CHAPTER I

INTRODUCTION

A. Background of Study

English is the international language in the world. Most of countries in the world use English. English is foreign language in Indonesia, but it is very important for us. English is very important for Indonesian because they must be able to speak English. In many places in Indonesia, there are some characteristics to get the job. One of them is people must be able to speak English well. So, Indonesian must learn English from early.

Based on the quotation above, language learning is a processthat must belearned early as possible. Anearlyagewill be fasteron the students tomaster thelanguage, or it can be easily to understandthelanguage learningprocess, especially in foreignlanguage.The early ageor the goldenageof the studentsshould beutilizedbyas much as possiblebecause atthis age of the students' brainwill be easiertounderstandand grasp thelanguagelearning materials.Agewill graduallybecomeolder andthe grasporpower of thoughtsomeonewould be also decreased. Therefore,learninga language that is given toa child early on whenthe graspandpower think theyare stillveryhigh inmanybenefitand it will be easiertounderstand, control, and consider to the material givenin the learning

process. The Holy Qur'an in the verse of Al-Baqarah, article of 31 says that the meaning:

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِي بِأَسۡمَاءِ هَـٰٓؤُلَاءِ إِن كُنتُمۡ صَـٰدِقِينَ ٣١

It can be concluded that in communicating and interacting with people other, everybody must be using the language. In acquiring the language, it is started from to learn something simple, like add to vocabulary reportoire until become master language.

Beside, in the verse of An-Nahl, article of 78 mentions that:

وَٱللَّهُ أَخۡرَجَكُم مِّنۢ بُطُونِ أُمَّهَـٰتِكُمۡ لَا تَعۡلَمُونَ شَيۡـًٔا وَجَعَلَ لَكُمُ ٱلسَّمۡعَ وَٱلۡأَبۡصَـٰرَ وَٱلۡأَفۡـِٔدَةَ لَعَلَّكُمۡ تَشۡكُرُونَ ٧٨

From the verse above, it can be concluded that learning knowledge, especially the language or the foreign language is learned to start in womb.Moreover, learning vocabulary, it must be learned from childhood or early age because it will be faster in the language mastery. Besides that, in learning the language can use a variety of strategy and media that interested and exactly to help in accelerating of the language mastery, especially for the young learners.

Strategy and media that can be used, one of kind is crossword puzzles with pictures because in this strategy and   media is so interested for young learners in learning of vocabulary.Karim and Hasbullah (1986, p.36) say that one

of the interesting strategy in teaching-learning language is Crossword Puzzle. This showed that Crossword Puzzle can be used to support the students' interest and make the students feel relax and to be more fun. The construction strategy consisted of arranging the words so that they crossed the appropriate points.Beside, Harmer (n.d., p. 178), pictures can be helped with explanation and language work that to be more understanding. In this case, strategy and media that by students is not boring by them.

Nowadays, English is very popular in our environment. It has been learned from elementary school, primary school, or maybe play group. In language learning there are four skills, listening, writing, reading, and speaking. They are very important in language learning and the students must know and understand the skills. The students willmaster the four skills if they have knowledge and skill in vocabulary. In the elementary school, they learn about vocabulary. In this case, the student will get more vocabularies. For example, vocabulary about animals, colours, fruits, days, months, numbers, transportations, alphabets, parts of human body, and the others.According to Hornby (1995, p.10), is something attainedor done successfully with exertion or skill. Then, it can be concluded that the students' vocabulary achievement is the students' ability in attaining or mastering the collection of words introduced and understood with successful exertions.

Learning vocabulary is very important. It is very important because without vocabulary, students can not speak, write, and can not understand the meaning of a sentences or can not understand what the people says. Vocabulary

must be learned from elementary school. In this age, the students can accept the materials of vocabulary well.In fact , students have just learning two skills, there are reading and writing is monotone,because that case researcher will introduce media that is crossword puzzles with pictures to know and to improve the students' ability in vocabulary, especially young learners.

From the quotation above, it should be able to make the children get the spirit inlearningforeign language of vocabulary, so theywant tostudy hard. It can be found pictures from books or the internet or to make itself to the simple picture. There are many kinds of pictures which can help the students to learn vocabulary in the learning process. It is very interesting because students will get benefit from strategy and media.

Finally, in this research the researcher will be committed at Fourth Grade State Elementary School in Batulicin.In this research purposes to identify developing of **The Students' Ability Of Vocabulary in Crossword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015** because the writer want to review the lesson previous to know the students' ability of vocabulary through media that it can be pleasedand fun by young learners andit is hoped that the students will be easy in learning vocabulary andit can also add new vocabulary in English as a foreign language learning.

B. Statement of Problem

      This research purposes to identify how The Students' Achievement in Crossword Puzzles with Pictures of Vocabulary at Fourth Grade of State Elementary School Kampung Baru 3 Academic year 2014/2015 in Batulicin.
The research questions are decided as follow:

1. How is the students' ability of vocabulary incrosswordpuzzles with picturesof colorsat fourth grade of state elementary school Kampung Baru 3?

C. Objective of Study

This research purposes,there are:

1. To know and to get information The Students' Ability of Vocabulary in Crossword Puzzles with Pictures ofColors at Fourth Grade of State Elementary School Kampung Baru 3 Academic year 2014/2015 in Batulicin.

D. Limitation of Problem

      The statement above islimited The Students' Ability of Vocabulary in Crossword Puzzles with Pictures of Colors.

E. Significance of Study

The result of this research is expected to have advantages ,such as:

1. It will give easy of students' achievement in their vocabulary.

2. It will be easy to addnew vocabularyof the students in english as a foreign language learning.

3. It will give motivation of students to study harder in EFL.

4. Learning english is more fun and enjoy.

In this statement above can be concluded that to learn foreign language, especially vocabulary english language will be more fun, easier and to be interested if ithas appropriate strategy and media which is needed by the students who are still in elementary school.

F. Definition of Key Terms

1. Ability is skill to do the test vocabulary in crossword puzzles with pictures of colors at fourth grade in elementary school.

2. Crossword puzzle aimsa word puzzle that normally takes the form of a square grid of white and black shaded squares.

3. Picture is a thing that can make us understand about something.

4. State Elementary School Kampung Baru 3 is name school at Plajau, Batulicin, Tanah Bumbu.

5. Vocabulary is the set of words within language.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Crossword Puzzles in Learning

Crossword is puzzle in which words have to be written (from numbered clues) vertically and horizontally (up and down) in scales on pattern squared or sided (Hornby,1963, p.233). Puzzle is a problemdesign to test a person's knowledge (Hornby,1963, p.652). CrosswordPuzzle is situation difficult to understand to design to test a person's knowledge in which wordshave to be written up and down in spaces on a squared.Longman Dictionary of American English (2007, p.214), crossword is a word game in which you write down the answers of the questions in a line crossing of numbered boxes. Puzzle is game or toy to exercisethe mind of person in a problem to solve a design (Longman Dictionary of American English, 2007**,** p. 736)**.** Crossword puzzle is a game in a line crossing of numbered boxes to guess from the clues or the questions carefully to exercise of the mind. Collins Cobuld School Dictionary of American English (2008, p. 213), Crossword Puzzle is a word game in which you work out to write down and to guess the clues,then the answers of the questions in the white squares

in vertically and horizontally (up and down) of a pattern of black and white squares.

In this all of writing above, it can be concluded, crossword puzzle is a game or toy to exercise the mind understanding (test) of person in a problem to solve and to answer all of the questions or the clues and to write down in the white boxes up and down of a pattern of black and white sides appropriate the instuctions which is prepared.

B. Definition of Picture in Learning

Basically from literacy concept is only using to verbal contexts such as readingand writing. In the middle 1960 turn up new the concept of visual-based media, one of kinds is picture. In this case, learning books have showed many visual information messages through image illustration because picture has been long to be used as medium in teaching and learning as well as it can be used to continue as effective and accessible easy, and simple picture is not difficult to make it. The most obvious type of visual material for children is a picture, and the more clearly visible, interesting and colorful the better. Pictures as the basis for language tasks and can be used for describing, interpreting, dictating and comparing. (Ur, 2012, p. 259)

Therefore, visual message, it can be may the learners is easier in understanding the meaning of message which to be performed by the meanings of

picture in prossessing of learning whose to be helpedby the teachers asaround their study.

In this case, it will be discussed the meanings of picture in learning in according to experts, as follow:

1) Djamarah & Zain (2006,p.124) saysthat, visual-based medialike picture is a media which the instruction is just rely on sight sensory.

2) According to Sadiman et al. (2010, p.29), picture purposes media or tool in which the most general to be used everywhere, to be easy in to make it if the picture is simple, and perceivable and to be enjoyed.

3) Sudjana & Rivai (2002, p.8), picture aims a illustration or general descriptionwhich is describing the object that resemble close with obvious or real condition or situation.

4) Cole & Chan (1994, pp.130-131), in their opinion,picture one of kinds is anywhere in school place to explain key words in subject course. Picture examples are usually effective to discuss of the context in subject because they use two-dimensional visual representation of reality and it can be more clearly and accurately than any verbal description.

From according to experts that mentioned above, it can be concluded that picture is tool or visual-based media which help to describe and to explainthe situation or the object through illustration is almost resemblewith condition

original object, so that easy to understand and to remember.In order to, China aphorism said that a picture or image says on many more than any one thousand words.

In this following, there are two explanations about the picture as realism in visual typeand picture as visual message and teaching-learning process.

1) Realisme in visual type

Basically, visual message such as picture or image is not completing of realistic, real, dan konkret, but in learning will be more effective if objectand incident can be served in realistic to appropriate real condition. As like as for example is model. Although, model is real description for the object in three-dimensional is not can be mentioned full realistic. Thereby, model as like as picture is learning media that can give sense toward the content message from real condition. Visual message is the most simple, practise, easy to make it and so many to be interested by students in level of elementary school is picture, especially the color picture. The result of study is only showing that the students of elementary school is more like the color picture than any black and white, to choose the photo than any the picture, and to choose the simple picture than any crucial and to choose the realism in shape thing and color.

Nevertheless, picture in which is favourite the students do not yet engange for increasing to the students result of study, even to definite in learning will be more interested and pleased to the students. In addition, based on

study had done an expert that called French, indeed, using to visual-based such as picture have high contribution about teaching-learning quality. Whereas, in theoritical in teaching- learning quality will be influenced the result of study quality which is achieved by the students.

2) Visual Message and Teaching-Learning Process

Skill is understanding visual message deciphrable as ability to understand and to extend of visual messages, and can be simplify the meaning of visualisation.

Learn from visual message

One of the technique which is effective in reading of visual message is started from difference fase such as to observe, to identify, and to analyze beforehand substances in learning unite in form of visual messages. Then, to be continued with interaction fase, where the students put in substances of visual as all together, to connect whole visual message in to experiences, and conclusion to visualize description afterwards creating the new conceptualization from what did they learn previously.

From the result of the researching Seth Spaulding about how do the students learn through the pictures , it can be concluded as following:

1) Picture is illustration tool in learning that can be interested by the students proclivity of study as effective.

2) Picture is interpreting in building on the past experience.

3) Picture can help the students to remember the text substance content that already is read.

4) The children like booklet in which pages full pictures and as well as guidline clearly.

5) Picture is usually consists of case that connected in real life.

6) Picture must be appropriated with content that communicable.

Visual message attentively

The students accept visual messages and it can be influenced by some factors. There are two variabels that the most important, such as development children age and background of culture.Visual messages which realistic can be confusing the students who the younger age. Like that, more and more children age, they will be more able to pay attention as selective toward all of visual forms, and to increase their study that be based on information to be wanted.

Observing is visual messages to the students be influenced by their background culture, as individual is they will scrutinize different visual messages. in that case to be influenced by their study background.For example, the American students group and the students other state, They is showed symbol picture independence's belland asked the meaning to they are each other . Responsebetween the American

students will be same and not to change, that arefreedom and justice. Whereas, another students which is different background of culture will be glued to cracked bell, and do not see the meaning abstract anything, their opinion are bell just shape bell picture. In order to, before in learning the students must be gave explanation in to use visual messages, so do not cause confusion.

Observing visual message

There are two ways to establish what are knew the students from visual messages that see them. The first, to make conclusion to based on what is learned the students from picture substance. The second, to be determined form in to learn of movement, signs to the picture, time of the students to observe similar picture.(Sudjana & Rivai, 2002, pp.8-16)

There are four function of learning media, especially visual-based media, such as (a) function of attention, (b) function of affektive, (c) function of cognitive, dan (d) function of compensatory.

(a) Function of attention ispoint, such as to interestand to direct attention to the students concentrate in to learning of content which is connecting with the meaning visual that showed and to participate in learning substance text.

(b)   Function of affective can be looked from emotion level and the students attitude if they learn or read pictorial text.

(c)   Function of cognitive can understand and remember information or message that implicit in picture.

(d)   Function of compensatory can help the students who weak in understanding of the text , so as to organize information and remember it again. (Aryad, 2011, pp. 16-17)

There are some kinds of pictures which can be referable learning media, such as stick figure, vignette, shape picture, illustration, photo, poster, flash card, folder, cartoonand caricature. This following up will be explained pictures media each other:

1) Stik figure   : kind of simple because consists of line and circle.

2) Vignette   : an ink scratch that essential spontaneity.

3) Shape picture   : can tell events or incident.

4) Photo : to describe the object immediately using photo camera have the quality of realistic and accuracy.

5) Flash card   : the contain of picture words add to word treasury, especially foreign language.

6) Folder   : pictures which serve information through a sheet of paper that foldable.

7) Cartoonand caricature   : kind of funny picture and to use symbols in to convey posture about something, a person, certain of situationor event. (Jennah, 2009 , p. 62)

C. Goals to Use Crossword Puzzles with Pictures of Colors in Vocabulary

In this following of goals to use crossword puzzles with pictures of vocabulary:

1) To complete and to clarify message content/information which communicated as well as written or message.

2) To enclose message content / information that communicated as like as oral or the text (text book).

3) To cope with restrictiveness of time, space, thing and they supervision.

4) To come up motivation, creativity and to prevent boredom just effect to read the written orto listen only.

5) It can make the person easy to catch idea or information which consist in to it clearly, more obvious than any expressed by words in the written or saying.(Jennah, 2009, p.62)

6) To minimize tiredness of eyes in to read or to listen when to extend in oral. (Jennah, 2009 , pp. 64-65)

7) It can be easy to and strength the memory.Picture or image can make something grow to interest the students and can give relationship between the lesson content and real life.In order to become effective, ought to fixed to the context which a means and the students must interact with visual (image) to make convincing in occurring information process.

(Aryad, 2011, p. 91)

8) Tohelp them (The students) to achieve involvement, comprehension, retention and recall. (Tomlinson, 1998, p. 267)

9) Pictures can be in the form of to help with explanation and language work and can be also be used for creative language. Pictures are interesting, they will appeal strongly to a least some members of the class. They have the power (at least for the more visually oriented) to engange students. (Harmer, n.d. , pp.178-179)

10) Taking time to guide students through a thinkchecking of image and can help them connect to concept and successfully tool learning new material. Picture is a stategy that supportsthe students to imagine themselves within the context of a image.(Beuhl, 2001, p. 149)

11) It can make to understanding clearly and the students can be more pay attention toward things which is not yetever they is saw that connect with

the lesson until experience and understandingthe students become wider ,
clearer and do not easy forgot, and moreconcrete in remembering and
association the students and can be more give impression. (Rohani, 1997,
p. 76)

Another that, there are six conditions that need to released the good
picture, so can be referable as visual education media.

1)   Authentic

Picture must be describing in to be honest of situation like real condition.

2)   Simple

Composition of picture should be clear characteristic to show and to
explain the main points in picture.

3)   Relative Size

Picture can be zooming   and minimizing(flexible) object / thing
substantively.

4)   Picture must be have value from corner and to appropriate in
learning goal that want to achieved. (Sadiman et al., 2010, p. 29)

D. Definition of Vocabulary in Learning

Vocabulary has an important role in language. We should know the vocabulary when we are communicating or sharing ideas with other people. Hatch and Brown (1995, p.1), say that vocabulary refers to a list or a set of words that person speakers of language might use.Penny Ur (2012, p.54) , Vocabulary aims repeating a list or a set of words learn from a text. Hornby (1995, p. 985) states that vocabulary is the completely number of the words (with their purpose and with rules for mixing them) making up the language.Vocabulary is necessary to clarify the definition of a word. A word (also called a base word or a word family) is defined as including the base form (e.g., *makes, made, making, maker and makers*). Since the meaning of these different forms of the word are closely related, it is assumed that little extra effort is needed to learn them. (Richards& Renandya, 2002, p. 245). Nunan (1998, p. 118) says that the development of a rich vocabulary is an important element in the skillfullness of a second language.

The meaning in the text above, it can be concluded that vocabulary purposes a set completely number of the words that the most important and become to the language which have the rules in communicating and interacting with other people.

Haycraft citated by Hatch & Brown (1995) disparts two types of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners admit when they see it in reading context but do not use it in

speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words admitted when the learner hears or reads but do not use when he speaks or writes. In these cases, Richardsand Rodgers (1987, p.308) give a serious explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others. In addition to the explaining above, there are seven kinds usefulness of vocabulary, as follow

Multiword Units

Words are clearly vocabulary, but what about groups of words like *absolutely amazing*, *at time*, *in five minutes*, *al-qur'an portable*, *the united of Kingdom?* If learners want to use language fluently and want to sound like native-speakers, they need to be able to put words together quickly in typical combination.

Core Meaning

Consider in deciding what is calculated as vocabulary is meaning, for example: *a position between the gears of a car*, *neither acid nor alkali*.

Word Families

Word families are groups of words that are sufficiently closely related to each other to form "families". For example: *agent-agencies-agency, walk-walks-walked, agree-agreed-agrees*.

Deliberate Learning

Deliberate learning means learning new vocabulary by memorizing their first language translations.

Learning from Meaning-Focused Output

It aims string involves learning through speaking and writing where the learnes' main attention is communicating messages. For example, *when having to say that someone took their medicine*, the speaker has to choose the right verb-*do* people *eat, drink, or take medicine*? When listening and reading, no such decision has to be made.

Learning from Meaning-Focused Input

It purposes reading string involves learners from listening and already in running words.

Fluency Development

Fluency development aims helping learners make the best use and must be already/readily available for use in of the four skills of listening, speaking, reading and writing.(Nunan, 2003, pp. 130-134)

Aspects which also needed to be learnt of vocabulary knowledge:

Pronunciation and Spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

Meaning: Denotation

The meaning of a word expression is what it refers to, or denotes, in the real world. This is given in dictionaries as its definition. For example: a word may have various meanings such as *bear* has multiple meanings (*bear* the animal and *bear* meaning *"tolerate"*).

Grammar

An item may have an unpredictable change of form in certain grammatical contexts (for example: the past tense of irregular verbs), or may have some particular way of connecting with other words in sentences (for example: the verbs which take-*ing* forms after them rather than the to *infinitive*). It is important to provide students with this information when, or soon after, introducing the item itself.

Collocation

Refers to the way words tend to co-occur with other words or expressions. For example: we normally say *tell+ the truth* but *notsay + the truth*.

Connotation

The connotations of a word are the emotional positive-negative associations that it implies. The words moist and *damp*, for example: have the same basic meaning (*slightly wet*); but *moist* has *favorable* connotations while *damp* has *slightly unfavorable* ones.

Appropriateness

Use in a certain context is usually used in writing or in speech in formal or informal discourse. For example: the word *weep* is virtually synonymous with *cry*, but it is more formal, tends to be used in writing more than in speech, and it is in general much less common.

Meaning relationships

How the meaning of one relates to the meaning of others. There are various such relationships; here are some of the main ones.

1) Synonyms: items that mean the same, or nearly the same. Example: *stupid, dump* may serve as synonyms of *fool*.

2) Antonyms: items that mean the opposite. Example: *smart* is an antonym of *stupid*.

3) Hyponyms: items that serve as specific examples of a general concept. Example: *orchid, rose, jasmine* are hyponyms of *flower*.

4) Co-hyponyms or Coordinates: other items that are the same kind of thing. Example: *pink, grey, purple, yellow* are co-hyponyms or coordinates.

5) Superordinates: general concepts that 'cover' specific items. Example: *flower* is the superordinates of *lily, sun flower, rose*.

Translation

Words or expressions are in the students' L1 that are similar in meaning to the item being taught but may have slightly different connotations or contexts of use that it is interesting to explore.

Word formation

Components in vocabulary items to build is by combining two (occasionally three) words to make one item, For example: *unfortunately* is composed of the prefix *un-*, the root word kind and the suffix-*ly*. (Ur, 2012, pp. 61-63)

E. The Advantages and Disadvantages Using to Crossword Puzzles with Pictures of Colors in Vocabulary

The advantages using to crossword puzzles with pictures, as follow:

1) Picture is more realistic to be showed main problem as compared to verbal media only.

2) Picture can be helped constraint of space and time, do not be all things, objects or events can be brought to the class and is not always be able carrying the students in to the object / event.

3) Media of picture can be eclipsed by they. For example: sel or leaf diameter is not may we can see with naked eyes. It can be served in form the picture clearly.

4) It can be clarified a problem, in field anything and to level only several age, the result that can prevent and right the miss understanding.

5) It so interested, to be pleased, picture is cheap price and easy to used without to need especially tools.

The disadvantages using to crossword puzzles with picturesof vocabulary, as follow:

1) Picture is only the perception sensory visual.

2) Shape picture is very complex and less effective to learning activity.

3) Picture is too abstract complex is not clear to the students, whereas, picture is too details, it wil be confusing to the students. (Sadiman et al., 2010, pp. 29-31)

CHAPTER III

RESEARCH OF METHOD

A. Research Design

In This research, the researcher uses a qualitative research method. Qualiitative research is researching that use analysis descriptive to describe the object in detail of the test ability in vocabulary.

B. Research Setting

This research is committed at State Elementary School Kampung Baru 3 2014/2015 in Batulicin, Tanah Bumbu on May 12th, 2015.

C. Subject and Object of the Research

1. Subject

The Subject of this research is Fourth Grade Class of State Elementary School Kampung Baru 3 2014/2015 in Batulicin that consists of three classes, there are A, B, and C and all amount 79 students.

No.	Class	Total
1.	IV A	26
2.	IV B	27
3.	IV C	26

2. Object

The Object of this research is vocabularythat use Crossword Puzzles with Pictures of Colors to know students' ability.

D. Data and Source of Data

a. Primary Data

Primary data are needed to collect the important data which is related to the study, following:

1. Guiding material by english teacher.

2. Students score to check the achievement of vocabulary by the test paper.

b. Secondary Data

Secondary data are needed to collect the general data, following:

1. Brief history of State Elementary School Kampung Baru 3 by administrator.

2. Description about Teachers and Administration Staff, School Commite Management , and Population Students by administrator.

3. Description about facilities by administrator.

E. Technique of Data Collecting

The techniqueis used to data collecting, in this research are observation test, and documentary.

1.) Observation is to observe around of state elementary school kampung baru 3.

2.) Test is a tool to measure ability or skill of a person and there are ten items to do the test. It will be used to gain the data about The students' Ability of Vocabulary inCrossword Puzzles with Pictures of Colors.

3.) Documentary is used to get information all of the data about the students in state elementary school kampung baru 3.

F. Technique of Data Processing and Data Analysis

1.) Data Processing

   Theseare the techniques of data processing, as follow:

   a.   Editing

      This technique is used in purposing of re-examining all collected data

      to make sure if they have been already completed or not.

   b.   Coding

It makes certain on all collected data to classify them into each certain category.

c. Tabulating

It tabulates all the collected data based on the frequency in computing of each certain response by response.

d. Interpreting

It is interpreted the data, particulary about the way to the students' ability of vocabularyin crossword puzzles of colors, the researcher grouped the data into some categories, as follow:

Score categories

80 -100   : Excellent

70 - <80   : Good

60 - <70   : Fair

50 - <60   : Bad

40 - <50   : Poor

0   - <40   : Very Poor

2.) Data Analysis

After all obtained data are reported in detail as result this research, the writer needs to analyze every score that students have gotten from the ten items test vocabulary in crossword puzzles with pictrures of colors in this study.

G. Design Measurement

In this bellow formula to measure the test vocabularyconsists of form mean of the score and percentage, as follow:

1. Mean of score

$$M = \frac{\sum X}{N}$$

M : Mean score

$\sum X$: Accumulative score

N : Accumulative repondent

2. Percentage of score

f/N x 100 = P

P = Percentage

f = frecuency (respondent)

N = Total of frequency

H. Research Procedure

There are some steps in completing this research, as follow:

1.Preliminary steps

a. To hold a prior observation in the research object.

b. To discuss the of the previous observation with the researcher's academic.

c. To make a research design proposal to be submitted to the Tarbiyah team to have approval.

2. Preparatory steps

a. To hold a seminar on the research design proposal.

b. To ask the Dean of faculty of Tarbiyah and Teachers Training for written to conduct the research.

c. To make the instruments of data collecting.

3. Research steps

a. To contact all respondents and informants who are needed to gain the data.

b. To collect all which the needed data from several sourses.

c. To process the data in procedural way, then analyze them properly.

4. Organization steps

a. To arrange and to write down the data collected in the first draft.

b. To consult it with the researcher's advisor to get some comments and suggestions.

c. To be examined before the team of thesis eximiners of Teachers Training and Tarbiyah Faculty.

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Findings

Test had done by researcher on May 12th, 2015 to the students in Elementary School of the Fourth Grade with the title **The Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015**are 79 students, consists of three classes, there are IV A, IV B, and IV C to know how did the students get score that obtained in test the students' ability of vocabulary in crossword puzzles with pictures of colors. In this following the result of score which obtained from test of vocabulary ability.

Table 4.1 Mean ScoreCalculation on the Result of the Test Vocabulary

No.	Code Numbers of Respondents	X
1.	A.D.N	100
2.	Ay.	30
3.	D.F.I	100

4.	D.P	30
5.	H.P	90
6.	I.P	30
7.	I.R.R	20
8.	M.A.I	30
9.	M.A	70
10.	M.B.A	30
11.	M.H	40
12.	M.J	20
13.	M.R	80
14.	M.S.H	70
15.	M.T.B.D.S	10
16.	Mh.	50
17.	Md.	70
18.	N.A	90
19.	R.F	80
20.	R.A.S	70
21.	S.S.P	60
22.	S.N	30
23.	S.F	30
24.	S.Fh	60
25.	S.A.Y	80

26.	Wy.	70
27.	A.D.P	100
28.	A.A	90
29.	A.A.P	80
30.	A.F	50
31.	A.P	100
32.	A.B.F.R	100
33.	E.S.S	10
34.	F.H	70
35.	G.Y	30
36.	J.N.Z	80
37.	M.Bh	10
38.	M.Bk	90
39.	M.Bn	50
40.	M.F	90
41.	M.R.N	50
42.	M.S	20
43.	M.I	70
44.	N.W.L	90
45.	N.H	70
46.	N.S	30
47.	R.S	20

48.	R.M	40
49.	R.O.R	20
50.	S.K.S	30
51.	S.F	80
52.	T.N	70
53.	A.H.P	80
54.	A.P.A	100
55.	A.S	100
56.	B.W	100
57.	D.N	70
58.	J.A.Y	100
59.	L.A	90
60.	M.B.R	90
61.	M.I	90
62.	M.R	90
63.	N.A.M	20
64.	N.A	90
65.	O.A	90
66.	P.P	20
67.	R.A	100
68.	R.U	30
69	Rz.	100

70.	Sf.	100
71.	S.E	80
72.	S.R.Y	40
73.	S.A	70
74.	S.C	60
75.	S.R	60
76.	Sh.	60
77.	T.A.S	50
78.	Tr.	90
79.	Y.N.W	70
Total	**N = 79**	**∑X = 5020**

Based on the result of test ofthe Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015, it found the data that the highest score is 100 and the lowest score is 10 and accumulated score is 5020 of 79 students (respondents).After getting was each of the students score in test, score is accumulated using to formula of mean score , as follows:

Formula : $M = \dfrac{\sum X}{N}$

$M = \dfrac{5020}{79}$

$M = 63.54$

Thereby, it can be knew of mean score that obtained by the Students' Ability in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015 in above is 63.54 from frequency 5020 of 79 students.The mean score showed that the Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015 are in fair score.

Besides that, frequency which have a lot of 13 respondents to 90 score. Therefore, modus from the all of score are 90 score that showed is excellent score. In this following of the table modus calculation on the result of the test Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015.

Table 4.2 Modus ScoreCalculation on the Result of the Test Vocabulary

X	F
100	12
90	13
80	8
70	12
60	5
50	5
40	3

30	11
20	7
10	3
	N = 30

The report of frequency distribution of relative calculation in test ofthe Students' Ability in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015, as follow:

Table 4.3 Frequency Distribution of Relative Calculation on the Result of the Test Vocabulary

X	F	P (%)
100	12	15,19
90	13	16,46
80	8	10,13
70	12	15,19
60	5	6,33
50	5	6,33
40	3	3,8
30	11	13,92
20	7	8,86

10	3	3,8
N = 79		**∑P = 100**

The data in above explained how many percentage of score that have frequency more than one, there are 100 score (12) is 15.19% the students got all the answer of questions test, 90 score (13) is 16.46% thestudents got the answer of nine items, 80 score (8) is 10.13% the students got the answer of eigth items,70 score (12) is 15.19% the students got the answer of six items,60 score (5) is 6.33% the students got the answer of six items, 50 score (5) is 6.33% the students got the answer of five items, 40 score (3) is 3.8% the students got the answer of four items , 30 score (11) is 13.92% the students got the answer of three items, 20 score(7) is 8.86% the students got just the answer of two items, and 10 score (3) is 3.8 % the students were lake the answer vocabulary.

To clarify the result and to determine categories score about the Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015, the researcher classifies the data into five categories namely excellent, good, fair, bad, poor, and very poor as the standard score of the test. The clarification of frequency ofthe Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015 can be seen in the table as below:

Table 4.4 The Frequency Distribution in Categories of Students'Score of Vocabulary

No.	Interval	Categories	F	P (%)
1.	80 – 100	Excellent	33	41,77
2.	70 - < 80	Good	17	21,52
3.	60 - <70	Fair	8	10,13
4.	40 - <50	Bad	18	22,78
5.	0 - <40	Very Poor	3	3,8

The table above result that the Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015 based on the categories are 33students are in excellent category (41.77%), 17students are in good category (21.52%), 8 Students are in fair category (10.13%), 18 students are in bad category (22.78), and 3 students are in the very poor category (3.8%). Therefore, the researcher conclude that a lot of the Students' Ability in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015 are excellent category.

B. Discussion

Based on the data presentation which showed score in the test of the achievement in vocabulary at fourth grade that the highest score is 100 score and the lowest score is 10 score and accumulated score is 5020 of 79 students. Besides that, mean score is 63.54 and it showed that the Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015 as fair category.

Based on finding which showed in the test of the ability in vocabulary at fourth grade that showedfrequency which have a lot of 13 students to 90 score. Therefore, modus from the all of score are 90 score as excellent category.

Based on the result of the data students' test of theachievement in vocabulary at fourth grade has explained in percentage of score that have frequency more than one, there are 100 score (12) is 15.19%, 90 score (13) is 16.46, 80 score (8) is 10.13%,70 score (12) is 15.19%,60 score (5) is 6.33%, 50 score (5) is 6.33%, 40 score (3) is 3.8%, 30 score (11) is 13.92%, 20 score(7) is 8.86%, and 10 score (3) is 3.8 %.

Therefore, theresult offrequency distribution in categories students' test of the ability in vocabulary at fourth grade are 33students are in excellent category(41.77%), 17students are in good category (21.52%), 8 Students are in fair category (10.13%), 18 students are in bad category (22.78),and 3 students are in the very poor category (3.8%). Therefore, the researcher conclude that a lot of the Students' Ability of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015 as excellent category.

In addition to explain about category in score that obtained in the test of the Students' Abilty of Vocabulary in Crosword Puzzles with Pictures of Colors at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015, in this data analysis are also to explain about error spelling of vocabulary in writing and less in vocabulary mastery, in the following of explanation it:

1.) The first, partly of the students are still have a lot of error spelling and writing of vocabulary , such as in writing *Blue*, they wrote as *Bluu*in writing *Blue* color, *Green* wrote as *Grenn* in writing *Green* color, *Orange* wrote as *Orenge* or *Oranye* in writing *Orange* color, *Pink* wrote as *Ping* in writing *Pink* color, *Red* wrote as *Ret* in writing *Red* color, and *Purple* wrote as *Violet (deep blue purple)* in *Purple* color.

2.) The Second, partly of the students are stiilless in vocabulary mastery, especially it can be looked from score interval, there are 50 - < 60 (8) amount to 10,13% are in bad category, 40 - <50 (18) amount to 22.78% are in poor category, and 0 - <40 (3) amount to 3.8% are in very poor category, so it can be concluded that their vocabulary mastery is still not gratified yet, particularly basic in learning English of vocabulary, such as vocabulary color.

CHAPTER V

CLOSURE

A. Conclusion

After conducting of the research, presenting and analyzing the data on the result of the research that had conducted to the Students' Achievement in Crosword Puzzles with Pictures of Vocabulary at Fourth Grade of State Elementary School Kampung Baru 3 Batulicin Academic Year 2014/2015, the researcher conclude that:

From the result of the test students' achievement vocabulary in crossword puzzles with pictures of vocabulary, it showed the 100 score is the highest score and 10 score is the lowest.The calculation of the mean of the students' achievement in crosword puzzles with pictures of vocabulary is 63,54. Which aims of the achievement in crosword puzzles with pictures of vocabulary is good category.

B. Sugesstion

1. The students at fourth grade of State Elementary School Kampung Baru 3 Batulicin study harder and the students should always increase their capability in English language lesson, particularly in vocabulary knowledge, they can start it with the way to memorize of vocabulary every day and it can be learned through some sources , such as guide book, internet, game, a song, and so on.

2. For English teacher give more motivation and encouragement to the students to increase their capability in vocabulary dictation practice. Depite fully, the English teacher should provide some strategies and media which is interested and pleased to help students learn English language.

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