheet for students was in order to know the classroom atmosphere, students' role and students' behavior toward learning process. Meanwhile the use of observation sheet for researcher was in order to find out the way of the implementation of crossword puzzle.

b. Acting

The researcher conducted the acting process, first meeting of the cycle one on August 4, 2018. The researcher taught the apologizing material based on lesson plan that has been made by the researcher before. After taught the material of apologizing, the researcher was about to implement the crossword puzzle, but because the time was up the researcher implemented crossword puzzle in the next meeting.

The second meeting of cycle one was held on August 7, 2018. Before the researcher started to implement the crossword puzzle, the researcher checked their understanding about the last material from previous meeting about parting. Then the researcher implemented crossword puzzle. The researcher explained first what crossword puzzle was. The students were confused at the first time heard about crossword puzzle. After some explanations

about it, the students started to understand that crossword puzzle was *teka-teki silang*. Then the researcher gave an example how to do crossword puzzle. They immediately understood because they already knew what crossword puzzle was. Next, the researcher gave crossword puzzle that appropriate with the previous material and asked them to do it individually.

After finishing the crossword puzzle, the researcher asked students to submit it. Then the researcher gave test to students. The use of test was in order to know the impact of doing crossword puzzle. The students did the test individually. They did the test quietly.

c. Observing

Based on the result of observation for the implementation of crossword puzzle, the classroom atmosphere was in good condition, classroom condition was quiet, and the students followed the learning process well. But, the students were less active because all of them focused on their own crossword puzzle. Not every student had a dictionary. So, most of them felt confused in doing the crossword puzzle.

In this cycle one, the average result of the test was 61,1. There was an improvement score from previous pre-cycle. The result could be seen as follow:

Table 4.2. The Result of Cycle One Test

NO	NAMA SISWA	Score
1	Adista Aliffian Aqila	55
2	Agus Sasongko	60
3	Alfi Tita Lailatul Ramadhania	85
4	Amelia Fiona Anggi	80
5	Andika Risqussani	60
6	Auliyani Firmansyah	50
7	Ayu Fauziyatun Naja	70
8	Fadia Miqdad	90
9	Fanny Rahmawati	70
10	Filani'Masari	45
11	Maharani Fitri Novianti	50
12	Mohammad Wahyu Sabilillah	65
13	Muhammad Angga Dwi Saputra	50
14	Muhammad Davi Taufiqi Rochman	65
15	Muhammad Eka Setiawan	65
16	Muhammad Ilyas Khoirudin	60
17	Muhammad Utsman Arif	55
18	Nakula Dwi Saputra	50
19	Nice Murdhotillah	60
20	Oktavian Bakti Saputra	55
21	Reza Ardiansyah	55
22	Rifatul Aini	70
23	Riska Zakia Zahro	60
24	Riyan Saputra	55
25	Rofiq	75
26	Rusli Desmanto	50
27	Sakti Efendi	55
28	Sekar Arum Magfiroh	65
29	Siti Nabila Febriani	60
30	Zifa Yunita Roza	60
31	Zuriansyah Fajar Ramadhan	50
	Average	61,1

d. Reflecting

After analyzed the result of cycle one it could be seen that the average score for seventh grade A students were 61,1. It meant they still had poor score. Although, there was an improvement from 52,7 to 61,1, it did not require minimum score at MTs Al Muttaqin, 70. Moreover, the students still got confused in doing crossword puzzle. Not all of them had a dictionary. The researcher tried to solve the problem from the cycle one in the next cycle.

2. Cycle 2

Cycle two was conducted on August 11 and 21. Cycle two was the same as cycle one. There were four steps in conducting this cycle, but the treatment was different from cycle one. Those four steps:

a. Re-planning

In this steps, the researcher made a plan again in order to do the acting steps. There were differences from this cycle two and cycle one. The main differences was on the implementation of crossword puzzle.

Same as cycle one, the researcher prepared a new material first. It was introducing ourself material. Then the researcher made a lesson plan based on that new material. The researcher prepared new crossword puzzle that related to the new material and prepared the new way in implementing crossword puzzle. The new way that

the researcher used was main differences in this cycle two. Then the researcher prepared a new test that related to the new material.

The researcher made observation sheet. There were two observation sheets. The first one was observation sheet for students and the second one was observation sheet for the researcher.

b. Acting

The researcher conducted the first meeting of second cycle on August 11. The researcher taught a new material about “introducing ourself”. Just like the first cycle, the researcher taught based on lesson plan. Because the time was up, the implementation of crossword puzzle was implemented in the next meeting.

On August 21, the second meeting of cycle two was held. This time was time of the implementation of crossword puzzle. The treatment of doing crossword puzzle on the cycle two was different from the cycle one. First, the researcher asked the students about crossword puzzle, and the students still remember about crossword puzzle. The researcher gave the new crossword puzzle. The new crossword puzzle was crossword puzzle that related with the new material from previous meeting. It was introducing ourself material. After that, the researcher asked the students to make a group. Each group consisted of three or four students. Then the researcher asked students to do the new crossword puzzle. The students could work together in order to finish the crossword puzzle. This way made all

of students be more active in the classroom. They could share their thought about the answer of crossword puzzle. Because the students worked in a group, it made the situation less conducive. But the researcher could handle it by walking around the group often. After the students finished the crossword puzzle the researcher asked them to submit it.

Then the researcher gave a test to the students. The students had to do a test individually. After they finished it, they submitted it to the researcher. Just like the cycle one, the use of test in cycle two was in order to find out impact after the implementation of crossword puzzle.

c. Observing

Based on the result of observation of the crossword puzzle implementation for cycle two, the situation in the classroom was still good. The students were more active in the classroom because they did the crossword puzzle in a group. So, they could share each other knowledge about the answer of crossword puzzle. There were many students that asked the researcher about the crossword puzzle. Working in a group made them more confident in asking to the researcher. But because they worked in a group, it made the condition in class less conducive. Fortunately, the researcher could handle it directly by walking around the group of students often.

The result of the test, students' average score was 73,4. There was an improvement score from the previous cycle. The result could be seen below:

Table 4.3. The Result of Cycle Two Test

NO	NAMA SISWA	Score
1	Adista Aliffian Aqila	70
2	Agus Sasongko	80
3	Alfi Tita Lailatul Ramadhania	85
4	Amelia Fiona Anggi	85
5	Andika Risqussani	80
6	Auliyani Firmansyah	60
7	Ayu Fauziyatun Naja	85
8	Fadia Miqdad	90
9	Fanny Rahmawati	80
10	Filani Masari	75
11	Maharani Fitri Novianti	70
12	Mohammad Wahyu Sabilillah	75
13	Muhammad Angga Dwi Saputra	75
14	Muhammad Davi Taufiqi Rochman	80
15	Muhammad Eka Setiawan	70
16	Muhammad Ilyas Khoirudin	60
17	Muhammad Utsman Arif	70
18	Nakula Dwi Saputra	60
19	Nice Murdhotillah	70
20	Oktavian Bakti Saputra	60
21	Reza Ardiansyah	60
22	Rifatul Aini	80
23	Riska Zakia Zahro	70
24	Riyan Saputra	70
25	Rofiq	80
26	Rusli Desmanto	70
27	Sakti Efendi	60
28	Sekar Arum Magfiroh	80
29	Siti Nabila Febriani	75
30	Zifa Yunita Roza	80

31	Zuriansyah Fajar Ramadhan	70
	Average	73,4

d. Reflecting

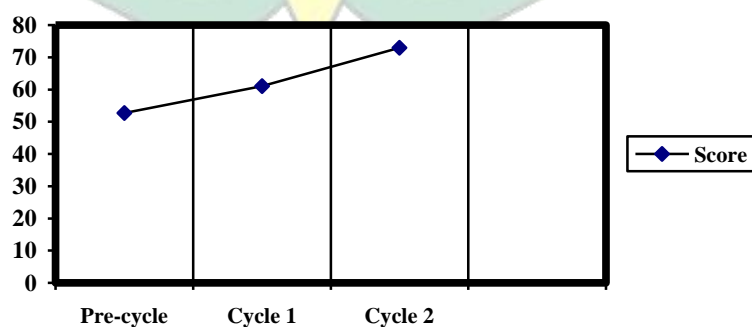
From the result of observation from the cycle two, there was an improvement by implementing the crossword puzzle. The average score for the test of cycle 2 was 73,4 meanwhile in the previous cycle the score was 61,1. It meant that it reached and exceeded the target score 70. The implementation of crossword puzzle correctly also made the students in classroom more active.

4.1.3. The Capability of Crossword Puzzle Toward Students Achievement

There was an improvement in learning vocabulary by using crossword puzzle. There was an improvement average score from pre-cycle until cycle 2. It could be seen below:

Table 4.4. Score from All Cycles

	Pre-cycle	Cycle 1	Cycle 2
Score	52,7	61,1	73,4



By implementing crossword puzzle correctly just like the cycle two also made the students in class more active. The students could share their knowledge each other about vocabulary in order to answer and finish the crossword puzzle. They also felt more confident when they wanted to ask the researcher about the crossword puzzle.

In the other meeting, the researcher gave a questionnaire that had been made by the researcher before for the students. The use of this questionnaire was in order to know students reaction toward the implementation of crossword puzzle. The answer for each question was analyzed in the form of percentage. There were five statements in the questionnaire. The result for each statement could be seen as follow:

Table 4.5. The Result of the Post-questionnaire

No	Statements	SA	A	D	SD
1	I like to learn English vocabulary by using crossword puzzle	31,3%	56,3%	12,5%	0,0%
2	I get so many new vocabulary by using crossword puzzle	34,4%	62,5%	3,1%	0,0%
3	I feel easier memorizing English vocabulary using crossword puzzle	43,8%	28,1%	18,8%	9,4%
4	By using crossword puzzle makes me not easy to forget new vocabulary that I got	21,9%	75,0%	3,1%	0,0%
5	By using crossword puzzle makes learning vocabulary not boring	53,1%	43,8%	0%	3,1%

From the result of questionnaire above, it could be seen that from each statement:

First statement shown that 87,5% students liked to learn English vocabulary by using crossword puzzle. It meant the students of seventh grade A like using crossword puzzle in order improve their English vocabulary.

Second statement shown that 96,5% students got so many new vocabulary by using crossword puzzle. It meant using crossword puzzle in learning vocabulary, students of seventh grade A got a lot of new vocabulary when they study used crossword puzzle.

Third statement shown that 71,9% students feel easier in memorizing English vocabulary by using crossword puzzle. They did not get difficult to learn and memorize new English vocabulary when using crossword puzzle.

Fourth statement shown that 96,9% students felt that using crossword puzzle make them not easy to forget new vocabulary that they got. It meant besides students felt easier in memorizing new vocabulary they also did not forget the new vocabulary that they got easily.

Fifth statement shown that 96,9% students felt that using crossword puzzle made learning vocabulary not boring. It meant by using crossword puzzle, students could learnt vocabulary in not boring way.

Based on the result of questionnaire, it could be said that crossword puzzle has positive impact toward the students. The students thought that crossword puzzle was a good way in improving vocabulary.

4.2. Discussion

According to finding that had been conducted, there were three things that the researcher could conclude for this research. They were students' problem in improving vocabulary, the way in solving the vocabulary problem and the improvement after solving the problem.

Students of seventh grade A had a problem in improving their vocabulary. There were two problems. The first problem was students felt difficult in memorizing English vocabulary. The second problem was students often forgot with their English vocabulary that they got. All of those problems made students of seventh grade A of MTs Al Muttaqin got difficult in improving their vocabulary.

The researcher solved students of seventh grade A problem in improving vocabulary. The researcher implemented crossword puzzle in order to solve the problem. After the researcher taught appropriate material the researcher implemented the crossword puzzle. Before the crossword puzzle was given to the students, the researcher asked them to make a group. Each group consisted of three until four students. After that the researcher gave the crossword puzzle to the students and asked them to do the crossword puzzle.

The students could share their knowledge about vocabulary in order to finish the crossword puzzle together in every group.

There were some improvement after solving the problem by implementing the crossword puzzle. The first improvement was from the score aspect. The pre-cycle test score was 52,7 improved to 73,4 in the end of cycle. The second was improvement in students' role in learning process. The students be more active in the classroom. They also felt more confident when they wanted to ask the researcher about the material. The third improvement was about the students' perception in improving vocabulary. They liked to learn English vocabulary by using crossword puzzle. They did not feel bored learning vocabulary using crossword puzzle. They got so many new vocabulary and felt easier in memorizing the vocabulary. The use of crossword puzzle also made them not easy to forget the vocabulary that they got.

All of explanations above were the result of discussion from finding that was conducted by the researcher from the students of seventh grade A of MTs Al Muttaqin in the academic year of 2018/2019.