

**THE EFFECT OF PICTORIAL CROSSWORD PUZZLE AND
WORD LISTS ON THE VOCABULARY ACHIEVEMENT OF
JUNIOR HIGH SCHOOL PUPILS**

A THESIS

**A Partial Fulfillment of the Requirements of the Sarjana Pendidikan Degree in the
Faculty of Teacher Training and Education**



By

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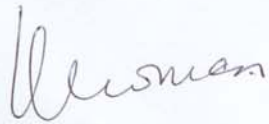
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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH DEPARTMENT**

2007

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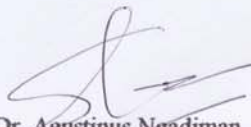
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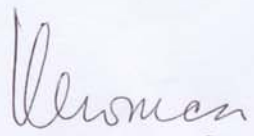
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ACKNOWLEDGEMENTS

This thesis is written as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty of Widya Mandala Catholic University. First of all, the writer would like to thank Allah S.W.T, her almighty God, for His Blessings, faithfulness and loving-kindness so that she could compose her thesis smoothly and complete this thesis as well.

The writer would also like to express her deepest gratitude and appreciation to those who had given their valuable guidance and time that make the completion of her thesis possible especially to:

1. Prof. DR. Veronica L. Diptoadi, M.Sc, the writer's first thesis advisor, who was so kind to give the writer a guidance in composing her thesis from the very beginning until the end of the completion of her thesis and supported her to finish the study as well. In addition, the writer also thanks her for providing her precious time during the completion of this thesis.
2. DR. Tjahjaning Tingastuti S., M.Pd, the writer's second advisor, who had patiently devoted her guidance, comments, and suggestions on the writer's thesis, and willingly spent her valuable time in examining the writer's thesis.
3. A. Endro Kristijarso, the principal of SLTPK Santo Yosef Surabaya, who had permitted the writer to conduct her research there.
4. Petrus Bedda Turra, S.Pd, the vice principal of curriculum affairs of SLTPK Santo Yosef Surabaya, who had welcomed and also given an opportunity to the writer in conducting her experiment at the school, and provided the writer with all the information needed.
5. Veronica V. Wijayanti, S.Pd, the English Teacher at SLTPK Santo Yosef Surabaya, who was so kind and helpful during the administration of the research at IPH Elementary School. Personally, the writer thanks for her sincere in conducting the treatments and even supporting the writer during the collection of the data.

6. The writer's parents and brother, who had supported her mentally and spiritually so that she could finish her study well, especially complete her thesis. Moreover, the writer was so thankful for the big love, encouragement and endless prayers that had been given to her.
7. Nyoman Arcana, who had given a lot of guidance and suggestions to the writer in analyzing the data
8. The first year pupils of SLTPK Santo Yosef Surabaya of the school year 2007-2008, especially to the pupils in VII-B, VII-C, and VII-D who had participated in this study.
9. The writer's close friends, Rurit, Dien, Andri, Ayu, Eni, Trisha, Meme, Citra, Ferry and Anita who had supported and helped the writer during the writer's study so that she was able to complete it well.
10. All the librarians of Widya Mandala Catholic University, who had facilitated the writer in getting some sources for her study.

Finally, the writer would also like to thank to those who cannot be mentioned one by one for giving her supports and services in the accomplishment of this thesis.

The writer realized that all of the guidance, cooperation, time and opportunities given were really helpful for her to enlarge her knowledge and enable her to arrange the report well as it should be.

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ABSTRACT

Ramadhani, Ayu Tika. 2007. *The Effect of Pictorial Crossword Puzzle and Word Lists on the Vocabulary Achievement of Junior High School Pupils*. Thesis. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala, Surabaya.
Advisors: Prof. Dr. Veronica L.D., M.Sc, Dr. Tjahjaning Tingastuti S., M.Pd

Keywords: Vocabulary, Achievement, Media, Pictorial Crossword Puzzle

In this study, the writer presents the important of vocabulary in the process of teaching and learning English. By mastering the vocabulary of the target language, pupils will be able to learn the skills; listening, speaking, reading, and writing easier (Nation, 1994:8). From the teaching practice, the writer realizes that the technique of teaching vocabulary using word lists with its meaning is still used. However, teaching vocabulary by using word lists is considered monotonous by some people. Shepperd (1973:2) supported by stating that vocabulary learning can be dull if the teacher only gives a list of words to be memorized. It is because the pupils inclined to look up the list of words as drudgery. Teacher usually gives word lists and asks pupils to memorize them. After a long period of time, most of the vocabularies learnt disappear from the pupils' memories. In line with the fact, the writer would like to suggest the use of pictorial crossword puzzle in the vocabulary teaching. Furthermore, she conducts a studying in order to obtain statistically proved data which will provide a point of consideration whether the suggested technique can really improve the pupils' vocabulary. The statement of problem reveals in this study: "Do year seven pupils who are taught vocabulary using pictorial crossword puzzle have a higher vocabulary achievement than those taught using word lists?"

Teachers can use pictorial crossword puzzle to teach vocabulary. Wharton (1995:47) supported by mentioning that one of the objectives of using crossword puzzle is to reinforce pupils' vocabulary. They can ask pupils to expand their vocabularies by finding the words based on the clues and the pictures given. The reason for giving pictures besides clues is to help pupils understand the vocabularies given easier since they will find not only noun but also verb and adjective. Moreover, by using pictorial crossword puzzle in teaching vocabulary, pupils can learn to discuss the answer of the puzzle with their friends by using the target language. Wharton (1995:47) supported by stating that crossword puzzle is as one media of providing pupils with practice in the use of incorporating crossword puzzle into communicative activity. In addition, an interesting media can be used to create situations where the subject is seen freshly as often as possible not only for the pupils but also for the teacher (Davis, 1991:1). Besides that, pictorial crossword puzzle for teaching vocabulary can be made by the teachers themselves since it is quite easy to create. First, make a list of words with which the pupils should be familiar., and then give the clue and picture for each number. After that search a letter common to two words and it is done.

In conducting this experiment, the writer took the seven year pupils of SLTPK Santo Yosef Surabaya of the school year 2007-2008 as the population of the study. While for the sample, the writer took two classes from the population as the experimental and the control groups. The experimental group received vocabulary

teaching through the pictorial crossword puzzle, while the control group received vocabulary teaching through the word lists.

Based on the scores obtained from the post-test, the data show that there is a significant difference on the pupils' vocabulary achievement between the two groups. The pupils who are taught using the pictorial crossword puzzle have better vocabulary achievement than the ones who are taught using the word lists. In short, the finding of this study leads to the conclusion that the pictorial crossword puzzle can be applied as a means of the teaching of vocabulary for the Junior High School pupils.

The writer