I. INTRODUCTION

1.1 Background of the Problem

The purpose of teaching English language at school is to develop the student’s language skills. It means that after following a set of English instruction at school, the students should be able to use English for both spoken and written language production actively and effectively that is to communicate to each other by giving or receiving any information from the speaker to the writer to the audience or to the reader (The Guidelines of English of Specific Program, 1994)

According to School Based Curriculum / Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching language at senior high school is that the students are expected to get involved in communication using English, spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information in this global information age. Unfortunately the objective stated above has not been achieved yet.

Based on the observation done by the researcher, most students of the first grade of SMA PGRI 1 Batanghari were far from gaining the goal. Most of them did not get sufficient skills in performing English from their previous school. In accordance with English teacher, the performance of the first grade students of that school is far from the expectation of the curriculum as it is seen in the students’ test result, it is found that the result is still far from the target
competence as the KKM (Kriteria Ketuntasan Minimal) of that school is 66 and the average score of the students' final test result is below 58, is Just about 61. Obviously, it can be seen that the English score is relatively low, generally almost all the scores of the English skills are still below the target.

From the researcher's experience as English teacher at SMA PGRI 1 Batanghari, it was revealed that the students could not do the reading exercises well because they had lack of vocabulary. Most of them got difficulties in understanding the content of the text. They spent a long time to consult the dictionary to get the meaning of most of the words in the text. It was such a waste of time so that the students could not answer all of the questions. It also happened in speaking, most of the students were reluctant to speak because of their limited number of vocabularies, for example, they could not use the word and they often felt frustrated if they had not able to find out the words they wanted to express something.

The writer's opinion that the problems above occurred because the students were not motivated well in learning English. They were bored of studying English. Because the teacher used the same technique in teaching almost all English material. The teacher just asked the students to read the material and then asked them to do the exercises. Based on the interview to the students, the researcher found that the students were bored. It could be seen from the attitude of the students in the classroom. Instead of paying attention to the material given, they tended to chat to each other. They were not challenged to follow the lesson in order to make their English better. The students need an attractive way in learning
the material. Therefore, it is necessary for the teacher to focus more on strategy of learning vocabulary that make the learning process interesting for the students and improve the students' vocabulary mastery.

It is the teacher's responsibility to create or choose interesting technique in order to make the students successful in mastering English vocabulary. There are many kinds of technique that can be used in teaching vocabulary. Teacher should vary the techniques of presentation to make the students interested in learning English. Thus, the students will not feel bored. For this reason, the researcher would like to use game to motivate the students in learning English vocabulary.

Based on the researcher's experiences as the teacher in that school, most of the students often asked for playing game instead of learning English. This made the researcher tried to find appropriate game that not only can make them happy but also contains of educational value. Kian Ann (1981: 9) emphasizes that using appropriate language game can stimulate the interest of students and help them to acquire or internalize certain essential language skills. Games can also be used in motivating the students. Thus, by using game in teaching English, the students will be motivated to learn and the students' ability will be better too. Games make use of variety of techniques, suitable variety is important in language teaching.

Concerning the idea above, it is clear that game can be used as teaching technique in order to make the learning process more interesting and to encourage the students' motivation in learning English. By using game, the teacher can create a good atmosphere at classroom so that the students are not tense. Sometimes, the
students do not realize that they are learning new vocabularies. This enjoyable situation unconsciously also makes the students eager to learn English.

There are many games that can be used as technique in teaching language, name is scrabble, hung man, crossword puzzle game and many others. In this research, the researcher wants to focus on one kind of games related to vocabulary, namely Crossword Puzzle Game. Crossword puzzle game is regarded as one of the effective game in learning vocabulary. Nation (1974: 253) states that puzzles are teaching techniques, which bring the learners' motivation. It combines teaching students' definitions by giving the students experience in writing the words they are learning, which is an effective part of memorizing vocabulary. Crossword puzzles are also a creative way to get students interested in learning English vocabulary. Kreidler (1908: 24) says that crossword puzzle is a device to practicing and testing language that many students find it interesting. It gives the students practice in using the words in a sentence in addition to know the meaning. While the students play the crossword game and some pleasure on it, they also improve their vocabulary, example: spelling, pronunciation, letter sequences in words and phrases, etc. Therefore the crossword puzzle game is chosen as a technique in vocabulary teaching to improve the students' vocabulary.

Referring to the background stated previously, the researcher focuses her classroom action research in teaching vocabulary by using crossword puzzle game as a technique in teaching vocabulary. It is expected that the teaching learning process through crossword puzzle game can improve the students' vocabulary
mastery, the quality of teacher's teaching performance and teaching learning process effectively.

1.2 Formulation of the Problems

Based on the background of the problem, the writer formulates the problem as follow:

1. Can the use of Crossword Puzzle Game improve the student’s vocabulary mastery?
2. Can the use of Crossword Puzzle Game improve the students' achievement in the vocabulary teaching learning processes?
3. Can the use of Crossword Puzzle Game improve of the teacher's vocabulary teaching performance?

1.3 Objectives of the Research

In relation to the formulation of the problem, the objectives of the action research are:

1. To find out how the use of Crossword Puzzle Game can improve student's vocabulary mastery.
2. To find out how the use Crossword Puzzle Game can improve the students’ achievement in the teaching learning process.
3. To find out how the use of Crossword Puzzle Game can improve the teacher's teaching performance.
1.4 Uses of the Research

This research is useful both practically and theoretically.

1. Practically

   The writer expects that the result of the research may be useful for:

   a. The teacher

      The teacher can make some variations of teaching vocabulary by using
      Crossword Puzzle game.

   b. The students

      The treatment given in the classroom action research can improve the
      Students' interest and mastery in vocabulary.

   c. The school

      Hopefully, the result of the research can be used as the consideration,
      policy related to the development of teaching English.

2. Theoretically

   The result of this Classroom Action Research supports the theory about the
   implementation of Crossword Puzzle games in improving students' vocabulary mastery.

1.5 Scope of the Research

The classroom action research was conducted at the first grade of SMA PGRI 1
Batanghari the 2011/2012 school year according to the English syllabus 2006 for
the first year student. The class was only class X consisting of 35 students. Since
the researcher is the teacher at SMA PGRI 1 Batanghari, she decided to act as the teacher in this classroom action research. The focus, this classroom action research was on teaching vocabulary by using crossword puzzle game to increase students' vocabulary mastery, teaching learning process and the quality of the teacher's teaching performance.

The vocabulary taught words type that consists of 20 nouns, 11 verbs, and 22 adjectives. The researcher proposed to focus only on noun, verb, and adjective in this research because those kinds of content words are considered as the most important part of speech. While adverb is rarely appear in the students materials. The materials were from 2006 English Curriculum of senior high school.

In this research, the researcher held two cycles. The first cycle was done based on the problems then the second cycle is done based on the result of the analysis and reflection of the first cycle. Each cycle consists of four steps, such as, planning, action, observation and interpretation, and analysis and reflection. "Planning" involved the determination of the question that needed to be answered and the strategy to be used in answering it. During the "Action" stage, the researcher tried out the strategy. The "Observation and Interpretation" stage included recording data on the result of the strategy and also kept a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the "Analysis and Reflection" stage, it was concluded whether a new cycle was necessary to begin or not.