CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of analysis presented in chapter IV, the writer would like to draw some conclusion and suggestions as follows:

5.1 Conclusion

There are some conclusions that can be noted based on the result of the analysis:

1. The use of crossword puzzle is effective to teach vocabulary for eleventh grade students in SMA Negeri 2 Kupang in the school year 2017/2018

2. Crossword puzzle was implemented into two cycles. In the first cycle, the writer used crossword puzzle in teaching past verbs taught in both cycles. Before giving them the crossword puzzle the writer taught them simple past tense focusing on remembering past verbs.

3. The student's level of vocabulary in the pre-test was below average (52.24) while the post-test 1 level was fairly good (66.92) and the post-test 2 was very good (91.6). The pre-test was given before they had been taught without using crossword puzzle and post-test was given after they had been taught using crossword puzzle technique.

5.2 Suggestions

Based on the result of the research, the writer gives some suggestions to be English teacher and the students. They are presented in the following:

1. For the English Teacher

   In teaching English, especially improving student's ability in using regular and irregular past form of verbs, teacher can use crossword puzzle as one of the game's, because the result of this study shows that there is a positive effect of using crossword puzzle to improve students ability in using regular and irregular past form of the verbs.

2. For the students

   The students should always be motivated to learn because it is one of the basic elements of language for constructing simple past sentences.

BIBLIOGRAPHY

Anugerah, Siti, *Improving students' Vocabulary Achievement by Using Crossword Puzzle*. (http:∫/enwikipedia.org/com).

Brown, H.A. 2010. Teaching by Principle, An Interview Approach to Language Pedagogy Second editions. New York. Longman

Balur, Cludius. 2009. ''*A study on the mastery of adjective in puzzle to the first semester students of English Education program of Widya Mandira Catolic University in the academic year 2008/2009* (Thesis)''. Kupang: Widya Mandira Catholic University.

Diana, Nova Pravita RUS. 2010. The Advantage and Disadvantage of Using Games in Teaching Vocabulary to Third Grades of Top School Elementary Surakarta: Universitas Sebelas Maret. Unpublished.

Erom, Kletus. 2017. ''Practical Guidelines for Writing Research Report''. Kupang.

Elliot, George. *Brief History of Crossword Puzzle*. March 2010 at http://www.crosswordtournament.com/more/wynne.html.march.23rd .2010

Hornby, AS, 1987. *Oxford Advanced Learner's Dictionary of Current English.* New York: Oxford University Press.

Hornby, 2006. *Oxford Advance Learner's Dictionary of Current English*. New York: Oxford University Press.

Hatch, E., & Brown, C,1995. *Vocabulary, Semantics, and Language Education.* New York: Cambridge University Press.

Subani, 2010.'' The Mastery on Vocabulary by Using Pictures of the Second Year of SMP NEGERI 2 Kupang in the school year 2009/2010.'' (thesis). Kupang: Widya Mandira Catholic University.

Harmer, Jeremy. *The practice of English Language Teaching 4rd Edition.* England: Pearson Education Limited,2007.

Nation I.S.P. 1990. *Teaching and Learning Vocabulary*. New York: Newbury House Publishers, p.94.

Napa, P.A. 1993. *Vocabulary Development Skills*. Yogyakarta: Kanisius.

Nation I.S.P. *Teaching and Learning Vocabulary*. New York: Newbury House Publisher, p 94

McCallum, G.P.1980. 101 *WordGgames: for Students of English as a second or Foreign Language.* Oxford: Oxford University Press.

Rahmawati, Neneng. 2013 The Effect of Using Crossword Puzzle on Vocabulary Achievement of the Eighth Year Students at SMP NEGERI 5 JEMBER. (http://indonesiasaram.wordpress.com)