



**THE USE OF CROSSWORD PUZZLES TO IMPROVE  
STUDENTS' SPELLING**

**(An Action Research of Fourth Grade Students of SDN  
Cokro, Grabag Kabupaten Magelang in the Academic Year  
of 2008/2009)**

a final project

submitted in partial fulfillment of requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

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## ABSTRACT

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**Keywords:** Crossword Puzzles, Improve, Students' Spelling.

Spelling ability in language learning is the basic need to reach a good achievement of the target language. An Elementary school teacher should know the techniques and method to find out an effective way in teaching. Since English is also taught in elementary school and elementary school students are full with fun, they are interested and enjoy teaching and learning process there is a game. In this study, teaching English spelling through crossword puzzles will be presented as an alternative technique in teaching spelling. This technique is used to achieve a better result in language learning and to get rid a monotonous technique used by a teacher.

The objectives of the study are to find out the possibility of using crossword puzzles in teaching the fourth graders, and to find out the effectiveness of using crossword puzzles to improve the students' spelling. This technique, hopefully, would be useful for teachers and students in teaching learning process.

To achieve the objectives of the study, the writer conducted an action research. The subject of the study was the fourth grade students of SDN Cokro, Grabag Kabupaten Magelang. The total number of the students was 41 students. However while the writer was conducting the research a students was absent, so the writer just took 40 data of the students. In conducting this action research, the writer used four steps: planning, acting, observing and reflecting.

The result of the analysis showed that there was a significant difference of the pre-test, first assessment, second assessment, and post-test. The average achievement of the students' pre test was 40, 1 % while it was 67, 2% in the first assessment, 78.3% in the second assessment, and 81.7% in the post test. The main factor affecting this improvement was the students' interest in the game given as indicated by questionnaire result.

Based on the result of this study, it was found that the use of crossword puzzles to improve students' spelling is very beneficial for the students. Referring to the writer's experience in conducting the action research, the writer offers a suggestion. It is suggested that crossword puzzles be used frequently to teach elementary school students in improving their spelling.

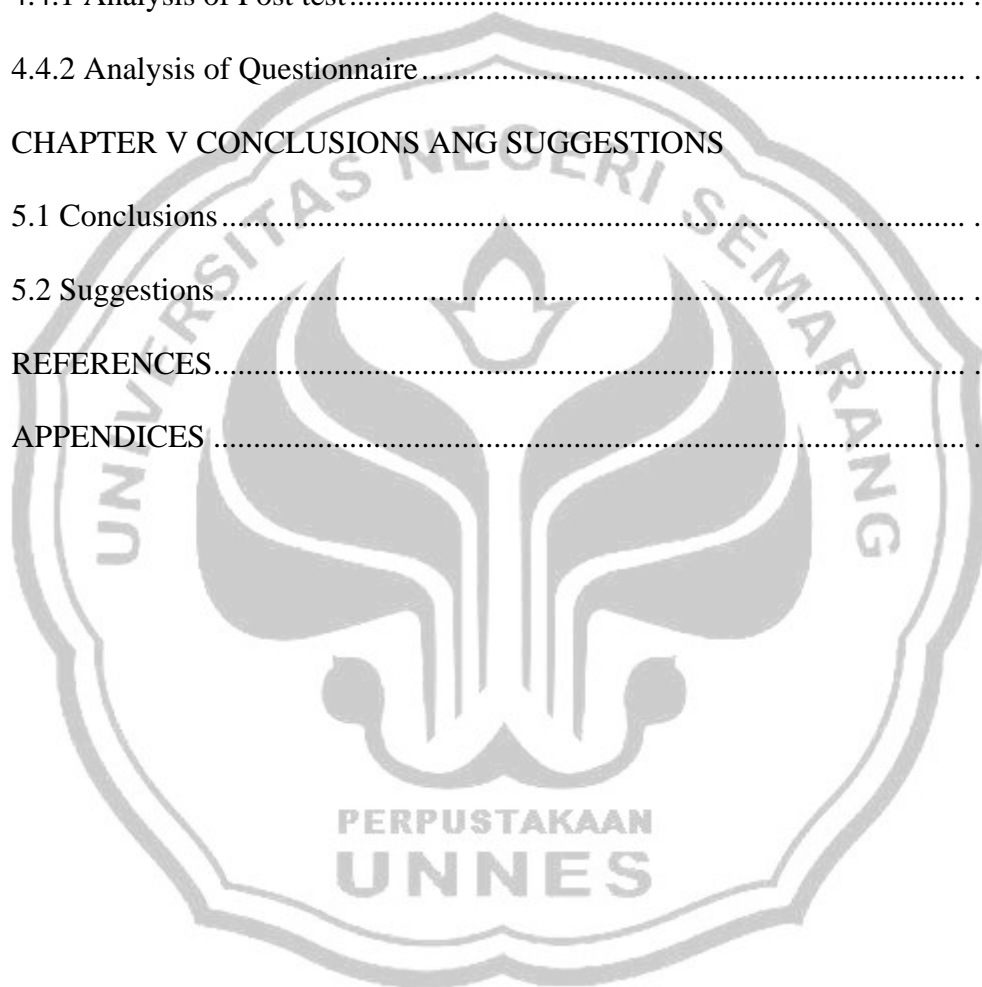
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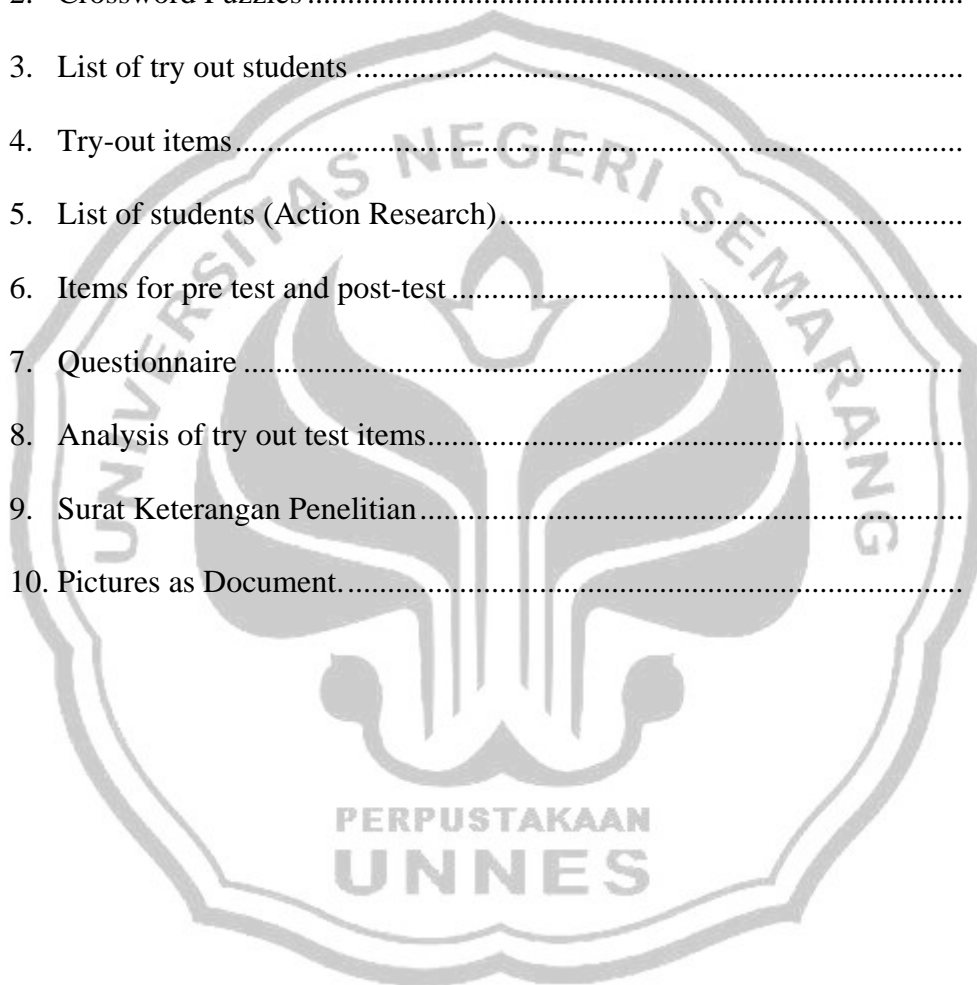
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is an international language in the world and it is used as a foreign language in Indonesia. Considering its important role in the international world, our government has included it into a *Nine-Year-Compulsory-Study*. Based on this program, English is not only taught at Junior High School and Senior High School but also at Elementary School.

Unfortunately, English is not our native language; therefore it is very difficult for Indonesian students to learn it. Besides, Indonesian and English are not related languages, there are many elements found in them that cause difficulties for Indonesians students to learn it.

In line with the difficulties for the students to study English, the English teachers have to create an effective and also interesting method of teaching English.

Children world are full with fun. As children, they can freely express whatever they want by playing their favorite games. In addition, children at Elementary School, especially those who in the age of 9-12 years old have mastered new words and patterns of their first language. They can read and spell A-Z. They are also interested and enjoy while teaching and learning process there is a game. Based on this phenomenon, an English teacher should be able to present students' favorite games as a learning instrument.



Spelling properly is a key of great writing. However, the English language has many confusing spelling rules. Considering its important role in writing, spelling is taught within the writing aspect that is taught according to the curriculum.

In this study, the language ability that the writer wants to improve is the spelling. In this case, the writer will use crossword puzzles to improve Elementary students' spelling skill.

### **1.2 Reasons for Choosing the Topic**

The reasons for choosing crossword puzzles in order to improve Elementary students' spelling are:

- a. Crossword puzzles are good instruments for children to know how to spell the letter A-Z correctly.
- b. Crossword puzzles can help children to learn how to spell words well.
- c. Crossword puzzles are the easy game for children.

### **1.3 Statement of the Problem**

The problem can be stated as to what extent are crossword puzzles effective for improving the spelling of the fourth grade students of SDN Cokro, Grabag Kabupaten Magelang in the academic year of 2008/2009.

### **1.4 Objectives of the Study**

The objectives of the study are stated as follows:

- a) To find out the possibility of using crossword puzzles in teaching the fourth graders.
- b) To find out the effectiveness of crossword puzzles to improve the students' spelling.

### 1.5 Significance of the Study

The advantages that can be required from this study are as follows:

- a. For students : students can use crossword puzzles to help them to improve their spelling ability.
- b. For teachers : teachers can use the result of the study as a reference when they want to improve students' spelling.
- c. For writer : the writer herself especially can use the result of the study to increase her ability in spelling.

### 1.6 Outline of the Study

The thesis consists of five chapters. Chapter I, the *introduction* consists of general background of study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study and the outline of the study.

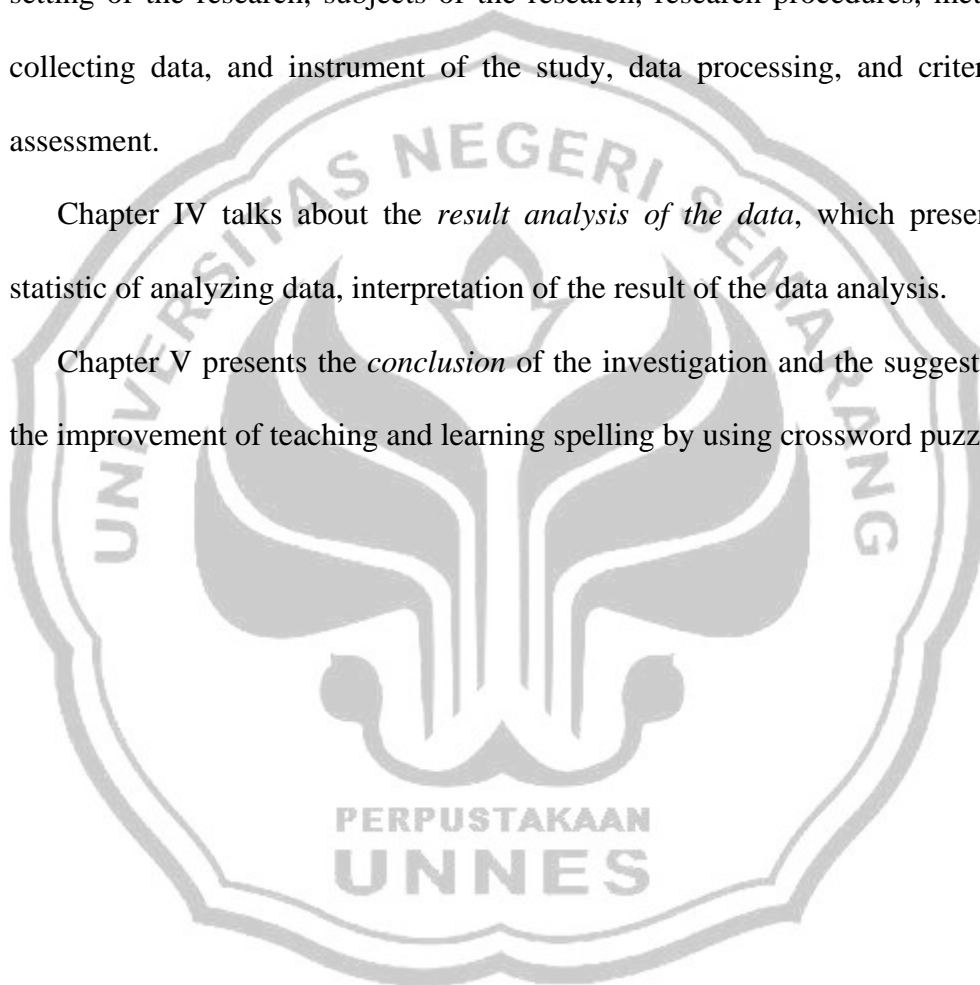
Chapter II presents *review of related literature*, which discusses seven sub chapters. In the first sub chapter, it talks about crossword puzzles. While in the second sub chapter, it talks about spelling ability. Moreover, in the third sub chapter, it discusses applying crossword puzzles in spelling. In the next sub chapter, it discusses about the rules of the game. It also discusses about teaching

English spelling in Indonesia and the English curriculum in Indonesia. In addition, in the last chapter, it discusses the characteristics of the Elementary school students in Indonesia.

Chapter III deals with *method of investigation*, which presents research design, setting of the research, subjects of the research, research procedures, method of collecting data, and instrument of the study, data processing, and criterion of assessment.

Chapter IV talks about the *result analysis of the data*, which presents the statistic of analyzing data, interpretation of the result of the data analysis.

Chapter V presents the *conclusion* of the investigation and the suggestion for the improvement of teaching and learning spelling by using crossword puzzles.



## CHAPTER II

### REVIEW OF RELATED LITRATURE

In this chapter, the writer wants to present the relevant theoretical foundations, they are: Crossword puzzle, spelling ability, applying crossword puzzles in spelling and the rules of the game. It also concludes teaching English spelling at elementary school and the English curriculum in Indonesia. The characteristics of the elementary school students in Indonesia is also concluded in this chapter.

#### 2.1 Crossword Puzzle

##### 2.1.1 Definition of Crossword Puzzle

Games are very enjoyable for students in learning foreign language. There are several kinds of spelling game, such spin and spell, count on spelling, and crossword puzzle. In this study, the game that is used is Crossword puzzles, because it is popular enough in Indonesia. According to Paul (2003:187), crossword puzzle is a popular game which is using words the children have learned and some pictures as clues. The clues can also be definitions or sentences with gaps if the children's level is high enough. Another source states that crossword puzzle is a group of words that have been arranged horizontally and vertically so that each word crosses at least one other word at a common letter, it is a fun way to practice spelling and reading comprehension, and to reinforce vocabulary (<http://www.abcteach.com>). While according to Hornby (1974:206), crossword puzzle is a puzzle in which words have

to be written (from numbered clues) vertically and horizontally in spaces on a chequered square.

From those definitions, the writer concludes that crossword puzzle is a popular fun game to practice spelling and reading comprehension, and to reinforce vocabulary which words have to be written horizontally and vertically based on their clues so that each word crosses at least one other words at common letter, and the clues can be words, pictures, definitions or sentences.

### **2.1.2 The Function and the Importance of Crossword Puzzle in Teaching English**

In order to ease the students' learning or understanding, teacher should be able to create new interesting methods through games including crossword puzzle. Since the students can not always successfully in leaning just by listening to the teacher or by reading some books on the English lesson, it is hoped that it can attract students' motivation and attention.

According to Tasuli (2000:6-18) there are several functions of crossword puzzle in teaching English, they are:

- (1) it will help the teachers draw the students' interest and engage their motivation,
- (2) it can also make the students active during the teaching-learning process,
- (3) the teachers are able to stimulate their students an active way and urge them to take part in the activities in which they have a chance to produce some English words with correct forms or to spell them correctly,
- (4) it will help the students develop their inner selves,
- (5) it motivates them to know more about the new vocabulary,
- (6) it helps them relate to others more effectively and cooperatively,
- (7) it trains them in creative freedom as they feel less embarrassed or nervous, so they become more self-confident,
- (8) it gives a challenge to solve problems in an enjoyable situation,
- (9) it helps those who are slow learners or demotivated students to grasp the target of the lesson,

(10) it can make the teachers to be more creative.

Furthermore, the use of crossword puzzle is not only to enrich their vocabulary, but it is also used to improve student's spelling ability, clarify the word forms correctly, and also make their pronunciation correct.

### **2.1.3 Types Crossword Puzzle that can be used to teach English Spelling at Elementary School**

Crossword puzzle can be varied from the very simple to the very complicated. At primary level, the simple crossword puzzles can be given. There are some types of crossword puzzle that are appropriate to Elementary School students, they are:

a) Picture Crossword with Word List

Students sound out words from the words list and then match them with the picture. Students copy the words from the word list into the crossword puzzles.

b) Picture Crossword (No Word List)

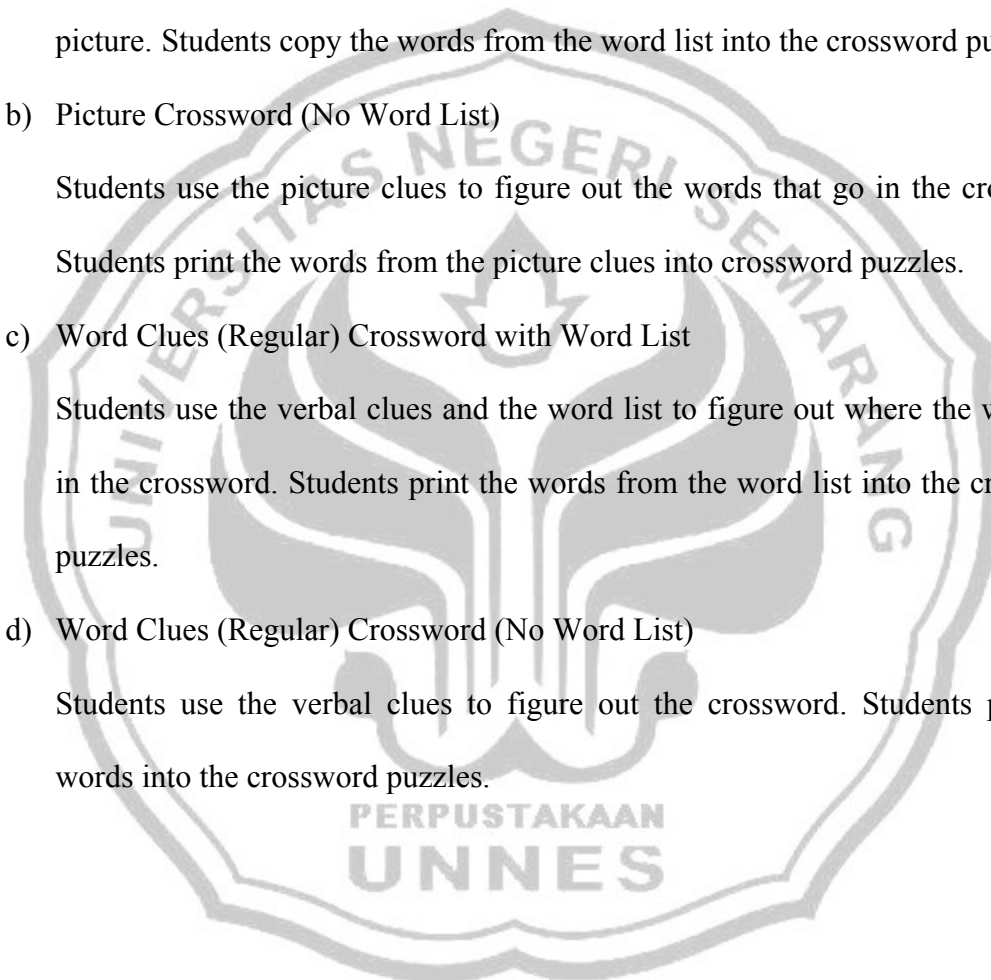
Students use the picture clues to figure out the words that go in the crossword. Students print the words from the picture clues into crossword puzzles.

c) Word Clues (Regular) Crossword with Word List

Students use the verbal clues and the word list to figure out where the words go in the crossword. Students print the words from the word list into the crossword puzzles.

d) Word Clues (Regular) Crossword (No Word List)

Students use the verbal clues to figure out the crossword. Students print the words into the crossword puzzles.



The type of crossword puzzle that is used in this research is picture crossword with word list, because the type is appropriate to Elementary School student's skill, especially for fourth grade students.

## **2.2 Spelling Ability**

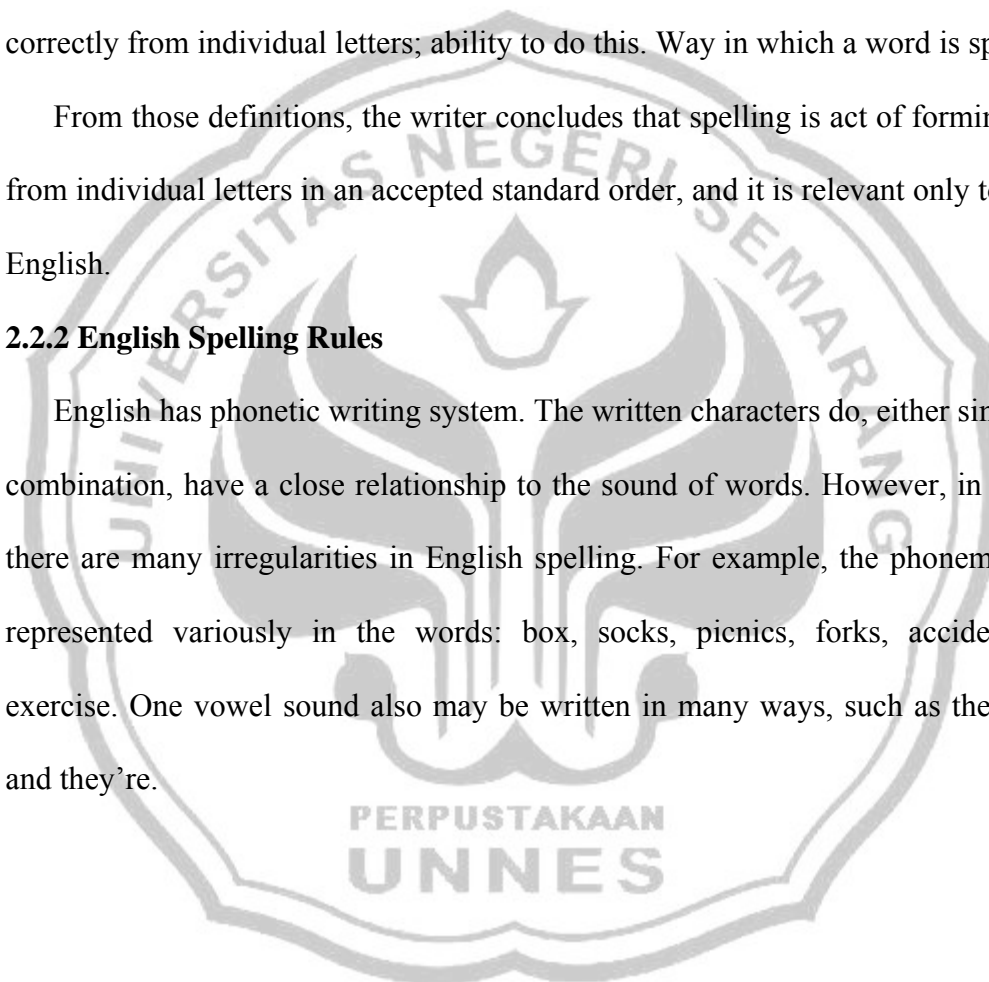
### **2.2.1 Definition of Spelling**

A linguist, Smedley (1983:3-4) states that spelling and punctuation are relevant only to written English, which itself derivative from spoken English. Another source states that spelling is the writing of a word or words with all necessary letters and diacritics present in an accepted standard order (<http://en.wikipedia.org/wiki/spelling>). While according to Hornby (1974:829), spelling is act of forming words correctly from individual letters; ability to do this. Way in which a word is spelt.

From those definitions, the writer concludes that spelling is act of forming words from individual letters in an accepted standard order, and it is relevant only to written English.

### **2.2.2 English Spelling Rules**

English has phonetic writing system. The written characters do, either single or in combination, have a close relationship to the sound of words. However, in practice, there are many irregularities in English spelling. For example, the phoneme 'ks' is represented variously in the words: box, socks, picnics, forks, accidents, and exercise. One vowel sound also may be written in many ways, such as their, there, and they're.



Most students find the difficulty to face the diversity in phoneme-grapheme relationship. However, if they have learned the basic regularities and understood the irregularities of English spelling, they may spell words correctly.

The most common spelling rules in English are elaborated as follows:

#### 1) Spelling plural nouns

- a. Most nouns add s to the root forms without any changes (book- books).
- b. Nouns ending in s, z, ch, sh, and x, usually add es to form the plural(bush- bushes).
- c. Nouns s ending in a consonant and y, y is changed to i and add es(party- parties).
- d. One-syllable nouns ending in a single f or fe, f is changed to v and add es (leaf- leaves)
- e. Nouns ending in o, there are three possibilities:
  1. add s(piano-pianos)
  2. add es(potato-potatoes)
  3. add s or es(cargo- cargos or cargoes)
- f. Some singular nouns have different words for their plural form:
  1. -en ending( ox-oxen, child-children)
  2. internal vowel change(toot-teeth, mouse-mice, man-men)
  3. no change(deer, sheep, series)

#### 2) Suffixes

- a. A letter or syllable placed after a word to form a new word is called a suffix. Some suffixes are s, es, ed, ing, er, est, ly, ful, ible, ment, ive, ance, ence, ion,



tion, ition, ation, sion, ous, ious, less, and al. sometimes a word will have two suffixes. For example, respectfully has two suffixes ful and ly added to the root word respect.

- b. Many words are formed by adding ed and ing without any change (furnished-furnishing).
- c. Words ending in -y:
  - 1) -ing form: keep -y and add -ing,
  - 2) -ed form change -y to -I, add -ed
- d. Words ending in -ie:
  - 1) -ing form: change -ie to -y, add -ing
  - 2) -ed form: add -d

### 3) Prefixes

A syllable placed before a word to change its meaning is called a prefix. Some prefixes are En-, Be-, Ac-, Im-, Un-, Dis-.

### 4) Doubling the final consonant

The final consonant of a word is often doubled when adding *-ed*, *-ing*, *-er*, *-est* as in the following cases:

- a) Double final "b, d, g, l, m, n, p, r and t" at the end of words:

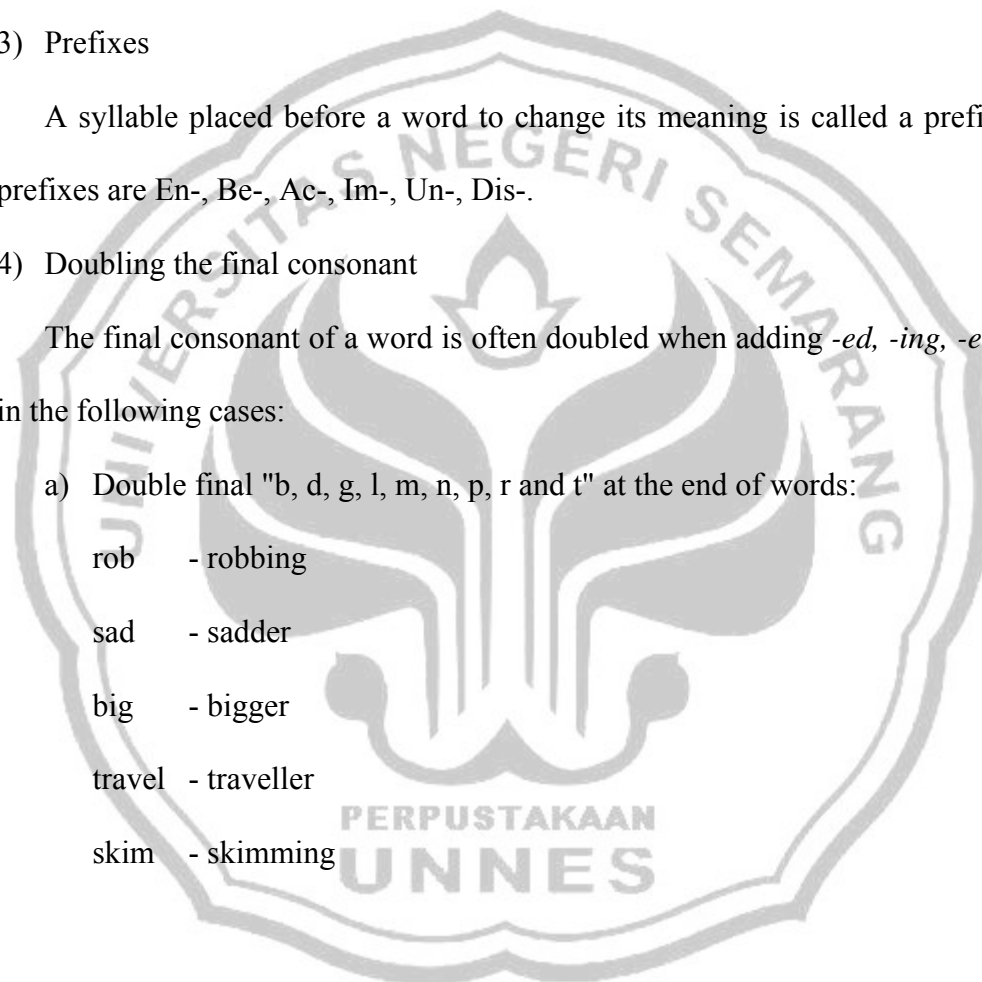
rob - robbing

sad - sadder

big - bigger

travel - traveller

skim - skimming

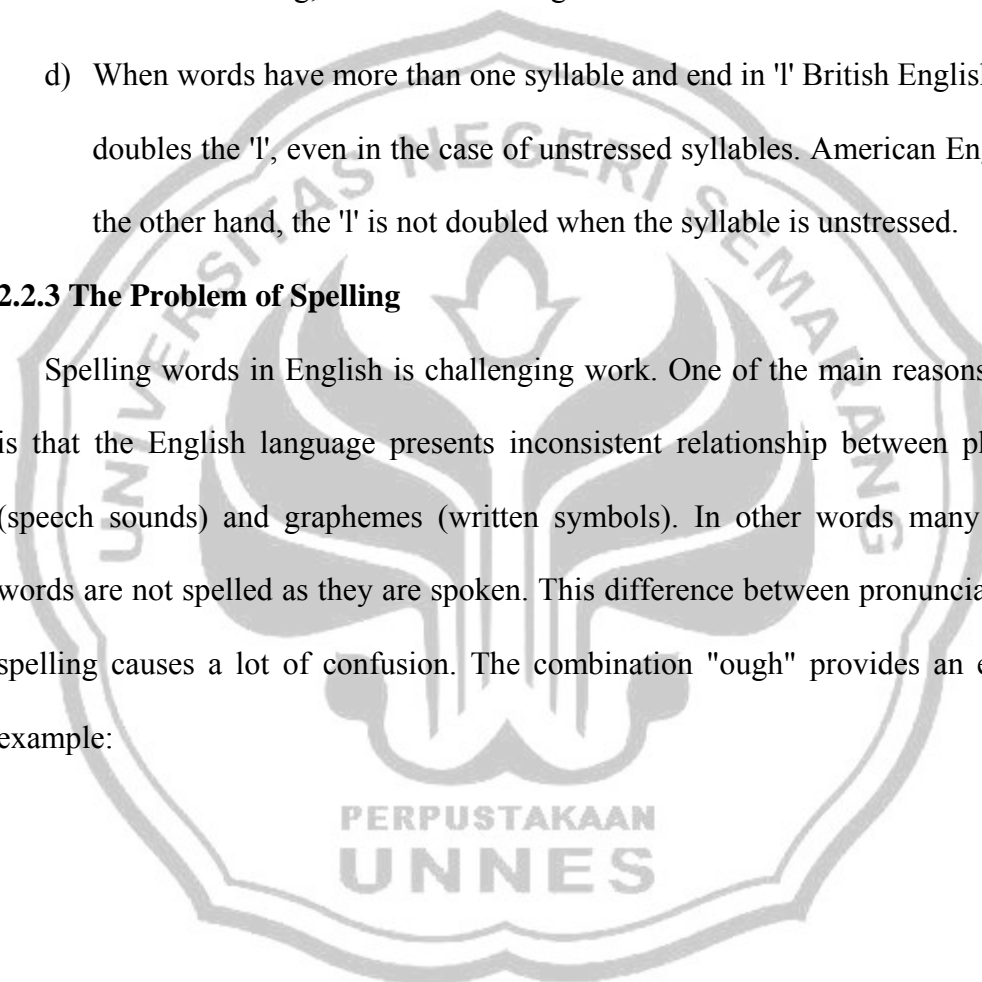


win - winner  
 pop - popping  
 prefer - preferred  
 hit - hitting

- b) Double these final letters there is the following pattern "consonant - vowel - consonant" at the end of a word. For example: travel - 'vel' v - consonant - e - vowel l - consonant.
- c) Words of more than one syllable have their consonants doubled only when the final syllable is stressed.  
 begin - beginning, but open - opening  
 defer - deferring, but offer - offering
- d) When words have more than one syllable and end in 'l' British English always doubles the 'l', even in the case of unstressed syllables. American English, on the other hand, the 'l' is not doubled when the syllable is unstressed.

### 2.2.3 The Problem of Spelling

Spelling words in English is challenging work. One of the main reasons for this is that the English language presents inconsistent relationship between phonemes (speech sounds) and graphemes (written symbols). In other words many English words are not spelled as they are spoken. This difference between pronunciation and spelling causes a lot of confusion. The combination "ough" provides an excellent example:



tough - *pronounced* - tʌf

through - *pronounced* - θru:

dough - *pronounced* - dəu

Learning a foreign language is not easy to do. While we are learning language, it means that we are learning to listen, speak, read, and write. To learn such those skills, we also need to learn its component including grammar, vocabulary, pronunciation, and spelling. As we know spelling system in English is not consistent, so it has to be taught since whenever we come across a word we have not written before, we usually make a guess unless the spelling conforms regular phonic rules. Even though a guess is admittedly helped by all sorts of linguistic clues, it may be wrong. Smedley (1983:17) gives detail explanation on the processes of spelling. The steps that involve in spelling a word are stated as follows:

- 1) Students may sound the word from themselves.
- 2) Students may break the word down into its constituent parts, syllable, and ultimately sounds (phonemes).
- 3) Students may visualize the written form of the constituent parts and associate written letters (graphemes).
- 4) When alternative graphemes are possible, students need to decide the correct one.
- 5) Students apply their motor skills and write the word down.

Based on those steps above, Smedley then added that poor spelling or spelling errors might stem from many causes. Firstly, students may have weak auditory skills so that they may not be able to represent the sound of a word to themselves, or analyze it into constituent parts. Such students will make 'unphonetic' errors ('rail'

for 'really', 'militery' for 'military'). Secondly, students may not be able to associate sounds with letters. Thirdly, students may have virtual memories so that they can make the phoneme-grapheme link, but cannot visualize how the word should look. This will result 'phonetic' misspelling ('lonley', 'opund'). Next students may not know those alternative graphemes wrongly. Finally, students may experience motor problem in actually writing a word down.

### **2.3 Applying Crossword Puzzles in Spelling**

Crossword puzzle as a medium for children means directly play in the class. Children will be able to spell well by game. Children ordered to sound out words from the words list, spell the letters to form the words, match them with the picture and then print the words from the picture clues into crossword puzzles.

### **2.4 The Rules of the Game**

The rules are stated as follows:

- a) Each student sounds out words from the words list.
- b) Each student spells the letters to form the words.
- c) Students match the words with the picture.
- d) Students copy the words from the word list into the crossword puzzles.

### **2.5 Teaching English Spelling at Elementary School**

In order to write a foreign language, the students must first be familiar with the alphabet or characters in which that language transcribed. Since English uses the same alphabet as Indonesian language, the students must learn to master a new

spelling system. Letter and group of letters in English may represent sounds that are different from those in Indonesian, so it is very important to teach English spelling in elementary school.

## **2.6 The English Curriculum in Indonesia**

As an international language, English is necessary to be taught for acquiring and developing science, technology, art, culture and developing international relationship. According to KTSP (Kurikulum Tingkat Satuan Pendidikan) there are four literacy level including performative, functional, informational, and epistemic level that are attempted to improve students' English skills. At performative level, students should be able to read, write, listen, and speak. At functional level, students should be able to use a language to fulfill their daily needs, such reading a newspaper or directions. At informational level, students should be able to gain any knowledge through his language ability. While at epistemic level, students should be able to present any knowledge in his target language.

At Elementary School, students are attempted to get performative literacy. It is hoped that they have a good competence in listening, speaking, reading, and writing. The language competence itself is used for accompanying action, it means that it is used for interaction, and the topic is related to their environmental needs.

..., English in elementary school is intended to develop students' language ability used in language accompanying action. English used to interact and to behave "here and now". The topic is talking about everything in contextual situation. To achieve this competent, the students need to be displayed and make common with kind of adjacency pairs which is a basic to have more complex interaction ability (KTSP SD 2006:403).

As one of subjects taught in the elementary school, English has some functions for the students as follows:

- (1) By studying English, students are expected to have ability to develop their communication competence in oral, limitedly in language accompanying action in context of school.
- (2) Later, the students are expected to have awareness of essence and importance of English to develop their competitive capacity in global community.

According to curriculum of elementary school, elementary school may add any lesson that is called “muatan local” or local content. Local content in elementary school is an education program which the contents and the media are related to the natural and social environment, cultural, and region needs. There are many kinds of local content taught in different elementary schools, such as dancing, handicraft, gardening, regional language, English, etc. The local content subjects have the aims to give a basic knowledge, skill and attitude for the students; so that they have a certain view about their surrounding and humans’ needs based on the values or regional rules that support the regional development and also the national development. Moreover, the students are attempted to be able to:

1. know and be closer to the environment, society, and its culture,
2. have a basic ability, skill and knowledge about their region which are useful both for themselves and their social environment in general,
3. have an attitude and behavior that are appropriate with the values/regional rules, and also preserve and develop the glorious regional cultural values in order to support the national development (Pengembangan Program Mulok 2006: 2)

Based on the curriculum above, students are expected to have skills of language in simple English using selected topic related to their environmental needs such

tourism, gardening, farming and so on.. It is appropriate with the objectives of learning English at elementary school as stated in the local content of teaching guidelines, that one of the crucial objectives of learning English at the elementary school is that the students are expected to communicate using simple sentences related to their surrounding.

### **2.7 The Characteristics of the Elementary School Students in Indonesia**

Teaching Elementary School students is not the same as teaching adults because they have different characteristics. Students in elementary school are young learners that are very active. According to Harmer (2001:38) children, learn differently from older one, adolescents, and adults in the following ways:

- a) They respond to meaning even if they do not understand individual words.
- b) They often learn indirectly rather than directly – that is they take in information for all sides, learning everything around them rather than only focusing on the precise topic they are being taught.
- c) Their understanding comes not just from the explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- d) They generally display an enthusiasm for learning a curiosity about the world around them.
- e) They have a need for individual attention and approval from the teacher.
- f) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- g) They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Cameron (2001:1) also described the characteristics of young learners as follow:

- a. Children are often more enthusiastic and lively as learners.
- b. They loose interest more quickly and are less able to keep themselves motivated on tasks they find difficulties.

The teacher can also point out certain characteristic that she/ he should be aware of and take into account in her/ his teaching. The following are some general characteristics of the children of that group according to Brumfit:

- a. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.
- b. They tend to be keen and enthusiastic learners.
- c. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal schooling.
- d. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better. (<http://young-learner-characteristics>).

Then, he [Brumfit] also states that children have special characteristics in learning language, it is elaborated as follows:

- a) Children respond the language well through concrete things (visual things) rather than abstract things.
- b) Children need physical movements and real activities to stimulate their thinking.
- c) Children will be enthusiastic if they are taught using fun activities or being involved in activities.
- d) Children love to play. And learn best when they are enjoying themselves.
- e) Children learn well through something that is close to their culture.
- f) Children like to work together.



From the explanations above, the writer can say that the Elementary School students still need a specific guidance from their teacher and people around them especially their parents in order to follow the lesson well. The teacher should be able to create and maintain the cheerful situation in the classroom. So, as beginners, Elementary School students will be happy learning English.



## CHAPTER III

### METHOD INVESTIGATION

This chapter discusses the method investigation. It is divided into eight subsections. They are research design, setting of the research, subject of the research and research procedures. It also contains method of collecting data and instruments of the study. The data processing and criterion of assessment are also included in this chapter.

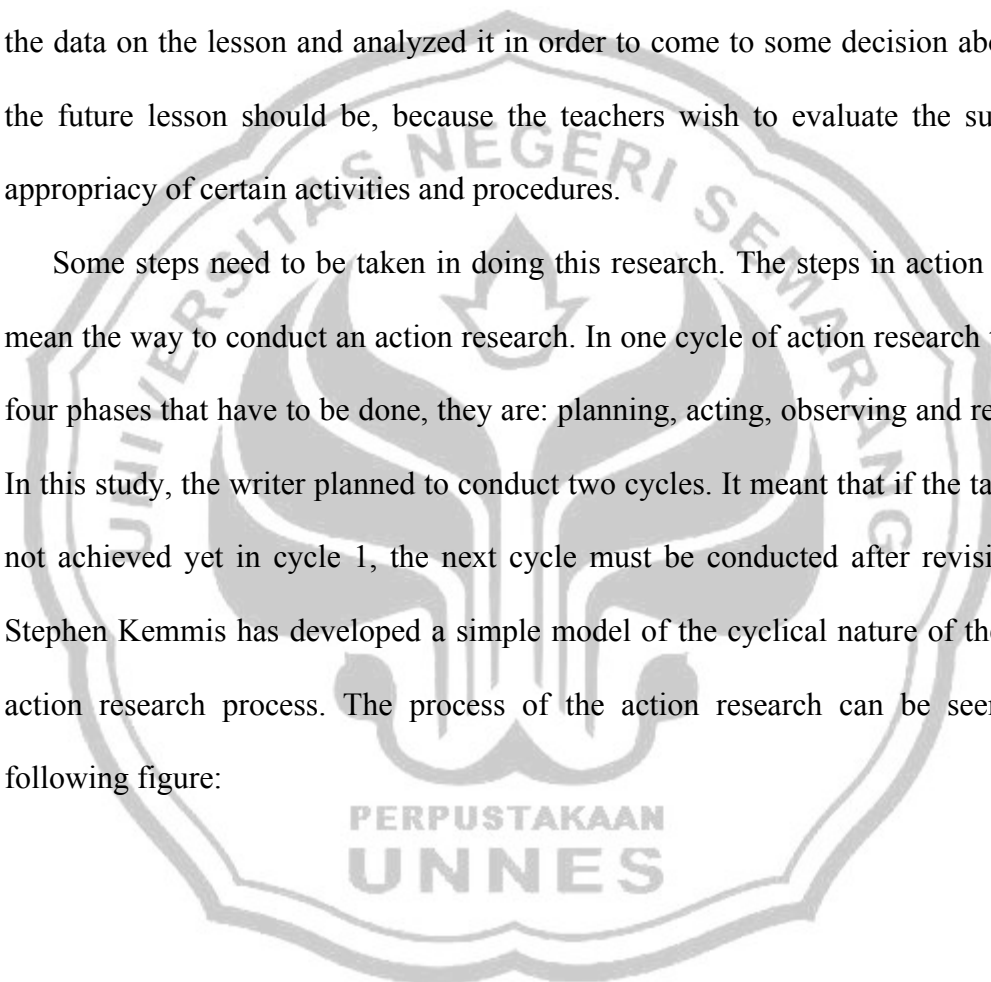
#### **3.1 Research Design**

In this research, the writer used an action research. There are some definitions of action research stated by some experts. Wallace (1998:13) states that “it is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decision about what the future lesson should be”. The research began with the problems that arose in the teaching cycle, and with the recognition of finding a new strategy to overcome those problems by giving treatment to a group of students who face the problems. This research also involved a continual test to measure the improvement of the students’ learning and to know whether the problems were successfully overcome or not. While Harmer (2001:344) argues that “action research is a series of procedures teachers can engage in, either because they wish to evaluate the success and/ or appropriacy of certain activities and procedures.” While according to Mills (2000:6) action research is any systemic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/ learning environment, to gather information about the

ways that their particular schools operate, how they teach and how well their students learn. Another source states that action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems ([en.wikipedia.org/wiki/action\\_research](http://en.wikipedia.org/wiki/action_research)). While according to Hornby action means process of doing things, while research is investigation undertaken in order to discover new facts. So, action research is process of doing investigation in order to discover new facts.

From those definitions the writer concludes that an action research is an approach that can be done individually or in team by teacher researchers, principals, school counselors, or other stakeholders in the teaching or learning environment to collect the data on the lesson and analyzed it in order to come to some decision about what the future lesson should be, because the teachers wish to evaluate the success or appropriacy of certain activities and procedures.

Some steps need to be taken in doing this research. The steps in action research mean the way to conduct an action research. In one cycle of action research there are four phases that have to be done, they are: planning, acting, observing and reflection. In this study, the writer planned to conduct two cycles. It meant that if the target was not achieved yet in cycle 1, the next cycle must be conducted after revising plan. Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process. The process of the action research can be seen in the following figure:



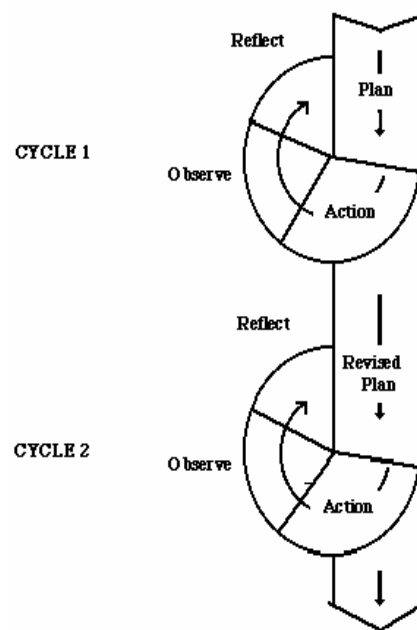


Figure 1 Simple Action Research Model (from MacIsaac, 1995)  
 (<http://physicsed.buffalostate.edu/danowner/actionrsch.html>)

In detail the cycle consists of:

1) Designing Planned Action

The cycle begins with a series of planning actions in order to get optimal result. This plan is used during the research in every cycle and revised based on the improvement of the students.

2) Implementation of the Action

This phase is the implementation of the action. It means that the researcher implemented the plan, which is made in the previous phase in the field of research. In this case the implementation is in the form of treatment, which is given to the students in every cycle.

3) Observation

The observation is done during the research and the purpose is to know students' condition while research is conducted.

#### 4) Reflection

The next step is assessing the result of the action (treatment) for the purpose of revising and implementing it in the next cycle.

### **3.2 Setting of the Research**

The setting of this research was SDN Cokro. It is located in Cokro, Kecamatan Grabag, Kabupaten Magelang. It is about eight kilometers from Grabag. It is located in rural area. The majority of the people that live around the school are farmers. Most of the students come from the village itself and villages near it. It has 6 classrooms. Each grade consists of around 35 students.

### **3.3 Subject of the Research**

This action research was applied to teach English spelling to the fourth grade students of SDN Cokro, Kabupaten Magelang in the academic year of 2008/2009. It has 41 students which consist of 20 boys and 21 girls. But in time the writer conducted the research a student was absent, so the writer just took 40 students' data.

### **3.4 Research Procedures**

The research was conducted through action research, consisting of two cycles. The activities done during the research were as follows:

#### (1) First Activity

The first activity was concentrated on the pre-test. In this activity students were given a test consist of 22 items test. This test was used to determine the problems might be faced by students.

(2) Second Activity (Cycle 1)

The cycle consists of four stages. They were as follows:

a. Planning

In order to get optimal result, it was necessary to have well-prepared plan. It involved:

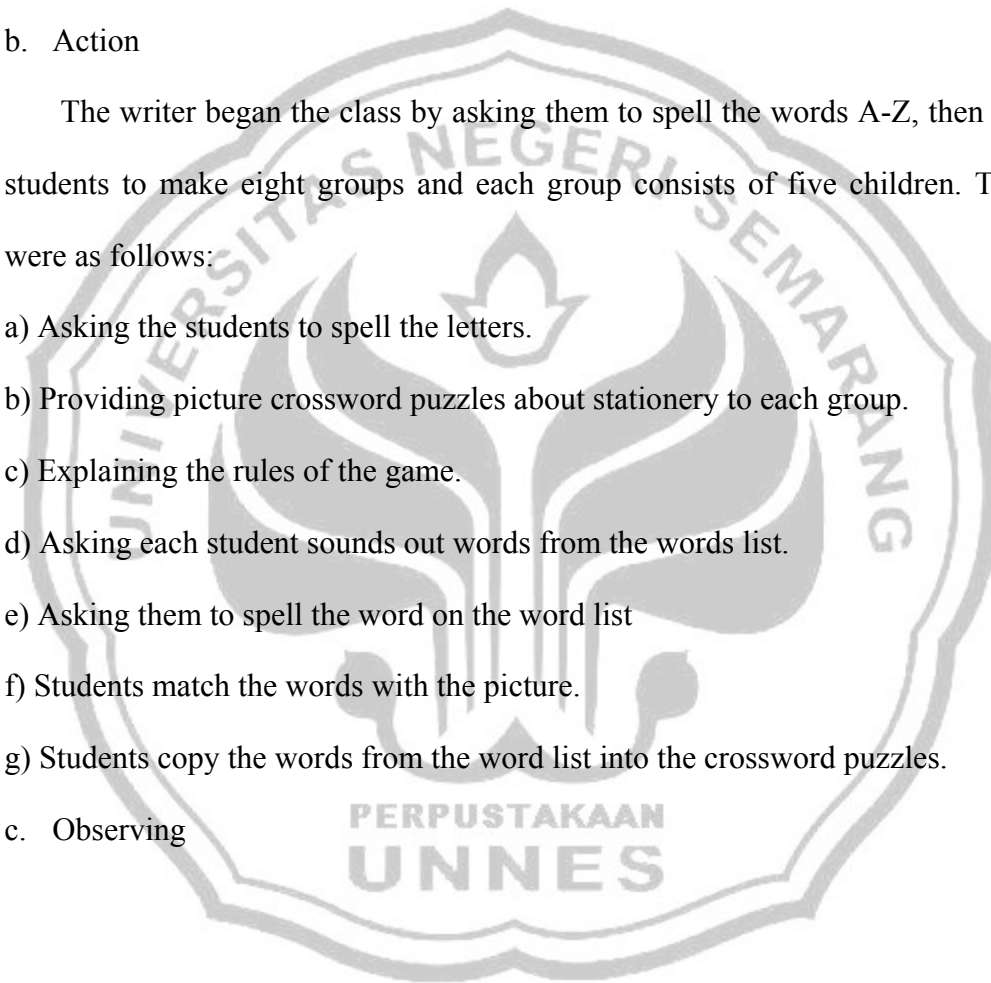
- 1) Providing some crossword puzzles.
- 2) Conducting preliminary observation in the class that would be investigated.
- 3) Planning the students to work in group of five.

b. Action

The writer began the class by asking them to spell the words A-Z, then ordering students to make eight groups and each group consists of five children. The steps were as follows:

- a) Asking the students to spell the letters.
- b) Providing picture crossword puzzles about stationery to each group.
- c) Explaining the rules of the game.
- d) Asking each student sounds out words from the words list.
- e) Asking them to spell the word on the word list
- f) Students match the words with the picture.
- g) Students copy the words from the word list into the crossword puzzles.

c. Observing



In this phase, the aspect observed during the action research were the students including the students' activities and the students' cooperation in their group. In this phase, the writer also gave a test to measure their spelling ability.

d. Reflecting

Reflecting is the analysis of the observation result and evaluation of the steps in cycle 1. It was held after the writer finished conducting cycle 1. In this step, the writer evaluated steps in cycle 1 and discussed the results of the test for the improvement in the next cycle.

(3) Third Activity (Cycle 2)

Basically the activities of cycle 2 were similar to those in cycle 1, but there were some added activities in order to facilitate students in crossword puzzles. The aims of cycle 2 were:

- a) To overcome weaknesses in cycle 1
- b) To give more opportunities for students to understand how to spell words well.
- c) To give more opportunities for students to apply their motor skills and write the words down.

The steps are as follows:

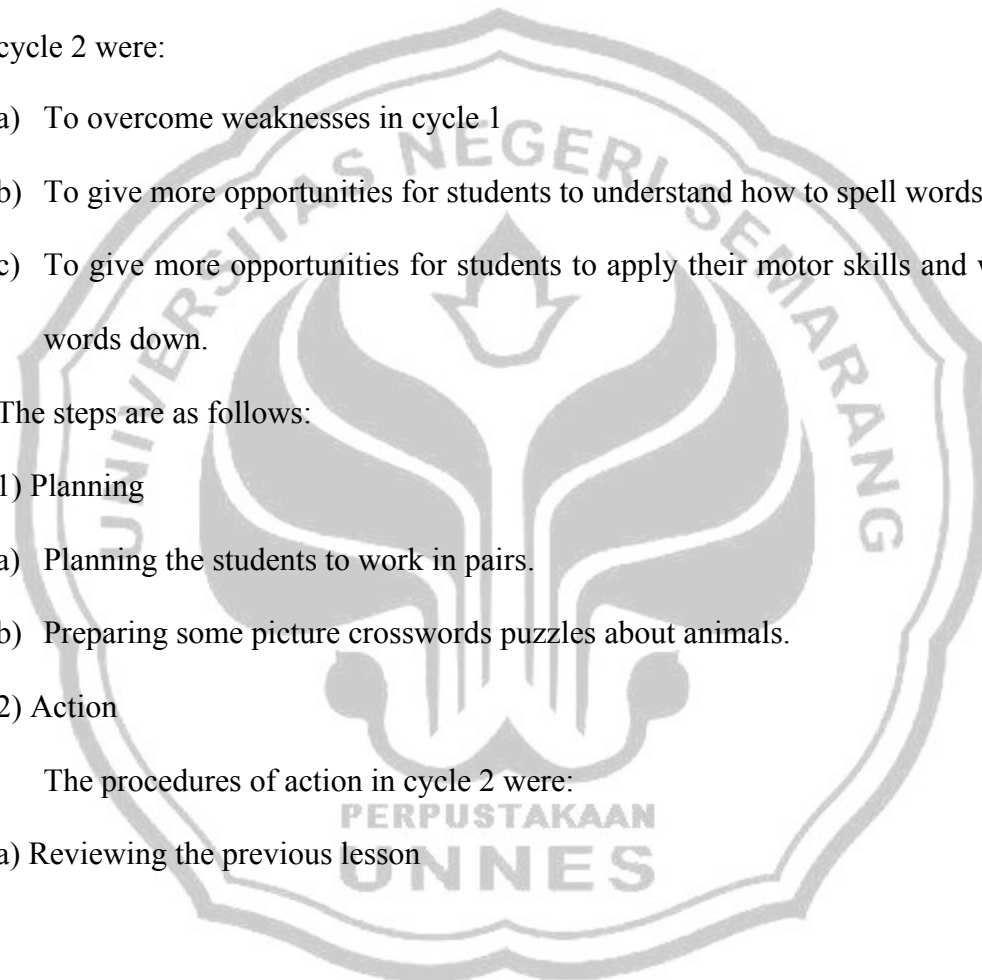
1) Planning

- a) Planning the students to work in pairs.
- b) Preparing some picture crosswords puzzles about animals.

2) Action

The procedures of action in cycle 2 were:

- a) Reviewing the previous lesson



- b) Asking the students to work in pairs
- c) Providing picture crossword puzzles to each group
- d) Modeling how to spell words
- e) Asking each student sounds out words from the words list.
- f) Asking them to spell the word on the word list
- g) Students match the words with the picture.
- h) Students copy the words from the word list into the crossword puzzles.

### 3) Observing

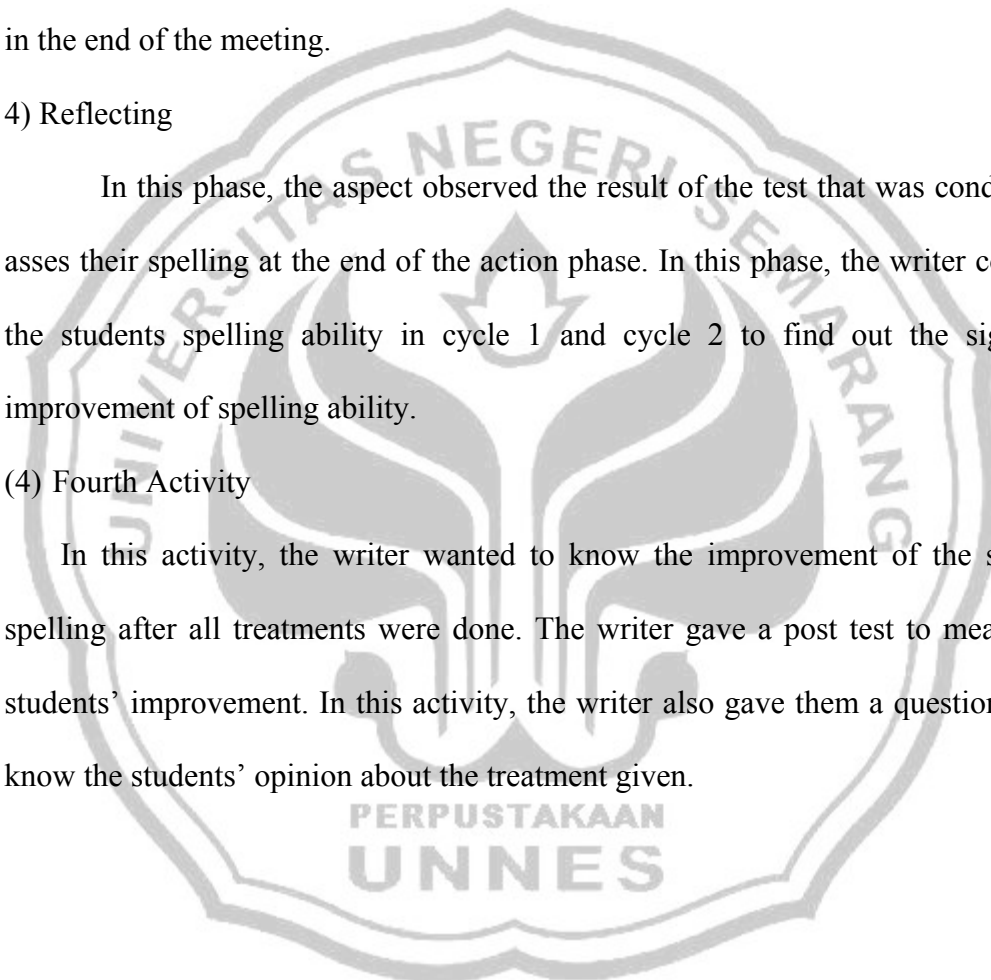
In this phase, the writer checking the students' mastery of spelling by sounding some words and asking some of them to come forward and write the words down on the blackboard. And also the writer gave a test to measure students' spelling ability in the end of the meeting.

### 4) Reflecting

In this phase, the aspect observed the result of the test that was conducted to asses their spelling at the end of the action phase. In this phase, the writer compared the students spelling ability in cycle 1 and cycle 2 to find out the significant improvement of spelling ability.

### (4) Fourth Activity

In this activity, the writer wanted to know the improvement of the students' spelling after all treatments were done. The writer gave a post test to measure the students' improvement. In this activity, the writer also gave them a questionnaire to know the students' opinion about the treatment given.





### 3.5 Methods of Collecting Data

All kinds of researches need the data to support the investigation. According to Saleh (2001: 31), the methods which can be used to gather evidence in the research are as follows: questionnaire, observation sheet, interview and test. While according to Wray, Trott and Bloomer (1998: 153-191), there are six techniques or methods that can be used for collecting data, they are: tape-recording data, experiments, questionnaires, interviews, observation, and case studies.

In this study, the writer decided to use test and questionnaire which were appropriate to the students' condition and environment in collecting the data. Those techniques were applied to support the action research in this study.

### 3.6 Instruments of the Study

After the writer knew exactly what is to be observed from whom the data will be gotten, the next step is to decide the instrument. Arikunto (2006:23) states "It is any device the researcher uses to collect data in this action research". Then, it becomes the most important part of a research since from the instrument, the writer gathered the data to be studied which is then analyzed and interpreted. In this research, the writer used test and questionnaire as the instruments.

#### A. Test

As stated by Saleh (2001:33) that the data about one's ability can be gathered by using test. Then, to assess the development achieved by the students, a series of test carried out. The test itself was used to measure the improvement of students'

spelling ability. The tests conducted four times. They were; pre-test, tests in the end of cycle 1 and cycle 2, and a post-test.

In this research, the writer used a dictation test as the instrument. According to Valette (1977:220-221):

“In spelling test, the teacher reads the words or phrases that the student is to write. At elementary level, it is essential that the students be familiar with the text so that no problem of comprehension exists. In language like English, where each word has a single spelling independent of its grammatical function, spelling test is usually take the form of list words in isolation.”

The students are hoped to recognize all words being read so they are able to put these oral codes into written symbols. In this study, the writer only assessed the students' ability of spelling. To asses the test, the writer classified the test item only in spelling nouns.

#### B. Questionnaire

A questionnaire is ‘a set of questions on a topic or group of topics designed to be answered by a respondent’ (Richards et al, 1992, quoted in Wray, Trott and Bloomer, 1998, p.167). While another source states that a questionnaire is a number of written questions used to get information from respondent (Arikunto, 2006:151).

The writer used this method to help her to find out information about the students' reflection toward the learning activities by using crossword puzzles. The questionnaire itself collect data or information from the students based on the needs, interest, like and dislike about teaching and learning process.

#### 3.6.1 The Try-out Test

Before the test administered to the fourth graders of SDN Cokro in the academic year 2008/2009 to collect data, it had been tried out to know the validity, the

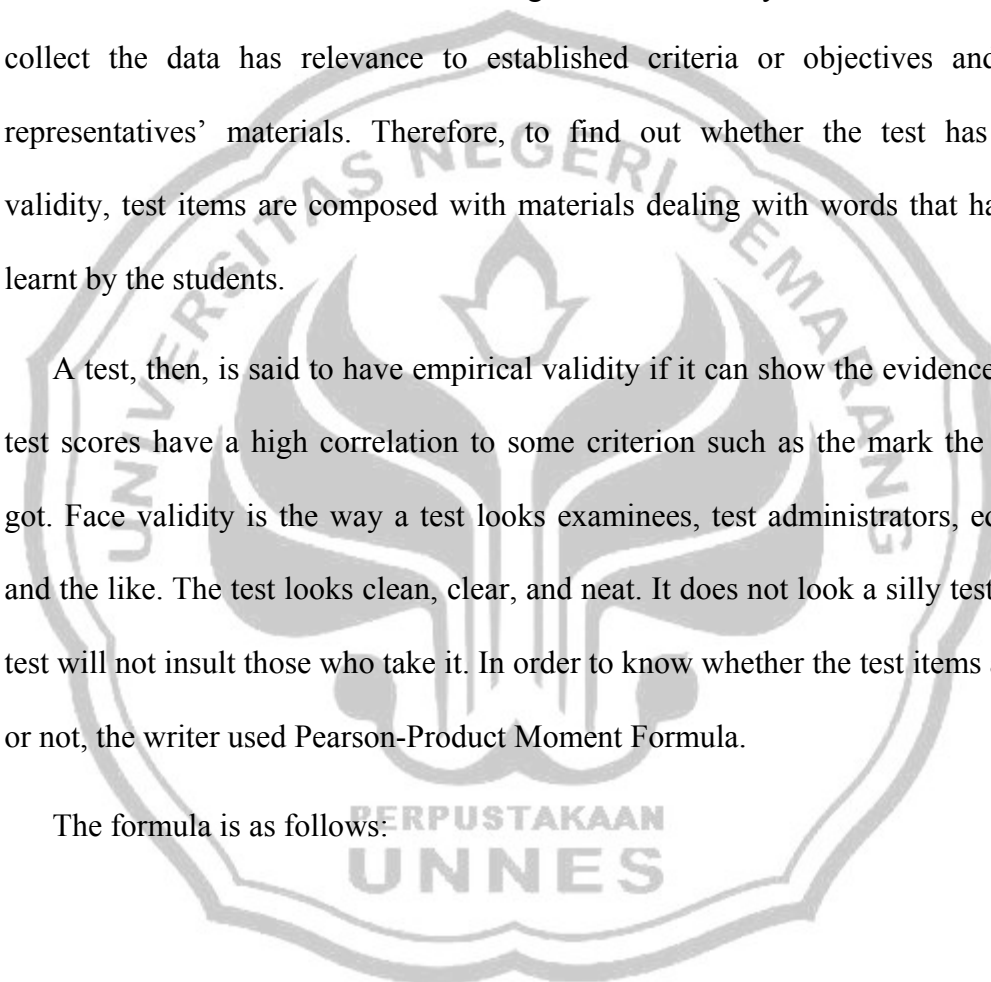
reliability, the level difficulty and the discrimination power. In conducting the test, the writer gave the students standard dictation where the writer read the words three times and the students wrote it down in their answer sheet. The try-out was conducted in SDN Klegen on January 24<sup>th</sup>, 2009, which has 28 students on the fourth grade. The analysis of the try out test items can be seen in appendix 8.

### 3.6.2 Validity of the Test

Harris (1969: 19-21) states that validity is distinguished into three kinds. They are content validity, empirical validity, and face validity. In this study, the writer uses content validity. Content validity is the extent to which a test measures a representative sample of the subject matter content and behavioral changes under consideration. A test is said to have high content validity if the test item used to collect the data has relevance to established criteria or objectives and covers representatives' materials. Therefore, to find out whether the test has content validity, test items are composed with materials dealing with words that have been learnt by the students.

A test, then, is said to have empirical validity if it can show the evidence that the test scores have a high correlation to some criterion such as the mark the students got. Face validity is the way a test looks examinees, test administrators, educators, and the like. The test looks clean, clear, and neat. It does not look a silly test. So, the test will not insult those who take it. In order to know whether the test items are valid or not, the writer used Pearson-Product Moment Formula.

The formula is as follows:



$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  = validity of the item

N = total number of the respondent

$\sum X$  = the sum of item score

$\sum Y$  = the sum of total item

$\sum XY$  = the sum of item score multiplying the total score

$\sum X^2$  = the sum of the square of the item score

$\sum Y^2$  = the sum of the square of the total item

### 3.6.3 Reliability of the test

Reliability is an essential characteristic of a good test besides the validity. Reliability is important to know whether or not the test as an instrument for collecting data is consistent or stable. As Brown (2004:20) states, "a reliable test is consistent and dependent". While Mills (2000:83) defines reliability as the consistency that our data measures what we are attempting to measure over time.

The computation of reliability of the test used Spearman Brown formula, as follows

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{MK(k-M)}{k Vt} \right)$$

Where:

- $r_{11}$  = the reliability of the item  
 $k$  = The number of items  
 $M$  = the mean of the scores  
 $V_t$  = the total of Variants

### 3.6.4 Item Difficulty

The item difficulty of test shows how easy or difficult the test items proved in the test. In order to compute the item difficulty, the writer uses the following formula as follows:

$$P = \frac{B}{J_s}$$

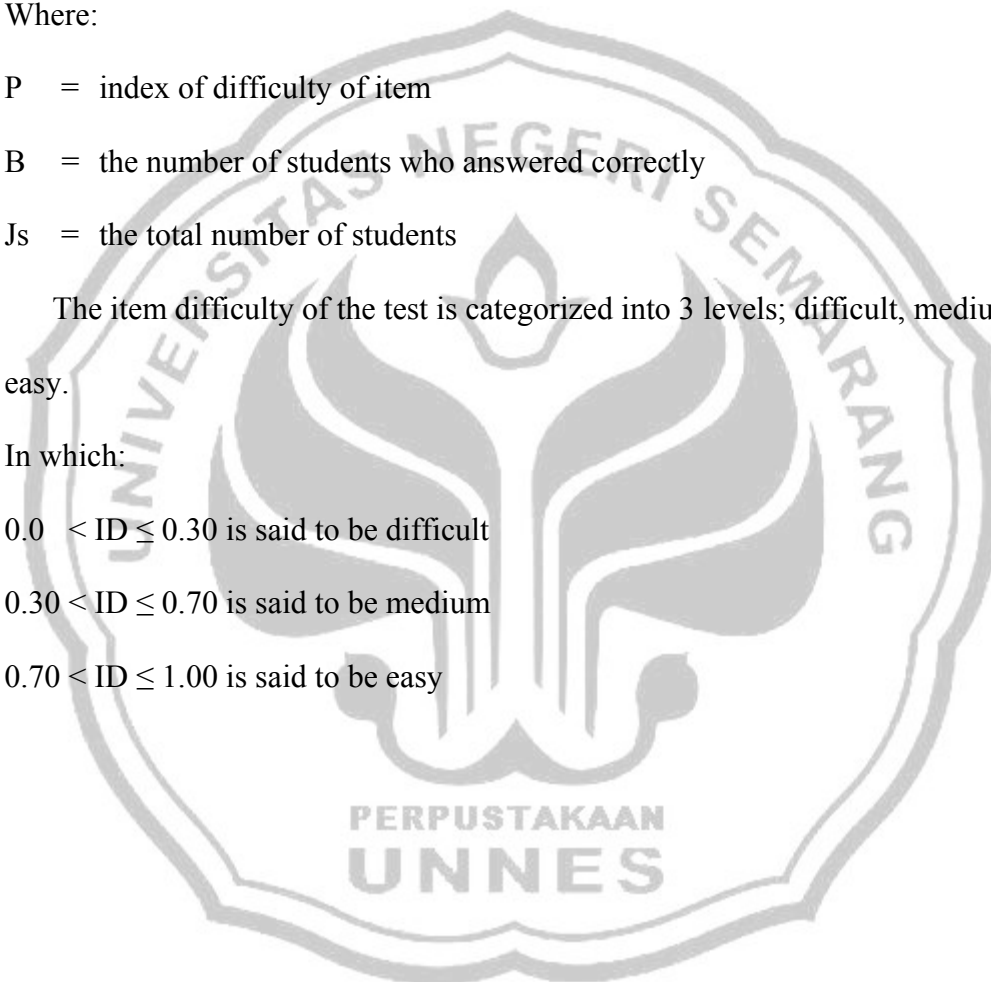
Where:

- $P$  = index of difficulty of item  
 $B$  = the number of students who answered correctly  
 $J_s$  = the total number of students

The item difficulty of the test is categorized into 3 levels; difficult, medium and easy.

In which:

- $0.0 < ID \leq 0.30$  is said to be difficult  
 $0.30 < ID \leq 0.70$  is said to be medium  
 $0.70 < ID \leq 1.00$  is said to be easy



### 3. 6.5 Item Discrimination

The index of discrimination (D) tells us whether those students who performed well on the whole test tended to do well or badly on each item in the test. The procedures to calculate the item discrimination power used the following formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D = The discrimination index

B<sub>A</sub> = The number of students in the upper group who answered the item correctly

B<sub>B</sub> = The number of students in the lower group who answered the item correctly

J<sub>A</sub> = The number of students in upper group

J<sub>B</sub> = The number of students in lower group

The discriminating power on an item is reported as decimal fraction. The maximum positive discriminating power is indicated by an index of 1.00. This obtained only when all students in the upper group answered correctly and no one in the lower group did. Zero discriminating power (0.00) is obtained when equal number of students in each group answered the item correctly. Negative discriminating power is obtained when more students in the lower group than the upper group answered correctly. Both types of item should be removed and then discarded, the judgment of discriminating power is as the following:

DP ≤ 0.20 Poor

$0.20 < DP \leq 0.40$  Satisfactory

$0.40 < DP \leq 0.70$  Good

$0.70 < DP \leq 1.00$  Excellent

### 3.6.6 The Real Test

After the try out test was administered, the writer analyzed the result of it to determine which items would be used, revised and discarded in the real test. The test items which did not fulfill the requirements of the valid test were invalid items and they must discarded.

The next step was analyzing the result of the actual test by means of statistical analysis. It is used to process the data of the research in order to establish valuable and meaningful information so that further analysis and interpretation can be done. Based on the result of statistical analysis then, the writer interpreted it into non-statistical analysis.

### 3.7 Data processing

In this test each correct answer was regarded one point. The formula used to measure the score was as follows:

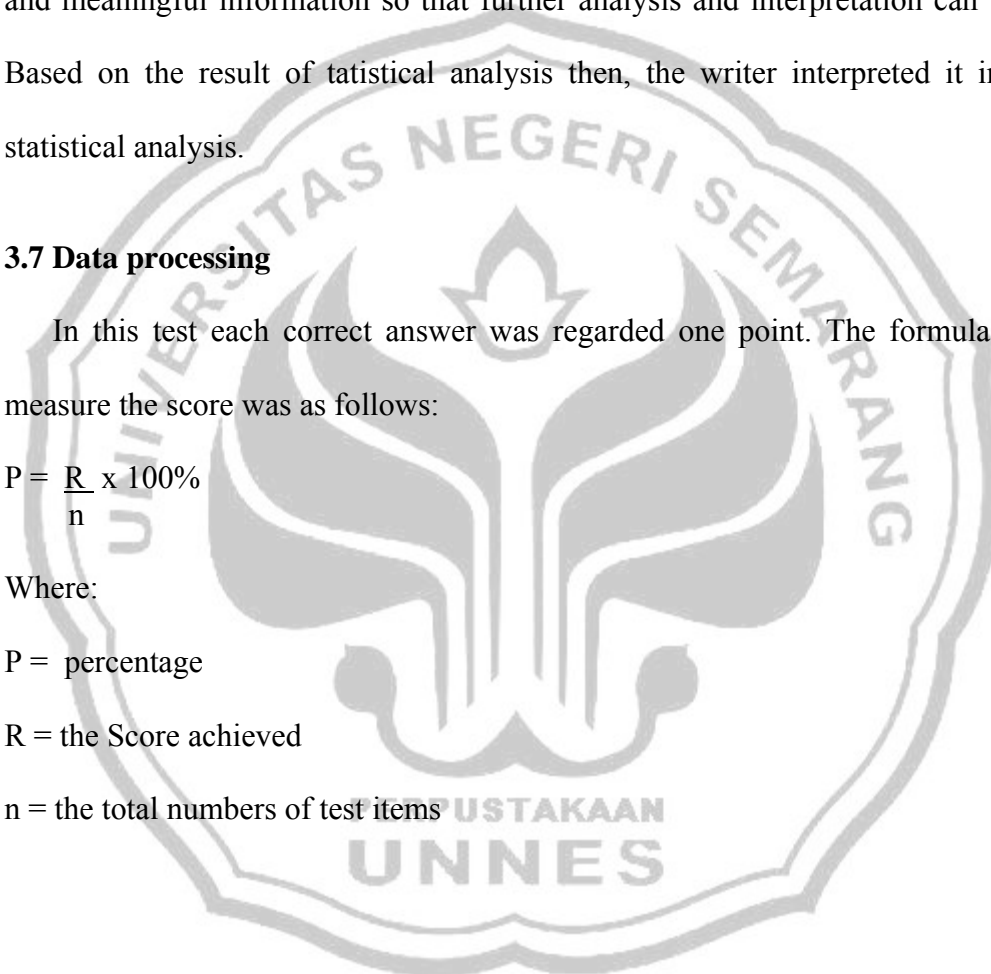
$$P = \frac{R}{n} \times 100\%$$

Where:

P = percentage

R = the Score achieved

n = the total numbers of test items



### 3.8 Criterion of assesment

The students' success and failure in doing the activities planned above would be assessed by referring the criterion issued by SDN Cokro, namely kriteria ketuntasan Minimum (KKM). A material can be said that it was succesfully taught if students have minimal score 60. Means that 60% of the mateial are understood by them.





**CHAPTER IV**  
**ANALYSIS OF THE DATA**

In this chapter the data that has been collected was analyzed and interpreted. In line with this, this chapter provides the analysis of each activity, started from pre-test up to post test and the analysis of questionnaire.

**4.1 Analysis of First Activity (Pre-test)**

The pre-test was conducted on February, 7<sup>th</sup>, 2009. There were 40 students who joined the test. They had to answer 22 items given by the writer.

The result of the pre-test was as follows:

Table I the result of the pre-test

No	Test Code	Score	%
1	S-1	9	40.9
2	S-2	6	27.2
3	S-3	8	36.3
4	S-4	9	40.9
5	S-5	8	36.3
6	S-6	8	36.3
7	S-7	6	27.2
8	S-8	6	27.2
9	S-9	5	22.7
10	S-10	7	31.8
11	S-11	6	27.2
12	S-12	6	27.2
13	S-13	6	27.2
14	S-14	7	31.8
15	S-15	11	50
16	S-16	7	31.8
17	S-17	11	50
18	S-18	13	59
19	S-19	9	40.9
20	S-20	11	47.2
21	S-21	9	40.9
22	S-22	7	31.8

No	Test Code	Score	%
23	S-23	8	36.3
24	S-24	7	31.8
25	S-25	13	59
26	S-26	9	40.9
27	S-27	7	31.8
28	S-28	8	36.3
29	S-29	13	59
30	S-30	13	63.6
31	S-31	10	45.4
32	S-32	8	36.3
33	S-33	7	31.8
34	S-34	10	45.4
35	S-35	10	45.4
36	S-36	7	31.8
37	S-37	10	45.4
38	S-38	11	50
39	S-39	11	50
40	S-40	10	45.4
Total	40	354	1607.4

The average of the students' test result

=  $\frac{\text{The total of the percentage}}{\text{The number of the students}}$

=  $\frac{1607.4}{40}$

= 40.1 %

The average of the students, pre-test result was 40.1 %, compared to KKM of SDN Cokro, it was very low. The writer concluded that the students couldn't write the words in correct spelling. So, treatment in each cycle was important to improve the students' test result.

#### 4.2 Analysis of Second Activity (First Cycle)

The first Cycle was conducted on February 14<sup>th</sup>, 2009. There were 40 students who joined the teaching learning process. It could run well. All students were excited

and while the writer was explaining the rule of the game, they were paying attentions to her seriously.

The cycle is begun by asking the students to spell letters A-Z. And the result was most of them spelt the letters correctly. They could spell letters A-Z well even in some difficult letters such H, R, W and Y. then the writer give them crossword puzzles and asked them to spell the words that were listed in the words list. And after all of them had chance to spell the words they were asked to match the picture to the words and also asked them to write the words down in the crossword puzzle. In doing this activity, they worked in a group of five.

Since the study only focus on spelling words, by the end of the lesson the writer gave them a test, and the test items given to them were only spelling noun. The result of the students' achievement can be seen in the following table:

Table II the result of the students' achievement in the first cycle

No	Test Code	Score	%
1	S-1	8	72.7
2	S-2	6	54.5
3	S-3	9	81.8
4	S-4	7	63.6
5	S-5	7	63.6
6	S-6	5	45.4
7	S-7	5	45.4
8	S-8	4	36.3
9	S-9	5	45.4
10	S-10	7	63.6
11	S-11	6	54.5
12	S-12	5	45.4
13	S-13	8	72.7
14	S-14	4	36.3
15	S-15	9	81.8
16	S-16	5	45.4
17	S-17	7	63.6
18	S-18	11	100

No	Test Code	Score	%
19	S-19	9	81.8
20	S-20	7	63.6
21	S-21	9	81.8
22	S-22	6	54.5
23	S-23	7	63.6
24	S-24	7	63.6
25	S-25	9	81.8
26	S-26	7	63.6
27	S-27	6	54.5
28	S-28	6	54.5
29	S-29	10	90.9
30	S-30	10	90.9
31	S-31	10	90.9
32	S-32	7	63.6
33	S-33	8	72.7
34	S-34	10	90.9
35	S-35	11	100
36	S-36	7	63.6
37	S-37	8	72.7
38	S-38	11	100
39	S-39	5	45.4
40	S-40	8	72.7
Total	40	296	2689.6

The average of the students' test result

=  $\frac{\text{The total of the percentage}}{\text{The number of the students}}$

=  $\frac{2689.6}{40}$

= 67.2%

The average achievement of the students in the first cycle was 67.2%. In this chapter the writer analyzed that some students had some difficulties in spelling words, since some times some students forgot or neglected to write the nouns. And based on this problem, the writer would take some minutes in the next cycle to review all simple noun presented in the first cycle.

According to the criterion provided by SDN Cokro, the teaching learning can be said success if the students' score are higher than 60. So, the average in the first cycle was said to be successful.

#### 4.3 Analysis of Third Activity (Second Cycle)

Second cycle was conducted on February 21<sup>st</sup>, 2009. It was joined by 40 students. Although the result of the students' test in the first cycle was successful, the writer reviewed some simple nouns given in the first cycle before she began the teaching learning process in the second cycle.

The second cycle could run well. While the writer presenting the lesson, all of students were paying attentions to her seriously. Since the writer found some students were chatting during the practice of spelling in previous cycle, the different thing that was done in this cycle was the students practice to spell and write the words down in crossword puzzle in pairs. The purpose of this was not only give them no chance to chat while their friends were spelling the words, meant that they had to focus on what their friends spell but also the writer would give more chance to students to practice spelling words.

Table III The Result of the students Achievement in the Second Cycle

No	Test Code	Score	%
1	S-1	9	81.8
2	S-2	8	72.7
3	S-3	10	90.9
4	S-4	9	81.8
5	S-5	8	72.7
6	S-6	7	63.6
7	S-7	6	54.5
8	S-8	4	36.6
9	S-9	7	63.6
10	S-10	9	81.8

No	Test Code	Score	%
11	S-11	8	72.7
12	S-12	7	63.6
13	S-13	9	81.8
14	S-14	4	36.6
15	S-15	11	100
16	S-16	9	81.8
17	S-17	10	90.9
18	S-18	11	100
19	S-19	10	90.9
20	S-20	9	81.8
21	S-21	10	90.9
22	S-22	8	72.7
23	S-23	9	81.8
24	S-24	8	72.7
25	S-25	10	90.9
26	S-26	9	81.8
27	S-27	7	63.6
28	S-28	9	81.8
29	S-29	10	90.9
30	S-30	9	81.8
31	S-31	11	100
32	S-32	9	81.8
33	S-33	9	81.8
34	S-34	8	72.7
35	S-35	10	90.9
36	S-36	9	81.8
37	S-37	8	72.7
38	S-38	11	100
39	S-39	7	63.6
40	S-40	9	81.8
Total	40	345	3135.5

The average of the Students' test result

=  $\frac{\text{The total of the percentage}}{\text{The number of the students}}$

=  $\frac{3135.5}{40}$

= 78.3 %

The average of the test in the second cycle was 78.3 %. According to the criterion stated in the previous chapter, it could be said that this activity was successful. Besides, when the writer compared the result of the test with the previous test, it was clear that the result was higher than before.

#### 4.4 Analysis of Fourth Activity (Post-test and Questionnaire)

##### 4.4.1 Analysis of Post-test

The post test was conducted on Saturday, February 28<sup>th</sup>, 2009. It was joined by 40 students. Before she gave a post test, the writer began the activity by reviewing all the simple nouns given in the previous meeting.

In the post test, students had 22 items of dictation test consisted some nouns that the students had learnt in the first and second cycle.

The result of students' post-test is shown in the table below:

No	Test Code	Score	%
1	S-1	18	81.8
2	S-2	19	86.3
3	S-3	19	86.3
4	S-4	18	81.8
5	S-5	17	77.2
6	S-6	16	72.7
7	S-7	17	77.2
8	S-8	10	45.4
9	S-9	15	68.1
10	S-10	22	100
11	S-11	16	72.7
12	S-12	14	63.6
13	S-13	17	77.2
14	S-14	10	45.4
15	S-15	22	100
16	S-16	19	86.3
17	S-17	20	90.9
18	S-18	21	95.4
19	S-19	19	86.3

No	Test Code	Score	%
20	S-20	22	100
21	S-21	21	95.4
22	S-22	14	63.6
23	S-23	15	68.1
24	S-24	20	90.9
25	S-25	17	77.2
26	S-26	18	81.8
27	S-27	17	77.2
28	S-28	15	68.1
29	S-29	21	95.4
30	S-30	22	100
31	S-31	18	81.8
32	S-32	20	90.9
33	S-33	18	81.8
34	S-34	18	81.8
35	S-35	21	95.4
36	S-36	17	77.2
37	S-37	20	90.9
38	S-38	21	95.4
39	S-39	19	86.3
40	S-40	17	77.2
Total	40	720	3271

The average of the Students' test result

=  $\frac{\text{The total of the percentage}}{\text{The number of the students}}$

=  $\frac{3271}{40}$

= 81.7 %

From the analysis above, the average of the students' post-test was 81.7%. The score was higher than the pre-test that was only 40.1%. From this fact, the writer concluded that the students' achievement in spelling words through crossword puzzles had a significant improvement. To prove the statement, the result of the tests in this action research was compared in the table below:



Table VI the result of the test during action research

No	Test Code	The Result of the Test (%)			
		pre-test	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	Post-test
1	S-1	40.9	72.7	81.8	81.8
2	S-2	27.2	54.5	72.7	86.3
3	S-3	36.3	81.8	90.9	86.3
4	S-4	40.9	63.6	81.8	81.8
5	S-5	36.3	63.6	72.7	77.2
6	S-6	36.3	45.4	63.6	72.7
7	S-7	27.2	45.4	54.5	77.2
8	S-8	27.2	36.3	36.6	45.4
9	S-9	22.7	45.4	63.6	68.1
10	S-10	31.8	63.6	81.8	100
11	S-11	27.2	54.5	72.7	72.7
12	S-12	27.2	45.4	63.6	63.6
13	S-13	27.2	72.7	81.8	77.2
14	S-14	31.8	36.3	36.6	45.4
15	S-15	50	81.8	100	100
16	S-16	31.8	45.4	81.8	86.3
17	S-17	50	63.6	90.9	90.9
18	S-18	59	100	100	95.4
19	S-19	40.9	81.8	90.9	86.3
20	S-20	77.2	63.6	81.8	100
21	S-21	40.9	81.8	90.9	95.4
22	S-22	31.8	54.5	72.7	63.6
23	S-23	36.3	63.6	81.8	68.1
24	S-24	31.8	63.6	72.7	90.9
25	S-25	59	81.8	90.9	77.2
26	S-26	40.9	63.6	81.8	81.8
27	S-27	31.8	54.5	63.6	77.2
28	S-28	36.3	54.5	81.8	68.1
29	S-29	59	90.9	90.9	95.4
30	S-30	63.6	90.9	81.8	100
31	S-31	45.4	90.9	100	81.8
32	S-32	36.3	63.6	81.8	90.9
33	S-33	31.8	72.7	81.8	81.8
34	S-34	45.4	90.9	72.7	81.8
35	S-35	45.4	100	90.9	95.4
36	S-36	31.8	63.6	81.8	77.2
37	S-37	45.4	72.7	72.7	90.9
38	S-38	50	100	100	95.4
39	S-39	50	45.4	63.6	86.3
40	S-40	45.4	72.7	81.8	77.2
Total		1607.4	2689.6	3135.5	3271

#### 4.4.2 Analysis of Questionnaire

In this activity, the writer distributed a questionnaire to support the primary data. The writer distributed the questionnaire on Saturday, February 28, 2009 and it was responded by 40 students. The writer only gave five items to be answered. The students were asked to answer by crossing the choice a, b, or c according to their own mind.

There techniques to analyze the questionnaire were discussed in the following section.

##### a) Grading the items of questionnaire

The questionnaire was consisted of five questions, each of which had three options, namely a, b and c. each option was given a score that showed the quality of each indicator. The score ranges from 1 to 3 as shown in the table below:

Option	Point
a	1
b	2
c	3

(Oppenheim 1992:264)

The score that ranges from 1 to 3 was explained below:

- a) If the students chose a, the score was 1.
  - b) If the students chose b, the score was 2.
  - c) If the students chose c, the score was 3.
- b) Tabulating the data questionnaire

The writer tabulated the questionnaire data in order to make the result of grading clearly readable. The table consists of these columns: name (students' code), score per item, total scores, and the mean of each item.

## c) Finding the mean

The formula used for computing the mean was as follows:

$$M = \frac{\sum x}{n}$$

Where,

M = the mean,

$\sum x$  = the sum of the item scores, and

n = the number of the students.

The mean of each item could be seen in the table below:

No	Students' Code	Number of Questions				
		1	2	3	4	5
1	S-1	2	2	2	2	2
2	S-2	3	3	3	3	3
3	S-3	3	3	3	3	3
4	S-4	3	3	3	3	3
5	S-5	3	3	3	3	3
6	S-6	3	3	3	3	3
7	S-7	3	3	3	3	3
8	S-8	3	3	3	3	3
9	S-9	3	3	3	3	3
10	S-10	3	3	3	3	3
11	S-11	3	3	3	3	3
12	S-12	3	3	3	2	3
13	S-13	3	2	3	2	2
14	S-14	3	3	3	2	3
15	S-15	3	3	3	2	3
16	S-16	3	3	3	2	3
17	S-17	3	3	3	2	3
18	S-18	3	3	3	2	3
19	S-19	3	3	3	2	3
20	S-20	3	3	3	3	3
21	S-21	3	2	3	2	1
22	S-22	3	3	3	3	3
23	S-23	3	3	3	2	2
24	S-24	3	3	3	3	3

No	Students' Code	Number of Questions				
		1	2	3	4	5
25	S-25	3	3	3	3	3
26	S-26	3	3	3	2	3
27	S-27	3	3	3	3	1
28	S-28	3	3	3	2	3
29	S-29	3	3	3	3	3
30	S-30	3	3	3	3	3
31	S-31	3	3	3	2	3
32	S-32	2	2	3	3	3
33	S-33	2	2	3	3	3
34	S-34	3	3	3	3	3
35	S-35	3	3	3	3	3
36	S-36	3	3	3	2	3
37	S-37	3	3	3	2	1
38	S-38	3	3	3	2	1
39	S-39	3	3	3	3	3
40	S-40	3	2	3	3	3
Total	40	117	114	119	103	109
Mean		2.925	2.85	2.975	2.575	2.725

d) Determining the graded scores

Providing value of graded scores was very important, since the result of the mean was not in round figure but in decimal. The result of the questionnaire data analysis of each issue could be classified into a range of mean below:

Range of mean	Students' interest	The advantage	Students' motivation	The relevancy	Sustainability
0.01-1.00	Low	Do not help	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very Relevant	Very necessary

e) Matching the mean criterion

To get the additional information about the students' response in having this study, the mean of each issue was matched to the criterion. According to the range of mean above, the result of the data of the questionnaire could be analyzed by referring it to the criterion below:

Issue	Mean	Category
Students' interest	2.925	High
The advantage	2.85	Help the students very much
Students' motivation	2.975	High
The relevancy	2.575	Very Relevant
Sustainability	2.725	Very necessary

f) Concluding the Questionnaire Result

Based on the result of matching the mean to the above criterion, it could be concluded that:

1. The students' interest in the crossword given is high.
2. The crossword given can help the students in spelling letters to make some simple words.
3. The students' motivation in learning English as a foreign language is higher after they taught by using crossword puzzle.
4. The relevancy between the simple nouns taught in this action research and the simple noun that the students often used and needed in their daily activity is very relevant.
5. The activity is very necessary for the students.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### 5.1 Conclusions

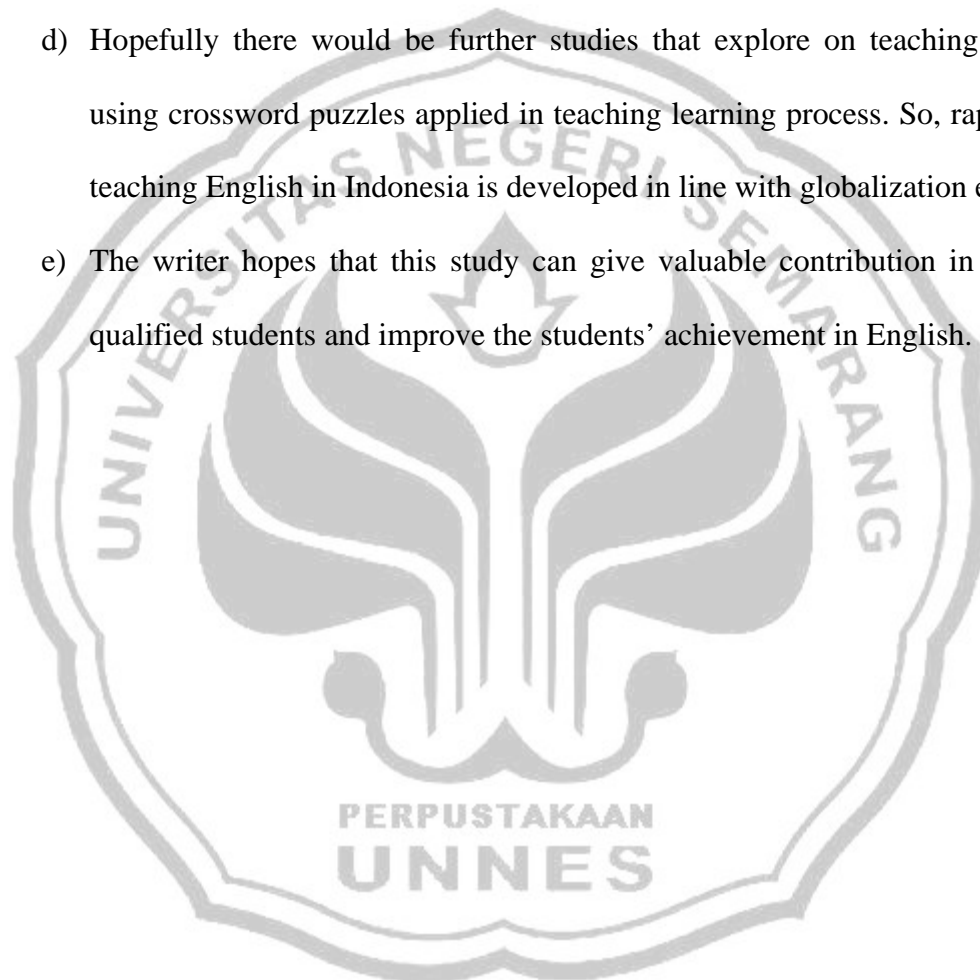
Based on the result of the data analysis in the previous chapter, the writer draws the following conclusions:

- a) The teaching and learning activity by using crossword puzzles showed a positive effect on the students' achievement. The students' spelling ability of simple words during the teaching learning activities by using crossword puzzles was good. It means that crossword puzzles are possibly used to teach English spelling in elementary school, especially in fourth grade. Besides, most of the students were really excited and really like the game given, moreover it can increase the students' attention in learning. It can be seen from the result of the questionnaire.
- b) It is effective to use crossword puzzles to improve the students' spelling ability. It was supported by the significant difference between the result of the pre-test, the test in cycle 1, test in cycle 2 and the result of the post-test. they were 40.1% in the pre-test, 67.2% in the first cycle, 78.3% in the second cycle and 81.7% in the pot-test. So, it can be concluded that the students' achievement in learning English spelling through crossword puzzles had a significant improvement.

## 5.2 Suggestion

From the conclusions above, the writer would like to offer some suggestions to improve the students' spelling ability:

- a) The use of crossword puzzles is recommended to the teachers as an alternative media to teach elementary school students for improving students' spelling.
- b) A teacher should be smart in creating her or his own technique in order to raise the students' interest' in following her or his teaching since it is the first time for students in elementary school get English.
- c) The use of crossword puzzles in teaching learning activities should be related to the topic.
- d) Hopefully there would be further studies that explore on teaching English using crossword puzzles applied in teaching learning process. So, rapidly the teaching English in Indonesia is developed in line with globalization era.
- e) The writer hopes that this study can give valuable contribution in creating qualified students and improve the students' achievement in English.



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